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(Berdasarkan SK. MenKumHam No. AHU.3259.AH.01.04. Tahun 2010 tgl.10-08-2010)
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THE ROLE OF WHATSAPP TO TEACH VOCABULARY IN TERMS MOTIVATION Maulana Yusuf Aditya STKIP PGRI Bangkalan maulanayusufaditya@gmail.com Abstract The main objectives of the research are: (1) to identify whether using Whatsapp is more effective that using Textbook to teach vocabulary; (2) to identify whether the students who have high learning motivation have better vocabulary mastery than those who have low learning motivation; and (3) to identify whether there is an interaction between teaching techniques and st earng iiTresch gn i research and conducted at SMAN 3 Bangkalan.

The population of the research was 204 tenth grade students while the sample was taken by using cluster random sampling. The class X-1 was used as the experimental group (EG) and class X-2 as the control group (CG). The results revealed that: (1) Using Whatsapp is more effective than using Textbook for teaching vocabulary; (2) The students having high motivation have better vocabulary mastery than the students having low motivation; and (3) There is an iactiefectbettchitquesand iion teaching vocabulary.

Finally, the research findings imply that the use of Whatsapp can influence the student buly ty. herore, tis recomended that English teachers are applying Whatsapp in teaching vocabulary. The findings of this research can be beneficial to Madurese students, teachers, language school, policy makers, and syllabus designers.

Keywords :ng Vartsa Motvati Introduction Vocabulary is one of importants aspects in English. The students who have acquired many vocabularies, grow with fluent skills of verbal and written communication and comprehension. Consequently, when students build vocabulary mastery, they can more effectively communicate their ideas, knowledge, and voice.

Learners who just learn grammar without vocabulary will have difficulties to convey what they want to say because vocabulary helps them in delivering their ideas. However, learners who just learn vocabulary or just read a text wii be able to say something. Therefore, vocabulary is acquired to improve the four English skills. It means that vocabulary plays important role for the students in their filed of study.

Teachers recognize that motivation is important for learning and therefore want to have motivated students (McComb & Pope, p. 9). Maehr & Meyer (1997) in Brophy (2004, p. 3) points out that motivation is theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially goal-directed behavior. Motives are hypothetical construct used to explain why people are doing what they are doing. From a psychological perspective, Merrick & Maher (2009, p.

17) state that motivation is defined as the cause of the action in natural system. A natural system is one that has evolved in the natural environment and has not been artificially produced or changed by humans. The internet has been considered as an educational tool accessible via many computers around the world.

Several types of educational content can be delivered in different formats. However, the development of high speed networks, wireless communication and mobile devices, definitively, changed this scenario with mobile learning systems (Qazi et all, 2013, p. 1276). Mobile learning is a learning model that is done inter place or environment using portable technology regardless of space and time.

With its The ELT National Conference 2017, STKIP PGRI Tulungagung 28 potencies and excellences, mobile learning is expected to be one of alternative learning sources that can enhance efficiency and effectiveness of learning process for human (Martono & Nurhayati, 2014, p.169). Whatsapp is one of mobile messaging applications which mostly used by people around the world.

Many researchers have been studied about using social networks as ancillary tools for students to learn a language better (Khabiri & Khatibi, 2013; Yousefzadeh, 2012; Blattner & Fiori, 2009; Stockwell, 2007), but the effect of using Whatsapp to teach vocabulary has not been examined a lot. Consequently, seeing the need to fill the research gap el o stconcerng he olofusing tiiovists'vocaar mastery, this research aimed to: (1) identify whether using Whatsaap is more effective that using Textbook to teach vocabulary; (2) identify whether the students who have high learning motivation have better vocabulary mastery than those who have low learning motivation; and (3) identify whether there is an interaction between teaching techniques and st lning iion.

Method This research conducted in SMA Negeri 3 Bangkalan. It is located at Jl. RE. Martadinata 54 Bangkalan, Madura. There are a total of 30 classes evenly divided for class X, XI, and XII. Each of the classes consist of approximately 30 students. An experimental design is used in this reserach.

Experimental reserach is also called as method comparison study, seek to evaluate the relative claims of different methods by randomly assigning students to two different groups and providing differential instruction to these groups. At the end of the research period, all students are tested to determine which of the two competing methods is the more effective (Nunan, 1992, p. 91).

The purpose of an experimental study is to investigate the correlation between cause and effect and how far its correlation is between variables by giving certain treatment to experimental class and to control class as the comparison. This type of research involves three variables: dependent, independent, and moderator variables. The appropriate reseacrh design for experimental research is factorial design 2x2.

The dependent variable is the major variable that will be measured in the research (Hatch and Lazaraton, 1991, p. 63). Acting as the dependent variable in this research is vocabulary mastery of the students. Meanwhile, Independent variable is variable that the reseracher suspects may relate to or influence the dependent variable (Hatch and Lazaraton, 1991, p. 64).

There are two independent variables in this research: the first is using Whatsapp in experimental group and the second is using Textbook in control group. Thirvarie tsts' iiwhich s moderor ie. varable functions similarly to independent varible in producing variablity in dependent variable. However, it is classified as different variable to the independent variable due to the reason proposed Hatch and Lazaraton (1991, p.

65), distinguishing independent and moderating variable will help in studying how moderator variable mediate or moderate the relationship between dependent and independent variables. In this research, 204 tenth grade students of SMAN 3 Bangkalan are the population. To get the sample of this research, the researcher uses cluster random sampling. Gay (1992, p.

140) says that cluster random sampling is a sampling in which group, not individuals, are randomly selected. In this case, all members of selected groups have similar characteristics. Among the six classes, the researcher decided to take only two classes (X-1 and X-2) as the sample of this research, which consists of 60 students.

To determine which class will be the experimental group (EG) and the control group (CG), the researcher takes the class randomly by lottery. The experimental group that is chosen gave a treatment by using Whatsapp. On the other hand, the control group taught using Textbook. Tiumentthat used trcheria tTmeathe udent motivation, the researcher used questionnaire which is in form Likert scale.

Wilson and Mclean in Cohen, Manion, and Morrison (2005, p. 262) say that the questionnaire is a widely used and useful instrument for collecting information. The questionnaire is used to classify students into two groups, students who have high motivation and those who have low The ELT National Conference 2017, STKIP PGRI Tulungagung 29 motvaton. tofmoion's ats in hiresch s he ats require a response, like strongly agree, agree, disagree, and strongly disagree.

The item of questionnaires are in the positive and negative direction. The technique used to analyze the data of this research is descriptive and inferential statistics. The descriptive statistics is used to know the mean, median, mode, standard devion, am, polofsts'sces n buly. eral atst used to test the research hypothesis. Testing hypothesis is conducted to manage the research data which are in the form of numbers, so they can provide a real conclusion.

It is also used to test whether the hypothesis of the research is accepted or rejected. The researcher uses ANOVA to know the variances which appear due to the different treatments as a basis to draw conclusion. This procedure is also used to examine the effect of two independent variables to dependent variable (Setiyadi, 2006, p. 175).

The two independent variables are thni, ch e epresed =col, motvaton s, ch e ed =ow'FurtmorANOVA s so ed to examine the significance of interaction between the two independent variables to the dependent variable. Before applying the ANOVA, the researcher conducted prequisite tests which consist of normality and homogeneity test. H0 is rejected if F0 > Ft.

If H0 is rejected the analysis is continued using Tukey test. Findings and Discussion Anova Test (Multifactor Analysis of Variance) The hypothesis testing is used to know whether the null hypotheses (H0) is rejected or accepted. Multifactor Analysis of Variance (Anova) is used to test the hypotheses.

Statistically, the H0 (null hypotheses) is accepted if F0 is lower than or the same as Ft F0)On ot H0 nulhypots)is ejed fF0 s ghertFt F0 Ft) Table 1. The Summary of 2x2 Multifactor Analysis of Variance Source of Variance SS df MS Fo Ft (.05) Between columns 185 1

184.9 5.30 4.08 Between rows 757 1 756.9 21.70 4.08 Columns by rows 462 1 462.4 13.26 4.08 Between groups 1404 3 468.07 Within groups 1256 36 34.88 Total 2660 39 Based on the data above, it can be concluded that: Because F0 between columns (5.30) is higher than Ft (4.08) at the level of significant.

The mean score of the students who are taught using Whatsapp (71.65) is higher than that of those who are taught using Textbook (67.35). Therefore, it can be concluded that Using Whatsapp is more effective than Using Textbook to teach vocabulary. Because F0 between rows (21.70) is higher than Ft (4.08) at the level of significance a 0.05 > , H0 s ejed athe ferbetn ows s sgnifcanthe mean score of the students who have high motivation (73.85) is higher than that of those who have low motivation (65.15).

Therefore, it can be concluded that students who have high motivation have better vocabulary mastery than those who have low motivation. BecF0 nteron 13.26)ihi han 4.08) he evelofsifie = 0.05 or (13.26 > 4.08), H0 is rejected and there is an interaction between teaching thni and tudent liin tng vocay. Tukey Test The ELT National Conference 2017, STKIP PGRI Tulungagung 30 From hypothesis testing above, it can be seen that there is interaction between tchitques students'l ion. hus, on ust be continued using Tukey test. It shows as follows: Table 2. Summary of Tukey Test Between groups q0 qt(0.05) Meaning Category A1- A 2 3.26 2.95 q 0 > q t Significant B 1- B 2 6.59 2.95 q 0 > q t Significant A 1B 1- A 2B 1 9.23 3.15 q 0 > q t Significant A 1B 2- A 2B 2 0.63 3.15 q 0 < q t Not Significant Based on the data above, it can be concluded that: Because q0 between A1 and A2 (3.26) is higher than qt (2.95) at the level of sifince = Using t sifidifer n ectiss rUs ing Textbook to teach vocabulary. Because the mean score of A1 (71.65) is higher than A2 (67.35), it can be concluded that Using Whatsapp is more effective than Using Textbook to teach vocabulary. Because q0 between B1 and B2 (6.59) is higher than qt (2.95) at the level of sifince = tsthavihimotiarsifiy fffr those having low motivation in their vocabulary mastery. The mean score of B1 (73.85) is higher than B2 (65.15).

Therefore, it can be concluded that the students having high motivation have better vocabulary mastery than those having low motivation. Because q0 between A1B1 and A2B1 (9.23) is higher than qt (3.15) at the level of sifincea 0.05, ng tsadiersigniiy rUsi Textbook in effectiveness to teach vocabulary for students having high motivation. The mean score of A1B1 (79.40) is higher than A2B1 (68.30).

Therefore, it can be concluded that Using Whatsapp is more effective than Using Textbook to teach vocabulary for the students having high motivation. Because q0 between A1B2 and A2B2 (0.63) is lower than qt (3.15) at the level of sifincea 0.05, tcan conclt ng tsadoesnotdif gniical from using Textbook for the students having low

motivation.

The students who have less motivation in learning and are also afraid of making mistakes in the class. Then, as a result, both using Whatsapp and Textbook cannot make any difference and improvement on st vocaarty. Conclusions and Suggestions Based on the research findings, it can be concluded that using Whatsapp is more effective than using Textbook to teach vocabulary for the tenth grade students of SMAN 3 Bangkalan in the academic year 2016/2017.

Moreover, it can be concluded that there is an interaction betwe en eaching ecques st ion ch ns hatt eftiss ofhe thiecque depends on tevel student motvaton. There are some suggestions that the researcher would like to give to teachers, students, and other reserachers as follows: For The Teachers: (1) The researcher suggests that teachers implement Whatsapp to teach vocabulary because it has been proven to be a good technique.

To get maximum output on udent buly ty, he chers derst udentpsycholca especially their motivation in implementing Whatsapp. (2) Having known that the students who have high motivation have better vocabulary mastery than those who have low motivation, the teachers should give more attention to the students having low motivation in order for them not to fall behind their friends who have high motivation.

The ELT National Conference 2017, STKIP PGRI Tulungagung 31 For The Students: (1) Students need to be more attentive and active in the class so they can make improvement on their vocabulary mastery. They also should eliminate their shyness in delivering ideas. (2) Students must have high motivation in learning in order to master English fast and more easily.

That said, students having low motivation should be aware that they have to find their own characteristics by trying to see things in different perspectives and encourage themselves to get involved in teaching learning process. For Other Reserachers: (1) Other researchers can use the result of this reseacrh as starting point and also as reference for the future research.

(2) Other researchers can also create a better reserach after they know the weaknesses of this research. (3) Other researchers are suggested to conduct similar reseacrh viewed from other psychological aspects such as self-esteem, self-actualization, self-confidence etc. References Anam Qazi, Saba Bijal, Zara Ansari, Ashfaq Shaikh. (2013). Collaborative Learning Application Based On Android Platform. India. Mumbai University.

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