



Using Whatsapp Group as a Means to Improve Non-English College Major Students' Motivation to Speak English

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Abstract

This study deals with how students' perspectives on using WhatsApp groups improve students' speaking ability. Motivation is the strength students have inside or outside of themselves that encourages them to achieve something. The sample of this study is students taken from the language center class of Antasari State Islamic University. In collecting the data, this study used questionnaires for the respondents. Close-ended questionnaires and open-ended questionnaires will be used to get data on the use of the WhatsApp group in improving students' speaking ability. The researchers employed the Likert scale to get the information related to two indicators in this research. 5 was given for strongly agree (SA), 4 for agree (A), 3 for neutral (N), 2 for disagree (D), and 1 for strongly disagree (SD). Meanwhile, the open-ended questionnaire consisted of 8 questions that asked about the role of the WhatsApp group in learning to speak. The results of the study showed that learning using WhatsApp groups as a means of speaking can improve students' motivation to learn English and produce positive effects and benefits for non-English college major students in improving their speaking skills.

Keywords: Non-English major college students, motivation, speaking, WhatsApp

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Introduction

Motivation is seen as an essential component in achieving learning goals. It is a significant aspect that impacts any educational learning process, particularly when studying a foreign language, whether by English or non-English students. Furthermore, motivation has emerged as one of the essential aspects influencing students' English learning success. Motivation determines how and why people learn and how they perform (AbdulZahraa, 2020; Pintrich & Schunk, 1996). Moreover, Rehman et al. (2014) define motivation as an internal process that stimulates leads, and sustains

behavior over time. Fatimah and Sale (2019) said that speaking is a method of communication that may enlighten others about our ideas or messages. (Ur (1999) also stated that speaking appears to be the most significant of the four abilities (listening, speaking, reading, and writing) since persons who know a language are frequently demonstrated to be speakers of that language.

Several studies have shown that motivation is one of the most important and deciding variables to consider in second language learning among university students (Farihah & Umamah, 2021; Sasabone et al., 2022). There are four forms of motivation in second language learning: intrinsic motivation, extrinsic motivation, instrumental motivation, and integrative drive. The current study focuses on "instrumental motivation" and "integrative motivation," with the latter receiving special attention.

Speaking is a tool for interacting with others. It is a type of action in which a person communicates with others to convey thoughts, feelings, opinions, etc. It is also used to transmit information among individuals, negotiate, solve difficulties, and preserve social relationships and friendships (Jayanti, 2012; Rahman & Ja'afar, 2017). On the other hand, Shams (2008) stated that students should be in a position where they are willing to talk in English to learn to speak effectively. Furthermore, students must have the internal strength to speak up.

Gardner and Lambert (1959) highlighted motivation as a major component influencing English language education, and this suggests that motivation is one of the most important aspects of students' interest in speaking English. There are four types of motivation in learning a second language: intrinsic, extrinsic, instrumental, and integrative motivation. Schmidt et al. claimed that the intrinsic-extrinsic dichotomy is close to, but not identical to, the integrative-instrumental divide, according to (Carreira, 2005). Individuals with intrinsic motivation choose to perform tasks because of the inherent pleasure or sense of accomplishment from a well-done job (Bucceri, 2010; Sait et al., 2023). Extrinsically motivated learners, as opposed to intrinsically motivated learners, may learn the target language while having no interest in it, merely to earn the expected reward or avoid punishment. Furthermore, according to Scolari (2010), extrinsic motivation motivates students to acquire a second language for actual benefits or pressures rather than for learning.

On the other hand, Culhane (2004) stated that instrumental motivation refers to an individual's primary concern for language development, as opposed to social goals in second language acquisition (Gardner & Lambert, 1959), whereas integrative motivation refers to an individual's willingness and interest in promoting second language acquisition through social interactions with members of the target language group (Gardner, 2004; Hussain et al., 2022). In other words, a second language learner is described as an instrumentally motivated learner if they are seen learning the target language to pass an exam or seek a better job. On the contrary, Al-Ansari (1993) admitted that one would be classified as an integrative motivated second language learner if they are found to have sympathetic attitudes toward the culture of the target language and its speakers; additionally, an integrative performer likely sees great value in being able to speak foreign languages and experience an appreciation of different cultures.

According to a study by (Gardner & Lambert, 1959), there are two main types of extrinsic motivation: integrative motivation and instrumental motivation. In Integrative motivation, students must be drawn to the culture of the target language group to engage. It is concerned with the motivations of students to learn the language (F. M. Sari & Wahyudin, 2019). Students want to blend into that culture and work hard to grasp the language to boost their motivation. The desire to learn as much as possible about the culture of the target language group is a lesser variant of this motivation (Abidin et al., 2023; Aini, 2021). Instrumental motivation refers to a circumstance in which students feel that mastering the target language would help them acquire a better career, position, or status. The language serves as a tool to help them achieve this aim.

The overarching goal of this study is to investigate and analyze how students perceive WhatsApp groups in improving speaking skills and which motivation plays a more critical role in the second language learning process, particularly among Antasari State Islamic University students majoring in non-English. In this study, the researchers employed WhatsApp as a medium to promote

speaking since it has the particular function of forming a specialized group to bond the members and intimate contact between instructor and students using voice notes. Furthermore, the researchers analyze which motivation has a more crucial role in the second language acquisition process among Antasari State Islamic University non-English major students.

Methodology

One of Antasari State Islamic University's lecturers made a WhatsApp group to improve students' speaking ability. The group members are students at Antasari State Islamic University from the second semester until the eighth semester who have taken or are currently taking language center classes taught by the lecturer. The members of the group come from various majors. In this study, the samples were non-English college major students. The researchers used close-ended and open-ended questionnaires to get the data on students' motivation in learning to speak and their perspectives on it. Questionnaires consist of several questions that should be answered by respondents asking about their actions and beliefs (Pamungkas et al., 2023; Sugiyono, 2013).

The close-ended questionnaires are adapted from Gardner's Attitude/Motivation Test Battery (AMTB). It consists of many item statements involving attitude and motivation. Still, the researchers only took 12 items that were suitable for this study and modified the questionnaires based on the context of the students. Therefore, the researchers only took motivation statements from AMTB. The close-ended questionnaires in this study have 12 items of (1) students' instrumental motivation for English learning and (2) students' integrative motivation for English learning adapted from AMTB by Gardner (2004). Further, the researchers employed the Likert scale to get the information related to two indicators in this research. 5 was given for strongly agree (SA), 4 for agree (A), 3 for neutral (N), 2 for disagree (D), and 1 for strongly disagree (SD). Meanwhile, the open-ended questionnaire is used to get the data on the use of WhatsApp groups in improving students' speaking ability. The questionnaire consisted of 8 questions that asked about the role of the WhatsApp group in learning to speak. In this study, the researcher distributed questionnaires in Google Forms to collect data.

Results and Discussion

In analyzing the data, the researchers used descriptive qualitative instruments. It means that the researchers described the analysis results in the form of words. The close-ended questionnaires were assessed by a Likert scale rating. This scale rating has five options. They are: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). Each option also has a score based on the Likert Scale Rating below (Sugiyono, 2013).

Table 1. The Likert Scale Rating		
Option	Score	
	Favorable	Unfavorable
Strongly agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

The findings of this study, which investigated students' perspectives on the use of WhatsApp groups as a means to improve non-English major college students speaking English, are described below:

Percentage of Instrumental Orientation and Integrative Orientation

Table 2. Percentage of Instrumental Orientation

Items	SA	A	N	D	SD
I have learned to speak English because I want to travel around or get more information about the whole world	80%	0%	0%	20%	0%
I learned to speak English mainly because it is helpful to my future career development	40%	60%	0%	0%	0%
Learning English speaking is important because English is a handy tool for communication in contemporary society.	100%	0%	0%	0%	0%
I learn to speak English to learn about economic and technological developments worldwide.	20%	40%	40%	0%	0%
I learn to speak English to facilitate the learning of other academic subjects.	40%	20%	40%	0%	0%
Only with good English speaking skills can I find an excellent job in the future	20%	20%	20%	20%	20%

As Table 2 shows, among the five items of instrumental orientation, the most important reason for non-English students to major learn to speak English is because of two items, there are; knowing to talk to English mainly because it is helpful to future career development (100%), and Learning English speaking is important because English is a very useful tool for communication in contemporary society (100%). Then, 80% of the students show instrumental intensity in the item "learn to speak English because they want to travel around or get more information about the world." The percentage of 60% is in the two items. There are; "Learn to Speak English to learn economic and technological developments in the world" and "Learn to Speak English to facilitate the learning of other academic subjects." All of this clearly shows the reasons non-English major students learn English to improve their speaking because of those reasons. It is known that they are not from the English Department, so the percentage of 100% in the two items is pretty reasonable for non-English major students to learn to speak English because after graduation, students will have a career, and it is known that English is an international language, so if students can master English then they will easily have a career such as getting a job that requires using English and that is related to the item "learn to speak English mainly because it is helpful to my future career development." So, if they can master English, it will be easier for them to have a career. Of course, during their career, they will also socialize with their co-workers or work in a place that requires using English or English because they want to build relationships with foreign people. So it is related to the item "Learning English speaking is important for me because English is a very useful tool for communication in contemporary society." Then, the lowest percentage is in the item "Only with good English speaking skills can I find a good job in the future" with 40%. So, this item is the lowest reason students learn to speak English among those items. Table 3 is mainly designed to investigate students' integrative orientation. As is shown in Table 2, to the item, "I learn to speak English because I want to better understand the society and culture in English-speaking countries.", "I learn to speak English because I want to communicate freely with English native speakers.", "The ultimate purpose of my English-speaking learning is to emigrate to English-speaking countries.", "I view English as an important language in the world.", "Fluent oral English is a symbol of good education and accomplishment." and "I learn

to speak English because I want to talk with various people by using English.” SA and A percentages are 80%, 80%, 60%, 100%, 80%, and 40%. Its average value is 73,3% (the same as the average score on the instrumental orientation percentage).

Table 3. Percentage of integrative orientation

Items	SA	A	N	D	SD
I am learning to speak English because I want better to understand the society and culture in English-speaking countries.	80%	0%	0%	0%	20%
I learn to speak English because I want to communicate freely with native English speakers.	60%	20%	20%	0%	0%
The ultimate purpose of my English-speaking learning is to emigrate to English-speaking countries.	20%	40%	40%	0%	0%
I view English as an important language in the world.	60%	40%	0%	0%	0%
Fluent oral English is a symbol of good education and accomplishment.	40%	40%	0%	20%	0%
I learn to speak English because I want to talk with various people using English.	40%	0%	0%	20%	0%

It can be seen from the highest percentage according to student responses, all students (100%) chose the statement "I view English as an important language in the world." According to Gunantar (2015), he stated that English is one of the most widely spoken languages by world citizens. This is what makes English an internationally important language.

Student's Perspective on the Use of WhatsApp Group in Improving Speaking Skills

The researchers provided the participants with eight open-ended questions to find out how far the role of WhatsApp groups as a means in improving speaking skills. The first question shows that using the WhatsApp group to improve speaking skills is useful for students. The question is, "Do you think that activities or practices from the WhatsApp group are beneficial, especially for your speaking ability? Why?". As a result of the first question, all students who responded favored using WhatsApp in class. The following statement contains some of the participants' replies.

- S1: Of course. There are so many things I can do in the WhatsApp Group. Such as speaking, writing, and reading on WhatsApp Group.
- S2: Yes, because by chat or voice note, I can repeat it, again and again, to make me understand more about the material. And speaking by voice note can improve English skills.
- S3: Not certainly, and it depends on how we benefit from it. For me? Yeah, I guess a little bit.
- S4: Sure, cause in real life, I haven't a community or circle that likes to talk in English.

The second question shows that WhatsApp groups never made boundaries for students' ability to speak because they think WhatsApp in the learning process allows them to directly practice learning without any barriers, even if they have many opportunities to improve their skills. The question in the questionnaire is, "Does the WhatsApp group make a boundary for your speaking ability? Why?" Here are some participant responses.

- S1: No. Otherwise, it makes me want to speak English often.

S2: No. If we talk about speaking, which refers to the definition of: "the action of conveying information or expressing one's thoughts and feelings in spoken language, then the answer is no.

S3: No, I can speak English and improve my skills, but I don't because of the WhatsApp group.

On the other hand, significantly, they have different statements on WhatsApp as a learning medium. Some of them stated that sometimes learning through WhatsApp media is quite difficult, but some also stated firmly that learning using WhatsApp groups is not difficult. These are some of their statements on the question, "Do you think that learning with the WhatsApp group is difficult?":

S1: Sometimes. Yes, Because it's less effective.

S2: No.

S3: Sometimes. Yeah, because there is no one to correct me if I make a mistake.

Next, in the fourth question, "Does WhatsApp develop your speaking ability during the learning process? How?" they again said positively about the use of WhatsApp groups to develop their speaking abilities during the learning process. They stated that through WhatsApp, specifically voice notes, they could improve their speaking skills, and with the use of WhatsApp groups as a means of learning, they avoided being embarrassed to show their ability to speak. Here are some of their statements:

S1: Yes, speaking English by voice note can develop my English speaking skills.

S2: Quite much. Technically it convinces us not to feel shy when speaking the English language and encourages members to talk out loud by recording their voices.

S3: Yes, every learning will be processed step by step.

Moreover, in their answer to the fifth question, "Do you think that WhatsApp group creates interaction among students?" most of them answered that WhatsApp is not an appropriate place to develop interaction between students because the exchange in the group is mainly done between teachers and students, not student-student (Mufidah, 2022). However, some students say that WhatsApp groups are an excellent place to develop their interaction with other students. These are some of their answers:

S1: Not really. But, yes.

S2: Yes, as long as we are active in learning on that WhatsApp group.

S3: Not necessarily.

S4: Not really. It is Because the conversation is just between the teacher & student.

For the sixth question, "Is WhatsApp group an appropriate platform to develop students' speaking ability?" they have various answers. Some of them mentioned that the WhatsApp group did not have an extraordinary impact on improving their speaking. However, some say that WhatsApp is a good platform for improving speaking skills. As they stated below:

S1: I think, yes.

S2: Not really.

S3: Not that great. But it is a great alternative way to maintain the ability to speak English.

The last question is, "Do you think that learning using WhatsApp group is effective for your speaking ability? Why?" they respond that it's less effective because sometimes learning with WhatsApp is boring. However, some also answered that it is sometimes effective if we practice diligently and use some features (Sahudra & Kenedi, 2023). Here are some of their statements:

S1: Sometimes. You asked me earlier, and I will ask the same. We read so many articles so we can improve our speaking ability.

S2: Not really. Because learning via WhatsApp group can be boring sometimes.

S3: Effective if using voice notes or writing by text.

WhatsApp is a social networking tool acceptable and popular among students as an instructional learning mobile media. WhatsApp has emerged as one of the new perspective social networking programs intended for all current devices and operating systems to function on both mobile devices and PCs (Bouhnik & Deshen, 2014; Sunarti et al., 2023). From the explanations above, it can be concluded that integrative motivation is why students learn English. In contrast, instrumental motivation is students' perspective of English as a means to better employment, position, and status in the future (Batubara, 2023). Handayani and Aminatun (2020) stated that teaching English is difficult; the teacher must think creatively to communicate the content. Because the modern world requires everyone to interact with technology, the teacher must embrace it and incorporate it into the classroom. Aminatun (2019), the importance of technology in the education system has affected the teaching method from traditional to contemporary. Nowadays, most technologies positively impact the education industry, particularly in English language acquisition.

There has been some research talking about using technology to improve English skills. The first is from Sari (2017). Her study explored how Vlogs on the YouTube channel enhanced students' motivation and confidence. The findings show that most students responded positively to the usage of vlogs on YouTube Channels to improve their motivation and confidence. They felt that using vlogs increased their motivation and confidence in speaking English. Another research is from Handayani and Aminatun (2020), who investigated students' perspectives on using WhatsApp groups to improve students' writing ability. The findings indicate that teaching writing using a WhatsApp group might have a favorable impact and benefit throughout the teaching and learning process. It can also help kids improve their writing skills (Lestari & Asari, 2023; Matsna et al., 2023). This conclusion is corroborated by student perspectives, which show that there are many positive responses to this medium rather than negative responses.

Conclusion

Based on the findings of this study, it can be concluded that learning using WhatsApp groups as a means of speaking can improve students' motivation to learn English and produce positive effects and benefits for non-English college major students in improving their speaking skills. Research has shown that students exhibit a positive perspective on the use of WhatsApp as a learning tool. Additionally, the use of WhatsApp groups significantly improves students' writing skills, offering beneficial impacts and advantages throughout the teaching and learning process. The popularity of the WhatsApp group has been exploited to be a powerful educational medium by learners in any area of language. Thus, it is not difficult to use during the learning process. From the result of this research, it can be implied that WhatsApp groups can improve students' speaking ability. Besides, it is hoped that the researcher in the future can develop the research with different settings and samples, so this research can give more insight related to the use of WhatsApp in the teaching and learning process for improving any other students' language skills.

Conflicts of Interest

The authors declare no conflict of interest.

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