

**THE EFFECTIVENESS OF SOCIAL MEDIA NETWORKING ON
VOCABULARY MASTERY TO THE TENTH GRADE STUDENTS AT SMAN
1 JETIS PONOROGO IN ACADEMIC YEAR 2016/2017**

THESIS

By

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CHAPTER I

INTRODUCTION

A. Background of study

In this era of globalization, English is increasingly needed as a means of communication and information world. English as an international language it has spread out around the world. English as compulsory subject has been taught from elementary up to senior high school has important role to improve our knowledge. Through English, we can develop our knowledge, technology, culture and build relationship with other nations easier. As a matter of fact, it stands to reason that many people would like to learn English. For this reason, it becomes the needs of everyone to able to speak English nowadays. Therefore, English language is necessary to be taught at school at cope the word challenge, so that students will be able to face it with English.

In learning English, there are four language skills, namely listening, reading, speaking and writing. Listening and reading are receptive because the focus is on receiving information from an outside source. While, speaking and writing are productive skills because the focus is on producing information. Moreover, in mastering those skills, the students must have sufficient vocabulary. James Coady and Thomas Huckin defines vocabulary is central to language. It means that vocabulary is basic in language used to

communicate with others in both first language or mother tongue and foreign language.¹ Vocabulary is the key to be able to communicate and make sentences. Wilkins states that there is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed.² If students do not know a vocabulary, then surely they cannot afford translate the meaning of words. According to T. Hedge, in learning a foreign language, vocabulary plays an important role.³ It is one of the most important aspects of the foreign language learning. Rich vocabulary helps people to understand and learn new words. Mastery of vocabulary is not an easy thing for students, especially for young learners. L. Cameron states that in the development of children's vocabulary for teaching, the students need to meet word again and again in new context that help increase what they know about words.⁴ Young learners have limited ability in learning and memorizing the vocabulary. It is not an

¹Ferry Angga Widiastuti, "Improving Students' Vocabulary Mastery Using Flash Card," *SebelasMaret University*, 2012, 149, <http://download.portalgaruda.org/article.php?article=430540&val=4086&title=IMPROVING%20STUDENTS%20VOCABULARY%20MASTERY%20USING%20FLASH%20CARDS>.

²Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 22, doi:10.20472/TE.2015.3.3.002.

³Anita Wahyuni, Anik Nunuk Wulyani, and Maria Hidayati, "The Techniques Used in Teaching Vocabulary to Young Learners at SDN Sumber Sari 2 Malang," *State University of Malang*, 1, accessed January 12, 2017, <http://jurnal-online.um.ac.id/data/artikel/artikel19A7B4A2B1DEB48A36A252CCE2164F7B8.pdf>.

⁴*Ibid.*, 5.

easy task for teacher to teach vocabulary, because of the limitation of students' ability. To solve that problem, the teacher needs to apply appropriate media in the classroom.

The teacher can use social media networking as media. Social media is a term that refers to a number of web-based applications through which users interact with one another. Interactivity is what distinguishes social networking sites from traditional websites. Social media applications encourage users to share their experiences, opinions, knowledge, and sometimes their locations.⁵ According to Denise E. Agosto, social media are digital tools designed more for digital content sharing and less for purposes of communication and interaction.⁶ According to Beth Kanter, Social networks made of a combination of loose and strong ties can move information through the network quickly and effectively as they grow and add new people.⁷ Social networks facilitate easy information sharing among users, and the same easy access of such networks enables anyone to view the shared content. Information sharing at such an unprecedented scale in social networks may post serious security and privacy concerns. For example, in medical and scientific research, collecting human behavior and health information requires

⁵Susan Bregman et al., *Uses of Social Media in Public Transportation: A Synthesis of Transit Practice* (Washington, D.C.: Transportation Research Board, 2012), 7, <http://www.trb.org/Main/Blurbs/167067.aspx>.

⁶Denise E. Agosto and June Abbas, eds., *Teens, Libraries, and Social Networking: What Librarians Need to Know*, *Libraries Unlimited Professional Guides for Young Adult Librarians* (Santa Barbara, Calif: Libraries Unlimited, 2011), XVII.

⁷Beth Kanter and Allison H. Fine, *The Networked Nonprofit: Connecting with Social Media to Drive Change*, 1st ed (San Francisco: Jossey-Bass, 2010), 29.

very strict scrutiny, whereas social networks make it possible to collect such information much more easily without contacting the subjects.⁸ Whereas according to the Highlights of the Pew Internet Project's research related to social networking : 'As of 2012, social media has become one of the most powerful sources for news updates through platforms such as Facebook, Blogger, Twitter, Word-Press, LinkedIn, Pinterest, Google+ Tumblr, MySpace and Wikia; fully 40% of cell phone owners use a social networking site on their phone, and 28% do so on a typical day; as of September 2013, 73% of online adults use social networking sites.; as of the same September 2013: 71% of online adults use Facebook; 18% of online adults use Twitter; 17% use Instagram; 21% use Pinterest; 22% use LinkedIn.⁹ One of them is twitter. A variety of short messages on a myriad of subjects can be read, therefore users are exposed to reading new words, facing turns of phrase, and jargon, which all helps in building and expanding the English vocabulary.¹⁰ Those mean, social media networking can improve knowledge of student clearly and concrete. So, in this research the researcher wants to find the effectiveness of social media networking in improving vocabulary.

⁸Trisha DowerahBaruah, "Effectiveness of Social Media as a Tool of Communication and Its Potential for Technology Enabled Connections: A Micro-Level Study," *KrisnaKantaHandiqui State Open University 2*, no. 5 (May 2012): 4.

⁹Arianasimmonica and Pop AnamariaMirabela, "The Impact of Social Media on Vocabulary Learning Case Study Facebook," Department of International Business, Faculty of Economic Sciences, University of Oradea, Oradea, Romania, 2014, 122.

¹⁰*ibid.*, 123.

Based on description above, this research is necessary to observe the effectiveness of social media networking in teaching vocabulary. As the sample, this study focus on the tenth grade students at SMAN 1 Jetis in academic year 2016/2017. The researcher took of the tenth grade students as sample because the tenth grade is the first grade in senior high school which need motivation and media in learning English, especially vocabulary. In this research, SMAN 1 Jetis as subject because SMAN 1 Jetis never employ this media in teaching vocabulary.

According to the background above, the researcher intended to analyze the effectiveness of social media networking in improving students' vocabulary mastery. Finally, the researcher takes the title "The Effectiveness of Social Media Networking on Vocabulary Mastery to the Tenth Grade Students at SMAN 1 JetisPonorogo in Academic Year 2016/2017"

B. Research Focus

To avoid a far ranging discussion, this study focused on analysis the effectiveness of social media networking on vocabulary mastery to the tenth grade students at SMAN 1 Jetis in academic year 2016/2017

C. Statement of the Problem

1. Is there are significant different vocabulary mastery between the students who are taught by using social media networking and who are not taught by social media networking at the tenth grade of SMAN 1 JetisPonorogo in academic year 2016/2017?

D. Objective of the study

1. To define the effectiveness of social media networking on vocabulary mastery to the tenth grade students at SMAN 1 Jetis in academic year 2016/2017.
2. Significances of the Study

After completing the research activities, this study is expected to give significances presented as follows:

1. Theoretical significance

The result of this research can give knowledge in educational practice, especially to teach vocabulary. It can contribute as references in media to improving students' vocabulary mastery.

2. Practical significance

- a. Teachers

It is expected to give you school contribution for teacher to help them in teaching their student, especially in student's vocabulary mastery. This is especially for English teacher of SMAN 1 JETIS to student's vocabulary mastery by social media networking, it also can motivate English teacher to be creative teacher.

- b. Students

It is expected to be useful for the student to. The student is known many Medias to learn English beside that the student can appreciate to use variation of media. Furthermore, with social media networking the student get more information will practicing English learning.

c. Readers

This study is expected to give contribution to readers, especially the student of English department of IAIN Ponorogo enriching referenced concerned.

d. Organization of the Thesis

The researcher organizes the research report in order to make the reader easier to understand. The content covered in this research. They are:

Chapter I: Introduction

This chapter explains about background of the study, research focus, statement of the problem, objectives of study, significances of the study, and organization of thesis.

Chapter II: Review of Related Literatures

This chapter consists of theoretical background that explains about the definition of teaching, vocabulary, component of vocabulary, teaching vocabulary, learning vocabulary, definition of social media networking, kind of social media networking, previous study, and theoretical framework.

Chapter III: Research Methodology

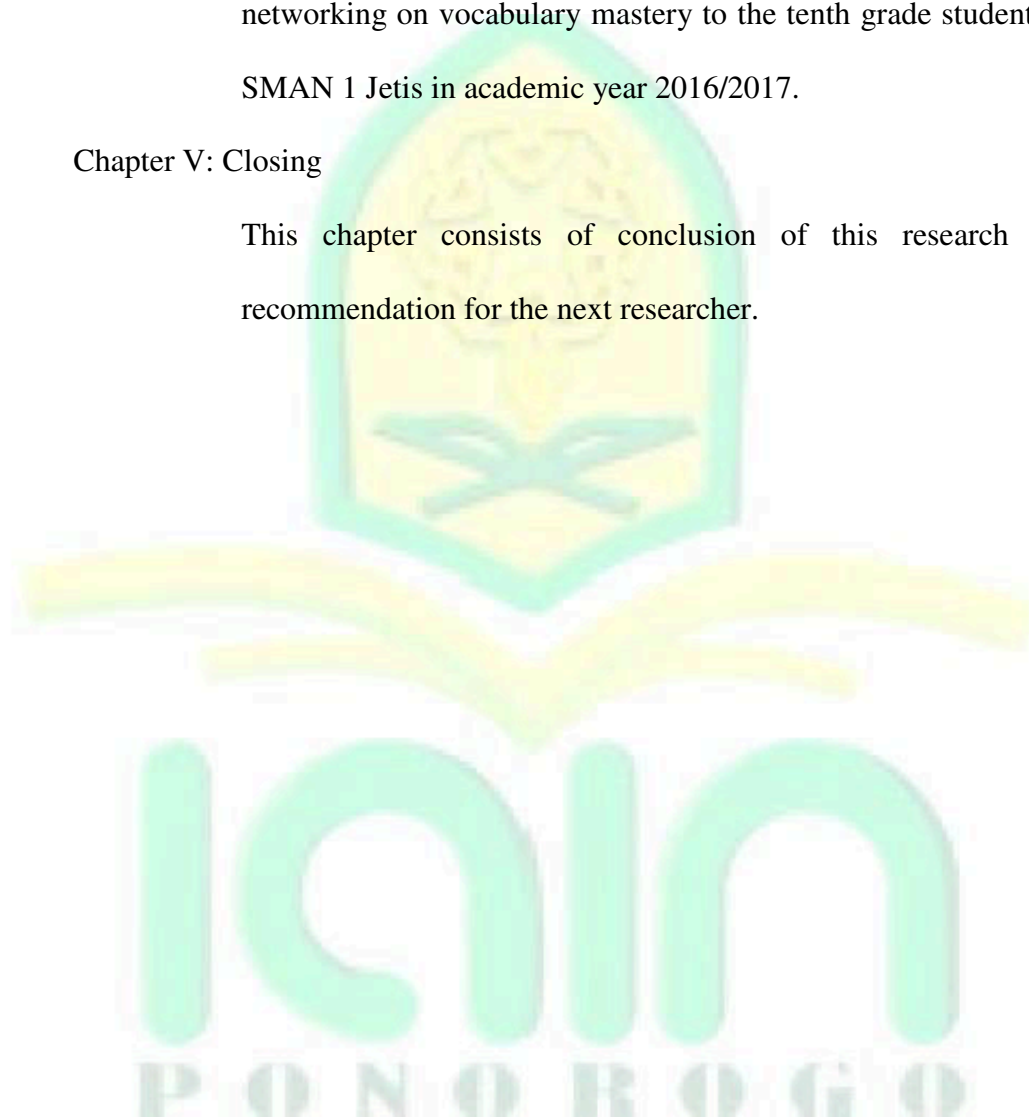
This chapter contains of research design, population and sample, instrument of data collection and technique of data analysis and hypothesis.

Chapter IV: Result and Discussion

This chapter contains about the result study pre-test, post-test and data analysis about the effectiveness of social media networking on vocabulary mastery to the tenth grade students at SMAN 1 Jetis in academic year 2016/2017.

Chapter V: Closing

This chapter consists of conclusion of this research and recommendation for the next researcher.



CHAPTER II

A. Theoretical Background

1. Teaching vocabulary mastery

a. Definition teaching

Teaching is guiding and facility learning enable the learner to learn, sitting the condition for learning. In another hand, it can defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something providing with knowledge causing to know or understand.¹¹

In teaching activity many aspect must be involved. Teaching must include teaching components, including teacher, students and subject matter. L. Gow and D. Kember argued that conceptions of teaching affect teaching methods used by teachers, the methods students use to learn, and the learning outcomes students achieve. In other words, teachers who conceive of teaching as being teacher-centred use a transmission of knowledge method.¹²

So, teaching is not only giving materials process but also designing learning environment for students. It also can be signed as process in making characters, cultures and students' lives quality. Teaching is not only activity of transforming information or knowledge to the students. Teaching can't view as

¹¹H. Douglas Brown, *Principles of Language Learning and Teaching*, 4th ed., [8. Nachdr.](White Plains, NY: Longman, 2005), 7.

¹²Mary B Klein, *New Teaching and Teacher Issues* (New York: Nova Science Publishers, 2006), 7, <http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=283553>.

a delivery process. Teaching must be viewed as a process systematizing situations, conditions, task material and opportunities in order to help students acquire and construct new knowledge.

b. Definition of Vocabulary

Vocabulary is all the words that a person knows and uses.¹³ It means that vocabulary is the most important factor that students should be mastered. A student who lacks the vocabulary will find difficulties in language-learning process and has little opportunity to be successful in developing the four language skills.

Vocabulary is central of language teaching and learning. It means that by mastering vocabulary, of course with grammar, the learners will produce so many sentences easily either in spoken or written one. They can also communicate with other people fluently and express their opinion or ideas conveniently.¹⁴

Vocabulary is all the words in a particular language.¹⁵ Wilkins states that there is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes

¹³Albert Sydney Hornby and Jonathan Crowther, *Oxford Advanced Learner's Dictionary of Current English*, 5.ed., 2.impr (Oxford: Oxford Univ. Press, 1995), 1331.

¹⁴Burhayani, "The Effectiveness of Teaching Vocabulary through Songs to the Second Years Students of IkatanKeluargaKesejahteraanTentara (IKKT) Elementary School West Jakarta," *UniversitasNegeri Jakarta*, 2013, 69.

¹⁵Hornby and Crowther, *Oxford Advanced Learner's Dictionary of Current English*, 1662.

to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed.¹⁶

c. Kinds of vocabulary

1) Noun

The noun is one the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it may function as the chief or head word in many structure of modifier.¹⁷ A noun is used as a subject or an object.¹⁸

a) Types of noun classified by meaning are:

(1) Proper nouns

A proper noun begins with capital letter in writing. It includes personal name; names of geographic units such as countries, cities, rivers; name of national and religions; name of holiday; name of time units; words used for personification.¹⁹

¹⁶Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," 22.

¹⁷Marcella Frank, *Modern English; a Practical Reference Guide* (Englewood Cliffs, N.J.: Prentice-Hall, 1972), 6.

¹⁸Betty SchramperAzar, *Understanding and Using English Grammar*, 2nd ed (Englewood Cliffs, N.J.: Prentice Hall Regents, 1989), 263.

¹⁹Frank, *Modern English; a Practical Reference Guide*, 6.

(2) Concrete and abstract nouns

A concrete noun is a word for a physical object that can be perceived by the sense. An abstract noun is a word for a concept. It is an idea that exists in our minds.²⁰

(3) Countable or no countable nouns

A countable noun can usually be made plural by addition of -s. Mass nouns form one type of non-countable noun. Abstract nouns are no countable.²¹

(4) Collective nouns

A collective noun is a word for a group of people, animals, or objects considered as a single unit. Examples of collective nouns are audience, committee, class, crew, crowd, enemy and others.²²

b) Functions of nouns.

Nouns have many functions in sentence. There are:²³

(1) Subject of verb

What or who is being talked. The verb agrees with the subject in person and in number. Example: The girl is resting.

(2) Complement of verb

This completes the predication after the verb or object of verb.

Examples: We need some money.

²⁰ibid., 7.

²¹ibid.

²²ibid.

²³ibid., 9.

(3) Subjective complement (predicate noun)

Used after linking verb to refer back to the subject. While an object of a verb has a different identify from the subject, a subjective complement has the same identify as the subject. Example: Washington was the first president of the United State.

(4) Objective complement

An object is following the direct object that has the same identify as the direct object. Example: The country elected Washington president.

Marker of noun²⁴, while marker also point to verb, adjective or adverb that follow, their greatest usefulness is in signaling nouns. (1) Determiners; articles, possessives, demonstrative, numbers, word of indefinite quantity.

(2) Preposition.

2) Verb

The verb is the most complex part of speech. It's varying arrangement with nouns, determiner, the different kinds of sentence, statement question, command, exclamations. Like the noun, the verb has grammatical properties of person and number. Properties are which require agreement with the subject.²⁵

a) Type of verb

Verb has many types based on the character, there are:

²⁴ibid., 18–19.

²⁵ibid., 47.

(1) Classified by complement of verb²⁶

The types of verb here differ according to the kind of complement that it may have. Because these types may cat cross each other, a verb may belong to more than type, there are:

(a) Predicating and linking verbs

A predicating verb is the chief word in the predicate that says something about the subject. The predicating word has traditional been called a verb of action. A linking verb is a verb of in complete predication. It merely announces that the real predicate follows. The important word is in the complement usually an adjective.

(b) Transitive and intransitive verbs

A transitive verb takes a direct object. An intransitive verb does not require an object. Only transitive verbs may be used in the passive voice. All linking verb are intransitive.²⁷

(c) Reflexive verbs

A reflexive verb requires one of the compounds with –self as its object. Example: express yourself, wash oneself and other.²⁸

²⁶ibid., 48.

²⁷ibid.48.

²⁸ibid., 49.

(2) Classified by form of verb²⁹, there are:

(a) Auxiliaries or lexical verbs

Two or more words may be joined together into a single verb phrase that functions as the full verb of predicate. The first part of the verb phrase is the auxiliary and the second part is the lexical verb. The lexical verb carries the chief burden of semantic content.

(b) Finite and non-finite

The form of these verbs is determined by the function which the verb has in sentence. A finite verb is a lexical verb with or without auxiliaries that act as the full verb in the predicate. Non-finite verbs are incomplete verbs function as other parts of speech than verbs. The non-finite forms, which are also called verbal, are not limited by person or number, but they have voice and some tenses.

The verb functions as the grammatical center the prediction about the object. It may be grammatical center expressing mere linkage, or it may be strongest predicating word in the central core of the sentences. The verb is so basic that other functions are determined in relation to it.³⁰ The verb used after a subject or before an object or complement. The

²⁹ibid., 50.

³⁰ibid., 51.

appears before the subject in most questions and in sentence or clause that begin with certain types of negative adverb.³¹

3) Adjective

The adjective is a modifier that has grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other positions as well.³²

a) Types of adjective, there are:³³

(1) Determiners

Determiners consist of a small group of structure words without characteristic form: article, demonstrative adjective, possessive adjective, and numeral adjective, adjective of indefinite quantity, relative and interrogative adjective.

(2) Descriptive adjective

Descriptive adjectives usually indicate an inherent quality or a physical state such as age, color, inflectional and derivational endings can be added only to this type of adjective.

Function of adjective modifies a noun or pronoun. Example: the small boy, he is small.³⁴

³¹ibid., 52.

³²ibid., 109.

³³ibid., 110.

³⁴ibid., 111.

b) Position of adjective in relation verb.³⁵

- (1) After the linking verbs are being, appear, seem, look. Example: the boy is handsome.
- (2) After certain verb and their object, as object, complements remain the position after the ver. Example: I was made uneasy by the storm.
- (3) In the special verb adjective combinations that express a state. Example: she held the child tight.

c) Position of adjective in relation nun.

(1) Noun head (pre-position)

Determiners and descriptive adjective appear in this position before a noun.

The determiners precede the descriptive adjectives. Example: the tall mall set down quickly.

(2) Noun head (post-position)

In set phrase coming from old French, with unit of space or time, place or time words that usually function as adverb, cardinal number used for identifying or naming, the adjective enough in the last sentence.

Marker of adjective, adjective is signaled by adverbs of degree like very, quite, rather, extremely. Adverb of degree are used “ing” adjective but not with participle or with gerund. Since these two verbal form occur in the same position as participial adjective from these other form.³⁶

³⁵ibid., 112–13.

³⁶ibid., 122.

4) Adverb

It has been customary to include the most disparate element among the verb, frequently those that cannot be put into any other part of speech classification.

Adverbs range in the meaning from words having a strong lexical content to those that are used merely for emphasize.³⁷

a) Type of adverb:

- (1) Classified by meaning³⁸, there are: (a) manner (b) place and direction. Among the adverb of place and direction may be include prepositional forms appearing after verb. Some archaic forms for adverbs of place and directions are still form the literary. (3) Time; a definite time, theses adverbs have noun form and some maybe used in plural form.
- (2) Classified by function.³⁹ There are: (1) sentence adverbs, these adverbs often have a loose grammatical connection with the rest of the sentences and looked upon modifying the whole sentences than the verb. Example: fortunately, actually. (2) One sentence or clause and the preceding sentences or clause. As in the case of sentences adverbs, they probably should be considered as modifying the whole sentence and clause better than verb alone.

³⁷ibid., 141.

³⁸ibid., 142.

³⁹ibid., 144.

b) Function of adverbs.⁴⁰

1) Adverbs as modifier of a verb.

Sentence: The boy threw the ball quickly.

2) Adverbs as modifier of an adjective or an adverb.

Sentence: The very small boy threw the ball very quickly.

3) Adverbs as modifier of an entire sentence.

Sentence: fortunately, the boy threw the ball quickly.

The adverb has a greater degree of maneuverability than any of other parts of speech. It can will one of three positions: ⁴¹

1) Adverbial in initial position

Commas often occur after adverbial in initial position. The longer the adverbial or adverbial expression in the more likely that comma will be used.

Sentence adverb and conjunctive adverbs especially are likely to be cut off by commas. Example: Obviously, Mr. Jones doesn't care to work very hard.

2) Adverbial in final position

Commas generally do not cut off adverbials of time and place appearing in final position. Example: I saw his there Sunday night.

⁴⁰ibid., 33.

⁴¹ibid., 147.

3) Adverbial in mid position

In this position, sentences adverb and conjunction adverb are likely to be off by commas. Such commas must appear before and after the adverbial element.

c) Form of adverbial⁴²

In this position, sentences adverb and conjunction adverb are likely to be off by commas. Such commas must appear before and after the adverbial element.

1) Inflectional form

The adverb has an inflectional form only for comparison. Short adverbs that have the same form as adjective are compared by the addition of “-er, -est”. These adverbs are of several types: (1) Adverbs of manner, (2) adverb of time, (3) adverb of distance and direction.

2) Derivation verb

Most adverb of manner, many sentence adverb, and some adverbs of frequency and degree are formed by adding the derivational suffix -ly to a descriptive. (1) Final -y preceded by consonant is changed to i (b) a consonant preceded by a single vowel is double in one syllable adjective (3) Final e is dropped.

5) Preposition

Preposition is classified as a part of speech in traditional grammar. However, preposition as well as conjunction differ from other part of speech in that (1) each is composed off a small class of words that have no formal characteristic endings; (2) each signals syntactic that function as one of the others part of

⁴²ibid., 156–57.

speech. For these reasons modern linguistics prefer to classify preposition as structure words rather than part of speech.⁴³

a) Type of preposition

(1) Time; (1) one point of time, example: on, at, in. (2) extended time, example: since, by, from, during, for, in. (3) sequence time, example: before, after.

(2) Place, position and direction; (1) position, example: in, at, on, above, near, below. (2) Direction, example: to-from, into-out of, up-down.

b) Function of preposition⁴⁴

1) The preposition has the function of connection a noun or a pronoun to another word, usually a noun, verb or adjective. Sentence: The girl with the red hair is beautiful.

2) Other nominal than noun or pronoun that may be joined to a sentence by preposition. Example: The jeweler showed the diamond ring to whoever might be potential buyer.

After a verb of motion, a preposition of position or direction may be used without noun object. Example: He fell down the stair.

d. Definition of Teaching Vocabulary

Traditionally, the teaching vocabulary above elementary levels was mostly incidental, limited to presenting new items as they appeared in reading or sometime listening texts. This indirect teaching vocabulary

⁴³ibid., 163.

⁴⁴ibid., 173.

assumes that vocabulary expansion will happen through the practice of other language skills, which has been proved not enough to ensure vocabulary expansion. Nowadays, it is widely accepted that vocabulary teaching be part of syllable, and taught in a well-planned and regular basis. Someone who has a lot of vocabulary of foreign language, she/he could learn language easily. Since vocabulary is all about words, and good mastery of vocabulary helps someone understand language. It is supported by Wallace “who says that vocabulary is one of the most important parts of languages, because when speaking a language, the speakers need several words to convey ideas. Therefore, people can understand what the speakers mean. When a learner intends to learn foreign language, he/she has to learn the vocabulary of the foreign language first”.⁴⁵

Learning words does not occur in a vacuum; that is, children do not acquire meanings of words in isolation. All learning—both personal and academic—occurs within the sociocultural environment of the home, community, and classroom. According to J. Scott, B. Nagy, & S. Flinspach, “Literacy is a social practice, so students learn academic vocabulary through social interactions as members of the learning community”.⁴⁶ Therefore, effective teachers of language and literacy provide practices that stimulate

⁴⁵FajarFurqon, “CorrelationBetween Students’ Vocabulary Mastery and Their Reading Comprehension,” *Indonesia University of Education* 1 (2013): 71.

⁴⁶J scott, B Nagy, and S. Flinspach, “More than Merely Words: Redefining Vocabulary Learning in a Culturally and Linguistically Diverse Society,” *Education Department University of California*, 2008, 197.

rich uses of language, designing their instructional programs within a social context that promotes literacy learning. Teachers know that students who are learning to read and write and those who are reading to learn—that is, learning in content areas—will benefit from a sound instructional vocabulary program. This is especially true for classrooms where children have small vocabularies and are English language learners. Knowledge of words is acquired incidentally, where vocabulary is developed through immersion in language activities. Words are also learned through direct instruction, where students learn words through a structured approach. Thus, vocabulary programs should be designed to support children's word learning through a combination of approaches to teaching, direct instruction, and incidental word learning.

e. Definition of English Vocabulary Mastery

There are many definition of vocabulary proposed by some experts. It is very important for one to know what vocabulary is before discussion vocabulary mastery. Mastering a large of vocabulary is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills.

According to Hatch and Brown the term vocabulary refers to a list or set of words for particular language or a list of words that individual

speakers of language use.⁴⁷ Since vocabulary is a list, the only system involved is that alphabetical order. The choice in vocabulary selection and methods used in teaching vocabulary are important factors. It needs the process of learning on context to get the meaning of words. Vocabulary is a fundamental component of second language proficiency; one of the primary goals language learning is to know the meanings of the words. It is needed to communicate successfully in the second language.⁴⁸

Vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English.⁴⁹ The students' mastery between a students and another is different. It is caused by the differences of students' abilities. So, the students' mastery is capabilities of students to receive new information from the subject or study. Vocabulary mastery plays an important role in the process of achieving in language teaching objectives that is the mastery of four language skill.

The vocabulary mastery of language will be added, because on four experiences is communication one every day. So, vocabulary is an important

⁴⁷Budi Setiawan, "Improving the Students' Vocabulary Mastery Through Direct Instruction," *SebelasMaret University*, 2010, 8.

⁴⁸*Ibid.*

⁴⁹ImasFebriyansyah, "Improving Students' Vocabulary Mastery Through Bingo Game for Grade X of Sman 4 Purworejo in the Academic Year of 2014/2015" (Yogyakarta Atate University, 2015), 13, [http://eprints.uny.ac.id/29738/1/SKRIPSI%20IMAS%20FEBRIYANSYAH\(10202244092\).pdf](http://eprints.uny.ac.id/29738/1/SKRIPSI%20IMAS%20FEBRIYANSYAH(10202244092).pdf).

thing to learn English language where the mastery vocabulary will support the successfulness of the students in English language. It can be said that vocabulary mastery is complete skill to understand the stock of words and their meaning of a particular language.

f. The learning vocabulary

Learn is having a lot of knowledge because you have studied and read a lot.⁵⁰ So, learning is the development of new knowledge, skill or attitude when the individual interacts with information and environment. Learning vocabulary has close meaning with learning word, because According to David Nunan vocabulary is the collection of words that an individual knows.⁵¹ Since students' were child, students' learn words from mother tongue, the containing of words that have known the meaning of words, especially when learn foreign language such as English. It's because there are difference both meaning and words. To learn a lot of vocabulary, students' have to do things:⁵²

1) Study each unit of book carefully and do all the exercise. Check the answer key. Repeat the units after a month see how much students' have learned and forgotten. Repeating work is very important.

⁵⁰Hornby and Crowther, *Oxford Advanced Learner's Dictionary of Current English*, 846.

⁵¹MiskatunNihayah, TettiYukesty, and HanipPujiati, "Improving Students' Vocabulary Mastery Through Fan-N-Pick Technique," Pakuan University, Mei 2013, 3.

⁵²Michael McCarthy, Felicity O'Dell, and Geraldine Mark, *English Vocabulary in Use: Elementary; with Answers; [60 Units of Vocabulary Reference and Practice; Self-Study and Classroom Use]*, 19th printing (Cambridge: Cambridge Univ. Press, 2009), 4.

2). Develop students' ways to study and learn new words and phrases. For example, every time students' see or hear an interesting phrase, write in a notebook.

Sometime most of the students learning vocabulary have difficulty to always remember the new words taught to them.

g. The Importance of vocabulary

Learning vocabulary is important because it helps students in speaking, writing, reading and listening. According to Cameron "A person said to know a word if they can recognize its meaning when they see it".⁵³ It means, that people can be said understanding words if they know the meaning and also understand the words.

Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.⁵⁴ This is the linguist David Wilkins summed up the importance of vocabulary learning. The statement could be meant that if the learners spend most of their spend time studying grammar, their English will not improve very much. They would see most improvement if they learn more words or expression or it called vocabulary. They could say very little with grammar, but they can say anything with words. From the statement above it is stated clearly that vocabulary plays the most important role in

⁵³Nihayah, Yukesty, and Pujiati, "Improving Students' Vocabulary Mastery Through Fan-N-Pick Technique," 3.

⁵⁴Ibid., 2.

learning foreign language. Learners can speak, write, read and even listen English, of course, by having much vocabulary.

a. Social Media Networking

a. Definition social media Networking

According to Denise E. Agosto, social media are digital tools designed more for digital content sharing and less for purposes of communication and interaction. YouTube is a popular social media tool and one that many teens use for sharing videos. Within You- Tube, users can comment on other users' videos, but the main purpose of the site is content sharing.⁵⁵ When we think of social media, we generally think of Facebook and twitter. However, in reality it is more than that. Social networks are defined as “social structures that can be represented as networks – as sets of nodes (for social system members) and sets of ties depicting their interconnections”⁵⁶ Coyle & Vaughn argued that “The idea of Social Networking has existed for several decades as a way for people to communicate in society and build relationships with others. With the increase of technology used for communicating with others and the popularity of the Internet, “Social Networking” has become an activity that is done primarily on the Internet,

⁵⁵ Agosto and Abbas, *Teens, Libraries, and Social Networking*, XVII.

⁵⁶ H. Vicky Zhao, W. Sabrina Lin, and K. J. Ray Liu, *Behavior Dynamics in Media-Sharing Social Networks* (Cambridge ; New York: Cambridge University Press, 2011), 5.

with sites like MySpace, Facebook, Bebo, Friendster, and Xanga.⁵⁷ With the world in the midst of a social media revolution, it is more than obvious that social media like Facebook, twitter, MySpace, Skype etc., are used extensively for the purpose of communication. The term Social Media refers to the use of web-based and mobile technologies to turn communication into an interactive dialogue. Social media takes on many different forms including magazines, Internet forums, weblogs, social blogs, micro-blogging, wikis, podcasts, photographs or pictures, video, rating and social bookmarking.⁵⁸

Social media is generally used to describe collaborative media creation and sharing on a fairly large scale (that can include SNS but also other participatory media activities such as news blogs) but can be extended to include smaller user-generated content networks or micro-communities (i.e. the 'small media' aspect of the current media environment), and things that sometimes fall outside SNS such as blogs/v-logs, podcasts, wikis, game muddling.⁵⁹ Social media is a fairly new concept since almost nobody heard or uses social media 10- 15 years ago. Nevertheless, nowadays websites such as Facebook, Twitter, and LinkedIn have more than 1 billion users and account for almost 25 percent of Internet use. Twitter is an online social

⁵⁷Kaitlynflad, "The Influence of Social Networking Participation on Student Academic Performance Across Gender Lines," The College at Brockport: State University of New York, 2010,7.

⁵⁸Baruah, "Effectiveness of Social Media as a Tool of Communication and Its Potential for Technology Enabled Connections: A Micro-Level Study," 5.

⁵⁹Philippa Collin et al., The benefits of social networking services: literature review., 2011, 8.

networking and micro blogging service created in 2006 by Jack Dorsey, Evan Williams, Biz Stone and Noah Glass. The service rapidly gained worldwide popularity, with 500 million registered users in 2012, who posted 340 million tweets per day as it appears from the List of virtual communities with more than 100 million active users published online. Registered users can read and post tweets, but unregistered users can only read them. Users access Twitter through the website interface, SMS, or mobile device app. It enables users to send and read 'tweets', which are text messages limited to 140 characters, which forces users to choose words carefully and to convey the message clearly. This is excellent for improving your English as unnecessary words are eliminated. Twitter helps users improve English reading skills too.⁶⁰ According to an article posted on Facebook, it appears that only Facebook's monthly active users now exceed 800 million and their daily active users, exceeds 400 million It looks like almost overnight, social media has grown indispensable to our lives--from friendship and dating to news, weather forecasts and business issues.⁶¹ In other theory social media is a phrase used to describe various websites or other forms of technology where people can connect and interact with one another and share information.⁶²

⁶⁰simmonica and Mirabela, "The Impact of Social Media on Vocabulary Learning Case Study Facebook," 123.

⁶¹ibid., 121.

⁶²ibid.

Based on describe above, we can conclude that in this era of globalization of social media networking is in need in finding information and sharing information. Someone will get any information from social media networking sources around the world.

b. The advantage of social media networking

Social media (SM) is the fastest growing web application in the 21st century.⁶³ The diverse applications of SM like Wikis, video streaming and applications, and social networks make it the phenomenon of the century. Social networks are becoming major tools for education, and entertainment. The human nature is keen on interacting with people and finding common areas and interests. In education, two streams are prevailing: the use of social networks as a tool supporting activities deemed important for the purpose of educational institutions, instructors, and students. The second stream is the bad influence social network inflicts on students behaviors and time management.⁶⁴ There are the emphasized of social media in young people, especially students.⁶⁵

1. Information and communication technologies (ICTs) are becoming important tools for educational support. Computers and the Internet are becoming more and more important in the learning and teaching processes.

⁶³“The Influence of Social Networks on High School Students’ Performance;,” International Journal of Web-Based Learning and Teaching Technologies 10, no. 2 (April 2015): 49, doi:10.4018/IJWLTT.2015040104.

⁶⁴Ibid., 50.

⁶⁵Ibid., 50–51.

With the advent of mobile phones, especially smart phones, it is becoming easier to reach students and even utilize the capabilities of technology.

2. Facebook resulted in a significant improvement in students' performance in universities. A study in a Vietnamese university concluded that students using Facebook as a social media has improved substantially with respect to their grades N. Tuan & N. Tu. The same study also concluded that the improvements and value of social network sites was not related to the academic performance but also to the adaptation to the social environment of school. The same argument relating to social absorption by students is reached by R.Gafni, & M. Deri, where they emphasized the role of social networks in socializing students and opening channels for finding more academic resources, thus improving their academic achievement. Such result was not supported for senior students, where social absorption is less relevant at later years and student experience might benefit more in academic area.
3. Social network is a strong tool for social interaction and connection, where it can improve family ties and friends in a rich social context. A study on 161 Tunisian students concluded that performance was improved because of students' satisfaction with their family and friends relations S. Rouis.

Based on describe above, We can find some information from social media. Below we summarize these as Media Literacy, Formal Educational Outcomes, Informal Education and Learning, Creativity, Individual Identity

and Self-Expression, Strengthening Social Relationships, Belonging and Collective Identity, Building and Strengthening Communities, Civic and Political Participation, Self-Efficacy and Wellbeing. Social media has many applications to accessed. Creative content sharing practices (such as blogs, animations, videos, photos and digital collages) form an increasingly integral part of young people's communicative exchange and play a significant role in young people's developing sense of identity and community. And it is interesting to young people, In addition to communication; SNS facilitate the creation and sharing of various forms of content including blogs, video, photos and more. In general, Australians are the world's most prolific users of social media, and young people under 25 are the most active group when it comes to creating, updating and viewing social media.

B. Previous Study

1. The first previous study was conducted by Mingle and Adam. This study aims to identify social network sites and their usage among students, especially in senior high school. The study used the cross-sectional survey method to find out how social network participation affects academic performance of students in SHS. A survey design provides a quantitative research. Researchers selected students in senior high school in Ghana as subjects. The total population for the study was Five Thousand Two Hundred and Forty Nine. The total sample size for the study was 526 (10%).

The study has revealed that despite the benefits that come with the participation of students on social media networks, it could impact negatively on their academic performance if not used properly. A lot of benefits abound in the use of social media networks such as sharing information and ideas, improving reading skills etc. Despite the benefits that comes with the participation of students on social media networks, its misuse could affect the academic life of the student and thereby their performance. As stated by Katz et al in their gratification theory, that the media chosen by people would compete with other sources of information.

Therefore, social media networks compete with academic work for students' attention. It is therefore the responsibility of the student to make the right decision in relation to the use of social media networks. Also, Bandura's social learning theory states that as the learning outcomes of students are influenced by the students decision on his choice of situation (social media networks and participation) and peers (friendship networks) they could make the right decision in the usage of these media to bring about the positive outcome (academic performance).⁶⁶

Research equation I would do is the same as examining the use of social media networking in the education of high school students, but the difference in my research by Jeffrey research Mingle is the second variable.

⁶⁶Jeffrey Mingle and Dr. Musah Adams, "Social Media Network Participation and Academic Performance in Senior High Schools in Ghana," University of Ghana, Legon, 2015, 1–51.

In this research focus on grammar and spelling and in my research focus on vocabulary mastery

2. In other study was conducted by Ali. This study aims to identify social Media Addiction among Young People in Turkey, especially in students. The study use quantitative approach. Target group of the study (population) is consisted of teenagers aged 13-19 years. 271 students (sample) who are enrolled in a state high school in Gaziosmanpaşa district of İstanbul province in Turkey for the 2014-2015 second term are used in the study

Social media has had a strong position along with the developments in internet technology, and it has opened up new horizons in the field of communication with its comprehensive and interactive structure. Computer systems and following developments in internet technology are the two major elements caused social media formation. Once the internet technology is advanced and social media is emerged, mass communication has begun to have new dimensions, and a new interaction field called the virtual world has begun to form. Today, internet users show a great interest in social networking sites like Facebook, Twitter, Instagram, YouTube and Google+, and they create own profiles on these sites. These profiles make it more difficult for an individual to stay away from the Internet. Mobile devices also support internet access and social networking applications, which triggers social media addiction.

Media has caused human relationships to change. Virtual gifts, messages and games have brought an end to face-to-face (direct) communication. Individuals have begun to turn to social media once they have been able to communicate from wherever they are without facing any difficulty. Growing interest in social networking sites causes social media addiction.

In general, it is the young people who become addicted to social media. Economic problems, psychological disorders and physical disabilities cause individuals to escape real world, and seek solace in virtual world. This situation, however, gives rise to poor social relationships and isolated individuals. Lack of knowledge and failure of parents to guide their children on proper use of social media are among the main reasons triggering social media addiction. Although social media addiction is defined as spending excessive time on social networking sites, and inability to control oneself to access these sites, there is no definite diagnosis of the disease. Therefore, it is highly difficult to diagnose a social media addiction in a person. For a social media addict the distinction between real and virtual life is blurred, and he/she nearly breaks the real life.

The findings of this study show that social media has a significant influence on young people, which causes addiction level of the young to increase, and the time they spend on these networks to go up. It is important to develop consciousness on social media at the very beginning of the

childhood in order to prevent addiction. At this point, media, education and health authorities should take action together to increase public awareness. It is also possible to mention that educational seminar and programs organized by local governments would make an important contribution towards preventing social media addiction.⁶⁷

The researcher chooses influence social media networking in young people's day and my study chooses the effectiveness social media networking in student's school, especially vocabulary mastery.

3. The last previous study was conducted by Baruah. The main objectives of the paper are to analyses the impact of Social Media as a means of communication tool, to assess the usefulness of social media as a too, of communication, to assess the potential of social media as a tool for technology enabled connections. The study is basically a qualitative and quantitative analysis of the role and importance of social media as a tool of effective communication. The area that has been selected for the present study is Guwahati city which is fast becoming an industrial region in the north-eastern part of India. A sample survey was carried out among the residents of Guwahati city. A total of randomly selected 200 samples of

⁶⁷Ali Murat KIRIK, "A Quantitative Research on the Level of Social Media Addiction among Young People in Turkey," *International Journal of Science Culture and Sport* 3, no. 13 (January 1, 2015): 108–22, doi:10.14486/IntJSCS444.

people residing in the urban areas of Guwahati city have been taken into consideration.

Collaboration through online mode becomes easy if it is facilitated by social media technologies. For instance, learners can collaborate on team projects. Learners in the same study groups can co-draft documents, spreadsheets, presentation slides and more with Google Docs. Faculty members are cashing on the growing popularity of blogging and micro-blogging by using blogs as additional teaching/learning resources. Social media provide simple, inexpensive ways to organize members, arrange meetings, spread information, and gauge opinion. As more systems emerge, there will be greater capacity for groups to organize and participate in collective action, a hallmark of civil society. Social media can be effective for building social authority; individuals or organizations can establish themselves as experts in their fields, and then they can begin to influence these fields. Thus, one of the foundational concepts in social media is that, with social media, one cannot control one's message completely, but one can contribute to discourses. Social media technologies are capable of reaching audiences all over the world.⁶⁸

Research equation I would do is the same as examining the use of social media, but the difference in my research by Trisha research is the

⁶⁸Baruah, "Effectiveness of Social Media as a Tool of Communication and Its Potential for Technology Enabled Connections: A Micro-Level Study," 1–10.

second variable. In this research focus on communication and connection and in my research focus on vocabulary mastery.

C. Theoretical Framework

Theoretical framework is a concept in the thesis about how the theories are related with the factors which are identified as the importance problem. In improving the student's vocabulary mastery, the teacher needs other way to make their students understood about it. With social media networking can make good vocabulary mastery.

Based on the theoretical analysis, the variable of the research can be known. So that can be categorized into variable that can simplify the calculation is as follows:

Variable X: vocabulary mastery

Variable Y: social media networking

D. Hypothesis

The researcher makes hypothesis that:

Ha: there is a significant difference on vocabulary mastery between the students who are taught by using social media networking and who are not taught by social media networking at the tenth grade of SMAN 1 JetisPonorogo in academic year 2016/2017.

Ho: there is no a significant difference on vocabulary mastery between the students who are taught by using social media networking and who are not

taught by social media networking at the tenth grade of SMAN 1 JetisPonorogo in academic year 2016/2017.



CHAPTER III

RESEARCH METHODS

To existence of the research method has a goal of guiding the research in order to work systematically. The research method convers a set of research activities conducted by researcher. In it involves research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

A. Research design

This researcher employed quantitative approach. The design of research was quasi experimental, because the aim of the research was to determine whether or not there is an effect of social media networking on vocabulary mastery for tenth grade students at SMAN 1 JetisPonorogo in academic year 2016/2017. There are two groups in this research; the experimental group and the control group. In this research, the researcher assigns two subject groups which have no significance difference on their condition. Implementation of pre-test to all subject members to know the subject's level of condition related to the dependent variable, the test also useful to be different control of the groups. Implementation of post-test to the both experimental and control group sample and compared the result. Its mean that there are two groups sample in the research, both experimental and control group are given pre-test and the result of control group post-test is compared to the result of experimental group of post-test. The design is presented by the following:

Pretest-posttest control group design

R O1 X O2
 R O3 O4

Notes:

R: random (the researcher choose the sample with random)

O1: pre-test for the experimental group

O3: pre-test for the control group

X: treatment

O2: post-test for the experimental group

O4: post-test for the control group after using conventional method.⁶⁹

The research design that is used by the researcher is adjusted the purpose of the study, that is to determine the effectiveness of social media networking on vocabulary mastery for the tenth grade students of SMAN 1 JetisPonorogo in academic year 2016/2017.

B. Population and Sample

1. Population

According to Borg, W.R., Gall population in educational research usually as defined as all the members of a real hypothetical set of people, events, or

⁶⁹Donald Thomas Campbell and Julian Cecil Stanley, *Experimental and Quasi-Experimental Designs for Research*, 2. print (Boston: Houghton Mifflin Comp, 1967), 13.

object to which educational researchers wish to generalize the result of the research.⁷⁰

A population is defined as all members of any well-defined class of people, events, or objects.⁷¹ From those statements, population is all of the students will be observed by the researcher. The population in this research is X grade students of SMAN 1 JetisPonorogo in academic year 2016/2017. The number of population is 111 students and it is divided into five classes.

2. Sample

The smaller number of accessible population is called the sample.⁷² Charles, C.M. defines a sample as a small group of people selected to represent the much larger entire population from which it is drawn.⁷³ Sample is smaller than total of population. Based on statement, sample was used to make the process of data collection more effective, efficient, and objective conducted. Thus, sampling technique was a procedure of taking part of population will be used as a sample.

The sampling technique applied in this research in cluster random sampling. Cluster sampling technique involves the random selection of groups that already exists. A common application of cluster sampling in education is

⁷⁰Muhammad Adnan Latief, *Research Methods on Language Learning* (Malang: UM press, 2014), 181.

⁷¹Donald Ary et al., *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010), 148.

⁷²Latief, *Research Methods on Language Learning*, 181.

⁷³*ibid.*

the use of intact classrooms as clusters.⁷⁴ The sample of this research is taken from the tenth grade students of SMAN 1 JetisPonorogo. The researcher makes two groups as the sample of the research. X^E is the control group with 21 students and X^D is the experiment group with 20 members of students.

C. Instrument of Data collection

Instrument is any device which is used to collect the data. Instruments can be presented in written, audio, or visual format. Responses can be gathered via paper- and-pencil tests, computer administered tests, video camera, or audiotape recorder.⁷⁵

So, instrument is a tool that used by researcher in collecting the data in order that he or she work easier, the result is better, accurate, complete, and systematic, so that the data are easy to be processed. The instrument of data collection employed in this research was test.

Data is information collected in a research study.⁷⁶ Data is the most important thing in the research. To get the data, the researcher has to arrange the instrument and the technique data that are needed to collect the data.

⁷⁴ Ary et al., Introduction to Research in Education, 154.

⁷⁵ HosseinTavakoli, A Dictionary of Research Methodology and Statistics in Applied Linguistics (Tehran: Rahnamā, 2013), 277.

⁷⁶ Ibid., 145.

1. Validity

By far most complex criterion of an effective test and arguably the most important principle is validity, “The extent to which inferences made from assessment result are appropriate meaningful and useful in term of the purpose of the assessment”.⁷⁷ To determine the internal validity of an instrument, the researcher uses formula Karl Person Product moment:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

Information:

R_{xy} : coefficient correlation between variable x and y

N : total respondent

$\sum xy$: Total product score with score total

$\sum x$: Score item total

$\sum y$: Scores total

$(\sum x)^2$: quadrate score item total

$(\sum y)^2$: quadrate score total

It is very important to test the validity of our instrument before we are going to hold the research. Because when our instrument is valid the data gained are accurate and valid.

⁷⁷H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, Nachdr. (New York: Longman, 2006), 22.

Table 3.1**Table indicators of instrument**

Title of research	Variable	Indicators	No. item of instrument
The Effectiveness of Social Media Networking on Vocabulary Mastery to the Tenth Grade Students at SMAN 1 JetisPonorogo in Academic Year 2016/2017	Vocabulary mastery	Understanding the meaning of word	3, 25, 26, 27, 28, 30.
		Understanding kinds of vocabulary	
		Noun	1, 5, 6
		Adjective	2, 7, 8, 12
		Synonymy	4
		Pronoun	16, 29
		Verb	9, 10, 11, 13, 14, 15, 17, 18, 19, 20, 21, 22, 24
		Adverb	23

In this research, the researcher makes 30 questions to test the validity of items⁷⁸. From those questions, 15 questions are valid and 15 questions are invalid after tested. The calculation result of data validity, as follow:

Table 3.2**The result of Validity test**

No. Item	"r" calculate (r_h)	"r" index (r_t)	Notes
1	A	0,43	Invalid
2	-0,08	0,43	Invalid

⁷⁸ See Appendix 1

3	0,44	0,43	Valid
4	0,27	0,43	Invalid
5	0,32	0,43	Invalid
6	0,62	0,43	Valid
7	0,69	0,43	Valid
8	0,27	0,43	Invalid
9	0,30	0,43	Invalid
10	0,69	0,43	Valid
11	0,50	0,43	Valid
12	0,74	0,43	Valid
13	0,78	0,43	Valid
14	0,48	0,43	Valid
15	0,06	0,43	Invalid
16	0,73	0,43	Valid
17	0,34	0,43	Invalid
18	0,06	0,43	Invalid
19	0,40	0,43	Invalid
20	0,25	0,43	Invalid
21	-0,68	0,43	Invalid
22	-0,68	0,43	Invalid
23	0,58	0,43	Valid
24	0,46	0,43	Valid
25	0,33	0,43	Invalid
26	0,66	0,43	Valid
27	0,73	0,43	Valid
28	0,69	0,43	Valid
29	0,57	0,43	Valid
30	-0,10	0,43	Invalid

Based on the table, among 30 questions, there are 15 questions was valid and 15 questions were invalid. The researcher uses 15 questions (valid) for collecting the data. There were 15 items about which declared valid are the item number 3, 6, 7, 10, 11, 12, 13, 14, 16, 23, 24, 26, 27, 28, 29.

1. Reliability

A reliable test is consistent and dependable. If you give some test to the same student or matched students on two different occasions, the test should yield similar result.

In reliability using formula as follow:

$$R_{xx} = \frac{k}{k-1} \left(\frac{\frac{s_x^2 - \sum pq}{k}}{\frac{s_x^2}{k}} \right)$$

Information:

R_{xx} : reliability of the whole test

K : number of item of the test

$\frac{s_x^2}{k}$: variance of score on the total test (squared standard deviation)

P : proportion of correct responses on single team

Q : Proportion in correct responses on a single team

The calculation of reliability can know the value of variable instrument reliability of student's vocabulary mastery of class X. values 0,764 the consulted with "r" table on the significant level of 5% is 0,433. Because "r" count (0,764) > "r" table (0,433), so the instrument can be said reliable. For more details it can be seen in the following table:

Table 3.3**Test result of reliability**

“r” arithmetic	“r” table	Explanation
0,764	0,433	Reliable

D. Technique of data collection

There are two kinds of data that used in this research; there are primary data and supporting data. Test is administered to collect the primary data, while interview and documentation are applied to collect the supporting data.

1. Test

Test is used to measure the vocabulary mastery of the students as primary data. Test is an instrument to measure skill or knowledge that present to each subject a standard set of question that requires the completion of vocabulary mastery. Test is any procedure for measuring ability, knowledge, or performance. It is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.⁷⁹

2. Documentation

The documentation that are required for object, or that gave evidence or proof. The documentation the act of recording object in a document⁸⁰; the state of being recorded in document.⁸¹

⁷⁹Tavakoli, A Dictionary of Research Methodology and Statistics in Applied Linguistics, 145.

⁸⁰ See Appendix 2

E. Technique of data analysis

Analysis data is processing the data obtained by using formulas or rules that are applicable to research or design approach taken. The main data obtained are in the form of the students' score in English achievement in the post test. Post-test control group design that used in this research used to compare the mean score of experimental group that is treated by teaching English in young learners English and the mean score of control group that is learning English from junior high school. The researcher used t-test to analysis the data. Before researcher use t-test, the researcher applied assumption test, namely normality test and homogeneity test.

a. Assumption Test Analysis

1. Normality test

Normality test was used to determine whether a data set was well-modeled by a normal distribution or not, or to compute how likely the random variable is to be normally distributed.⁸¹ To better avoid mistakes the research uses some formula, there were: Kolmogorov-smirnov, lilifors, and chi square. The researcher chooses Kolmogorov-smirnov to calculation this research. The researcher using SPSS program to analyzing normality test.

⁸¹Albert Sydney Hornby and Joanna Turnbull, *Oxford Advanced Learner's Dictionary of Current English* (Oxford; Toronto: Oxford University Press, 2010), 431.

⁸²RetnoWidyaningrum, *Statistika*, 3rd ed. (PONOROGO: PustakaFelicha, 2014), 206.

2. Homogeneity test

Homogeneity test is the variance ratio test between two groups or more.

There are some formula that can be use is Harley test, cohran test and bartllet test. The researcher chooses Harley test to calculation this research. The researcher using SPSS program to analyzing homogeneity test.

b. Hypothesis testing

1. Formulated hypothesis

Ha: there is influence in mean between variable x and variable y

Ho: there is no influence in mean between variable x and variable y.

2. T-test formula used to analyze the main data of English test collected from experimental and control group. The result will be used to determine there is some the effectiveness of social media networking on vocabulary mastery for tenth grade students of SMAN 1 Jetis. The researcher using SPSS program to analyzing t-test.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter the researcher report on research location, data description, data analysis, and discussion.

A. Research Location and Time of the Research

1. General location

The researcher conducted the research at SMAN 1 Jetis in academic year 2016/2017. It is located in the Kutuwetan village at Jetis district Ponorogo. As the SMA which was first built in Jetis area, it has many students and not least with other senior high schools in region Ponorogo.

SMAN 1 Jetis supported by professional educators with educational qualifications S1 and S2. At its inception (2004) SMAN 1 Jetis only have a few students. It is 28 students. The school is located highway Ponorogo-Trenggalek (jln. Sukowati, Kutuwetan, Jetis). SMAN 1 Jetis continue to develop themselves and now aligned with another school in the town of Ponorogo. For more information about SMAN 1 JETIS.

SMAN 1 Jetis uses kurikulumtingkatsatuanpendidikan (KTSP). This curriculum is developing from standard of content by school based on

their context and potential. They improve the curriculum based on the demand of the times. They use KTSP for all subjects.

Teachers are figure to be UshwahKhasanah or good attitude example for the students. The teachers have to act as advisor for the students in developing creativity and self-potential and as motivator that help students raise the goal and aspiration. The existence of a teacher at SMAN 1 Jetis has a qualified majority of S1/S2. This greatly affects the performance of the school in an effort to improve the quality of education. The whole teachers of SMAN 1 Jetis from famous universities in Indonesia. So that innovation and creativity teachers has increased and potential as educators, teachers, social and personal service can already be actualized although 100%. The total of teachers in SMAN 1 Jetis is 29 and 8 official employee.

Students are the important aspect in education course. There are 237 students of SMAN 1 Jetis in academic year 2016/2017. It is divided into three grades; the tenth grade, eleventh grade and twelve grades. The researcher conducts the study at the tenth grade student, because the big problem is at the tenth grade. Some problems are like the students found difficulties in memorize vocabulary. The student didn't understand the meaning of the text. The students often forget the materials that the teacher has explained and also the students have a low of vocabulary. This is an interview on September 2016 with an English teacher at tenth grade

in SMAN 1 Jetis, Mrs.Sulikah, S,Pd. By social media networking strategy, those problems are solved. It is effective applied in teaching vocabulary that is why this strategy is worthy to be applied because it motivates students to pour their ideas easily.⁸³

2. Schedule of the Research

This research conducted in April, 20th 2017- June, 5th 2017. The schedule for experiment and control class can be seen in the table below:

Table 4.1 Experiment class schedule

Date	Activities
April, 20 th 2017	Pre-test
April, 22 th 2017	First treatment
May, 31 th 2017	Second treatment
June, 5 th 2017	Post-test

Table 4.2 control class schedule

Date	Activities
April, 20 th 2017	Pre-test
April, 22 th 2017	First meeting
May, 31 th 2017	Second meeting
June, 5 th 2017	Pot test

B. Data Description

The population that was used in this research was the tenth grade students of SMAN 1 JetisPonorogo in academic year 2016/2017. The

⁸³ See appendix 2

researcher took 41 students as a sample. From the 41 as sample, the researcher divided them into two groups. Experiment group was 21 students and the control group was 20 students. The first group as experimental group was taught using social media networking strategy and the second group as control group was not being taught using social media networking strategy.

1. Procedure of experimental class

This research used experimental research which made two classes as sample; those were XE as experiment class and XD as a control class. The number of the experiment class was 21 students. They had followed pre and post-test that conducted by the researcher.

Firstly, the students were given pre-test to make them some conditions or homogeneity before beginning the research. The form test was objective. There were 15 multiple choice items. It was hold on April, 20th 2017.

Secondly, the first treatment of social media networking strategy held on April, 22th 2017. The material was narrative text.

Thirdly, the second treatment held on May, 31th 2017. The material is narrative text, but had different text with the first treatment.

Fourthly, that was post-test. It was hold on June, 5th 2017. It used to measure weather the social media networking strategy is success or not in teaching vocabulary.

The pre-test and post-test took factual information was limited only in narrative text, and procedural text. The comprehension of main ideas, inferences, factual information state in passage, vocabulary was assessing in the vocabulary test. It used to know the result whether the strategy was effective or not. The test items were constructed based on the indicators and the materials which were suitable with the themes and sub-themes suggested in English book for the tenth grade students of senior high school. The pre-test and post-test were objective test which consist 15 items multiple choice. The total score is 100and the value of correct item is 1. One reason for choosing this type of testing was that it was easy to mark. The marker does not run the risk of being subjective.

The treatment was applied in the present study called social media networking strategy. The students supposed to go on social media networking strategy about the text before reading. It means that students pour out idea that they already know about the text before they start reading. This was done with the teacher's help who stand on facilitator of this strategy. First teacher stated the topic and the students will predict about the material. Second,

teacher guiding the session social media networking strategy by asking simulation question which may help student remember old stored information. Third, the teacher supervised the flow of students; idea while they used social media networking strategy.

The time of reading session in experiment was divided among the different activities done by the students. The time devoted for each session was 40 minutes. This latter was divided between using social media networking strategy, reading the text, and answering comprehension questions. Each activity took the time it needs to maximize its success. Here is the reading session's time division we applied in the experiment.⁸⁴

Table 4.3 The Reading Session's Time Division

The reading session activities	Allocation time
Using social media networking	15 minutes
Reading	15 minutes
Answering the questions	10 minutes

2. Procedure of Control

The research takes XD as a control class which apply conventional method such as: directing the student to read aloud; using silent reading; teacher-led questioning; requiring the students

⁸⁴ See appendix 3

highlight elements of the text; and completing written exercises related to the readings. It is trying to make teaching and learning process naturally, so the result of the students describes the capability of the student truly.

The researcher took 20 students of XD class for pre-test and post-test. There are four meeting for the class. The procedure of control class is the same with the procedure of experiment class. There are pre-test, first and second meeting with conventional/normal mode of instruction and post-test.

The material which was taught to the students was same with experimental class. That is one principle in experiment research, different treatment with the same material. Not only the same material but also the pre-test and post-test of the control class same with experiment class.

The conventional method is not a new method which is taught by the teachers in teaching and learning process. So, the students are familiar with the method. It is good method to make student paying attention to the teachers and also it will suitable method used by teachers transfer their knowledge to the students. But some weaknesses from this method are that the students will be bored, do not interesting and class is very crowded, because the teacher cannot control the situation in the class.

The teaching and learning process using conventional method has some steps, they are:

1. Each student is given one of reading text copy.
2. The student read the text
3. The students find the difficult words from the text uses dictionary.
4. The students translate the text into Indonesian language with the teacher.
5. The teacher explains and discusses the text together with the students.

From the result above, it can be conclude that, the conventional method is a good method to transfer knowledge from the teacher to the students, because it easy and familiar method, but the student will be in passive place, bored and also they seldom to think critically.

3. The result students' pre-test in experimental group (XE)

The table below showed the score of the pre-test of student taught using social media networking

Table 4.4 The Score Of Students' Pre-Test In Experimental Group

No	Name	Score
1	AmaliaOkta R.	64
2	Anggita D.S	80
3	Bagus Ir.	67
4	Diana Tri S.	67
5	EviDiyah A.	80
6	Faizatul M.	84
7	Feby Indah C	87
8	MujitaDea A.	80
9	Nurul H.M	74
10	RatnaNurpita	70
11	RehanAdi P.	67
12	RetnoRini I.	67
13	RiskaNur A.	67
14	Siti S.	57
15	Suci Indah S.	80
16	Surya Agung A.	54
17	Tiara Oktavia	70
18	Tri Muryani	67
19	VrediHamim	54
20	AhdaSabela	70
21	AinunSarofah	80
	N=21	1486

Based on data obtained from a written test to 21 students indicated that that the vocabulary mastery the highest score for experiment class is 87; there is only one student who got the highest score. The lowest score for the experiment class is 54; there are two students who have the lowest score. The result of students' vocabulary mastery can be seen clearly on the following table.

Table 4.5 Frequency Distribution of Pre-Test in Experimental Class

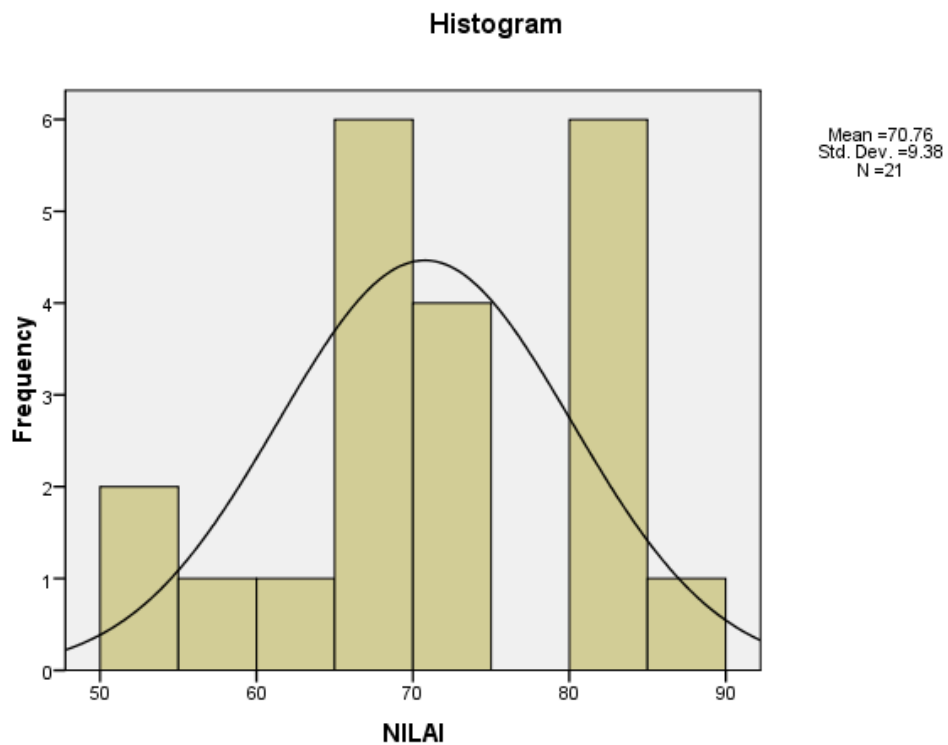
pre_test_experimental_class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 54	2	9.5	9.5	9.5
d 57	1	4.8	4.8	14.3
64	1	4.8	4.8	19.0
67	6	28.6	28.6	47.6
70	3	14.3	14.3	61.9
74	1	4.8	4.8	66.7
80	5	23.8	23.8	90.5
84	1	4.8	4.8	95.2
87	1	4.8	4.8	100.0
Total	21	100.0	100.0	

From the table above, could be seen that the score of students' vocabulary mastery was varieties. There were 9.5% or 2 students got score 54, 4.8% or 1 student got score 57, 4.8% or 1 students got score 64, 28.6% or 6 students got score 67, 14.3% or 3 students got score 70, 4.8% or 1 students got score 74, 23.8% or 5 students got score 80, 4.8% or 1 students got score 84, 4.8% or 1 students got score 87.

Based the table above the histogram, the histogram can be seen in as follow:

Figure 4.1 Histogram of pre-test in experimental class



From the histogram above, it is stated $M = 70.76$ and $SD = 9.38$. To determine the category of the vocabulary mastery was good, medium or poor, the researcher grouped score using the standard as follow:

- a. More than $M+1.SD$ ($70.76+9.38 = 80.14$) is categorized into good.
- b. Between $M-1.SD$ ($70.76- 9.38 = 61.38$) to $M+1.SD$ ($70.76+9.38 = 80.14$) is categorized into medium
- c. Less than $M-1.SD$ ($70.76- 9.38 = 61.38$) is categorized into low.

Thus it can be seen that the score which are more than 80 is considered into good, while the score which are less than 60 is categorized low and the score between 60-80 is categorized medium. That the categorization can be clearly seen in the following:

Table 4.6 the Categorization Pre-Test in Experimental Class

No	Score	Frequency	Percentage	Category
1	More Than 80	3	14.3%	Good
2	Between 60-80	15	76.1%	Medium
3	Less 60	2	9.6%	Low
Total		21	100%	

From the categorization can be seen that the students' vocabulary mastery score showed that 14.3% in the good category, 76.1% in a medium category, and 9.6% in a low category.

4. The result of students' pre-test in control group (X)

The table below showed the score of the pre-test of student in control class.

Table 4.7 the score of students' pre-test in control group

No	Name	Score
1	AdityanaTesy P.	67
2	Ari Winanto	84
3	DwiRetnoLiani	74
4	DwiTrisnowati S.	40
5	Eva Erviana	80
6	FebrianaEndangPujiati	84
7	HestinaDamayanti	74
8	HikmaAlya M.	77
9	KartikaDwiYanti	84
10	Mochammad M.	60
11	Mujahidin S.	80
12	Nadia D.	44
13	Nurullah I.	80
14	Reni Tri L.	80
15	RisaNikmatus S.	47
16	Shelin M.	67
17	Sintia A.	74
18	Wahyu M.	84
19	Wiwit Tri A.	54
20	Yuliana N.	40
	N=20	1374

Based on data obtained from a written test to 20 students indicated that that the vocabulary mastery the highest score for experiment class is 84; there are three students who got the highest score. The lowest score for the control class is 40; there are two students who have the lowest score. The result of students' vocabulary mastery can be seen clearly on the following table.

Table 4.8 Frequency Distribution of Pre-Test in control class

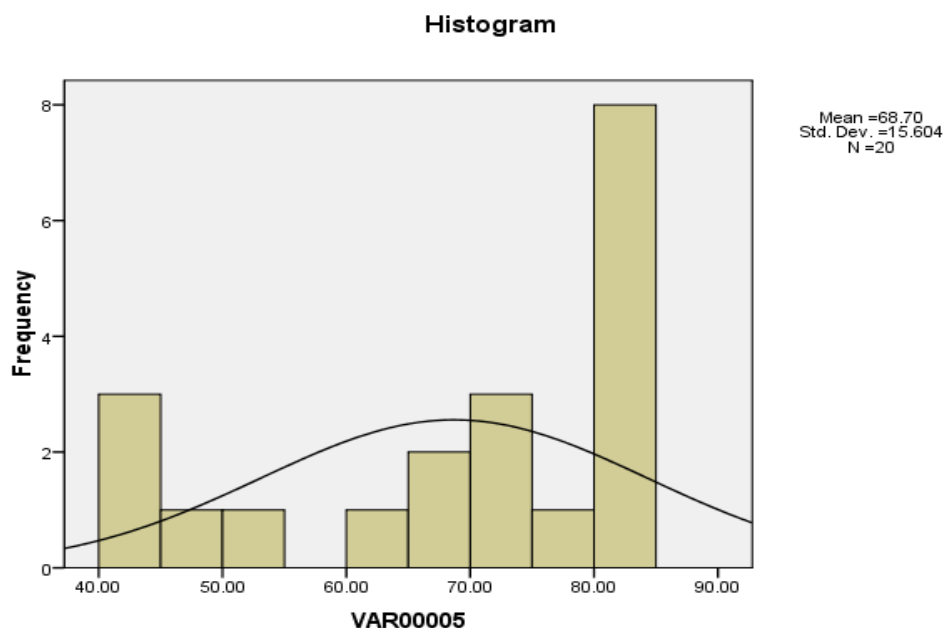
pre_test_control_class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	9.5	10.0	10.0
	44	1	4.8	5.0	15.0
	47	1	4.8	5.0	20.0
	54	1	4.8	5.0	25.0
	60	1	4.8	5.0	30.0
	67	2	9.5	10.0	40.0
	74	3	14.3	15.0	55.0
	77	1	4.8	5.0	60.0
	80	4	19.0	20.0	80.0
	84	4	19.0	20.0	100.0
	Total	20	95.2	100.0	
Missing	System	1	4.8		
Total		21	100.0		

From the table above, could be seen that the score of students' vocabulary mastery was varieties. There were 9.5% or 2 students got score 40, 4.8% or 1 student got score 44, 4.8% or 1 students got score 47, 4.8% or 1 student got score 54, 4.8% or 1 student got score 60, 9.5% or 2 students got score 67, 14.3% or 3 students got score 74, 4.8% or 1 students got score 77, 19% or 4 students got score 80, 19% or 4 students got score 84.

Based the table above the histogram, the histogram can be seen in as follow:

Figure 4.2 Histogram of pre-test in control class



From the histogram above, it is stated $M = 68.7$ and $SD = 15.6$. To determine the category of the vocabulary mastery was good, medium or poor, the researcher grouped score using the standard as follow:

- a. More than $M+1.SD$ ($68.7+15.6 = 84$) is categorized into good.
- b. Between $M-1.SD$ ($68.7- 15.6 = 53.1$) to $M+1.SD$ ($68.7+15.6 = 84$) is categorized into medium
- c. Less than $M-1.SD$ ($68.7- 15.6 = 53.1$) is categorized into low.

Thus it can be seen that the score which are more than 84 is considered into good, while the score which are less than 53 is categorized low and the score between 53-84 is categorized medium. That the categorization can be clearly seen in the following:

Table 4.9 the Categorization Pre-Test in Control Class

No	Score	Frequency	Percentage	Category
1	More Than 84	4	20%	Good
2	Between 53-84	12	60%	Medium
3	Less 53	4	20%	Low
Total		20	100%	

From the categorization can be seen that the students' vocabulary mastery score showed that 20% in the good category, 60% in a medium category, and 20% in a low category.

5. The result students' post-test in experiment class

The table below showed the score of the post-test of student in experiment class.

Table 4.10 The score of students' post-test in experiment group

No	Name	SCORE
1	AmaliaOkta R.	90
2	Anggita D.S	84
3	Bagus Ir.	87
4	Diana Tri S.	90
5	EviDiyah A.	77
6	Faizatul M.	97

7	Feby Indah C	87
8	MujitaDea A.	84
9	Nurul H.M	87
10	RatnaNurpita	90
11	RehanAdi P.	84
12	RetnoRini I.	70
13	RiskaNur A.	77
14	Siti S.	84
15	Suci Indah S.	90
16	Surya Agung A.	87
17	Tiara Oktavia	77
18	Tri Muryani	84
19	VrediHamim	87
20	AhdaSabela	87
21	AinunSarofah	84
	N=21	1784

Based on data obtained from a written test to 21 students indicated that that the vocabulary mastery the highest score for experiment class is 97 ; there is one students who got the highest score. The lowest score for the control class is 70; there is one student who has the lowest score. The result of students' vocabulary mastery can be seen clearly on the following table.

Table 4.11 Frequency Distribution of Post-Test in experimental class

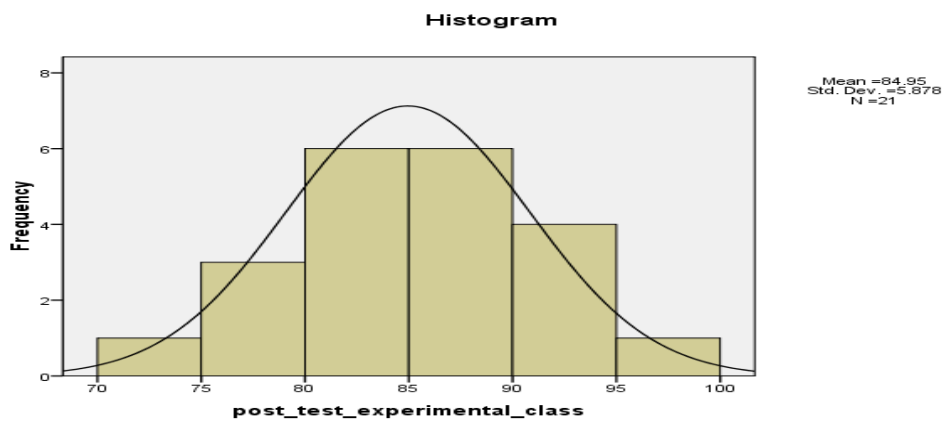
post_test_experimental_class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	1	4.8	4.8	4.8
77	3	14.3	14.3	19.0
84	6	28.6	28.6	47.6

87	6	28.6	28.6	76.2
90	4	19.0	19.0	95.2
97	1	4.8	4.8	100.0
Total	21	100.0	100.0	

From the table above, could be seen that the score of students' vocabulary mastery was varieties. There were 4.8% or 1 students got score 70, 14.3% or 3 student got score 77, 28.6% or 6 students got score 84, 28.6% or 6 student got score 87, 19% or 4 student got score 90, 4.8% or 1 students got score 97. Based the table above the histogram, the histogram can be seen in as follow:

Figure 4.3 Histogram of post-test in experimental class



From the histogram above, it is stated $M = 84.95$ and $SD = 5.88$. To determine the category of the vocabulary mastery was good, medium or poor, the researcher grouped score using the standard as follow:

- a. More than $M+1.SD$ ($84.95+5.88 = 90.8$) is categorized into good.
- b. Between $M-1.SD$ ($84.95-5.88= 79.07$)to $M+1.SD$ ($84.95+5.88 = 90.8$) is categorized into medium.
- c. Less than $M-1.SD$ ($84.95-5.88 =79.07$) is categorized into low.

Thus it can be seen that the score which are more than 90 is considered into good, while the score which are less than 79 is categorized low and the score between 79-90 is categorized medium. That the categorization can be clearly seen in the following:

Table 4.12 the Categorization Post-Test in Experimental Class

No	Score	Frequency	Percentage	Category
1	More Than 90	1	4.8%	Good
2	Between 79-90	16	76.1%	Medium
3	Less 79	4	19.1%	Low
Total		21	100%	

From the categorization can be seen that the students' vocabulary mastery score showed that 4.8% in the good category, 76.1% in a medium category, and 19.1% in a low category.

6. The result students' post-test in control class

The table below showed the score of the post-test of student in control class.

Table 4. 13The score of students' post-test in control group

No	Name	Score
1	AdityanaTesy P.	74

2	Ari Winanto	80
3	DwiRetnoLiani	64
4	DwiTrisnowati S.	54
5	Eva Erviana	70
6	FebrianaEndangPujiati	80
7	HestinaDamayanti	87
8	HikmaAlya M.	80
9	KartikaDwiYanti	74
10	Mochammad M.	64
11	Mujahidin S.	87
12	Nadia D.	64
13	Nurullah I.	80
14	Reni Tri L.	70
15	RisaNikmatus S.	64
16	Shelin M.	70
17	Sintia A.	80
18	Wahyu M.	80
19	Wiwit Tri A.	70
20	Yuliana N.	64
	N=20	1456

Based on data obtained from a written test to 20 students indicated that that the vocabulary mastery the highest score for control class is 87 ; there is one student who got the highest score. The lowest score for the control class is 54; there is one student who has the lowest score.

The result of students' vocabulary mastery can be seen clearly on the following table.

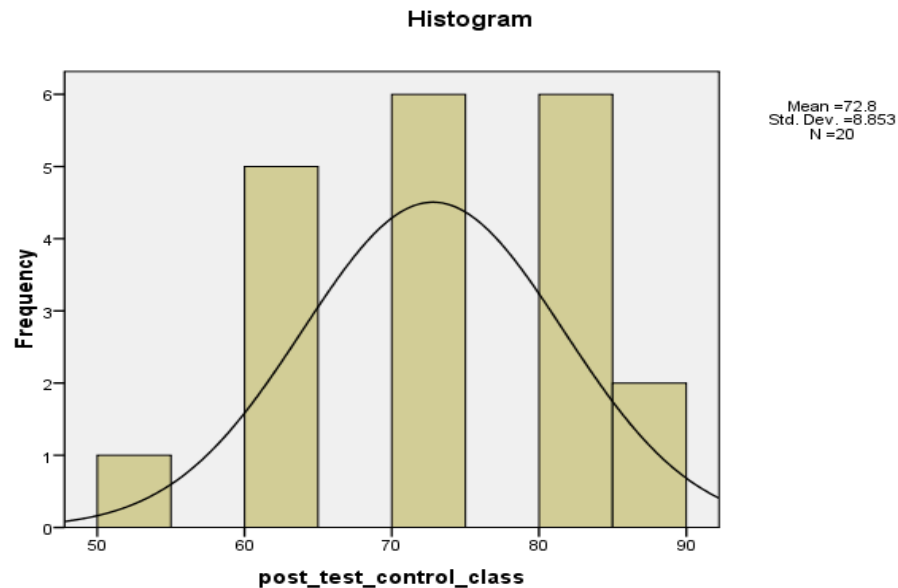
Table 4.14 Frequency Distribution of Post-test control class

post_test_control_class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 54	1	5.0	5.0	5.0
64	5	25.0	25.0	30.0
70	4	20.0	20.0	50.0
74	2	10.0	10.0	60.0
80	6	30.0	30.0	90.0
87	2	10.0	10.0	100.0
Total	20	100.0	100.0	

From the table above, could be seen that the score of students' vocabulary mastery was varieties. There were 5.0% or 1 students got score 54, 25% or 5 student got score 64, 20% or 4 students got score 70, 10% or 2 student got score 74, 30% or 6 student got score 80, 10% or 2 students got score 87. Based the table above the histogram, the histogram can be seen in as follow:

Figure 4.4 Histogram of post-test in control class



From the histogram above, it is stated $M = 72.8$ and $SD = 8.85$. To determine the category of the vocabulary mastery was good, medium or poor, the researcher grouped score using the standard as follow:

- a. More than $M+1.SD$ ($72.8+8.85 = 81.65$) is categorized into good.
- b. Between $M-1.SD$ ($72.8-8.85 = 63.95$) to $M+1.SD$ ($72.8+8.85 = 81.65$) is categorized into medium
- c. Less than $M-1.SD$ ($72.8-8.85 = 63.95$) is categorized into low.

Thus it can be seen that the score which are more than 81 is considered into good, while the score which are less than 63 is categorized low and the

score between 63-81 is categorized medium. That the categorization can be clearly seen in the following:

Table 4.15 the Categorization Post-Test in control Class

No	Score	Frequency	Percentage	Category
1	More Than 81	2	10%	Good
2	Between 63-81	17	85%	Medium
3	Less 63	1	5%	Low
Total		21	100%	

From the categorization can be seen that the students' vocabulary mastery score showed that 10% in the good category, 85% in a medium category, and 5% in a low category.

7. The result of assumption test for parametric statistic

A. Normality

1. Formulated hypotheses

Ho: the data were normally distributed.

Ha: the data were not normally distributed.

2. The table below showed the result of Normality test for experimental class and control class.

Table 4.16 the result of Normality test for experimental class**One-Sample Kolmogorov-Smirnov Test**

		experimental_class
N		21
Normal Parameters ^a	Mean	84.9524
	Std. Deviation	5.87772
Most Extreme Differences	Absolute	.245
	Positive	.148
	Negative	-.245
Kolmogorov-Smirnov Z		1.123
Asymp. Sig. (2-tailed)		.160

From the table above, could be seen that a_{1max} (Sig) in experiment class is 0,160. $D_{(0,05,21)}$ from index is 0,294. And $0,160 < 0,294$ or $a_{1max} < D_{index}$. So, the decision was to accept H_0 , which means the data was normality distributed.

Table 4.17 the Result of Normality test for control class**One-Sample Kolmogorov-Smirnov Test**

		control_class
N		20
Normal Parameters ^a	Mean	74.1000
	Std. Deviation	8.80729
Most Extreme Differences	Absolute	.249
	Positive	.151
	Negative	-.249
Kolmogorov-Smirnov Z		1.112
Asymp. Sig. (2-tailed)		.169

From the table above, could be seen that $a_1 \max$ (Sig) in experiment class is 0,169. $D_{(0,05,20)}$ from index is 0,294. And $0,169 < 0,294$ or $a_1 \max < D_{index}$. So, the decision was to accept H_0 , which means the data was normality distributed.

B. Homogeneity

1. Formulated hypothesis

H_0 : the data were homogeneity

H_a : the data were not homogeneity

2. The table showed the result Homogeneity test

Table 4.18 the result Homogeneity test

Test of Homogeneity of Variances

VAR00003

Levene Statistic	df1	df2	Sig.
5.075	1	40	.030

$F_{Max_{table}} = db = n - 1; k$

$21 - 1 = 20$

$20 = 2.95$

So, F_{max} was 0.030 in which F_{max} was less than $F_{max_{table}}$ (2.95), so the decision was to accept H_a , which meant the data was homogeny.

Nilai Belajar	Equal variances assumed	5.639	.023	5.202	39	.000	12.152	2.336	7.427	16.877
	Equal variances not assumed			5.152	32.808	.000	12.152	2.359	7.352	16.953

Based on the table above, it can be seen that the result of T-test was 5.202, and t-table 2.022. Since the result of T-test is higher than t-table ($t\text{-test } 5.202 > t\text{-table } 2.022$). Then, the result of significant value 2 tailed = 0.000 was smaller than 0.05. It means that H_0 is rejected and H_a is accepted. Therefore social media networking strategy is effective in teaching reading.

D. Discussion

From the computation above, it was shown that the difference coefficient of students taught using social media networking strategy and the students being not being using social media networking strategy.

Hypothesis test (t_0) at 5, 202 from the table above would be compared to the “t” index (t_t) with the condition state below:

- 1) If the $t_0 \geq t_t$ H_a was accepted. It meant that the mean difference of both variables was a significant difference.

- 2) If the $t_0 \leq t_t$ H_a was rejected. It means that there was no mean difference of those variables. It also means, the mean difference of those variables was not a significant difference, but the difference that was happened by accident as a result from error sampling.

To determine the t_0 was by checking db and consulted with t_t score:

$$Db = (N_1 + N_2) - 2$$

$$(21 + 20) - 2$$

$$41 - 2 = 39$$

From the db score, the researcher could know that In 5% level $t_0 = 5,202$ and $t_t = 2,022$. And $5.202 > 2.022$, $t_0 > t_t = H_a$ was accepted.

Based on this statement, the researcher interpret that there was a significant difference between students taught by using social media networking strategy and the students not being taught using social media networking strategy, it implies that the student taught using social media networking strategy achieve a better score in vocabulary mastery.

According to L. Cameron states that in the development of children's vocabulary for teaching, the students need to meet word again and again in new context that help increase what they know about words⁸⁵. And Beth

⁸⁵Anita Wahyuni, Anik Nunuk Wulyani, and Maria Hidayati, "The Techniques Used in Teaching Vocabulary to Young Learners at SDN Summersari 2 Malang," State University of

Kanter said “social networks combination of loose and strong ties can move information through the network quickly and effectively as they grow and add new people.⁸⁶ Social networks facilitate easy information sharing among users, and the same easy access of such networks enables anyone to view the shared content, especially vocabulary, such as story with English language.

From the data above, the researcher conclude that there was a significant difference in vocabulary mastery between student taught using social media networking strategy and the students not being taught using it. In other word social media networking was effective on vocabulary mastery in the tenth grade at SMAN 1 Jetis in academic year 2016/2017.

Malang, 1, accessed January 12, 2017, <http://jurnal-online.um.ac.id/data/artikel/artikel19A7B4A2B1DEB48A36A252CCE2164F7B8.pdf>.

⁸⁶Beth Kanter and Allison H. Fine, *The Networked Nonprofit: Connecting with Social Media to Drive Change*, 1st ed (San Francisco: Jossey-Bass, 2010), XVII.

CHAPTER V

CLOSING

A. Conclusion

Based on the data described previously, the researcher draw the conclusion that there is significant different of using social media networking strategy in teaching vocabulary at tenth grade students of SMAN 1 Jetis in academic year 2016/2017. The student who are taught using social media networking have a better score than those who are not taught using social media networking. It can be proved by the result of the mean score of the post-test from experimental group is higher (84.95) than mean score of post-test from controlled group (72.80). It has been found that the comparison value (t_0) between students' vocabulary mastery who are taught using social media networking strategy and who are not is 5.202. This is higher than " t_t " value in the table, which is $t_t=2.022$ at the level significant 5% with $db=39$. So, H_a is accepted. In other word social media networking is effective on vocabulary mastery in the tenth grade at SMAN 1 Jetis in academic year 2016/2017.

B. Suggestion

Considering the conclusion above, the researcher would like to suggest:

a. Teachers

It is expected to give you school contribution for teacher to help them in teaching their student, especially in student's vocabulary mastery. This is especially for English teacher of SMAN 1 JETIS to student's vocabulary mastery by social media networking, it also can motivate English teacher to be creative teacher.

b. Students

It is expected to be useful for the student to. The student is known many Medias to learn English beside that the student can appreciate to use variation of media. Furthermore, with social media networking the student get more information will practicing English learning.

c. Readers

This study is expected to give contribution to readers, especially the student of English department of IAIN Ponorogo enriching referenced concerned.

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