CHAPTER 1

INTRODUCTION

A. Background

Language a means of communication that should be learned and mastered by people who wants to transfer his or her idea to communicate with other. Being a social human, we cannot live in this world without other people. We need others to help, to share each other, etc.

Language was significant since it a means of communication. It means people can express their idea, thoughts, feelings, and desires. With language they can communicate with each other. According to Brown (2000), language was a system of arbitrary conventionalized vocal, written or gestural symbols that enable members of given community to communicate with one another. Therefore, language was very important to learn because by learning language hopefully we can communicate well with another.

English was an important language, because it was used as an international language of communication. English was the most widely used language in the world. English was the International language used almost people in the world, so almost nation learn English, included Indonesia. In Indonesia schools, English is taught as a foreign language.

Introduce a foreign language was challenging. It happens because learners were unique in their characteristics and have a special way of learning a new thing. They acquire knowledge by asking, listening to people around

them and also experienced things. Through these acquiring learners develop their vocabulary.

Vocabulary was one important aspect in learning foreign language. Without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening, and writing. Without a herd of doubt, the acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledge able transfer for a better life. Indisputably the chances for progress or success in any kind of field, like computers, technology, economy, politics, tourism, and educational increase with the size and whatsapps of vocabulary.

Kweldju (2005:155) states that Vocabulary was central to language and of critical importance to typical language learners. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form. Since English was the first language taught in all level of education, it becomes a necessity to know the main goal why English becomes so important. English was a tool to communicate written and orally for understanding the expression of information and for developing the sciences and technology. Indeed, communication competence comprehensively was the ability to understand and to produce English spoken and written for being required to gain four basic skills of language such as listening, speaking, reading, and writing.

Ramelan (2006) states that the aims of English teaching among other are to increase the new words (vocabulary). When the learners were in Junior

High School, they found something new in learning English. By studying English, the students are expected to have a mean to develop their knowledge of science, technology and culture so that they can grow up with Indonesian personality. Later, hopefully, the pupils were able to support the development of tourism (Depdiknas, 2004:1).

English was very important subject of students, the teacher are demanded to be able to apply the effective ways in teaching English for them. Nowadays, the students feel so bored in learning English in their home. Sometimes, the teachers use the same methods in teaching English. Teachers must be able to differentiate the methods they apply in teaching English for young learners. As young learners have their own world, there must be attractive techniques in teaching English to them to help them acquire vocabulary.

However, the fact shows that many teachers now teach English language to students with the ordinary method and it makes the students bored. When the teachers fail in finding and applying an appropriate method, the results of their teaching and learning activities would be useless. Learners may find difficulties in mastering vocabulary because English is not their first language they use in daily conversations. Based on the observation field, the researcher found that the teachers media in learning vocabulary specially in online lesson was made the students less of vocabulary. Therefore, the researcher wants to try improve the students vocabulary mastery using whatsapp as media in teaching process.

WhatsApp is applied to accommodate learners' participation, feedback and achievement through giving comments, questions and discussion. In addition, WhatsApp provides space for posting the materials which are restricted in Zoom. Moreover, WhatsApp also has role as the terminal of submitting the assignment such as written assignments, oral assignment (audio) or even individual speaking recording assignment (video). Furthemore, the use of WhatsApp offers a very low cost as stated by Wahyuni et.al (2020, pp.316) besides it is cheap with low internet data consumption, it also has features for text messaging, pictures, and audio.

Based on the expanation above, the researcher stated that whatsapp is one of the largest social media platforms most used to communicate in the present. thus, with some features in whatsapp like sending pictures and voicemails, it can make it easier for students to interact with teacher. not only that, but the group chat on whatsapp is also very easy to understand and use, thus, it can make it easier for students to communicate with each other, or with teacher.

Based on the explanation above, the researcher intends to make details explanation about teaching vocabulary using outdoor activities, entitle **" Improving Students' Vocabulary Through Whatsapp on The Third Semester English Students of UM Parepare "**

B. Problem Statment

Based on the previous background, The researcher would like to formulate the problem that was “Does the use of whatsapps can improve the students‟ vocabulary mastery of the third semester students of UM Parepare?”

C. Objective of The Research

The objective of the study was to find out whether or not the use whatsapp improves the students vocabulary mastery at the third semester of Senior UM Parepare.

D. Significance of The Research

The result of this study was hopefully useful for many people especially for those who were closely related to English education. The significant of the study was stated as follow:

1. For the teacher

   This thesis can enrich them of teaching vocabulary that can be used to make the process of teaching and learning English enjoyable. The teacher can also improve the quality of the teaching learning process and the teacher would be more creative in making some creation of teaching English.

2. For the students

   Hopefully, the students enjoyed in learning English vocabulary more and this study would give input knowledge. So the students can improve in mastering their vocabulary.

3. For the researcher

   Make the researcher how important “Whatsapp” to improve vocabulary mastery, develop of revise skills and also aim to increase the vocabulary sight of the researcher.

4. For other researcher

   The result of this research also contributes to other researchers to give references to the next researchers to conduct further researcher.

E. Scope of The Research

In this research, the researcher was not investigate all English students in UM Parepare, but the researcher limits his investigation on the seventh grade students in UM Parepare only in order to manage her research well. The researcher focused on the use of Whatsapp in improving vocabulary mastery.

Then the researcher presented a special way for students so they can quickly understand and improve their vocabulary. Hopefully, with this technique the researcher wants to show that Whatsapp can improve the vocabulary mastery for the students and also can make the teacher easier in teaching vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

1. Muniroh (2006) in the title of *The Use of Whatsapp Method As an Effort to Develop Social Interaction at Pre-Elementary School Pertiwi Sedayu, Kec. Sapuran, Kab. Wonosobo.* It is also analized by Rostika (2010) in the title of *The Learning Model of Narration Essay Writing Through Whatsapp Method(Descriptive Study at the Eleventh Grade of Senior High School Putra, Bandung).* The subject of this thesis was the Pre-elementary school and Senior High School, Rostika took the eleventh grade students of Senior High School 2 Putra and Muniroh took pre-elementary school to be her subject. The type of this thesis was Qualitative classroom observation. However, Rostika used the type of thesis of mixed-method (Quantitative and Qualitative study). The result of Rostika was research, that is determining the extent to which Whatsapp can enhance the writing skill of senior high school in writing narration, so that the students can improve their writing ability and master their vocabularies too. Meanwhile Muniroh is researcher just explains in general about the Whatsapp in relation to the social interaction of students in pre-elementary school, so that they can master their vocabularies to understand and communicate what other people want to do. In this case it needs further research and detail. It was important for us to find out how far students' skills in using Whatsapp to enhance vocabulary mastery and to obtain more complete data.

2. Evely (1995) this research used quantitative approach and was a conducted to 30 students in Class VIII A. the administered vocabulary test in collecting the data. The results of data analysis showed that there was a significant improvement in students vocabulary achievement after they were thought by using story completion. It could be proven from the improvement of student's mean score from pre-test to post-test, which was 76,09 to 89,04, with t-value was 10.333. In short, story completion can improve student's vocabulary mastery
3. Jafari and chalak (2016), in their study found that the use of whatsapp has signifficant role to enhance the students vocabularyThe results also showed that there was not a substantial difference between male and female students regarding their vocabulary knowledge after using WhatsApp. The findings of this study can be beneficial to Iranian EFL students, teachers, language schools, policy makers, and syllabus designers.
4. Kim (2020) in his study found that using zoom video has positive effect to the students reading comprehension achievement. The questionnaire found that learners are satisfied with zoom video for the following reasons: increased interest in and motivation towards learning, self-directed learning, active interaction, easy of access, easy of information retrieval.
5. Wirayuda (2020) in his study stated that there was a statistically significant improvement of the students' vocabulary achievement by using group chat discussion on whatsapp application. This suggests that teaching

vocabulary using group chat discussion facilities the students to find meaning from the text easily.

B. Theoretical Review

1. Concept of Vocabulary

a. Definition of Vocabulary

At learnt. Learning vocabulary was important because we are able to speak, write, and listen nicely. We have to know vocabulary first. A person said to know a word if they can recognize its meaning when they see it Cameron (2004). It means that in learning vocabulary, we have to understand the meaning and the usage of it in the sentences.

Vocabulary was the knowledge of meanings of words. What complicates this definition was the fact that words come in at least two forms: oral and printed. Knowledge of words also comes in at least two forms, receptive that which we can understand or recognize and productive the vocabulary we use when we write or speak. Oral vocabulary was the set of words for which we know the meanings when we speak or read orally. Printed vocabulary consists of those words for which the meaning was known when we write or read silently. These are important distinctions because the set of the words that beginning productive vocabulary readers know are mainly oral representation. As they learn to read, printed vocabulary comes to play incresingly larger role in literacy than does the oral vocabulary. Productive vocabulary was the set of words than an individual can use when writing or speaking. They

were words that are well-known, familiar, and used frequently. Conversely, receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading.

According to Napa (2005) state that vocabulary was one of the components of language and not language exist without words are sign or symbol for ideas. It means that vocabulary was the important part of language to communicate with others.

According to the definitions above it can be concluded that vocabulary was a stock of words in a language, written or spoken, with meaning that considered as cultural meaning used by group or individual community. Moreover, vocabulary was defined as a list or collection of words arranged in alphabetical order and explained. Therefore, vocabulary is all the language and words either used or understand by a person or group of people.

b. The Importance of Vocabulary

Vocabulary learning was the important aspect in learning a foreign language. Students improved much if they learn more words and expressions. As a linguist Wilkins Thornbury (2004) says that vocabulary learning is very important. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.‟ Thus, vocabularies are the flesh of a language while grammar is the skeleton. In order to be able to use the language productively, students must know certain amount of vocabularies, not only for communicating orally, but also written.

Mastering vocabulary is very important for the students who learn English as a foreign language. That is why everybody who learns English or a certain language should know the words. The mastery of vocabulary can support them in speaking when they are communicating to people can write and translate the meaning. Lack of vocabulary knowledge will result in lack of meaningful communication.

Human beings begin to learn a language simply by learning vocabulary before learning any other aspects of language. To put it briefly a large vocabulary can be very helpful to you. Words are the keys to accurate thinking. Teachers, however, need to select the appropriate vocabulary to teach to the students, especially for the younger learners in the very beginning level.

c. Vocabulary Mastery

Learning a language means learning its vocabularies. We use the vocabularies in communication either in spoken form or written form. We try to send messages, share information and ideas by using the language. In general, no language acquisition is possible without understanding the vocabulary, either in the first or the second language.

According to Hamalik (2005) mastery is in fact; found when something impersonal is involved. The mastery of language means as the ability to use or to understand “all the words” of the language. He also says that the mastery of vocabulary of a foreign language is also bound by our actual experience.

Vocabulary mastery can be defined through knowledge of the words of a language. The students mastery of a language is indicated by their skills in producing the words. According to Harmer (2007) there are two kinds of vocabulary mastery, namely: active, and passive vocabulary. The former refers to vocabulary that students have been taught refers to words which students have been recognized when they meet them, but which they will recognize when they meet them, but which they will probably not be able to produce.

In mastering vocabulary, the students should be able to produce all kinds of vocabulary both active and passive or receptive and productive. The students speak them in any situation. The words can be used to express their ideas through writing and speaking.

d. Teaching Vocabulary

There are five “essential steps” in vocabulary learning according to Hatch and Brown, in Cameron (2005), as follows:

1. Having sources for encountering new words When a word is acquired (acquired) and not memorized, the meaning of the word will continue to expand along with the child's experience richer and more frequently met with the use of the word in various contexts.
2. Getting a clear image, whether visual or auditory or both, for the form of the new words Simply memorized and understood the meaning of words is not enough. Gradually the child should also be exposed to other words or word families that are still in touch.

3. Learning the meaning of the words

   Teach new words in early childhood should be done in a way that does not realize that their children are learning but create one that makes the learning atmosphere is incidental.

4. Making a strong memory connection between the forms and meanings of the words the words do not just appear on a particular unit, but also presented in several other units and even in other textbooks of different levels. Therefore, recycling (repetition) is valuable for children to be able to recall the words he had ever learned.

5. Using the words.

   The fifth process is actually happening over and over again so that something new can be learned and remembered always.

2. Concept of Whatsapp

WhatsApp is an instant messaging application for smartphones, when viewed from its function WhatsApp is almost the same as the SMS application that you usually use on old cellphones. But WhatsApp does not use credit, but internet data. So, in this application, you don't have to worry about the length of the character. There is no limit, as long as your internet data is sufficient.

WhatsApp was founded on February 24, 2009, meaning that WhatsApp is now in its sixth year. WhatsApp was founded by Brian Acton and Jan Koum who had worked as Yahoo employees. With a savings of $ 400,000 earned while working there, Koum visited his friend, Alex Fishman

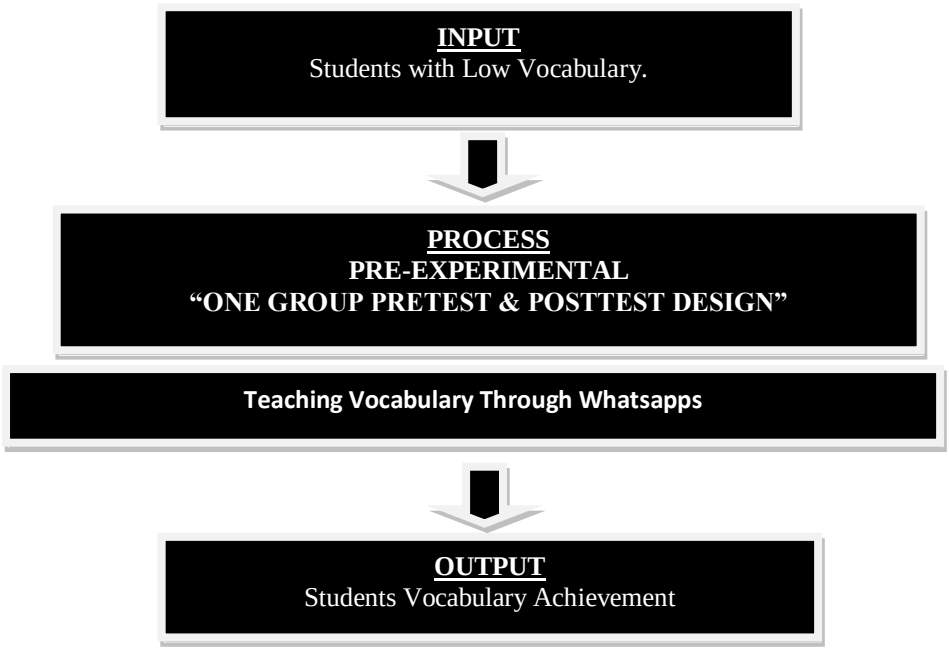
to discuss the App Store which at that time was only 7 months old, Koum felt this store had potential. Fishman then helped Koum find an iPhone application developer named Igor Solomennikov from Russia.

WhatsApp has several features:

- Sending a text message
- Send photos from gallery or from camera
- Send video
- Sending office files or something else
- Making voice calls, including sending your voice message that the recipient can listen to at any time.
- Location sharing using GPS
- Sending a contact card
- WhatsApp also supports some emojis, but for stickers, WhatsApp is quite minimalistic.
- In WhatsApp, users can also set up their own profile panel, consisting of name, photo, status as well as several privacy settings tools to protect the profile and also help tools to backup messages, change account numbers and make payments.

C. Conceptual Framework

The conceptual has underlying in this research were given in the following diagram below:



a. Input

In this stage, the data of student's Vocabulary ability was collected by gave them a test named pre-test. The students answer some question about the text or materials. This stage requires one meeting to conduct.

b. Process

In this stage, the researcher gives a treatment. The researcher implemented teaching Vocabulary through Whatsapp . The researcher read a text and students focus listen and then students read and discuss the text with their group to answer some question about the text.

c. Output

In output, the researcher collected the data of student's Vocabulary. The research identified whether or not there was an improvement after treatment.

D. Research Hypothesis

The researcher formulates two hypotheses as follows:

a. H_0 (Null Hypothesis): The use of Whatsapp can not improve vocabulary of the third semester English students in UM Parepare.

b. H_1 (Alternative Hypothesis): The use of Whatsapp can improve Vocabulary of the third semester English students in UM Parepare.

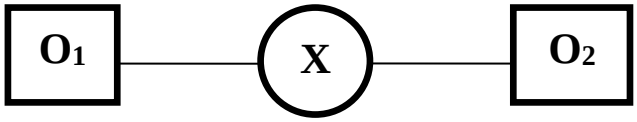
CHAPTER III

RESEARCH METHOD

A. Research Design

The research design of this research was pre-experimental class with one group pre-test and post-test design. This research design illustrated as follows:

Figure. 3. 1 Research Design



(Sugiyono, 2014:74)

Where:

O_1 : Pre-test giving before treatment

O_2 : Post-test giving after treatment

X : Treatment

B. Research Variables and their Operational Definitions

1. Research Variables

There were two variables in this research namely independent variable and dependent variable.

a. The independent variable was vocabulary of the third year English students UM Parepare

b. The dependent variable was Teaching Vocabulary through Whatsapp..

2. Operational Definition of The Variables

Vocabulary was the process of constructing meaning from written texts. It was a complex skill requiring the coordination of a number of interrelated sources of information.

WhatsApp is an instant messaging application for smartphones, when viewed from its function WhatsApp is almost the same as the SMS application that we usually use on old cellphones. But WhatsApp does not use credit, but internet data. So, in this application we don't have to worry about the length of the character. There is no limit, as long as our internet data is sufficient.

C. Population and Sample

1. Population

The population of this research was the English students UM Parepare consist of 70 students which divided into 4 classes.

2. Sample

The researcher used random sampling technique with third year English students UM Parepare consists of 13 students as a sample of this research.

D. Procedure of Collecting Data

The data collected in the pre-test and post-test.

1. Pre-test

a. Distribute the worksheet in WhatsApp group.

b. Giving instructions through zoom meeting.

c. All students collect the worksheet to researcher by personal chat.

d. The pre-test was used to find out comprehend of the students before giving treatment.

2. Post-test

a. Distribute the worksheet in WhatsApp group.

b. Giving instructions through zoom meeting.

c. All students collect the worksheet to researcher by personal chat.

d. Post-test was used to find out the vocabulary after giving treatment.

F. The Instrument of the Research

The instrument used in this study was a reading test, namely a match test. The number of tests is 20 test items to measure students' ability to understand reading texts. The tests applied were in the form of pre-test and post-test. Pre-test was used to determine students' understanding before being given treatment, and post-test was used to determine vocabulary after being given treatment.

G. Treatment

The students installed WhatsApp on their cell phones, tablets or laptops and they electronically received vocabulary instructions four days a week for four weeks (4 sessions). In each session, five vocabulary items were taught to students. All students in the were the member of the same WhatsApp chat group. The instructional materials initially available in the print form were developed and converted into a mobile-based format. Different related pictures and videos were also sent to the students which conveyed the meaning of the new words and help the students with the pronunciations. Definitions, synonyms and antonyms of the new words were also practiced in different sentences by using WhatsApp. They

also received different drills to practice the new vocabulary items. Researcher asked the students to answer the questions individually and send their answers to the researcher. In other words, the instructional module consisted of three different phases including the pre-teaching phase, the teaching phase, and the post-teaching phase; in pre-teaching phase, based on students' text book, information was provided for the learners. In teaching phase, during each school day, the students were asked to use WhatsApp to learn new vocabulary items, and in post-teaching phase, the learners' vocabulary achievement was measured by post-test.

H. Technique of Data Analysis

In this research, the researcher collected the data of the students speaking ability after giving pretest and posttest through quantitative analysis. The data was analyzed by employing the following procedures:

1. Score = $\frac{\text{students' achievement x 100\%}}{\text{Total competence}}$

(Universitas Muhammadiyah Parepare, 2014)

2. Classifying the percentage of the students score

Table 3.1. Student classification score

Qualification	Predicate	Score	Result Of Conversion
Very Good	A	86 - 100	4.00
Good	B	71 - 85	3.00

Fair	C	56 - 70	2.00
Poor	D	< 55	1.00

(Universitas Muhammadiyah Parepare, 2014)

3. Finding out the mean score used following formula

$$\bar{x}=\frac{\sum x}{N}$$

Where:

$\bar{x}$: Mean score

$\sum x$: Total of row score

N : Number of students

(Gay, 2006)

4. The formula of standard deviation was presented as follows:

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n-1}}$$

SD= Standard Deviation

$\sum x$ = Total of Row score

N= Student of Total Number

(Gay, et.al., 2006)

5. Finding the differences of mean score between the pretest and the posttest by calculated the value of the t-test, the formula as follows:

$$t = \frac{D}{\sqrt{\frac{(\sum D^2 - \frac{(\sum D)^2}{n}}{n\,(n-1)}}}$$

Where:

t : Test of significance

$\sum$: The sum of the squares, square each score and add up all the squares

n : The total number of the subject after treatment

D : The difference between the paired score

(Gay, 2006)

6. Criteria for Testing Hypothesis

To test the hypothesis, the researcher was used t-test with α = 0.05 level of significance for independent sample, the formula degrees of freedom was df = n-1.

The formula of the statistical hypothesis in this research was two tailed as follow:

H_o: $\mu_1 > \mu_2$

H_1: $\mu_1 \not> \mu_2$

(Sugiyono, 2010)

Where:

H_0 : null hypothesis

H_1 : alternative hypothesis

μ_1 : the mean score of the students' speaking ability before treatment

μ_2 : the mean score of the students' speaking ability after giving treatment

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher analyzes the data from the pre-test and post-test. The pre-test was used to measure the students' initial vocabulary ability, and the post-test was used to measure how far the students' vocabulary improved after the treatment.

A. Research Findings

In this case, the researcher applied all the procedures described in the previous chapter, besides that this research has given pre-test and post-test to students at UM Parepare. The results of each test are different. Then proceed with analyzing the students' scores on the pre-test and post-test in the pre-experimental class. It aims to determine the significant improvement in students' vocabulary.

1. The Result Scores of Pre-test and Post-test

a. The Result of The Pre-test

A pre-test conducted by the researcher to know the vocabulary of the students before gave the treatment. Based on the pre-test in this class, the researcher gave the frequency and percentage analysis as follow

Table.4.1 : The students vocabulary achievement in Pre-test.

No	Classification	Score	F	%
1	Very Good	86-100	-	-
2	Good	76-85	-	-
3	Fair	56-75	9	70%
4	Poor	45-55	2	15%
5	Very poor	≤40	2	15%
	TOTAL		**13**	**100%**

The results of students' vocabulary in the pre-experiment showed that the students had varying scores at the pre-test. In this class, some students are classified as being bad and very bad, it cause of teachers media in teaching process specially in mastery the vocabularies. Automatically most of their answers were wrong. The vocabulary achievement was still low in the pre-test. Where the pre-experiment class or class third semester which consists of 13 active students can be concluded that the class was classified failed during pre-test.

b. The Result of Post-test

Post-test conducted by the researcher to know the vocabulary of the students after giving the treatment. Based on the post-test in this class, the researcher gave the frequency and percentage analysis as follow :

Table.4.2 : The students vocabulary achievement in Post-test.

No	**Classification**	**Score**	**F**	**%**
1	Very Good	86-100	3	23%
2	Good	71-85	9	70%
3	Fair	56-70	1	7%
4	Poor	41-55	-	-
5	Very poor	≤40	-	-
	TOTAL		**13**	**100%**

Based on the percentage of students' vocabulary at moderate, bad, and very bad grades, it has increased significantly. This shows that after doing a treatment, there was a better value than before using the Whatsapp .

Furthermore, the scores of each student on the post-test were analyzed using the standard scores of the Ministry of National Education of the Republic of Indonesia, so that the level of success of the students after being given treatment can be seen which can be seen in the table above.

It can be concluded that after being given treatment there was an improvement of the students vocabulary mastery after being treated by using whatsapp application.

2. The Means Score and Standard Deviation of Pre-Test of The Students

The means score and standard deviation in this class after calculating the result of the student's pre-test are presented in the following table :

a. Means Score and Standard Deviation of Pre-Test

Table. 4.3: Means score and standard deviation of pre-test

Class	Mean Score	Standard Deviation
Pre-Experiment	**54**	**11,24**

The table showed that the mean score of pre-test in the vocabulary of students in pre-experiment was still low. It showed that the means score of the pre-experiment class is 54. It means that the mean score of pre-test was obtained by the students before giving the treatment in pre-experiment class a category moderate.

The standard deviation of pre-test in pre-experiment 11.24 was categorized high. It indicated that the students' ability in vocabulary was still varied.

b. Means Score and Standard Deviation of Post-Test

Table.4.4 : Means score and standard deviation of post-test

Class	Mean Score	Standard Deviation
Pre-Experiment	**83**	**8.45**

The table shows that the students' vocabulary ability has increased significantly. The result of standard deviation also shows that students do not understand the vocabulary with a standard deviation of 83 before treatment and after treatment, there is an increase, namely 8.45. This is due to the application of vocabulary using the Whatsapp.

3. The Hypothesis Testing

Hypothesis testing was conducted to know and conclude that the whatsapp was a success or not to increase the vocabulary in the first year students of UM Parepare. To test the hypothesis, the researcher was used t-test with $\alpha = 0.05$ level of significance for independent sample, the formula degrees of freedom was df = n-1

The following table was the result of statistical analysis of t-test scores. The pre-test and post-test hypothesis testing are explained as follows:

Table.4.7 : the result of statistical analysis of students vocabulary.

Types of test	Level significant	T-test Value	T-table Value
Pre-test and Post-test	0,05	**1,81023**	**1,78229**

The results of the pre-test and post-test of the researcher found that the t-test value was higher than the t-table value. It means that the null hypothesis (H_0) was rejected and the Alternative Hypothesis (H_1) was accepted.

Therefore, the researcher concluded that there was an improvement in students' vocabulary before and after the treatment by using whatsapp application. It was proved that whatsapp was one of effective media to implement in teaching English specially in teaching vocabulary mastery.

B. Discussion

In this study, the author applies Whatsapp Application in teaching English subjects to students of UM Parepare. The author managed to collect data

using a test, to answer the author's questions. The purpose of this study was to determine the effectiveness of using Whatsapp Application in teaching vocabulary.

In this research, the researcher has conducted four meetings. The first meeting conducted by researchers in this study was to provide a pre-test for the respondent class. The researcher then conducted treatment for four meetings for class according to the predetermined strategy. After carrying out the treatment, the researcher then distributed the post-test to determine the increase in students' abilities. The treatment and the test carried out by Whatsapp. The following is a detailed explanation of the problems in the research.

In this section, the researcher explains the background of the research until the research results are obtained. This research was started after the researcher found some facts while making observations at UM Parepare, namely the fact that students found reading in English quite difficult. Before we can seem to explain the importance of reading, we need to know how to read.

The researcher found several facts why the researcher conducted this research with the aim of improving students' vocabulary. The first is based on a written test that the researcher did during the observation. The students said that vocabulary was quite difficult in English. Second, the researcher found the fact that students were bored with the learning media used by the teacher in teaching. English lectures should try to use interesting learning media to motivate students to be more active in the learning process, especially in reading descriptive texts or making fun activities. Third, students' reading ability is still low. This is evidenced

by the results of written tests on observations. Based on the 2016 Ministry of National Education, this score is categorized as a poor achievement. Therefore, the researcher used Application to improve students' vocabulary in the first year of UM Parepare.

Before giving treatment, the researcher conducted a pre-test on the respondent's class to determine the students' reading ability. Pre-test was given to all students with 80 minutes (2 hours of lessons) for the respondent class. After conducting the pre-test, the researcher gave treatment to the respondent class four times.

In the first meeting until the end, the researcher ensured that students were active in the Whatsapp application. Whatsapp application is a messaging app that let user text, chat, and share media, including voice messages and video with individual or group. This app used by the researcher as the media to check the attendance, share the material, share the test and college the test.

This research aims to improve the students vocabulary by using whatsapp application. There was some research finding that related with this study. In order to became a reference, those research related findings also became a reason why the researcher interest to implement whatsapp as media to teach vocabulary. There was some similiarities and differences between some related research findings with this researcher researches.

The first research related finding was Evely (1995) in her research found that there was a significant improvement in students vocabulary achievement after they were thought by using story completion. This study has some similiarities

which was the study of Evely also used quantitative approach with pretest and postest to collect the data. But there was also a differences that was the researcher used whatsapp as media to improve the students vocabulary.

The second research was coming from Muniroh (2006) and Rostika (2010) The differences between this thesis and the previous studies were on subject, type and the purpose of the thesis. The subject of this thesis was the Pre-elementary school and Senior High School, Rostika took the eleventh grade students of Senior High School 2 Putra and Muniroh took pre-elementary school to be her subject. The type of this thesis was Qualitative classroom observation. However, Rostika used the type of thesis of mixed-method (Quantitative and Qualitative study). The result of Rostika was research, that is determining the extent to which Whatsapp can enhance the writing skill of senior high school in writing narration, so that the students can improve their writing ability and master their vocabularies too. Meanwhile Muniroh is researcher just explains in general about the Whatsapp in relation to the social interaction of students in pre-elementary school, so that they can master their vocabularies to understand and communicate what other people want to do. In this case it needs further research and detail. It was important for us to find out how far students' skills in using Whatsapp to enhance vocabulary mastery and to obtain more complete data.

Next, Jafari and chalak (2016), in their study found that the use of whatsapp has signifficant role to enhance the students vocabulary. The results also showed that there was not a substantial difference between male and female

students regarding their vocabulary knowledge after using WhatsApp. The findings of this study can be beneficial to Iranian EFL students, teachers, language schools, policy makers, and syllabus designers. This study was same with the researcher reseaches that was using whatsapp to enhance the students vocabulary and it has also same positive result. Furthermore, there was a related research that used an application in their research. It was comig from Kim(2020) that using zoom video application. But, Kim used that application to investigated the effect of zoom video to students reading comprehension achievement and it was different with the researcher study that investigated the students vocabulary improvement used whatsapp application.

The last related research finding was Wirayuda (2020) in his study stated that there was a statistically significant improvement of the students' vocabulary achievement by using group chat discussion on whatsapp application. This suggests that teaching vocabulary using group chat discussion facilities the students to find meaning from the text easily. It was same media with the researcher but in Wirayudas' research that more spesific in using whatsapp by made a group chat with the students.

Based on the some previous related research findings, it could be some evidence that whatsapp has positive effect specially to improve the students vocabulary. There was several similiarities and differences between this research with the related previous findings above.

This research applied quantitative method with pre-experimental approach with one group pretest and postest design. the sample of this research

was the Third Year English Students of UM Parepare that consisted of 13 active students took by using random sampling technique. While for the instrument of this research used matching and completions test. The test contains of 20 items completion.

The researcher collected the data in pretest and postest section. Before giving treatment, the researcher measured the students vocabulary by giving them a test namely pretest. After that, the researcher conducted the treatment by using whatsapp as long as four meetings. The researcher was taught the students vocabulary in whatsapp. How to comprehend a words and way to memories a words easily. Then, after the researcher applied all of the treatment section, the researcher measured the students vocabulary by giving them a test namely postest.

Based on the previous chapter, there was siggnifficant different before and after giving treatment. The students had varying scores at the pre-test. In this class, some students are classified as being bad and very bad,it cause of teachers media in teaching process specially in mastery the vocabularies. Automatically most of their answers were wrong. The vocabulary achievement was still low in the pre-test. Where the pre-experiment class or class third semester which consists of 13 active students can be concluded that the class was classified failed during pre-test. Futhermore, the mean score of pre-test in the vocabulary of students in pretest was still low from the standard scores of the Ministry of National Education. It means that the mean score of pre-test was obtained by the students before giving the treatment in pretesest was failed.

While after giving treatment, the scores of each student on the post-test were analyzed using the standard scores of the Ministry of National Education of the Republic of Indonesia, so that the level of success of the students after being given treatment can be seen which can be seen in the table above. It can be concluded that after being given treatment there was an improvement of the students vocabulary mastery after being treated by using whatsapp application. Otherhand, the students' vocabulary in post-test was high than pre-test. It can be said that there was signifficant differences of the students vocabulary mastery after giving treatment. The students has good progress after treated by using whatsapp application.

The researcher also included the result of statistical analysis of t-test scores. the researcher was used t-test with $\alpha = 0.05$ level of significance for independent sample, the formula degrees of freedom was df = n-1. The result showed a very siggnifficant scores. the t-test value was higher than the t-table value. It means that the null hypothesis (H_0) was rejected and the Alternative Hypothesis (H_1) was accepted. Therefore, the researcher concluded that there was an improvement in students' vocabulary before and after the treatment by using whatsapp application. It was proved that whatsapp was one of effective media to implement in teaching English specially in teaching vocabulary mastery. The researcher take a final note that the use of whatsapp can improve the students vocabulary at the Third Year English Students in UM Parepare.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts; the first was a conclusion which based on the research findings and discussion. The second was a suggestion which made for further study.

A. Conclusion

Considering the result of the data analysis and the discussion of the result in the previous chapter, the researcher concluded that Whatsapp can improve students vocabulary of the third semester English students in UM Parepare significantly. It was proved by students score between pre-test and post-test result. While the result of testing hypothesis which was showed that t-test value higher than t-table value. By correlating this result with the testing hypothesis, it indicated that null hypothesis (Ho) was rejected and the alternative hypothesis (H1) was accepted. It can be said that whatsapp application was one of effective media in teaching English specially for the the students vocabulary.

B. Suggestion

Based on the conclusions above, the researcher gives suggestion as follows:

1. It is strongly suggested that teaching vocabulary by using extending concept through Whatsapp should be continually implemented at third semester English students in UM Parepare.
2. Teacher of English should be creative and innovative to manage the materials for teaching vocabulary.

3. Teachers and organizers of schools are expected to modify and give information about extending concept through Whatsapp in teaching English, especially in teaching vocabulary.
4. Creative students are expected to build a positive activity where students can practice, give their ideas, aspirations, and opinions that can improve their vocabulary.
5. For the next researcher, it is suggested to be meaningful information to the next invention in learning vocabulary.
6. For the curriculum designer, it is suggested to be a comparison and reference material for English study development.
7. The next researcher should manage the learning process properly.

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