Journal of English Education and Literature // *Sinar Lima* *October 2026, Vol.3 No.3*
https://jose.sinarlima.com/index.php/JOEEAL/index *e-ISSN 3046-627X*
Email: jurnaljose@gmail.com *pp. 42 - 54*

PERCEPTIONS AND CHALLENGES OF USING WHATSAPP FOR LEARNING WRITING: A STUDY OF TENTH-GRADE EFL STUDENTS AS SMAN 1 KURIPAN

[1]Azifatunnisa

[1]English Student, Faculty of Tarbiah and Teacher Training, The State of Islamic University Mataram. Indonesia

Corresponding Author Email: azifatunnisa113@gmail.com

A B S T R A C T S

This research aims to explore students' perceptions and challenges of using the WhatsApp application as a learning tool in improving writing skills at tenth grade students' of SMAN 1 Kuripan. The research method used is Mixed method, with data collection techniques through interviews and questionnaires. Students' consisted of students who actively use WhatsApp in learning context . The research results show that the majority of students' feel comfortable using WhatsApp to communicate with teachers and classmates. This shows that WhatsApp is considered a convenient communication platform in educational context . Students' also felt enthusiastic about learning to write English using WhatsApp , indicating that WhatsApp is considered an interesting tool for learning and feel that the quality of their understanding through WhatsApp in learning to write English has improved, indicating that WhatsApp is effective in improving understanding of the material. There are also challenges such as interruptions in internet connection or application problems when using WhatsApp to learn to write English as well as challenges experience by students who rarely pay attention to spelling, punctuation and capitalization when writing through WhatsApp . These findings indicate that although WhatsApp has great potential as a learning aid, it is important to manage its use to be more effective in improving students' writing skills and this research suggests integrating learning strategies that utilize WhatsApp in a more targeted manner to achieve optimal results.

A R T I C L E I N F O

Article History:

Received:10th October 2026

Revised:25th October 2026

Published: October 2026

Keywords:

Learning Challenges,

Student perceptions,

Use of Whatsapp,

Writing Skills

INTRODUCTION

Writing is one of the important skills in English, and one of the most intricate human endeavors is writing, in addition to other skills such as speaking, reading and listening. It entails creating design concepts, recording the individuals' experiences, and expressing knowledge in a psychological manner. Since writing is a difficult process for pupils, educators need to give engaging and effective lessons that motivate students to write. For both foreign and second language learners as well as native speakers of the language, writing proficiency is the final linguistic ability to master. It gives them a platform to communicate their ideas and emotions regarding what they have read, seen, or experience . The internet and digital technology have helped students engage more easily as they have developed. People's activities have changed as a result of the digital era. Using digital, particularly for communication when individuals utilize social media as a means of social media platforms

like Facebook, Twitter, and Instagram WhatsApp , TikTok, Telegram, and additional apps this can help facilitate communication and also activities in interacting with each other. It is been acquainted with practically every global population. The use of contemporary technology is essential to raising academic standards. Conventional learning approaches are being revolutionized by the integration of technology devices and platforms into the classroom, giving students new opportunities for engagement. Modern technology has a significant impact on the academic environment. With an emphasis on the practical application of knowledge delivery, technology-driven learning gives students greater confidence to take on the challenges posed by rapidly advancing technology. It is true that teaching students how to use and utilize these media appropriately and positively is crucial, as the media that is now available to them as a result of technological advancements has an impact on and a role in the advancement of students' mindsets and activities.

The communication media that is widely and popularly used by the public is WhatsApp . Technology has advanced rapidly, and as a result, its influence on language acquisition has expanded. In terms of language use, WhatsApp is currently emerging as one of the most popular online social networking sites among students. Social media has become a more active and accessible medium for students around the world to learn English. More and more research is examining how people learn and use language in the digital age, and one of these areas of research is social media-based English learning. In this case, WhatsApp is one of the social media that needs to be considered as a medium that can be used in learning. The systematic review in this study aims to provide an overview of technology, social media, especially WhatsApp , as a tool for learning English writing skills in the existing literature. This review maps the experiences of students with learning outcomes related to writing skills as they relate to WhatsApp . Where in this case students can provide an overview of their experiences in using WhatsApp as a learning medium in the classroom.

Through initial observation that has been carried out by researcher, there are two types of factors at SMAN 1 Kuripan that influence students' lack of ability in writing: internal and external . Internal factors include low student motivation and students' unwasingness to learn to write; External factors include the teacher's learning system which is rigidly structured and there is no adjustment to students' needs and interests in students' daily behavior. This observation was carried out by giving a light interview to the English teacher. This observation also shows that the English teacher's perception regarding the use of WhatsApp as a media to support the writing learning process is that this effort was carried out during Covid 19 where only a few students participated in discussions held in chat groups. Because of this, there needs to be improvements in developing learning methods and the learning media used. As an effort to encourage students to improve their writing skills in a way that suits their current interests. That's why it is very important to have a connection between student’s interests and how teachers should teach and of course also the design of the learning media used. Currently, technology has become a fairly effective learning tool. This cannot be separated from students in their daily lives who spend a lot of time using technology such as mobile phones. So mobile learning offers students, communities, and

learning groups a platform where they can form questions, discuss ideas, explore solutions to problems, and reflect on thoughts and experiences.

Through previous research, WhatsApp was considered quite effective in helping students improve the quality of their writing. In contrast to previous research which focused research on efforts and also the use of WhatsApp in the learning process, this research focuses more on students' perceptions regarding the use of WhatsApp as a learning support medium considering that during Covid 19 students have carried out all learning processes using WhatsApp. The Ministry of Education and Culture and the Ministry of Religion of the Republic of Indonesia, in response to the appearance of good Covid 19 patient cases in the country, have adopted a policy allowing for remote

RESEARCH METHODS

The methodology for this investigation are Mixed method. This research uses Mixed method methods with a survey approach to explore the perceptions and challenges faced by tenth grade students in using WhatsApp as a writing learning tool at SMAN 1 Kuripan. Data was be collected through distributed questionnaires and interviews with a sample of students, which was then be analyzed statistically to identify significant patterns and relationships. The next data collection method are to distribute 1 questionnaire to 20 students with the number of questions answered being 15 to collect data that is more valid and relevant to the subject under study. Previous data collected from the questionnaire was reviewed, and several inconsistencies and a lack of depth in the responses were found.. As a result, the researcher conducted follow-up interviews with the students to obtain more detailed information. The questionnaire was developed based on a literature review regarding WhatsApp 's educational use and previous studies on writing skills. Key areas such as student engagement and vocabulary acquisition were considered. To enhance the instrument's validity and reliability, the researcher consulted with the subject teacher and conducted a pilot test with a small group of students to refine the questions. Three steps need to be completed in order to analyze data in Mixed method research: condensing the data, displaying the data, and drawing or verifying the conclusions.

RESEARCH FINDING AND DISCUSSION

The researcher found that 12 (30%) respondents gave the highest response by selecting "Agree" and 12 (30%) answered “Strongly Agree” on the first statement, "I often use WhatsApp to learn to write in English." This indicates that more than half of the respondents actively use WhatsApp in the context of writing learning.

Next, in the second statement, "WhatsApp is very effective as a medium for learning to write in English compared to other learning methods," 11 (55%) respondents also chose "Agree" or "Strongly Agree." However, there were 7 (35%) respondents who gave a "Neutral" response, indicating a variation in perceptions about the effectiveness of WhatsApp compared to other methods. From the results of the interview, the most students also think that WhatsApp in learning to write English is very helpful and makes it easier for students to

do the assignments and materials given even though the teacher is not in class and WhatsApp makes it very easy for students to communicate outside of school.

In the third statement, "I feel comfortable using WhatsApp to communicate with teachers and classmates in learning to write in English," the researcher found that 13 (65%) respondents provided a "Agree" or "Strongly Agree" response, indicating that WhatsApp is considered a comfortable platform for communication in the academic environment.

Additionally, in the fourth statement, "WhatsApp makes it easier for me to practice writing in English because it is easily accessible," 13 (65%) respondents also agreed that the accessibility of WhatsApp facilitates their writing practice.

However, in the fifth statement, "Group discussions or study sessions via WhatsApp in learning to write in English can be more effective and enjoyable than face-to-face learning," there were 14 (70%) respondents who provided a "Neutral" or "Disagree" response, indicating that face-to-face learning methods are still preferred by most respondents. and the results of the interviews said that the majority of students did not agree because it was better to learn face to face because students felt that if they only used WhatsApp , the teacher's explanation was not clear and could not be understood.

The researcher also found that in the sixth statement, "I feel safe and comfortable communicating with teachers and classmates using WhatsApp in learning to write in English," 14 (70%) respondents gave a "Agree" or "Strongly Agree" response, showing that this platform provided a sense of security in academic communication.

Next, in the seventh statement, "I feel more motivated to learn to write in English when using WhatsApp ," 11 (55%) respondents agreed, while 8 (40%) responded "Neutral." This indicates that the use of WhatsApp can provide additional motivation for some students.

In the eighth statement, "Using WhatsApp in learning to write in English makes me more actively participate," the researcher found that 10 (50%) respondents agreed. However, 9 (45%) others responded "Neutral," indicating variation in students' participation levels. For the ninth statement, "I prefer using WhatsApp over other learning methods to learn to write in English," 9 (45%) respondents agreed, while 8 (40%) chose "Neutral." This indicates a varying interest in using WhatsApp compared to other methods.

Finally, in the tenth statement, "The quality of understanding I receive through WhatsApp in learning to write in English has improved significantly," 12 (60%) respondents felt that their understanding had increased, indicating that WhatsApp plays an important role in supporting their understanding of English material. And the results of interviews, a few students disagreed regarding the material received via WhatsApp and said that " It's the same as manual learning without WhatsApp "but the some students agreed with the use of WhatsApp in learning by saying “It's easier to use WhatsApp because it's more detailed when given assignments and when we don't understand, we can ask questions directly without shame like in class and can access Google if we don't understand."

This analysis shows that although most respondents feel the benefits of using WhatsApp in learning to write in English, there are also aspects that require further attention, such as preferences for face-to-face learning and varying perceptions regarding the effectiveness of this platform compared to other methods.

After the researcher disseminated the questionnaire, the results related to the primary issue regarding students' perceptions of using WhatsApp in the learning process were as follows: 70% students feel safe and comfortable communicating with teachers and classmates using WhatsApp in learning English writing, it is consistent with the hypothesis put by Ahmad Hamdemi, Sri Yuliani, and Kurnia Saputra Sherly Marliasari and also this suggests that WhatsApp is perceived as an effective and user-friendly platform within the academic context, facilitating communication and collaboration among students and educators. One key factor contributing to this comfort level is the informal nature of WhatsApp, which often lowers barriers to communication compared to more traditional academic settings. Students may feel less intimidated when expressing their thoughts or asking questions, as the app allows for quick and casual interactions. This aligns with the research of Johnson & Kuehn who found that informal communication platforms can promote a more open exchange of ideas and enhance student engagement. Moreover, the accessibility of WhatsApp plays a crucial role in fostering comfort among users. Students can communicate anytime and anywhere, enabling continuous interaction outside of formal class hours. This flexibility supports ongoing discussions about writing tasks and provides opportunities for collaborative learning. As highlighted by Turoff et al. mobile communication tools can enhance peer support and facilitate collaborative projects, which are vital for developing writing skills. However, it is also important to acknowledge potential drawbacks. While the informal nature of WhatsApp can encourage communication, it may also lead to misunderstandings or a lack of seriousness in discussions about academic work. As noted by Johnson, the blurred lines between casual and formal communication can sometimes result in confusion about expectations, particularly in educational contexts. The statement highlighting that "WhatsApp makes it easier for me to practice writing in English because it is easily accessible" reflects a significant trend among users, particularly in language learning contexts.

With 65% of respondents agreeing and feel WhatsApp makes it easier to practice writing English, it underscores the platform's role in enhancing language skills through its user-friendly interface and widespread availability. It is usually accessible it is consistent with earliest research by Muhammad Syarif and M Zaim . Additionally, it is consistent with earlier research by Gon and Rawekar, which found that utilizing WhatsApp to teach English can help students share. WhatsApp's accessibility allows learners to engage in real-time conversations, thereby providing immediate practice opportunities. This instant communication fosters a supportive environment where users can experiment with their writing skills without the pressure often associated with formal learning settings. The informal nature of chat applications like WhatsApp encourages users to write more frequently and with greater confidence, ultimately leading to improved language proficiency Moreover, the ability to communicate in a casual manner facilitates peer interaction, which is crucial for language development. In addition, the multimedia capabilities of WhatsApp—such as voice messages, images, and videos—provide diverse ways to enhance language learning. Users can practice not only writing but also listening and speaking skills, making the learning process more holistic. Overall, the accessibility of WhatsApp indeed serves as a facilitator for

writing practice, enabling learners to enhance their English skills through frequent, interactive, and varied communication methods.

The finding that 65% of students feel enthusiastic about learning to write in English using WhatsApp reflects the platform's effectiveness as a tool for language acquisition. This enthusiasm can be attributed to several key factors inherent in the use of mobile messaging applications for educational purposes, it is consistent with the hypothesis put by Elvira Rosalinda,Hamamah And Putu Dian Danayanti Degeng.Students are more likely to engage in writing exercises when they feel comfortable and supported, which WhatsApp effectively fosters. Secondly, the immediacy of feedback is another factor contributing to students' enthusiasm. When using WhatsApp, learners can quickly receive responses from peers or educators, allowing for real-time interaction and clarification. This instant communication can enhance learning by helping students understand their errors and improve their writing skills on the spot.Additionally, the platform's widespread usage among peers encourages collaborative learning. Students often feel more motivated to participate in group chats, where they can support each other, share resources, and practice writing in a communal space. This social aspect of learning is vital, as it can boost students' motivation and sense of belonging.

The statement reflects a significant trend in the use of messaging platforms like WhatsApp for language learning. With 60% of respondents acknowledging improved understanding of English through this medium, it's essential to explore the reasons behind this phenomenon and its implications for language education. Firstly, WhatsApp facilitates real-time communication, allowing learners to practice their writing skills in a less formal environment. This immediacy can reduce anxiety associated with traditional classroom settings, promoting more spontaneous language use. Moreover, the platform supports multimedia content, enabling learners to share and receive various types of material—such as audio clips, images, and videos—that can enhance comprehension and engagement. Furthermore, the informal nature of WhatsApp encourages peer interaction and collaborative learning. Students can engage in discussions, provide feedback, and share resources, which fosters a community of practice among learners. This peer-to-peer support can be particularly beneficial in language acquisition, as learners often feel more comfortable experimenting with language when interacting with peers rather than instructors. However, it's crucial to recognize the potential limitations of using WhatsApp as a learning tool. While it can enhance understanding, the quality of the interactions and the accuracy of the language used are significant factors. Inconsistent language use and informal communication styles might lead to the reinforcement of incorrect grammar and vocabulary. Therefore, educators should consider integrating structured guidance alongside the use of WhatsApp to ensure that learners develop both fluency and accuracy in their writing.

The statement “I feel more motivated to learn to write in English when using WhatsApp” with 55% of respondents expressing that WhatsApp enhances their motivation to learn to write in English. This finding is significant, as motivation is a critical factor influencing the success of language acquisition. WhatsApp's informal and accessible nature allows learners to engage with English in a more relaxed environment. This can reduce the

pressure often associated with traditional language learning settings, thereby making the process feel less daunting. The platform enables continuous interaction, allowing learners to practice writing skills outside the confines of formal classes. This constant engagement can foster a sense of ownership over their learning, contributing to increased motivation. Moreover, WhatsApp facilitates peer support and collaboration. Learners can easily share their writing, seek feedback, and collaborate on projects. This social aspect is vital, as social interaction has been shown to enhance motivation and learning outcomes. The ability to connect with peers and receive immediate feedback can lead to a more engaging and supportive learning experience. However, it is essential to address the 40% of respondents who felt neutral about the impact of WhatsApp on their motivation. This indicates that while many students find value in using the platform, not all learners respond similarly. Factors such as personal learning preferences, prior experiences with technology, and individual motivations can influence how students perceive the effectiveness of WhatsApp for learning. To maximize the motivational benefits of WhatsApp in language learning, educators should consider tailoring their approaches to accommodate diverse learner needs. Combining WhatsApp activities with structured learning goals and guided feedback can help ensure that all students find motivation and engagement in their writing practices.

In summary, WhatsApp has the potential to significantly enhance motivation for many learners, but a one-size-fits-all approach may not be effective. Understanding the varying responses to this platform can help educators create more inclusive and motivating language learning experiences. And then the positive response from the majority of students regarding their comfort using WhatsApp suggests that it is an effective communication tool in the academic environment for English writing. However, educators should consider strategies to balance informal interactions with the need for clarity and formality in academic discourse. Future studies could further explore how to optimize the use of WhatsApp while mitigating any potential communication challenges.

The researcher found that 4 (20%) respondents gave the highest response to the choice "Agree" for statement number 1 ("I did not receive clear and useful feedback from learning writing skill using WhatsApp"). Meanwhile, 7 (35%) respondents chose "Neutral," indicating a variation in their experiences of understanding the material. From these results, the researcher concluded that some students face challenges in understanding online English learning via WhatsApp . From the results of interviews, most students think that “Through WA and Face to Face, the material conveyed can still be received and it is clear"

Furthermore, in statement number 2 ("I often experience technical difficulties, such as internet connection issues or app problems, when using WhatsApp to learn to write in English"), the researcher found that 4 (20%) respondents agreed, and 6 (30%) chose "Neutral." This indicates that while some respondents encounter difficulties, there are others who do not face significant technical issues. in the results of the interview the student said " If there is no internet quota, you can still use school wifi but there are also friends who ask for a hotspot And usually you can't download assignments because the cellphone memory is full and sometimes the assignment link sent via WhatsApp is often lost."

In statement number 3 ("Internet quota is a challenge I face when using WhatsApp to learn to write in English"), the researcher found that 5 (25%) respondents agreed that internet quota is a challenge, while 7 (35%) felt that they did not experience this challenge. This suggests differing opinions regarding the impact of internet quotas on the learning process.

For statement number 4 ("I rarely pay attention to punctuation, capitalization, and spelling when writing in English via WhatsApp "), the researcher found that 3 (15%) respondents agreed, while 7 (35%) disagreed. This indicates a potential lack of attention to important aspects of writing among students.

In statement number 5 ("Students have difficulty understanding online English writing skills learning via WhatsApp "), the researcher found that 4 (20%) respondents agreed. However, 6 (30%) chose "Neutral," which shows a variation in perspectives regarding the understanding of writing skills through this platform. This analysis reveals that many respondents experience challenges in understanding and engaging with online English learning via WhatsApp , particularly related to technical difficulties and attention to essential writing aspects.

After the questionnaire was distributed, several key challenges emerged regarding students' utilization of WhatsApp for English writing tasks. Notably, 40% of students reported frequent technical difficulties, primarily related to unstable internet connections or issues with the app itself. These findings align with the hypothesis proposed by Ahmad Hamdemi, Sri Yuliani, and Kurnia Saputra Sherly Marliasari, who emphasized the importance of reliable technological infrastructure in educational settings. Unreliable internet connectivity can lead to frustration and disengagement, particularly in a context where timely feedback and communication are essential for language development. When students encounter frequent interruptions, their motivation may wane, and they might perceive the learning experience as less beneficial. This situation is especially pertinent in language learning, where consistent practice and interaction are vital for improvement. Moreover, technical issues with the app itself—such as lagging, crashing, or difficulties in sending and receiving messages—can disrupt the flow of communication. According to Kessler, seamless user experience is fundamental for sustaining engagement in educational technologies. When learners face challenges that detract from their focus on content, the effectiveness of the learning process is compromised. To mitigate these issues, educational institutions must prioritize the establishment of a robust technological infrastructure. This may involve investing in reliable internet services, providing technical support for both educators and students, and ensuring that the chosen platforms are regularly updated and well-maintained. Additionally, educators could consider alternative methods of communication that could serve as backups, ensuring that learning can continue even when technology fails. The technical challenges students face, such as inconsistent internet access, can significantly hinder their ability to engage effectively in online learning. As highlighted by Ma'ruf et al., any social networking service, including WhatsApp, requires a stable internet connection for optimal functionality. This dependency often limits students in areas with poor connectivity, thus affecting their learning experience.. This observation aligns with the findings of Ahmad et. al.

In addition to technical issues, another concern raised was related to the quality of written communication. Many students reported neglecting critical aspects of writing, such as punctuation, capitalization, and spelling, when using WhatsApp. This lack of attention to detail can be attributed to the informal nature of the platform, which may lead students to adopt a more casual approach to writing who noted that the relaxed environment of messaging apps can detract from formal writing practices. The findings related to the statement, "I rarely pay attention to punctuation, capitalization, and spelling when writing in English via WhatsApp," reveal important insights into students' writing habits. With 15% of respondents agreeing and 35% disagreeing, it appears that a significant portion of students does prioritize these fundamental aspects of writing. However, the presence of respondents who do not pay attention to these elements raises concerns about the potential impact on their language proficiency and overall writing quality. The informal nature of messaging platforms like WhatsApp often leads to relaxed language conventions. Many learners might perceive that the context does not require the same level of precision as formal writing. This attitude can result in the neglect of essential writing mechanics such as punctuation, capitalization, and spelling. According to Lee and Hsieh, the use of informal language in digital communication can transfer to learners' more formal writing contexts, ultimately affecting their writing skills negatively. Furthermore, the tendency to overlook these elements can contribute to misunderstandings and miscommunications. Punctuation and spelling are not just stylistic choices; they play critical roles in conveying meaning and clarity. As students become accustomed to informal writing habits, they may struggle to adapt to more formal contexts, such as academic writing or professional communication, where attention to detail is paramount. To address this issue, educators can integrate explicit instruction on writing mechanics into their curriculum, emphasizing the importance of these elements even in informal settings like WhatsApp. Encouraging students to review and revise their messages before sending can help foster good writing habits that carry over into other contexts. Additionally, incorporating activities that focus on the impact of punctuation and spelling on clarity and meaning can reinforce the significance of these components in effective communication.

Moreover, 35% of students expressed dissatisfaction with the feedback received on their writing skills through WhatsApp. Clear and constructive feedback is crucial for language development; without it, students may struggle to identify and rectify their mistakes. This lack of effective communication further exacerbates the challenges they face in mastering English writing skills. The ability to provide timely and meaningful feedback through digital platforms remains a critical area for educators to address. Feedback plays a vital role in the language acquisition process, serving as a mechanism for learners to understand their strengths and weaknesses. When students lack clear and constructive feedback, their ability to identify and correct mistakes diminishes, which can impede their overall language development. Effective feedback should be timely, specific, and constructive. However, the informal nature of platforms like WhatsApp may lead to a more casual approach to feedback, where instructors might provide vague or incomplete responses. This can be particularly problematic in language learning, where precision in feedback is

essential for guiding students toward better writing practices. When students do not receive detailed critiques or suggestions for improvement, they may continue to make the same errors, reinforcing poor writing habits over time. Moreover, the fast-paced nature of digital communication can sometimes prioritize speed over quality. Educators may feel pressured to respond quickly to student queries, potentially sacrificing the depth and thoroughness of their feedback. This rush can leave students feeling unsupported, as they may not receive the nuanced guidance needed to enhance their writing skills. To improve the feedback process on platforms like WhatsApp, educators could consider implementing strategies that promote more effective communication. For instance, setting aside dedicated time for feedback sessions can ensure that responses are thoughtful and comprehensive. Additionally, educators can utilize voice notes or video messages to provide richer feedback that captures tone and clarity, which might be lost in text-only exchanges. Incorporating peer feedback mechanisms can also enhance the quality of responses. Encouraging students to engage with each other's work can foster a collaborative learning environment and provide multiple perspectives on writing, This approach not only allows for more feedback but also builds critical thinking and evaluation skills among students.

The statement, "Students have difficulty understanding online English writing skills learning via WhatsApp," highlights a significant concern regarding the effectiveness of this platform for language instruction. With 20% of respondents agreeing and 30% remaining neutral, it is evident that there is a variation in student experiences and perceptions related to their understanding of writing skills through WhatsApp. The challenges associated with online learning, particularly via messaging platforms, can be multifaceted. One prominent factor is the technical difficulties that students often encounter, such as connectivity issues, which can disrupt the learning process and lead to frustration. When students struggle to access or utilize the technology effectively, their ability to engage with learning materials diminishes, negatively impacting their understanding of writing concepts. Moreover, the informal nature of WhatsApp can sometimes lead to a lack of clarity in instructional communication. In a traditional classroom setting, direct interaction with instructors allows for immediate clarification of concepts, whereas messaging platforms may not facilitate the same depth of dialogue. Additionally, the tendency for students to prioritize informal communication over academic writing conventions may further complicate their understanding. As noted by Meyer and Dorr, the casual language often used in digital communication can blur the lines between informal and formal writing, leading to confusion regarding expectations and standards in academic contexts. To address these challenges, educators must adopt strategies that enhance clarity and engagement in online learning environments. Providing clear guidelines for using WhatsApp for educational purposes can help students understand the expectations for academic writing. Regularly scheduled live sessions or video tutorials could also offer opportunities for real-time interaction, allowing students to ask questions and receive immediate feedback. Furthermore, incorporating activities that focus specifically on writing mechanics and encouraging students to practice these skills in a structured manner can help bridge the gap between informal communication and academic writing. By fostering a more supportive and interactive online learning

environment, educators can better assist students in navigating the complexities of writing skills in English.

Many students encounter obstacles such as inadequate Wi-Fi access and the need to deplete their data allowances to use the app, which can deter them from consistent participation. The digital divide, particularly in terms of access to reliable technology and internet services, can create disparities in learning opportunities among students. In conclusion, while WhatsApp presents a valuable tool for facilitating language learning, it is essential to address the technical challenges and feedback mechanisms associated with its use. Enhancing internet access and developing strategies for effective feedback delivery can significantly improve students' writing experiences in English. Further research is needed to explore innovative solutions that can bridge these gaps and promote a more conducive learning environment. 40% of students often experience technical difficulties (such as internet connection or app issues) when using WhatsApp to learn to write English, And 35% of students felt they did not receive clear and useful feedback from learning writing skills using WhatsApp. Any social networking service must have an internet connection in order to be used, according to Ma'ruf et al. The participants find it challenging to build strong connections. In order to send and receive free communications, users must have internet connectivity, according to Muslimah. Additionally, Ahmed reported that students have many difficulties when utilizing WhatsApp, including the inability to access Wi-Fi and the requirement to use all of their internet allotment in order to use the app

CONCLUSION

Drawing on the preceding chapter’s discourse, it can be inferred that This research reveals that students have varying views on the use of WhatsApp as a medium for learning to write. Most students find that WhatsApp simplifies access to learning materials and enhances communication during the learning process. It also enables them to practice writing in a more flexible and interactive manner. However, there are also some challenges, such as interference with the internet connection/slow network, limited internet quota, full cellphone memory and sometimes task links are often lost. Overall, the use of WhatsApp is considered an effective tool to support learning to write , but it needs to be accompanied by the right strategies to overcome existing obstacles.

REFERENCES

Abdul Fattah, S. F. E. (2015). The Effectiveness of Using WhatsApp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skills. *Journal of Education and Practice*, 117.

Alqahtani, M. S. M., Bhaskar, C. V., Elumalai, K. V., & Abumelha, M. (2018). WhatsApp : An Online Platform for University-Level English Language Education. *Arab World English Journal*, 9.

Apriliani, A., Asib, A., & Ngadiso. (2019). Schoology as a Learning Media Platform for Writing Skill. *3rd English Language and Literature International Conference (ELLIC) Proceedings*, 3, 89-94.

Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to Research in Education* (x ed.). Cengage Learning.

Bouhnik, D., & Deshen, M. (2014). WhatsApp Goes to School: Mobile Instant Messaging Between Teachers and Students. *Journal of Information Technology Education: Research*, 217-231.

Brown, H. D. (2001). *Teaching Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). New York: Longman.

Cetinkaya, L. (2017). The Impact of WhatsApp Use on Success in Education Process. *International Review of Research in Open and Distributed Learning*, 18(7).

Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Mixed method and Mixed method Research* (4th ed.). Pearson.

Gon, S., & Rawekar, A. (2017). Effectivity of E-learning Through WhatsApp as a Teaching Learning Tool. *MVP Journal of Medical Sciences*, 4(1), 19-25.

Hamdemi, A., Yuliani, S., & Sherly, M. (2022). Students' Perceptions on The Use of WhatsApp in Writing Activities: A Case Study at SMPN 1 PagarGunung.

Irmayanti, N., Syamsiarna, & Burhanuddin, W. (2021). Students' Perceptions on The Use of WhatsApp as a Mobile Learning Platform in Learning English. *Journal of Computer Interaction in Education*, 2.

Jeffrey, R. (2015). Type of Writing. *LRC Director at Klamath Community College*, 45.

Kvale, S., & Brinkmann, S. (2009). *Interviews: Learning the Craft of Mixed method Research Interviewing* (2nd ed.). Sage.

Muhammad, R., & Nagaletchimee, A. (2023). The Effects of WhatsApp Based Lesson on Undergraduates' Writing Accuracy.

Ningsih, E. S. (2016). Improving Students' Writing Skill on Recount Text Through Personal Journal Writing.

Noyan, E., & Kocoglu, Z. (2019). Developing EFL Writing Skills through WhatsApp Dialogue Journaling.

Prastikawati, E. F., Wiyaka, & Adi, A. B. P. K. (2020). Online Backchannel as a Formative Assessment in Improving Writing Skills. *Journal on English as a Foreign Language*, 10(2).

Purwanto, A. (2020). Intensive Writing Instruction by Using Padlet Application in Indraprasta. *International Journal of Education, Information Technology and Others*, 28-36.

Rahman, K. A., Ghazali, S. A. M., & Ismail, M. N. (2011). The Effectiveness of Learning Management System (LMS) Case Study at Open University Malaysia (OUM), Kota Bharu Campus. *Journal of Emerging Trends in Computing and Information Sciences*, 73-79.

Ramadhani, P. (2021). Using Facebook Comments in Teaching Writing Skill. 253-264.

Rizal, M. (2023). Learning Writing Skill during Covid-19 Pandemic through E-Learning Indonesian English Classroom. *EDUCASIA*, 73-84.

Rosalinda, E., Hamamah, & Degeng, P. D. D. (2022). Students' Perception on The Use of WhatsApp for Learning Writing During Covid-19 Pandemic: A Case Study. *Jurnal Ilmiah Multidisiplin*, 6(3), 500.

Sinaga, E. (2022). An Analysis of Writing Teaching Strategies by English Teacher in Junior High School. *Jurnal Ilmiah Multidisiplin*, 1(3), 234.

Syarif, M., & Zaim, M. (2020). The Use of WhatsApp Messaging as Mobile Learning in Developing Writing Skills. *Advances in Social Science, Education and Humanities Research*, 579, 83.

Syafrizal, S., Gailea, N., & Hardianti, S. (2020). Enhancing EFL Students' Writing Skills on English Through Facebook and Classroom Collaborative Activities. *Journal for the Education of Gifted Young Scientists*, 1163-1172.

Taufikurohman, I. S. (2018). The Effectiveness of Using Padlet in Teaching Writing Descriptive Text. *Journal of Applied Linguistics and Literacy*, 6-7.

Wigati, F. (2014). The Students' Ability and Problems in Writing a Descriptive Essay across Different Levels. *UPI Bandung*, 99.

Yunus, A. A., & Ahmad, S. (2020). Google Classroom as Learning Platform in Teaching Writing. *British Journal of English Studies*, 48.