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EFL Students' Interest and Attitude in Learning Through WhatsApp Group

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Abstract

Evaluating one of the mostly used online media during this COVID-19 pandemic Indonesia namely WhatsApp, this study investigates EFL students' interest and attitude toward learning English through WhatsApp Group as well as the influencing factors. Taking 30 university students of English Education Department at IAIN Salatiga as the subjects, this qualitative study makes use of online questionnaire and online interview to collect data. The findings show that students averagely have positive interest and positive attitude toward the use of WhatsApp group as their primary e-learning tool, with the enjoyment aspect of interest and the affective aspect of attitude being most dominant values. Meanwhile, five main influencing factors of students' interest and attitude have been identified including (1) the teachers' methods or strategies of online teaching (2) WhatsApp features and affordances, (3) students' mood, (4) the network accessibility and strength, and (5) students' personality. Furthermore, in order to enhance students' interest and attitude, it is suggestible that teachers employ innovative and creative learning strategies, whereas the students be more disciplined in following their online classes.

Keywords: *attitude; efl students; interest; whatsapp group*

INTRODUCTION

As ELT teachers utilized myriad learning websites and applications, distance learning practices in Indonesia especially during the COVID-19 pandemic experiences its own trial of whether being able to deliver quality pedagogical activities and motivate learners using the selected digital tools, which is one of the core barometers of a successful online course (Hasbi, 2020). This selection of online learning platform is paramount because it affects significantly toward students' interest which will also impact on how students behave and perform in the online classroom activities. Indeed, students' interest and attitude are considered as two determining elements toward successful learning and thus are paramount measures in the world of English language learning (Indrawati, 2017; Murtadho, 2018). On the other hand, after a while ELT practitioners are in euphoria bringing their classes into popular e-class platforms such Google Classroom, Moodle, Schoology, Canvas, and several others, there are now an

increasing number of teachers especially the more millennial ones who experiment with implementing social media as their mainstream digital classes, including WhatsApp.

As the time progresses, not only the practice but also a number of studies have been continuously conducted in relation to WhatsApp use in ELT, English language students' interest and attitude, or even the mixture of them. Researching high school students' interest in learning English, Rahmah (2011) discovered major factors affecting their interest including the internal factors (coming from the students themselves, such as physical fitness, intellect, attainment, and readiness) and external factors (coming from family teacher, school, and peer) with the school variable indicated as are primary factor affecting the interests of students. Investigating about the use of WhatsApp Messenger to teach writing for first-grade university, students Linda & Ri'aeni (2018) found that WhatsApp Messenger usage draws students' attention positively as the online class via WhatsApp group have been successful in improving students' writing skills and improve their awareness of the better use of ICT tools. Palangngan & Mulyaningsih (2019) investigated students' interest and perception in learning English through *Belajar Bahasa Inggris with ACO* application which resulted in the increase of students' interest in English learning and the good view of the application implementation in English class., suggesting that Smartphone applications need to be utilized more as a supporting language learning media because there are many benefits it offers.

The above sample studies have identified positive feedback on the uses of technological tools in ELT and provided a good theoretical and practical insight on students' interest. In this article, authors step it up by investigating the state of two variables namely students' interest and attitude when it comes to learning English via the chosen application, i.e., WhatsApp with the following three questions are to determined:

1. What is the students' interest toward learning English through WhatsApp group?
2. What is the students' attitude toward learning English through WhatsApp group?
3. What factors influence students' interest and attitude toward learning English through WhatsApp group?

LITERATURE REVIEW

Students' interest

Defined as a sense of desire in a thing or practice by Djaaliin in Indrawati (2017), interest is one of the must-have values in learning a language, because without such desire, it will not take the learners to language mastery. Moreover, Mangal in Saswandi (2014) emphasized that it is the core force driving the entire machinery of the teaching and learning process, implying that it is the defining factor for both learners and teachers. Among some specific aspects that form students' interest, Nurjanah (2011) determines curiosity, attention, and enjoyment as the most defining factors. Curiosity in language learning drives students' self-discoveries so they tend to not only speed up the pace of their learning but also become more autonomous and pay more attention to details. Enjoyment follows after anytime they find answers to what they have been looking or are simply satisfied throughout the learning journey. It has also been

acknowledged that if ones are interested in an activity, curiosity brings fun to any activity that the person participates in the experience will be more pleasant for them than if they are bored Hurlock (in Rahmah, 2011).

Students' attitude

Attitude is a mental state of neutral readiness, structured by experience, exerting a direct or complex effect on the reaction of the person to all objects and circumstances associated with it" (Allport as quoted by Oskamp & Schultz in Murtadho, 2018). Such readiness is paramount to have when ones are learning a foreign language as it triggers active learning. Building a good attitude toward learning a foreign language can be a rather complicated, though, as it is influenced by many factors such as parents, teachers, learning climate and classroom task, learners' peer groups, personal experience, language learning materials (Isti, 2019). In times like this when learning has to be conducted online due to COVID-19 pandemic, moreover, it has become more challenging for the students' positive attitude to establish because generally students who are engaged in online learning still preferred that their classroom lectures be delivered face-to-face primarily if given a choice (Edwards, 2018).

WhatsApp

WhatsApp is a free messenger app that works on multiple platforms, such as iPhones and Android phones, and is widely used by undergraduate students to send multimedia messages such as pictures, videos, audios and simple text messages (Rawekar, 2017). With such intensive accessibility and integrative affordances, WhatsApp is not only a good choice for facilitating distance class interaction but can also be used as a home for primary learning activities such as discussion, presentation, quiz, etc. Furthermore, Amry (2014) mentioned the main reason for this application to be highly recommendable for online learning is due to its abilities to exchange texts and visual-audio-audiovisual files, to create multiple groups for classes, to send unrestricted messages, and to be accessed using widely used devices such as smartphones and tablets; even there is now the computer version of it.

METHOD

This research was conducted in February-March 2021 virtually. The subjects of this study were 30 English Education Department students of IAIN Salatiga consisting of 15 students from 6th semester and 15 students from 4th semester. The researchers conducted this study qualitatively as it describes, investigates and interprets the significance that individuals or groups ascribe to a social or human problem (Creswell, 2009:32).

To obtain the data, online questionnaire and online interview are used. Researchers here employed close-ended questionnaires. The questionnaire is a table consisted of 18 statements that measure and student respondents' views on their interest and attitude regarding their learning English through WhatsApp Group, which used the Likert Scale formula where respondents only needed to give *strongly agree (SA)*/ *agree (A)*/ *disagree (D)*/ *strongly disagree (SD)* formula of responses. To be noted, out of all 18 questionnaire statements, 9 items were to determine the interest level using attention, enjoyment, and curiosity aspect measurement, as introduced by Nurjanah (2011). Whereas the other 9 items investigated the three level of

attitude aspects defined by Zanden (in Syamsul, 2016) namely *cognitive, affective, and behavioral*. In order to conclude their level of interest and attitude, the mean responses from all subjects were valued either *positive* (when SA+A score is greater than the D+DS score), *negative* (when D+SD score is greater than the SA+A score), or *neutral* (when SA+A score and D+SD score are equal). The value with most occurrence throughout all statements determines the final judgement of interest and attitude level of the students.

For the deeper analysis, the data obtained from the structured interview. The researchers have to focus on a more specific investigation about students' interest and their attitude. The researcher conducted an interview after analyzing the data of questionnaire and performed on the selected 8 participants (6 students with highest interest and attitude score and 6 students with lowest interest and attitude score) to found the factors which influence the students while learning via WhatsApp. Through these various perspective/views, it is expected that the obtained results are valid.

FINDINGS

Results from interest-attitude online questionnaire

As the 18 statements in the Questionnaire were built of 3 aspects of interest and 3 aspects of attitude, the result is presented in the following 2 separate tables. However, due to space limitation, each statement isn't written out but clear description that touch the discussion around them is put below each table. The terms SA, A, D, SD used in these columns refer to *Strongly Agree, Agree, Disagree, Strongly Disagree* answer option which records students' responses.

Table 1. Interest questionnaire result

No.	Category	Statements	SA+A	D+SD	Value	Dominant value
1.	Attention	Statement-1	86.6%	13.3%	Positive	Positive
2.		Statement-2	76.6%	23.3%	Positive	
3.		Statement-3	46.6%	53.3%	Negative	
4.	Enjoyment	Statement-1	59.9%	39.9%	Positive	
5.		Statement-2	76.6%	23.2%	Positive	
6.		Statement-3	76.6%	23.2%	Positive	
7.	Curiosity	Statement-1	99.9%	-	Positive	
8.		Statement-2	93.3%	6.6%	Positive	
9.		Statement-3	49.9%	49.9%	Neutral	

Based on the table above, students' attention is generally very good with 86.6% of the EFL students remember their WhatsApp classes easily and 76.6% never miss any information about their classes while almost half of them (46.6%) stated their focus is stable during WhatsApp

classes. Their enjoyment toward having WhatsApp classes is high as they majorly like teachers' methods of teaching via WhatsApp group (59.9%), feel brave to chat teachers and classmates (76.6%), and are more enthusiastic having online classes via WhatsApp compared to via other platforms (76.6%). Students also have high degree of curiosity since 99.9% of them are curious about how WhatsApp based learning activities will be presented, 93.3% like to read teachers' and friends' shared ideas, and 49.9% actively ask questions during classes via WhatsApp group. With 7 out of 9 positive values arising, students show a dominant positive interest toward learning English through their WhatsApp groups.

Table 2. Attitude questionnaire result

No.	Category	Statements	SA+A	D+SD	Value	Dominant value
1.	Cognitive	Statement-1	49.9%	49.9%	Neutral	Positive
2.		Statement-2	63.2%	36.55%	Positive	
3.		Statement-3	49.9%	49.9%	Neutral	
4.	Affective	Statement-1	66.6%	33.3%	Positive	
5.		Statement-2	86.6%	13.3%	Positive	
6.		Statement-3	96.55%	6.6%	Positive	
7.	Behavioral	Statement-1	86.6%	13.3%	Positive	
8.		Statement-2	33.2%	66.6%	Negative	
9.		Statement-3	79.95	19.95	Positive	

Based on the table above, students' cognitive is averagely strong with 63.2% of the EFL students can understand teachers' and classmates' exchanges of discussion happening in their WhatsApp classes and half of them believed that WhatsApp group based learning increase their English skills and helps them understand online materials better. Their affection toward having WhatsApp classes is obviously great as most of them agreed that they are attracted due to the WhatsApp chat feature affordances (66.6%), picture-video-emoji multimedia sharing (86.6%), the easy use and access of the application (96.55%). Students also show good behavior since 86.6% of them like to give comments or share ideas, 33.2% focus on WhatsApp and not opening other apps during classes, and 79.95% rarely skip classes via WhatsApp group. With 6 out of 9 positive values are present, and 2 other are neutral, students have a dominant positive attitude toward learning English through their WhatsApp groups.

Results from online interview on interest's and attitude's influencing factors

Post the online questionnaire data analysis, the interview was then conducted with 12 participants including 3 interest highest scorers, 3 interest lowest scorers, 3 attitude highest scorers, and 3 attitude lowest scorers in order to find the factors which influence the students while learning via WhatsApp. To be noted, although the interview needed a total number of 12 interviewees, only 8 students were participating because 4 student names apparently appeared in both interest and attitude lowest and highest scorers. It was a structured interview with the

following questions and obtained responses (only distinguished responses that add different entries are presented below to avoid repeated same answers):

1. The interview result of students' interest

Q1: Why learning English through WhatsApp group is so interesting to you?

"Learning English through the WhatsApp group, I find interesting because it is a new and interesting thing to learn, especially at this time of the pandemic. I am more interested in using the WhatsApp group, other than saving quotas, the applications are also friendly to friends, especially when the house has unstable internet access." (Interviewee 1)

"I think it's because it's very simple and can be connected to other activities. Besides, we don't need a large enough data package, unlike other virtual learning media like Zoom and Google Meet. Though it's a hard signal, it still follows the learning even if it's a little late. For in the WhatsApp, notes or important things can be given stars, thus making it easier for us to reopen the starring matter." (Interviewee 2)

"Because the WhatsApp group in online learning is, of course, both efficiency and effectiveness, better than the other online learning media." (Interviewee 3)

Q2: If any, what personal problems and challenges did you face when learning English through WhatsApp group?

"I found the teacher factor to be troublesome, because most of them are hard to contact. Secondly, lecturing time is not on always on schedule, such as for 12.30-14.10 class time, it started earlier at 12.00 or could run longer even up to evening. The explanations were less than I thought, mostly just assignments. This WhatsApp application has much to offer, perhaps the challenge here, that students and teachers should make better use of the application/feature." (Interviewee 1)

"My challenge in learning is limited access to the Internet, and for material understanding, I can't get enough of the material from the lecturer because sometimes the teacher just delivers the material without explaining. We can't even ask for permission. Also, since this is done online from home, many interrupt my concentration while studying." (Interviewee 2)

"Regarding the issues, if from the medium I think the quotas and Internet access are a major problem for all online media, let alone adequate access to the Internet. But for its learning I suppose, for the basic skills in English it could quite follow, because it also depends on whether it develops whether it is media or media learning or not." (Interviewee 3)

Q3: What factors from your teachers that make you interested in WhatsApp classes?

"If that's the case, it's more due to his assessment, it's easier here. His communications are also more okay, through the study period." (Interviewee 1)

"Since the WhatsApp group is an extremely easy application to use, sometimes there are teachers who can make the most of it by creating pleasant methods in the classroom." (Interviewee 2)

"At least if I have three points, the first with my teachers' teaching methods, many of the lecturers when their online learning and creativity stand out. Suppose the discussion in the class was stagnant, that in WhatsApp it was less simple, and more points gained. Secondly, the assignment and evaluation of the lecturer, if in WhatsApp assignments are not too burdensome, they are reviewed together. Finally, related to the character of the lecturer, who used to be casual sometimes in WhatsApp groups is more fun. Looking at the professor's character, I had an idea of which one to choose." (Interviewee 3)

Q4: Why learning English through WhatsApp group is less interesting to you?

"Because in my opinion the WhatsApp group looked monotonous and otherwise through VN (voice note) only with the writing was confusing to me." (interviewee 5)

"Because it seems monotonous to me, even less the lecturers just start the class, explain the material and directly give an assignment. Less challenging and less effective." (interviewee 6)

"Because I think it's still less effective. Why? Learning English requires practice, so using the WhatsApp is lacking." (interviewee 7)

Q5: What personal problems and challenges did you face when learning through WhatsApp group?

"For me, I didn't like being involved in the group and I was very lazy reading in WhatsApp Group. I prefer a live e-class like via zoom meeting." (Interviewee 5)

"The lecturer gives only three questions in the question-and-answer session, while the others didn't get a chance. If the lecturer explained it only in nonvoice note or a video, it would be less understandable to me." (Interviewee 6)

"The problem is the network isn't working. The challenge is the feeling of lazy because I still can't manage the time." (Interviewee 7)

Q6: What changes should your teachers make so that you will be more interested in having WhatsApp classes?

"Teacher or lecturer should be more innovative in using WhatsApp media as a method of learning, because from what I experienced, students were less interactive in learning if using the WhatsApp group and less understanding the material. Maybe, the lecturer can share a video in the WhatsApp group." (Interviewee 5)

"The lecturer has to figure out how to make the class atmosphere not krik...krik and not boring." (Interviewee 6)

"Perhaps by granting freedom of speech to the students and also not burdensome of an assignment." (Interviewee 7)

2. The interview result of students' attitude

Q1: What make you active and engage during learning through WhatsApp group?

"If this activation and involvement were more about duty because during the pandemic, we were supposed to be able to learn to be independent and do everything ourselves, let alone be contacted at any time. So, we need to be more active." (Interviewee 1)

"Usually the teacher asks questions and if you can answer will get points. This motivated me to be actively involved and gain points plus. Furthermore, when I have difficulty understanding the material presented, I feel free to ask. Learning is sometimes interspersed with games, so I eagerly participate in the stridency of learning. Sometimes the lecturer also proposes that students active to ask or discuss, otherwise it will not be absent in the study." (Interviewee 2)

"Because in the WhatsApp group it's easier to say something, then you don't need to come face-to-face so you're more daring to speak up and be active. Also, because the lecturer gives extra points for the students who active answer a question." (Interviewee 4)

Q2: If any, what personal problems and challenges did you face when learning English through WhatsApp group?

"If for a challenge you may not always understand the material presented. Sometimes the content of the content is orally presented rather than written, the lecturer often explains by writing rather than VN (voice note)." (Interviewee 4)

Q3: What factors from your teachers that make you so attracted to participate in WhatsApp classes?

"If it seems to me, the lecturer who has a high passion for teaching, that the student's teacher is also eager to follow the study through WhatsApp. The material that appeals to me also makes me active during the study. Then finally, because of getting extra points from the lecturer, it also became the factor that influenced me to be interested in attending the study in WhatsApp." (Interviewee 4)

Q4: Why were you passive and did not engage much during learning through WhatsApp group?

"I always try to do my best to be active, ask questions and do a lot of things to understand the subject matter. If we are passive, maybe because of laziness. It's obvious that there are some students who want to find out but there are so many questions already asked and they haven't got opportunities, so they stopped asking questions. Sometimes I still wonder if the question has substance or not. Maybe they are passive because of lack of courage or ignoring, not wanting to know more about the subject matter. They may also be passive in the WhatsApp group but active in other applications." (Interviewee 8)

"Because I think it's boring when we learn something but don't know the teacher or the lecturer directly and very boring if we only listen or read." (Interviewee 5)

"Sometimes my passiveness is because of the lecturer's teaching methods that made me lazy to be active." (Interviewee 6)

Q5: What personal problems and challenges did you face when learning through WhatsApp group?

"Perhaps the challenge or problem is feeling afraid if asking to the lecturers would interrupt his/her time, while asking in the group sometimes feel uncomfortable with other students. When we ask our friends, not all of our friends understand the material, so we still have to search through google or others for other information." (Interviewee 8)

Q6: What changes should your teachers make so that you will be more attracted to participate in WhatsApp classes?

"Perhaps the lecturer must have some tricks or methods to make the students enjoy in his/her classes and still be able to understand the material concept even if it is not face-to-face meeting." (Interviewee 8)

DISCUSSION

Positive feedback dominating the responses to both interest and attitude questionnaire statements implies that the use of WhatsApp group as a primary online EFL classes are applicable and recommendable. There are many triggering factors behind this and one of them is due to the supportive nature of WhatsApp itself which allows users to create communities, send unlimited messages, share images, video, and audio messages, and exchange ideas, feelings, and emotions with other users (2018) which can be utilized in EFL classes. Mursidi (2018) also stated that sounds, emoticons, photographs, and written text are all included in WhatsApp, in order to attract students' attention to use via cell phones or smartphones, which are already more advanced in modern times to foster student interest in reading; and English skills in general. WhatsApp accessibility and ease of operation are other determining app-related factors indicated from the questionnaire and interview result.

Staying focused while having WhatsApp classes is the only factor from the questionnaire that that receives more disagreement than the agreement from the subjects (Statement 3 of attention element of interest questionnaire, and Statement 2 of behavioural element in attitude questionnaire). As distance learning permits that flexibility to switch using multiple applications in the middle of class session, this is seen normal unless it affects students to be distracted and result negatively for their learning progress. If that be the case, teachers need to apply some strategies in order to engage students more. Other factors mentioned in the interview sessions such as getting bored with using WhatsApp too often, weak internet connection, students' shyness of speaking up, and unattractive teaching methods should also be taken into account and be solved. Saswandi (2014) stated that teachers' teaching styles should be able to attract students' interest in learning and encourage them to abandon the traditional method of instruction and learn independently, and the context of online learning requires more of this skills. Furthermore, Isti (2019) underlined that students performance in classroom influenced by parents, teachers, learning environment and classroom missions, reference

groups, personal experience, and mass media. Out of the six factors, teachers and learning environment-classroom mission are the ones that can be enhanced by the teachers. Thus,

Lastly, interests and attitude are inextricably associated (Saswandi, 2014), in which it is believed that students' interest is the driving force of students' attitude, and it can work vice versa. Thus, both should receive an equal attention and be prioritized to be established as a foundation to build a successful language learning. As the director of the class, teacher also plays a pivotal role in order for this goal to be achieved despite the many factors that influence the formulation of students' interest and attitude.

CONCLUSION

In conclusion, EFL students' interest and attitude toward learning English via WhatsApp group are evidently positive. Nine interest statements that measure the level of students' attention, enjoyment, and curiosity are majorly positive (7 out of 9) indicating that the selection of WhatsApp group as the main e-class does attract students. Nine attitude statements that measure the level of students' cognitive, affective, and behavioral are majorly positive too (6 out of 9) indicating that students in general have behaved accordingly during their online classes via WhatsApp group. There are quite many direct and indirect students' responses from both online questionnaire and online interview regarding factors that influence their level interest and attitude which can be summarized into the five main causes namely (1) the teachers' methods or strategies of online teaching (2) WhatsApp features and affordances, (3) students' mood, (4) the network accessibility and strength, and (5) students' personality. Therefore, in order to enhance students' interest and attitude, it is suggestible that teachers employ innovative and creative learning strategies, whereas the students be more disciplined in following their online classes.

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