

The Effectiveness of Using Telegram Group for Vocabulary Acquisition for Junior High School Students

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ABSTRAK

Penelitian ini menyelidiki bagaimana Grup Telegram meningkatkan pencapaian kosakata siswa dalam hal kelas kata, yang terdiri dari kata benda, kata kerja, kata sifat, kata keterangan, makna kata, dan penggunaan bahasa di antara siswa kelas delapan di SMP Negeri 25 Pontianak. Desain pra-eksperimental digunakan dalam penelitian ini. Partisipasi dalam penelitian ini terbatas pada sembilan puluh empat anak dari delapan tingkat kelas (A, B, dan C). Sebanyak 32 siswa dari kelas 8B digunakan sebagai sampel dalam penelitian ini. Data penelitian diperoleh dari hasil pre-test dan post-test. Dengan total tiga puluh butir soal, tes terdiri dari pertanyaan pilihan ganda. Microsoft Excel digunakan untuk analisis data. Terdapat peningkatan yang nyata antara hasil tes awal dan tes akhir. Analisis data menunjukkan bahwa setelah tes, skor rata-rata adalah 89,84, naik dari 68,53 sebelum tes. Selain itu, ukuran efeknya adalah 1,728, yang menunjukkan bahwa hipotesis alternatif "Penggunaan grup Telegram efektif terhadap penguasaan kosakata siswa kelas delapan SMP Negeri 25 Pontianak" diterima. Berdasarkan penerimaan hipotesis tersebut, disarankan agar guru lebih sering menggunakan Grup Telegram dalam mengajar kosakata.

ABSTRACT

This research investigated how Telegram Group improved students' vocabulary achievement in terms of word class, consisting of nouns, verbs, adjectives, adverbs, word meanings, and language usage among the grade eight students at SMP Negeri 25 Pontianak. A pre-experimental design was used in the investigation. Enrolment in the study was limited to ninety-four children from eight grade levels (A, B, and C). A total of 32 students from 8B were used as a sample in this study. The research data was derived from the outcomes of both the pre- and post-tests. With a total of thirty items, the test was comprised of multiple-choice questions. Microsoft Excel was used for the data analysis. There was a marked improvement between the results of the pre- and post-tests. Data analysis revealed that after the test, the average score was 89.84, up from 68.53 before the test. Moreover, the effect size was 1.728, suggesting that the alternative hypothesis "The use of Telegram group is effective on vocabulary acquisition of eighth-grade students of SMP Negeri 25 Pontianak" was accepted. Based on the acceptance of the hypothesis, it is suggested that teachers use Telegram Group more often in teaching vocabulary.

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1. INTRODUCTION

Developing a broad and diverse vocabulary is crucial for individuals studying EFL. Acquiring a substantial amount of words is crucial for language acquisition since it increases skill and confidence in English usage. Vocabulary acquisition refers to the steps in acquiring words with the aim of improving language skills and understanding [1]. An individual with limited vocabulary will encounter difficulties in all aspects of language acquisition [2]. Inadequate vocabulary knowledge can hamper numerous elements of language development, causing difficulties with comprehension and impeding efficient self-expression. A diverse range of words in their mental lexicon is essential for them to effectively express their thoughts and opinions through communication [3]. As a result, in order to communicate smoothly and confidently in English, EFL students must develop a large vocabulary. Students' vocabulary has an impact on their reading, writing, listening, and speaking abilities [4] In other words, vocabulary is critical for the development of language abilities in English language instruction [5].

Kurikulum Merdeka was implemented at SMP Negeri 25 in the 2023/2024 school year for students in grades seven and eight. Particularly aimed at eighth-grade students, every chapter covered four key skills, which are listening, speaking, reading, and writing, tailored to the chapter's content. Each skill had a variety of learning activities, such as individual tasks, group tasks, summaries, glossary, reflections, summative, assessments, remedial, and enrichment that helped students in mastering the four skills. Through the reading section, the researcher examined the vocabulary skills of the students.

After teaching for one semester at SMP Negeri 25, the researcher discovered that many students had struggled to acquire English. This was because many students had not received English courses in primary school, leading them to start learning English only in grade seven. Another issue was the infrequency of English classes, which only met once a week, rendering learning ineffective. Despite their limited grasp of English, students were unable to acquire it effectively due to the minimal number of lessons. Many students, particularly those in grade eight, remained unfamiliar with word class and meaning concepts.

This study explored the use of Telegram Groups as a tool to teach English and improve students' vocabulary mastery. Through the Telegram Group, direct engagement between teachers and students was facilitated, enabling teachers to monitor students' progress effectively. A variety of learning materials, such as text and media (including images), were provided to cater to different learning preferences. These materials were organized into sub-topics to help students explore and acquire the necessary vocabulary knowledge efficiently.

The integration of internet-based tools like Telegram in classroom settings allows both teachers and students to engage in English learning regardless of location or time constraints, without additional costs. The ability to sync with users' address books is just one of the many benefits of Telegram [6]. Telegram is accessible as long as there is an internet connection,

making it an ideal platform for students to continuously gather data and stay [7]. For instance, at SMP Negeri 25, students were allowed to bring mobile phones to school, and during English lessons, teachers encouraged the use of the translate feature on their phones to assist with vocabulary learning. This shows how Telegram became an effective study tool, as most students already had mobile phones. Furthermore, since Telegram supports multiple accounts on a single device, students could share phones with peers when necessary, ensuring participation in learning activities such as quizzes.

Teachers have embraced technology as a medium for student learning. In this context, teachers at SMP Negeri 25 used mobile devices, such as tablets and phones, to support students' vocabulary acquisition [8]. With Telegram's cloud-based feature, students could share and access photos, videos, audio, and other content without consuming storage space on their devices [9]. This feature addressed a common problem faced by students—insufficient storage space on their mobile phones. Students at SMP Negeri 25 found this particularly beneficial, as they could delete downloaded content and easily re-download it whenever needed without worrying about storage limitations.

Considering these technological advantages, this study employed a pre-experimental approach to analyze the direct influence of Telegram Groups on students' vocabulary acquisition. This method allowed for the evaluation of the tool's impact without requiring a control group. The aim of this research was to determine whether eighth-grade students at SMP Negeri 25 Pontianak benefited from learning vocabulary through the use of Telegram Groups.

2. METHOD

This research used a quantitative methodology, using a pre-experimental design with a single-group pretest and posttest. Throughout the experiment, an intervention was administered, and one group was investigated using this design. Notably, there was no control group available for comparison with the experimental group [10]. This pre-experimental research assessed the efficacy of the Telegram group as a tool for vocabulary acquisition at SMP Negeri 25 Pontianak. By omitting a comparison group, the researcher conducted direct observations of a distinct group under two conditions, thereby allowing each subject to serve as their own control. According to Creswell, the research design can be illustrated as follows:

Table 1. One Group Pre-Test and Post-Test

Pre-Test	Treatment	Post-Test
O ₁	X	O ₂

The study involved two variables: independent and dependent variables. The eighth-grade cohort at SMP Negeri 25 was divided into three classes: 8A, 8B, and 8C. A single class, 8B, was selected through cluster random sampling, utilizing a spin wheel to determine the sample. This selected group consisted of 32 students.

A pre-test was administered prior to the treatment to assess the students' initial vocabulary levels and ensure their preparedness. After the treatment, students participated in a post-test via the Telegram Group to evaluate the extent of vocabulary acquisition. The objective was to compare the results from the pre- and post-tests to ascertain the effectiveness of the Telegram Group in enhancing vocabulary development.

The researcher used certain assessment tools, including a pre-test and a post-test, aimed at measuring vocabulary learning in pupils. The assessment had 30 multiple-choice questions covering several facets of vocabulary, including word categories (nouns, verbs, adjectives, and adverbs) and their definitions.

To ensure the validity of these instruments, a validation test was conducted, which involved assessing the relevance and appropriateness of the test items against a predefined blueprint. Content validity was further evaluated through a pilot study involving 30 students from class 8A, who provided feedback regarding the clarity and relevance of the questions. The validation results confirmed that all test items were suitable for measuring vocabulary acquisition, thereby establishing the instruments' content validity. Reliability was assessed using the Kuder-Richardson Formula 21 (KR-21), which yielded a reliability coefficient of 0.8345. This high reliability coefficient indicated that the instrument consistently measured vocabulary acquisition, thus enhancing the credibility of the research findings.

Furthermore, the difficulty level of each question was analyzed, with most items categorized as moderate difficulty. This ensured that the assessments presented an appropriate challenge for the students, facilitating meaningful measurement of their vocabulary development. The research aims to conduct a thorough assessment of the Telegram Group's efficacy as a tool for vocabulary acquisition by using these proven and trustworthy tools.

3. RESULT AND DISCUSSION

Following the treatment, a significant difference in student achievement was observed. The results from both the pre-test and post-test are illustrated in the following graphs, which visually represent the changes and improvements observed between the two evaluation phases.

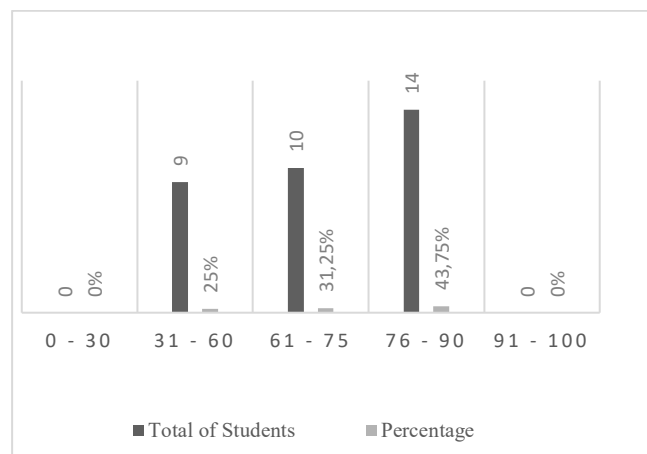


Figure 1. Graph of Pre-Test

Graph 1 indicated that eight students (25%) scored between 31 and 60, ten students (31.25%) scored between 61 and 75, and fourteen students (43.75%) scored between 76 and 90. The score ranges for the pre-test were established as 31–60, 61–75, and 76–90. The minimum score documented was 36.6, and the maximum score attained was 90.

Additionally, the average pre-test score was 68.53, which suggested that the students' vocabulary knowledge was at a fair level prior to the intervention. A significant portion of the students scored below 75, highlighting the need for improvement in their vocabulary skills.

This underscored the importance of an intervention to facilitate vocabulary acquisition, prompting the researcher to implement the use of Telegram Group as a teaching medium.

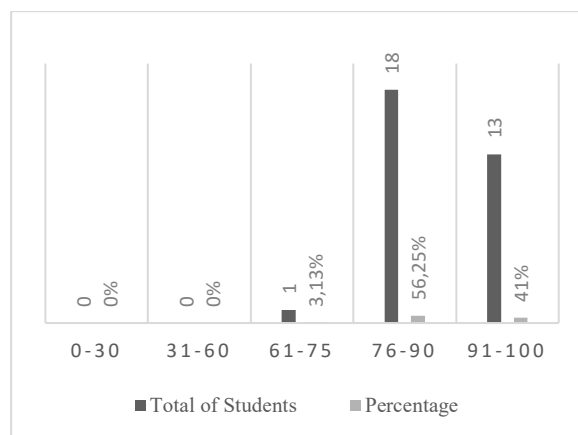


Figure 2. Graph of Post-Test

Following the implementation of the Telegram Group, students participated in a post-test to assess the effectiveness of the intervention. The results, as shown in Graph 2, revealed a notable improvement in vocabulary acquisition. One student (3.1%) scored between 61 and 75, eighteen students (56.25%) scored between 76 and 90, and thirteen students (41%) scored between 91 and 100. This distribution indicated that the majority of students scored above 76, demonstrating that most students met the Kriteria Ketuntasan Minimal (KKM), with a significant number falling within the 76–90 range.

The average post-test score increased to 89.84, reflecting a 21.31-point improvement from the pre-test average of 68.53. This substantial increase illustrated the positive influence of Telegram Group in enhancing vocabulary acquisition.

The researcher used a t-test to analyze the pre-test and post-test outcomes, yielding a t-value of 9.6 with 30 degrees of freedom. At a significance level of 0.10, the crucial t-value was 1.697. The computed t-value (9.6) surpassed the necessary t-value (1.697), indicating a statistically significant improvement in students' vocabulary scores post-treatment. To further evaluate the impact of the intervention, the effect size was calculated using Cohen's formula. The resulting effect size of 1.728 suggested a strong effect (as any value above 1.00 is considered large), confirming the effectiveness of the Telegram Group in improving students' vocabulary acquisition.

Based on the findings, the study supported the alternative hypothesis (H_a), which posited that "The use of Telegram groups affected the vocabulary acquisition of eighth-grade students at SMP Negeri 25" and rejected the null hypothesis (H_0), which stated, "The use of Telegram group had no effect on the vocabulary acquisition for eighth-grade students of SMP Negeri 25." The results from the t-test and effect size analysis clearly demonstrated the substantial impact of Telegram Group on vocabulary learning. The integration of this digital platform in teaching vocabulary, particularly from recount text materials, proved to be both engaging and effective. The students showed a significant improvement in their post-test scores, increasing from an average of 68.53 to 89.84, a difference of 21.31 points. The large effect size of 1.728 further reinforced the conclusion that Telegram Group is a highly effective tool for enhancing

vocabulary acquisition. The findings suggested that this method of vocabulary instruction could be successfully applied in other educational contexts to improve students' language skills.

4. CONCLUSION

The thesis titled "The Effectiveness of Using Telegram Group for Vocabulary Acquisition for Junior High School Students" investigates how Telegram Group aids vocabulary learning among eighth-grade students at SMP Negeri 25 Pontianak. Employing a pre-experimental design, the study assessed students' vocabulary skills before and after using Telegram Group for learning activities

The research included 32 students from class 8B, who participated in both pre-tests and post-tests. The findings revealed a notable improvement in vocabulary scores, with the average increasing from 68.53 in the pre-test to 89.84 in the post-test. This indicates that Telegram Group provides an effective learning environment, enhancing teacher-student interaction through various learning resources such as texts, images, and quizzes. The substantial effect size of 1.728 further confirms that Telegram Group significantly boosts vocabulary acquisition.

The results suggest that educators should consider incorporating Telegram into their teaching strategies to enhance vocabulary learning, given its user-friendliness and the positive outcomes observed in this study.

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