CHAPTER I

INTRODUCTION

This chapter consists of background, problem statement, objective of the research, significance of the research, operational term definition and scope of the research.

A. Background

In Indonesia, English has become one of the local content in teaching curriculum which has been provided from junior high school to university level. In learning English, there are four skills that must be mastered by students, they are; listening, speaking, reading, and writing skills. To complete these four skills, there are four aspects that are needed to be mastered in the process of learning English, they are; vocabulary, structure, grammar, and pronunciation.

In this case the writer focuses his attention on vocabulary. Susilowati et. al., (2018) stated that vocabulary is the most basic aspect of English that has to be mastered before mastering English skills. By increasing vocabulary mastery, students can easily communicate in English both oral or written form, students can also easily to understand sentences in English both reading or speech forms.

Since November 2019 the government has implemented an online learning process in order to minimize the transmission of Covid-19 (Fitriani et al., 2020). There are many face to face applications that can be used to implement online learning process such as Zoom Cloud Meeting, Google Meet, Webex.. oct. However, several schools, including UPTD SMP Negeri 22 Barru more prefer to

use Whatsapp application, because it uses quite easy and does not drain a lot of students internet quota.

On the other hand, based on the observation, the writer found that their mean score is 59. This score is categorized as poor classification based on score criteria of Dirjen Pendidikan Dasar Dan Menengah (2017). Through questioning, 75% students stated that factor that triggers students' vocabulary mastery relatively low is teaching and learning media. The learning media used by the teacher made them feel bored and less enthusiastic to carry out the English learning process.

Based on the explanation above, the writer proposes another application that similar to whatsapp application, but have higher quality than it, that is telegram application. Such as Manna & Ghosh (2018) stated that so many features are available in both communicative apps, but if we look back to the characteristics we have seen many drawbacks available in WhatsApp whereas as telegram application is very helpful to cover the weakness, especially in improving students vocabulary mastery, there are features in telegram application that can make the student interst to folowing the learning process, such as polling features and telegram bot, which is Whatsapp aplication does not have these feature. Therefore, the researcher doing the observation under the tittle "Improving the Seventh Grade Students' Vocabulary mastery at UPTD SMP Negeri 22 Barru by Using Telegram Application".

B. Problem Statement

Based on the previous explanation, there are two problems of this study. They are students' vocabulary that relatively low and the use of learning media that less precise for the seventh grade students at UPTD SMP Negeri 22 Barru. Therefore, the researcher formulates a research question as follow:

"Can the use of telegram application improve the seventh grade students' vocabulary mastery at UPTD SMP Negeri 22 Barru?"

C. Objective of the Research

Based on the problem statement and the research question, the objective of this study is to measure whether or not the use of telegram application can improve the seventh grade students' vocabulary mastery at UPTD SMP Negeri 22 Barru.

D. Significance of The Research

The significance of the research was divided in two parts there would be theoretical and practical significance.

1. Teoritical significance

The result of this research would be useful information for readers, to enrich their insights into teaching English theory. The result of this research is also would be useful for researchers for further studies.

2. Practical significance

There are some significance were expected by the researcher as follows:

a. For teachers

The result of this research would be useful to help teachers especially English teacher to teach the subject in a better, effective and efficient way.

b. For students

The result of this research would be able to motivate the students to improve their English especially their vocabulary mastery.

c. For other researchers

The result of this research would be useful for the next researchers to provide more information about how to use telegram application to improve vocabulary mastery.

E. Scope of The Research

The scope of this research was focused on improving the seventh grade students' vocabulary mastery at UPTD SMP Negeri 22 Barru by using telegram application. It is restricted by content and activity. The explanation as follows:

1. By discipline, this research was limited to the field of applying linguistics study, in term vocabulary by using telegram application as teaching media.
2. By content, this research cover things around us material. While the problem solution is limited on the implementation of telegram application.

By activity, the researcher apply learning process use telegram application to improve the seventh grade students' vocabulary mastery at UPTD SMP Negeri 22 Barru. The researcher apply the learning process as long as four meetings. At the first meeting, the researcher give post-test to students. After that, each meeting the researcher teach the material by distributing video file and reading file and giving example sentence from the material being taught. As an evaluation the researcher give quizzes or game vocabulary to students through polling feature in Telegram application and give assignments regarding the material that has been taught. Then, at the last meeting the researcher give post test to the students to measure whether or not the use of telegram application can improve the seventh grade students' vocabulary mastery at UPTD SMP Negeri 22 Barru.

CHAPTER II

REVIEW OF RELATED LITERATURE

The chapter presents some previous related research findings, some partinent ideas, conceptual framework, and research hypothesis.

A. Some Previous Related Research Findings

The concept of this research was the use of telegram application in improving students' vocabulary mastery. Related to the focus of this research, some previous researchers could be reported several benefits of using telegram application in improving students' vocabulary mastery.

First, the research about the impact of telegram application on students' writing achievement (Rahma at all., 2017). The purpose of this research is to fnd out whether there is any influence or not telegram in teching writing on students'writing achievement at SMKN 8 Surabaya. This research use quantitative approach with true experimental design which consisted of two groups pre-test and post-test. Based on the data analysis, the result shows that telegram application can be an appropriate media in teaching-learning process, because it deliver positive influence on writing. they are finding that telegram application made students no longer lazy to write in English because they could write on their smartphone everywhere.

Second, the research about the effect of instruction through telegram groups on the learners reading comprehension (Naderi & Akrami, 2018). The

purpose of this research is to investigating the effect of instruction through telegram groups on the learners reading comprehension. Moreover, it investigated that whether there is any difference between two genders of the experimental groups in reading comprehension ability. The result of their research portrayed that using telegram groups have a significant effect to the intermediate students reading comprehension ability.

Third, the research about the effect of using telegram application on students listening skill in Iranian (Salehpour, 2018). The purpose of this research is toinvestigated the effect of using telegram application, in comparison with classroom instruction, on listening comprehension ability of Iranian EFL students. this research used quasi experimental method which divided into two groups that is experimental class and control class. The research findings found out that using telegram application did have a significant effect on enhancing Iranian EFL learner's listening comprehension ability. Based on the data analysis, the result shows that telegram application can enhance students listening skill in Iranian.

Fourth, the research about students' response toward the use of telegram application in practicing their English speaking skill (Syamimie at all., 2019). The purpose of this researche is to find the solution to encounter the problems faced by students in practicing English speaking skill during their SLT, particularly through the use of telegram. This research use qualitative method were to find the data the reseracher used questionnaires and analysed using both descriptive and inferensial statistics. Based on the data analysis, the result shows that students give high positve

attitudes towards the use of telegram application in practicing their Englsih speaking skill outside of the formal class.

Based on those some previous studied, the researcher believes that there are many benefits of using telegram application in teaching English such as Alahmad (2020) stated that there are many kinds feature of telegram application that can educate about English, one of the aspect that can improve by using telegram is English vocabulary mastery.

The feature such as chat column, voice recording, short video recording, sending (files, video, picture, and audio) features is very helpful students to express their idea and find information, the more often students use the features, the more likely the vocabulary possessed by students could be developed by itself. Polling feature also one of the best feature in telegram application to improve students vocabulary mastery, becouse this feature can be use to give game or quiz vocabulary, so that the students could be interested to folow the learning process. In addition, translate bot in telegram also can help the students to find out the unknown word easily, students just need to join to translate bot on telegram and then write down the unknown word. All of the features and bot function in telegram application that have been mention, it is become a strong reason for researchers to use telegram application as learning media in improving the seventh grade students vocabulary mastery at UPTD SMP Negeri 22 Barru.

B. Some Pertinent Ideas

1. The Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary is the total numbers of word owned by the speaker that used to communicate their ideas and provide an explanation for the meaning that want to be expressed (Siregar, 2018). Such as Abdillah (2018) stated that vocabulary is all words that we used both in spoken and written form. Then, Eviyuliwati et all., (2018) stated that vocabulary is aspect that can help students to undestand what is written on the text and convey meanings from it easily.

From the definition above, it can be concluded that vocabulary is a set of words which is used to understand language both input and output. By vocabulary the listener and the reader could be easy to understand the meaning of the sentences conveyed by the speaker and the writer, by vocabulary the speaker and the writer can also easy to conveyed opinion to the listener and the reader.

b. The Importance of Vocabulary

Vocabulary is the important aspect of English (Endarto & Subekti, 2020)**.** Faliyanti (2017) also stated that vocabulary is the important aspect that students need when studying English. Bisedes that, O'g'lli (2020) Stated that vocabulary is the most important part in language because when someone does no longer has sufficient vocabulary then he could have difficulty in speaking or writing using his target language, other than that, when someone does no longer has sufficient vocabulary then he could have difficulty in recognize the sentence. Then, Heidari

(2019) stated that vocabulary mastery is a supporting factor in the success of language learning, this is not simply an opinion that is usually believed, but it has been aggred upon by experts and researcher.

From explanation above, it can be concluded that vocabulary plays an important role for students in learning English because with a lot of vocabulary, students could be more easily to communicate in English both orally or written form, students can also easily to understand sentences in English both reading or speech form.

c. Types of Vocabulary

Known vocabulary types is important to have a better understanding of how to teach effectively according to context, learners studying style, preferences, and needs (Dakhi & Fitria, 2019). There are two types of vocabulary, they are; receptive and productive vocabulary, active and passive vocabulary.

1) Receptive and productive vocabulary

Receptive vocabulary is the words that use readers and listeners use to understand a given message while productive vocabulary is the words that speaker and writer use to produce the message.

2) Active and passive vocabulary

Active vocabulary is the words that are completely understood which usually use by listener and writer while passive vocabulary is the words that are not completely understood which usually use by speaker and writer.

d. Teaching Vocabulary

Teaching vocabulary is a process of introducing, understanding, and bringing new words closer to students to use in communicating. Such as Asyiah (2017) stated that teaching vocabulary aims to enable students to understand, acquire, and use foreign vocabulary for communicative purposes. Susanto (2017) stated that in teaching vocabulary teacher must remember that teaching vocabulary is a new and different lesson from the students mother tongue. Therefore, teacher must be careful to choose the media, strategy, and techniques of teaching that will be used to teach vocabulary.

e. Guidelines in Teaching Vocabulary

In teaching vocabulary there are some guidelines that can teacher use in teaching vocabulary. Phillips at, all (2008) stated that the guidelines in teaching vocabulary, can be concluded as follows:

1) Building words by implementing in everyday routine

The way memorizes new word is by repeat the word. Moreover, if the word is repeated aloud, it can help the students easy to remember words better that repeat them silently.

2) Selecting word to based on students need

To teach word, we have to start from the word that students need and easy to understand by the students. For example, like book, chair, pen, and other easy word. The words could be easy to explain and understand by the students because the words is used by the students in daily activity.

3) Teach new words clearly

Teach new words clearly mean teacher have to read aloud or mention the word. Showing words and ask them to say aloud, explain the meaning by easy words, provide eaxmples, ask questions to determine, when they remember and understood the word then students write their vocabulary to be judge by teacher or other students.

4) Explain relationship between words

The students organize word regarding the types of word. For example, food, food have many types such as carbohydrate, protein, and many types of food. Students could draw their general knowledge in group of vocabulary according concept which they are familiar.

2. The Concept of Telegram Application

a. Definition of Telegram Application

Telegram application is one of learning media that can make students easy to learn because there are many features in telegram application that support learning process to be successful, such as tools to share pictures, files, audio, video, and more with users and friends (Kechil et al., 2019). Beside that Syamimie at all., (2019) stated that telegram application is a recommended application for teachers, because it can be used as a device to inspire or motivate students in improving their English speaking skills outside the formal classroom. Rahma et all., (2018) also stated that telegram application is one of alternative to make students intrested to practice anglish was improved.

From the definition above, it can be concluded that telegram application is one of learning application that has many features that can improve students speaking, writing, reading, and listening skill so that automatically students vocabulary also increases.

b. The Procedure of Using Telegram Application As Teaching Media

There is some procedure that can be implemented in the classroom related to the teaching reading by using telegram application (Sari, 2017). The procedure as bellow:

Step 1. Pre Teaching

In this step, teacher makes sure that all of students have installed telegram application. After that, tecaher explain to the students how to use all of the features in telegram applcation.

Step 2. Whilst Teaching

In this step, teacher start to teach the material and give opportunity for students to gathering the material. After that, the teacher asks about the student's undesrtanding regarding the material, and the students can also ask questions regarding the things that are not understood from the material.

Step 3. Post Teaching

After pre-teaching and whilst teaching, the last step is post teaching, in this step, as an evaluation the teacher give quizzes to students to find out whether students really understand the material that has been taught. Then, before the lesson

is closed, the teacher gives an assignment to the. Finally, the teacher closes the lesson by giving motivation to learn to students, as usually done when teaching offline.

c. Advantage of Telegram Application As Teaching Media

There are many advantages of telegram application for teaching and learning (Khoshsima et al., 2018). The advantage include:

1) Teacher can teach in telegram groups without any time and place limits
2) Telegram can check student's attendance automatically
3) Written box feature in telegram can help students to express their idea, and in teaching english it can also improve their writing skill.
4) Sharing reading file or idea in telegram can help students to improve their knowledge, and in teaching English it can also improve students reading skill.
5) Sending file audio in telegram can help students to improve their knowledge, and in teaching English it can also improve students listening skill.
6) Polling feature in telegram can help teacher to find feedback from the students
7) Telegram have bot that can help teacher to find material and in teaching English it can help students to play game and translate word that they are not know.

d. Disadvantage of Telegram As Teaching Media

There are many disadvantages of telegram application for teaching and learning (Khoshsima et al., 2018). The disadvantage include:

1) There is no fixed curriculum for online classes
2) Internet connection is sometimes unstable
3) Slow response because network constraints or unsupportive location.
4) There are outside activities that sometimes make learning time arrangements difficult to control.
5) Delivery of audio and video learning was mentioned as a weakness in this online course because students can become visual learners.
6) Unexpected problems to teachers without prior notice.

3. The Concept of WhatsApp Application

a. Definition of WhatsApp Application

Whatsapp can help students to build confidence and motivate them to learn (Afsyah, 2019). Whastapp applocation is one of mobile application that is intently associated with the time and their need in interest, it is able to conceal their limitations or tension that could have an effect on their learning achievement, like feeling scared of making mistake, embarassed to talk in front of the class, and so on.

b. The Procedure of Using WhastApp Application As Teaching Media

According to Jasrial (2019) in using whatsapp aplication as media there are some steps that need to be followed by teachers. The step as below:

Step 1. Creating a whatsapp group

In this step, teacher save the students whatsapp number, create group and choose the students who want to ne taught in the whatsapp group.

Step 2. Set the rules

In this step, teacher make a deal with their student regarding the roles of using whastapp aplication. The rules may include, students are allowed or not to send private messages to teachers, what information should and should not be shared in the group, what language will be used when communicate in the group.

Step 3. Set up for class use

In this step, teacher have opportunity to arrange activities related to the topic discussion.

Step 4. Assign the task

In this step, teacher give assignments to the students based on the material that has been study, which they send in whastapp group.

c. Advantage of Using WhatsApp Application As Teaching Media

There are many advantages of telegram application as teaching media (Dewi, 2019). The advantage includes:

1) Whatsapp is the alternative for engaging e-learning classes.
2) It facilitates students in motivating students to learn.

3) It help the students to overcome their fear of using the language through sharing information and discussion.
4) It helps the students to believe in their abilities and to have convidence
5) It enables students to learn from their colleagues mistakes

d. Disadvantage of Using WhatsApp Application As Teaching Media

There are many disadvantages of telegram application as teaching media (Dewi, 2019), The disadvantage includes:

1) Need extra time to prepare the materal
2) Some students as a silent reader and do not participate in the discussion.
3) Copy and paste of the tasks often occur, the teacher should be careful about that.
4) Lack of students attention of the material given from teacher. It means not all students learn from the materials.
5) The instructor must always be cautious and patient to control the group

C. Conceptual Framework

The conceptual framework of the research consist of three-part, they are imput, process, and output. The conceptual framework underlying this research can be presented in the following diagrams:

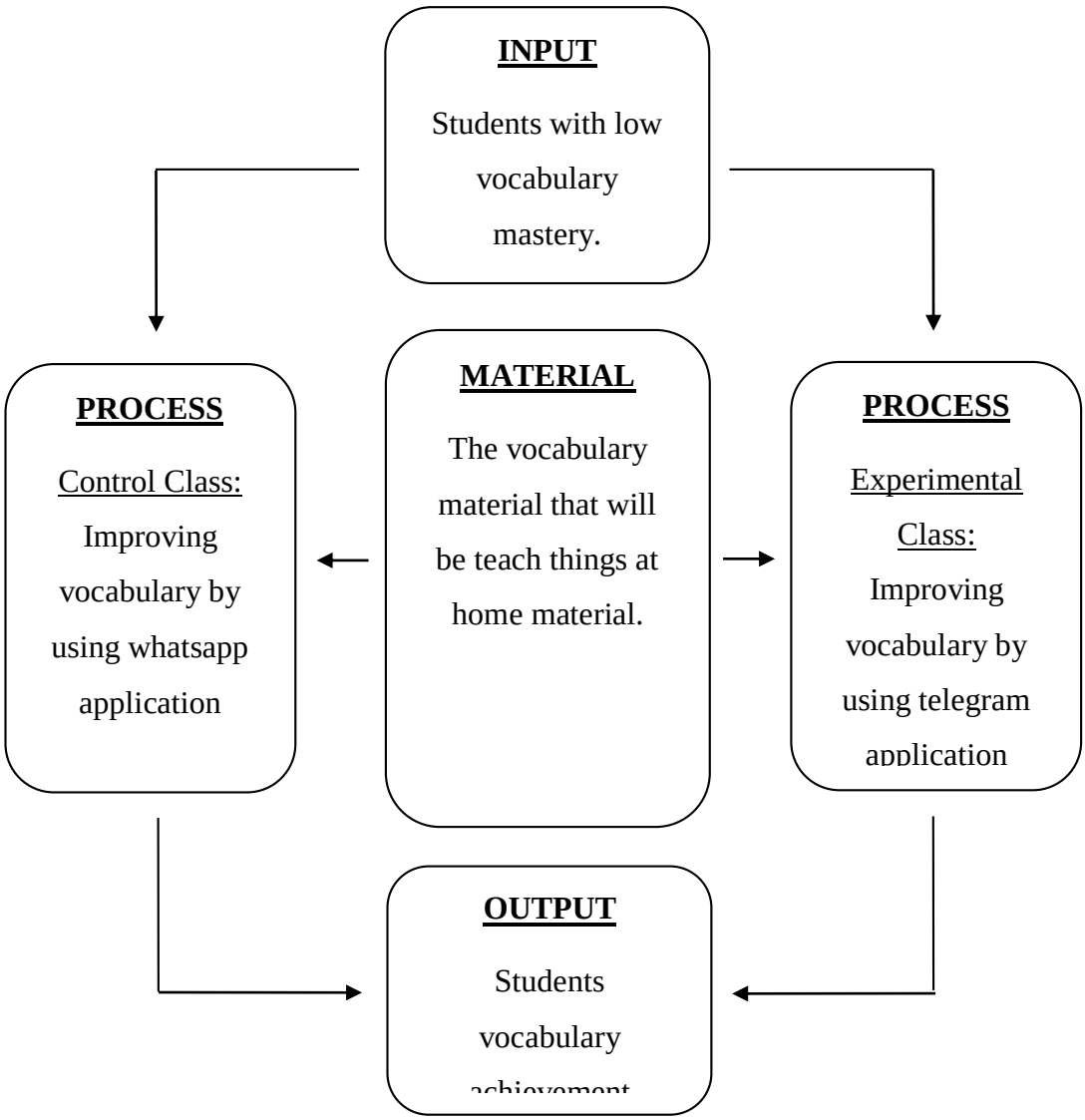


Figure 2.1 Conceptual framework

1. Input

In input the seventh grade students vocabulary mastery at UPTD SMP Negeri 22 is relatively low. This data is collected through vocabulary test (pre-test) before giving treatment. It was mostly caused the learning media used by the teacher made them feel bored and less enthusiastic to carry out the English learning process. To solve these problems the researcher propose another application that similar with whatsapp application, but have higher quality than it, that is telegram application.

2. Process

In this step the researcher carry out the learning process with vocabulary material (things around us). The material could be given in two classes through different treatment. In experimental class, the student teach the materials by using Telegram application. Whereas in control class the students taught by useing WhatsApp application.

3. Output

After giving post-test and doing treatment for both classes, the next step is the writer gives the vocabulary test (post-test) both experimental and control class to measure the students' improvement after giving treatment in each class.

D. Research Hypothesis

Based on the problem statement presented in the previous chapter, the researcher's formulate a research hypothesis as follow:

H_0 : The seventh grade students at UPTD SMP Negeri 22 Barru who are taught by using telegram application was do not have better vocabulary mastery than the seventh grade students who are taught by using Whatsapp application.

H_1 : The seventh grade students at UPTD SMP Negeri 22 Barru who are taught by using telegram application was have better vocabulary mastery than the seventh grade students who are taught by using Whatsapp application.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains about research design used in this research, research variables and operational term definition, population and sample, instrument of the research, procedure of collecting data, treatment and technique of data analysis.

A. Research Design

The method use in this research would be quasi experimental with pre-test and post-test design. This research used two classes as experimental class and control class. The design is presented as follows:

Class	Pre-test	Treatment	Post-test
E	O_1	X_1	O_2
C	O_1	X_2	O_2

(Gay, 2006)

Where:

E : Experimental Class

C : Control Class

O_1 : Pre-test

O_2 : Post-test

X_1 : The treatment for experimental class using telegram application.

X_2 : The treatment for control class using whatsapp application

B. Research Variables and Operational Definition

1. Research Variables

There are two variables involved in this research. The first was independent variable which is manipulator changed by the researcher and the second was dependent variable which observed and measured to determine the effect of the independent variable. Variables are use in this research:

a) The independent variable was improving the seventh grade students vocabulary mastery at UPTD SMP Negeri 22 Barru by using telegram application.

b) The dependent variable was telegram application.

2. Operational Definition of Variables

Vocabulary is a set of words which is used to understand language both input and output. Vocabulary is very closely related to the communication process because the more words one has, the easier it will be for someone to be able to express what they want to convey, and to understand what other people want to convey. Therefore the words are important to be improved.

Telegram application is one of learning media that can make students easy to learn because there are many features in telegram application that can support learning process to be successful, especially in teaching vocabulary, this media can be used as media for learning and playing vocabulary with students, during the learning process teachers and students can take advantage of communication features such as sending (written messages, audio, video, images, documents) and existing play features in telegram like polling feature. Outside the learning process,

students can still learn while playing vocabulary individually by using various bots in telegramed.

C. Population and Sample

1. Population

The population of this research was the fifth class of the seventh grade students at UPTD SMP Negeri 22 Barru years 2020/2021.

2. Sample

The sample has taken by using total random sampling technique. First, the researcher wrote down the name of the sixth class in papers to determine which class would be the sample. Through this sampling technique, the sample of this research was VII-3 class which consists of 28 students as experimental class, and VII-4 class which consists of 28 students as control class. So the total number of samples is 56 students.

D. Instrument of The Research

The instrument that the researcher used in this research is vocabulary test, which was divided into pre-test and post-test. Test is an examination of a person's knowledge. There are many types of tests, including cognitive tests. In this study, researcher use cognitive tests where these tests use by researchers to collect comparative data on students achievement before and after using telegram application in improve vocabulary of the seventh grade students at UPTD SMP Negeri 22 Barru.

E. Procedure of Collecting Data

The procedure of collecting data was presented in cronological order as follow:

1. Pre-test

The researcher give pre-test before the students are taught vocabulary using telegraam application. Pre-test is needed to know how far the students vocabulary mastery before being taught using telegram application. There are 20 items of pre-test, those are 10 items of multiple choice, 10 match test. Time allocation of this test was 20 minutes. The researcher administered test firstly. Then explain what the students going to do, and then check the students' work and giving a score.

2. Post-test

After giving treatment, the researcher give post-test at the last meeting. Post-test given to measure the students vocabulary mastery after they have taught using telegram application the students have to answer 20 questions from which. It consist of 10 items of multiple choice, and 10 items of match test. The research collects and then analyze student assignment.

F. Treatment

In treatment, the researcher taught vocabulary using telegram application media. Meanwhile, for control class the researcher taught vocabulary using whatsapp application media. It was held in four times and the allocation time for each meeting is 2x30 minutes.

1. Experimental Class

In the experimental class, the researcher apply telegram application in teaching vocabulary. The procedure as follows:

a) At each meetings the researcher open the class by greeting, pray, and check the students' attendance automatically.

b) At the first meeting the researcher make sure if all of students have install and join in telegram group. Then, the researcher explain to students how to use feature and bot in telegram application.

c) At the first meeting the researcher explain things in the kitchen room, at the second meeting the researcher explain things in the bath room material, at the third meeting the researcher explain things in the living room material, at the fourth meeting the researcher explain things in the bed room material.

d) At each meeting the researcher send videos or pictures containing an intruduction to things that are often found in that room. After watching the video, students are instructed to write down the vocabulary in the video.

e) Then, the researcher chose several students to mention the name of things by using voice recording or even short video recording feature.

f) To check the students understanding, the researcher gives quizz or game to the students related to the thing have been learn by using polling feature.

g) Then the researcher give assignment to the students by sending diffrent picture of a room, and instruct the students to make a video introducing the name of things in the room. Students can use translatebot in telegram to interpret the name of things that unknown.

h) Researcher motivate students, then close the meeting.

2. Control Class

In control class, the researcher apply whatsapp application in teaching vocabulary. The procedure as follows:

a) At each meeting the researcher open the class by greeting, pray, and check the students' attendance by write the name on the attendance list.

b) Because the students already know how to use whatsapp so the researcher just start to expalain the material.

c) At the first meeting the researcher explain things in the kitchen room material, at the second meeting the researcher explain things in the bath room material, at the third meeting the researcher explain things in the living room material, at the fourth meeting the researcher explain things in the bed room material.

d) At each meeting the researcher send videos or pictures contraining introduction to things that are often found in that room. After watching the video, students are instructed to write down the vocabulary in the video.

e) Then the researcher give assignment to the students by sending diffrent picture of a room, and instruct the students to make a video introducing the name of

things in the room. Students can use translate application to interpret the name of things that unknown.

f) Researcher motivate students, then close the meeting.

G. Technique of Data Analysis

The data was collected through the data analysis, the quantitative analysis employ statistical calculation to test the hypothesis. Some formulas that was apply in this research to process the data as follow:

1. Scoring the students' answer by using the formula:

$$\text{Students score} = \frac{Students' achievement\ score}{Maximum\ score} \text{ x } 100$$

(Dirjen Pendidikan Dasar dan Menengah, 2017)

2. Classifying the students' score

No.	Classification	Score
1	Very Good	86 – 100
2	Good	71 - 85
3	Poor	56 - 70
4	Very Poor	< 55

(Dirjen Pendidikan Dasar dan Menengah, 20017)

3. Calculating the rate percentage of students' score

$$P = \frac{F}{N} X\ 100\%$$

Where:

P : Percentage

F : Item of Frequency

N : Total number of respondent

4. The means score of the students' achievement

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

Where:

$\bar{x}$: Mean score

Σx : Total raw score

N : The number of students

(Mills & Gay, 2019)

5. Calculating the standard deviation

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

Where:

SD : Standard deviation

SS : Standard of square

n : The number of student

$\sum x$: The sum of all square

$(\sum x)^2$: The sum square of the sum score

(Mills & Gay, 2019)

6. Finding the difference between pre-test and post-test by calculating the value of t-test. The formula is as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{ss_1 + ss_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$ss_1 = \sum {x_1}^2 - \frac{(\sum (x_1)^2)}{n_1}$$

$$ss_2 = \sum {x_2}^2 - \frac{(\sum (x_2)^2)}{n_2}$$

Where*:*

t : Test of significance

$\bar{x}_1$: mean score of experimental class

$\bar{x}_2$: mean score of control class

ss_1 : The sum of squares of experimental class

ss_2 : The sum of squares of control class

n_1 : Total number of subject of experimental class

n_2 : Total number of subject of control class

$\sum x_1$: The sum of the all squares of experimental class

$\sum x_2$: The sum of the all squares of control class

$\sum (x_1)^2$: The sum of scores of experimental class

$\sum (x_2)^2$: The sum of scores of control class

(Gay, *et.all*:2006: 340)

H. Criteria of Testing Hypothesis

To test the hypothesis, the researcher use one tail test hypothesis with α = 0, 05 level of significance and degree of freedom (df) = $n_1 + n_2 - 2$. The researcher formulates the statistical hypothesis as follows:

H_0 : $\mu 1 \leq \mu 2$

H_1 : $\mu 1 > \mu 2$

Where:

H_0 : Null hypothesis

H_1 : Alternative hypothesis

μ_1 : the mean score of students post-test in experimental class

μ_2 : the mean score of students post-test in control class

The outcome of computation, pre-test and post test of the students' vocabulary using telegram application, the researcher use definition of the acceptable hypothesis as follows:

a. H_o is accepted and H_1 rejected if the mean score of students post-test in experimental class was lower than the mean score of students post-test in control class. It indicates that the seventh grade students at UPTD SMP Negeri 22 Barru who are taught by using telegram application do not have better vocabulary mastery than the seventh grade students who are taught by using whatsapp application.

b. H_1 is accepted and H_0 is rejected if the mean score of students post-test in experimental class was higher than the mean score of students post-test in

control class. It indicate that the seventh grade students at UPTD SMP Negeri 22 Barru who are taught by using telegram application have better vocabulary mastery than the seventh grade students who are taught by using whatsapp application.

CHAPTER IV

FINDINGS

This chapter presents the result and discussion of this research. The result of the research is the students score gained through the test. While in the discussion, the researcher discuss about findings of this reseach, compare between theory and practice during the research process.

A. Result

1. Data collected through vocabulary test

It has been mentioned in the previous chapter that the result of the students' pre-test and pos-test of both classes on vocabulary test tabulated in percentage then they were classified into four levels as presented in ensuring table.

a. Pre-test

To measure the students' prior knowledge of vocabulary mastery, pre-test was conducted both of experimental and control class. It was conducted before giving treatment. The result of scoring the students work on pre-test is presented in the table 4.1.

Table 4.1. The rate percentage of students vocabulary mastery in pre-test

No.	Classification	Score	Experimental Class		Control Class	
			F	(%)	F	(%)
1	Very Good	86 – 100	2	7.14%	-	-
2	Good	71 - 85	-	-	-	-
3	Poor	56 - 70	5	17.85%	6	21.42%
4	Very Poor	< 55	21	75%	22	78.57%
Total number of sample			**28**	**100%**	**28**	**100%**

Related to the students' prior knowledge of vocabulary mastery, the result of students' pre-test showed that during online class most of students in experimental and control class were classified as very poor and categorized as low achievement. It means that the seventh grade students at UPTD SMP Negeri 22 Barru need an attractive learning media to improve their vocabulary mastery. Therefore, the researcher applied telegram application in treatment of experimental class as a media to improve the seventh grade students vocabulary mastery at UPTD SMP Negeri 22 Barru. Whereas in contol class the researcher applied whatsapp application.

b. Post-test

Post-test was conducted to measure the improvement of students vocabulary mastery after giving treatment. In similar way of pre-test, the result of the students post-test is presented in the following table 4.2.

Table 4.2. The rate percentage of students' vocabulary mastery in post-test

No.	Classification	Score	Experimental Class		Control Class	
			F	(%)	F	(%)
1	Very Good	86 – 100	12	42.85%	8	28.57%
2	Good	71 - 85	8	28.57%	6	21.42%
3	Poor	56 - 70	3	10.71%	6	21.42%
4	Very Poor	< 55	4	14.28%	8	28.57%
Total number of sample			**28**	**100%**	**28**	**100%**

Related to the students' prior knowledge of vocabulary mastery, the result of students' post-test showed that that there is significant improvement of the students vocabulary mastery after giving treatment wheather experimental and control class. Although the result of post-test in experimental and control class are improve but the result in experimental is higher than control class.

2. Mean score and standard deviation

The mean score aims to provide or decribe the average score of data. Meanwhile, the standard deviation describes the spread of values around the mean score. Both mean score and standard deviation are used to help as to describe a data and explore what data looks like. They are often used together, when

comparing two or more data: the mean score tells as which data set is higher/lower (better/worse) and the standard deviation tells us which data has the larger spread.

a. Mean score and standard deviation of students'pre-test

After calculating the result score of the students' pre-test, the mean score and standard deviation of both classes are presented in table 4.3.

Table 4.3. Mean score and standard deviation of the students' pre-test

Class	Mean Score	Standard Deviation
Experimental	45.35	20,78
Control	42,85	12.35

The table above shows that the mean score of the students pre-test in experimental class (45.35) was greater than the mean of the students pre-test in control class (42,85) and also was lower than the Kriteria Ketuntasan Minimal (75) in UPTD SMP Negeri 22 Barru. To find out whether the mean difference of both classes was statistically significant or not at level of significance 5% (0.05), degree of freedom (n1 + n2 – 2) = 54, the result of calculation was shown in the following table.

Table 4.4. The t-test of the students' pre-test

Test	t-test value	t-table value
Pre-test	0.586	1.673

The table above shows that the t-test value (0.586) was smaller than t-table value of students' pre-test (1.673). It means that there was no significant difference between the two mean score before treatment.

b. Mean score and standard deviation of students' post-test

Table 4.5. Mean score and standard deviation of the students post-test

Class	Mean Score	Standard Deviation
Experimental	81,07	16,33
Control	73,21	17,30

The table above shows that the mean score of the students post-test in experimental class (81,07) was greater than the mean of the students post-test in control class (73,21) and also was lower than the Kriteria Ketuntasan Minimal (75) in UPTD SMP Negeri 22 Barru. To find out whether the mean difference of both classes was statistically significant or not at level of significance 5% (0.05), degree of freedom (n1 + n2 – 2) = 54, the result of calculation was shown in the following table.

Table 4.6. The t-test of the students' post-test

Test	t-test value	t-table value
Post-test	1.875	1.673

Table.4.6 shows that the t-test value (1.875) is higher than t-table value (1.673). It means that there was a significant difference between students who are taught vocabulary using telegram application and students who are taught using whatsapp application.

B. Discussion

In this study, the researcher used a quasi-experimental class method, where there were two classes that as the research sample, that is experimental class (VII.3) and the control class (VII.4), each class consisted of 28 students.

To obtain the research results, there are three steps that have been carried out by researchers, there are input, process, and output step. At the input step, the researcher gave a pre-test to the students and the result is accordance with the data obtained from the result of students' pre-test that there was no significant difference between the two mean scores before treatment.

The next step is process (giving treatment), for the experimental class the researcher teach vocabulary using telegram application while for the control class the researcher teach vocabulary using whatsapp application. Both classes are taught things at home material, so that while doing online learning students can still increase their vocabulary by observing and understanding the vocabulary of nouns in each student's home. This research is in line with Phillips at, all (2008) which that in the guidelines of teaching vocabulary, it is important to selected words which are often implemented in everyday life and of course needed by students.

This study supports Heidari's (2019) statement that vocabulary mastery is a supporting factor for the success of language learning, so it is important for students to continue to improve their vocabulary mastery. In improving students' vocabulary mastery, there are several online learning applications that can be utilized. However, in this study the researcher only focuses on the use of telegram application as a recommended learning media, and to measure whether or not this

telegram application can improve the seventh grade students' vocabulary mastery at UPTD SMP Negeri 22 Barru. A comparison is needed with the learning application used by the teacher at that school, that is whatsApp application. This research is in line with Alakrash's (2020) statement that whatsapp application is very popular both as a communication media and as a learning media. However, in terms of its functionality in the vocabulary learning process, telegram offers more advantages where whatsApp application does not have, such as higher capacity, has various sending features and quiz features, and has various learning bots.

Based on the theory, the researcher can conclude that in terms of facilitating the learning process, the telegram application is still superior rather than whatsapp application. The same thing was also stated by Khoshsima et.al., (2018) that there are many advantages of the telegram application in the learning process, including telegram has higher capacity than whatsapp, telegram can check student's attendance automatically, features and bot of telegram can help learning process running well, specially polling feature, it can make students easy to remember and understand material easily.

Talking about the features and bots in telegram application. This study agrees with Kechil, et.al (2019) which stated that there are many features and bots in telegram that can support the success of the learning process. The results of observations from this study also show that there are several positive impacts shown by students while learning vocabulary by utilizing various features and bots in telegram application, while the positive impacts shown include; students are able to pronounce the vocabulary being taught with good pronunciation, students play an

active role in the learning process, students are more independent to find out unknown vocabulary, and students are faster in memorizing vocabulary.

However, to strengthen the argument above, at the output step, the researcher gave a post test for the experimental class and the control class. Then, a comparison was made between the two class, and the results showed that the means score of students post-test in experimental class (81.07) was higher than means score of students post-test in control class (73.21). It means that there was significant difference between the two mean scores after treatment. So, it was proved that the use of Telegram application can improve the seventh grade students' vocabulary mastery at UPTD SMP Negeri 22 Barru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The objective of this research was to measure whether or not the use of telegram application can improve the seventh grade students' vocabulary mastery at UPTD SMP Negeri 22 Barru, to achieve this goal, the researcher used a quasi-experimental class method, in which the sample studied consisted of two classes, class VII.3 for experimental class and class VII.4 for control class. After applying the three step in this study, that is the input, treatment, and output step, it was found that the mean score of students post-test in experimental class (81,07) were higher than the mean scores of students post-test in the controll class (73,21).

In addition, based on observations, as long as reserachers implement Telegram application as as learning online media for teaching vocabulary, there are several positive impacts shown by students, such as students are able to pronounce the vocabulary being taught with good pronunciation, students play an active role in the learning process, students are more independent to find out unknown vocabulary, and students are faster in memorizing vocabulary. It was proved that the use of Telegram application can improve the seventh grade students' vocabulary mastery at UPTD SMP Negeri 22 Barru.

B. Suggestion

The use of telegram application has given a great effect in solving the most familiar problem while learning vocabulary especialy in this pandemic. Therefore, the researcher has some suggestion for people who are involve in learning this aspect.

1. For English teacher

This media will be more usefull to increase students intrest in learning vocabulary if the teacher use talking poll feature as tool for playing guessing pictures, because by applying learning while playing students will not fell bores with the material being taught, even the students will feel enthusiastic and challenged to learn other new vocabulary. In addition, the students memorization process of new vocabulary can be easier, because indirectly when playing the vocabulary that students study also memorized by students.

2. For students

This media will be more usefull to help students in learning vocabulary if the students save in their minds that learning and memorizing vocabulary is fun. In addition, students also need to be serious in following the various instactions given by the teacher, so that the vocabulary material taught will also be easier to understand and memorize.

3. For Reader and Researcher

This research will show more satisfactory results if the next researcher conducts the similar research with a longer time than the time used by researchers in this study.

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