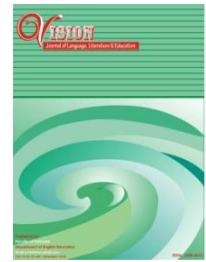




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STUDENT ATTITUDE TOWARD THE USE OF WHATSAPP IN EFL CLASS

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Keywords	Abstract
<i>Keywords: Attitude, WhatsApp, Media</i>	This paper is grounded by the utilizing of WhatsApp as media in teaching learning process. There are a lot of education practitioners who has conducted the use of WhatsApp in classroom. Therefore, the writer interested to investigate how students attitude in utilizing WhatsApp as the media in their learning. The writer converts the questioner into descriptive research . After analyzing of the data, the researcher found that the student has a positive impact toward the use of WhatsApp in classroom. Deal to this result, the researcher suggests that the reader can utilize WhatsApp effectively to reduce the weakness of whatApp and combine to others method or strategy to reach the goal.

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INTRODUCTION

Networks of Information and communication Technology (ICT) have become stronger in today's technology. This technology offers the easiness for the users. hence, many people tend to addict in using of technology. The people can get and share information from everywhere. Moreover, the satisfied networks provides the easiness in connected to the other people such sharing, receiving information, photos, videos, video calling, document etc. This facility can be taken from the one of satisfied technology such as instant Messenger. There are a lot of application has been offered from technology. They are Messenger, WhatsApp, Line, Kokoa Talks, YahooMesanger etc. these application provides the

easiness and strengthens. Based on the observation quoted from Actas and Can (2018: 2) WhatsApp is the one of the most utilized social media communication tool in the world as of June 2018 and roughly 1.5 billion people use. If the observation in Indonesia from the media online, it stated that Indonesia is the most dominant user in the world. From this situation, it can be seen that WhatsApp in our learning life has become undeniable and has been used in many parts of the world. We consume social media in our everyday life. It can be assumed that social media has become part of the live.

Deal to the easiness from WhatsApp as the popular application, it is not only used as the media in daily communication, but also in the field of education. Many studies have been conducted in school by using WhatsApp. The following are some researcher who has utilized WhatsApp as the media in teaching learning process:

1. **Amry, AichaBlehch. 2014.** The Impact Of WhatsApp Mobile Social Learning On The Achievement And Attitudes Of Female Students Compared With Face To Face Learning in the classroom. Amry found that the use of Mobile Assisted Language Learning helps students to produce a learning community, construct knowledge easily and share it with other members of a WhatsApp group through instant messaging. In spite of the interaction in group, Amry Suggest that the teacher should follow their online interaction. Because of the presence of instructor is very important in learning process. The instructor should facilitate the learning process. In addition, Amry also found that learning situation is becoming more personal and effective through online social interaction. It enables the student works collaboratively and portable process. Learning is becoming ever present, durable and different with formal education.
2. **Actas and Can (2018)**, they tried to see the effect of Whatsapp usage on student English Self-Efficacy and English Courses in Foreign Language Education Outside the School. They resulted that using WhatsApp outside the course brings to a significant differentiation in the self-efficiency beliefs of the students for both reading and listening. The data is analyzed from qualitative processes. In addition, it found that the practice has a statistically meaningful effect on students' attitudes toward the course. The data obtained from the qualitative processes have proved that the implementation is effect in the emotions such as happiness, joy, excitement, pride and that the students considerably support the use of this implementation.
3. **Mbukusa (2018)** analyzed Perceptions of students' on the Use of WhatsApp in Teaching Methods of English as Second Language at the University of Namibia. Mbukusa resulted that WhatsApp can be one of the source teaching methods to attract students and develops contribution among students' idea, quicker and relax. Mbukusa also found that the students have fun and enjoy the use of whatsapp as the tool of learning. In addition, this usage can encourage student in interaction among their friend.

4. *Joan S Leafman, Kathleen M Mathieson, Helen Ewing (2013) analyzed about Student Perceptions of Social Presence and Attitudes toward Social Media: Results of a Cross-Sectional Study.* They resulted that the results showed that students looked comfortable using Social Network Learning Management. The presence of LMS makes students participate actively because so far they have been lacking to communicate. LMS also offers student-centered learning either face to face or virtual.

From the research above, it can be concluded that WhatsApp usage became alternative media to help teacher and student in teaching learning process. The use of WhatsApp as teaching media is not only implied in abroad. Based on the previous above, many Indonesia lecturers and teachers have been inspired to apply WhatsApp in classroom. They have tried and developed the use of WhatsApp with other strategy or method in teaching learning process. One of the most is at the semantic class in English Teacher Training Faculty UIN-SU. The lecturer utilized WhatsApp as the media in sharing information, question and answer session and discussion. WhatsApp opens students' occasion to share and get knowledge easily. They are not hesitate to express their idea, opinion, experiences related to semantic course. As long as this usage, the students look more active and creative in learning through WhatsApp. But there is another factor to achieve the goal of education. Perhaps, many lecturers or teachers only concentrate to the media, method and strategy in teaching, but a bit to see the student's attitude.

Attitude can change every aspect of life, include to the education. Student attitude can determine their ability and willingness in learning. If the negative attitude is not been changed, the student may not continue their education beyond from what they need. Student attitudes on learning, whether is good or bad, it can affect their outlook toward learning throughout life. Their attitude towards learning affected not only their amount of education but their willing for education.

Based on the reason above, the writer interests to investigate how student attitude towards WhatsApp usage as the media in teaching learning process. The writer hopes that this research will be useful for the readers in implementation of other social media in increasing or developing language learning skill.

REVIEW OF RELATED LITERATURE

A. Social media

Nasrullah (2017:11) claimed that social media is online media that supports social interaction. Social media uses web-based technology that turns communication into interactive dialogue. Some of the popular social media sites today include: Blog, Twitter, Facebook, Instagram, and path. Another definition of social media is also explained by Van Dijk. Social media is a media platform that focuses on

the existence of users who facilitate them in their activities or collaborations. Therefore, social media can be seen as an online facilitator that strengthens the relationship between users as well as a social bond

According to Shirky in Nasrullah (2017:11) social media and social software are tools to improve the ability of users to share, to cooperate with users and take collective action, all of which are outside the institutional and organizational framework. Social media is about being human. The people who share ideas, work together, and collaborate to create creations, think, debate, find people who can be good friends, find partners, and build a community.

B. The History of WhatsApp

WhatsApp Messenger is a free application message platform. This application provides users to send text message, voice message, voice and video calling, share picture, document, show the location and other media easily. Nowadays, WhatsApp is not only used in smarthphone, but also accessible from the desktop computer by connecting to the internet through WhatsApp Web. In January 2018, WhatsApp released a standalone business application. It is targeted at small business owners, called WhatsApp Business. WhatsApp business allows companies to communicate with customers who use the standard WhatsApp client. Brian Acton and Jan Koum, former workers of yahoo, are founder of WhatsApp in 2009.

In September 2007, Brian and Koum leave yahoo. Then, they took some time off in South America. At those time, facebook rejected their application job. After Iphone released in January 2009, Koum and Acton realized that there is a potential for Application industry on Apple Store. Acton and Koum start to meet their friend, Alex Fishman in West San Jose to talk about a new type messaging application that show the statuses to individual names of the people. They are really know this idea will develop. Then, Fishman meet a RusianDeveloper ” and introduce him to Koum. Finnaly, Koum named the application WhatsApp to the sound like “ What’s up”. He joined WhatsAppInc in California on February, 24, 2009. But, the first version kept crashing,Koum is give up and tried to look for a new job. Acton demands Koum to wait for a few month to see the developing. Since, Apple launched Push notification in June 2009, it allows user ping when they were not using an Application. Koum Turn WhatsApp when a user’s status is changed. WhatsApp 2.0 launched with a messaging component and suddenly the number users increased to 250.000. At those time, Acton worked in another job and decided to join the company. After that, Acton invite five of his friend worked in Yahoo in October 2009. They invest \$250.000 in seed funding. For the next time, Acton became a co-founder. He decided to join WhatsApp on November 1 and launched exclusively on the Appstore for iphone. In covering the price of sending message from one user to another user, WhatsApp was changer into free services. On December 2009, the ability of sending photo was added in iphone. In early 2011, WhatsApp became the top

application in the Application Apple Store. Sequoia capital invested \$8 million more than 15% for the company after negotiation in a long time. Finally, WhatsApp has 200 Million active users and 50 Staff member. Sequoia invested \$50 million more and it beca\$1,5Milyard.

C. WhatsApp

WhatsApp Messenger or WhatsApp only is a messaging application for smartphones with a basic similar to BlackBerry Messenger. WhatsApp Messenger is a platform messaging application. It allows us to exchange messages without SMS fees, because WhatsApp Messenger uses the same internet data package for email, web browsing, and others. The WhatsApp Messenger application uses a 3G or WiFi connection for data communication. We can chat online, share files, exchange photos, voice and video calling, search location through WhatsApp.

In the early, WhatsApp is only for iPhone users, then developing of technology made WhatsApp application was also available for BlackBerry, Android, Windows Phone and Symbian versions. WhatsApp can be used for iPhone, BlackBerry, and Symbian users (Nokia). The WhatsApp application can only work for fellow users who have the WhatsApp application. This WhatsApp application can be downloaded for free on its website. This application uses mobile phone numbers that we use to interact with fellow WhatsApp users. This application allows BlackBerry, iPhone, and Symbian users to be able to communicate with each other. This application uses push features so you can always tell the message that is being received. Some things to consider in using WhatsApp are connection stability. WhatsApp relies on an internet connection via GPRS / EDGE / 3G or wifi network to run it. This WhatsApp application does not quit when there is no internet connection. The users can see contacts and conversations with other friends even though there is no internet connection. Meanwhile, BlackBerry Messenger, the users can open the application in offline but when the users try to send a message, there is a sign that the message is delayed until there is an internet connection.

There is a notification option for notification of new messages in the settings section. The users can choose to display new messages Pop Up or only appear in the notification area. The users can also set voice calls in the settings section.

Mobile Number as PIN Unlike BlackBerry Messenger, which uses a unique PIN to add a list of friends. On WhatsApp to add friends, cellphone number is needed. Interestingly, the users don't need to add friends in the WhatsApp application. Simply fill in Phonebook list with users friend along with the cell phone number, and synchronize by pressing the refresh button when the option is on the friend list (+). Therefore, your friend is registered using the cellphone number, WhatsApp will search for it himself and display your friends directly on the call list. When you first install it, you will get a list of WhatsApp contacts that are filled in automatically. WhatsApp immediately retrieves data in the phonebook and

synchronizes with the server. If your friend's cellphone number is registered on WhatsApp, this application will automatically know him.

D. WhatsApp Usage in Language Teaching Learning Process

There are steps in implementation of WhatsApp in Teaching Learning Process, taken from Sperof (2016):

1. Teacher asks student to make WhatsApp group
2. Teacher should make a rules during WhatsApp usage such as, manner in communication or language politeness. The teacher should explain what should or should not posted in WhatsApp group
3. Teacher set the rules along whatsapp usage such as bring earphone to make a clear on earing
4. Teacher assigned the task

From the steps above, the teacher can combine the material, method, strategy and WhatsApp as the media. For further, WhatsApp usage can be applied to increase student in mastering speaking, listening, reading, writing and vocabulary

E. Attitude

Generally, attitude can be defined as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in a persons' environment. According to Hayakawa in Fatima (1994:432) that attitude is a term which is more general than others (policy, position and posture). It shows personal feeling or institutional. Attitude is very seldom to be expressed and the characteristic is un clear. According to William G. Nickels (in Kotler, 2000), Attitude is a tendency learned to react to product offerings in good problems or by studying the state of mind and one's attitude is expected to determine one's behavior.

Garner (2005) in Pamela stated that there are two different target to student attitude

1. Student attitude toward learning situation
2. Student attitude toward target community

In this paper, the writer interests to see to the student attitude toward learning situation.

RESEARCH METHODOLOGY

This research conducted investigation of students attitude towards WhatsApp usage. This research was held at the fifth semester in UIN-SU.

A descriptive research design incorporating both qualitative and quantitative instruments was used to accomplish the objectives of the study. The use of both types of instruments provides a more comprehensive picture of the participants' attitudes than could be possible with one data collection method alone. The instruments employed is questionnaires (quantitative): a student attitude questionnaire. Upon completion, the students were informed that interviews would be conducted in order to gain more insights about their beliefs, recommendations, and needs concerning the research topic. The interviews were done with the students from a representative sample of the participants. The analysis of the data collected was used to draw conclusions related to the research questions already identified.

As mentioned before, a questionnaire was distributed among the participants in order to determine their views about using WhatsApp in EFL class. In this particular study, the researcher wanted to gain numerical data to indicate student attitude toward WhatsApp Usage.

For the purpose of analyzing the gathered data, the respondents were allowed to rate each item on a scale of options which were numerically coded as 1 (strongly disagree); 2 (disagree); 3 (neutral); 4 (agree); 5 (strongly agree). This instrument is tend to use the measurement of scale. The following figure are drawn clearly

Level of attitudes	Score
Strongly disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly agree	5

It was also necessary to give explanation about the questioner before distributed to the respondents to avoid misunderstanding in filling the questioner sheet.

DISCUSSION

After collecting of the data by using of five likert scale, the writer analyzed them and found that the students hold positive impact to the use of WhatsApp in classroom. In this case, the writer provides 12 statement to see student attitude. It can be seen from the recapitulation table on below:

No Statement	SD	D	N	A	SA
1				61,3%	38,3%
2				74.20%	25.80%
3				61.30%	38.70%
4			3.20%	58.10%	38.70%
5		9.70%	2.58%	51.10%	12.90%
6			6.50%	61.30%	32.30%
7			3.20%	64.50%	32.30%
8		3.20%	9.70%	77.40%	9.70%
9				80.60%	19.40%
10				20 %	80.%
11	64.50%	25.80%	9.70%		
12	22.60%	54.80%	22.60%		

The table above shows that the students choose only two options in statement no 1. They believe social networks such as WhatsApp could be used in a classroom.

In the second statement, the students choose two options. the students is agree and strongly Agree that WhatsApp enhanced their foreign language learning.

In the third statement, the student choose 2 options. It means that student Agree and strongly agree to the statement “WhatsApp have changed their foreign language learning culture”.

In the fourth statement, the student choose 3 options. This choice still shows that WhatsApp usage makes their learning to be more interesting and more convenient.

In the fifth statement, the students choose 4 options. They are Agree, Strongly Agree, Neutral and disagree. But the choice still shows that the use of social media provides the chances of learning English language.

In the sixth statement, the student looks agree that WhatsApp is a a good place to have discussion

In the seventh statement, the students choose three options. They are agree and strongly agree that the whatsapp usage can improve their communication between lecturers and classmate.

In the Eighth statement, the students choose 4 options. They tend to choose agree and strongly agree that WhatsApp usage help them become independent learner, and a bit percentage choose neutral and disagree.

In the ninth statement, the students choose 2 options. They choose agree and strongly disagree that WhatsApp usage can improve their language skills.

In the tenth statement, the students choose agree and strongly disagree. It means that WhatsApp usage can help them to contact as well as interact with classmate on.

In the eleventh statement, the students choose disagree and strongly disagree that using social media is time consuming.

In the last statement, the students choose disagree and strongly disagree to the statement “ I don’t think social media offers benefit to me professionally”.

From the table and description above, it can be concluded that the student has a positive impact or attitude to the use of WhatssApp in language learning skill.

CONCLUSION AND SUGGESTION

After analyzing of the data, the writer found that the student has a positive attitude toward WhatsApp usage in classroom. It can be seen from their choice in questionnaire. They tend to choose agree and strongly agree in WhatsApp usage. They believe that WhatsApp usage can improve their language learning skill because they have chance and change in their learning culture. WhatsApp usage builds their interesting in language learning. This application also encourages them to express their idea, share information among the users in WhatsApp group. From the data also found that the teacher or lecturer should combine the use of media with other teaching strategy, technique and method. The teacher should provide students in the process of language teaching learning to avoid the abuse of social media during teaching learning.

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