

# THE USE OF TELEGRAM TO IMPROVE STUDENTS' VOCABULARY

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## **Abstract**

*The purpose of this study was to determine whether or not Telegram was useful for teaching vocabulary. The researchers employed a pre-experimental design with a single group for the pre-test, post-test, and vocabulary quiz. In the academic year 2022–2023, the population consisted of Muhammadiyah Tanetea 8th grades. The sample, which included 14 students, was drawn using the cluster random sampling technique. A vocabulary test was given as a pre-test, post-test, and vocabulary quiz. The result of this research proved that there was a significant difference between students' scores before treatment and students' scores after treatment. It can be seen from the mean score, the mean score of students' pre-tests (56.21), was lower than the mean score of the post-tests (72.21). The significant value of this research (0.000) was smaller than the significant level (0.05). It can be concluded that the use of Telegram can improve students' vocabulary mastery of the 8th-grade students of MTs Muhammadiyah Tanetea.*

**Keywords** — Telegram Bot, Vocabulary, Students.

## **INTRODUCTION**

Several aspects of English contribute significantly to the development of English proficiency. Vocabulary learning is the most important skill for writing, sentence interpretation, and developing other language abilities, hence it is crucial for improving language abilities. Mastering a lot of vocabulary makes it easier for people to read, write, listen, and speak. The phrases you say to others to express your feelings, thoughts, and opinions are summarized in meaningful words. Mastering vocabulary is very important in a language. One of the most crucial parts of English is vocabulary, therefore students who wish to be fluent in the language must learn as much of it as they can. According to Endarto & Subekti (2020), One of the most fundamental and crucial components of learning English is developing your vocabulary. A person's proficiency in a language increases as they learn more words. It is challenging to

communicate your needs, thoughts, and feelings to people when your language is poor. Wilkins (1972) emphasizes “without grammar very little can be conveyed, without vocabulary, nothing can be conveyed”. One of the difficulties in enhancing your language skills is a lack of time and space to utilize English as a means of communication.

Globalization is inseparable in the development of this era. Globalization encourages schools to use digital devices such as computers, internet access and other digital technologies to support and improve the quality of education. Ralston (2012) emphasized, as a medium of daily communication, technology is a part of life that has an impact on language development.

WhatsApp, Facebook, Telegram, and other social media platforms are the social networks that are in great demand today and have the most users among young people. With the help of applications where they communicate with each other, they even use it in the educational world. (Jones, Blackey, Fitzgibbon, & Chew, 2010) emphasized how social networks could aid students in formal learning and increase their involvement in their education. According to Kabilan, Ahmad, & Abidin (2010), students think that they could study English online using social media sites like Facebook, Telegram, and Twitter.

Each social media network has its own set of features and functions, each with its own set of benefits and drawbacks. Two Russian brothers, Nikolai Durov and Pavel Durov founded the Telegram app. Telegram is one of the most essential learning media for education as a social networking tool. Additionally, educators and professionals interested in using social media in educational contexts can communicate with one another using Telegram in the classroom.

There are numerous learning bots available on Telegram, which is one advantage that students can use to enhance their learning. A bot is an artificial intelligence (AI) computer program. The way it works is it scans for keywords, and it is checked against that database. Telegram Bot is an account specifically designed to handle messages automatically (Setiaji & Paputungan, 2018). The presence of this bot feature is certainly very useful for students who need to study at school or independently at home. Bot help students in several ways. For example, the bot contains English material such as Present Simple Verbal and Present Simple Nominal. Several bots can be used such as dictionaries that can interpret the word you are looking for.

## LITERATURE REVIEW

According to Heidari Tabrizi & Onvani's (2018) research entitled "The impact of employing Telegram app on Iranian EFL beginners' vocabulary teaching and learning", adopting a research design that resembles an experiment. The convenience sample approach was used to choose 31 Iranian students from the English Language Institute in Isfahan, Iran, who were between the ages of 10 and 14. The results of this study show that Telegram is a more effective way to acquire vocabulary than the traditional method. Hakim (2019) concluded that the way that students learn and develop is significantly impacted by Telegram. Since Telegram enables them to debate topics or assignments both in and out of class, students are engaged and like utilizing it. Based on research from Sulistyanto & Prellani (2020) concluded that there are significant differences in teaching reading using the Telegram Bot strategy for tenth graders of SMAN 1 Grogol Kediri. The mean difference score of the control class was 24.62 and the experimental class was 32.62.

## METHODS

Assisting students in honing their linguistic abilities is the research's goal. A one-group pre-and post-test design was used in this study's pre-experimental methodology. Through the use of Telegram Bot during the teaching and learning process on Zoom for eighth-graders taught by MTs Muhammadiyah Tanetea, this study sought to increase students' vocabulary. Class 8 consists of 2 classes 8a and 8b and each class consists of 20-25 students. The study was conducted in June for several weeks to provide a pre-test of a vocabulary test, using Telegram Bot, a post-test and vocabulary quiz. The research instrument is a vocabulary test which is used in pre-test, post-test and a vocabulary quiz. The pretest aims to establish how much prior knowledge learners have about vocabulary; the post-test aims to see if the students' vocabulary mastery improved after they received treatment and vocabulary quiz to see improvement in students' vocabulary.

The researchers involved 8th-grade students of MTs Muhammadiyah Tanetea. The research subjects were students of class 8A which consisted of 14 students. Most of them have a limited paper understanding of vocabulary mastery. The time allocation for English subjects is 2 x 30 minutes, twice a week. In acting, the researchers followed the school schedule, where English subjects were taught twice a week. The treatment is carried out for four meetings with the same duration for each meeting.

Quantitative research was used in this study. The researchers used a quantitative approach to compare the pre- and post-test designs' average scores. The test results were analyzed to provide data to show accurate data increasing students' vocabulary mastery. And the researchers also used a vocabulary quiz to provide additional data to show accurate data about improving students' vocabulary mastery. The Statistical Program for Social Sciences (SPSS) has been used to analyze the data for this study.

## RESULTS AND DISCUSSIONS

### 1. The Development of Students' Vocabulary after Learning Using the Telegram Bot

In analyzing the development of students' vocabulary, the researchers used a quiz poll. Figure 1 shows that there is a development in student vocabulary through quizzes held at the end of each meeting, on the first day of the quiz (Quiz 1) the student's score was 58.57, then increased by 5% on the second day of quiz (Quiz 2) 61.43, then increased by 9% on the third-day quiz (Quiz 3) 67.14 and on the last day it increased by 18% on the fourth-day quiz (Quiz 4) 79.29. It can be concluded that there is an increase every time the quiz is held because there is a development of student vocabulary that improves or becomes better than before using the Telegram Bot.

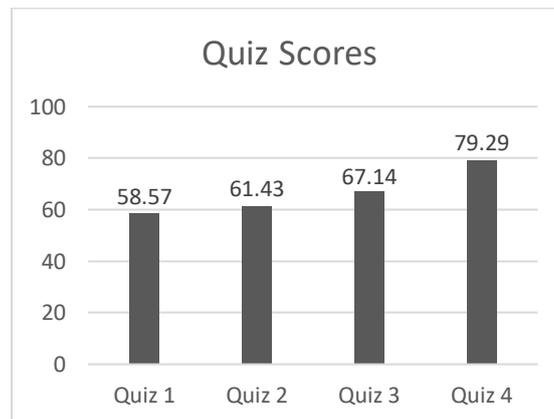


Figure 1. Quiz Scores

### 2. Improved Student Vocabulary after Using Telegram Bot

#### a. The rated frequency and percentage of students' pre-test and post-test scores

According to the Level Frequency and Percentage of Pre-test and Post-test based on data analysis, using Telegram Bot has improved students' vocabulary. The results of students' pre-

and post-test scores, which are broken down into numerous categories, serve as evidence of this. It can be shown in the table below:

The data showed that there are no students received "Very Good" and "Good" scores, 2 (14%) received "Average" scores, and 12 (85%) received "Poor" scores on the pre-test. But, after the treatment the table shows that there was 1 (7%) student achieved "Very Good", 4 (28%) students achieved "Good", 2 (14%) students achieved "Average", and also 7 (50%) students achieved "Poor" scores in the post-test.

It is clear from the previous explanation that the rated frequency and percentage were increasing. From 0 students obtained "Very Good" and "Good", 2 students obtained "Average" to 1 student obtained "Very Good", 4 students obtained "Good", while the "Poor" classification was decreased from 12 students to 7 students only.

b. The Mean Score and Standard Deviation –

This research employed a pre-experimental method with only one class serving as the sample, therefore the data calculation used the paired sample test---. The students' pre-test means score was 56.21, which was labelled as "Poor", whereas the post-test mean score was 77.21, which was categorized as "Average," demonstrating that the test's mean score was greater than it was before it. Because the difference between the pre-test and post-test standard deviations was 16.68 and 12.74 respectively, it can be stated that the pre-test standard deviation was slightly lower than the post-test standard deviation, indicating that the difference between the pre- and post-test scores was greater.

c. The inferential analysis between pre-test and post-test

SPSS analysis was used to analyze this research under the Paired Samples Test. If the level of significance ( $\alpha = 0.05$ ) is greater than the value (sig. 2-tailed) means there is no significant difference. Whereas, if the level of significance " $\alpha$ " is lower than the p-value (sig. 2-tailed) means there is a significant difference. Based on the findings, this study's significant value was 0.000, which is less than the 0.05 significant threshold that was employed. It implies that using Telegram Bot can help students' vocabulary in English.

d. Hypothesis testing

The statistical analysis results at the level of significance ( $\alpha$ ) 0.05 with the degree of freedom ( $df$ ) = 13 and  $p$ -value (sig. 2-tailed) 0.000 demonstrates that the students' pre-test and post-test scores differ significantly. In other words, the significance level ( $0.000 < 0.05$ ) of the students' post-test sig. 2-tailed is not exceeded. According to the table, the significant value of this study was 0.000, with a significance level of 0.05. In conclusion, the alternative hypothesis ( $H_a$ ) is accepted.

## CONCLUSIONS

The researchers came to the conclusion that based on the findings and discussion:

1. Each quiz administered after the meeting shows an improvement in the students' vocabulary, which is the key indicator of their vocabulary growth. Thus, the development of students' vocabulary improves or becomes better after using Telegram Bot for learning.
2. The post-test results showed that the pupils' vocabulary mastery had increased since the treatment and was higher than it had been (pre-test). Additionally, it is shown by the fact that the sig. 2-tailed ( $P$ ) value is not greater than the level of significance ( $\alpha$ ) ( $0.000 < 0.05$ ). Based on these findings, the significance of this study (0.000) is less than the significant level (0.05), indicating that there is a significant effect before and after the treatment, implying that the alternative hypothesis ( $H_a$ ) is accepted and the use of Telegram Bot in English learning can help students improve their vocabulary mastery.

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