

THE IMPACT OF APPLYING ENGLISH CHATS OF WHATSAPP APPLICATION ON STUDENTS' ENGLISH VOCABULARY MASTERY

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Abstract

This study aims to determine the impact of applying English chat on students' English vocabulary mastery through the WhatsApp application. It employs a qualitative research method with a qualitative descriptive design involving 10 students. Data collection techniques include observation, interviews, and documentation. The study reveals several impacts on students' English vocabulary mastery as a result of using English chats on WhatsApp, including improvements in word meaning, contextual usage, spelling, pronunciation, and understanding of word forms. However, there is a noted limitation regarding pronunciation development due to the nature of WhatsApp as a communication application, suggesting that face-to-face learning may be more effective in this aspect. Students perceive the impact of using English chats on WhatsApp positively, as they enjoy the learning experience and find teachers responsive to their questions. WhatsApp is regarded as a user-friendly application with potential educational benefits, accessible anytime and anywhere.

Key words—Vocabulary, Impact of English Chat, WhatsApp

INTRODUCTION

Language mastery is dependent on various elements, with vocabulary playing a crucial role in understanding the language's meaning. The more extensive our vocabulary, the better our comprehension of the language becomes. However, vocabulary is not the sole focus; pronunciation, word selection, and understanding the meanings of words are equally important. Students can enhance their pronunciation skills by watching or listening to English-language videos and repeating the phrases. Consistent exposure to English through listening and reading helps us choose the appropriate words effectively. Mastery of English meanings comes with regular practice and usage. Achieving language proficiency is a gradual process that requires consistent practice and familiarity with using English in daily life.

According to Hornby (1995), vocabulary is defined as "the total number of words in a language; vocabulary is a collection of words with their meanings." Without vocabulary, as stated by Rivers (1970), language acquisition becomes challenging. Hence, students studying English, aiming to master listening, speaking, reading, and writing, must prioritize vocabulary learning. It is evident that vocabulary is an essential component for a language's survival. A vocabulary-focused approach offers significant benefits in developing knowledge and skills across various

aspects of language and literacy. This approach supports decoding (phonemic awareness and phonics), comprehension, and fluency. In learning English, vocabulary acts as a binding force, connecting the four language skills of speaking, listening, reading, and writing (Huyen and Nga, 2003). To excel in all these skills, students must possess a strong command of vocabulary. A robust vocabulary enables students to express their thoughts effortlessly in writing or speech and readily understand others.

Additionally, Dellar H and Hocking D (in Thornbury, 2002:13) emphasized that dedicating most of one's time to learning grammar may not lead to noticeable improvements in English proficiency. On the other hand, learning new words and expressions can bring about significant progress. Grammar is undoubtedly important, but without words, effective communication is impaired. These quotes underscore the importance of vocabulary in language development, where both grammar and vocabulary play pivotal roles. Inadequate vocabulary can pose significant challenges for students studying English, hindering their ability to articulate ideas without a strong command of the language.

Learning new vocabulary is an integral part of developing reading, speaking, writing, and listening skills. Insufficient vocabulary hampers effective communication and expression of emotions, both orally and in writing. The greater the language proficiency, the more freely individuals can communicate through speaking, writing, reading, and listening. Vocabulary acquisition involves more than mere word memorization; as highlighted by Cameron (2001), it also includes learning language chunks and their application. Vocabulary encompasses understanding words and their meanings and how language employs words to convey ideas. Consequently, expanding one's vocabulary is imperative for improving overall English proficiency interested.

LITERATURE REVIEW

Vocabulary

a. Definition of English Vocabulary:

Various specialists have provided definitions of vocabulary. Lines (2005:121) defines vocabulary as the list of words that a person is familiar with. According to Neuman and Drawyer, as quoted in Bintz (2011:44), vocabulary encompasses the words needed for effective communication, including both expressive (imaginative) and receptive (listening) words.

Hornby (2006:1645) defines "vocabulary" as all the terms a person uses when speaking about a specific subject, particularly language. Richards (2002) emphasizes that vocabulary is a crucial component of language skills, influencing learners' abilities in speaking, listening, reading, and writing.

Based on the provided definitions, it can be inferred that vocabulary is a collection of words with meanings that can be utilized to construct meaningful sentences for communication in a specific language.

b. The Importance of English Vocabulary:

The significance of vocabulary in language mastery cannot be overstated, as asserted by Huyen and Nga (2003). Vocabulary serves as the bridge connecting the four language skills of speaking, listening, reading, and writing. To master these skills, students need to acquire a substantial amount of vocabulary. A strong vocabulary makes learning English easier for students, facilitating writing, speaking, reading, and comprehension of English materials.

Dellar H. and Hocking D. (in Thornbury, 2002:13) argue that excessive focus on grammar may not lead to noticeable improvements in English proficiency. However, learning new words and expressions can result in noticeable progress. Vocabulary education is more critical than grammar education for mastering English language skills.

c. Types of Vocabulary:

Vocabulary can be categorized into written and oral forms, according to Hybert and Kamil (2005:3). Oral vocabulary is used in speaking or reading aloud, while written vocabulary is associated with printed language used in reading or writing.

1. Productive Vocabulary: Hybert and Kamil (2005:3) define it as words a person can use effectively in writing and speaking. These are well-known, frequently used words.
2. Receptive Vocabulary: Hybert and Kamil (2005:3) describe it as words a person can understand when reading or listening. These are less commonly used and unfamiliar to many students.

d. Vocabulary Mastery:

Mastery involves understanding and applying what has been learned. Proficiency, as Swannel (1994) defines, entails a broad range of knowledge and effective application in a subject or domain. Porter (2001) emphasizes that learning involves comprehension and seamless application. Vocabulary mastery is crucial for learners, as Lewis and Hill (1990) assert that grammar alone is insufficient for effective communication. Vocabulary mastery involves knowing a wide range of words, understanding their forms, functions, and uses in communication. Students should develop a strong foundation in vocabulary before commencing English lessons. Vocabulary mastery is a gradual process that requires consistency and patience, similar to how infants acquire their mother tongue.

To achieve vocabulary mastery, various signs need to be considered, such as meaning, use, spelling, pronunciation, and word forms. Understanding the meaning of words and their relationships is crucial. Context helps in using words effectively. Spelling correctly indicates a deep understanding of the word. Pronunciation is vital for communication, and proper word forms influence sentence construction. In conclusion, vocabulary mastery is a vital aspect of language learning, enabling effective communication and comprehension in English.

WhatsApp Application

a. Definition of WhatsApp Application:

WhatsApp is a fast messaging app that utilizes the internet to send and receive text messages, documents, photos, videos, audio, and user location media to and from other users via cellular mobile numbers. It is available on smartphones like iPhones, Blackberries, and Android devices, providing cross-platform instant messaging services. The app was launched in 2009 by Brian Acton and Jan Koum, former Yahoo employees.

b. Benefits and Features of the WhatsApp Application:

WhatsApp offers several benefits and features, including:

1. **Personal and Group Communication:** Users can send text messages, make calls, share photos, videos, documents, and audio messages individually or in groups. The app also supports location sharing and group video calls.
2. **Educational and Learning Media:** WhatsApp is used for educational purposes, allowing schools, universities, and courses to share information and conduct online learning. The COVID-19 pandemic has also led to increased use for remote education.
3. **Business Media:** Many businesses utilize WhatsApp for promotions, customer communication, and product advertising. WhatsApp Business version offers additional features for optimal business responses.
4. **Sharing Information and Entertainment:** Users can share information, news, and entertainment content easily through the forward feature and stories.

c. English Chat:

English chat refers to text-based communication conducted in real-time using gadgets and chat applications on the internet. It involves exchanging instant messages and may include text, emoticons, audio messages, and videos. English chat is commonly found in various chat applications used by smartphone users for communication.

d. The Disadvantages of the WhatsApp Application:

Despite its advantages, WhatsApp has some drawbacks, including:

1. **Smartphone Dependency:** WhatsApp is compatible only with smartphones, limiting access for those without smartphones.
2. **Constant Notifications:** Frequent messages can lead to irritation due to constant notifications.
3. **Internet Access Required:** Sending and receiving messages for free requires internet access.
4. **Group Admin Privileges:** Only the Group Admin can add users and grant admin titles to other group members.

In online education, WhatsApp's disadvantages may include poor signal networks affecting material distribution, limitations on the number of participants in video conferences, and occasional delays in response times with high message volumes.

Impact

a. Definition of Impact:

Impact refers to the result or consequence that arises from an action or activity. It can have both positive and negative effects and may involve changes in various aspects, such as natural, chemical, physical, biological, or human-related processes. The impact can lead to significant influences and may cause genuine shifts in behavior, attitudes, or outcomes.

b. Positive Impact:

Positive impact involves influencing, persuading, or impressing others with the intention of gaining their support or compliance for beneficial goals. It emphasizes the positive aspects of a notion, promoting happiness, pleasure, and optimism. When faced with negative situations, individuals with a positive attitude consciously strive to maintain their optimistic state of mind, facilitating quick recovery.

c. Negative Impact:

Negative impact refers to significant influence that results in unfavorable effects. It also involves efforts to influence, persuade, or create an impression on others, but with undesirable intentions, leading to specific outcomes that may be detrimental. Some scientific research suggests that negative impacts can have a stronger effect compared to positive ones.

Perception

Perception, as described by various experts, is the process of receiving messages or information through the senses and making continuous contact with the environment. It involves the use of sight, hearing, touch, taste, and smell to establish connections with the surroundings. The information received is then processed, organized, understood, and appraised, leading to the formation of meaningful impressions.

Perception can also be seen as a direct result of learning through sensing, where individuals organize and interpret inputs to create integrated meanings. It is a psychological process that transforms stimuli into opinions based on experiences with the five senses. Perception involves selection, interpretation, and reaction to stimuli, leading to positive or negative opinions.

According to Irwanto, positive perception includes accepting and sustaining information and behaviors related to the perceived object, while negative perception involves opposing and conflicting behaviors. Perception continuously influences an individual's behavior, shaping how they view and respond to things based on their knowledge and experiences. In conclusion, perception is subjective and influenced by an individual's experiences and emotions. It involves

processing sensory inputs to form opinions and attitudes towards various stimuli, which in turn influence behavior and decision-making.

METHOD

1. Research Design

The research design used in this study is descriptive qualitative research, aiming to provide insights into the use of WhatsApp groups for English training by high school students. It seeks to understand what occurred and the contributions made in this context. Qualitative descriptive research aims to uncover what is happening in the observed environment, the participants' perspectives, and the events or activities within the research setting. Qualitative research is chosen because it allows for the investigation of descriptive phenomena that cannot be easily measured, such as the workflow of a task. The study focuses on defining English training activities that utilize WhatsApp groups as a learning medium. Data was collected from high school students in Kabupaten Luwu during the research process, which took place in April 2023.

The research process involves presenting the subject of interest, describing the facts accurately, thoroughly, and systematically, and presenting the generated data in its current state. The analysis is conducted based on the theoretical framework employed by the author, ensuring that the research findings objectively characterize the problems under study. According to Sugiyono, qualitative research evaluates circumstances as they naturally occur. The researcher serves as the primary instrument for data collection, and inductive data analysis is used to uncover patterns and themes. The study's findings emphasize the significance of generalization.

2. Research Participants

The study was conducted in Luwu Regency with a sample of 10 third-grade students from SMAN 13 LUWU who use WhatsApp for educational purposes. From the total of 31 students in the science class of grade 12 (MIPA 1), 10 students were selected as participants based on their active engagement in studying English and seeking advice from the English teacher. The observations were taken in November 2022, and SMAN 13 Luwu was chosen as the school and place for the study due to its suitability as a sample.

For data collection, the researcher employed interviews as the main research tool. Interviews were conducted to gather information from the respondents, using an interview guide as the tool. The interviews were unstructured, allowing the interviewer to ask comprehensive and in-depth questions without following a strict guide sheet. This approach was chosen to gather rich qualitative data and insights from the participants. The researcher used an interview guide to facilitate the questioning process.

3. Data Analysis

The next stage of the research is data analysis, where all the data obtained from the interviews with the respondents is recorded and analyzed to provide information and insights

related to the research problem. The data collected is systematically grouped according to the research objectives and analyzed using descriptive methods in qualitative research.

According to Miles & Huberman (1992: 16), the data analysis process involves three activities:

1. **Data reduction:** This involves organizing, reducing, and reconfiguring the large amount of data collected. Data selection, focus, simplification, abstraction, and transformation are all part of the data reduction process. The researcher decides which information from the field notes and interview transcripts should be highlighted, minimized, or disregarded based on the research objectives.
2. **Displaying data:** The second stage is data display, where the condensed and ordered compilation of data allows for drawing conclusions. The researcher presents the data in a table or other visual format along with fundamental categories to make it easier for readers to understand the findings. For example, the data may be displayed in a table showing how social media conversations have helped students learn.
3. **Drawing and verifying conclusions:** Making conclusions involves reflecting on the meaning of the data and evaluating their relevance to the research topic. The researcher interprets the information displayed and examines the reliability and validity of the data. Triangulation is used to verify the results by using various sources and types of information. This ensures that the data are reliable and consistent. The researcher analyzes multiple sources, such as interview responses and observational data, to provide robust results for the study.

FINDINGS

The study focused on examining the impact of using WhatsApp's English chat feature on high school students' mastery of English vocabulary. The research utilized a qualitative methodology, and interviews were conducted with 10 MIPA 1 grade 12 students from SMAN 13 LUWU who actively engaged in learning English through WhatsApp.

The findings of the interviews were grouped into several categories, as follows:

1. **Finding out the meaning of words:** Based on the interviews, 9 out of 10 students were able to find out the meaning of words while using the WhatsApp application for learning English. Some students found it quick and easy, while others mentioned finding out some meanings. Only one student expressed difficulty in knowing the meaning of a word.
2. **Finding out how to use words in context:** Eight out of 10 students could correctly use words according to context, while 2 students gave inappropriate answers. Students emphasized that understanding the context was crucial for effective communication.
3. **Spelling words correctly:** All students were able to spell words correctly.
4. **Pronouncing words correctly:** Seven out of 10 students could pronounce words correctly and provided examples of their pronunciation. However, 3 students did not mention examples of their pronunciation improvement.

5. Identifying word forms: All students were able to identify word forms and cited examples of different forms of words.

Regarding students' perception of the impact of WhatsApp's English chat on their vocabulary mastery:

- a. Students enjoy learning English vocabulary via WhatsApp: Almost all students expressed enjoyment in using WhatsApp for learning English vocabulary, with some finding it very helpful. However, a few students felt that face-to-face learning might be more beneficial.
- b. Students' perception of communication for learning via WhatsApp with peers and teachers: Students had varied opinions on the effectiveness of communication for learning with peers and teachers through WhatsApp. Some students found it very helpful and convenient, while others considered it less effective and preferred face-to-face interactions.
- c. Teacher response: The teacher's response to students' messages on WhatsApp was very responsive, according to the students.
- d. Students' satisfaction: The students expressed satisfaction with the teacher's responses on WhatsApp.
- e. Students' frequent use of WhatsApp: Students reported using WhatsApp for learning only when they had assignments from the teacher.
- f. The use of WhatsApp in learning: Students used WhatsApp for learning by accessing files, images, audios, and videos provided by the English teacher.
- g. Comparison between WhatsApp and other media: Most students found WhatsApp easier to use than other methods because of its simplicity and helpful features. However, some students preferred platforms like Zoom for face-to-face interactions.
- h. Difficulties using WhatsApp in learning: Some students faced difficulties using WhatsApp, such as network or data quota issues. However, others did not report any significant difficulties as WhatsApp was an essential part of their daily communication.

Overall, the findings showed that using WhatsApp's English chat feature had positive impacts on students' knowledge of English vocabulary. It facilitated quick access to word meanings, correct word usage, spelling, pronunciation, and identification of different word forms. Students generally enjoyed using WhatsApp for learning and found it beneficial, although some challenges related to internet connectivity were observed.

Discussion

10 SMAN 13 LUWU grade 3 students served as the subjects of this study. According to the study's findings, using WhatsApp's English conversation feature had both beneficial and detrimental effects on students' command of the English language. Here, the researcher presents information based on the findings of the interviews she conducted with the 10 students using an interview guide she had created. The researcher used 15 questions to gather data, of which 7 were regarding impact and 8 were about perception. In order to determine the effects of using

WhatsApp's English chats on students' vocabulary knowledge, the researcher reports the findings of student interviews.

1. Impacts of applying English chats of WhatsApp application on students' English vocabulary mastery

There are several impacts of using English chats in the WhatsApp application on students' English vocabulary mastery, both in terms of meaning, use, spelling, pronunciation, form, and also the overall positive or negative impact of using English chats on the whatsapp application. The data is presented as follows:

- a. Finding out the meaning of the words

According to the results of the interviews, the majority of students—nine out of ten, specifically—were able to decipher words while using the WhatsApp program to study English. It is significant to highlight that the pupils' experiences and capacities for comprehending word meanings varied.. Some students reported being able to quickly and easily find out the meanings of words. This indicates a high level of proficiency and effectiveness in using the application for language learning. They expressed confidence in their ability to comprehend new words and phrases.

On the other hand, there were students who mentioned that they could only find out some of the meanings of words. This suggests a moderate level of success in using WhatsApp for understanding word meanings. These students might have encountered challenges in comprehending certain words or phrases, indicating the need for further improvement or alternative learning strategies. Interestingly, one student admitted not knowing the meaning of a word despite using WhatsApp for learning English. This finding indicates that there could be various factors influencing the ability to understand word meanings, including individual differences, prior knowledge, and the complexity of the words encountered.

Additionally, one student expressed a lack of proficiency in both understanding and pronouncing the meaning of words. This finding highlights the importance of considering pronunciation skills in language learning, as it can significantly impact the overall comprehension and effective communication in a foreign language.

Overall, the finding suggests that the majority of students were able to find out the meaning of words while using WhatsApp for learning English. However, the varying levels of success and challenges encountered by some students indicate the need for further investigation into the factors that contribute to effective word comprehension and pronunciation skills when utilizing such applications. Additionally, it highlights the importance of considering individual differences and providing targeted support to students who may struggle in certain areas of language learning.

According to Dillenbourg (1999), technology can encourage social interaction and mutual support among students, which has the potential to enhance understanding and mastery of word meanings. WhatsApp can serve as a platform that facilitates collaboration and discussion among

students, allowing them to share knowledge and provide support to each other in understanding word meanings.

b. Finding out how to use the word in context

The finding from the interviews suggests that the majority of students, specifically 8 out of 10, were able to understand and use words correctly according to the context. This indicates a good grasp of how to apply vocabulary in appropriate situations. However, it is worth noting that 2 students gave inappropriate answers, implying a lack of understanding regarding word usage within context. Some students expressed the opinion that understanding the context needed to use words and being able to translate them easily is more effective. They highlighted the benefits of having a clear context for asking and answering questions during the learning process. This understanding allows them to navigate language usage more effectively and accurately.

Another student acknowledged the importance of context in using words and the ease of translation. They emphasized that having a context helps them quickly comprehend the meaning of newly encountered words. This suggests that the student recognizes the role of context in facilitating word understanding and application.

On the other hand, one student expressed the opinion that relying solely on easy translation without understanding the word is less effective. This viewpoint suggests a recognition of the potential pitfalls of relying on direct translation without considering the contextual nuances of word usage. The student implies that understanding the word's meaning within its appropriate context is crucial for effective language learning. Overall, the finding suggests that a significant majority of students have an understanding of how to use words in context. They recognize the importance of context in determining the correct usage and comprehension of vocabulary. However, the presence of two students who provided inappropriate answers indicates a need for further exploration and support in helping them develop a stronger understanding of word usage within context. To enhance language learning, it would be beneficial to provide students with ample opportunities to practice using words in various contexts. This could include engaging in conversations, reading authentic texts, or participating in activities that encourage the application of vocabulary in different situations. By doing so, students can develop a deeper understanding of how words function within specific contexts and enhance their overall language proficiency.

According to Krashen's information Hypothesis (1985), language learners pick up language the best when they are exposed to understandable information, or language input that is a little bit advanced from where they are currently proficient. Learning new vocabulary and linguistic structures progressively is possible for learners via interpreting language in context..

c. Spelling the words correctly

The finding from the interviews suggests that all students were able to spell the given word correctly, which is "P-U-L-V-E-R-A-T-R-I-C-I-O-U-S." The researcher specifically asked the students if they could spell the word correctly while using the WhatsApp application for learning English. Both Extract 1 and Extract 2 provide the same answer, indicating that the students spelled

the word as "pi-yu-el-vi-i-ar-ei-ti-ar-ai-si-ai-ou-yu-es." However, it is important to note that the written form of the spelling in this discussion is based on a phonetic representation.

This finding indicates that the students had sufficient spelling skills to accurately reproduce the given word. It suggests that they were able to understand the spelling and pronunciation of complex words encountered while using the WhatsApp application for learning English. It is worth noting that the given word, "P-U-L-V-E-R-A-T-R-I-C-I-O-U-S," is not a commonly used word in everyday English. It is possible that the students were able to spell it correctly due to their specific preparation for the interview or their familiarity with the word through the learning materials used in their English language studies. Overall, the finding suggests that the students in the interviews demonstrated a satisfactory level of spelling ability. While the given word may not represent the everyday vocabulary they encounter, their ability to accurately spell it while using the WhatsApp application for learning English indicates their competence in this particular skill.

The Developmental Spelling Theory (Donald Bear, 1980s): This theory encompasses various stages of spelling development experienced by students as they learn to spell words. These stages include spelling phonetically to mastering more complex spelling rules.

d. Pronouncing the words correctly

The finding from the interviews indicates that 7 out of 10 students were able to pronounce words correctly by providing examples and pronouncing them directly. However, 3 students did not mention examples of their pronunciation during the interview. The researcher specifically asked the students about examples of changes in their English pronunciation while learning English using the WhatsApp application.

Overall, the finding suggests that a majority of students in the interviews experienced changes in their English pronunciation while using the WhatsApp application for learning. The examples provided by some students indicate their awareness and improvement in pronouncing specific words and phrases. However, the varying responses indicate that some students may not have noticed or experienced significant changes in their pronunciation.

To further enhance pronunciation skills, it is important to provide students with opportunities for oral practice, such as audio exercises, interactive speaking activities, or conversational practice. This can help reinforce correct pronunciation and develop confidence in speaking English. Additionally, it may be beneficial to incorporate pronunciation-focused exercises and resources into the WhatsApp-based learning materials to provide targeted support in this aspect of language acquisition.

The Comprehensible Input Hypothesis (Krashen, 1980s): This theory states that effective language learning occurs when students are exposed to comprehensible input, which means language input that is slightly above their current language proficiency level. In the context of pronunciation changes, the improvement in the ability to understand and reproduce different sounds can occur through appropriate exposure to easily understandable input.

e. Identify the word forms

The finding from the interviews indicates that all students were able to identify word forms and provide examples of these word forms. The researcher specifically asked the students about their knowledge of word forms.

Extract 1 demonstrates one student's understanding of word forms as units of words grouped based on their forms. They provide example of nouns as a specific word form. This response indicates that the student recognizes the concept of word forms and can provide an example to illustrate their understanding. Similarly, Extract 9 highlights another student's knowledge of various word forms. They provide a list of word forms, including verbs, nouns, pronouns, numerals, adjectives, adverbs, articles, prepositions, conjunctions, and interjections. This response shows a comprehensive understanding of different types of word forms and their classifications.

Overall, the finding suggests that all students in the interviews possess knowledge and awareness of word forms. They can identify and categorize words based on their forms. The examples provided by the students indicate their ability to recognize specific word forms and understand their role in language. Understanding word forms is crucial in language learning as it enables students to comprehend the structure and function of words within sentences. By recognizing different word forms, students can enhance their vocabulary, sentence construction, and overall language proficiency.

To further develop students' understanding of word forms, teachers can incorporate activities that involve identifying and categorizing word forms in various contexts. This can include exercises that require students to identify different word forms in sentences or provide examples of specific word forms. By engaging in such activities, students can strengthen their knowledge and application of word forms, enhancing their overall linguistic competence.

Cognitive Linguistics and Cognitive Grammar (Langacker, 1987): This theory focuses on the understanding of language as a reflection of human cognitive processes. In the context of word forms, this theory emphasizes the understanding of how we categorize words based on their forms and functions in the process of thinking. Students with a good understanding of word forms can identify and categorize words better due to their cognitive understanding of language.

2. Students perceive the impact of applying English chats of WhatsApp Applications on students' English vocabulary mastery.

The findings from the interviews provide valuable insights into students' perceptions of the impact of applying English chats on WhatsApp applications on their English vocabulary mastery. Let's discuss these findings along with relevant theories from experts.

The majority of students expressed enjoyment in learning English vocabulary through WhatsApp. They found it helpful and a positive experience. This finding aligns with the theory of engagement and motivation in learning. According to Deci and Ryan's Self-Determination Theory (1991), when students perceive learning activities as enjoyable and satisfying, they are more likely to be intrinsically motivated, leading to better learning outcomes.

Students' perceptions of learning through WhatsApp communication with peers and teachers varied. Some students found it beneficial and helpful, while others felt it was less effective and preferred face-to-face interactions. This finding reflects the importance of social interaction in learning. Vygotsky's Sociocultural Theory (1978) emphasizes the role of social interaction in cognitive development and learning. It suggests that meaningful interactions with peers and teachers can enhance learning and language development.

The students reported that their teachers were responsive in their communication on WhatsApp. This aligns with the theory of effective teaching and feedback. Hattie and Timperley's Feedback Model (2007) emphasizes the importance of timely and constructive feedback in enhancing student learning outcomes. The responsiveness of teachers on WhatsApp indicates their commitment to supporting students' learning process.

Students expressed satisfaction with their teachers' response on WhatsApp. This finding corresponds to the theory of positive teacher-student relationships. The Relational Cultural Theory (Jordan et al., 1991) suggests that positive relationships between teachers and students contribute to a supportive learning environment and enhance student satisfaction and engagement.

The students reported using WhatsApp for learning purposes only when there are assignments given by their teachers. This finding aligns with the theory of task-oriented learning. Zimmerman's Social Cognitive Theory of Self-Regulation (2000) suggests that students are more likely to engage in learning activities when they perceive them as relevant and goal-directed.

Students described using WhatsApp for learning through various forms of media, such as files, images, audios, and videos shared by their teachers. This finding reflects the integration of multimedia in learning. Mayer's Cognitive Theory of Multimedia Learning (2001) suggests that incorporating multimedia elements can enhance learning outcomes by leveraging visual and auditory channels of information processing.

Most students found using WhatsApp easier compared to other methods due to its simplicity and features. However, some students preferred platforms like Zoom for face-to-face interactions. This finding relates to the theory of media selection. The Media Richness Theory (Daft and Lengel, 1984) suggests that the choice of communication media should align with the richness required for effective communication and information processing.

Some students reported difficulties using WhatsApp, such as network connectivity issues or running out of data quota. This finding highlights the challenges of technology-mediated learning. The theory of technology acceptance, such as the Unified Theory of Acceptance and Use of Technology (UTAUT) by Venkatesh et al. (2003), recognizes that the successful adoption of technology depends on users' perceived ease of use, usefulness, and external factors such as technical support and infrastructure.

CONCLUSION

There are several impacts from the impact of applying English chats of WhatsApp application on students' English vocabulary mastery. both in terms of student vocabulary and overall impact. In terms of vocabulary, the students themselves felt that there was a change in their

vocabulary knowledge for the better. For example, from the aspect of knowing the meaning of words, the context of using words, spelling words, pronouncing words, and understanding word forms. In addition to the positive impact, there is also a negative impact, namely the student's pronunciation does not significantly increase because WhatsApp is only a communication application, it will be much better in terms of mention if learning is face-to-face.

Students' perceptions about the impact of applying English chats of WhatsApp application on students' English vocabulary mastery are that students give positive perceptions because students enjoy learning to use WhatsApp, and teachers are also very responsive in responding when students ask questions. As we know, WhatsApp is a very simple and easy application to use anytime and anywhere, including in terms of education.

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