

**THE USE OF TELEGRAM TO FACILITATE STUDENTS'
VOCABULARY LEARNING AT SMP N 1 SURABAYA**

THESIS

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of Sarjana Pendidikan (S.Pd) in Teaching English



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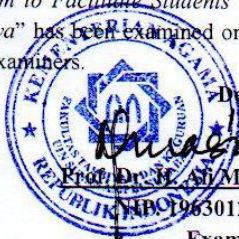


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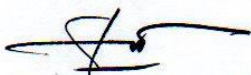
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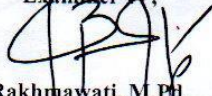
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ABSTRACT

Hakim, M.Farkhifaishol. (2019). *The Use of Telegram to Facilitate Students Vocabulary Learning at SMPN 1 Surabaya*. Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I : H. Mokhamad Syaifudin, M.Ed, Ph. D, Advisor II : Hilda Izzati Madjid, M.A

Keyword: Telegram, Facilitate, Students Vocabulary, English Foreign Language

Vocabulary is the part of language, which has an important role in the process of communication in both written and oral. It is needed in daily life and education field. So this study aims to determine the way or procedure of Telegram to facilitate students' vocabulary abilities and student responses when using Telegram as a media at SMPN 1 Surabaya. Data was obtained by using interview guidelines and observation guidelines which were then analyzed based on theory of Matthew B. Miles and Michael Huberman. The researcher interviewed one english teacher and five students (leader of group) of SMPN 1 Surabaya and do an observation in the class three times. This study shows that Telegram has very good influences on student's learning progress. The students discuss some materials and assignments in the group of Telegram then they give feedback to each other. Based on these activities students get some new vocabularies then they can create products both oral and written. Next, the teacher gives some feedbacks and reinforcements to the students clearly. In fact, students were active and felt enjoy when using Telegram because they can discuss the materials or assignments in or outside of the class.

ABSTRAK

Hakim, M.Farkhifaishol. (2019). *The Use of Telegram to Facilitate Students Vocabulary Learning at SMPN 1 Surabaya*. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I : H. Mokhamad Syaifudin, M.Ed, Ph. D, Advisor II : Hilda Izzati Madjid, M.A

Kata Kunci: Telegram, Memfasilitasi, Kosakata Siswa, Bahasa Asing (Inggris)

Kosakata adalah bagian dalam sebuah bahasa yang memiliki peran sangat penting dalam proses komunikasi baik tertulis maupun lisan. Kosakata dibutuhkan dalam kehidupan sehari-hari dan dalam bidang pendidikan. Sehingga penelitian ini bertujuan untuk mengetahui cara atau prosedur Telegram untuk memfasilitasi kemampuan kosakata siswa dan respon siswa ketika menggunakan Telegram sebagai media pada SMPN 1 Surabaya. Data diperoleh dengan menggunakan pedoman interview dan observasi yang kemudian data di analisis berdasarkan Matthew B. Miles and Michael Huberman. Peneliti melakukan wawancara kepada satu guru bahasa Inggris dan lima siswa (pemimpin kelompok) pada SMPN 1 Surabaya dan melakukan sebuah observasi di dalam kelas selama tiga kali. Penelitian ini menunjukkan bahwa Telegram memiliki pengaruh yang sangat baik terhadap kemajuan belajar siswa. Para siswa mendiskusikan beberapa materi dan tugas in didalam kelompok pada Telegram kemudian mereka saling memberikan tanggapan. Berdasarkan aktivitas yang dilakukan, siswa mendapat beberapa kosakata baru kemudian mereka membuat sebuah produk baik berupa lisan atau tulisan. Selanjutnya, guru memberi beberapa tanggapan dan penguatan kepada siswa secara jelas. Dan berdasarkan data, siswa sangat aktif dan merasa enjoy ketika menggunakan Telegram karena mereka dapat berdiskusi beberapa materi atau tugas baik dialam kelas ataupun diluar kelas.

TABLE OF CONTENT

TITLE SHEET

ADVISOR APPROVAL SHEET	i
EXAMINER APPROVAL SHEET	ii
MOTTO	iii
DEDICATION	iv
ABSTRACT	v
ABSTRAK	vi
ACKNOWLEDGEMENT	vii
PERNYATAAN KEASLIAN PENULISAN Error! Bookmark not defined.	
TABLE OF CONTENT	ix
LIST OF ABBREVIATION	xiii
CHAPTER I	1
INTRODUCTION	1
A. Research Background	1
B. Research Question	7
C. Objectives of the study	7
D. Significance of the study	7
E. Scope and Limitation	8
F. Definition of Key terms	8
CHAPTER II	12

REVIEW OF RELATED LITERATURE.....	12
A. Review of Related Literature.....	12
B. Review of Previous Study.....	27
CHAPTER III	34
RESEARCH METHOD.....	34
A. Approach and Research Design.....	34
B. Research Subject and Setting	35
D. Source Data	36
E. Data Collection.....	36
F. The Instrument	38
G. Data Analysis	42
H. Research Stages	45
I. Data Validity	45
CHAPTER IV.....	47
FINDING AND DISCUSSION.....	47
A. The Procedure of Using Telegram to Facilitate Students' E vocabulary learning in SMPN 1 Surabaya	47
B. The students responses when using Telegram in learning porcess to facilitate students vocabulary	52
C. DISCUSSION.....	55
CHAPTER V	67
CONCLUSION AND SUGGESTION	67
A. Conclusion.....	67
B. Suggestion	68

REFERENCES..... 70

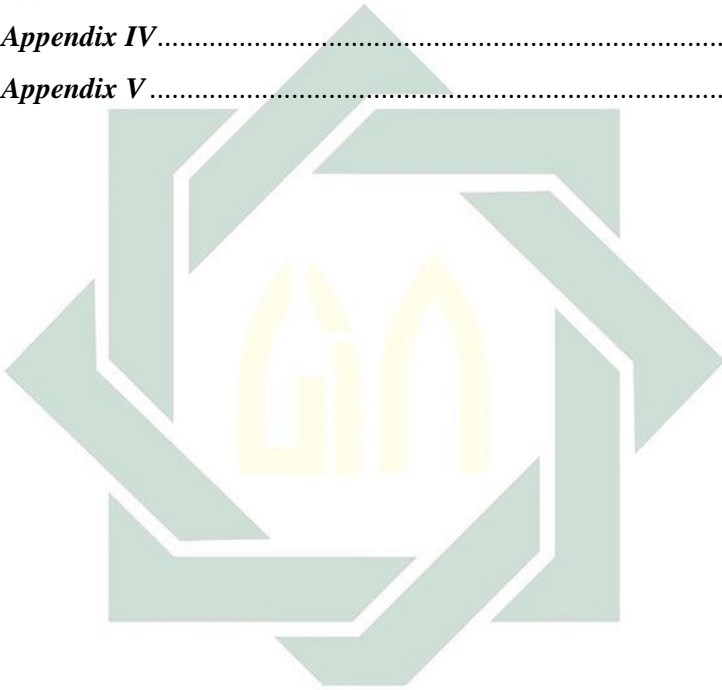
Appendix I 75

Appendix II..... 77

Appendix III 84

Appendix IV..... 85

Appendix V..... 86

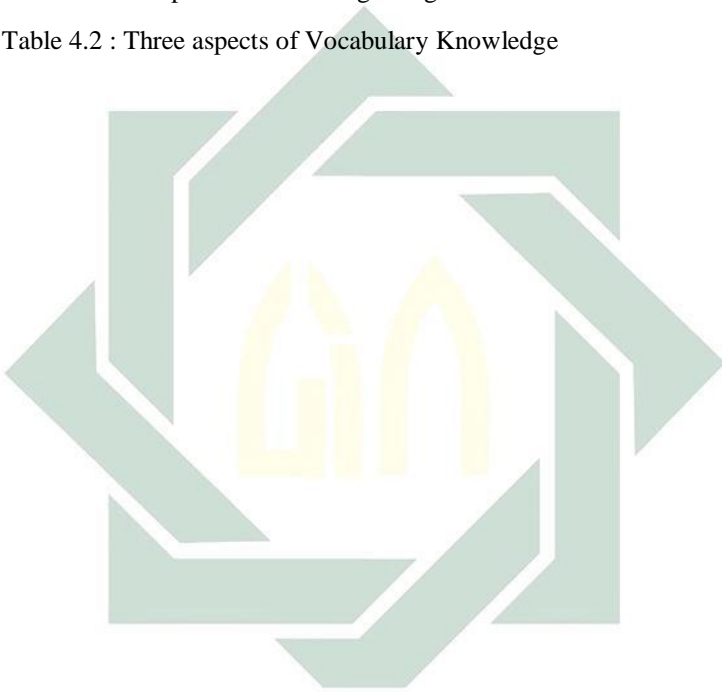


LIST OF TABLES

Table 2.1 : Three aspects of Vocabulary Knowledge

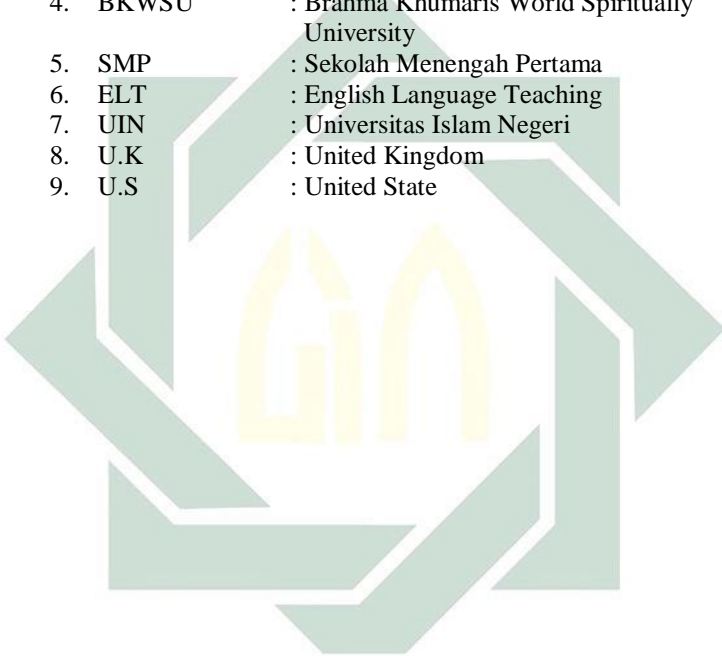
Table 4.1 : The procedure of using Telegram

Table 4.2 : Three aspects of Vocabulary Knowledge



LIST OF ABBREVIATION

1. EFL : English Foreign Language
2. UNICEF : United Nation Children’s Fund
3. UNESCO : United Nations of Educational, Scientific,
and Cultural Organization
4. BKWSU : Brahma Khumaris World Spiritually
University
5. SMP : Sekolah Menengah Pertama
6. ELT : English Language Teaching
7. UIN : Universitas Islam Negeri
8. U.K : United Kingdom
9. U.S : United State



CHAPTER I

INTRODUCTION

This chapter discusses what will be researched, what are the signs, what are the objectives, the significant of the study, the scope and limitation, the definition of key terms and why this research is done. Some points are displayed by the researcher to answer those headings

A. Research Background

Today, the internet is making second and foreign language learning much easier than before. The emergence of online messaging applications has drastically changed online language learning and has provided a more accessible venue for learning. Similarly, what makes these online environments distinct from each other is the rate of learners' engagement with the applications. The arrival of modern, interactive, and user-friendly technological advances such as blogs, wikis, portfolios, podcasts, and vodcasts has changed the studying habits of learners since they minimize the burdens of traditional classes in which one needs to be physically present. for example there is blog that used by many people then there are many content in the blog itself, so the student can looking for some materials to the blog. It is easier than traditional class because students can learn some materials by themselves.

In the era of globalization, the changing in the teaching-learning process occurs quickly with the help of modern mobile technologies. The use of mobile technology for designing new pedagogy is creating a more communicative situation in the classroom through an interesting and effective way of teaching, for example using mobile phone to looking for some materials or to access some webs that can make communicative in learning process. Furthermore, mobile phone are developing into important tools for education in general and language learning, in particular. All

academicians are getting used to this situation to make education as global as possible stated by Kukulska – Hulme & Shield. According to Franklin, the development of mobile technology is one of such advances. In spite of some barriers related to m-learning such as cost, technical consideration, accessibility, attitudinal factors, it is globally on the top stated by Dudeney & Hockey. It is important to say that advancing and enhancing the classroom teaching especially developing group teaching to self-learning is the main goal of technology. This kind of learning (i.e. self-learning) encourages students to learn English on their own for their future purposes.

In the modern era, many students already know social media, they use it in their daily lives, whether male or female. They use social media because they consider social media to facilitate all forms of communication with others such as communication about education, business, religion, etc. Social media itself can be found in every activity because of the development of technology, so it will give advantages and disadvantages. They know social media because of the development of the times so that students have to keep up with the times.

The social media that is widely used by the younger generation are WhatsApp, Instagram, Telegram, etc. These applications are used to communicate with each other, but not only to communicate but also they are used in other needs, for example in business and education. They have different features that offer their own advantages and disadvantages. One example is the superiority of WhatsApp revealed by Mei Yusmita, he said that WhatsApp has advantages over other social media, namely in terms of sending images, audio, and files, even WhatsApp has certain signs that show delivery, which has been read, etc¹.

The rapid technology has an impact on the education system. The familiar moment is the use of it in daily life for

¹ Mei Yusmita, 2014. “*Pemanfaatan Whatsapp Messenger Sebagai Media Komunikasi Antar Pribadi Mahasiswa Ilmu Komunikasi*”

the teaching-learning process in class and outside the classroom. This study of social media is still opened for investigation. The potential of social media use in the educational field is still in need of investigation.

Kaplan and Haenlein define social media as an internet application-based group built on the thinking and the foundation of web 2.0 technology, which facilitates various content creations². Social media is widely used by the younger generation in communication. In addition, they also use to create content in various fields such as motivational video content, inspirational image content, even educational content. Moreover, social media builds the minds of its users, for example, users are more creative in communicating and sharing ideas about anything on social media.

Another example of social media is communicated today is a telegram. The telegram was launched in 2013 by two Russian brothers, they are Pavel and Nikolai Durov, it is one of the web-based applications serving a large online community, and a computer programmer, based in Berlin³. It is very easy to use and operate for many people especially students. On the other hand, we can share more various document types than WhatsApp. It is a multiple platform app that can run on Android, iOS, Windows Phone, Mac and Windows OS. ⁴ telegram can be accessed in time through multiple devices then the users can communicate with around 5000 people in a group, so telegram has a big capacity to create a group.

Online channels in Telegram become familiar to the general public and academics. Being an innovative concept that is the main concern of many teachers, parents, and academics is a common thing for Telegram. This makes many people use social media, especially telegram in all fields. Online channels in Telegram have many features,

² Cited in Ghobadi Shima and Saeed Taki, 2018: *Effects of Telegram Stickers on English Vocabulary Learning: Focus on Iranian EFL Learners*, Islamic Azad University.

⁴ *Relp* (2018) 6(1): 139-158 / 141

such as a group that can be used to share something so that this causes the telegram to be easily recognized by all people.

There are many kinds of channels from Telegram that can educate about English, one of the channels offers English vocabulary learning. Based on Nation, the students or learners have to know around of 5000 lexical items to understand nontechnical English text⁵. In the common situation, most students can not have a long time to practice and mastering many vocabularies because of lack of class hours, so it can lead to some problems for language teachers and learner. On the other hand, because telegram has been familiar tools to students' for their daily communication needs, it is not only social media but it can also bring about a new type of language learning.

There were previous studies that doing research about the telegram, first was by Elham Movafagh Ardestani entitled "The Effect of Using Telegram Messenger on Vocabulary Learning of Iranian EFL Learners". This study was carried out to determine whether the used of Telegram Messenger was effective in enhancing students' vocabulary Knowledge. This study tried to compare the students' posttest scores in both experimental and control groups after the treatment, the researchers found that students in both groups had improvement but in the experimental group in which students taught via vocabulary via Telegram Messenger, the progress was more effective than the control group and this progress was statistically significant. So in this previous study focused on the effect of using Telegram messenger in improving scores of students in the learning process.

The second was by Kamyin Wu and Amy B.M Tsui entitled "Teachers Grammar on The Electronic Highway: Design Criteria for Telegram". This research had discussed the rationale and criteria for producing an electronic

⁵ Cited in Kaviani Maryam, 2016: *The social impact of Telegram as a Social Network on Teaching English Vocabulary among Iranian Intermediate EFL Learners*, P. 65-76

grammar database for ESL teachers in Hong Kong. Examples used have demonstrated that this database was not just another source of grammatical description. Rather, it provided information that was relevant to English language teaching and was presented in an electronic format that made the browsing and retrieval of information fast and efficient. In this study focused on electronic grammar database. So this study had given information that through electronic grammar would give some informations about English language teaching.

The third was by Maryam Kaviani entitled " The Social Impact of Telegram as a Social Network on Teaching English Vocabulary among Iranian Intermediate EFL Learners, this research aimed to investigate whether Telegram would be an effective and easy learning tool of vocabulary for Iranian female EFL learners at Intermediate Level at Payam Noor University, Babol, Iranian. This study analyzed students pretest before used telegram as a social network, after that students were given some control or treatment of using Telegram as media in the learning process, after giving treatment around four weeks the students did some postest. Next. The researcher analyzed it. The findings of this study were considered to be useful in the English methodology issue because Telegram could give advantages for EFL learners and had a significant effect on developing students vocabulary.

There were many previous studies that explained the result of the studies. But there were gaps in these studies. The first previous study was focused on the effect of using Telegram messenger in improving scores of students in the learning process. Then the second previous study was focused on electronic grammar database. So this study gave informations that through electronic grammar would give some informations about English language teaching. The third previous study focused on investigating whether Telegram would be an effective and easy learning tool of vocabulary for Iranian female EFL learners at Intermediate Level at Payam Noor University, Babol, Iranian. We could

know that the gap of study were in the effect and the part of learning such as grammar.

In this situation, the researcher had learned the previous study and found some differences between this study and the previous study. First was gaps between this study and the first previous study, this study focused on using telegram as media in online learning of SMPN 1 Surabaya, this study analyzed the way to use Telegram as media of the learning process and the responses of the students when using Telegram. On the other hand this study focused on vocabulary learning. But in the first previous study focused on the effect of using Telegram messenger in improving scores of students in the learning process, improving scores is the focused of this previous study. Then the second previous study was focused on electronic grammar database. So this study gave information that through electronic grammar would give some informations about English language teaching. The third previous study focused on investigating whether Telegram would be an effective and easy learning tool of vocabulary for Iranian female EFL learners at Intermediate Level at Payam Noor University, Babol, Iranian.

Based on these phenomena the researcher observed this study in SMPN 1 Surabaya especially in the beginner level (seventh grade). In this modern era, SMPN 1 Surabaya was choosen as the research location because of this school as one of the role models school in applying online learning in the teaching-learning process. This school has different media in learning process such as Telegram, Quizzez, and Quizlate. Besides that, this school has used Telegram as media in learning of the class even outside of the class. So this school was appropriate became a place of research for this study.

Based on the phenomena and previous study, the researcher aimed to examine the online vocabulary learning through the use of telegram at SMPN 1 Surabaya and the students' responses toward online vocabulary learning through using Telegram at SMPN 1 Surabaya. Because of Telegram has been used in this school especially English

subjects. So researchers examined this based on existing theories

B. Research Question

About the background of the research previously outlined above, the research formulated as these following questions :

1. How does the teacher use Telegram to facilitate students vocabulary learning at SMPN 1 Surabaya?
2. What are the students responses toward online vocabulary learning through the use of telegram at SMPN 1 Surabaya?

C. Objectives of the study

Related to the research question stated above, the objective of this study :

1. To find out the procedure of using Telegram in facilitating students vocabulary learning at SMPN 1 Surabaya
2. To find out the students response toward online vocabulary learning through the use of telegram at SMPN 1 Surabaya

D. Significance of the study

The result of this study has expected to give advantage and contribution for teachers, students, reader, and further researcher, it will be a reference for all of sides in teaching learning.

1. For the teachers, it is hoped that this research gives reference to media for the teachers in facilitating the students' vocabulary, then the teacher can get more knowledge to teach speaking in the school and it can help the teacher to transfer the material through telegram.
2. For the students, it is hoped the students can encourage their motivation to learn English and students can improve their vocabulary easily.

3. For the reader, it is hoped that this research can give more information about the advantages of using Telegram as media in teaching speaking to facilitate students' vocabulary.
4. For the researcher, it is hoped that the result of this research can give a piece of evidence that Telegram is appropriate media that can use in teaching-learning English (vocabulary). The second, this study gives academic information for future research, especially in using Telegram to facilitate students vocabulary learning.

E. Scope and Limitation

The study was carried out in SMP N 1 Surabaya, the participants of this research are students of SMP N 1 Surabaya, the researcher will conduct this research involving students of junior high school because usually at this level students begin to memorize or increase their vocabulary, his study uses a Telegram as a media in facilitating students' vocabulary. Many aspects becoming the object of observation, they are the Telegram itself, the students who use telegram and the teacher that use telegram in the learning process. Then there is students response such as students feeling. This study focused on students' vocabulary because there are difficulties to increase vocabulary in those ages.

In this study the researcher has a word “use” and “response”. The “use” means that the way to operate Telegram to delivered some mataterials and facilitate the students in learning process. On the other hand, the “response” is the students feeling and activity concentration when using Telegram in learning process both in and outside of the class.

F. Definition of Key terms

To avoid misunderstanding and misinterpretation of the meaning of terms in the study, the researcher defines the key term used in this research. It is expected to give the same

understanding and interpretation between the writer and the reader. Those are :

1. Social Media

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 content⁶. Social media is forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as video)

Social media platforms are used as an online component to facilitate students in learning approach especially blended learning approach which employed both online instruction and traditional face-to-face⁷. In the educational field, social media as platforms for social communication in which they are based on social constructivism theory.

2. Telegram

Telegram is one of the web-based applications serving a large online community, which was launched in 2013 by two Russian brothers, Pavel and Nikolai Durov, an entrepreneur and a computer programmer, based in Berlin⁸. Telegram is a versatile multifunctional online application, with its channels and groups catering for most purposes of its users⁹. In this research Telegram is the media in learning process that use to facilitate students vocabulary in SMPN 1 Surabaya

3. Vocabulary

⁶ Taki, Saeed and Shima Ghobadi, 2018: *Effects of Telegram Stickers on English Vocabulary Learning: Focus on Iranian EFL Learners.*

⁷ Siew Eng Ling all, 2019: *Functionality of Social Media for Blended learning Courses at Higher Education Institution.*

⁸ Taki, Saeed and Shima Ghobadi, 2018: *Effects of Telegram Stickers on English Vocabulary Learning : Focus on Iranian EFL Learners.*

⁹ Sajad Faramarzi dkk, 2019: *Telegram: AnInstant Messaging Application to Assist Distance Language Learning*

Kinsella states that vocabulary is the single strongest predictor of academic success for EFL learners. It is also related to other parts and skills of a language; for instance, there is a close link between vocabulary knowledge and comprehension both for children and adults¹⁰.

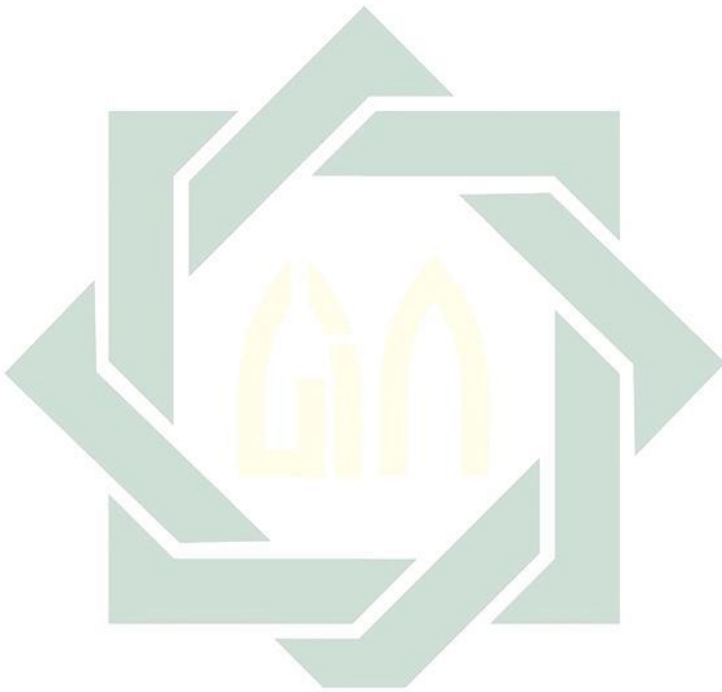
On the other hand, there is another explanation about vocabulary. Vocabulary is the words of a language which single items, chunks or phrases of several words have a particular meaning, the way single words do. Development of vocabulary is not only the key to improve speaking skill, but it also helps students with both writing and reading comprehension. Vocabulary is an important thing to build some sentences, it is used by people to express some situations in daily life even in reading, writing, or speaking skills.

In this research the vocabulary is the basic part of language, so it's needed by students especially the beginner level. So in this school the teacher has a way to facilitate student's vocabulary learning by using telegram in learning process both in and outside of classroom.

4. Facilitate

Prof. Dr. Hj. Zakiah Daradjat, an Islamic psychology expert, said that everything which facilitated his attempts to achieve a certain end. According to Prof. Suharsimi Arikto's as lecturer and researchers in education and research, said facility means everything to easy and confluently the implementation of everything. Facilitate is the process of helping to achieve some purposes, so in this study facilitate means that the process of giving a facilities to the students in improving their vocabulary learning. So they can get good effect when using Telegram in learning process.

¹⁰ Movagh Ardestani, Elham, 2017: *The Effect of Using Telegram Messenger on Vocabulary Learning of Iranian EFL Learners*.



CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is presented about the theories that support the study then these theories is become a guidance to do this study, and there are many explanation of previous studies that become a basic of the research.

A. Review of Related Literature

1. Theoretical Framework

a. Vocabulary

Vocabulary is the total number of words that make up a language Hornby and Longman state that vocabulary is a list of words used in alphabetical order and with the explanation of their meaning. In studying a foreing language, vocabulary is very important. Vocabulary is a thing that links the four skills of listening, speaking, reading, and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. According to Krakowian and Mackey hhhin Wirdayati for those who are learning english as foreign language, vocabulary is very important, and it is to comprehend a lot of vocabulary before they can form the grammatical sentence of English. Moreover, in the process of the language 9 learning itself a good vocabulary is really require in order can make easier for the learner to comprehend their mastery smoothy.

Nunan stated that Vocabulary is a list or collection of words to a person both actively and passively in speaking. By active vocabulary, it is related to person's knowledge of words used actively in speaking and writing. By passive, it deals with the

use in this passive language, that listening and reading¹¹

Based on the Bowwow Theory said that most people believed that the vocabulary or the word have began from a sound of habitual action such as *buzz*, *roar*, *crash*, etc, it is means that the sounds are expressed the word that has a meaning based on what the people describe¹²

According to Thesaurus, vocabulary is a list or collection of words and phrase, usually alphabetically arranged and explained or defined. Furthermore, River in Nunan has also argued that the acquisition of an adequate vocabulary is essential for successful second language use. Because without an extensive vocabulary we will unable to use the structure and function we may have learnt for comprehensible communication. Mackey stated that vocabulary needed in reading text (so called comprehending all words and low and high frequency words) as follows: “ one of the systems with makes up a language that vocabulary is the less stable. It is continuously changing in new words, from the other language, losing words adopting others to changing the condition. It is volumious in any language.

From the references mentioned above we can say that vocabulary is a total number of words that build a language. In other words, it is clear that learning vocabulary plays an important contribution in learning language which must be considered by the teacher in order to choose the suitable strategy in teaching vocabulary and must be careful in selecting the vocabulary that will be taught.

1. The importance of vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary

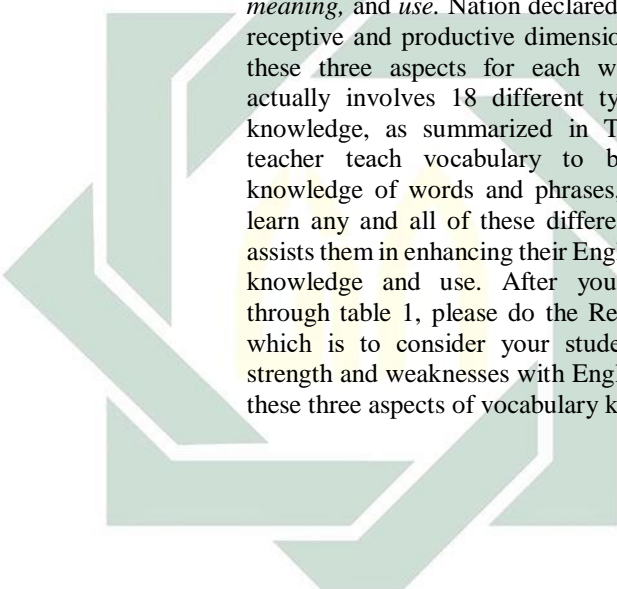
¹¹ David Nunan, *Designing Tasks for the Communicative Classroom* (Cambridge: Cambridge University Press, 1989)

¹² Beverly Ann Chin, *Wiley Keys to Success How to Build a Super Vocabulary* (Hoboken: John Wiley, 2004)

students can not understand others or express their own ideas. Wilkins wrote that “.. while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. This point reflects my experience with different languages; even without grammar, with some useful words and expressions. I can often manage to communicate. Lewis went further to argue, “Lexis is the core or heart of language”. Particularly as students develop greater fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies. Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt noted, “learners carry around dictionaries and not grammar books”. Teaching vocabulary helps students understand and communicate with others in English. voltaire purportedly said, “Language is very difficult to put into words.” I believe English language students generally would concur, yet learning vocabulary also helps students master English for their purposes.

2. Aspects of Vocabulary knowledge

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*. According to Nation, 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). An example for word parts can be seen with the words *uncommunicative*, where the prefix *un-* means *negative* or *opposite*, *communicate* is the root word, and *-ive* is a suffix denoting that someone or something is able to do something that is not able to communicate, hence *uncommunicative*.



Nation stated that *meaning* encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and, the associations that come to mind when people think about a specific word or expression. *Use*, Nation noted, involves the grammatical functions of the word or phrase, collocations that normally go with it and finally any constraints on its use, in terms of frequency, level, and so forth. For *form*, *meaning*, and *use*. Nation 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 teacher 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. After you have looked through table 1, please do the Reflective Break, which is to consider your students' particular strength and weaknesses with English in terms of these three aspects of vocabulary knowledge

Table 2.1 three aspects of Vocabulary Knowledge

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 spelled?
	Word parts	What parts are recognizable in this words?	What word parts are needed to express the meaning?
Meaning	form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning? What items can the concept refer to?
	concepts and referents	What is included in this concept?	What other words could people use instead of this one?
	associations	What other words does this make people think of?	
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 types of words must people use with this one? Where, when, and how often can people use this word?
	constraints on use (register, frequency)	Where, when, and how often would people expect to meet this word?	

Source adapted from Nation (2001, p.27)

Each person's response here will vary because vocabulary knowledge is very personal. Some teachers are good at the grammatical functions of particular words or phrases, for example, and others have a strong knowledge of English words parts. The researcher encourages you to begin with your students' strengths because every person has some vocabulary knowledge that is relevant to English, even if it derives from his or her own native language. Aim to build on learners' strength and also recognize various weaknesses. For example, many students read in English and thus may be adept at recognizing meaning in terms of concepts and referents, but if they have not heard the words and phrases they are reading, then they may be weak at recognizing them when they hear them spoken or weak at pronouncing them when they read something out loud. Sometimes students learning English as foreign language (EFL) are weaker at recognizing particular constraints on vocabulary usage, such as the fact that only young people use a particular word or expression, which might be colloquial and not usually deemed appropriate in more formal contexts such as speeches. Yet if teachers are aware of their students' strength and weaknesses in English vocabulary, then they have a place to start to expand students' knowledge and strengthen weaker areas.

Perhaps as you reflect on the information that you find the task of teaching English vocabulary a little daunting. If so, you are not alone! There is much that teachers and students need to learn to understand and use words and phrases correctly in different situations. This book does not claim to cover it all but instead aims to help you understand important issues from recent vocabulary research and theory so that you may approach teaching

vocabulary in a principled, thoughtful way. It will also help you reflect on vocabulary teaching in your particular context and ways that you might improve your vocabulary teaching.

3. Developing a love for vocabulary learning

Because it is a changing, growing reality, English vocabulary is challenging. In this era, mostly students feel bored because they do not have a good way to memorize the vocabulary, because of it, the students will not master vocabulary clearly. As Ur aptly stated, unlike grammar, "lexical ... are an open set, constantly being added to (and lost, as archaic words gradually go out of use)". Perhaps this situation is most evident with computer-related vocabulary, such as the *Internet*, *e-mail*, and *web browser*, which was not commonly used even 15 years ago. Now, though everyone seems to know these items and how important such realities are to their lives and work. English vocabulary's expansion is exciting, but it also means that teacher and students alike need to be in habit of learning vocabulary

People can expand their English vocabulary knowledge in many different ways. As a native English speaker, Elham Movafagh had been learning vocabulary for many years, but he was still a learner because English vocabulary changed and grew. Occasionally, he came across an unknown word or phrase (or a new usage for one I already know) in something in print or online, or that he heard on the radio or television. He would stop to consider what it might mean in that particular context, and make a guess. If he had a dictionary close by, he would check it for the word or phrase, or if he was at his computer, he would

check an online dictionary¹³. Words and phrases fascinate him, and if new ones seem useful, then these vocabulary items are ones he might later use in his own speech or writing even if it was to comment on this new vocabulary item. Whatever their personality and learning style, both teachers and students could develop a growing love for English vocabulary learning and naturally share a passion for words and phrases in any language.

One resource that teachers may explore to model and teach English words and phrases is the web site, <https://freerice.com/> which calls itself “the world’s only vocabulary game that feeds the hungry”. Through the World Food Programme (WFP), this site allows those with internet access to check their vocabulary knowledge using multiple choice questions¹⁴. For every correct answer 10 grains of rice are donated through the WFP to help feed the hungry. Your students can even practice listening to target words by clicking on an icon, which can help with hearing and repeating the spoken form. You might bookmark this site and share it with your students.

4. Measurement of Vocabulary

A vocabulary size test can be a very useful contributor to research on language learning. It can provide an independent measure to help in equating group in controlled studies. Current research on the effect of text coverage and comprehension suggest that overall vocabulary size is a better predictor of comprehension than text coverage, although the two are clearly related.

¹³ Movagh Ardestani, Elham, 2017: *The Effect of Using Telegram Messenger on Vocabulary Learning of Iranian EFL Learners*.

¹⁴ Elekaei, A. (2018) *Using Vocabulary Podcasts Tasks to Improve Iranian EFL Learners’ Vocabulary Gain and Retention in an E-learning Project: Attitude, Autonomy, and Language Learning Strategies in Focus*. Unpublished Doctoral Dissertation. Isfahan, Iran: Islamic Azad University, Isfahan Branch.

Vocabulary size measures are not so useful in measuring vocabulary increase as a result of some short term intervention because each word in a vocabulary size test typically represents at least 100 words and perhaps more, and most vocabulary interventions do not result in vocabulary increase of this size.

b. Telegram

Telegram as a social network is becoming one of the major tools for education, and entertainment. The rapid development and enormous advancement in computer technologies have been affecting all aspects of life for more than three decades¹⁵. Moreover, many researcher found a positive association between use of internet and social networking sites (SNS) and academic performance of the students. Students using internet frequently, scored higher grades in reading skills test and higher grades in other subjects as well, based on Flad. One of the problems that students encounter in learning language is the lack of opportunities for authentic communication due to non personalized course content, and complains about being forced to follow a strict curriculum stated by Barlett & Bragg, Donmus¹⁶. Integrating Telegram channels into existing learning practices can provide informal learning contexts and create new opportunities for English learning. Thus academic institutions and faculties are increasingly using social networking¹⁷. However, American Educational Research Association conducted a research and it was declared on its annual conference in San Diego, California that SNSs users studied less and obtained

¹⁵Mazman, S. (2010). *Modeling educational usage of Facebook*. *Computer & Education*, 55, 444-453.

¹⁶ Heidari Tabrizi, H., & Onvani, N. (2018). The impact of employing Telegram app on Iranian EFL beginners' vocabulary teaching and learning. *Applied Research on English Language*, 7(1), 1-18.

¹⁷ Paul, Baker, Cochran Niyayesh, U. (2015). *Number of Iranian using Telegram mobile app increases to 13 million*. *Trend News Agency*. Azerbaijan: Baku. Sep 13.

lower grades eventually. Similarly, a continuing drop of grades among student users of social networking sites¹⁸.

The Telegram application is compatible with different operating systems and different devices. The appropriate operating system should be selected from the website . Additionally, it can be used in a web-based domain where installation is not necessary. Other than English, seven other languages are also supported. Signing up to the system is very easy as it only requires the mobile number and the verification code which is later sent to the user via a text message. After logging into the system, the application can be customized in terms of the appearance and security settings. Moreover, the application has the capacity of importing the contacts from the users' phone book.

Telegram emphasizes speed and security as it is very easy to use, fast in uploading and downloading files, and easy to connect with your fellow members. Furthermore, its cloudbased system ensures permanent access to the files which are exchanged across different channels and groups. Moreover, it is capable of synchronizing encrypted data across multitude of independent data centers. It shows the flexibility of Telegram in starting conversations with different people and among different channels.

These are the description features of Telegram :

1. Safety and Security

First, this application ensures the cyber security of users since Telegram messages are encrypted and the app has the capability of self-destruction., the secret chats can be self-destructed without any interference. This allows learners to be more extrovert and cooperative in doing the tasks because users should no longer be worried about the mistakes they might make since the exchanged

¹⁸ Banquill et al, Chinnery, G. M. (2006). Emerging technologies, going to the MALL: *Mobile Assisted Language Learning. Language Learning & Technology*, 10, 9-16.

messages can be easily rectified¹⁹. This allows learners to express themselves freely because the messages can be corrected at any time.

2. Access to Channels and group

Once a Telegram user is signed up, they have access to a wide variety of channels and groups particularly the language learning ones²⁰. The channels and groups can either be searched parametrically or accessed by having an invitation link. Unlike some other virtual societies and websites, access to channels, discussion groups, and online classes can be made much easier with a little search about the topic of interest. Moreover, joining channels and groups is free of any premium charges. Every teacher and/or learner can construct their own channels and groups and invite their students to start interacting in an online environment.

3. The seamless Network

It is possible to use Telegram on different devices simultaneously, for example, on both a smartphone and a laptop. This helps the continuation flow of getting the information from different resources without any interruption. In other words, a learner can start getting the information on their laptop and continue doing so on their mobile phone if they want to get out of the house.

4. Supporting files with various extensions and size

Telegram has the capability of supporting all file formats including, but not limited to, doc, zip, ppt, mp3, mpeg, etc. This is very important for distance language learning since teachers and learners need a robust and dynamic environment to send and receive files with different extensions. Moreover, there is no restriction over the size of

¹⁹ Ghobadi, S., & Taki, S. (2018). Effects of Telegram stickers on English vocabulary learning: Focus on Iranian EFL learners. *Research in English Language Pedagogy*, 6(1), 139-158.

²⁰ Hamdayan, J. (2014). *Model dan Metode Pembelajaran Kreatif dan Berkarakter*. Bogor: Ghalia Indonesia.

files which are exchanged. Files up to 1.5 GB can be exchanged in any discussion forum. Selecting a file from the gallery or saving a file to the hardware requires a single touch or click. For example, the teacher can send a multimedia file with any extension and upload it to a group. All group members can download it for free and share their opinions about it. Learners can also express their own opinions by sharing files. All this maximizes interaction among learners and encourages them to do the tasks collaboratively.

Telegram is a versatile multifunctional online application, with its channels and groups catering for most purposes of their users. Every individual user can create unlimited groups for up to 100,000 members and channels with an unlimited number of members. A group is a combination of email service, text messaging app, multimedia messaging app, online forum discussion, and systematic educational robots. Therefore, it can take care of personal, educational, and business needs all at the same time. Once the members are added to a group, they can be guided by the admin users of the group (usually the online instructors or the researchers and their assistants) to accept the rules of the group. Depending on the purpose of the group, members are briefed on how to make use of the presented materials within an already determined framework.

5. Assigning tasks to learners

By using a group, a wide range of meaningful and challenging tasks can be presented to learners. This application endorses podcasts from a wide range of domains: video podcasts for teaching grammar, vocabulary, pronunciation, listening, reading comprehension, formative writing tasks, speaking, etc. In a longitudinal study, Faramarzi assigned various integrated listening and speaking tasks in Telegram to measure the effect of video podcasting tasks on the development of listening

comprehension of EFL learners. The Telegram users demonstrated increased performance in doing integrated tasks comparing to that of non-users. The participants in the study mentioned Telegram as a powerful device for improving their major skills and sub-skills.

Vocabulary has been one of the most commonly taught language areas through technology in recent years²¹. Gorjian et al states that language teaching has not remained inflexible towards the profound changes taking place in other areas of knowledge and advances in network technologies which have resulted in the emergence of virtual worlds to facilitate online versus an offline communication among users. We can use technology to help EFL learners and teachers learn and teach better and more effective. Zhao state a common belief that technology is just a tool, a means to an end in education.

The study looked at Telegram in relation to its social impact on academic need and English vocabulary learning. Telegram in studies with an educational context; was a part of a virtual learning environment. The university classroom was changing time and space with e-learning. The rampant used of Telegram channels for learning purposes by students made this study imperative. On the other hand there was a good future of telegram, not only for chatting but also for looking for many materials through telegram such as TOEFL, TOEIC, IELTS, VOCABULARY and other. The telegram could give good effect in increasing vocabulary through online learning and delivery materials in telegram.

Telegram was a free application can be used for online language learning programs that possesses major advantages to facilitate the process of learning. It

²¹ Stockwell, Cardenas, S. (2001). *Issues on active speaking vocabulary assessment*. Iowa State University. Retrieved from Internet <http://www.teachingenglish.org>.

was one of the most downloaded messaging apps that was constantly updated and new features were being added to every day. Some studies e.g. Elekaei, Faramarzi, revealed the educational potential of Telegram as a tool to pursue online language learning programs by showing statistically significant results in listening progress of L2 learners, vocabulary gain, vocabulary retention, autonomy, and learning strategy training.

In using the app, various languages were supported at the moment, which makes it easy for beginner learners. The app and the robots were very user-friendly. However, learners needed to be trained in how to get the most of the features like groups, channels, robots, etc. The application had its own format of recorded voices which took some volume. The fast built-in video recorder allowed the users to be in contact with each other.

The main objective of this app was to encourage collaborative learning and pursue the negotiation of meaning. Therefore, learners could help each other without any inhibitory feeling. Moreover, they could be engaged in different features of the app for many hours and it was a wonderful tool to develop learner-centered pedagogy. The dictionary robots, testing robots, pronunciation-checking robots, and chatting robots were some of the interesting functionalities that can help accomplish these aims.

The Telegram application possesses a great aptitude of troubleshooting the learners' problems. There were three ways of solving the problems in Telegram: discovery learning by using robots, peer correction by exchanging information with peers, and by getting help from the instructor. This encourages learners to be more inquisitive while learning.

In addition, this application provided an opportunity for instructors to continuously monitor the learners' progress. As a result, it was much simpler to

recognize learner's needs and accommodate the pace of instruction with their learning outcomes.

However, the application needed to be revised and moderated by web-developers and robot designers in several aspects as far language learning is concerned. The necessity of video chats and live video conferencing options which of course was promised by the Telegram owners to be included in later updates was one of its drawbacks²². Additionally, language educators and curriculum developers should be fully trained and briefed about the potential of the app. As far as the role of instructors was concerned, they need to be trained about the app's features. The major commitment was to acquaint students about the functionalities of Telegram and its interactive resources. Overall, a learner can practice taking a leading role of a self-starter and act as a team player, which can improve their interpersonal intelligence. However, not all learner were actually ready to take up such a learning role.

c. Social Media

Social media, which by definition involve individuals relating to each other, represent new and fertile ground for exploring what drives online social behavior. Not surprisingly, considerable research had addressed the question of why people used social media in varied contexts. Literally hundreds of motivations underlying why people used social media in a wide variety of contexts including blogs, Twitter, virtual worlds, YouTube and many others had been identified, as stated by Novak²³. In a review of more than 30 articles that examined over 100 objectives, goals or motivations for using social media, Novak uncovered no fewer than 22 distinct motivational categories of social media use. These included, for

²² Chang, C.K., & Hsu, C.K. (2011). A mobile-assisted synchronously collaborative translation-annotation system for English as a foreign language (EFL) reading comprehension. *Computer Assisted Language Learning*, 24, 155-180.

²³ Chinnery, G. M. (2006). Emerging technologies, going to the MALL: *Mobile Assisted Language Learning. Language Learning & Technology*, 10, 9-16.

example, achievement Kuznetsov, information, peer pressure as stated by Jung, Youn and McClung, positive experience Hoffman and Novak, self understanding Zhao, Grasmuck and Martin 2008 and social interaction Lenhardt and Fox, among others. While it was clear that people use social media for many different reasons, the lack of a unifying framework hinders deeper understanding of the fundamental motivations driving social media use²⁴

Greenhow summarizes that using social media tools in learning promotes a more student-centered course. These tools allow students to interact and collaborate with each other and instructors and “promotes personal choice, customization and student familiarity”. Students are better able to create their own understanding of content when creating with these tools. Furthermore, Light identified elements that shape how Web 2.0 tools can be used meaningfully. Without structure, social media can negatively impact student learning.

B. Review of Previous Study

There were previous studies that doing research about the telegram, first was by Elham Movafagh Ardestani entitled "The Effect of Using Telegram Messenger on Vocabulary Learning of Iranian EFL Learners". This study was carried out to determine whether the used of Telegram Messenger was effective in enhancing students' vocabulary Knowledge. This study tried to compare the students' posttest scores in both experimental and control groups after the treatment, the researchers found that students in both groups had improvement but in the experimental group in which students taught via vocabulary via Telegram Messenger, the progress was more effective than the control group and this progress was statistically significant. So in this previous study focused on the effect of using Telegram

²⁴ Taki, Saeed and Shima Ghobadi, 2018: *Effects of Telegram Stickers on English Vocabulary Learning : Focus on Iranian EFL Learners.*

messenger in improving scores of students in the learning process.

The current study investigated the effect of using Telegram Messenger on Iranian EFL learners' vocabulary learning. From among 120 candidates, 100 of them were chosen randomly. After homogenizing the participants by Oxford Placement Test (OPT), 50 students were chosen as the main sample size and were randomly divided into two groups: one control and one experimental group, each having 25 students. Thereafter, the multiple choice vocabulary pretest was administered to all subjects to ensure their homogeneity prior the beginning of the study. Among all questions in pretest, 40 questions, which were not correctly answered, were chosen for teaching in next step. In the treatment period, students in experimental group were taught via Telegram Messenger while in the control group they were taught traditionally. After 8 sessions of treatment, the posttest was administered to assess the participants' improvement in both groups. The result of the Independent-Samples t-test revealed that students in experimental group had more progress than the students in the control group meaning that Telegram Messenger had significant effect on improving vocabulary knowledge of Iranian intermediate EFL learners. The findings consolidate the role of mobile phones as effective tools in teaching and learning vocabulary. Thus, it is hoped that the study encourages the EFL/ESL teachers to host this device in the classroom environments. The finding may also be beneficial for materials and curriculum developers in designing and preparing syllabi that are more adaptable with using MALL which may help language learners to learn vocabulary better. So in this previous study focus on the effect of using Telegram messenger in improving scores of students in learning process.

The second was by Kamyin Wu and Amy B.M Tsui entitled "Teachers Grammar on The Electronic Highway: Design Criteria for Telegram". This research had discussed the rationale and criteria for producing an

electronic grammar database for ESL teachers in Hong Kong. Examples used have demonstrated that this database was not just another source of grammatical description. Rather, it provided information that was relevant to English language teaching and was presented in an electronic format that made the browsing and retrieval of information fast and efficient. In this study focused on electronic grammar database. So this study had given information that through electronic grammar would give some information about English language teaching.

This study discussed the rationale and criteria for developing Telegram, an electronic grammar database for English as a Second Language (ESL) teachers in Hong Kong. The paper began by describing the importance of explicit grammatical knowledge in effective language teaching. It then moved on to describe the design criteria for Telegram, which aimed at providing a body of content knowledge and pedagogic content knowledge that was relevant to English language teaching. This discussion addressed two central issues which had implications for the selection and presentation of content for Telegram: (a) How was a teachers' grammar different from a reference grammar?, and (b) How could information be presented more effectively in an electronic medium than a printed medium? The paper concluded by pointing out that Telegram was still in its early stage of development and that teacher feedback would be used as a basis for revision.

The third was by Maryam Kaviani entitled " The Social Impact of Telegram as a Social Network on Teaching English Vocabulary among Iranian Intermediate EFL Learners, this research aimed to investigate whether Telegram would be an effective and easy learning tool of vocabulary for Iranian female EFL learners at Intermediate Level at Payam Noor University, Babol, Iranian. This study analyzed students pretest before used telegram as a social network, after that students were given some control or treatment of using Telegram as media in the learning process, after giving treatment around four weeks the students did some posttest. Next. The researcher analyzed it.

The findings of this study were considered to be useful in the English methodology issue because Telegram could give advantages for EFL learners and had a significant effect on developing students vocabulary.

Telegram was now considered as one of the most famous platform online social networks among media university students. Nowadays, the immense popularity of social networking websites such as Telegram had created new opportunities for English learners. Accordingly, the present study aimed to investigate whether Telegram would be an effective and easy learning tool of vocabulary for Iranian female EFL learners at Intermediate Level at Payam Noor University, Babol, Iran. The participants in this study were 50 female EFL learners, ranging from 18-28 years old, selected from 100 cases. Pretest and posttest were also used to assess learners' knowledge about vocabulary taught during the session (four weeks). The data were collected and analyzed by SPSS. The results indicated that in spite of the popularity of social networks, Telegram learning can bring unique technological and pedagogical advantages for EFL learners and has a significantly positive effect on the development of vocabulary learning. The findings of this study are considered to be useful in English methodology issue.

The fourth was by Shima Ghobadi and Saeed Taki entitled “ Effect of Telegram Stickers on English Vocabulary Learning : Focus on Iranian EFL Learners”. This study aimed at investigating the effect of using Telegram stickers on EFL learners' vocabulary learning. To this end, 60 Iranian intermediate EFL learners (30 males and 30 females) at Islamic Azad University, Shahreza Branch studying in the second semester of the academic year 2016-2017 were selected through the convenience sampling method. They were then assigned randomly to the experimental and control groups. Then, a pretest was administered to measure the learners' vocabulary knowledge in both groups. The experimental group received their lessons via Telegram while the control group experienced the conventional teaching techniques. An

approved posttest was then administered to both groups in order to check the participants' possible progress. Results indicated that teaching vocabulary through Telegram stickers could lead to outstanding advantages for the learners. In other words, social networking had a positive impact on learning new vocabulary items among Iranian EFL learners. Findings have illuminative implications for language learners and teachers as well as materials developers.

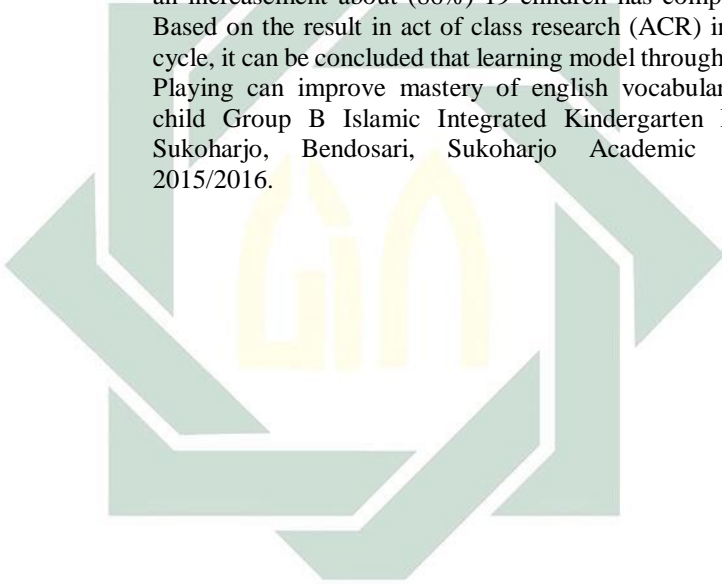
The fifth was by Zahra Khodarahmi and Mohammad Ali Heidari-Shahreza entitled "Effect of MALL on the Acquisition of Word Stress Patterns of English by Iranian EFL Learners: The case of Telegram". This study investigated the role of Telegram, a mobile messenger app, in mastering word stress patterns of English by Iranian EFL learners. In addition, it was intended to survey EFL learners' attitude about using Telegram to learn word stress patterns. Thus, 60 students were selected from a language institute in Isfahan, Iran. To homogenize the participants, Oxford Quick Placement Test (OQPT) was administered and the participants were divided into two groups accordingly, a Telegram group and a control group. At the beginning of the study, a word stress pattern pre-test was given to the participants. Then, during the study, the experimental group received the treatment (teaching word stress patterns via Telegram). However, the control group received explanation on stress patterns traditionally. After 10 sessions, 20 minutes each, a post-test was administered to the groups. The results of independent samples t-test revealed a statistically significant difference. The experimental group got the good scores than control group. Moreover, the participants had positive attitude about using Telegram to learn word stress patterns. The findings of this study may inspire teachers to use mobile applications and also course developers to modify and improve not only the curriculum, but also the methodology of teaching pronunciation.

The sixth was by Windarti and C. Asri Budiningsih entitled "Upaya Meningkatkan Perolehan Kosakata dalam

Pemahaman Membaca Bahasa Inggris Menggunakan VSS pada Siswa SMP". This study aimed to improve vocabulary acquisition in English reading comprehension using Vocabulary Self-Collection Strategy (VSS) on the seventh grade students of SMP Negeri 3 Kalasan. This was an action research study consisting of two cycles. Each cycle consisted of four steps, namely planning, implementation, observation, and reflection. The research subjects were 32 seventh grade students of SMP 3 Kalasan in the academic year of 2013/2014. The data were collected through observation, tests, and interviews and analyzed by means of quantitative and qualitative descriptive techniques. The result shows that VSS could be used to improve vocabulary acquisition in English reading comprehension. The increase of students' learning achievement was shown through the increasing number of students who passed the KKM in cycle I and II. The average test score in cycle I was 77.2. The average test scores in cycle II was 82.4. The conclusion of this research is that the implementation of VSS could improve the vocabulary acquisition in English reading comprehension on the seventh grade students of SMP Negeri 3 Kalasan.

The seventh was by Yulia Iskawedar, Djaelani, dan Warananingtyas Palupi entitled "Peningkatan Penguasaan Kosakata Bahasa Inggris Melalui Model Pembelajaran *Role Playing* pada Anak Kelompok B TKIT MTA Sukoharjo Tahun Pelajaran 2015/2016". The purpose in this research was to improve the mastery of English vocabulary on children by learning through Role Playing on children group B Islamic integrated kindergarten MTA Sukoharjo, Bendosari, Sukoharjo Academic year 2015/2016. The form of this research was the act of class research (ACR), consisting of two cycles where every cycle held on four stages including planning, implementation, observation and reflection. Subjects and sources of data on this research there were 22 children in group B Islamic integrated kindergarten MTA Sukoharjo, Bendosari, Sukoharjo and Teachers in group B. Data collection techniques implemented through observation, interview,

and documentation. The validity of the data used was triangulation source, triangulation methods, and triangulation theory. Analysis techniques the data used analytics interactive Miles and Hubbermen model. The results of this act of class research is the improvement of mastery vocabulary english on children in every cycle. On pre-act obtained data that 12 of 22 children (54%) has completed. Observations for cycle I obtained data that 16 of 22 children (72%) has completed. Then cycle II there is an increasement about (86%) 19 children has completed. Based on the result in act of class research (ACR) in two cycle, it can be concluded that learning model through Role Playing can improve mastery of english vocabulary on child Group B Islamic Integrated Kindergarten MTA Sukoharjo, Bendosari, Sukoharjo Academic Year 2015/2016.



CHAPTER III

RESEARCH METHOD

The research design is presented in advance and then followed by specification of the research variables, approach, subject, setting, Source data, data collection, instrument and data analysis. Finally, the data analysis is further discussed. This chapter is presented about the data that have collected and analyzed.

A. Approach and Research Design

Descriptive qualitative approach is preferable to be used in this study as it is a design that can explain in depth understanding and provide a wide range of information regarding the process of such particular issue. According to Bogdan and Taylor , qualitative method is “a research procedure that obtains descriptive data in written or spoken form from the people and their behavior which is being observed.” As they state, this approach is purposed to seek the understanding of a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric of analysis data. In line with this statement, Fraenkel & Wallen maintain that qualitative researchers usually try to understand how things occur by going to the natural setting without implementing any intervention, such as Denzin said that in a qualitative research need an interpretation of the reseracher²⁵. It uses the natural setting of an event, behavior or process as a direct source of data. Creswell also suggests this design allows a direct interaction between researchers and participants at the time of the research²⁶.

On the top of that, what was going on in the training process has been reported in the teachers’ reflective journals. Through descriptive qualitative method, the information of participants’ experiences including their activities, products, ideas,

²⁵ Creswell, John, “*Research Design*” (Yogyakarta: Pustaka Pelajar. 2016). 253.

²⁶ Creswell, Jhon W, 2012, *Research Design qualitative, quantitative, and Mixed Methods Approaches*, London

perceptions, difficulties, and resolutions can be well-explored and comprehensively understood. In addition, this method is also workable to find out more comprehensive understanding about to what extent the teachers' knowledge and skills were improved, regarding there are many skills and knowledge the teachers learned in the training. These data were reported in the form of words, phrases, and sentences. The analysis of such data accounted for interpretation of the meaning and context of the use of words, phrases, and sentences to draw answers to research questions formulated. Ultimately, considering the nature and the types of data in the research questions, the use of descriptive qualitative design for this matter is justifiable.

B. Research Subject and Setting

The research observed in SMP N 1 Surabaya. It examine the procedure of Telegram to facilitate students' vocabulary learning. The subject is one english teacher of SMP N 1 Surabaya who use Telegram as media in teaching learning process, the second subject is the stidents in seventh grade who use telegram as media in online learning.

This research took place at SMP N 1 Surabaya which located in jl Pacar 4 No 6 Surabaya. This school is choosen as te research location because this school as one of the role models school in applying online learning in teachin learning process. Because this research is not depend on the material and the specific time so this research is going to conduct on april. So the researcher will observe and do an interview on that date.

The researcher observed to the one english teacher at SMPN 1 Surabaya and students of seveth grade. In this part, the researcher interviewed one teacher and five students as a group leader, then the researcher doing observation in the class around of three times. The researcher choose the subject based on some criterias: first, the teacher who use Telegram. Second, the students who use Telegram. Third, the students who become the leader of group becuae they know the activities of the other students, then they know the characteristic of their member, and they know the situation in and outside of the class when discuss the materials or assignments.

C. Data

There are some data used in qualitative method, such as visual data (photography, film, and video), document data internet, observation, and interview²⁷. Qualitative research data can be obtained with many ways, interview, observation, and documentation²⁸. To answer the problem, researcher used two types of data, which are primary data and secondary data. Primary means word or action in qualitative research while secondary is supporting data such as documentation. Those are explained detail below.

1. Primary Data

Primary data is the data that directly obtained by source or first-hand experience. Here, researcher used interview and observation as data primer. The data which needed are the procedure to use Telegram to facilitate students vocabulary learning at SMPN 1 Surabaya and the responses of students when using Telegram. The researcher used interview and observation which supported by interview guideline and observation guideline.

D. Source Data

The researcher interview one english teacher and five students of SMPN 1 Surabaya to get the data about the procedure of using Telegram as media to facilitate students vocabulary learning at SMPN 1 Surabaya. Then the researcher observe the activities in the class and outside of the class.

E. Data Collection

As defined by Suharmi Arikunto, data collection technique is the ways to collect the accurate information or data by researcher²⁹. Data collection technique in qualitative research deals with interview, observation, documentation,

²⁷ Rowohl Taschenbuch Verlag GmbH, Reinbek bei Hamburg, *An Introduction to Qualitative Research Fourth Edition* Sage(Hants: Colour Press Ltd) 2009), 219

²⁸ J.R. Raco, "*Metode Penelitian Kualitatif*" (Jakarta: Gramedia Widiasarana Indonesia, 2010), 111

²⁹ Suryana, "*Metodologi Penelitian*", (Universitas Pendidikan Indonesia, 2010)

and triangulation. Therefore, researchers use some data collection techniques, for more detail as following below :

1. Interview

The goal of interview is to know deeply the information that can not find in observation³⁰. There are three kinds of interview, these are structured, semi-structured, and unstructured. Based on the statement above the researcher used semi-structured (open ended) because researcher will know the information deeply and opened. The researcher use interview guideline because interview guideline will control researcher question in collecting data and information accurately. The researcher do an interview to *one teacher* and *five students* of seventh grade with some questions while record the interview section. then the english teacher gave more explanation about online vocabulary learning through the use of telegram and the students give te response of using telegram in online learning.

2. Observation

Observation in qualitative research is involved in the field of reseach directly³¹, the aim of observation is to illustrate the real situation of the research and to know the te teacher use telegram online vocabulary learning. The researcher observes in behind of the class how the teacher implement the telegram in online vocabulary learning. The researcher uses observation guideline to observe the activities in the group of class in telegram.

This study show us that english teacher of SMPN 1 Surabaya used telegram based on the purposes and the topic. Sometimes, the teacher design in group or individual, even in the class or outside of the class. On the other hand the

³⁰ J.R. Raco, "*Metode Penelitian Kualitatif*" ... 116

³¹ J.R. Raco, "*Metode Penelitian Kualitatif*" (Jakarta: Gramedia Widiasarana Indonesia, 2010), 112

teacher give assignment then they should create some product based on learning process through using telegram as media.

Once a Telegram user is signed up, they have access to a wide variety of channels and groups particularly the language learning ones. The channels and groups can either be searched parametrically or accessed by having an invitation link. Unlike some other virtual societies and websites, access to channels, discussion groups, and online classes can be made much easier with a little search about the topic of interest. Moreover, joining channels and groups is free of any premium charges. Every teacher and learner can construct their own channels and groups and invite their students to start interacting in an online environment.

Based on the respondent who was interviewed, he is an English teacher of SMPN 1 Surabaya who used telegram as a media, stated that there were several reasons for using telegram as media. The first is telegram is social media, from this we know that telegram has been used in the modern era by most people, so many people use telegram in any case, including in education, Mr. Suparman is an English teacher in SMPN 1 Surabaya states that by utilizing social media so students can easily learn while discussing, in addition to the process of increasing vocabulary students can also use other media such as quizzes for individuals and quizlate for groups.

F. The Instrument

Actually the instrument of research is researcher it self but it supported by other instruments based on research focus, as stated by Sugiyono. The researcher use two instrument, these are

1. Interview Instrument (Interview Guideline)

The researcher use interview guideline to answer first and second research question.the researcher will interview a teacher who use telegram in online vocabulary learning through semi-structured type. The researcher also use field note to write the important thing from the teacher.

Interview Guidline for teacher

1. Mengapa anda memilih Telegram sebagai media dalam online learning ?
Why do you choose Telegram as a media in online learning?
2. Bagaimana menurut anda penggunaan telegram dalam bidang pendidikan di era modern ?
How do you think about the use of telegram in the field of education ?
3. Bagaimana cara atau prosedur penggunaan telegram dalam menyalurkan materi kepada siswa ?
What is the procedure of using telegram in distributing material to students?
4. Apa manfaat menggunakan telegram sebagai media pembelajaran?
What are the benefits of using telegram as a learning media?
5. Bagaimana respon dari siswa ketika menggunakan telegram dalam melakukan kegiatan pembelajaran ?
What is the response of students when using a telegram in the learning process?
6. Apakah penggunaan media telegram dalam proses pemberian materi kepada siswa hanya dilakukan didalam kelas saja ? Mengapa ?
Does telegram media only use in the classroom to delivered the material to the students? why ?

Interview Guidline for students

1. Bagaimana menurut anda tentang penggunaan telegram sebagai media dalam pembelajaran ?
What do you think about using telegram as a media for learning process?
2. Bagaimana menurut anda mengenai dampak penggunaan media telegram bagi siswa SMP N 1 Surabaya ?
What do you think about the impact of using telegram for students of SMP N 1 Surabaya?
3. Bagaimanakah perasaan siswa SMP N 1 Surabaya dalam proses pembelajaran yang menggunakan media telegram ? mengapa ?
What is the feeling of Students of SMP N 1 Surabaya in the learning process in using telegram media? Why ?
4. Bagaimana tanggapan dari siswa dalam proses pembelajaran melalui telegram ?
What are the responses of students in using telegram in learning process?
5. Apakah menurut anda penggunaan telegram dapat memfasilitasi siswa SMP N 1 Surabaya dalam belajar vocabulary ?
Do you think the use of telegram can facilitate SMP N 1 Surabaya students in learning vocabulary ?

2. Observation Instrument (Observation Guideline)

The researcher use observation guideline to support the first research question, the researcher will be in the class to observe the teacher that use or implement telegram as media in online vocabulary learning system.

Observation Guideline

Teacher : Bapak Suparman,S.Pd
 Observer : M. Farkhi Faishol Hakim
 Class : VII A
 Topic : *I am Proud of Indonesia*
 Time Observation : 08.30 – 10.00

No	Activities	Yes	No
1.	The teacher introduce the topic before start teaching		
2.	The teacher review the previous material		
3.	The teacher introduce the new material		
4.	The teacher tells the role of material that will be learned		
5.	The teacher uses Telegram to delivered the material		
6.	The students used Telegram based teacher instruction		
7.	The students discuss the material together trough Telegram		
8.	The teacher controls students directly in the class and in the group of Telegram		
9.	The teachedr give feedback to the material		
10.	The students pay attention carefully when the teacher give some feedbacks		

11.	Students feel enjoy and comfortable		
12.	Teacher feel more easier to teach		
13.	Students get some new vocabulary and create some sentences from it		
14.	The teacher give some reinforcements		
15.	The teacher give some homework to the students that will be discussed in Telegram		
16.	The teacher close the class by praying together		

Note.

G. Data Analysis

Analyze is the process of solving, organizing, and finding the data. In qualitative research, data analysis technique is the process of organize a result of interview and observation that will be explained in one of opinion, thought or theory³². The researcher uses three part of data analysis based on Matthew B. Miles and Michael Huberman. first using data reduction, Second, data display, so after focusing and reducing the data, the researcher try to organize and take a point of data. Third is conclusion drawing or verification, in this analysis, researcher conclude by drawing, verified the data and information. It is explained more detail below :

1. Interview

Data collection is the process to get the data in a place of research through appropriate strategy. In this study the researcher used observation and

³² J.R. Raco, "Metode Penelitian Kualitatif" (Jakarta: Gramedia Widiasarana Indonesia, 2010),121

interview. The researcher interviewed one teacher and five students of SMPN 1 Surabaya. In this interview the researcher asked about the procedure to use Telegram in facilitating students vocabulary learning and the responses of the students when using Telegram.

After collecting the data from interview section, the researcher made a transcript then underline some points that important. Next, the researcher reduced some sentences which was not important then the data is specified after that the researcher display the data and take a conclusion

2. Observation

The researcher got the data from the activities of learning process. The data which taken was using observation checklist and documentation. After that the researcher analyzed the data by take a specification and display some points then the researcher make a conclusion

These are part of analyzing the data :

1. Data Reduction

Data reduction is process of selecting, focusing, simplifying, abstracting, and transforming the collected data. Based on Sugiyono, data reduction is taking a point information and data, focus in main idea then discard un-needed data. After collecting data, the researcher read and made notes. Then the researcher choose which one is needed and un needed data.

2. Data Display

Data Display is the process of showing and analysis data from data that has shorted. In this part the researcher will describe and analyze the data from the interview and observation section. The analyses data were presented in findings on chapter 4.

- a. The way to use Telegram to facilitate students vocabulary learning at SMP N 1 Surabaya

In this study, the researcher collected the data by doing interview guideline and observation to the english teacher. The researcher used semi-structure interview, so it can add open question based on situation. The researcher analyzed the data by using transkrip, coding, and decribing. The researcher used video recording as observation to know the activity in using Telegram.

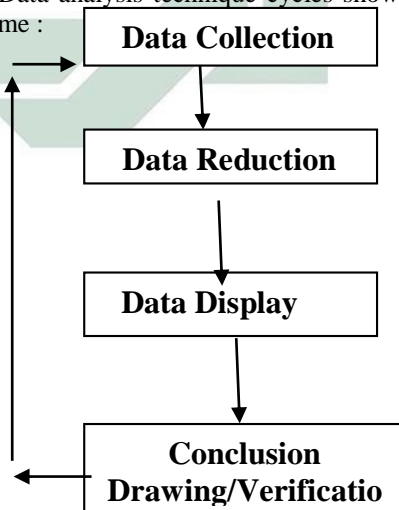
b. Students response when using Telegram as a media in learning process

After the researcher analyzed the way to use Telegram, the researcher continued to find out the students response when using Telegram. In this section, the researcher interviewed five students who become a leader of group discussion both inside of class and outside of class.

3. Conclusion Drawing / Verification

The conclusion drawing is taking a conclusion after all the process that have finished before. The researcher will interpret the data to a conclusion.

Data analysis technique cycles shows in this scheme :



H. Research Stages

1. First stage is the researcher did preliminary then create a design of research. For example, title, theories, and method. After accepting this design, the researcher create a proposal.
2. Second stage is the researcher went to school to asked permission to headmaster. After getting permission, the researcher make appointment with english teacher of SMPN 1 Surabaya.
3. Third, the researcher doing an interview to the english teacher and students of SMPN 1 Surabaya, it is hoped the researcher can get the data about the procedure to use Telegram to facilitate students vocabulary learning. After interviewing teacher and students of SMPN 1 Surabaya, the researcher did observation to support first and second research question through video recording. On the other hand the researcher take a picture to get a data.
4. Fourth, after collecting the data, the researcher analyzed the data by using data analysis technique, then taking conclusion is the last process of the research.

I. Data Validity

There are many method to get accuracy of qualitative method data which are Member checking, Triangulation, and Auditing³³. The researcher used triangulation method.

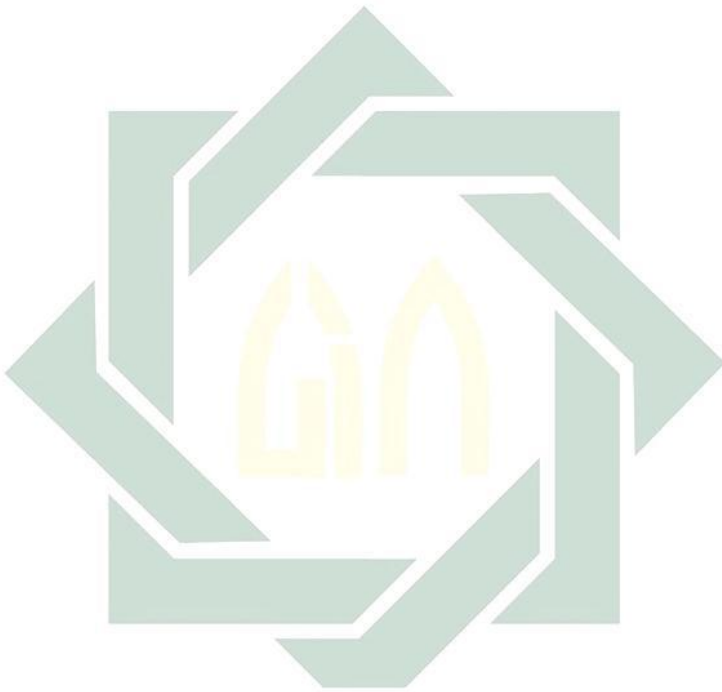
1. Triangulation

This method is the way to check validity that compare the data with using the other source. There are many kinds of Triangulation; source, theory researcher, time and method³⁴.

³³ J.R. Raco, "Metode Penelitian Kualitatif" (Jakarta: Gramedia Widiasarana Indonesia, 2010), 134

³⁴ achiar S. Bachri., "Meyakinkan Validitas Data Melalui Triangulasi pada Penelitian Kualitatif", Teknologi Pendidikan. Vol. 10 No. 1 April 2010

In this section, the researcher used triangulation method to check validity of the study. The other source means interview and observation data from english teacher and students.



CHAPTER IV

FINDING AND DISCUSSION

This chapter is devoted to present the results and findings of the study and their discussion. It is divided into two main items. The first section is the finding of the research. The second section is a discussion that explains the researcher's response to the findings and relates it to the theories. The account presented in this chapter is in line with two research questions presented in Chapter I.

A. **The procedure of using telegram to facilitate students' vocabulary learning in SMPN 1 Surabaya**

This following explanation will help the reader to understand this study based on *teacher interview*

1. The way of using telegram in distributing the material to students

Based on the interview section the teacher stated that using telegram can be used in individual learning or group learning, it depended on the purposes, for example, if the teacher wanted to discuss about speaking so he could give a material about speaking then the teacher designed the role of using telegram that appropriate in the topic of speaking. After that he gave an assignment, there were two assignments (individual assignment and group assignment). *"It depends on our purpose and it can be practiced in both individuals and groups" (interview section)*. So the use of telegram can be used based on purposes and topics.

Using telegram could be used in both classes or outside of the class. Telegram was a social media that can be brought by students so it was flexible to operate. *"telegram can be used in both class or outside of the class, then we can create a group, after that, we discuss a topic"*. Based on the respondent the teacher created a group then discussed a topic, for example, building or education, after that the specific topic could be discussed in the group. After discussing in the group the students created a product based learning process in the group. They created many statements

to practice the word that has learned and delivered the statements to the group. Next, every student could read and correct the product of their friends. So the students could learn together even they would know the mistakes of the product, after that the teacher gave reinforcement to students.

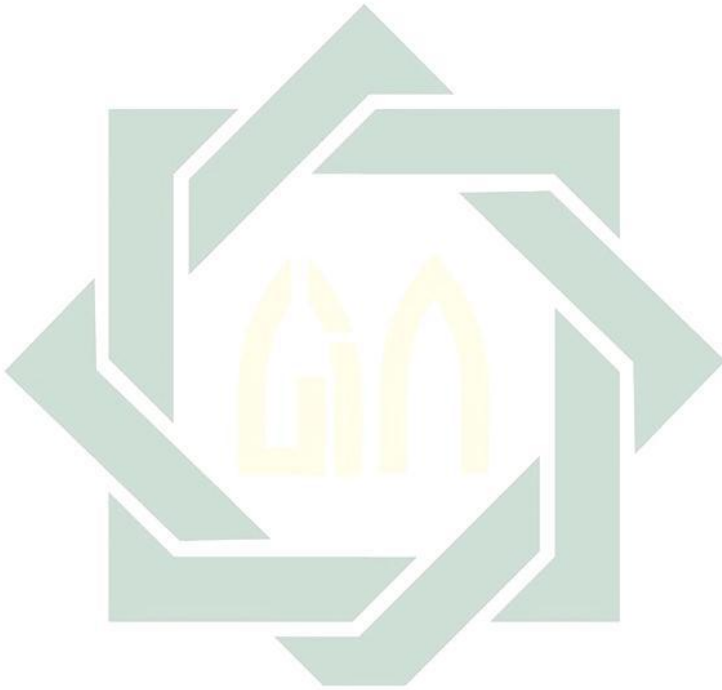


Table 4.1 The procedure of using Telegram

No	Teacher Activities	Students Activities
1.	Teacher explained the class	
2.	Teacher gave an explanation of material that will be discussed	Students listened carefully
3.	Teacher shared the material in the group of Telegram	Students learned the material
4.	Teacher controlled the students	
5.	Teacher divided students into some groups then he gave some assignments	The students discussed some assignments with their friends
6.	The teacher gave opportunity to share their result of discussion to the group, then every students should analyze it and made an correction each other	Students shared the result of discussion
7.	After analyzing the result, the teacher give assignment again to make some sentences or paragraph based on the result of discussion	Students analyzed the result and gave feedback directly in the group
8.	The teacher gave an instruction to write some new vocabulary then the students	Students ceated some sentences or paragraph based the material

	created some product based on the vocabulary	
9.	The teacher gave some feedback to the students	Students got some reinforcements

Based on interview section students of SMPN 1 Surabaya used Telegram as media in the class and outside of the class. Students used it in the class when teacher give instruction to discuss the material, then the students make an assignment which will be presented in front of class. In this case, the students used Telegram in outside of class when the teacher give some assignments which will be discuss in the group of class then there were some groups which get different assignments. Most of students of SMPN 1 Surabaya felt more spirit because they could learn directly through Telegram. They did some tasks clearly because they had big opportunity to discuss with their friends and they gave feedback each other. then the teacher control them in these group.

There were three elements of vocabulary that must be understood, they were spelling, pronunciation, and meaning. They were very important because mattew stated that vocabulary is the expression of sound that understands by people.

" there three important parts of vocabulary (spelling, pronunciation, and meaning). Through using telegram can help in mastering them"(interview section). These three elements should be mastered by students to increase their comprehension of vocabulary.

Based on the interview of the English teacher of SMPN 1 Surabaya we could know that the procedure of using telegram based on the purposes and the topic. Sometimes, the teacher designed in a group or individual, even in the class outside of the class. On the other hand, the teacher gave an assignment then they should create some products based on the learning process through using telegram as media.

On the other hand there were benefits that support students in using Telegram. English teacher of SMPN 1 Surabaya said that there was much superiority of using telegram as media in facilitating students vocabulary. "*Telegram is a learning media for grammar, proverb, British. Telegram can communicate with each student to another student even the teacher to share information. And telegram can be a searching tool to search for some materials.*" (interview section)

Based on the interview section, we know that there were three benefits of using telegram as a learning media. First is the media for grammar, proverb, and American- British accent. Telegram as a media can be used in learning grammar, proverb, and American-British accent, because through online learning the users can learn everything, for example using voice notes to learn American- British accent.

Second, telegram can make easy to communicate between student to another student, students to the teacher and teacher to the teacher. In this study, students can make a group to discuss something such as learning simple present tense, they can learn to make sentences, after that they can share their sentences of simple present to the group, so another student will correct the sentences, even the teacher will give a correction and reinforcement to the students product. On the other hand, the teacher can communicate with another teacher to share the material of the learning process. So the teacher can get new material from different sources.

Third, telegram can search for some valid material not only speaking but also reading, writing, and listening. Based on the data, telegram is not only for the English lesson but also for all lessons. So the teacher can search for material and deliver it to the students. For example, a teacher wants to search for TOEFL, so there is much material about TOEFL such as exercise, listening, a paragraph of writing, etc will be found in telegram. Next, the teacher can choose based on the purposes of learning, for example, the teacher chooses a topic about greeting. After that, the teacher

delivered to the students, then students can discuss greeting and make an assignment. So it has done by an English teacher of SMPN 1 Surabaya that makes the learning process become easy even in the class or outside of the class.

B. The students responses when using Telegram in learning porcess to facilitate students vocabulary

This following explanation will help the reader to understand this study

1. Students' responses at SMPN 1 Surabaya when using Telegram for learning

Students enjoyed when using Telegram because they can discuss material together and they can communicate everything especially some topic that related about the material such as tasks, reading comprehension, writing paragraph etc. Students of SMPN 1 Surabaya was active in learning process, if they do not understand the materials they active to ask it, then the teacher and the other students give some feedbacks to the students who asked. They have many ways to communicate each other such as the personal communication and the group of communication. So the feeling of students SMPN 1 Surabaya are happy and interesting.

Based on interview there is students who feel uncomfortable because they think they get a difficulties in using Telegram in learning process such as the way to send a file, the way to search some materials, and the way to understand the material it self. it can happen because there factor of human ability. They can not operate some features of Telegram because they do not use Telegram as a social media in their daily life. But after sharing to the other students and the teacher, the students can operate Telegram effectively.

The response of students is very happy when using telegram in the learning process. Based on the interview section "*students feel happy and enjoy when using telegram in discussing material because they are like play games. (Interview Section)*". English teacher of SMPN 1 Surabaya has analyzed to the students in the class even outside of the

class. He found that students are very happy in the learning process because students do not feel confused about open the book or the journal in hardcopy, they can open the material directly on their mobile phones after that they can discuss the material effectively.

The teacher chooses telegram as media because he thinks that social media uses in the most daily life of students and most people get lazy to study when they use mobile phones. So telegram uses in the English lesson to facilitate students vocabulary because students feel like play a game so they do not feel boring. Based on the interview, an English teacher of SMPN 1 Surabaya said that we as a teacher should create a system of learning process effectively, because when the situation is very effective so students will feel happy and enjoy the material. Then they can more understand what they have learned.

Based on the data which collect through interview, respon of students of SMPN 1 Surabaya are active and happy because they feel easy to use Telegram in learning process especially facilitating students vocabulary. They used Telegram in the class and outside of class, in this situation students always give positive response when using Telegram such as they are active in giving question and their opinion

There is different response from the student, they said that using Telegram is difficult because there are many features in Telegram, based on the interview of students, the researcher conclude that there is 20% of students especially five students that feel tired in using Telegram, the cause is mastering technology. They can not operate Telegram wisely and effectively because they do not use Telegram in daily life, so they do not know the features of Telegram clearly. But there is solution for it, the other students help students who can not operate Telegram with discussing together and giving control in using Telegram.

The impact of using Telegram is good enough, based on interview to the students it is appropriate to beginner level because many reason. First, Telegram is common application of social media which used many people. So

they have mastered the way to use Telegram. Second, Telegram has fitur to search material, so students can search and learn by themselves, even though they need a teacher to control them. Third, Telegram can be used by every level of English language proficiency such as beginner, intermediate, and advance. So these are that make Telegram become appropriate media.

There are many impacts of using Telegram for students. First, students more understand about the material because there is different discussion technique, the correction system, and answer-question technique. Second, students feel comfortable when learning material. It is felt by many students that have used Telegram in learning process. Third, it makes easy to discuss material with the teacher then teacher can give feedback directly through Telegram.

This study indicated that social network such as Telegram can affect significantly on English vocabulary learning. This study has some implications. First, this study revealed that teachers can use Telegram as a complementary device to face to face instruction and assessment. Then people in the society use Telegram positively. It goes without saying that every research faces a number of limitations which cannot be avoided.

Based on students response, Telegram can facilitate students vocabulary, for example students can learn from one word, after that they develop the word into some sentences such beautiful, they develop into “ *my mother is the most beautiful woman in the world* ” it is evidence that they can master English lesson especially vocabulary. On the other hand, after making some sentences students will share to the group or other friends then the friends will give comment and discuss together about the statements that have written. Then the teacher will give response such as reward or a correction to the students who create the statements. So most of students can feel the benefit of using telegram in facilitating students vocabulary learning.

C. DISCUSSION

This study aimed to find out the procedure of using Telegram and the students response when using Telegram in facilitating students' vocabulary learning at SMPN 1 Surabaya. The findings of this study approved the usefulness of Telegram. The participants in the group of class improved based on interview. In other words, this study indicated that according to the social theories the Telegram offered interesting advantages to the students who works together. However there are some applied concepts about the use of Telegram, as media language learning.

The finding of this study has similarity with the findings achieved by Elham Movafagh³⁵. This study was carried out to determine whether the use of Telegram Messenger was effective in enhancing students' vocabulary Knowledge. This study tries to compare the students' posttest scores in both experimental and control groups after the treatment, the researchers found that students in both groups had improvement but in experimental group in which students taught via vocabulary via Telegram Messenger, the progress was more effective than control group and this progress was statistically significant.

This study was engaged more with the influence of Telegram on a language learning techniques. More consistency, Qarajeh and Abdolmanafi obtained the same results as the above mentioned study. They claimed that using social networks is one of the effective ways to enhance the oral performance of english foreign language learners. The results of this study are the same with the research by Kirschner and Karpinski. Their experiment indicated that there is a direct relationship between social networks usage and progress in academic performance of students. Further, a research conducted by Tess illustrated the social networks as an alternative environment in which the students at higher levels of education develop their social knowledge. The same results were also conducted by the present research.

In fact, this study was generally an attempt to assess the effectiveness of using Telegram in vocabulary learning at SMPN 1 Surabaya. The first part of this study dealt with reviewing the related literature on using Telegram as media.

³⁵ Movagh Ardestani, Elham, 2017: *The Effect of Using Telegram Messenger on Vocabulary Learning of Iranian EFL Learners*.

The second part was an attempt to elaborate on the results of interview and observation. It was concluded that Telegram can facilitate students vocabulary.

1. The procedure of using Telegram to facilitate students vocabulary

This study explains that using telegram can be used in individual learning or group learning, it depends on the purposes, for example if teacher wants to discuss about speaking so he can give a material about speaking then the teacher design the role of using telegram that appropriate in topic of speaking. After that he give assignment, there are two assignments (individual assignment and group assignment). It depends on our purpose and it can be practiced in both individuals and groups. So the use of telegram can be used based on purposes and topic.

Using telegram can be used in both class or outside of the class. Telegram is a social media that can be brought by students so it is flexible to operate. Telegram can be used in both class or outside of the class, then we can create a group, after that we discuss about a topic. Based on respondent the teacher create group then discuss about a topic, for example building or education, after that the specific topic can be discussed in the group. After discussing in the group the students create a product based learning process in the group. They create many statements to practice the word that have learned and delivered the statements to the group. Next, every students can read and correct the product of their friends. So the students can learn together even they will know the mistakes of the product, after that the teacher give a reinforcement for students.

It is the *procedure* that used by teacher-students in learning process

1. In the class

Table 4.1 The procedure of using Telegram

No	Teacher Activities	Students Activities
1.	Teacher explains the class	
2.	Teacher give a little explanation about the material that will be discussed	Students listen carefully
3.	Teacher share the material in the group of Telegram	Students learn the material
4.	Teacher controll the students	
5.	Teacher devide students into some groups then he gives some assignments	The students discuss some assignments with their friends
6.	The teacher give opportunity to share their result of discussion to the group, then every students should analyze it and make an correction each other	Students share the result of discussion
7.	After analyzing the result, the teacher give assignment again to make some sentences or paragraph based on the result of discussion	Students analyze the result and give feedback directly in the group
8.	The teacher give an instruction to write	Students ceate some sentences or

	some new vocabulary then the students create some product based on the vocabulary	paragraph based the material
9.	The teacher give some feedback to the students	Students get some reinforcements

Students create a product based on the material that they have learned through using Telegram. *“Teachers are as facilitators try to facilitate students in the learning process, so we design an appropriate system to the students” (Interview Section)*. Based on the interview section the teacher will facilitate students in the learning process, in this study is using Telegram. Students create a product after learning one topic, for example students learned about *“beautiful”*, students can develop it to many kinds of word such as *beautiful (adj)*, *beauty (noun)*, *beautify (verb)*, and *beautifully (adv)*, these are derivational word that needed for beginner such as students of junior high school.

Students develop a word to some sentences such as developing *’ beautiful”* become *” my mother is a beautiful woman in the world”* and *” Bali is the most beautiful island”*. These are the product of students based on the learning process, after developing the word teacher will give a reward and will give some assignments to the students.

Based on the interview section, students will discuss the group assignments when the teacher gave one topic with random vocabulary each group. *“vocabulary is an important thing in language. Mastering English should be practiced into statements or oral communication, (interview section).”* Giving random vocabulary each group is a teacher strategy to make students understand deeply about it. they discuss through Telegram in outside of class, after that they will make a result of a discussion that will be presented in the class and in the group of Telegram. The teacher

gives different vocabulary in assignments because it will help the student to know many vocabularies and they can create it in some sentences. On the other hand, vocabulary is very important, based on Matthew theory, vocabulary is the smallest part that builds a statement, it is one of sound that expresses meaning, such as Crass, Rrrr, Ouchhh. So students should mastering vocabulary deeply to get more knowledge in English lessons.

2. Outside of the class

Telegram is not only used in the classroom but also outside of the classroom. It depends on purposes and the topic. Based on the data telegram uses in the classroom when the teacher wants to discuss the material directly then give feedback from the discussion even though there is an assignment. For example, discussing "*habitual action*". In this section, the teacher gives an instruction to discuss material that has given in the group of Telegram, after that student is divided into some groups, for the next students do a discussion with their group and create some product. Then the result of the discussion will be presented in front of the class, another group will correct and give feedback based on the result of the group. The last is, the teacher will give direct feedback to the students and make a reinforcement.

Using Telegram in outside of class is used when the teacher will have a purpose to make students still learn without a discussing directly in the class, so the teacher will share some assignments in the group of Telegram, after that they can discuss together in online, then the teacher will control them by Telegram. So using telegram depends on the purposes and the topic of the learning process.

Actually the procedure is same but the differences are in non formal class, such as when the students get some assignment from the teacher then the teacher give an instruction to the students to discuss together in the group of Telegram. Sometimes teacher

give score based on the process of discussion in the group of Telegram.

There are three elements of vocabulary that must be understood, they are spelling, pronunciation, and meaning. They are very important because Matthew states that vocabulary is the expression of sound that understood by people. Through using telegram can help in mastering them. These three elements should be mastered by students to increase their comprehension of vocabulary.

Nunan stated that Vocabulary is a list or collection of words to a person both actively and passively in speaking. By active vocabulary, it is related to person's knowledge of words used actively in speaking and writing. By passive, it deals with the use in this passive language, that is listening and reading³⁶. Based on the Bowwow Theory said that most people believed that the vocabulary or the word have began from a sound of habitual action such as *buzz*, *roar*, *crash*, etc, it is means that the sounds are expressed the word that has a meaning based on what the people describe³⁷.

This study show us that english teacher of SMPN 1 Surabaya used telegram based on the purposes and the topic. Sometimes, the teacher design in group or individual, even in the class or outside of the class. On the other hand the teacher give assignment then they should create some product based on learning process through using telegram as media.

Once a Telegram user is signed up, they have access to a wide variety of channels and groups particularly the language learning ones. The channels and groups can either be searched parametrically or accessed by having an invitation link. Unlike some other virtual societies and websites, access to channels, discussion groups, and online classes can be made much easier with a little search about the topic of interest. Moreover, joining channels and groups

³⁶ David Nunan, *Designing Tasks for the Communicative Classroom* (Cambridge: Cambridge University Press, 1989)

³⁷ Beverly Ann Chin, *Wiley Keys to Success How to Build a Super Vocabulary* (Hoboken: John Wiley, 2004)

is free of any premium charges. Every teacher and learner can construct their own channels and groups and invite their students to start interacting in an online environment.

Based on the respondent who was interviewed, he is an English teacher of SMPN 1 Surabaya who used telegram as a media, stated that there were several reasons for using telegram as media. The first is telegram is social media, from this we know that telegram has been used in the modern era by most people, so many people use telegram in any case, including in education, Mr. Suparman is an English teacher in SMPN 1 Surabaya states that by utilizing social media so students can easily learn while discussing, in addition to the process of increasing vocabulary students can also use other media such as quizzes for individuals and quizzes for groups.

The second reason is that students can communicate intensely with other students or teachers so that students are able to share information or material between others even they can learn together. Besides these two reasons telegram can also be used in any learning media such as grammar, proverb, American language and British language. From this, it can be seen that telegrams besides being able to connect one student with another student, telegram can also be a learning media in terms of grammar, proverb and so on. Based on the Mattew theory which states that social media has a very good impact on the field of education. So this has proven that telegram is one of the media that is suitable for learning.

So we can know from this question that an English teacher in SMPN 1 Surabaya has an interest in using telegram to facilitate students vocabulary learning. It feels important to use because students can use it easily in discussing the material and sharing information then they can use in daily life. So it is a good effect of using telegram in facilitating students vocabulary.

Based on the respondents especially an English teacher of SMPN 1 Surabaya, telegram is effective media because it makes students become comfortable.

“in my opinion telegram is very effective because students can enjoy it when using it” (interview section). It is proven that telegram can make students enjoy because when students enjoy studying it increase their comprehensive

2. Students response when using Telegram as media in facilitating students vocabulary

This study explain that the students who use Telegram as media feel interesting and they enjoy to use Telegram. Students has differents characteristic and ability to learn english. Based on observation and interview to the students, students enjoy to use Telegram because there are many features such as feature to send document, video, audio, that can facilitate to the students. On the other hand, the teacher give an instruction to the students through Telegram, then the students do some discussion with their friends together.

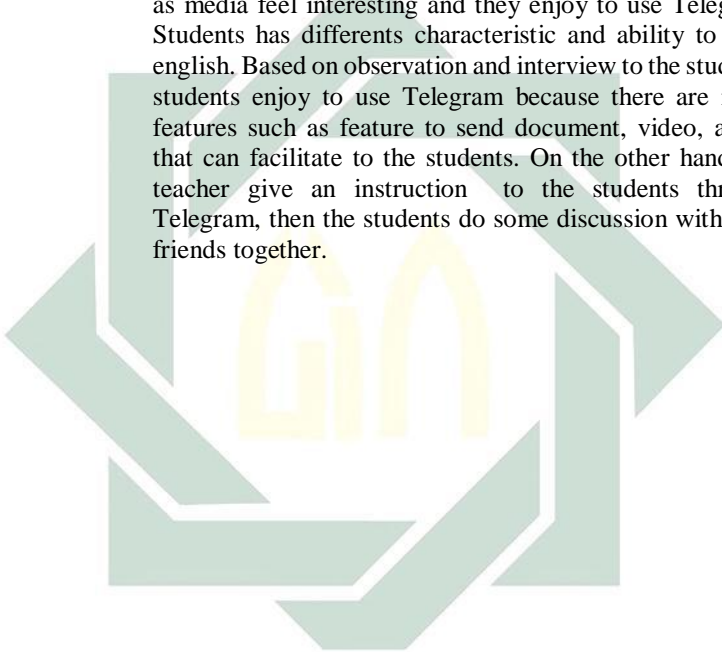


Table 4.2 three aspects of vocabulary knowledge

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 spelled?
	Word parts	What parts are recognizable in this words?	What word parts are needed to express the meaning?
Meaning	form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning? What items can the concept refer to?
	concepts and referents associations	What is included in this concept? 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 types of words must 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?
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In this table, show us that students can mastered three aspects of vocabulary knowledge through using Telegram, because they are comfortable when using Telegram as media in learning process, even they heave difficulties but it has not bad influence to learn the material. So they enjoy to apply Telegram in learning process both in the class or outside of the class

In this study, sudents of SMPN 1 Surabaya especially in seventh grade that have 28 students in one class do not have specific difficulties in using Telegram. Some Students especially arounds 5 students has difficulties in the topic of material, so they discuss with another friends to solve this problem. Using Telegram is very easy so students can operate clearly but sometimes there are 20 % students who can not operate the Telegram. It happens because they do not use Telegram as social media in daily life. The solution is the other students can teach them to use Telegram clearly. It is not the specific problem, so the students just have the problem in the content of material not in the using Telegram.

Based on an interview with the english teacher of SMPN 1 Surabaya, most of students do not find some difficulties because telegram is one of familiar application of social media which used in daiily life. “ *No, students do not find difficulties when using Telegram, but they find difficulties in content aspect. (interview Section)* . Mostly students can use Telegram effectively but sometimes they find difficulties in content aspect. Teacher has strategy to solve this condition, the condition will be solved by share the difficulties in group of Telegram, so every students give feedback and they can discuss together. After that teacher

give feedback and reinforcement to the students in the group of Telegram.

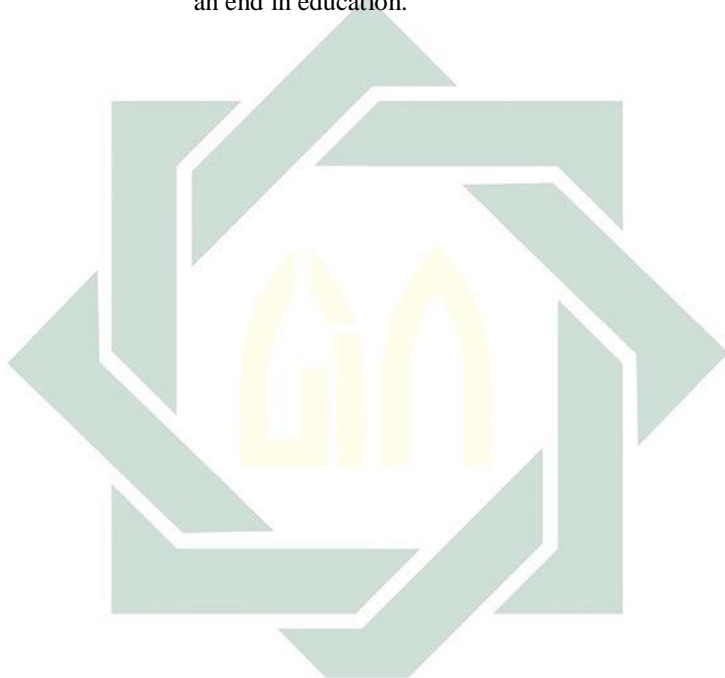
Telegram emphasizes speed and security as it is very easy to use, fast in uploading and downloading files, and easy to connect with your fellow members. Furthermore, its cloudbased system ensures permanent access to the files which are exchanged across different channels and groups. Moreover, it is capable of synchronizing encrypted data across multitude of independent data centers. It shows the flexibility of Telegram in starting conversations with different people and among different channels.

In addition, this application provides an opportunity for instructors to continuously monitor the learners' progress. As a result, it is much simpler to recognize learner's needs and accommodate the pace of instruction with their learning outcomes.

On the other hand there is a good future of telegram, not only for chatting but also for looking for many materials through telegram such as TOEFL, TOEIC, IELTS, VOCABULARY and other. Telegram has many features such as sending file documents, audio, and video. On the other hand Telegram can be searching tool that can search many materials and they are valid because there is a filter to check the validity. Then the teacher and the students feel enjoy when using Telegram because they can discuss each other both in the class or outside of the class. The telegram can give good effect in increasing vocabulary through online learning and delivery materials in telegram. So the telegram is effective media in online of learning process.

This study showed us, as Stockwell stated, vocabulary has been one of the most commonly taught language areas through technology in recent years Dodigovic, Yoshii, Yoshii & Flatiz. Gorjian et al states that language teaching has not remained inflexible towards the profound changes taking place in other areas of knowledge and advances in network

technologies which have resulted in the emergence of virtual worlds to facilitate online versus an offline communication among users. We can use technology to help english foreign language learners and teachers learn and teach better and more effective. Zhao state a common belief that technology is just a tool, a means to an end in education.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is devoted to present the conclusion based on the data that have analyzed in the previous chapter then there is a suggestion for teacher, school, government, students, and the next researcher.

A. Conclusion

This study was carried out to determine whether the use of Telegram to facilitate students vocabulary learning at SMPN 1 Surabaya. To answer the research question of the current study and interviewing students and english teacher about the way to use Telegram in learning process and the response of the students when using Telegram both inside of the class and outside of the class. The researchers found that students in seventh grade especially beginner level are active and enjoy in using Telegram as media in learning process, on the other hand the researcher know the procedure of using Telegram.

The results of this research is in line with Başoğlu and Akdemir, Cavus and Ibrahim , Song , Thornton and Houser who concluded that cell phone can be valuable tool for supporting students learning. Some other researchers investigated the effectiveness of mobile learning on vocabulary improvement of learners and found that students by using of social media had more improve than students who taught via traditional classes, said Kiernan & Aizawa, Kuzenkoff & Titsworth. 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 result of this study can be beneficial to material developer and syllabus designer to design some teaching strategies more adoptable with using social media such as Telegram. Based on findings, some suggestions for future studies were proposed regarding the role of Telegram on facilitating vocabulary, this study could be replicate on other skills such as Speaking, writing. This study was conducted on beginner level and can

be generalize to other level, so it can be replicate to other level of language proficiency.

The Telegram application, a free online app, has everything in itself: a massive cloud-based storage system to keep the files, a venue for organizing collaborative online classes, dozens of robot assistants, and the capability of making one's own customized robot for any particular purpose. Therefore it is a compact device that obviates the need of using other applications. Its versatility and user-friendliness made it specifically popular among teachers and learners from all levels.

One feature of Telegram is its capacity to change its function based on the needs of the learners. Working on different skills and sub skills in Telegram is very easy but it depends on considering some educational provisions. As many distance language learning programs require online contact between the instructors and the students, the educational policy must facilitate the possibility of coordinating a communicative link to get the job done. To put it more simply, the macro policy necessitates the instructional programs to acknowledge Telegram as an acceptable virtual society. Also, the broadband internet connections should be made accessible.

However, there are many untapped potentials worthy of being considered in further studies. Testing the students' abilities in different skills such as speaking, reading and writing together with the computerized form of examinations in Telegram can be the target of future investigations. In terms of writing, the dynamic process of writing and the amount of learner's engagement with the texts along with the statistical analysis of the results of the tests could also be investigated in future studies.

B. Suggestion

According to the conclusion and notice the limits of study, so researcher has suggestions for:

1. Next researcher

The researcher focuses in the media that facilitate students vocabulary aspect of Education. So, if there is other who will conduct with same topic of this research, it is much better if other researcher to expand the topic for

the university aspect or the other skills of english and probably can focus and discuss deeply for particular value.

2. Teachers

In this study, the teachers have already used Telegram as media to facilitate students vocabulary, and there are few schools that used Telegram as media in online learning. So the teachers should develop the way to use Telegram in learning process, for example using peer work through telegram. Then, because of teachers has a group both online or offline such MGMP and another group in social media, it should be the way to communicate or discuss about the material especially the media to delivered the material.

3. School

Beside the teachers, school has become the comfortable place to learn english. school has become the main role to integrate the students knowledge through creating te program or creative learning process such as using interactive media. So, between teacher and school have an contributions.

4. Government or Indonesian Ministry of Education

In this time, the government has already made the good program especially in learning process. Beside these programs, it is much better to facilitate students with some medias that can make students easy to improve their knowledge

5. Students

The students need some facilities to facilitate their learning process, so the students should use eveything around them to become the media of learning process because there are many things that have advantages to be media of learning process

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