JURNAL TARBIYAH

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Terbit dua kali dalam setahun, edisi Januari - Juni dan Juli - Desember. Berisi tulisan atau artikel ilmiah ilmu-ilmu ketarbiyahan, kependidikan dan keislaman baik berupa telaah, konseptual, hasil penelitian, telaah buku dan biografi tokoh

THE EFFECT OF USING SOCIAL MEDIA ON THE STUDENTS' VOCABULARYACHIEVEMENT AT TENTH GRADE STUDENTS OF SMA SWASTA PERSIAPAN STABAT ACADEMIC YEAR 2017/2018

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Abstract: The study is aimed at finding out the effect of social media on students' vocabulary achievement. The writers choose the 2017/2018 tenth year students of SMA Swasta Persiapan Stabat as the subjects of the study. The population of the 2017/2018 tenth year students was 244 students. The writers took classes, namely X IPA-4 with 40 students and X IPS-2 with 35 students as the sample of the study and they were divided into experimental and control groups. The experimental group was taught by applying social media, while the control group was taught without social media. The data got from pre-test and posttest was analyzed by using t-test. The result of the t-test showed that the value of t observed was 9, 34. The t observed value of 9, 34 was higher than the value of t-table 2, 00 and 2, 66. This indicated that alternative hypothesis (Ha) was accepted. Therefore, the result of the study showed that there is significant effect of social media on students' vocabulary achievement of the 2017/2018 tenth year students of SMA Swasta Persiapan Stabat.

Key words: Social media, Facebook, Vocabulary

Abstrak: *Penelitian ini bertujuan untuk mengetahui pengaruh media sosial terhadap prestasi kosakata siswa. Para penulis memilih para siswa tahun 2017/2018 dari SMA Swasta Persiapan Stabat sebagai subjek penelitian. Populasi siswa tahun 2017/2018 adalah 244 siswa. Para penulis mengambil kelas, yaitu X IPA-4 dengan 40 siswa dan X IPS-2 dengan 35 siswa sebagai sampel penelitian dan mereka dibagi menjadi kelompok eksperimen dan kontrol. Kelompok eksperimen diajarkan dengan menerapkan media sosial, sedangkan kelompok kontrol diajarkan tanpa media sosial. Data yang didapat dari pre-test dan posttest dianalisis dengan menggunakan t-test. Hasil uji-t menunjukkan bahwa nilai t yang diamati adalah 9, 34. Nilai t yang diamati 9, 34 lebih tinggi dari nilai t-tabel 2, 00 dan 2, 66. Ini menunjukkan bahwa hipotesis alternatif (Ha) diterima. Oleh karena itu, hasil penelitian menunjukkan bahwa ada pengaruh yang signifikan dari media sosial terhadap prestasi kosa kata siswa siswa kelas XI 2017/2018 dari SMA Swasta Persiapan Stabat.*

Kata Kunci: *Media sosial, Facebook, Kosakata*

Introduction

English is one of languages that we use to do communication in the world. As an international language, English is the tools of communication for other people all over the world. English is used in many activities like: politics, economics and social life. It is now becoming a necessity to have effective communication skills and resources.

Vocabulary as one of the language elements has a very important role in foreign language learning. Furthermore, vocabulary is also the essential element of comprehending reading materials. Many words used in reading materials are used to define concepts and to increase the conceptual development of the content area.

From the writers' preliminary study at the tenth year students in SMA Swasta Persiapan Stabat, it was found that most of students are still lack of vocabulary and also have low motivation in learning language. They became passive during the teaching learning process; because they could not understand the meaning of the words and they could not get the information from the lesson. They got difficulties in learning English. It's hard for them to express their ideas. They often used the wrong words when expressing their opinion. That problem also affected to students motivation in learning language. Because of that reason, the English teacher should create the technique or using an interesting media in teaching in order to make the students more interesting in learning English.

Almost all English learners encounter at least three types of problems (Jatin R Gamit 2012 :179)". The problems are the challenges with pronunciation (some people are never able to master certain sounds); issues with vocabulary (most people can add to their English vocabulary with study and practice); and grammar, including challenges with situational grammar, such as workplace English versus slang.

One of the techniques of teaching vocabulary deals with internet function. As internet grows, online learning has had more influence in the several countries with consequence that face to face discussion and paper resources still dominate public education. Social media network as one of the main part of internet developing has taken part also in the learning process. Social networking applications such as facebook, wattsapp, telegram, etc, have a place in the classroom. They help us connect and share with the people easily.

Based on the background above, the writers will conduct a study dealing with the use of social media in teaching vocabulary. The study is entitled "The Effect of Using Social Media on the Students' Vocabulary Achievement at Tenth Grade Students of SMA Swasta Persiapan Stabat Academic Year 2017/2018."

Research Methodology

This study used experimental research design. "In the experimental research, the design needs two groups being compared, one is experimental group and the other is control group."(Donald Ary ,2006:329). In experimental group, the students were taught by using social media, while in control group, the group was taught without using social media.

Table 1 The Design of the Study

Group	Pre-test	Teaching treatment	Post-test
Experimental group	√	Using social media	√
Control group	√	Without social media	√

Before the teaching, both groups were given pre-test. After that, each group was taught with different techniques, the experimental group was taught by using social media while the control one was with different method. At the end, there was a post-test given to the groups. The test was aimed at measuring the students' vocabulary achievement after teaching learning process.

Location And Time Of Study

This study was conducted at SMA Swasta Persiapan Stabat. The school is located on Jalan I.B Tambeleng, Pantai Gemi Stabat. The reason of choosing this school as the location of the study was because there was no similar study had been conducted before at this school. The writers conducted this study at SMA SwastaPersiapanStabaton the first semester of academic year 2017/2018. The following table was the time of study:

Table 2 The Time of the Study

Activity	Month/Year 2017						
	Apr	May	June	July	Aug	Sep	Oct
Observation	√						
Writing Proposal		√	√	√	√		
Proposal Seminar						√	
Data Collection and Analysis							√
Thesis Advisory							√
Thesis examination							√

Population And Sample

The population of this study was the tenth year students of SMA Swasta Persiapan Stabat in the 2017/2018 academic year. There are six parallel classes at the tenth year grade. The total number of the population of this study was 244 students.

The sample of this study was chosen for the researchers' purposes, for the efficiency of class management and school condition. In this case, the writers took class X IPA-4 and X IPS-2 as the sample of the study. Class X IPA-4with 40 students was an experimental group and class X IPS-2 with 35 students as control group. The sample of the study was 75 students.

Instrument Of Data

To get the best result of the study so it needed appropriate and accurate data. The data of this study were about the students' vocabulary achievement. The writers used test as the instrument for collecting the data. The test was in the form of multiple choice tests. It consisted of 20 numbers.

After the students answer the test, the writers gave the correct answer because there were 20 numbers of questions, the writers determined the score of each correct number by using the following formula:

The score of each number $= \dfrac{maximun\ score}{number\ of\ question}$

$$= \frac{100}{20}$$

$$= 5$$

Technique Of Data Analysis

Before and after the teaching learning process, both groups (control and experimental group) were given pre-test and post-test. The pre-test was given as preliminary information of the students' vocabulary mastery before they were taught in this study. The post-test was given to know the students achievement in vocabulary after they were taught by using different technique.

"The formula of t-test is as the following" (R.Mark 2006 : 279):

$$t_0 = \frac{X_1 - X_2}{\sqrt{\left[\dfrac{x_1^2 + x_2^2}{n_1 + n_2 - 2}\right]\left[\dfrac{1}{n_1} + \dfrac{1}{n_2}\right]}}$$

Where :

X_1 = the arithmetical mean of experimental group.

X_2 = the arithmetical mean of control group.

x_1 = the standard deviation of experimental group.

x_2 = the standard deviation of control group.

n_1 = the number of students in the experimental group.

n_2 = the number of students in the control group.

Discussion

In this section, the writers showed the result of the test. After the writers corrected, the data of the test were displayed in some tables of scores taken from the result of vocabulary test distributed to both groups; experimental and control groups. The test was given before and after the teaching activity, pre-test and post-test.

From the data, the total score in pre-test was 2625, while in post-test was 3060. This means that there was an increasing score gained from pre-test to post-test score in experimental group after the students were taught by using social media.

From the data, it could be seen that the total score in pre-test was 2350, while in post-test was 2540. This indicated that there was an increasing score gained from post tense compared with the pre-test score, from 2350 into 2540.

The data then were calculated to find the difference between the pre-test and post-test scores.

$\bar{x}1$ = $\dfrac{\sum x}{n}$

$\bar{x}1$ = $\dfrac{435}{40}$

$\bar{x}1$ =   10,88

Note :

x =   The total score deviation between pretest and post test

n   =   The number of the students

The mean of the score   deviation between pre-test score and post-test score in experimental group was 10,88.

The Data Analysis

Having scored and listed the scores on tables, then the finding data are simplified as the following:

$\bar{X}_1$ =   10,88

$\bar{X}_2$ =   5,43

$X_1{}^2$ = 244,38

$X_2{}^2$ = 218,57

n_1 = 40

n_2 = 35

To analyze the data gained from the test, the writer uses the t-test formula as the following:

$$t = \frac{X_1 - X_2}{\sqrt{\left[\frac{x_1^2 + x_2^2}{n_1 + n_2 - 2}\right]\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

The result of the t-test calculation is as shown below:

$$t = \frac{10,88 - 5,43}{\sqrt{\left[\frac{244,38 + 218.57}{40 + 35 - 2}\right]\left[\frac{1}{40} + \frac{1}{35}\right]}}$$

$$t = \frac{5,45}{\sqrt{\left[\frac{462,95}{73}\right][0,025 + 0,029]}}$$

$$t = \frac{5,45}{\sqrt{\left[\frac{462,95}{73}\right][0,054]}}$$

$$t = \frac{5,45}{\sqrt{6,34 x 0,054}}$$

$$t = \frac{5,45}{\sqrt{0,340}}$$

$$t = \frac{5,45}{0,583}$$

$$t = 9,3$$

From the result of calculation of the data by using t-test it can be seen that the value of t-observed is 9,34. Then, to see whether the hypothesis of this study is accepted or not, the value is compared with the value from t-table of distribution with df= 73 (since there are 40 and 35 students in the sample, therefore degree of freedom is $n_1 + n_2 - 2 = 40 +$

35– 2= 73). Because there is no df 73 in the table, so the writer decided to use df 60 since it is closer to 73 than df 120. The table at df 60 shows that the value of t-table (t_t) is 2.00 for 5% and 2.66 for 1%.

Theoretically, the alternative hypothesis (Ha) is accepted if the value of t-observed is greater than the value of t-table ($t_{obs} > t_{tab}$). The finding above shows that t-observed is greater than t-table (9,34> 2.00 and 9,34> 2.66). Therefore, the result of the study shows that there is significant effect of social media on students' vocabulary mastery. It means that the hypothesis (Ha) is accepted. In other words, social media significantly effects on students' vocabulary mastery of tenth year of SMA Swasta Persiapan Stabat academic year 2017/2018.

Result Discussion
Vocabulary

One learns English in order to enable him to communicate in that language. He intends to able to listen, speak, read, and write. In order to him to achieve these aims, he must master a number of vocabularies. We cannot communicate our ideas clearly as we would like to and we cannot grasp the ideas transmitted to us, or read the columns of newspaper or popular vocabulary. In addition, our listening, writing ability and reading ability are bothered by our limited vocabulary. In this view Michael asserts that "learning vocabulary is important part of learning English." (Flower Michael ,2000:9) If you make a grammar mistake, it may be wrong but very often people will understand you anyway. But if you do not know the exact word that you need, it is very frustrating for you, and the person you are talking to. Good English means having big vocabulary.

In some literature, we find some definitions of vocabulary. Jackson defines "vocabulary is the stock of words in a language, or that is known or used by individual or that associated with a particular activity." (Thoe Jackson, 2002:78) In other words, vocabulary is the number of words used by people to make interactions.

In addition, Trezek says that "vocabulary refers to the words we must know to comprehend and communicate effectively."(Beverly J. Trezek ,2009:121) Vocabulary varies in the four skills of language, listening, writing, reading and speaking. Generally, a student will absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. But in real situation, the process may change, especially in foreign language teaching. Reading vocabulary may become the first stage before processing the speaking and listening vocabulary.

According to the definitions above it can be concluded that vocabulary is a word that a person knows in a particular language and one of components of language that has a meaning and definition.

1.1 Types of Vocabulary

"Nation has divided vocabulary in the specific reference, such a word."(P. Nation, 2000:80)

a. Receptive Vocabulary: Knowing a word involves being able to recognize it when it is heard (What is the sound like?) or when it seen (What does it look like?) and having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the word form sounds right or look right.

b. Productive Vocabulary: Knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with the word in usually collocates with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there any.

In accordance with Nation's idea, Murcia and Celce add "the other type of vocabulary, namely content words and function words."(Elite Olstain Murcia and Marianne Celce ,2000: 76) Content words are words that have meaning. They can be compared to grammatical words or function words, which are structural. Nouns, main verbs, adjectives and adverbs are usually content words. Auxiliary verbs, pronouns, articles, and prepositions are usually grammatical or function words.

While Richards classified "vocabulary into two terms, there are:"(Jack C. Richards,2005:50)

a. Active Vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.

b. Passive Vocabulary refers to a language items that can be recognizes and understood in the context of reading or listening and also called as receptive

Vocabulary. Passive Vocabulary or comprehension consists of the words comprehended by the people, when they read and listen.

According to the basis of frequency, "vocabulary can be divided into two kinds; there are high frequency vocabulary and low frequency vocabulary."(P. Nation,1994:3)

a. High frequency vocabulary consists of words that are used very often in normal language, use in all four skills and across the full range of situation of use. High frequency vocabulary consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words in informal spoken texts.

b. The low frequency vocabulary on the other hand, covers only small proportion of the running words of a continuous text, it means that low frequency vocabulary is rarely, used in common activity of English language. This group includes well over 100.000 word families.

From the explaining above, we know that every experts in every book is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinions and ideas.

1.2 Emoticon

"Emoticons are generally defined as icons for the expression of emotion. It is the combination of the terms emotions and icon that refer to graphic signs, such as the smiley face."(SharfiaFarzard,2013:125) Emoticons are usually used by people as the ways to use text to represent emotional and personality nuances present in communication. Emoticons are very common to use in communication. They are used in sending messages or telling the status. As there are many kinds of symbols or signs used in emoticons, people should be familiar with them so that it can be understood.

In language learning, emoticons can be applied to explain a person's feeling or emotions. This emoticon can be represented of the words which describe a person's condition. The use of emoticons can be applied to train the students in understanding the description of something. Teacher can use emoticons the discussion of adjectives. The followings are the example of some emoticons which are used in face book.

Table 3 Emoticons in Face book

No	Emoticons	Meaning	No	Emoticons	Meaning
1	😄	Happy	26	😔	Pensive

2		Cool	27		Embarrassed
3		Exhausted	28		Special
4		Grin	29		Stressed
5		Humorous	30		Loved
6		Sad	31		Awesome
7		Love, gratitude	32		Guilty
8		Blush	33		Down
9		Funny	34		Annoyed
10		Worried	35		Saved
11		Scared	36		Lost
12		Romantic	37		Old
13		Disappointed	38		Determined
14		Sleepy	39		Worse
15		Angry	40		Irritated
16		Innocent	41		Astonished
17		Kidding	42		Be careful

18		Triumph	43		Silent
19		Thinking	44		Quiet
20		Angry	45		Money lover
21		Welcome	46		Secret
22		Bored	47		Sick
23		Love	48		Injured
24		Cool	49		Silly
25		Happy	50		Yummy

Source: https://emojipedia.org/facebook/

Social Media

Jane Bozarth explains that "the term social media refers to online material produced by the public, distinct from content produced by professional writers, journalists, or generated by the industrial or mass media."(Jane Bozarth.2010:11). She also adds that the examples of social technologies used to create social media include those for communication (such as blogs), collaboration (such as wikis), communities (such as Facebook), reviews and opinions (such as Amazon reader reviews), and multimedia (such as YouTube).

According to Ray Poynter, the core element of the definition of social media is "the way that the internet and other new technologies are being used to move away from media that was essentially a one-to-many model, for example broadcast, towards a many-to-many model, such as facebook."(Ray Pounter,2010:60). Examples of social media include blogging, micro-blogging (e.g. Twitter), social networking (e.g. Facebook, Mixi, Cyworld) ,Wikis (e.g.Wikipedia, the collaborative encyclopaedia), social bookmarking (e.g. Delicious and Digg), photo sharing (e.g. Flickr), video sharing (e.g.YouTube), voice networking (e.g. Skype), music sharing (e.g. Last FM), product and service reviews (e.g.

TripAdvisor), virtual worldss (e.g. Second Life and World of Warcraft), and multiplayer games (e.g. Farmville).

The other definition is from wikipedia which states that social media are "computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks."(defenition of social media https://en.wikipedia.org/wiki/Social_media, accessed on 25 April 2017) Social media use web-based technologies, desktop computers and mobile technologies (e.g. smartphone and tablet computers) to create highly interactive platforms through which individuals, communities and organizations can share, co-create, discuss, and modify user-generated content or pre-made content posted online. They introduce substantial and pervasive changes to communication between businesses, organizations, communities and individuals. Social media changes the way individuals and large organizations communicate.

According to Antony Mayfield, "social media is best understood as a group of new kinds of online media, which share most or all of the following characteristics."(Antony Mayfield,2008:5)

a. Participation

Social media encourages contributions and feedback from everyone who is interested. It blurs the line between media and audience.

b. Openness

Most social media services are open to feedback and participation. They encourage voting, comments and the sharing of information. There are rarely any barriers to accessing and making use of content – password-protected content is frowned on.

c. Conversation

Whereas traditional media is about "broadcast" (content transmitted or distributed to an audience) social media is better seen as a two-way conversation.

d. Community

Social media allows communities to form quickly and communicate effectively. Communities share common interests, such as a love of photography, a political issue or a favorite TV show.

e. Connectedness

Most kinds of social media thrive on their connectedness, making use of links to other sites, resources and people.

From the some definitions of social media above the writer concludes that social mediais media of social interaction using web-based technology through which users create online communities to share information, ideas, personal messages, and other contents. Some prominent examples of social media include facebook, twitter,Google+, Wikipedia, LinkedIn, WhatsApp, BBM, telegram, etc.

2.1 Facebook

Facebook is very familiar with people around the world. It plays important roles in connecting people by sending messages, information, status or others**.**

According to Gunter, "facebook is a social networking website."(Sherry Kinkoph Gunter,2012:5). It's an online community—a place where people can meet and interact; swap photos, videos, and other information; and generally connect with friends, family, coworkers, fellow students, fellow hobbyists and enthusiasts, and numerous others in their social network. Facebook connects people within cities or regions, work or school, home or abroad, and so on. Built on architecture of profile pages that allow individual users to share information about them and communicate with others. Facebook seeks to create an environment in which members log in regularly to keep track of what friends and colleagues are doing, share their own activities, interact about interests and hobbies, send messages, and join groups and networks—just to name a few things.

In addition, Jane Bozarth says that "facebook is a one's top shop that allows users to interact with "friends" of their choosing and participate in groups with other users."(Jane Bozarth ,2010:53). Users can post status updates, links, photos, and multimedia such as videos; engage in online games such as word games or the property–amassing FarmVille; take online facebook-based quizzes; join groups such as those interested in learning French or planning a high school reunion; or subscribe to information posted on fan pages of a favorite TV show, author, or business. The user can choose what content he or she posts that will be available to these friends. For instance, some friends may be allowed to see everything, while others may not have access to photos.

Facebook is a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues.(definition of facebook http://whatis.techtarget.com/ definition/Facebook, accessed on 8 May 2017). The site, which is available in 37 different languages, includes public features such as:

1. Marketplace - allows members to post, read and respond to classified ads.
2. Groups - allows members who have common interests to find each other and interact.

3. Events - allows members to publicize an event, invite guests and track who plans to attend.

4. Pages - allows members to create and promote a public page built around a specific topic.

5. Presence technology - allows members to see which contacts are online and chat.

   Facebook offers a range of privacy options to its members. A member can make all his communications visible to everyone, he can block specific connections or he can keep all his communications private. Members can choose whether or not to be searchable, decide which parts of their profile are public, decide what not to put in their news feed and determine exactly who can see their posts. For those members who wish to use Facebook to communicate privately, there is a message feature, which closely resembles email.

Conclusions

From the result of data analysis the writers concluded that:

1. The students' vocabulary mastery was significantly increased after taught by using social media.

2. The use of social media was significantly effects on students' vocabulary achievement of the tenth year of SMA Swasta Persiapan Stabat academic year 2017/2018.

Suggestions

Having found the result of the study, the writers proposed some suggestions:

1. It was suggested to the teachers to apply appropriate and interesting technique of teaching in order to attract the students motivation to learn English.

2. It was suggested to the students to improve their vocabulary mastery by reading more English sources.

3. It is suggested to the other researchers to read and use more references dealing with a similar study to conduct his/her research.

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