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**IMPROVING STUDENT'S VOCABULARY MASTERY THROUGH  
GROUP CHAT DISCUSSION ON WHATSAPP AT THE TENTH GRADE  
STUDENTS OF SMA NEGERI 16 BANDAR LAMPUNG  
IN THE ACADEMIC YEAR 2022/2023**

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**Abstract:** This research aims to improve the students' vocabulary mastery through group chat discussion on WhatsApp at the tenth grade students of SMA Negeri 16 Bandar Lampung in the academic year 2022/2023. The subjects of this research were 34 students of X.3 class. This research used Classroom Action Research with two cycles where each cycle consisted of three meetings. In each cycle consist of planning, Action, Observation, and Reflecting. The data were analyzed by using descriptive statistics and quantitative data. The result showed that use of Group Chat Discussion on WhatsApp improved the students' vocabulary mastery. From quantitative data, the result showed that the mean score of each cycle was increased from post-test of cycle 1 to cycle 2. The first cycle was 68.35 there were 19 students or 55.88% who passed Minimum Mastery Criterion, then the second cycle was 80.00 there were 27 students or 79.41% who passed Minimum Mastery Criterion. The improvement can also be seen from qualitative data the result of students' observation sheet students' learning activity from cycle 1 to cycle 2. The mean score of first cycle was 6.83, then in second cycle was 7.75. As from the result, it improved in each cycle which stated the implementation of Group Chat Discussion on WhatsApp can improve students' learning activities and vocabulary mastery.

**Keywords:** *Vocabulary Mastery, Discussion, WhatsApp Group Chat, Classroom Action Research*

## INTRODUCTION

Vocabulary is a set of words owned by a person which is part of a particular language. Vocabulary is one of the three components in language, they are structure, vocabulary, and pronunciation. The three components related to four main skills in English that should be learned are listening, reading, speaking, and writing. In order to master English, students need to master vocabulary first. Vocabulary has the primary role for all languages. There are some researches regarding that vocabulary is more important than grammar. Thornbury (2002: 16) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Vocabulary mastery is about learning words. The production of words races ahead of comprehension of words, and vocabulary mastery is a continuous process, not just of adding new words but of building up knowledge about words that have been known partially. Learning words is a cyclical process of meeting new words and initial

learning followed by meeting new words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language. It is related to Lewis and Hill (1990:12) who stated that vocabulary mastery is important for the students. It is more than grammar for communication purpose.

Mastering vocabulary is not by understanding the meaning of a word, but also by mastering a word other than the meaning such as synonym, and antonym. In addition, the learners must understand about recognizing meaning and recognizing meaning in context. Vocabulary itself has five aspects specifically meaning, spelling, pronunciation, word classes, and word uses. These five aspects are the main problems for students in mastering vocabulary.

Based on preliminary research at SMA Negeri 16 Bandar Lampung, the researcher found some difficulties that students faced in learning vocabulary such as students' difficulties in memorizing words in English or even they have never

encountered the word, they may have heard the word but cannot define the class and the use of the word, they recognize the word due to context or tone of voice but they cannot spell it, they are able to use the words and understand the general meaning but they cannot clearly explain it, this is due to the lack of students interest in learning vocabulary.

Farch, C. and Kasper, G (1980: 47-118), stated that a strategy is potentially a conscious plan for solving what to the individual present itself as a problem in reaching a particular goal. Concerning the characteristics of the students which they are able to be bored easily, need to stimulate their thought, arouse their responses in English, so it is important to create an easier, effective and fun method which can motivate students to study by using a certain strategy.

Based on the problem above, the researcher was interested to create and apply a fun method in teaching vocabulary by using social media as a means of communicating with students in order to improve

their vocabulary skills. In doing this, the researcher chose WhatsApp as the media to communicate with students.

WhatsApp is the most used conversation application by all students. There are several features available in this application that can be used as learning media, in addition to texting which can be used to communicate with students individually in writing form which is can be used to measure and increase students' vocabulary skills by spelling, there is also feature named voice note that can be used for vocabulary learning in pronunciation, besides that there is a group chat feature which provides a space for the users to discuss.

Bare (2014), stated that the use of WhatsApp as the media in the teaching and learning process can motivate students to learn more communicatively. By using WhatsApp students can express their opinion freely without any reluctance because there are students who feel burdened if they have expressed their opinions directly in front of the class, therefore by using WhatsApp

students are expected to be more communicative. The statement above related to the previous research by Wirayuda, who did research used group chat discussion on WhatsApp as the media in teaching English vocabulary, and the research showed good result and success. Thus, it is hoped that students can improve their vocabulary mastery skills in a fun way. Based on the background of the problem above, the researcher conducts research entitled ; "Improving Students' Vocabulary Mastery Through Group Chat Discussion On Whatsapp At The Tenth Grade Students Of Sma Negeri 16 Bandar Lampung In The Academic Year 2022/2023".

### **Teaching Procedure**

The Major step to teach vocabulary using group chat discussion on WhatsApp were:

- a) Teacher give the instructional materials initially available in the print form are developed and converted into a mobile-based format.
- b) Teacher send texts, pictures, or videos to the students in WhatsApp group which

conveyed the meaning of the new words. Definitions, synonyms and antonyms of the new words are also practiced in different sentences by using WhatsApp. They also received different drills to practice the new vocabulary items.

- c) Teacher asked the students to answer the questions individually and send their answers to the teacher through the Whatsapp.

### **RESEARCH METHOD**

In this research, the researcher applied classroom action research method. Classroom action research begins with a question or questions about classroom experiences, issues, or challenges. It is a reflective process which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve the students' achievement in teaching and learning. Latief (2012:143) states, "Classroom Action Research is the media to increase the English teachers' quality in terms of performances of instruction as well as the students' chievement in learning English in a classroom effectively". Metteal (2001:7) states, "Classroom Action Research (CAR) is a method of finding out what works best in your own classroom so that you can improve the students teaching and

learning". The goal of Classroom Action Research (CAR) is to improve your own teaching in your own classroom. In this classroom action research, the researcher collected the data by using qualitative and quantitative method. Wallace (1978: 38) state, "Qualitative data is to describe data which cannot be counted, or measured in objective way, while quantitative data is broadly used to describe what can be counted or measured".

The researcher used 2 cycles in the classroom action research. Each cycle consisted of three meetings. The sample of this research is the students of X.3 class at SMA Negeri 16 Bandar Lampung. The instrument used in this classroom action research consisted of three assesment, such as students' observation sheet and fieldnotes to asses students' learning activities, and the vocabulary test to asses students' learning result.

## FINDING AND DISCUSSION

### Research Findings

The reserach was conducted at the tenth grade students of SMA Negeri 16 Bandar Lampung, consisting of 34 students. The research implemented Group Chat Discussion on WhatsApp to improve students' vocabulary mastery. It was divided in two cycles. Before entering the cycle, the researcher did pre-cycle. The result of pre-cycle

showed that students' vocabulary mastery and students' learning activities were still in very low category, and that should be improved. Every cycle was held in three meetings. Each cycle in this research consisted of series steps, namely: Planning, Action, Observing, and Reflecting. Result of the data from cycle 1 and cycle 2 of the students' learning can be seen in the table below:

**Table 1. Students' Learning Result for Cycle 1 and Cycle 2 the Tenth Grade at SMA Negeri 16 Bandar Lampung**

Cycle 1		Cycle 2	
Num ber of Stud ent	Comple t ness (%)	Num ber of Stud ent	Comple t ness (%)
19	55,88%	27	79,41%
15	44,12%	7	20,59%

Based on the table above, it can be seen that in the cycle 1, the students who passed the test were 19 students with the percentage of 55.88%. It increased in cycle 2, the students who passed the test were 27 students with the percentage of 79.41%. It can be conclude that the implementation of Group Chat Discussion on WhatsApp could

improve students' vocabulary mastery.

**Table 2. Students' Learning Activities of Cycle 1 and Cycle 2 of the Tenth Grade at SMA Negeri 16 Bandar Lampung**

Cycle 1	Cycle 2	Improvement
<b>Average Score</b>	<b>Average Score</b>	0.92
6.83	7.75	

Based on the table of the table above, it can be seen that the mean score of total score in cycle 1 was 6.83 (low), while in cycle 2 the mean score of total score was 7.75 (high). The improvement of students' learning activity from cycle 1 to cycle 2 was 0.92. Therefore, it can be conclude that the students' learning activity in the class was improved from cycle 1 to cycle 2.

## DISCUSSION

Based on the observation of this research which had been done by the researcher, the researcher conclude the indicated that there was an improvement in the students' vocabulary mastery by using group chat discussion on WhatsApp. Based on the data that had obtained from the test and observation sheet, the

researcher found a positive in learning process especially in vocabulary by using group chat discussion on WhatsApp. Group chat discussion on WhatsApp could help students to memorize the English words, know the meaning of the words, and know the classification of the words.

1). The result of students' vocabulary test from two cycles showed that the implementation of group chat discussion on WhatsApp could improve students' vocabulary mastery. It can be conclude by analyzing the students' mean score of each cycle. The mean score of the test in the cycle 1 was 68.35 it was low, the students who got >75 point only 19 students or 55.88% that passed the Minimum Mastery Criterion. While the mean score of the test in the cycle 2 was 80.00, it was higher than cycle 1, it meant that the students who get >75 point were 27 students or 79.41%. Based on the result of students' vocabulary mastery, the data showed that the students had the improvement.

2). The result of students' learning activity in the class could be seen that there was an improvement from cycle 1 to cycle 2. The mean score of cycle 1 was 6.83. Meanwhile, the mean score of the cycle 2 was 7.75. The improvement of students' learning activity from cycle 1 to cycle 2 was 0.92. Based on the result of students' vocabulary mastery, the

data showed that the students had the improvement in students' learning activity because it has exceeded the classical completeness of 75%. Heinich Robert, et al. (2002) said that instructional media and the technologies for learning, provide users with tools to engage students powerfully in the learning process. In addition, Bare (2014) stated that the use of WhatsApp as the media in the teaching and learning process can motivate students to learn more communicatively. This was supported by Jafari and Chalak (2016) stated that WhatsApp is good to teach and learn of English skills, it is also good to teach knowledge of English language such as vocabulary. Furthermore, the used of group chat discussion on WhatsApp made some improvements in students' vocabulary achievement and students' learning activities.

### **CONCLUSION**

After conducting the research of teaching English vocabulary at Senior High School, the conclusion is that the implementation of group chat discussion on WhatsApp can improve the students' vocabulary mastery at the tenth grade of SMA Negeri 16 Bandar Lampung. Group chat discussion on WhatsApp is very useful and interesting for teaching and learning activity. Students' individual score increased and teaching and learning process became better.

Related to the students' behavior to the lesson, there were some positive progressions that supported them in mastering the vocabulary taught. Group chat discussion on WhatsApp could create more comfortable atmosphere during learning process. During the teaching and learning process, the students were more active, confidence and interested to take a part in the lesson. They were not shy nor afraid anymore.

### **RECOMMENDATION**

From the conclusion above, there are some recommendation as in case of improving students' vocabulary by using Group chat discussion on WhatsApp, as follows: 1) For the teacher, the teacher must prepare this technique well before the teaching-learning process begins, the teacher must focus on the material given and focus on students' response. 2) For further research, the further researcher recommend to conduct this type of research with different population. In order to enrich finding on teaching and learning vocabulary.

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