

**IMPROVING STUDENTS' VOCABULARY THROUGH
GROUP CHAT DISCUSSION ON WHATSAPP IN LEARNING
ENGLISH THIRD GRADE STUDENTS AT SMP NEGERI 1
BUKIT KEMUNING**

A Script

**By
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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
2019**

ABSTRACT

IMPROVING STUDENTS VOCABULARY THROUGH GROUP CHAT DISCUSSION ON WHATSAPP IN LEARNING ENGLISH THIRD GRADE STUDENTS AT SMP NEGERI 1 BUKIT KEMUNING

Angga Wirayuda

Abstract. The objectives of this research were to find out whether i) there was a statistically significant improvement of students' vocabulary ii) which aspects of vocabulary improve the most after the students were taught through group chat discussion. The approach of the research was quantitative. This study employed one group pre-test and post-test design. The subjects were 28 students of the third grade of SMP. The data were collected using the vocabulary test. The data were analysed using Paired Sample t-test. The result showed that there was a statistically significant improvement of the students' vocabulary achievement with the significant level $0.00 < 0.05$. This suggests that teaching vocabulary using group chat discussion facilities the students to find meaning from the text easily.

Keywords: Group Chat Discussion, Vocabulary, WhatsApp.

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Angga Wirayuda

A Script

**Submitted in a Partial Fulfillment of
The requirement for S-1 Degree**

In

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY**

2019

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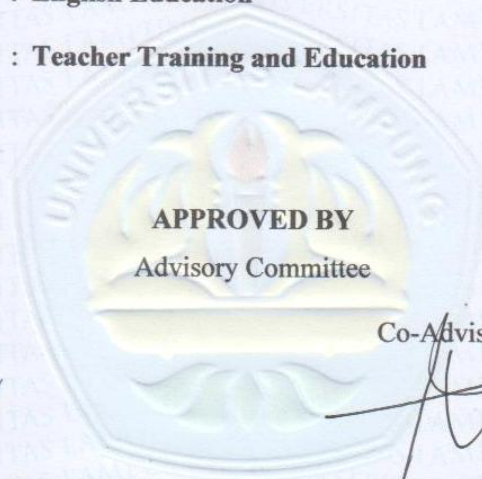
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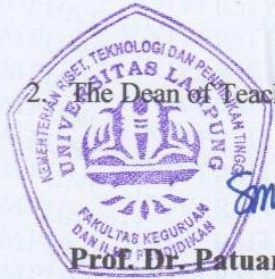
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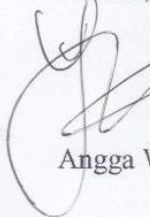
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Penulis,



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CURRICULUM VITAE

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DEDICATION

Dedicated to my parents and my sister who had raised me well and give me so much encouragement to finish this study, to people whom I met or not meet before for the message that you bring to me.

MOTTO

“The days of life pass away like clouds, so do good while you are alive.”

-Ali bin Abi Thalib

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Praise is only for Allah SWT, the Almighty God, for blessing the writer with health, determination, and perseverance to finish this script entitled *Improving Students Vocabulary through Group Chat Discussion on WhatsApp in Learning English Third Grade Students at SMP Negeri 1Bukit Kemuning*. This final project is submitted as a requirement for completing S-1 Degree at the English Department of the Faculty of Teacher Training and Education, University of Lampung.

In this case, the writer realize that there are many persons who gave support, suggestion, and comment for finishing this script, therefore, the writer would like to express his deep gratitude and respect to:

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Finally, the writer believes that his writing is still far from the perfection. There might be weakness in this research. Therefore, constructive input and suggestion are expected to compose better script in the future.

Bandar Lampung, 03 May 2019

The writer,

Angga Wirayuda

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I. INTRODUCTION

This chapter presents the research foundation including research background, research question, objectives of the research, uses of the research, scope, and definition of terms.

1.1. Research Background

Nowadays, language is necessary to communicate with each other. In this case, English learning is needed to communicate with other people because English is a unifying language or a Lingua Franca. The term 'English as a Lingua Franca' (ELF) has emerged as a way of referring to the communication between English speakers with different first languages (Seidlhofer, 2005: 335). That means English helps people in communicating to provide information they need to each other, for example, to share hobbies, find job, and continue to study. In this case, it is necessary in the world of education, so that students can get a lot of advantages once they master the language.

As mentioned earlier, students got a lot of advantages when they learn English. Some of these advantages are, first, students can add their insights because English is a global language so they got a lot of information. Second, English made it easier for them to communicate. English is a universal language and widely used, so this made it easier for them to communicate with others. Third, they can improve themselves when they want to join the company because those who speak English are regarded as very important employees in establishing relationships with foreign partners. Some of these reasons become a must for students to learn English.

In this case, there are many things we need to look at before we learn something. In studying the English language, we have to pay attention to the rules that exist, like; we must know what important aspects that we should pay attention when we learn a language. In addition, the language aspects should be considered as grammar, vocabulary, and pronunciation. Vocabulary as the basic language aspect must be mastered before mastering the language, especially in the English language. Hatch and Brown (1995: 1) define vocabulary as a list or set of words for a particular language or a list or set of word that individual speakers of language might use. Furthermore, Lehr, Osborn, and Hiebert (in Kamil and Hiebert, 2005: 2-3) define vocabulary as knowledge of words and word meaning in both oral and written language and in productive and receptive forms. It means that vocabulary is a set of word which can be used in all skills of language. Therefore, vocabulary is important for students in order to master English language.

There are some important vocabularies according to Putra (2011). First, Vocabulary can increase students' knowledge. Second, the words known help to organize the learning. Third, the creation of labels (words) is a tool for increasing learning. Thus, vocabulary has the important role in learning language, it can increase all skills in English; listening, speaking, reading and writing and it can also increase students' learning achievement.

Students could be considered as a successful learner of vocabulary if they can achieve the target of vocabulary words. As cited in Nurweni and Read (1999: 162) and Nation (1990: 24), they state that learners of English as a foreign language need a productive knowledge at least 3000 high-frequency English words in order to be able to cope with university reading task. According to Laufer (1992), he has estimated on the basis of her research that a vocabulary size of 5000 words mean

that the students know a high enough proportion (about 95%) of the running words in a text to be able to read it relatively independently. Besides, Hazenberg and Hulstjin (1996) have another opinion about how much English word should be mastered. They argue that of 3,000 or 5,000 words are underestimates and that, at least for non-native-speaking students entering universities in Netherlands, a vocabulary of 10,000 Dutch words is a more realistic minimum size for understanding first-year reading materials. In other case, According to Nurweni and Read (1999: 161), Indonesian students have been mastered 1,226 vocabulary of English words. From that research, the writer conclude that Indonesian students still have low vocabulary words that should have been mastered by them, and it is far from 3,000 – 5,000 words range that considered which are should be mastered by Indonesian students.

In case of Indonesian students, English is a compulsory subject during their six years of study in high school and in the English curricula there is specified the number of words they should acquire. According to Nurweni and Read (1999: 162), in junior high school (SMP) the students are expected to learn 1,500 words based on the update of 1975 curriculum, while in senior high school (SMA) students based on updates of 1984 curriculum, students should figure of 4,000 words which includes the 1,500 learned in junior high school (SMP). On the contrary, Indonesian students' vocabulary mastery is not considered high. They still have limited vocabulary and they have difficulty in remembering the vocabulary (Nurweni: 2017). Therefore, English teacher should improve their vocabulary teaching.

On this research, the writer used blended learning to know the effectiveness of this method for teaching vocabulary to the students. Blended Learning is used to describe learning which mixes various event-based activities, including face-to-face classrooms, live e-learning and self-paced learning (Valiathan, 2002: 1).

Osguthorpe and Graham (2003: 227) define a blended course as one method which is taught by combining traditional face-to-face instruction with online learning components and online course management tools. Thus, we can say that blended learning is a kind of learning activity that combines online and face-to-face learning due to the high usage of the internet today.

Learning methods can be face to face every day and there are some other components of e-learning which can be inserted or vice versa. Mostly, e-learning is used to solely deliver the material then be inserted to face-to-face method for review or exams. There are some needs to be considered by the participants when they want to follow this method, which are the time commitment to learn and the ability to adapt to different learning methods. E-Learning can be a good solution because there is no time space constraints, easy to determine the speed in learning, and low-cost operational fee. The underlying assumption of blended learning approach is to find a harmonious balance between online access to knowledge and face-to-face human interaction.

This method was used by the writer because of the high-level internet usage of teenagers especially in social media and it can be used as an intermediary to teach vocabulary to students. This research used one of social media application Whatsapp in the form of group chat discussion to measure the effectiveness of students in learning vocabulary. The writer chose WhatsApp as the social media because 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 not only make students interact with each other or teacher at ease.

There are some researchers who have proved the advantages of using blended learning. Djwandono (2013) have found the effectiveness of blended learning on

EFL learners' mastery of vocabulary. An intact class of 21 students was taught vocabulary lessons, which amounted to 100 minutes of class time every week. Questionnaires were used to elicit their opinions on this teaching method. At the end of the 16-week semester, a post-test was administered to determine the gains in their vocabulary mastery. The result shows that the students can achieve 5000-level words after being taught by blended learning.

Vasbieva et al. (2016) investigated the effect of the blended learning approach to teach English vocabulary to ESL learners. The study has been carrying out at Financial University under the government of the Russian Federation in 2014–2015 academic years. Twenty-two third-year students majoring in International Finance were trained in the training program. A pre-test and a post-test were the main instrument used for the purpose of data collection. The results of T-Test for correlated data and Sandler's A-Test suggested that the blended learning produced a positive effect on the ESL learners result. Blended learning, when well-implemented, has the potential to support vocabulary learning process since it in increasing the amount of learning compared to that in-class learning.

Based on the background above the group chat discussion is needed to improve students' vocabulary. Group chat discussion can be used as an alternative to teaching students in improving their vocabulary. Thus, it was found whether group chat discussion can be effective for teaching vocabulary or not.

1.2. Research Question

Based on the background of the study, the statements of the problems are:

1. Is there any improvement in students' vocabulary mastery after being taught using group chat discussion?
2. Which aspect of students' vocabulary does improve the most after being taught using group chat discussion?

1.3. Objective of The Research

Based on the questions above, the objectives of this research are

1. Whether there is any improvement of students' vocabulary mastery after being taught using group chat discussion.
2. Whether there is an aspect of students' vocabulary improves the most after being taught using group chat discussion.

1.4. Uses of The Research

The significance of this study can be theoretically and practically used.

1. Theoretically

It can support and strengthen the previous research that proves blended learning is effective for English learning.

2. Practically

a. Teacher

It can help teachers to use group chat discussion to enhance their teacher methods.

b. Student

Students can improve their vocabulary through group chat discussion.

1.5. Scope

This research used a quantitative method to process the data. The research was focused on teaching vocabulary by applying group chat discussion in the classroom in order to find out whether it gives any improvement in their vocabulary mastery and the vocabulary aspects or not. The research still used the offline class like usual, and it was added by the online class which took place outside the classroom using WhatsApp as the online chatting application. The research was conducted in SMP Negeri 1 Bukit Kemuning and the sample was the students which are in third grade. The material for this research was procedure text, the reason of using procedure text because it is one of functional text that should be mastered by the students in this level.

1.6. Definition of Terms

a. Vocabulary

Vocabulary is any form of words in language which have meaning and can be used in communication by the people in their daily activity.

b. Blended Learning

Blended learning or commonly called hybrid learning is a method that combines face-to-face methods and online learning.

c. Group Chat Discussion

A group chat discussion is a group of individuals with similar interest who gather either formally or informally to bring up ideas, solve problems or give comments. The major approaches are in person, via conference call or website. People respond to comments and post forum in an established mailing list, newsgroup or IRC (Internet Relay Chat) an application layer

protocol that facilitates communication in the form of text. Other group members could choose to respond by posting text or image.

d. Chatting

On the Internet, chatting is talking to other people who are using the Internet at the same time you are. Usually, this "talking" is the exchange of typed-in messages requiring one site as the repository for the messages (or "chat site") and a group of users who take part from anywhere on the Internet.

e. WhatsApp

WhatsApp is a messenger application of smartphones. WhatsApp uses the internet to send messages, images, audio or video. The service is very similar to text messaging services; however, because WhatsApp uses the internet to send messages, the cost is significantly cheaper than using SMS (Short Message Service). It is popular with teenagers because of features like group chatting, voice messages and location sharing.

This chapter has discussed research background, research questions, objectives of the research, uses of the research, scope as well as the definition of terms.

II. LITERATURE REVIEW

This chapter consists of a literature review or some theories which will be used to support the research. It includes the theories of vocabulary in general, the aspect of vocabulary, types of vocabulary, teaching vocabulary, procedure of teaching vocabulary, group chat discussion, procedure of teaching vocabulary using group chat discussion, theoretical assumption, and hypothesis.

2.1. Vocabulary

A native speaker will speak fluently, write correctly, understand what someone says, and know what they read if they have enough vocabulary and have the capability of using it accurately. Actually, vocabulary is one of the language components that students have to acquire since it is very important for a successful communication in learning a language. According to Richards and Renandya (2002: 255), vocabulary is the core component of language proficiency and provides much of the basis of how well learners speak, listen, read, and write. Mastery of vocabulary would be affected to the use of the four language skills, namely listening, speaking, reading, and writing, because language component will influence language skills acquisition.

Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook (Hornby, 1995: 1331). Those definitions show that vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills. In addition, language is a mean of communication and it is

produced by words. Without words, someone cannot communicate each other because a sentence will not be well-arranged without words. Then, when we communicate, we have to know for sure the words and the meaning of words. Harmer (1991: 158) summarizes that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar. The linguist Wilkins cited in Thornburry (2002:13) states that without grammar not much meaning can be conveyed , while without vocabulary nothing can be conveyed. It means that the vocabulary is fundamental to be acquired in language learning. Therefore, the researcher assumes that the students must have many supplies of vocabulary to make a successful communication. If the students do not have many supplies of vocabulary, they cannot achieve the successful communication.

Learning vocabulary is not only learning the words or new vocabularies but also how to use them into correct usage. A word is determined by the context where it is formed and also determined by its relation to other words. Furthermore, Hammer (1991:151-161) says that teaching vocabulary is clearly more than just presenting new words. However, not all vocabulary can be learned through interaction and discovery techniques.

Thus, the statement implies that learning vocabulary cannot always be done through interaction and discovery techniques for the beginners. The reason is that, in doing such as technique, the learners are demanded to have an adequate number of vocabularies. It means that the students need to memorize and recall many vocabularies that have been mastered before. Meanwhile, according to Cameron (2001: 73), vocabulary is not simply about learning words, but it is actually much more than that. It is also about learning chunks and finding words inside them.

From the statement above, it can be concluded that vocabulary is the knowledge of words and word meanings. It is about the words in the language used to express meaning. Therefore, learning vocabulary is a crucial matter in developing their English skill. In this research, the researcher is focused on content words because in learning English these vocabularies are often used in communication.

2.2. Aspect of Vocabulary

Word is really necessary to learn because word bolsters people to grasp ideas and think more logically. The concept of a word can be defined in various ways, but three significant aspects teachers need to be aware of and focus on are *form*, *meaning*, and *use* of a word. According to Nation (2001), the *form* of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix). The form of the word has its own role, such as spoken form requires it in pronunciation, written form needs it in writing and spelling, also word parts that serves to add affixes. So, the word form has the function according to the role and shape of each form.

Nation (2001) stated that *meaning* encompasses the way that forms and meaning work together. In other words, it leads to the concept, what items it refers to and the associations that come to mind when people think about a specific word or expression. *Use*, as Nation noted, involves the grammatical functions of the word or phrase, collocations that normally go with it, and any constraints on its use, in terms of frequency, level, and so forth. For *form*, *meaning*, and *use*, Nation (2001) declared there is both a receptive and productive dimension, so knowing these three aspects for each word or phrase actually involves 18 different types of lexical knowledge, as summarized in Table 1. When teachers teach vocabulary to build students' knowledge of words and phrases, helping them learn any and all of

these different components assists them in enhancing their English vocabulary knowledge and use.

Table 2.1. What Is Involved in Knowing a Word

Aspect	Component	Receptive Knowledge	Productive Knowledge
Form	spoken	What does the word sound like?	How is the word pronounced?
	written	What does the word look like?	How is the word written and spelt?
	word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	Form and meaning	What meaning does form signal?	What word form can be used to express this meaning?
	Concept and reference	What is included in this concept?	What items can the concept refer to?
	association	What other words does this make people think of?	What other words could people use instead of this one?
Use	Grammatical functions	In what patterns does the word occur?	In what patterns must people use this word?
	Collocations	What words or types of words occur with this one?	What words or type of words most people use with this one?
	Constraints on use (register, frequency...)	Where, when, and, how often would people expect to meet this word?	Where, when, and how often can people use this word?

(Learning Vocabulary in Another Language: 2001)

So, these aspects of English vocabulary have to be learned by the students. By mastering them, the students can improve their English skills.

2.3. Types of Vocabulary

Vocabulary is one of language component. According to Fries (1974:38) vocabulary is the essential area of language learning. Therefore, students must learn vocabulary well so that they are able to master the language. By mastering a great number of vocabularies, the students can learn a foreign language easier. There are some types of vocabulary in English, Thornburry (2002: 3-12) classifies English words into ten groups namely.

1. Word Classes

In the word classes, there are two forms of word namely grammatical words (or functional words) and content words. In general, grammatical words mainly contribute the grammatical structure of the sentence, they are preposition, conjunction, determiners, and pronouns. On the other hand, content word, those that carry a high information load are usually nouns, verbs, adjectives, and adverbs.

2. Word Families

A word family comprises the base word plus its inflexions and its most common derivatives. Word families can change the grammatical form and the meaning of the word if the words (or roots) have an affixes.

3. Word Formation

Affixation is one of the ways new words are formed from old. Word formation is the one creation of a new word and come from roots and the affixes. There are several kinds of word formation; there are compounding, blended, conversion, and clipping.

4. Multi-words Units

Even when words are not joined to form compounds, we have seen that groups of more than one word, such as *bits and pieces*, *do up*, *look for*, can function as a meaningful unit with a fixed or semi-fixed form. Technically these are known as multi-words units, but they are often called simply lexical chunks.

5. Collocations

Collocation refers to a group of two or more words that usually go together. Two words are collocating if they occur together with more than chance frequency. Collocation is not as frozen relationship as that of compounds or multi-words unit, and two collocates not even occur next to each other – they may be separated by one or more other words.

6. Homonyms

Words that share the same form but have unrelated meanings are called homonyms. Another potential source of confusion are the many words in English that sound the same but are spelt differently. There are also words that are pronounced differently but spelt the same.

7. Polysemy

Polysemy is the association of one word with two or more distinct meanings. Polysemy is an everyday fact of ordinary language usage, and humans blithely interpret correct results without conscious effort. However, polysemy is largely impervious to any generalized natural language processing technology.

8. Synonyms and Antonyms

Synonym is word that shares a similar meaning. Thus: *old*, *ancient*, *antique*, *aged*, *elderly* are all synonyms in that they share the common meaning of *not*

young/new. Synonyms are similar, but seldom the same. Even between words that seem interchangeable, such as *taxi* and *cab*, or *aubergine* and *egg-plant*, one will be preferred over the other in certain contexts by a particular speaker. If we have similar, also we have opposite. Words with opposite meaning – like *old* and *new* – are called antonym. Again, like synonym, the relation between such opposites is not always easy. Nevertheless, like synonyms, antonyms have useful defining function and are therefore a convenient teaching resource.

9. Hyponyms

Hyponym is another *-nym* that is useful when talking about the way word meanings are related. A hyponymous relationship is a kind of relationship, as in *A hammer is a kind of tool* or *A kiwi is a kind of bird (and a kind of fruits)*. Thus, *hammer* is a hyponym of *tool*; *kiwi* a hyponym of *bird* (and *fruit*).

10. Lexical Fields

Lexical field or semantic field is the way of organizing related words and expressions into a system which shows their relationship to one another. Lexical field corresponds to the lexical options (terms) you have for the same slot.

Those are the types of vocabulary that can be considered in teaching and learning process. Moreover, vocabulary type employed in this research was focused on the word classes. This type of vocabulary had been chosen because it is included in aspects of vocabulary.

2.4. Teaching Vocabulary

Vocabulary is an important key to learning a language. Thornburry (2002) states that teaching words is a crucial aspect in learning a language as languages are based on words. It is almost impossible to learn a language without knowing the

words before. Therefore teaching vocabulary shall be taken into account and the strategy used must be considered too.

Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004). It is true that in mastering vocabulary means having the ability in understanding the meaning and the ways of using them in context, because of that, it makes vocabulary become the central factor in learning language.

According to Nation (1974:18) when a teacher teaches a word, she or he has to teach three things:

a. Teach the shape, or form of the word; written form (spelling)

The teacher can do this activity by spelling the letters of the words loudly and the students repeat it. It can be applied to teach how to spell words correctly.

b. Teach the meaning of the word

The teacher can use the picture that has relation to the word both the meaning and the uses so that the students can guess the translation of vocabulary those are taught. For the example, the teacher gives the clue with its function.

c. Teach the use of words

The teacher may provide pictures, then students are asked to identify the function or the uses of the word.

Nowadays, teaching vocabulary shall be done contextually. The English teacher shall recognize what vocabulary can be presented related to the teaching process. Most of the techniques and methods developments seem to have the similar purpose that is to motivate and to increase students' vocabulary achievement. In this view by using suitable media in teaching vocabulary, it enables students to learn well.

In addition, Allen (2006:5) states that in teaching students the teacher should teach the students to recognize and understand the word in multiple context examples; use the word in their speaking and writing; connect the word to their own lives and offer examples of its correct and incorrect use; understand subtle shades in the word's meaning; and generate effective contexts to help others understand the word. Teachers can teach words at different levels depending on their importance, frequency, and applicability in other contexts.

Having enough vocabulary can make students be able to listen, speak, read and write. It also makes students be able to produce language easily. When the teachers teach vocabulary, they probably face the problem from many factors related to the word and also the first language learners matches the second language learners. Cameron (2001:81) exclaims about several principles of teaching vocabulary to young learners which are:

1. Types of words that children find possible to learn with a shift.
2. Vocabulary development is not just learning more words but it is also important about expanding and depending on word knowledge
3. Word and words knowledge can be seen as being linked to a network of meaning.
4. Basic level words are likely to be more appropriate for children or when learning vocabulary for a new concept.
5. Children change in how they can learn words.

According to McCarten (2007:20), there are some ways to teach in class:

1. Focus on vocabulary

One of the first of vocabulary learning strategies for any classroom is how to ask for words meaning and unknown words. A teacher can ask students some basic questions to know the students' background about their vocabulary.

2. Offer Variety

By offering some activities, learning and material to students can make them interact to study in a different way. A teacher should use an appropriate way to teach student by considering the situations, condition and students' characters.

3. Repeat and recycle

Students can memorize vocabulary well by repeating or reviewing of what have been learnt.

4. Provide opportunities to organize vocabulary

Students can learn to organize vocabularies in some way to word category. Real word games are the words in real words example: country, celebration and so on. Students can group the word base on the concepts that they are already familiar. Language-based group of words; linguistic criteria as ways of grouping, for example, the different parts of speech of a word family, prefix, suffix, or the same sound, verb, preposition and collocation. Personalized groups; students make words group by using their own experience, for example: food they like and do not like.

5. Make vocabulary learning journal

Teachers make materials that can provide students' meaningful vocabulary through their personalization experience.

6. Do not overdo it.

Teachers do not give too many vocabularies. Teachers can ask what items that students want to know.

7. Use strategy vocabulary in class

Teachers can use some strategies to teach students. Even it's not a part of syllabus or textbook.

In process of teaching vocabulary, the English teacher shall be able to find and use an appropriate technique that at least covers the three things above. In this research, the researcher using a picture to make teaching-learning activities fun and interesting, also, covers the three things above. It may be assumed that using picture media can encourage learners to be more active in the learning activity.

Based on the explanation above, the teacher has to be selective in selecting material in teaching vocabulary. The teacher must know that kinds of abilities should be mastered and know how the students can memorize the words. The researcher could conclude that teaching vocabulary can make students acquire the words by using method or technique to deliver their ideas or feelings in language skills.

2.5. Procedures of Teaching Vocabulary

Mastering vocabulary is very crucial to deepen and strengthen the English language since vocabulary is one of the language aspects that support four English skills. Learning vocabulary efficiently requires repetitive exposure to establish words in student's mind. In a class, a teacher has to master the material well which will be given and make the material as interesting as possible so as students can easily learn what the teacher has given. Some of the researchers have their own opinion about the way they teach vocabulary.

Moras (2001) suggests that we must use good techniques in teaching because if we use good techniques in teaching vocabulary, it can improve the motivation of students to study hard and will not be bored easily. The technique that he used was by motivating students before we start the class, selecting the material to make students easily understand, and practicing what the students learn. In the other hand, McCarten (2007:20) have their own way in teaching vocabulary in a

class like focusing on vocabulary which we will teach, offer our activity to make students more interested in teaching material, also repeat and recycle the material.

Thus, the followings are procedures for teaching vocabulary that we can be concluded from the expert.

- The Students are given a certain topic that will be discussed.
- The Students are involved in small talk to build up their background knowledge about the material that will be discussed.
- The students watch a video or pictures for an example of the material.
- The teacher and the students discuss the video or pictures given.
- The students learn and try to find out the three aspects of vocabulary, which are, use, meaning, and form from the video or pictures given.
- After it is done, the students are divided into five groups and one group consist of six students.
- Each group should take five of paper rolls which has been prepared by the teacher.
- Each of paper rolls contains a word which have to be solved by the students.
- They should try to arranging the words (form), translating the words (meaning), and make the sentence correctly (use) after they find the correct pictures which provided in front of the class that match with the word.
- After the students have done with their work, each group should explain about the words that they have to the whole class.
- Students take a note about what their friends explain to them.
- The students summarize what they learn that day.

- The students get an evaluation about the material.
- The students are asked whether they have any question.
- The students discussed about their work with the teacher.
- The teacher reviews the vocabulary target.
- The teacher closes the meeting.

Based on the steps above we can see the procedures for teaching vocabulary. The researcher followed those procedures of teaching vocabulary. The researcher tended to apply these steps in teaching vocabulary before using group chat discussion.

2.6. Group Chat Discussion

Group chat discussion is the one form of blended learning. Blended learning is a term increasingly used to describe the way e-learning is being combined with traditional classroom methods and independent study to create a new, hybrid teaching methodology. In this case, many researchers have their own definition of blended learning. One of the widely-accepted definitions of blended learning was proved by Singh and Reed (2001). According to their definition, blended learning is the transfer of “right” skills to the “right” person at the “right” time by matching the “right” learning technologies with the “right” learning style for the purpose of achieving the learning objectives. According to another definition, blended learning means combining the strong and advantageous aspects of web-based learning with those of face-to-face learning (Horton, 2002; Osguthorpe and Graham, 2003). Furthermore, according to Stacey and Gerbic (2007), this combination of teaching approach is a variety of online resources that are provided in addition to face-to-face contact, has been referred to as representing a blended learning approach.

From several researcher definitions about blended learning, it can be concluded that blended learning can help students in understanding the material. Blended learning is very beneficial for teachers and students. In addition, blended learning can also take advantage of existing technology facilities in modern times like today. Blended learning also helps the teacher in providing effectiveness in teaching learning as it uses face-to-face and web-learning systems. It is also easier for teachers to provide deeper material and simplify students in absorbing the teaching materials provided by the teacher.

The use of blended learning has a lot of benefit to enter the world of education due to rapid technological developments. The benefits of using blended learning in the world of education today are to provide flexibility in choosing the time and place to access the lesson. Students should not have to attend the class because it can be done from anywhere who has access to the Internet or not. According to Osguthorpe and Graham (2003), the use of the blended learning approach is based on the following assumption: along with the benefits of face-to-face interaction between student-student and of face-to-face interaction between student-teacher, there are a number of benefits of online learning as well. In blended learning, the purpose is to establish a balance between online learning and face-to-face learning. The balance between face-to-face learning and online learning may change from one course to another. Due to the basic features of some courses, face-to-face learning is used more, while in other courses online learning is used more. Still, in another course, both learning methods are equally used. So, blended learning can make a lot of benefits along the learning circumstance.

There is no simple formula for establishing a well-blended learning environment. The point to consider is to find a combination of the most effective and sufficient methods appropriate to the content and to the individual learning objectives. The important thing is not to choose the newest method according to the traditional

method but to create a learning environment functioning as a whole (Neumeier, 2005).

Mc Campell (2001) emphasized that blended learning is a good approach for those who will include online applications in their current curriculum for the first time and that some parts of the course could be transferred into the online environment without executing the course fully on the online basis. By avoiding complexity in the online environment as much as possible, activities appropriate to students' computer skills should be included in the curriculum. Otherwise, students may get confused and demoralized (Silverwood, 2007).

Presenting the course content via the Internet could be effective in terms of the transfer of information, yet this can not assure that students will participate in the course and learn in this way. Therefore, importance should be given more to interaction than to the transfer of information in the online environment. By assigning simple academic tasks (summary, analysis) to be carried out by students and by creating discussion forums via which they can discuss with each other and with their teachers, an interaction can be achieved in the online environment (Sands, 2002).

Researchers stated that blended learning has certain advantages such as flexibility and comfort in the learning environment, increase in the level of learning, increase in permanence in learning, increase in interest in learning, good-quality interaction and low cost (Garnham and Kaleta, 2002; Young, 2002; Collins, 2003).

A discussion group is a group of individuals with similar interest who gather either formally or informally to bring up ideas, solve problems or give comments. The major approach is in a person, via conference call or website. This technique makes students have more time to discuss the material that they just have in a

class. This activity can be initiated by having students work in groups to prepare a short list of controversial statements for others to think about (Richards, 2016).

According to Lightbown and Spada (1993: 104) group discussion is one of the beneficial activities that can be applied in a language classroom because there is evidence that opportunities for learners to engage in conversational interactions in group and paired activities can lead to increased fluency and the ability to manage conversations more effectively in a second language. With this technique, they will discuss freely without having to be forced to speak by the teacher.

Basically, a group chat discussion is similar to a traditional group discussion. While a group discussion usually occurs in the classroom, a group chat discussion is done through the internet. The other difference between them is only time and place. If in traditional group discussion is done with face to face and in one particular space, group chat discussion can be done anywhere and anytime. It means that the students can join a group in one of the social media and involve in the chatting activity that happened on it. This activity is derived from the problems where the students do not usually speak English outside the classroom, and they also do not have much time to learn English inside the classroom. Since they need more input to support their speaking skill and also the media which can maintain it, this online chat group is formed. This activity is beneficial in the term of efficiency because the students do not need to go to see each other of which both times consuming and money expanding.

In this research, the researcher chose WhatsApp because it is the most used social media and easy to use. WhatsApp uses the internet to send messages, images, audio or video. The service is very similar to text messaging services, but WhatsApp uses the internet to send messages, the cost of using WhatsApp is cheaper than texting. In addition, Whatsapp can be used on your desktop, simply go to the Whatsapp website and download it to Mac or Windows. It is popular

with teenagers because of features like group chatting, voice messages and location sharing.

The users of WhatsApp can share their location in real time over messages. They can also organise lists of contacts so that they can quickly send messages to lots of people in group chats through WhatsApp. Probably the best feature of WhatsApp is that it allows users to keep in touch with people living abroad, without incurring the international charges associated with text messages.

From many statements above, it can be concluded that group chat discussion provides an opportunity for the learner to be independent in control of the success of learning. Learners are free to decide when to start, when to finish, or which parts they want to learn first. Besides, if there are several things that learners have not understood, the learners can contact the instructor by chat or participate in the interactive dialogue at certain times. The benefits of group chat discussion itself add more convenience because it makes easier for students to repeat and discuss the material.

2.7. Procedures of Teaching Vocabulary Using Group Chat Discussion

In a new modern era, many teachers have many ways to make their students learn their material easier. One of the ways that they choose is using the technology like the internet to facilitate the students in learning process. However, in this case, there was no significant difference between learning when using group chat with when in class in general. Although the learning technique used was group chat, learning in the formal classroom remained as usual. Group chat discussion will make the students more understand the material.

Then, in learning using group chat discussion technique is formed a large and small group chat in WhatsApp. A small group chat created by a group of students who have been formed when implementing an informal class, of course, with the

teacher in their group. For the small groups, teachers only monitor them discussing the material or tests that have been given for review when they return to formal class. On the other hand, a large group of chats that contain one class and teachers in it are used for the teacher to provide material files and questions files in the group. In the large group, the teacher can communicate and interact with the students. Moreover, these are the following procedures of teaching vocabulary with a group chat discussion.

Offline	Online
<p><i>Pre-Activity</i></p> <ul style="list-style-type: none"> • The Students are given a certain topic that will be discussed. • The Students are involved in small talk to build up their background knowledge about the material that will be discussed. 	<ul style="list-style-type: none"> • The teacher asks the students to join the WhatsApp group. • In one session, the teacher teaches 10 vocabularies. • The teacher asks whether all of the students are ready to learn.
<p><i>Whilst-Activity</i></p> <ul style="list-style-type: none"> • The students watch a video or pictures related to the material. • The teacher and the students discuss the video or pictures given. • The students learn the use, meaning, and form of the vocabularies from the video or pictures given. • After it is done, the students are 	<ul style="list-style-type: none"> • The teacher reviewed what they have learnt in the class. • The teacher provides assistance by providing picture or video related to the vocabulary. • The teacher provides the questions related the picture or video. • The questions are divided into

<p>divided into five groups and one group consist of six students.</p> <ul style="list-style-type: none"> • Each group should take five of paper rolls which has been prepared by the teacher. • Each of paper rolls contains a word which have to be solved by the students. • They should look for the form, meaning, and use of the words also they should pick correct pictures which provided in front of the class that match with the word. • After the students have done with their work, each group should explain about the words that they have to the whole class. • Students take a note about what their friends explain to them. • The students summarize what they learn that day. 	<p>three parts, which part one is arranging the words, part two is multiple choice which the questions are filling the blank space, and the last is find out the translation of the words.</p> <ul style="list-style-type: none"> • The students will discuss in the group chat to solve the three parts of questions by chatting.
<p><i>Post-Activity</i></p> <ul style="list-style-type: none"> • The students get an evaluation about the material. • The students are asked whether they have any question. 	<ul style="list-style-type: none"> • After that, they make a review about what they have learnt. • The teacher closes the group chat.

<ul style="list-style-type: none"> • The students discussed about their work with the teacher. • The teacher reviews the vocabulary target. • The students are instructed to create a group chat according to their own group. • The students are asked to join the group chat discussion at night around 7.30 p.m. • The teacher closes the meeting. 	
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From the steps above it can be seen the procedures of teaching vocabulary using blended learning. The type of blended learning that was used is group chat discussion. The researcher had followed those procedures of teaching vocabulary using group chats discussion. The researcher tends to apply these steps in teaching vocabulary using group chat discussion.

2.8. Theoretical Assumption

Using group chat discussion to learn vocabulary could help students express their opinions while discussing with a group about the meaning of a word. Afterwards, they could exchange ideas and work together in solving problems which was given by their teacher without a shortage of time. It could make it easier for them to learn the vocabulary because it did not require them to be in the same place to learn the material and solve the problem simultaneously without face to face.

This opinion is in line by the research conducted by Jafari and Chalak (2016) who stated students get longer learning opportunities in learning vocabulary than usual.

Group chat discussion can help the language learners to find the implementation of words, remember words for longer time, and practice the words after learning. They also said, the learners know how to communicate with other learners on group chat and they can try to do their best to improve their communicative competence.

It could be assumed that group chat discussion can help students in vocabulary mastery. In this case, they can also use the group chat to share information so that they get more benefit in using it to learn English. Thus, from the above statement, group chat can improve aspects of learning English.

2.9. Hypothesis

Based on the theories and theoretical assumption which were discussed about, the hypotheses which were proposed to be formulated in this research are:

1. There is a significant improvement in the vocabulary of the students after they are taught by group chat discussion.
2. Meaning is the most improve aspect after the students are taught by using group chat discussion.

Those are the explanation of the framework in this chapter, such as: vocabulary, aspect of vocabulary, types of vocabulary, teaching vocabulary, procedures of teaching vocabulary, group chat discussion, procedures of teaching vocabulary usiroup chat discussion, theoretical assumption, and hypothesis.

III. METHODS

In order to answer the research question, research method should be constructed thoroughly. The research method consists of research design, population and sample, research instrument, research procedure, validity and reliability, data analysis, and hypothesis testing.

3.1. Design

This research was quantitative research. The author used one group pre-test post-test design (Hatch and Farhady, 1982:20) to conduct this research. The researcher used one class where the students received pre-test before the treatments and they received post-test after the treatments. The pre-test was to find out the students' preliminary ability and the post-test was used to see how far the increase of the students' vocabulary mastery after the treatments. The treatment was given to the students by using group chat discussion. The design can be illustrated as follows:

T1 X T2

Where:

T1: Pre-test

X: Treatment (Group Chat Discussion)

T2: Post-test

(Hatch and Farhady, 1982:20)

In brief, the research design that was used in this research was one group pre-test post-test design. The procedure would likely be the students were given a pre-test in the first meeting, after the pre-test have been done, in the next week the students was taught using blended learning which meant in every meeting they

were taught both with online and offline class. After the treatment has been done, the post-test was given.

3.2. Population and Sample

The population of this research were the students of SMP Negeri 1 Bukit Kemuning Lampung Utara who had already been taught about vocabulary but they had not applied any specific technique related to group chat discussion. The researcher selected one class from the ninth grade as the sample of the research and one class as the try out class. The sample was taken randomly by using lottery.

3.3. Research Instrument

The research instrument to get the data was vocabulary test. The test was conducted in the first meeting and last meeting. Vocabulary test was used to measure the students' vocabulary mastery. Vocabulary test can motivate the students to improve their English. The researcher used vocabulary test adopted from Heaton (1991). The test assessed to understand the vocabulary. The total number of the test was 30 items. The vocabularies that were learned by the students were based on the material which they learn at that time. It was based on the syllabus.

3.4. Research Procedure

The procedures of this research are as follows:

1. Determining the population and selecting the sample.

The population of this research was the third grade students of SMPN 1 Bukit Kemuning Lampung Utara. The sample of this research was the students from the third grade which consist of 28 students.

2. Administering the Pre-test

A pre-test was administered to measure the students' vocabulary mastery before being taught through group chat discussion. The pre-test was in three forms which were arranging words, multiple choices, and pairing words. The time allocation of the pre-test was 30 minutes with 30 questions.

3. Selecting the Material

After given the pre-test, the students were given three times treatments in offline class and six times treatments in online class. The researcher chose appropriate material based on the syllabus. The material was in the form of vocabulary.

4. Conducting the Treatment

In this research, the treatment was in six meeting online class with 90 minutes in every evening. The chosen class was taught using group chat discussion in WhatsApp. The procedures of the treatments are:

- Pre-Activity
- Whilst-Activity
- Post Activity

5. Administering the Post-test.

The post-test was given to the students after they were taught using group chat discussion in WhatsApp. This is done in order to know whether the students increased their vocabulary or not. This post-test was conducted in 30 minutes with 30 questions.

6. Analysing the data

After conducting pre-test and post-test, the researcher analysed the data by using T-test. It was used to know whether group chat discussion was able to increase the students' vocabulary or not. The data was computed through SPSS version 23.0.

3.5. Try Out of the Instrument

In doing the research and proving whether the test items are acceptable or not, the researcher gave try-out test to find out the reliability and validity of the test to the students. It was conducted in order to decide whether the 50 items have a good quality or not before being given for the pre-test and post-test. There were two criteria for a good test that should be met, these are validity and reliability.

1. Validity

Validity refers to the extent to which the test measures what is intended to measure. This means that it relates directly to the purpose of the test (Shohamy, 1985:74). There are four types of validity, namely face validity, content validity, construct validity, and empirical validity or criterion-related validity. To measure whether the test has a good validity, the writer used content validity and construct validity. Face validity concerns with the layout of the test while the criterion-related validity is concerned with measuring the success in the future, as in replacement test (Hatch and Farhady, 1982:251). So these two validities were considered to be less needed. Therefore, the two types of validity used in this research as follows:

1.2. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material given must be suitable with the curriculum (Setiyadi, 2006:23).

The test is needed to reflect what had been taught to the students. Here, the

writer correlated the test with the syllabus used by the teacher. The test was in line with Kurikulum 2013 used by Indonesian education.

KD 6.2. Expressing the meaning and rhetorical steps in simple short essays by using a variety of written languages accurately, fluently, and acceptably to interact in the context of everyday life in the form of procedure and report texts.

Table.3.1. Specification of the Vocabulary Try Out Test

No.	Aspect of Vocabulary	Item Number	Total	Percentage of item
1	Form	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20	20	34%
2	Meaning	21,22,23,24,25,26,27,28,29,30,31,32,33,34,35,36,37,38,39,40	20	33%
3	Use	41,42,43,44,45,46,47,48,49,50,51,52,53,54,55,56,57,58,59,60	20	33%
Total		60 items		100%

1.3. Construct Validity

Construct validity is concerned with whether the test is actually in line with the theory of vocabulary (Hatch and Farhady, 1982). Construct validity refers to the validity of inferences that observations or measurement tools actually represent or measure the construct being investigated.

The measurement tool seeks operation of the concept, typically measuring several observable phenomena that are expected to reflect the underlying psychological concept. In this research, the writer measures vocabulary referring to the aspects of vocabulary which are form, meaning, and use (Nation, 2001). This way, the writer made sure that the test was in line with the theory of vocabulary.

2. Reliability

Reliability is the measure of how stable, dependable, trustworthy, and consistent a test is in measuring the same thing each time. It refers to the test consistency in its score and gives us an indication of how accurate the test score is. To estimate the reliability of the test in this research, the researcher used Split-half technique to measure the coefficient of the reliability between odd and even group. The formula is as follow:

$$r_1 = \frac{\sum xy}{\sqrt{\sum x^2 \cdot y^2}}$$

Where:

r_1 : Coefficient of reliability between odd and even groups

x : Total numbers of odd group

y : Total numbers of even group

x^2 : Square of x

y^2 : Square of y (Lado, 1961)

Then, to know the coefficient correlation of the whole items, the researcher used Spearman Browns' prophecy formula.

The formula is as follow:

$$r_k = \frac{2r_1}{1 + r_1}$$

Where:

r_k : the reliability of the test

r_1 : the reliability of half of the test

The criteria of reliability are:

0.80 – 1.00 : Very high

0.60 – 0.79 : High

0.40 – 0.59 : Average

0.20 – 0.39 : Low

0.00 – 0.19 : Very low

(Hatch and Farhady, 1982)

After calculating the result of the students' vocabulary test, the data were calculated by the researcher by using the formula above (see appendices 10 and 11). The result of the reliability could be seen in the following tables.

Table 3.2. The Result of Reliability

Reliability	Pre-Test	Post-Test
	0.62	0.60

Based on the standard of reliability above, the vocabulary test has high reliability (range between 0.60 – 0.79) and it can be concluded that the vocabulary test was reliable.

3.6. Data Analysis

After conducting pre-test and post-test, the researcher analyzed the data. It was done to find out whether there is improvement of the student's vocabulary after being taught by Group Chat Discussion in WhatsApp. The researcher examined the students score by using the following steps:

1. Scoring the pre-test and post-test.
2. Calculating the total correct answers of the pre-test and post-test.
3. Tabulating the score of the student's vocabulary test results using T-test.

4. Drawing conclusion from the tabulated result of the pre-test and post-test, that is statistically analyzed by using SPSS (Statistical Program for Social Sciences) in order to examine whether increase of the students gain is significant or not.

3.7 Hypothesis Testing

After analysing and collecting the data, the writer determined whether the hypothesis was accepted or refused. The hypothesis testing showed that there was an improvement of vocabulary achievement approved at the significant level of 0.05 in which $\alpha < 0.05$ (Setiyadi, 2006:97). To determine whether the first hypothesis was accepted or rejected the following criteria of acceptance were used:

$$H_0 = \text{Sig.} > 0.05$$

$$H_1 = \text{Sig} < 0.05$$

H₀: There is no improvement of the students' vocabulary mastery after being taught by Group chat discussion in teaching vocabulary.

H₁: There is an improvement of the students' vocabulary mastery after being taught by Group chat discussion in teaching vocabulary.

In testing the hypothesis above, Paired Sample Test was used. This test was statistically computed by using SPSS 23.0.

The researcher also analyzed what was the aspect of vocabulary that increased the most by using group chat discussion. The researcher used one sample test (T-test), it was calculated by using SPSS 23.0 for windows.

This hypothesis is analyzed at significant level of 0.05 in which the hypothesis is approved if $\text{sig} < \alpha$. It means that the probability of error in the hypothesis is only about 0,000. The hypothesis described as follows:

H_0 = There is no aspect of vocabulary that improve the most after being taught by using group chat discussion.

H_1 = There is an aspect of vocabulary that improve the most after being taught by using group chat discussion.

The criteria were:

H_0 will be accepted if *alpha level* is higher than 0.05 ($\alpha > 0.05$).

H_1 will be accepted if *alpha level* is lower than 0.05 ($\alpha < 0.05$).

Those are the explanations of the framework in this chapter, such as: design, population and sample, research instrument, research procedure, validity and reliability, data analysis, and hypothesis testing.

V. CONCLUSIONS AND SUGGESTION

This chapter is the final chapter which presents the conclusion of the research findings and suggestions for English teachers who want to apply group chat discussion in their class as one way to improve their students' vocabulary in learning English.

5.1. Conclusion

Based on the results of the data analysis and discussion, the researcher draws these following conclusions:

1. There is an improvement of the students' vocabulary after they were taught using Group Chat Discussion. Group chatting is an efficient way to learn the material anywhere and anytime. It helps the students to remember the words easily because they can re-open the material from their group chat in their phone whenever they forget about the words. In addition, the improvement also happens because the students have more time to learn about the material, so that they get more chance to practice English more.
2. Meaning is the aspect which improves the most among the other aspects. It happens because while the students doing a group chatting discussion, they should find the meaning of the difficult words that they do not understand by asking their friends or using dictionary.

5.2. Suggestions

1. For the teacher

After doing the research, the researcher suggests the English teacher to apply Group Chat Discussion in teaching vocabulary because it provides an extra time for the students to learn English in their home or other places. The teacher should prepare the material before he/she teaches in group chat. After teaching the material, the teacher evaluates the students from their group chat.

2. For further researcher

There are several limitations in this research. First, this research is limited only to see whether group chat discussion can improve the students' vocabulary. Therefore, the writer expects the other researchers to conduct a similar research using other instruments in order to see the students' perceptions about the learning process using group chat discussion. Last, the writer only focuses on noun and verbs. Therefore, the other researchers are hoped to include other part of speech such as adjective and adverb.

Based on the statements above, it can be assumed that a further researcher can include other aspects such as form, use, and meaning to find out whether those aspects can be improved using group chat discussion.

Those are the explanations about this final chapter, such as conclusion of the research and suggestion for the teacher and for further research.

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