The Effect of Using "Line Application" on Students' Vocabulary Achievement at The Eleventh Grade Students of SMAN 1 Raha

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ABSTRACT

This research was conducted to find out whether there is any significant effect of using LINE application on students' vocabulary achievement at the eleventh grade students of SMAN 1 Raha. This research used pre-experimental design with population was all at the eleventh grade students' at SMAN 1 Raha in academic year 2021/2022. The samples of this research were class XI MIA consist of 24 students'. The research instrument was 36 items vocabulary test which consisted of multiple choice, translating (English-Indonesia), fill in the blank, and matching word. To collect the data, the researcher gave pre-test, using LINE application in mobile learning to the students', and giving post-test. The result of this research shows that using LINE application in mobile learning has significant effect on the students' vocabulary achievement at the eleventh grade students' at SMAN 1 Raha. The findings show that students' mean score on pretest was 57,50 and the students' Mean score on posttest was 92,88. As the result,the mean score of post-test in is higher than in pre test. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. It can be concluded that there is a significant effect of using LINE application on students' vocabulary achievement at the eleventh grade of SMAN 1 Raha.

Keywords:
MALL, LINE, vocabulary achievement.

1. Introduction

Learning vocabulary in English is considered as the basic thing which should be owned by all the EFL and ESL students. The importance of learning vocabulary is very essential in speaking a language. (Saragih et al., n.d.) stated that learning a foreign language is a matter of learning the vocabulary of that language. Not being able to find the words you need to express yourself is the most frustrating experience in speaking another language. It means that when you want to express what you truly feel, you should have enough vocabularies to tell to other people.

Learning vocabulary is not only about what we experienced nowadays such as memorizing some words in a day or one night. However, the development of teaching vocabulary always improves continuously. Unfortunately, what the teacher mostly used seems less effective to improve the student's vocabulary mastery. The problem doesn't only exist from the teacher, but also some students are commonly discouraged to memorize vocabulary because students think that memorizing is not interesting. It's because the teacher give the students list of vocabulary, and then asks them to memorize the words. (Marzban & Azimi, 2012), remembering, and recovering vocabulary are the hardest aspects in studying a foreign language especially for EFL situation. These problems come because the teaching strategy, method, or technique

is not interesting for the students. Therefore, students feel bored and passive in the learning process. In learning vocabulary, the most popular technique which is used by Indonesian people is using the dictionary. (Alabsi, 2016) found most Indonesian students use their mobile phones for translation of vocabulary, rather than other aspects of the language.

Regarding the problem of English Language Teaching (ELT) of vocabulary, several researchers suggested using technology for teaching vocabulary such as (Basal et al., 2016). Studied the effectiveness of mobile applications in vocabulary teaching as one of the solutions to L2 students' vocabulary improvement. Moreover, (Tabrizi & Onvani, 2018), in studying the impact of employing telegram app on Iranian EFL beginners' vocabulary teaching and learning suggested using the mobile application for teaching vocabulary.

The researcher has conducted a pre-observation to SMAN 1 Raha and observed the problems faced by the students regarding vocabulary mastery. The students felt bored and felt that they were too difficult to memorize new words also have a problem in grasping the meaning, so the process of guessing meaning takes a long time. They get difficult to understand the information in a sentence when they read a text. Some of students are not active when the teacher give a question and answer. This can be caused because students are embarrassed to answer, hesitate, and do not understand the meaning of the teacher's questions. Through Mobile Learning, students are expected to be more active in q and a.

Based on those problems, the researcher intends to use a mobile application to apply a learning process which is appropriate to be used for students. The researcher intends to apply a mobile application namely LINE application. This mobile application is considered to be effective since LINE is mostly used by the students of SMAN 1 Raha students. The researcher thinks that it can be a good way to improve the student's mastery of vocabulary. Thus, the researcher proposed a thesis entitled "The effect of using LINE application on students' vocabulary achievement at the eleventh grade students of SMAN 1 Raha".

2. Methods

The research used a pre-experimental design which consist of one class namely the experimental class. The researcher only compares the result of the pretest, and post-test. In experimental class, the students' vocabulary achievement through the use of LINE application. The sampel was the eleventh grade of SMAN 1 RAHA in academic year 2021/2022 which consisted of 24 students. The Instrument used for this research was vocabulary test. The test is 36 questions consisting of 8 items of multiple-choice, 10 items of translating (English- Indonesia), 5 items of gap-filling test, and 13 items of matching word test. The test consists of 4 texts of analytical exposition, focus on vocabulary to nouns, verbs, and adjectives. The test was designed by the researcher was adopted from (Bahasa Inggris, n.d.) English Book of Senior High School grade XI. The allotted time for this test was 45 minutes. In collecting data, it used the following procedures : pre-test, treatment, and post-test.

Teaching procedures by Using LINE application in online learning were :

1. The researcher creates a group discussion in LINE application. Then researcher invite the students' and the teacher of english to join the group chat discussion , for the mobile learning (MALL) process, (Kukulska-Hulme, 2009)
2. Preparing the sub topic to activate the students' knowledge about analytical exposition text related vocabulary (Noun,Verb,and Adjective),
3. The researcher upload the materials of analytical exposition text in LINE group discussion related 10 of vocabulary (Noun,Verb,and Adjective),
4. Students' learning the given sub-material of vocabulary,
5. Then, the researcher posts an exercise (Q and A) to the students' in online group discussion about vocabulary related to the nouns, verbs, and adjectives to the students' in every meetings of LINE group chat discussion ,
6. The students' answer in LINE group discussion by using comment in group chat,
7. The researcher gave feedback with emoticon features in LINE/comment and,
8. The last, researcher gave a homework related sub-material of vocabulary (Noun,Verb,and Adjective),in every meetings to the students' who were sent personal chat in LINE application.

In this research, the researcher used descriptive, and inferential statistics for analyzing the data. All the data are analyzed by using statistical techniques. Descriptive statistics were used to know the differences of results for pre-test and post-test. The data gathered through pre-test and post-test were computed by using SPSS application version 20.

The inferential statistic was used to test the hypothesis. To know the significant effect of using LINE application media on students' vocabulary achievement. The researcher uses using SPSS application version 20. The hypothesis is counted by using two tailed-test t-tests. The criteria for hypothesis testing are as follows :

1. If t-test ≥ than t table is accepted, it means that there is a significant effect of the use of LINE on the students' vocabulary achievement at the eleventh grade of SMA Negeri 1 Raha.
2. If t-test ≤ than t table is rejected, it means that there is no significant effect of the use of LINE on the students' vocabulary achievement at the eleventh grade of SMA Negeri 1 Raha.   (Qudratullah, 2014)

3. Result

The Comparison between Students' Scores on Pre-test and Post-test

	Mean	Maximum	Minimum	Std. Deviation
Pre Test	57	80	36	10.823
Post Test	93	100	80	6.784
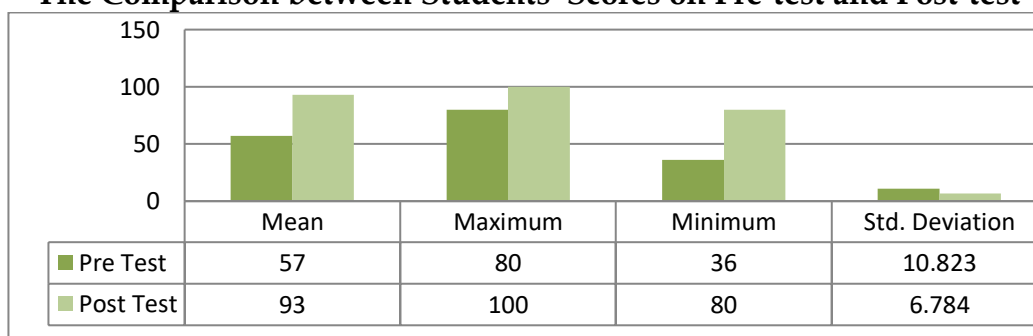
Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Pre-test	24	57	10,823	36	80
Post-test	24	93	6,784	80	100

The students at XI MIA8 have scores from pre-test and post-test is a significant improvement in the mean score. It is proved that the mean score in the pre-test which is 57 improves to 93 in the post-test. The minimum score in the pre-test which is 36 becomes 80 in the post-test. The maximum score in the pre-test which is 80 becomes 100 in the post-test. Further, the standard deviation score is 10,823 in pre-test and 6,784 in post-test. In short, it can be said that using LINE has a significant effect on students' vocabulary achievement at XI MIA8.

The hypothesis of this research is using directional hypothesis in which the researcher believes that there has been a significant effect of using LINE application on students' vocabulary achievement at the eleventh grade of SMAN 1 Raha (H1).

The analysis of paired sample t-test on pretest and posttest can be used to find out whether there is a significant effect of using LINE Application on students' vocabulary achievement at the eleventh grade of SMAN 1 Raha or not.

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttest – pretest	35,375	9,495	1,938	31,366	39,384	18,252	23	,000

Based on the table in paired sample t-test, tcount is 18,252 is higher than ttable is 0.05, meaning that null hypothesis (H0) is rejected and alternative hypothesis(H1) is accepted. H0 is accepted if the probability value (0.00) is higher than alpha or level of significance (p> 0.05) and rejected if the probability value is less than the level of significance (p> 0.05). In this case, the probability value is less than the level of significance, and the tcount is 18,252 is higher than ttable is 0.05. Thus it can be concluded that LINE application on students vocabulary achievement can gives a positive significant effect at the eleventh grade of SMAN 1 Raha.

4. Discussion

In vocabulary learning is an essential part of foreign language learning as the meanings of new words are very often emphasized, whether in books or classrooms. It is also central to language teaching and is of paramount importance to a language learner. Basic knowledge to learn English is depending on vocabulary achievement. The difficulty for EFL students to memorize much of vocabulary is a challenge that teachers always find in schools. a learner learns English for a specific purpose that

differs significantly from general English, as is the situation with students' in school. It is also supported by (Marzban & Azimi, 2012) who said that remembering and recovery vocabulary is the hardest aspect in studying a foreign language, especially for EFL situations. To address these issues, the researcher conducted a reseacrh in which students' vocabulary achievement with using line application as media as learning.

The positive outcomes of LINE as a media of learning in improving the students' vocabulary achievement to the students' XI MIA8 are due to some factors. Firstly, LINE application as a media online learning tool helps students' to access learning material easily and it is simple to use. (Kumalasari, 2016) The students' can download the material provided by the teacher, and can easily get the material directly in the group chat discussion.In addition, the students' can get learning through the LINE Today, and LINE Academy. This can support students' success in learning. The students' can download the material provided easily and they can learn it immediately.This is one of the reasons LINE applications can be used in learning to improves students vocabulary achievement, because it really supports students' to get information or material regardless of space and time.

Secondly, it can assist in creating a socially connected community of learners. LINE as a mobile learning tool supports interaction between students' and teachers. (Liu & Wu, 2016) Online discussion group chat can be recommended as an efficient technique for teachers in enhancing interaction between students' in the learning process. The teachers can give immediate feedback by replying to students' answers. Teachers can also reward the students' for a good answer. The online discussion also enables student's to learn from their classmates' mistakes. The participants of students' were more active to answer the question in the group chat discussion. (No Tit.צכןle, n.d.) The students' more enjoy answering the question students' are more active in answering without fear if the answer is wrong. Usually students' are afraid to speak or answer the questions given because they are afraid, doubtful, and embarrassed if the answers do not match the questions given.

In addition, there were challenges faced by the students' and teachers learners during the teaching and learning process through LINE Application to improving the students' vocabulary achievement. Firstly, LINE application as a mobile learning ,the teacher cannot be sure whether all the students' learn the material given properly and seriously. Because it could be that when the material is given by the researcher in the line group discussion, students' can chat with their friends during the learning process in line group discussion.

Second, LINE group discussions was less effective to know the students' capability in answering the exercise related to materials.because the students' could see their friends' answer. Consequently, teacher could not ensure whether students responded to the exercise by themselves or just copied their friends' answer.Therefore, the teacher needs to make sure the students' understand the material clearly by choosing random students' to answer the questions in group discussions, and also theteacher ask the students' to send their homework via personal chat in order to prevent the students from cheating.

Based on the finding's explanation, it confirms that teaching vocabulary by using LINE application can give a significant effect on the student's vocabulary

achievement at the eleventh grade. It is indicated by the result of the statistical analysis where the students can achieve very high categorized score after being given treatment using LINE in group chat discussion in four meetings and showed a significant improvement in mean score from 57 for pre-test and up to 93 in the post-test. Therefore, it can be said that H1 was accepted and H0 was rejected. In short LINE application can provide contribution in supporting the students' and teacher in learning process. Using LINE as Mobile learning can be used because it is inseparable from space and time. In addition, students' can be active in chat group discussions without hesitation and shame in answering the questions posed by the researchers. This is also one of the successes of learning on the students' vocabulary achievement at the eleventh grade.

5. Conclusion

The vocabulary ability of students in the eleventh grade of SMAN 1 Raha is still below the average, this is based on the results of the researcher's interview with the English teacher of eleventh grade. Using mobile learning as a process to study is one of the recommended to help students to improve their vocabulary. LINE is one of the applications as a media mobile learning can used bye teacher and students' to teach vocabulary in this reseacrh. LINE application is very recommended because the teacher can make a group chat discussion and then in this group between the teacher, and students' have communication about the material that has been given, especially in teaching vocabulary. The teacher also give the students a reading task before starting the class, the activity in group chat discussion, and the assignment as a personal chat with the teacher. It also enables the teacher to give feedback.

Further, it helps to maintain teacher and students' relationships since it allows students to be socially connected outside the classroom. For the students, it can benefit them to access learning material since it is free and easy to use. It helps them improve their vocabulary because LINE application supports any kind of multimedia message for a better understanding of vocabulary.

The result of this reseacrh is the mean score of the post-test (93) which is higher than the mean score of pre test (57) in the experimental class. It means that H0 is rejected and H1 is accepted. It was caused by the application of this media learning gave students' enjoyable activity to remember the vocabulary and make them more active in the learning process.

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