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**IMPROVING STUDENTS' VOCABULARY THOUGH GROUP CHAT DISCUSSION  
ON WHATSAPP AT EIGHT GRADE STUDENTS AT SMP N 22 BANDAR LAMPUNG  
THE ACADEMIC YEAR OF 2022/2023**

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**Abstract:** This thesis is written to improve the students' vocabulary mastery. The problem The students' difficulty to remember words that have been memorized. The students' difficulty in arrange words into sentences. The research is conducted in pre cycle and two cycles. The procedure of the research consist of identifying the problem, planning the action, implementing the action, observing the action, and reflecting the result of the research. In collecting the data, the researcher uses observational technique supported with test. The researcher finds quantitative data by doing the test. The tests are in the form of pre-test and post-test. In finding qualitative data, the researcher does direct observation in the classroom, interviews the teacher and the students. The quantitative data are analyzed by descriptive statistics. The qualitative data are analyzed by Group Chat Discussion on WhatsApp Method.

The result of the research shows Group Chat Discussion On whatsapp that can improve the students' vocabulary mastery. There is significant improvement in the result of cycle one, and two. In cycle one the mean is 63,7 and in cycle two the mean is 81,7. The data prove that Group Chat Discussion On WhatsApp method really improve the students' vocabulary mastery. First, they get vocabulary meaning from the main activities in the corner. Second, their ability in pronouncing English words improves through presentation in the circle time. Third, their ability in using English words improves through production phase. Fourth, creating interesting activities in the corner can make the students interested in learning English.

**Keywords:** Group Chat Discussion, WhatsApp, Vocabulary Mastery

## **INTRODUCTION**

Vocabulary is basic component of language, so it is very important in language. It is also cannot be separated from language skills, especially from English. English is as foreign language in country and the students have to understand and memorize many words in vocabulary, because without vocabulary they can say nothing. Actually, the students' problems are in memorizing, spelling and pronouncing vocabulary and also using vocabulary in oral and written sentences.

Vocabulary mastery is the ability in recognizing words which are measured in the vocabulary recognition test. The test in the form of multiple-choice items tests by choosing the correct definition of the words and the vocabulary mastery is achieved when the score is above the average score.

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.

Group chat can obviously improve the students' motivation in learning, because it helps them especially for shy students who may not participate in face-to-face interaction to communicate with teacher or other students. In a group chat the students feel free to express their opinion; asking help or giving help each other in discussing the materials given by the teacher. The teacher still gave restrictions or rules to them so they were not to get out of the material being discussed. The highest improvement is meaning aspect. During the activity using group chat discussion the students directly check their dictionary on their mobile phone. Besides, the task given

by the teacher consist of procedure text and if they do not understand the meaning, they can guess it contextually and it might be stay longer in their mind.

Based on the preliminary research that the researcher did at SMPN 22 Bandar Lampung, students have less vocabulary. This fact makes students difficult to express their ideas and deliver their speaking in English. Students did not know how to use the word appropriately. They still felt confused in using the words and did not want to explore their vocabulary mastery. When the teacher explained some topics, some students looked bored, annoyed their friends, or were unable to remain silent. This is the reason that the teacher should have a proper technique to make students interested in learning vocabulary. The role of English teacher is very important, the teacher must give students motivation in learning English, teacher should be able to create an enjoyable atmosphere in teaching learning process.

Based on the above reasons, the writer is interested in conducting a research entitle "Improving Students' Vocabulary Thourgh Group Chat Discussion On Whatsapp At Eight Grade Students At SMP N 22 Bandar Lampung The Academic Year Of 2022/2023"

## **TEACHING PROCEDURE**

The ways to make WhatsApp messenger work as learning media as follows (Santrossa & Castillo, 2017: 119 - 123). Instead of directing question to the whole class, teachers used three steps:

1. Rules making

The first step to use WhatsApp messenger is mentioning the guideline to the students, therefore they know what the teachers' hope to them. The vital thing is the students know what they do and how the teacher assesses them.

2. Group creating

At the first meeting, the teacher and the students create a WhatsApp group with all students and the teacher as its members.

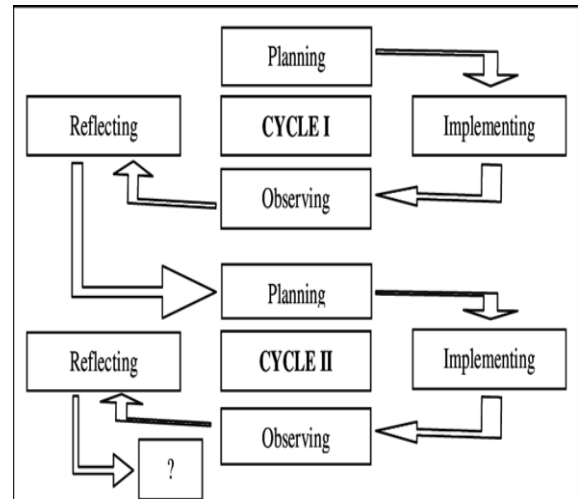
### 3. Applying Vocabulary Activities

The teacher can give different activities to the students like homework, extra activities for smartest students in the class, entertaining activities like funny text and so on. In this process, clear instruction is very necessary for the students in comprehending the task well.

## RESEARCH METHOD

The method used in this research is Classroom Action Research (CAR). According to Michael J. Wallace, Classroom Action Research (CAR) is a type of classroom research carried out by the teacher in order to solve problems or to find answers toward context-specific issues. It means that before implementing the Classroom Action Research (CAR), the researcher or the teacher needs to identify any problems real found in the classroom before implementing the CAR.

In this Classroom Action Research, the researcher planned to conduct two cycles. The writer uses the classroom action research procedure based on Kurt Lewin's design. It consists of two cycle in which each cycle contains four phases; planning, acting, observing, and reflecting. In this research, the teacher taught Vocabulary using Group chat discussion on whatsapp.



Cycle of Classroom Action Research  
(Source: Arikunto, and friends, 2014: 16)

In this classroom action research, the researcher collected the data by using qualitative and quantitative method. The researcher used two cycles in the classroom action research. Each cycle consisted of three meetings. The sample of this research is the students of XIII class at SMP Negeri 22 Bandar Lampung. The instrument used in this classroom action research consisted of three assessment, such as students' observation sheet and field notes to asses students' learning activities, and the vocabulary test to asses students' learning result.

## FINDING AND DISCUSSION

### Research Findings

The research was conducted at the eleventh grade students of SMP Negeri 22 Bandar Lampung , consisting of 30 students. The research implemented Group Chat Discussion On WhatsApp to improve students' vocabulary. It was divided in two cycles. Before entering the cycle, the researcher did pre-cycle. The result of pre-cycle showed that students' vocabulary 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 Eleventh Grade of SMP Negeri 22 Bandar Lampung

Cycle 1		Cycle 2	
Number of Student	Completeness (%)	Number of Student	Completeness (%)
9	30%	23	76,7%
21	70%	7	23,3%

Based on the table above, it can be seen that in the cycle 1, the students who passed the test were 9 students with the percentage of 30%. It increased in cycle 2, the students who passed the test were 23 students with the percentage of 76,7%. It can be conclude that the implementation of Group Chat Discussion On WhatsApp technique.

Table 2. Students' Learning Activities of Cycle 1 and Cycle 2 of the Eight Grade of SMP Negeri 22 Bandar Lampung

Cycle 1	Cycle 2	Improvement
Average Score	Average Score	0,47
6,35	7,85	

Based on the table of the table above, it can be seen that the mean score of total score in cycle 1 was 6.35 (mid), while in cycle 2 the mean score of total score was 7.85 (high). The improvement of students' learning activity from cycle 1 to cycle 2 was

0,47. 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 data that had obtained from the observation sheet, interview and test, the writer found a positive influence in the learning process especially in vocabulary by using group chat discussion on whatsapp. Group chat discussion on whatsapp technique can help students to remember the word and know the meaning of the word.

In the implementation of Group chat discussion on whatsapp technique of the second cycle, the learning process was better than that in the first cycle. Most of the students were more active and enthusiastic to follow the meeting. It was proved by the mean score of the students' learning activities in cycle 1, it showed the mean score was 63,7 while the students' learning activities of second cycle was 81,7. It showed that students' learning activity in each cycle increased. By conducted the research through Group chat discussion on whatsapp Technique, it gave a positive effect for students' learning activities.

Group chat discussion on whatsapp Technique guided the students remembered the word makes students enthusiastic because, they ever not use cards in process learning, so that everyone is excited to study. Furthermore, Group chat discussion on whatsapp Technique made some improvements in students' vocabulary achievement. The improvement of students' vocabulary mastery could be seen from the mean score of pre-cycle was 52,3 there were 5 students or 16,7% who passed the Minimum Mastery Criterion. The mean

score of cycle 1 was 63,7 here were 9 students or 30% who passed the target. Meanwhile, the mean score of the cycle 2 was 81,7, it meant that there were 23 students or 81,7% who passed the target.

Based on the result, the writer concluded the implementation of group chat discussion on whatsapp Technique in teaching and learning process improved the students vocabulary mastery at the eighth grade of SMP N 22 Bandar Lampung.

### **CONCLUSION**

After conducting the whole steps of this Classroom Action Research, the researcher give some conclusions as the result of this research. Based on the research that was conducted at the eight grade of SMP Negeri 22 Bandar Lampung by use Group Chat Discussion On WhatsApp it was obtained the conclusion as follows:

1. The use Group chat discussion on whatsapp can improve student's vocabulary.
2. Tge use Group chat discussion on whatsapp can improve student's learning activity in vocabulary.

### **RECOMMENDATION**

From the conclusion above, there are some recommendation as in case of improving students' Vocabulary Thourgh Group Chat Discussion On Whatsapp technique, as follows:

1. For the Teacher The teacher must prepare this technique well. The teacher explains this technique to students and gives a message so that students do this technique happily and enthusiastically without feeling embarrassed. The teacher must direct students to pay attention to the correct application of this technique. The teacher provides a policy of deducting points for students who do not get a partner and the message that

point deduction does not mean losing but not lucky.

2. For the Students  
The students should focus more on the teacher's explanation of the Material The students should share their opinion with the teacher, so that there will not be any miscommunication.
3. For Further Research  
The further research is allowed to take benefits from this study, because this study may give contribution. The further research is suggested to add some theories when she/he wants to do the same research with the same technique. The further research is suggested to clarify the theories in this study, because there is no perfect making without revising.

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