

CHAPTER I

INTRODUCTION

This chapter the researcher presents seven points related to the study. It consists of a background of the study, formulation of research problem, the purpose of the study, formulation of hypotheses, significance of the study, the scope and limitation of the study, and definition of the key terms.

A. Background of Study

Vocabulary is components of the language that English learners must master. A person's vocabulary is described as the set of all the phrases understood through others. According to Richards (2002), Vocabulary is a fundamental component of language ability that serves as the foundation for how well learners talk, listen, read, and write. Vocabulary is needed to know and master to make it easier to interact with others. Without sufficient vocabulary, students cannot understand others or express their own ideas. It means vocabulary makes it easier for learners to convey their ideas both in writing and orally. So, vocabulary makes it less difficult to communicate in daily interactions.

Currently, the world has turned into a digital age, and advances in science and technology have intensified to stimulate efforts to upgrade the use of technological outcomes in the learning process. In the era of globalization, changes in educational processes occur directly with the help of modern mobile technologies. Using mobile technology to develop new teaching methods can make learning more enjoyable and effective. Such as

using a mobile phone to search for some material or access some websites or application that can be made communicatively in the course. Mobile phones also develop important tools for education in general and language learning in particular. The development of technology and information in the world of education no longer makes students and teachers fixated on textbooks or other conventional media such as television, newspapers and radio. Information technology can be used as a support, even in various cases, the use of information technology can be the main media in learning (Kasatria, 2014; Mu'min, 2019). At this time, the Internet makes learning a second language and foreign language much easier than it used to be. The advent of online messaging applications has revolutionized and made online language learning more accessible.

One part of the development in technologies is social media, many students already know about social media. They practice it in their daily life, whether male or female. They use social media because they believe it promotes all forms of communication with others, such as education, business, religion, etc. They are aware of social media due to the development of time, so students need to keep up with the times. Technology is also essential to the academic system. It has enhanced a familiar feature utilized in everyday life both inside and outside the classroom. This social media review isn't over yet. The potential of social media in education requires more consideration. As defined by Kaplan & Haenlein (2010), social media is a group of Internet-based applications built

on the ideological and technological foundations of Web 2.0, which allows the creation and exchange of user-generated content.

Another example of communication in social media today is Telegram. Launched in 2013 by two Russian brothers Pavel and Nikolai Durov, Telegram is one of the web applications serving a large online community and programmers from Berlin (Ghobadi Shima & Saeed Taki, 2018). It is very easy to use and operate by many people, especially students. On the other hand, you can share more different types of documents than WhatsApp. It is a multi-platform application that can run on Android, iOS, Windows Phone, Mac and Windows. Telegram allows users to create groups of up to 5000 people for broadcasting to infinite audiences (Vivienne, 2016).

Under normal circumstances, most students do not have enough time to practice and master many vocabularies for a long time. This can cause some problems for language learning and students. Telegram, on the other hand, is not only a social media but also a new form of language learning that has can become a daily communication tool for students. By using this application, teachers can create a relaxing, comfortable, and enjoyable learning environment for their students. From these offers, researchers want to know if the media is effective in learning vocabulary.

There are several studies on using Telegram App related to vocabulary. The first was conducted by M. Hakim (2019) entitled "*The Use of Telegram to Facilitate Students' Vocabulary Learning at SMPN 1*

Surabaya". The findings of this research provide insights for learners and teachers in demonstrating the importance of using social media to improve students' vocabulary knowledge.

The second study was conducted by Sulistyanto & Prellani (2020) entitled "*The Effectiveness of Using Bot Telegram in Teaching Reading Narrative Text at the Tenth Grade of SMAN 1 Grogol Kediri*". The result of this research showed that there is significance difference of reading skill on narrative text between the students that were taught by using Bot Telegram and were not taught by using Bot Telegram at the tenth grade of SMAN 1 Grogol Kediri.

The third study was conducted by Alakrash *et al.* (2020) entitled "*The Effectiveness of Employing Telegram Application in Teaching Vocabulary: A Quasai Experimental Study*". The result of this research showed that ICT platforms are beneficial to students in encouraging original resources to alleviate their vocabulary knowledge.

The fourth study was conducted by Ghobadi and Taki (2018) entitled "*Effects of Telegram Stickers on English Vocabulary Learning: Focus on Iranian EFL Learners*". The results of the research revealed that vocabulary learning could be facilitated through presenting the words through Telegram.

The fifth study was conducted by Davood Mashhadi Heidar and Maryam Kaviani (2016) entitled "*The Social Impact of Telegram as a Social Network on Teaching English Vocabulary among Iranian*

Intermediate EFL Learners". The result from this study indicated that social network such as Telegram can affect significantly on English vocabulary learning.

From those previous studies, it is found that there were still few studies to using on the Telegram as a social network for teaching English vocabulary in junior high schools, particularly Islamic junior high schools. Therefore, this study aims to fill this gap by examining the effect of using Telegram as a social network for English vocabulary in Islamic junior high schools. This tool was chosen because it allows students to actively participate in the teaching and learning process. Using media can help students develop their vocabulary more significantly. Due to these considerations, researchers want to know whether the Telegram Application is effective or not in improving students' English vocabulary in MTsN 2 Tulunagagung.

Dealing with the explanation above, the researcher was interested in conducting studies entitle "*The Effectiveness of Using Telegram as a Social Network on Students' Vocabulary Achievement at The Second Grade of MTsN 2 Tulungagung*".

B. Formulation of Research Problem

Based on the background study above, the research problem is formulated as the following:

Is there any significant difference on students vocabulary achievement before and after being taught using Telegram as a social Network at second grade students of MTsN 2 Tulungagung?

C. Objective of the Research

Based on the research problem above, the objective of the research problem is:

To find out the significant difference on students vocabulary achievement before and after being taught using Telegram as a social Network at second grade students of MTsN 2 Tulungagung.

D. Formulation of Hypothesis

The hypothesis of this study was prepared as a tentative answer for the research problem stated previously. In this case the null hypothesis (H_0) and alternative hypothesis (H_a) as read follow:

1. Null Hypothesis (H_0): There is no significant difference on students' vocabulary achievement before and after being taught using Telegram as a social Network.
2. Alternative Hypothesis (H_a): There is significant difference on students' vocabulary achievement before and after being taught using Telegram as a social Network.

E. Significance of the Study

The significances of this research were expected to provide some advantages for English teaching and learning process. The significances of this research will be:

1. For the teacher, it will expect that the teachers can improve their student's vocabulary effectively because of Telegram easily to adapt and contribute the students' in any other place. So, the learning process is enjoyable.
2. For our readers, this could be a new contribution from our readers who effectively share their knowledge and new perspectives on teaching and learning English.
3. For the future researcher, it is expected whether this research can serve as a source of results or inspire the use of this medium to improve new results.

F. Scope and Limitation of the Study

This study focuses on vocabulary achievement of the second grade students of MTsN 2 Tulungagung with the VIII-C and VIII-D classes as the sample. Topics are limited to English with an emphasis on mastering learners' vocabulary using Telegram. Researchers also use Telegram to improve students' vocabulary. Telegram can help to improve some skills and components of English. It affects writing, speaking, and vocabulary. However, this study is limited to the effect of using Telegram as a social

network to expand learners' English vocabulary with the material based on the syllabus of the second-grade students of Islamic Junior High School.

G. Definition of Key Terms

To avoid misunderstanding and misinterpreting of any terms used in this class action research, the researcher defines the key terms.

1. Vocabulary Achievement

Vocabulary achievement is an important element to determine the extent to which a learning process functions effectively in the vocabulary learning process.

2. Social Media

Social media is a form of electronic communication that brings virtual communities to life for users to share information, any ideas, personal messages, and other content (such as videos).

3. Telegram

Telegram is a versatile multifunctional online application, with its channels and groups catering for most purposes of its users. In this research, Telegram is the media in teaching-learning process that use as a social network to see the effectiveness in teaching students' vocabulary.