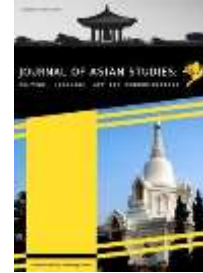




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STUDENT'S INTEREST ON USING WHATSAPP APPLICATION IN LEARNING ENGLISH

MINAT SISWA DENGAN PENGGUNAAN APLIKASI WHATSAPP DALAM PEMBELAJARAN BAHASA INGGRIS

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Abstract

This research has a background by the phenomenon of online learning using the WhatsApp application in learning English at SMAN 6 Padang. This research is a qualitative research with a descriptive method which aims to describe and see the students' interest in learning by using the WhatsApp application in learning English. Participants in this study were 11th grade social studies students at SMAN 6 Padang. The data was collected by the researchers by distributing questionnaires to students through the Google Drive application in the form of Google Form with a total of 27 statements related to students' interest in learning by using the WhatsApp application in the learning process. To add information from the students, the researcher conducted interviews with 20 students from 4 classes which were taken using the Purposive Random Sampling technique. Interviews were conducted by sending messages using the WhatsApp application which was then recap by the researcher. During the study, from the questionnaire data and interviews, the researchers concluded that students were interested in using the WhatsApp application in learning English

Keywords: *student's interest, WhatsApp Application*

Abstrak

Penelitian ini dilatarbelakangi oleh fenomena pembelajaran online menggunakan aplikasi WhatsApp dalam pembelajaran bahasa Inggris di SMAN 6 Padang. Penelitian ini merupakan penelitian kualitatif dengan metode deskriptif yang bertujuan untuk mendeskripsikan dan melihat minat belajar siswa dengan menggunakan aplikasi WhatsApp dalam pembelajaran bahasa Inggris. Partisipan dalam penelitian ini adalah siswa kelas XI IPS SMAN 6 Padang. Pengumpulan data dilakukan peneliti dengan cara

menyebarkan angket kepada siswa melalui aplikasi Google Drive berupa Google Form dengan total 27 pernyataan terkait minat siswa belajar dengan menggunakan aplikasi. WhatsApp dalam proses pembelajaran. Untuk menambah informasi dari siswa, peneliti melakukan wawancara dengan 20 siswa dari 4 kelas yang diambil dengan menggunakan teknik Purposive Random Sampling. Wawancara dilakukan dengan mengirimkan pesan menggunakan aplikasi WhatsApp yang kemudian di rekap oleh peneliti. Selama penelitian, dari data angket dan wawancara, peneliti menyimpulkan bahwa siswa tertarik menggunakan aplikasi WhatsApp dalam pembelajaran bahasa Inggris.

Kata Kunci: *Minat siswa, Aplikasi WhatsApp*

1. INTRODUCTION

The condition of the teaching and learning process is done in the online process because of the pandemic COVID-19. There are more impacts during the pandemic in the learning process. The teaching process that students have to take offline in class is being eliminated during the pandemic. Usually, there is a big impact on subjects where the learning process requires a lot of practice in class. Therefore, online learning is problem-solving during a pandemic in education.

Online learning is a learning process that relies on the internet for the teacher and students to do interact. Online learning has two types which teachers can choice of how to do the online learning process. The two communication methods (synchronous and asynchronous) are used for the delivery of course content and for course-related communication and interaction Moallem, (2015). There are two types of communication for the online learning process that are synchronous and asynchronous. Both types provide two different teaching systems that the teacher will be applied. synchronous system in online learning can be implemented by the teacher and students live for meeting in one schedule using media online (Zoom Meeting and Google Meet). Meanwhile, asynchronous online learning activities are not limited by time and are not directly face-to-face at the same time between teacher and students (Google classroom, Google Form, WhatsApp Application and YouTube).

The researcher found the phenomenon the application which is used by teachers at SMA N 6 PADANG. Based on the researcher's experience as a teacher training in that school. The teachers used Google Classroom, whatsapp Application, Google Form, Youtube, and Zoom Application which used asynchronous and synchronous. First, the usual applications that are often used by teachers in the asynchronous system Are Google Classroom, whatsapp Application, Google Form, and youtube. Second, the usual applications that are often used by teachers in the synchronous system are Zoom Meeting and whatsapp Application. Most of the media that are often used in online learning is the whatsapp application.

Whatsapp messenger is a mobile learning technology that can help students to learn social, easy to construct knowledge by sharing with other group members through short messages, and ease of online interactions quickly between learners and teachers (Pratama & Kartikawati, 2017). Whatsapp is an application that can be used to send and receive messages with a audio, video, and text base.

However, the use of WhatsApp as online learning media to help teachers in the online learning process has a different response from each student. Many students who take part in the online learning process use the Whatsapp application because the Whatsapp application is an application that is often used as a communication tool every day. Students can interact with the teacher to discuss the material simultaneously. Sometimes, students are very lazy in the online learning process using WhatsApp application because the presentation of learning materials by the teacher does not attract students' interest.

Student's interest is a psychological influence that acts as motivation (Kahu et al., 2017). The influence of psychology in students in the learning process is the student's interest. Student's

interest will have influence to students behavior in learning. It cause the student's interest is a action to stimulate motivation in the learning process.

Arlianty, (2017) argue Interest in Learning of the students can be seen from a variety of things, namely: 1. Liking and interest in the things learned 2) The desire of students to learn 3) Attention to learn 4) The enthusiastic, participation and activeness in learning. Liking of the students in learning can reflect how the students interest in learning. In the learning process the teacher must be able to increase the desire of students in learning to attract students' interest. Students' attention in learning is one form of student interest. Enthusiastic, participation and activeness of the students in learning will describe students interest.

Factors Affecting of Student's Interest

Internal Factors.

Student's emotions, self-efficacy, and their sense of belonging are also important factors in explaining the links between student's interest, the teaching environment, and student's engagement. Some of these factors are very influential on student's interest (Kahu et al., 2017). The emotional factor of students related to the state of the learning environment. Self-efficacy is very influential on student engagement and students interest. Thus, what is in students and how is the environment student learning is very important for students interest.

According to Resta Resta Clasa kaanter, (2019) There are two factors that affect student's interest. They are internal factors (come from the students themselves such as attention, intelligence, and readiness) and external factors such as parents, and teacher. Intelligence is a factor of student's interest. How students prepare themselves to face lessons is also a factor of interest's students.

External Factors

Environment conditons that can affect student's interest in the family environment, school environment and classroom environment. The second factor is situational interest which also has an effect on student's interest. Interest in the situation of students related to teachers teaching in the class. Therefore it is important to create a good environment for students and improve teaching methods for teachers that are more attractive to attract student's interest.

The external student's interest factor can be influenced by teachers and parents. It can be affected from how the teacher delivers the material and how parents can motivate students. Students are very close to parents and teachers in their daily life. Therefore, how the attitude of parents and the way teachers teach will affect students' interest in learning.

Whatsapp Application For Teaching

Whatsapp is an application that can be used to teach online. The application which can help teachers to teach in online learning process. Whatsapp is one of the latest technologies that help language teaching (Afsyah, 2019 ; Jasrial, 2017). WhatsApp is a potential media to help language teaching. Teachers can use whatsapp as a media to support online teaching. It cause whatsapp is an application that can help teachers to show material, especially in language teaching.

WhatsApp is one of the resourceful teaching methods which fascinates students' attention, responsiveness and provides fun-based learning (Mbukusa, 2018). Teaching using the WhatsApp application can be used to captivate students' attention. Teaching whatsapp can be used to attract students' responses in the learning process. whatsapp is a medium for teaching that makes students enjoy. it can captivate students' attention in teaching.

The WhatsApp application is a technology that can be used for teaching. In online teaching using WhatsApp can be used to display material. Whatsapp makes it easy for teachers to teach students

online. The way teachers use the WhatsApp application in teaching can be by having independent and independent conversations. The dependent conversation is discussion conduct by the teacher, while the independent conversation is a discussion between students and other students about the material and the teacher only observes.

2. METHODS

The method of this research is descriptive and the researcher carrying out this study as descriptive which focused on describing the student's interest on using the whatsapp application in learning English. The researcher described by using qualitative methods based on the phenomena that the researcher found. It is supported by (Daniel, 2016) who states that qualitative research is an approach that views human thought and behavior in a social context and covers a wide rathis research conducted at SMAN 6 Padang. In order to got information about the data, the participant of this research were the students of SMAN 6 Padang that consisted of four social classes. Technique sampling the researcher used purposive sampling and purposive random sampling.

Purposive sampling is a way selection of respondents based on criteria such as the breadth and depth of their experience of the relevant phenomenon and their ability to articulate this experience (Lisa M. Given, 2008). The researcher used purposive sampling to collected data with the main criteria of students learning English using the whatsapp application in the learning process. The participants of this study were students who studied English in Social Studies class XI using the whatsapp application. The second sampling technique was purposive random sampling. It used to take interview data from participants. According to (Spuck et al., 2006), "purposive random sampling is one of the other purposeful sampling procedures and it is used, followed by a randomization procedure". Selection of participants for sampling will select randomly that in accordance with the purpose of the research. A random sample will be taken 15% from the selected group. Participants will be selected 15% of the 137 social classes. Then the researcher got 20 students to be participants of the research The Students Interest On Using Whatsapp Application In Learning Englishnge of phenomena in order to understand and appreciate them thoroughly.

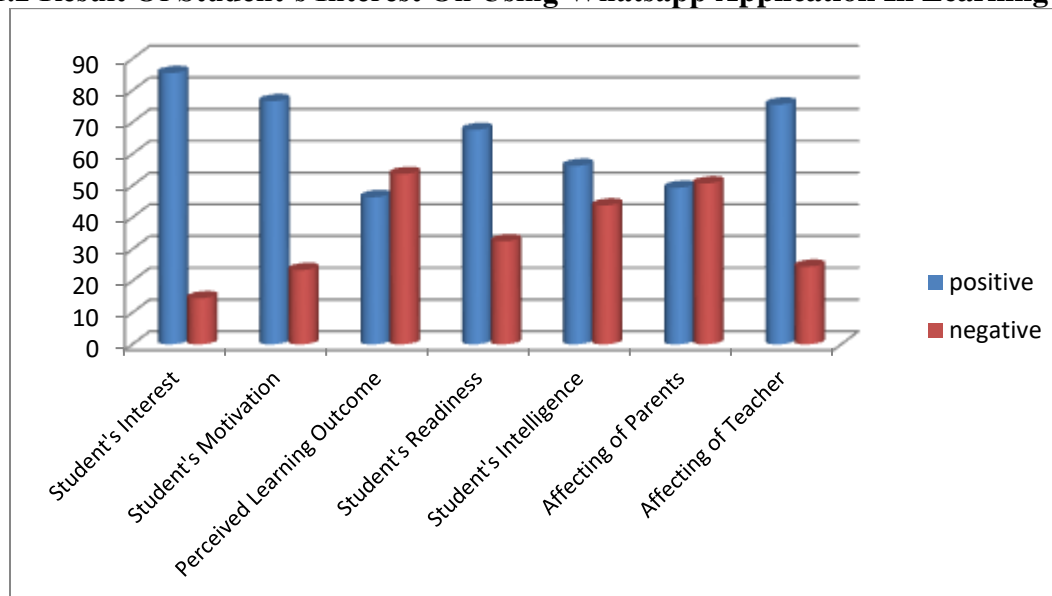
Researchers will collect data according to procedures. First, the researcher makes questions that will be given to the respondents. Second, after that, the researcher distributed questionnaires to the respondents and the respondents answered the questionnaire. Then, the researcher interviewed 15% of the participants to support the results of the questionnaire. After the respondents answered the questionnaires and interviews, the researchers analyzed the data. Data analysis was conducted to determine the results of the success of research conducted by researchers. the research results are interpreted with percentage intervals by Arikunto, (2009).

Table 1.1 Interval percentage

No	Score	Criteria
1	0% - 20 %	very low
2	21% - 40 %	low
3	41% - 60 %	enough
4	61 % - 80 %	high
5	81 % - 100 %	very high

3. RESULTS AND DISCUSSION

Table 1.2 Result Of Student's Interest On Using Whatsapp Application In Learning English



Based on the chart above, there are seven indicators to determine student's interest in using the whatsapp application in learning English. The first indicator that explains students' interest in using whatsapp has the highest percentage of questionnaire results, which is 85.5%. The next indicator is student motivation that has a percentage of 76.6% which is at a high level. The third indicator is about Perceived Learning Outcome with a percentage 46.35% at enough level. The fourth indicator is about student readiness has a percentage of 67.55% at a high level. The fifth indicator is about student intelligence has a percentage of 56.25% at enough level. Then, affecting parents of students has a percentage of 49.3% at enough level. The last indicator about affecting teachers has a percentage of 75.5% at a high level.

Based on the explanation above, some of these indicators explain information related to student's interest in using the WhatsApp application in learning English. The researcher combined the results of questionnaires and interviews to get answers from this study. The result of this research is that student's interest on using the WhatsApp application in learning English has a percentage 65.3% at the high-interest level.

4. CONCLUSION

The researcher wanted to know student's interest on using whatsapp application in learning English. The researcher described student's interest on using whatsapp application in learning English with seven indicators. The researcher interested to knowing students' interest in using the whatsapp application in learning based on the phenomenon that the researcher saw officiate teacher training at SMAN 6 Padang. In conducting this research, the researcher used qualitative descriptive research. The researcher selected a sample of 11th grade social studies students who learned English using the whatsapp application. The result of this research is the student's interest on using whatsapp application in learning English is high interest.

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