

CHAPTER I

INTRODUCTION

The goal of this research is to investigate the effectiveness of using WhatsApp group chat on students' vocabulary mastery and motivation. In this chapter, the researcher serves seven topics related to the study. Those topics cover the background of the research, research questions, objective of the research, research hypothesis, significance of the research, scope, and limitation of the research, and definition of key terms.

A. Background of the study

In Industry 4.0, digitalization is leading to fundamental changes in education and training. Global connectivity, smart machines, and new media are just some of the drivers reshaping how we think about work, what constitutes work, and how we learn and develop the skills to work in the future. The concept of a "100-year life" becoming the norm, and the majority of that spent studying and working, means that learning will be a lot more important, and different, for the next generations.

Students have a strong passion for smart mobile phones with all their smart applications. So, English language teachers can use mobile phones, from each now and then, to increase the students' English skills. Nowadays, the students are so fond of mobile phones, they are interested in having the most up-dated smart mobile phones with the latest applications in the market. There is a trend to make benefit from this passion by adopting mobile phones in English classes (Zayed, 2016).

One of the most difficult challenges in teaching a foreign language is finding ways to help students improve their habit of practice. This is especially true in countries where students generally share a common mother tongue and have little or no exposure to English outside the classroom (Khalili, Baradaran, 2009). So, online communication is time- and place-independent. Learners communicate with each other anywhere and anytime as long as there is access to the internet (Zayed, 2016). The prevalence of network connections has helped to shift gradually learning settings from the traditional face-to-face classroom to the online learning environment, where learners interact with the instructor and with other learners (Bataineh, 2014).

The researcher has ever conducted some treatment to improve the student's motivations by using social media at the researcher's school. Shortly, this mini research showed that social media gives a good effect on students' motivation. It has been conducted during the academic year 2017-2018 in SMP Islam Terpadu Al-Azhaar Trenggalek. Through this experience, the researcher wanted to try the same project to another school at a higher level.

Without a doubt, we are in the center of a monumental technological paradigm shift, one which will eventually change the way that all instructors teach and the way students learn (Jensen, 1993). Most students have a mobile phone with an Android platform which they can easily use them as their social media in learning English by using some applications, such as WhatsApp.

In recent years, communication via mobile messaging applications (such as WhatsApp) has gained increasing popularity among young users in Indonesia. This social network has opened up new opportunities for interaction and collaboration between teachers and learners, especially in language learning. So, with the growth of WhatsApp popularity, WhatsApp groups may contribute to expand opportunities for written interaction through short messages related to the students' daily activities in every single part of their life.

It noticed that WhatsApp group are widely used in social communications and many others, but the researcher an English language teacher tried to use technology for education purpose such as learning the English language. The group attains wide interactive collaborative learning outside classroom contexts. On the contrary, traditional learning and communication are interrupted by many barriers such as time constraints, psychological factors, a large number of students (Kitano, 2001).

The researcher is one of the Indonesian EFL teachers that encourages the students to improve their vocabulary by utilizing modern social media. Research into the role of such instant and text messaging technologies in education has revealed their positive effects on providing platforms for socializing, sharing information, and communicating (Sweeny, 2010). Therefore, creating a new mobile platform for verbal communication present much help for Indonesian EFL learners for practicing English orally particularly smartphones are becoming increasingly popular and WhatsApp is

available for almost all smartphones. Moreover, WhatsApp application offers features, which can be used for learning writing, especially -vocabulary.

WhatsApp is easy to use to be applied for both Junior and Senior High school students. It supported by this simplicity, free-charge access, and efficiency data used. Students can discuss in the chatroom by writing their ideas and send to the group. The students can find the topic of discussion themselves or the teacher can also give a suitable topic for learning activities. Therefore, expanding verbal in case of writing skill's communication opportunities increase EFL learners' engagement in practicing English so that they promote their vocabulary.

From the up-to-date research, the researcher found at least two previous studies related to this research. Susan, in 2018, shows that social media is effective in developing Listening. Then, the study was conducted in Iran by Ashiyan in 2016 presented that WhatsApp has a good impact on learning and retention of collocation knowledge. In this study, the researcher wanted to clarify whether WhatsApp is effective or not on students' vocabulary mastery and motivation.

B. Formulation of the study

1. Is WhatsApp Group Chat effective to use on students' vocabulary mastery?
2. What is the students' response toward WhatsApp as their media in learning English?

C. Objective of the study

Based on the formulation of the study, the objective of the study is to know whether WhatsApp is effective or not on students' vocabulary mastery and to know what is the students' responses toward this implementation.

D. Research hypothesis

The researcher has drawn research hypotheses formulated as follows:

1. (Ho) : WhatsApp group was not effective on students' vocabulary mastery.
2. (Ha) : WhatsApp group was effective on students' vocabulary mastery.

E. Significance of the study

This research supports the implementation of Hybrid Learning, in which the students can not only get the material in their classroom but they can also elaborate on their learning process in the 'online-class' through WhatsApp group chat. The result of the study also provides beneficial for English teachers especially in helping them to use technology in the teaching and learning process.

F. Scope and limitation of the study

The study is focused on the effectiveness of WhatsApp group chat to use in learning vocabulary for the 11th-grade students of MAN 1 Trenggalek in the Academic year 2018/2019.

G. Definition of key terms

1. WhatsApp group is a feature that allows the user to either send the same message to multiple contacts without typing it again and again or have a conversation with a group of friends in one chat room.
2. 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.