

# THE EFFECTIVENESS OF USING WHATSAPP GROUP ON VOCABULARY MASTERY AMONG STUDENTS AT UPT SPF SMP NEGERI 40 MAKASSAR

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## **Abstract**

*This study aims to determine the effectiveness of using WhatsApp groups to improve students' vocabulary mastery. The method used was quantitative with a pre-experimental research design with a sample of 15 class VII.1 student using a cluster random sampling technique. In obtaining data, the researcher used pretest and posttest as instruments. The results of the data analysis showed that by using WhatsApp groups, students' vocabulary mastery increased. This is evidenced by the t-test value which is smaller than P (0.000 < 0.05), which means that H<sub>0</sub> in this study is rejected and H<sub>1</sub> is accepted. So, it concluded that the use of WhatsApp group is effective in increasing the vocabulary mastery of class VII.1 student at UPT SPF SMP Negeri 40 Makassar*

**Keywords** — Effectiveness, Vocabulary mastery, WhatsApp Group.

## **INTRODUCTION**

In today's era, technology is developing very rapidly. Almost every aspect of human life is being affected by technology, so this trend is expected to continue. Digital technology in education is known not only about the physical contribution of technology as a learning tool but also a multidimensional concept. The rapid development of technology causes humans to follow these developments in a short period of time. This is felt by all age groups ranging from parents, adults, teenagers to small children or toddlers who have also felt the impact of very rapid technological developments. Mastery of technology is an important thing that a person must have, especially in learning English.

The rapid development of technology can help the English learning system. This rapid development of technology is the potential to connect student space, time and flexibility in their learning process. This is an impact on changes in how to communicate and manage

information. Therefore, it is not surprising if the way of learning will change to forever. The use of IT must be involved into every subject in the classroom in the current digital world. With the development of digital education, it allows students to gain abundant knowledge and fast and easy. This gives the opportunity to learn English into a reality for all people in various parts of the world. Better access to technology in learning English makes us more independent and start to see the importance of classes where students and teachers communicate in person.

In addition to students, the teacher must also make more observations related to the rapid development of technology. Determining how effective strategies become important with the aim that students do not just focus on academic and pedagogical achievements, but also how the educational process can foster students' character and love for learning activities.

The process of learning English online is usually done through the WhatsApp group application. In this WhatsApp group, students and teacher will communicate and interact with each other. WhatsApp is a type of social networking site that allows users to share messages, files, images, and videos while leveraging the data network as a means of message delivery (Dhahir, 2020).

WhatsApp is more focus on the chat function so that WA is more friendly to use. It is very relevant if it is used for the English learning process because students can only focus on group chats. With this WhatsApp group, teachers can deliver learning materials and assignments for students while studying online from home. Through the WA group, the teacher can convey the materials that students must learn. The superior characteristics of the WhatsApp group will aid in the process of learning English. We can build any kind of chat group we desire using the WhatsApp application. For instance, setting up a unique group for English classes to facilitate communication between students and teachers.

WhatsApp is an effective tool for providing outside-the-classroom opportunities to practice vocabulary especially for weak students; however, content of the messages should be carefully planned (Basal et al., 2020).

It makes sense for carrying out research on how using WhatsApp affects students' capacity to learn English vocabulary. This is because conditions that are very relevant to the very rapid development of technology and the unfinished Covid-19 situation causes online learning activities to continue even though some learning has been done face-to-face. Using a smartphone with an internet network connection, students can access English lessons very easily.

## LITERATURE REVIEW

### 1. Vocabulary

Vocabulary is a collection of words used to describe ideas in a language. Vocabulary may be regarded of as a tool for learning and mastering the English language. The essential element of improving everyone's English skills was vocabulary. The process of memorizing vocabulary required effort on your part; it was not as simple in the past.

Vocabulary is the basis of language there is no language without vocabulary. Before mastering the four skills, namely listening, speaking, reading and writing, students must learn English components such as vocabulary, structure and pronunciation (Arsyad, 2017).

There are some vocabulary aspects as follows:

#### a. Meaning

A word may have more than one meaning based on the context in which it is used, so the teacher should clarify this to the students when delivering the material on meaning.

#### b. Spelling

In learning vocabulary, spelling is important because it aids in reading and as the connector of letters and sounds.

#### c. Pronunciation

Pronunciation is the way in which a particular person pronounces the words of language (Hornby, 2006: 1164). English pronunciation is difficult to learn because it is not related to the spelling of words. The students want to able to speak English well with understandable pronunciation so that they can communicate without annoyance and it makes receiver easier to communicate.

#### d. Usage

Word usage is how a word, phrase, or concept is used in a language. The use of words can also involve grammar and thus become the subject of in-depth analysis.

(Syarifuddin et al., 2014) said Vocabulary mastery is one of the factors to master English as foreign language. It means that the students have the ability in understanding and using the word and meaning. The larger vocabulary the students master, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skill.

According to (Arsyad, 2017) Vocabulary there are several kinds, among others:

a. Productive vocabulary

It is said to be productive because this vocabulary is always used in English. The characteristics of productive vocabulary are vocabulary that is often heard or not foreign to the sound. Productive vocabulary is also usually easy to understand its meaning and meaning.

b. Unproductive vocabularies

Unproductive vocabulary is a type of vocabulary that is rarely used in making sentences or conversations in English. This vocabulary is sometimes difficult to understand because this vocabulary is rarely used in everyday life.

2. WhatsApp Group

According to (Dhahir,2020) WhatsApp is a social media application that functions to communicate, share messages, photos, files, and videos using the data network as a message delivery facility. Apart from that, it also has the WhatsApp Groups feature which allows its users to group their communication audiences. These features make it easier for teachers and students to send and receive information, works, and learning materials.

WhatsApp is a free application that provides a simple, secure, and reliable messaging and calling service and is available on various phones around the world. In the application, we can send messages privately or in groups. In WhatsApp Groups we can communicate with many people so this makes it easier to discuss.

Learning with the help of online media applications such as WhatsApp can increase collaboration in learning, share knowledge and useful information in the learning process, and maintain the joy of learning throughout the ages. Participation, collaboration, and the pleasure of learning are additional values for the learning process.

According to (Nursalam, 2016 & Fallis, 2013) regarding its popularity, the WhatsApp Group is supported with interesting features such as:

- a. Avatars, Users of WhatsApp may present photos or user profiles utilizing this function. If the WhatsApp app is linked to Facebook, the Facebook avatar or photo will be displayed.
- b. WhatsApp Call/WhatsApp Video Call, WhatsApp application users can make voice calls or video calls through this feature, of course, must use an internet connection.

- c. Photos and Videos, Pictures as well as videos can be delivered instantly on WhatsApp. Even more, users can use the built-in camera to record significant occasions. Whatever the situation is, if your phone has a sluggish connection, WhatsApp allows you to send pictures and videos swiftly.
- d. WhatsApp Stories, WhatsApp Story is a new feature that replaces the old-style status, this feature allows users to update their status by uploading photos and videos.

## METHODS

This study used a one-group pretest-post-test research design. Therefore, just one class served as the experimental class in this study. This class received a pre-test, a treatment, and a post-test from the researcher after receiving the treatment. This strategy was employed by researchers to identify the causal links between variables and quantify the results of the manipulation or treatment of these variables. The Statistical Product and Service Solution was employed by the researcher during the data analysis procedure. The design one-group pre-test post-test can be described as:

O1      X      O2

Where:

O1: Pre-test done before being given treatment X: Treatment

O2: Post-test done after being given treatment

(Susanti, 2013)

There are two variables in this study as follows:

- a. Independent Variable

Independent variables are those variables that arise as a result of changes that occur in the dependent variable. Using the WhatsApp Group was the research's independent variable.

- b. Dependent Variable

Dependent variables involve those that are bound, affect both independent and dependent variables, and are not independent. The research's coupled variable is how their vocabulary grows. vocabulary comprehension, or the capacity of a pupil to understand a word's meaning and adapt it in a given situation

The population that involved in this study were students of class VII UPT SPF SMPN 40 Makassar for the 2022/2023 academic year. There are 8 classes and each class consists of 29 to 32 students. This, the unit chosen to be the sample is not an individual, but a group of individuals. Class 7 students of UPT SPF SMPN 40 Makassar consist of VII.1, VII.2, VII.3, VII.4, VII.5, VII.6, VII.7, VII.8

The sampling technique that researcher used in this study was random cluster sampling. The researcher chose class VII.1. The number of students in class VII.1 is 32 people. Researcher have randomly selected 15 students to be sampled.

## RESULTS

The results showed that WhatsApp groups were successful in enhancing students' vocabulary in terms of meaning and usage after using them as a treatment. This may be seen by how the researcher's interventions affected the students' pretest scores and how much vocabulary knowledge they still lacked. The students' vocabulary increased as a result of the treatment the researcher provided.

1. The results show the students' vocabulary mastery improved progress indicated by classification score for both frequency & percentage of pretest and posttest can be show in the following table:

Table 1. Students' Score

Pre-test		Post-test	
Frequency	Percentage	Frequency	Percentage
0	0	0	0
0	0	2	13.33
3	20	12	80
4	26.67	0	0
8	53.33	1	6.67
15	100	15	100

From the data table above, it can be concluded that the student's vocabulary mastery has increased, as seen from the percentage of very good, good, and average which is higher than the percentage of the pretest.

Table 1 showed that before being given treatment, in the pretest, there is no student scored "very good", 3 students scored "good", 4 students scored "average" and 8 students get

a "poor" score. Whereas when treatment is complete, in the posttest, there were 2 students who scored "very good". 12 students scored "good", and 1 student scored "poor". This showed that student achievement increases after being taught with the use of PWIM.

2. The score of mean and standard deviation of pretest and posttest

Table 2. Mean Score and Standard Deviation

Test	Mean Score	Standard Deviation
Pre-test	65,73	9.114
Post-test	81,08	7.198

The table 2 above shows that result of t-test from pretest and post-test. It indicated that there was significant difference between the mean score pretest that is 65,73 while the posttest is 81,08. The standard deviation of pretest is 9,114 and post-test is 7,198. Meanwhile, the standard error of mean from the pretest is 2.353 and post-test is 1.859.

3. Hypothesis Testing

This thesis used a t-test in order to know the significant differences between students' vocabulary knowledge in the pretest and post-test. After examining the data, the result of the t-test gives the answer to the research question of whether or not the WhatsApp group is effective in this research. It can be seen the recapitulation of the data as follows:

Table 3. Hypothesis Testing

Test	Significant Value	Significant Level
Pre-test post-test	0.000	0.05

Based explanation above means  $H_0$  is rejected and  $H_1$  is accepted. So, it can be concluded that the WhatsApp group is effective to improve students' vocabulary mastery.

**DISCUSSIONS**

The researcher explains that there were various approaches utilized to ascertain students' vocabulary in this section as she examines the interpretation of the pretest and post-test results. Pretests and post-tests were just of the tests used to gather data. Before receiving treatment,

students underwent a pretest to gauge their level of vocabulary knowledge. After receiving treatment, students underwent a post-test to gauge if they had made any progress.

The first 15 students took a pretest. Before the pretest, the researcher went over the test guidelines. The pretest's goal was to ascertain the pupils' baseline proficiency in the language. In this study, there were 30 questions on the pretest, including 15 concerning usage and 15 about meaning. There are questions with multiple choices, blanks to fill in, and true/false options.

The first meeting in this study focused the meaning of words. Researcher treatment by utilizing features in the WhatsApp group including videos, pictures and voice notes. Based on research according to Wulandari and Mandasari (2021) explained that various features in the WhatsApp Group service such as emoji, sharing documents/photos/videos, voice notes, typing formats, ease of access, and flexibility can be optimized to achieve the goal of learning English online during the COVID-19 pandemic.

The second meeting the researcher gave a quiz for yesterday's lesson about the meaning of the word. After that, the researcher started introducing new material related to the use of words. Researcher provide treatment by utilizing features in the WhatsApp group including text messages and picture. Based on research according to Sudirman and Ardian (2021) explained that with WhatsApp group, teachers are more helpful in making work easier and faster. Unfinished material is sent via WhatsApp quickly.

After giving material regarding the use of words, the third meeting researcher trained students' skills by giving several examples of stuttering sentences accompanied by explanations. Their students are given examples of questions with incomplete sentences which they must complete using the correct words.

## CONCLUSION

Based on the findings and discussion above it is concluded that the WhatsApp group is effective in improving students' vocabulary in terms of meaning and usage at UPT SPF SMP Negeri 40 Makassar. The post-test score of 81.08 (good) is higher than the pretest score of 65.73 (average), and there is a statistically significant difference due to the value of Sig (2-tailed)  $< P$  or  $(0.000 < 0.05)$  means  $H_0$  is rejected and  $H_1$  is accepted.



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