CHAPTER II
THEORETICAL FRAMEWORK

2.1 The Concept of Vocabulary

2.1.1 Definition

Vocabulary is an important element in learning English. Without mastering vocabulary, it is impossible for English well. Vocabulary is a set of lexemes, including singel words, compound word and idioms. It is one of the important components that have to be mastered by learners (Richard,2001: 692).

Based on the linguist Wikins states that ' Without grammar very little can be conveyed, without vocabulary nothing can be conveyed' (2004 : 111). To know what vocabulary is the researcher would like to present several that definitions of vocabulary.

Steven Stahl (2002 : 18) as cited by Diamond and Guthlon in *Teaching vocabulary*, explains that " vocabulary is the science of words and word meanings". The science of a word does not only include a definitio, but also includes how that word come into the world. It is not something that utterly gets to be mastered; it is something that needs to be expanded and studied over the course of a lifetime. Teaching in vocabulary includes far more that searching the words in a dictionary and fitting the words in a sentece. vocabulary is got incidentally through indirect exposure to words and intentionally through distinct teaching in specific words and word-learning startegies (Linda diamond and Linda Gutlohn ' teaching vocabulary).

Furthermore, Longman (1978 : 28) defines that vocabulary is a list of words usually alphabetical order and with explanations of their meaning, less complete than a dicitionary. The more vocabularies the students have the easier for them to develop their language skill. In other hand, for those who are learning English as a foreign language, vocabulary is need. It is use to comprehend a lot of vocabulary before they are able to from the grammatical sentencs of English.

Richard (2002 : 26) states that " vocabulary give much of the basic of how good students speak, listen, red, and write. Moreover, students often achieve less than their potential and discouraged to use the language learning without vocabulary basic".

Vocabualry as the expression of the language is the fundamental to acquire language, if the students make mistakes in grammar, may be they can understand but when students do not have the right word to express something. It will make missunderstanding. Without knowing the vocabulary students will unable to grasp idea of the reading material or construct a good sentece in writing or work in order skill like listening and speaking in English. Their lack of vocabulary makes the students cannot convey the ideas as clearly as they would have to. They cannot understand their language either.

According to Howard and Haffer (1984) in Tri idarwati (2012 : 11) stated that the essence of mastering vocabulary is learning how to determine meaning. The students should know the meaning of words based on the sentences. Moreover, it is know that not all the learners can memorize the words, especially in low frequency word. In addition, it all depends on the learners' abilitiy to

understand the vocabulary is important aspect for foreign language learners and a text reading comprehension.

According to Laurie Bauer (2003:16) vocabulary is about words. It includes the form, the change, the link to each other and its using in the sentences. Vocabulary is the most important aspect in conducting communication. The words used to know each other's and to express our whishe and feelings. It is all abaout the words with their meaning and their form change that make up a language. So that's why, vocabulary power means that students' ability to understand English vocabulary to make up a language, even thought it is hiigh or low vocabulay power.

From the statement of the vocabulary given above, it can be concluded that vocabulaary a least and embraces two meaning. One deals with particular person's knowledge of words, and the their deal with the explanation of the meaning of words that build a languanga.

2.1.2 Kinds of Vocabulary

Some experts divide vocabulary into two types : active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Mean while, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft, quoted by Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1. **Receptive Vocabulary**

   Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009).

2. **Productive Vocabulary**

   Productive vocabulary is the words that the learners understand and canpronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005).

2.1.3 Level of Vocabulary

There are three levels of vocabulary that is basic, intermediate, and advanced (Stanback,1980)

   a. **basic vocabulary**

   Is a of words that are easy to learn. Usually consist of simple words such as people, animals or things in the classroom. In this level sense involved. It is important to get success in language learning when students have the strength to memorize vocabulary taught.

   b. **Intermediate**

   Vocabulary difficulty is normal. It is best to teach vocabulary in the intermediate area Contextual such as food, clothing, jobs, human bodies,

education and governance. Dictionaries in this case is very useful to get a sense or explanation.

c. Advanced Vocabulary.

In level students will learn new vocabulary that is more difficult than ever. English dictionary becomes very important in this case.

2.1.4 Properties Vocabulary

In learning languages, especially English as a language, second students need to master the vocabulary. Vocabulary is more dominated by the students will make their performance better in all aspects of language learning. Vocabulary is an important component of language. Vocabulary is the most powerful language component. In using language, rich vocabulary of students who will be successful in the ability of expression skills: speaking and writing, and skills: receptive listening and reading. But those who are poor in vocabulary will be in trouble in these skills (Deighton,1970).

The vocabulary is a collection of words or phrases and a list of words in a textbook, usually alphabetically arranged and explained or defined. Vocabulary is the number of words which when combined will form language. Vocabulary lists of words to express one's thoughts, opinions and ideas. People will not be able to communicate with out language and language would not exist without the vocabulary (Horby,1995). Because we are learning English as a foreign language, we have to master and understand a lot of skill. It really shows that the vocabulary plays an important role in English (Ronald, 1988).

2.1.5 Vocabulary Learning

Vocabulary, the core of any language, is probably the most challenging and time consuming part of learning a foreign language. It takes time and flows like a continuous process, once you have settled the fundamentals of a language (pronunciation, orthography and basic grammar). Throughout this process, learners become familiarized with the words they come across. As researchers claim (Nation,1990; Schmidt,2001) it is frequency of usage and the number of encounters in different forms and contexts that determine the acquisition of new vocabulary. When teaching vocabulary the context is really important that is why Warschaur (1995) underlines the more opportunities for real communication students might be exposed to when using the Internet and the e-mail system in language learning. Nader (1996) admitted the great challenge for teachers to design individual and group activities using the Internet resources and also praised the benefits of the students searching for them and thus exploring different cultures more directly and effectively.

University language learners studying English as additional subject, not a major one, still have problems in acquiring vocabulary. The assumption is that this might be due to the strategies used in teaching vocabulary. Thus, language teachers and researchers started considering technology as an option to teaching more effectively. It seems that learners show very little effort to deal with their problems about newly learned words when technology is involved (Meara, 1980). During the lesson teachers often assume that students will deal with this problem

13

of vocabulary building outside the class on their own. However, learners do not have enough knowledge about the vocabulary learning techniques and they have difficulty in dealing with this problem themselves.

According to Camille L. Z. Blachowicz, Peter J. Fisher (2005) difficulties in learning meanings of words depend on characteristics of word learners, characteristic words, and levels of word learns. Different task require different levels of word knowledge (Camille L. Z. Blachowicz, Peter J. Fisher (2005). The process of word learning involves tests of word knowledge for conceptually complex words (Nagy& Scott, 2000). Researchers support the hypothesis that in vocabulary learning we should consider different steps in vocabulary knowledge:

(1) unknown word ("I have never seen that word"),

(2) exist knowledge of a word ("I have seen that word"),

(3) not complete knowledge ("I have a vague or I find out of the word generally"), and

(4) complete knowledge ("I know enough words for using them in speaking ,writing, and so forth") (Dale,1965;Chall,1987:Stahl,1999).

Vocabularies refer to words recognition, and teaching vocabularies refer to teaching vocabularies in appropriate ways that students understand them. Vocabulary knowledge is very important for reading skill achievements (Davis, 1944, 1968; National Reading Panel, 2000). Students need to know vocabularies in both social and academic conditions. In this regards, finding an effective vocabulary instruction method is so critical. According to Camille L. Z.

14

Blachowicz, Peter J. Fisher (2005), the report of the National Reading Panel (2000) supports the fact that vocabulary instruction is important to age and ability of learners for learning new vocabularies

2.1.3 Indicator of vocabulary

Quoted from McCarthy and Felicity (2000) there are some indicators of Vocabulary Mastery as follow: (1) countable nouns, (2) uncountable nouns, (3) collective nouns, (4) abstract nouns, (5) suffixes, (6) roots, (7) synonyms, (8) context clues, and (9) punctuations. In this case, a countable noun can be used with a or an with singular form, and ending in s/es for plural constructions. Meanwhile, an uncountable noun is not normally used with a or an, but it is used with articless some and any.

Devi (2012) states the improving students' vocabulary mastery could be seen from these indicators:

1. Students could spell the vocabularies,

2. Most students were able to pronounce words correctly,

3. Students could grasp the meaning well,

4. Students could recognize vocabularies.

Vocabulary is classified into two parts that are used in the four skill of learning vocabulary English; they are part of speech. Parts of speech include nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjuction, and interjections. The classification of word classes can be explained as follow: (http://wordclasses.grammar.html)

1. **Nouns**

   It a very common definition of a noun is to say that it is a word to name a person, place, thing, or idea. However, in morden linguistics it is thought to be more helpful to think of the noun in terms of its syntactical function in the sentence. So, a noun can be described as being likely to exh8ibit one or more following features:

   a. They can have a plural form: table/tables; tree/trees,

   b. They can be the subject of sentence: the tree had fallen across the road,

   c. They can be at the head of a noun phrase: my kind, eccentric uncle.

   Noun could be devided into several kinds, and described the distinctions between common and proper and between abstract and concrete noun, as well as defining collective nouns. Another important division is into count (or countable) and non count (or uncountble) nouns. This is a distinction very important to those who are learning English as a foreign language, especially tose whose first language is not Eroupean. Very few native speakers have difficulty with it. But it is central too much of the indiomatic used of our language.

2. **Verbs**

   The verb is possibly the most significant word class of class: it is often the grammatical driving force in a sentence. All sentence, expect minor sentence, and contain a verb. The verb is also the most versatile and complex word class, appearing in my guises. To bein with, it is sufficient to be able to distinguish between a finite verb and noun-finite verb.

16

The finite verb inflects (changes ending) to show person, number and tense. The verb to walk thus infects to show changes in person (I walk, she walks), to show changes in number (he walks, they walk) and to show changes in tense (you walk, you walked).

The verb is the word which expresses an action or a help to make a statement. Example: the students are playing football.

3. Preposition

The preposition is a small but significant word class which expresses the relationship between two words or two units within a sentence, often between a noun and other elements of the sentence:

a. Often this relationship relates to space or position on, in, under, beneath, over, behind,

b. In other instances this relationship to time at, after or possession egg of,

c. There are some prepositions which consists of more than one word. They include: insted of, due to, because of, in spite of.

Common examples of prepositions: about, against, among, at, before, behind, between, down, except, from, in, near, of, outside, over, past, than, to, under, up, without, egg.

The two most common functions of prepositional phrases are as adverbials or post-modify nouns:

a. As an adverbial: by moonlight, we sat on the terrace and dreamed of peace. The man approached with aggressive intent,

b. As a noun post modifier: the man with the bowler hat was first on the train. He could name every rose in the garden.

Another function of prepositional phrases is as a complement to an adjective or a verb, for example: " They were all late for school" or " She was on the bus".

4. Adjectives

An adjective is a word which provides additional information about a noun or pronoun; it is said to modify the noun. An adjective can either precede the noun/pronoun (the red book) or follo the noun (the book is red). An adjective can be compared: tall/taller/tallest. Although the majority of adjectives can precede or follow a noun/ pronoun, there are small number which do not fuction like this, such as utter (you can say 'utter rubbish' but not ' the rubbish is utter'". These adjective are know as peripheral adjectives. It is the word to qualify noun or pronoun. Example: Mrs. Fitry is clever.

5. Adverbs

The adverb is possibly the most versatile and flexible word class in English and can be positioned anywhere in a sentence expect directly preceding a noun:

a. The adverb modifies a verb (walked quickly), or an adjective (deliciously soft), or a pronoun (almost everyone) or another adverb (He moved ridiculously slowly),

b. A large group of adverbs are formed by adding the ending –ly, usually to an adjective (happily, hungrily, furiously, romantically, ardently, ect),

c. A further group of commonly-used adverbs is listed below, soon, later, often, never, once, twice, yesterday, today, tomorrow, nearly, almost, just, only quite,

d. Modern English has also introduced several new suffixes which create adverbs.

Sometime these words are hyphenated to indicate they are new coinages, but many otherrs have now been assimilated into our language as single words. These new suffixes include like: like; wise; style; ways. Example of adverbs formed using these suffixes are listed below: workmanlike; busnesslike; school-wise; American-style; sideways.

It is a word used for qualifying the verb, adjective or another adverb. Example:I go to school at seventh o'clock.

6. **Conjunctions**

Conjunctions are words which join clauses or smaller units of a sentence together. Whitout them, many sentences would be very short. In many ways, conjanctions are the links in syntactic chains, which is why some people call them connectives. Common conjunction includes: and, but, because, that, when, if, or. Another sub-word class is the conjunct. The conjunct, strictly speaking is an adverbial, bur its connecting function means it shares similarities with conjunctions. Whereas the conjunction links units within

sentence, the conjunct can link clauses within sentence and make links between sentence. Thus, conjuncts play an important role in establishing cohesion within texts. Common conjuncts include: firstly, likewise, furthermore, finally, moreover, to conclude, altogether, therefore. Consequently, otherwise, in that case, rather, on the other hand, however, incidentally, meanwhile, etc.

Distinguishing between conjuncts and conjunctions is not difficult. In general, the position of a conjunction s fixed between the two units it is linking. However, conjunct is more mobile and can stand in various positions. It is a word used to relate one word to another one ot one sentence to another one. Example: I have to call him before I go.

7. **Pronouns**

A pronoun stands in for, or acts as a substitute for a noun or a noun phrase. For example; the man walked slowly into town, he walked slowly into town, the wund uprooted the rare blue Californian pine.

As a consequence of the substitution the meaning of a phrase, clauses or sentence containing a pronoun is less specific than one containing a noun. Too great a use of pronouns abscures meaning. For example, the sentence given above,'The wind uprooted it', could be rewritten ' It uprooted it'.

However, pronouns are usually used whre the context makes it clear what the pronoun is referring to, and pronouns are an invaluable element in maintaining cohesion in a text.

8. Interjection

An interjection is a word or phrase that expresses strong emotion, such as surprise, pleasure, or anger. Exclamations often stand on their own, and in writing they are usually followed by an interjections mark rather than a full stop: How wonderful!, ow! That hurt!. Interjections are also used to express greetings or congratulations: Hello!, well done, lads!

Based on the statement above, it can be summarized that there are eight kinds of vocabulary. They are include of part of speech. They are noun, pronoun, verb, adverb, adjective, preposition, conjunction and interjection.

The research used four kinds of vocabulary as indicators of thid research: (1) Noun; (2) Verb; (3) Adjective; and (4) Adverbs in synonym and antonym.

2.1.7 The Importance of Mastery Vocabulary

Vocabulary is crucial in communicating. Mainly People communicate by using words. They came into contact with words. If someone wants to be able to communicate in a specific language, he should know about vocabulary. We will find vocabulary when we are studying reading, spelling, and structure and create dialogue. There is always a items vocabulary to be learned in all the books learning English language in the classroom in addition to reading, structure, dialogue and pronunciations. From the statement of above it is clear that if students do not have enough vocabulary, they will not understand the English language text properly (Richar and Rodger, 1987).

The vocabulary will be beneficial for all the language skills. A student who is less vocabulary will find difficulty in learning the language and had little success to develop their other language. By having vocabulary enough of a foreign language, it makes them easier to learn all the language skills such as speaking, reading, writing, and listening(Burton, 1990).In foreign language teaching, since the old vocabulary into area that are not overlooked (Linda, 1990).

This means that in learning a foreign language,vocabularyis the most important thing to master and can not beignored. And when a person has a lot of vocabulary, he will not find any difficulty in learning the language. From the above definition, it is clear that the vocabulary is most factor the importantin learning to teach English as a foreign language even in all languages. Thus, teachers must have a method good to make students interested in learning vocabulary English easily.

2.2. The Concept of Electronic Dialogue Journaling

2.2.1 Electronic Dialogue Journaling

Electronic dialogue Journals are used in many schools as a form of communication between teachers and students to improve the life that they share in the classroom by exchanging ideas and shared topics of interst, promoting writing in a non evaluative context, and promoting studentd engagement with learning (Stato J,1980). They are also used between teachers and teacher trainers to provide professional development opportunities and improve teaching.

For the present study, Electronic Dialogue Journaling is defined as a written conversation in which a students and a teacher communicatite regulary via email, telegrams,chatting, and electronic messager. The important feature is that two people are communicating with each other, abaout topics and issues of interest to both, and the interaction continues over time. A dialogue is a written conversation in which a student and teacher communicate on a regular basis. Students write as much as they choose and the teacher writes back responding to students' question and comments, introducing new topics or asking quetions (Dunlap,2006). The teacher is actively participating in the interchange, rather than an evaluator who corrects or comments on the student's writing.

According to Wang, Y (1996), the electronic dialogue journal is a weekly written dialogue between the teacher and the student through the use of e-mail. According to Bardine, B (1995), the electronic dialogue jurnal is students' use of email in sending and receiving journals. In responding to students' journal, teachers focus on what their students write rather than how it is written. For the present study, the researcher adopts peyton's definition peyton, J (1993) which states that the electronic dialogue jurnal is a written conversation in which a student and a teacher communicate regulary over a period of time.

The prosedur prior to the treatment, a demographic quetionnaire was administered to abtain the participants' background information and to get some information about using whatsapp and the extent of their familiarity in using this

system of communication. After ensuring that students in the whatsapp group have enough knowledge in using whatsapp, the researcher taught both groups how they were supposed to write dialogue journals to their secret pals and what they had to write about. A Pre-test was conducted where participants had to write about the topics given. In the taks of writing dialogue journals, different topics, but with the same level of difficulty were given to each group. The following sections explain each group's teratment.

2.2.2 Advantages of Electronic Dialogue Journaling

El-Koumy (2004a) states that the advantages of using electronic dialogue journals for both instructional and assessment purposes include individualizing language teaching, making students feel that their writing has a value, promoting students' reflection and autonomous learning, increasing students' confidence in their own ability to learn, helping the instructor adapt instruction to better meet students' needs, providing a forum for sharing ideas and assessing students' literacy skills, using writing and reading for genuine communication and increasing opportunities for interaction between students and teachers.

2.2 The Concept of Teaching Media

Teaching media in the classroom are ppropriate for triggering ideas, making diffcult subjects more undersandable, and for holding attetion on important ideas. It should lead students to remember ideas by becoming more involed whit them (Davis,1991).

Teaching Media are efective tool to easy English learning for students. Teaching media have 4 kinds is audio, visual, and audiovisual.

1. **Audio Media**

   Sadiman (2005:49) Audio Media is a tool to convey messages to be delivered in the form of auditory symbols, verbal and non verbal. Sudjana dan rival (2003:129) Audio Media fo teaching is a material that contains a message in the from of auditory, which can stimulate the thoughts, feelings, concerns and willingness of the students so that teacing and learning occur.

2. **Visual Media**

   Visual Media (Daryanto, 1993:27), wich means all the props used in the process of learning that can be enjoyed througgh the eye senses. Blacboard, stick figures, realia, and flashcards are the example of visual Aids (Hubbard, 1994)

3. **Audio Visual**

   Audio-visual equipment is modern instructinal media in accordance with the times (the progress of science and technology), inculding media that can be seen and heard" (Spiritual, 1997: 97-98). Audia visual is a media intermediary or the use of materials and absorption through sight and hearing so as to establish conditions to enable the pupils to ecquire knowledge, skill, or attitudes.

2.3.1 E- Learning

Web-based learning is a learning activity that utilizes the media sites (websites) that can be accessed through the Internet network. Web-based learning

or also known as "web based learning" is one type of application of electronic learning (e-leaning).

In one of his publications on the site about-elerning.com (in Rusman, 2009: 115), the Association of American Society for Training and Development Activities (*The American Society for Training and Development*/ASTD) (2009), Definition of e-lerning as follows

> " *E-learning is a broad set of applikacations and processes which include web-based learning, computer-based learning, virtual and digital classrooms. Much of this is devired via the internet, intranets audio and videotape, satellite broadcast, interactive TV, and CD-ROM. The definition of e-learning varies depending on the organization and how it is used but basically it is involves electronic means communication, education, and training.*"

The definition *states* that e-learning may vary depending on the organizer of the e-learning activity and how it is used, including what is the purpose of its use.

E-learning is not the same as conventional learning. E-learning has the following characteristics.

a. Interactivity ; The availability of more communication channels, either directly (synchrounus), such as chat or messenger or indirect (asynchrounus) such as forums, mailing lists or guest books

b. Independency ; Flexibility in the aspects of providing time, place, teaching and teaching materials. This makes learning more centralized to the students.

c. Accessibility ; Learning resources are becoming more accessible through the distribution of internet networks with wider access than the distribution of learning resources to conventional learning.

d. Enrichment ; Learning activities, quality presentation and training materials for enrichment, enabling the use of information technology tools such as streaming video, simulation and animation.

The four characteristics above are what distinguishes e-learning from conventional learning activities. In e-learning, students' responsiveness to the subject matter material is no longer dependent on the instructor / teacher, because the students construct their own knowledge through teaching materials delivered through the website interface. In e-learning also, the source of knowledge spread everywhere and can be accessed easily by everyone. This is because the nature of the Internet media that is globalized and accessible to anyone who is connected to it. Finally, in e-learning teachers / educational institutions function as one source of knowledge. E-learning is any learning activity that uses the help of electronic technology. E-learning can also be applied in conventional education and distance education.

E-Learning is an electronic-based (analog / digital) learning system that accommodates various domains of learning technologies such as design, development, utilization, management, and process assessment and electronic learning resources for learning to occur. eLearning is a subset of learning technologies in addition to other non-electron subsets.

E-Learning is more appropriately understood as electronic-based learning because: (1). E-Learning is a tool or vehicle created systematically to intervene the learning process. (2).E-Learning is a subset of learning technology.

E-Learning can utilize various analog and digital electronic technology such as communication and information technology in learning resource management, delivery system, media utilization, learning system design, learning strategy, development of learning system, and evaluation.

2.3.2. Advantages and Disadvantages E-Learning

Instructions on the benefits of internet use, especially in distance education (Soekaartawi, 2002; Mulvihil, 1997; Utarini, 1997), the others

1. The availability of e-moderating facilities where teachers and students can communicate easily through internet facilities regularly or whenever activities communicate it is done without limitation by distance, place, and time.

2. Teachers and students can use a structured or scheduled learning resource or instruction through the internet, so that they can judge each other to the extent to which the teaching material is learned.

3. Students can study or review lecture materials any time and anywhere if necessary considering the teaching materials stored on the computer.

4. If the student requires additional information relating to the material being studied, he can access the internet more easily

5. Both teachers and students can conduct discussions through the internet that can be followed by a large number of participants, thus adding knowledge and broader insight.

6. The changing role of the student from the normally passive becomes active and more independent.

7. Relatively more efficient, for example for those who live away from school or college

However, the use of the Internet for learning or e-learning is also inseparable from disadvantages. Disadvantages criticisms (Bullen, 2001, Bean 1997). The others: (1) Lack of interaction between teachers and students or even among students themselves. This lack of interaction can slow the formation of values in the learning process, (2) Tendency to ignore the psychomotor aspect or social aspect and vice versa encourage the growth of commercial aspect, (3) Learning process that tends toward training rather than education, (4) The changing role of the teacher from the original master of the conventional learning techniques, is now also required to know the conventional learning techniques, now also in demand to know the learning techniques based on ICT, (5) students who do not have high learning motivation tend to fail, (6) not all Where internet or network facilities are available, (7) lack of knowledge and skill in internet operation, (8) lack of problems in terms of mastery of computer programming languages.

2.3.4 WhatsApp

According to Ashiyan (2016), WhatsApp is as a learning platform used the groups in order to improve the accessibility of learning materials and the perfomance of learning activities. According to these scholars Yeboah, Horsu and Abdulai (2014); Bouhnik and Deshen (2014) and Alsanie (2015), *WhatsApp* Messenger is a proprietary, cross platform instant messaging subscription service for smart phones and selected feature phones that uses the internet for

communication. In addition to text messaging, users can send each other images, video and audio media messages as well as their location using integrated mapping features.

Current statistics puts WhatsApp usage at one(1) bilion as at febuary 2016 (statistic,2016) it was founded by Brain Acton and Jan koun Forner employess of yahoo.

Advantages WhatsApp

1. Simple, Reliable Messaging: You can download the application and use it for free and send unlimited messages, audio files, video files, images etc with internet connection. The annual subscription fee has been dropped by the company, so it is priceless and connects the users with friends and family and avoids using paid traditional sms.

2. Applicable to devices: With whatsapp on the web and the desktop, the you can sync all your chats to your computer so that you can chat on whatever is any device which is compatible to the users. Users only need to download the app, to get started and keep the conversation going.

3. No Geographic Constraints: Whatsapp providing the facility to talk freely with friends and family, no matter where they are located. Whatsapp calling just uses only the Smartphone internet connection and its totally free.

4. Easy To Use: WhatsApp is easy to use since it reduces the users time to log in and log out by giving them access whenever internet is available in just a click in WhatsApp icon.

5. Security: Until and unless you delete your chat history, it preserves the messages. Now with the advent of end to end encryption facility , messages and calls are secured and only the people are in conversation can read or listen that.

6. Enables The User To See When Their Friends And Relatives Logged In Last Time: WhatsApp enables you the view your friend's last log in.

7. Quick In Status Updates And sharing Photo Uploads: WhatsApp is very quick when it comes to status updates and photo updates.

8. Group Chat Facility: WhatsApp enables the users to chat with their friends, co-workers and relatives in a group that matters them the most. Youngsters agree that they can't be without WhatsApp too long because they don't want to miss some important conversations made in the group. Messages, photos and videos can be shared among 256 people at a time. You can even name the group, mute or customize notifications and more.

Document Sharing: You can easily share PDF's, documents, spreadsheets, slideshows and more without using sharing apps or email. It provides to send documents up to 100 MB.

9. Voice Messages: Whatsapp also enables users to send voice record messages .

Disadvantages Whatsapp

1. Image Downloads: Images can be downloaded from the profile pics and can be used for any purpose.

2. Consume Lots of Space in Mobile Phone: It consumes a lot of space in smartphone as we download all

31

the pictures and videos from the application and saved them to our smartphone storage device.

3. Access to Anonymous Contacts: Through WhatsApp, people get access to phone numbers and images of anonymous people, just because they are a part of group texting.

4. Visibly Hectic Text Message Culture: WhatsApp has encouraged youth to send hectic messages and thereby enhancing the culture of visibly hectic text messages. There is no restriction in the size of text messages that can be send through WhatsApp.

5. Lack of Concentration in Class Rooms: Young people very seldom turn off their WhatsApp, even at colleges; They will be receiving messages every now and then. Due to this they lack concentration in class rooms, and hence won't listen to classes much.

6. Lack of Communication with Family Members At Home: The 24/7 online nature in WhatsApp results in lack of communication with the family in the physical world. The youngsters today, are so obsessed with WhatsApp that they rarely communicates with their family. Even though WhatsApp is having some negative sides, still youth prefers to use it to get connected with their close ones.

So as a result of the study we can say that students in Gwalior region consider Whatspp as an alternate choice for text messaging/ social networking sites. They also consider it as a perfect too l for perfect medium to int touch with the friends/family and relatives .Whatsapp is also an perfect application for

exchanging their photos, videos, and audios at a very fast pace, and as a tool for instant communication, with unlimited messages and unres tricted size of sending messages, yet there are certain students which are not happy with the non - informative messages or information which they received. There is also a negative effects of Whatsapp which came out of this study that 65% of students believe that the language students used while chatting affects their (academics) and spoils theirspelling skills and grammatical construction of sentences and it also affects their study time.

2.3 Past Studies

Many experience and experiments show that teaching English vocabulary through electronic dialogue jurnaling by whatsApp if effective to increase students' vocablary and also can improve students' motivation. Below are some example of successful experiment researches about teaching English vocabulary through electronic dialogue jurnaling by whatsApp.

Furthmore, Basma Issa (2013), in her experiment, the current study attempts to determine wherther WhatsApp electronic journaling as a new application in smart phones has a significat effect on writing vocabulary word choice and voice of undergradutate Saudi students (Allmam Mohammad Ibn Saud Islamic University in Saudi Arabia).
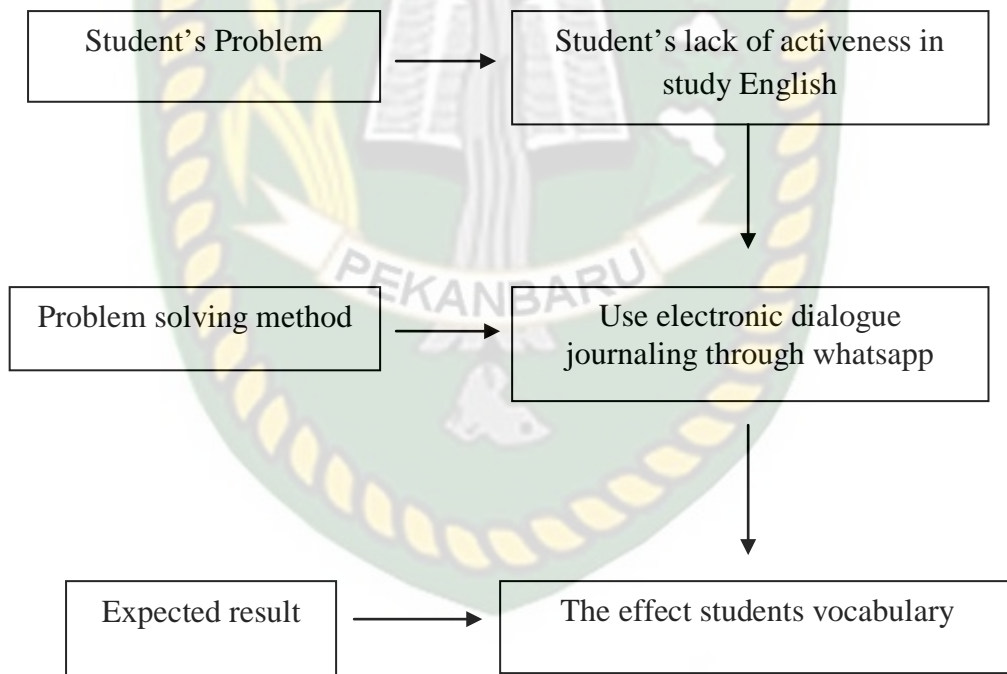
Second, the reserch was conducted by Abdallah (2013). In his research, they study aimed at investigasting the effect of electronic dialogue journals on English writing performance of Jordanian students.

Next is conducted by Gundah. In his research, he wanteed to know the effectiveness of a dialogue journal in improving studentd' writing skill in narative tex of the eleventh graders of SMAN 4 Malang. The design was quasi experimental group. The subjects were XI-IPA1 as the control group and XI-IPA4 as the experimental group.

2.5 Conceptual Framenwork

The researcher plans to do the research based on the framework below :

The figure 2.1 of Conceptual Framework

| Student's Problem | → | Student's lack of activeness in study English |

| Problem solving method | → | Use electronic dialogue journaling through whatsapp |

| Expected result | → | The effect students vocabulary |

2.6 Hypothesis

The are two hypothesis in the research are :

1. **Null Hypothesis (H=0)**

   (Ho): there is no significant effect using electronic dialogue jpournaling through whatsapp to increase vocabulary mastery of the second year students at SMPN 16 Pekanbaru

2. **Alternative Hypothesis (H=1)**

   (Ha): there is significant effect using electronic dialogue jorunaling through whatsapp to increase vocabulary mastery of the second year students at SMPN 16 Pekanbaru