WhatsApp for English Language Learning of University Students

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A B S T R A K

Guru harus sadar untuk menyesuaikan filosofi dan praktik pendidikan dengan generasi pelajar baru. Salah satu media social yang digunakan adalah WahatsApp. WhatsApp saat ini sering digunakan untuk Pembelajaran Bahasa Inggris oleh mahasiswa. Penelitian ini bertujuan untuk menganalisis efektivitas WhatsApp sebagai media pembelajaran bahasa Inggris bagi mahasiswa. Sumber data untuk menemukan permasalahan sosial dalam penelitian ini menggunakan pendekatan kualitatif yang menggunakan desain deskriptif. Subjek penelitian ini adalah 67 mahasiswa Universitas Islam Negeri dari beberapa fakultas, dengan rentang usia 18 hingga 25 tahun. Pengumpulan data dalam penelitian ini menggunakan kuesioner dan wawancara. Hasil dari kedua metode ini akan diintegrasikan secara holistik untuk menyajikan gambaran fenomena yang diteliti secara komprehensif dan mendalam. Hasil penelitian ini adalah 79,1% dari 67 siswa menyimpulkan efektif dan 20,1% menilai kurang efektif dibandingkan WhatsApp untuk belajar. Penggunaan WhatsApp efektif digunakan sebagai media pembelajaran bahasa Inggris bagi siswa karena WhatsApp merupakan salah satu aplikasi yang sering digunakan sehingga sangat mudah digunakan sebagai media pembelajaran.

A B S T R A C T

Teachers must be conscious of adapting educational philosophies and practices to new generations of learners. One of the social media used is WhatsApp. WhatsApp is currently often used for English learning by students. This research aims to analyze the effectiveness of WhatsApp as an English learning medium for students. The data source for finding social problems in this research uses a qualitative approach using a descriptive design. The subjects of this research were 67 State Islamic University students from several faculties, with an age range of 18 to 25 years. Data collection in this research used questionnaires and interviews. The results of these two methods will be integrated holistically to present a comprehensive and in-depth picture of the phenomenon being studied. The results of this research were that 79.1% of 67 students concluded that it was effective and 20.1% considered it less effective than WhatsApp for learning. The use of WhatsApp is effective as an English learning medium for students because WhatsApp is an application that is often used so it is very easy to use as a learning medium.

1. INTRODUCTION

WhatsApp is currently often used for English Language Learning by college students. It spreads mainly among young people who are students and is used as an entertainment and fun tool (Hamad, 2017; Ningsih et al., 2021; Ta'amneh, 2017). WhatsApp Messenger is a smartphone and web-based instant messaging application that enables users to exchange information using various media, including text messages, images, video, and audio. It is a free, easy-to-use, fast, convenient private mode of communication. Apart from that, not only text messages, but users can also send picture, video, and audio messages to each other (Kant, 2018; Ta'amneh, 2017). WhatsApp allows its users to use their Internet connection to message each other. WhatsApp is a chat program for cell phones. Smartphones are very popular, and WhatsApp is available on almost every Smartphone (Fauzi & Angkasawati, 2019; Qodr et al., 2021). As a free messenger app, it works across multiple platforms like iPhone and Android mobiles, and it is widely used among undergraduate students to send multimedia messages like photos, videos, audios along with simple text messages (Nehe, 2021; Yaacob & Lubis, 2022). Since internet facilities are required to use WhatsApp, a lot of information can also be accessed in real time, and sharing this information through technology is instant and convenient. Students rely heavily on learning a lot of the news around the world. And since most of our students use English, we can help them in their learning by sharing the information they need to learn English. Provide access to learning resources when teachers and students are separated by time and place (Aritonang et al., 2018; Ta'amneh, 2017). There is also evidence that these apps have great potential to support the learning process and significantly impact pedagogy. Offering direct access to

her many online resources and emphasizing student creativity, autonomy, and accountability for learning allows her to focus on her learning. Language learners have more and more opportunities to hear and speak this language with their friends and teachers in the classroom, but they do not, but they can expand their communication by freely connecting applications on their phones. This is a great way to provide a learner to communicate with her users. Learners benefit from expanding practice and experience through free knowledge (La Hanisi et al., 2018; Salikin et al., 2017; Ziashahabi et al., 2020). Many studies have been conducted about the effect of listening logs on listening skills. A study carried out by previous study reported on intermediate and advanced ESL students' perceptions of extensive listening logs (Onodipe et al., 2020). The study revealed that the listening log encouraged the students to try out new listening content genres. The students also make improvements in listening and critical thinking skills. In addition, listening logs through WA is a strategy which means that the activities of listening are recorded in listening logs and communicated through WA. Starting from making a learning group; then it is continued by sending and playing audio materials through the platform or links to outside audio sources; sending the listening logs worksheets; and making discussions about the contents in the listening logs and about the listening activity itself through group-chatting (Fauzi & Angkasawati, 2019; Hasanah & Supriansyah, 2022).

Briefly, using WhatsApp activities in EFL/ESL speaking classes While using WhatsApp, students have the chance to individualize their learning, especially the language they have been working on. Further, students can cane their pronunciation (accent, intonation, speed of speech) while rehearsing for the recording, all while exposing themselves more to the language and building positive feelings towards speaking (Han & Keskin, 2016; Spante et al., 2018). Teachers must be aware of these differences and be prepared to adapt educational philosophies and practices to new generations of learners. According to previous study Net Generation students have certain key characteristics that are reflected in their learning process in school (Saripudin et al., 2021). They prefer to work collaboratively, do not respond well to lectures, often do not communicate effectively by traditional standards, need information tailored to their individual needs, and Require available technology. Previous study recommends using active her learning to improve the educational effectiveness of Net Generation students (Hamad, 2017).

Using active learning strategies such as discussion, reflection, group projects, and collaborative problem-solving, students deepen their understanding of course content and their ability to apply new ideas (Genlott & Grönlund, 2013; Graham & Perin, 2007). The mesh generator is tteam-oriented so you should benefit greatly from your team. Previous study showed that the findings imply a significant difference between the overall writing scores of the pretest and post-test of the participants who used journaling (Oates, 2019). Additionally, test of individual item scores shows that there are statistically significant developments in vocabulary choice and voice as two pivotal writing characteristics. The study can promote a favorable educational change by assisting teachers to grasp the possible merits of WhatsApp electronic dialogue journaling to develop their students' vocabulary word choice and voice writing skills (Carrabba & Farmer, 2018; Hamad, 2017). This study aims to analyze the effectiveness of WhatsApp as an English learning media for students at Walisongo State Islamic University.

2. METHOD

The data source for finding social problems in this study uses a qualitative approach. Qualitative research is a method used to find individual or group meaning in human social problems (Creswell, 2014). The analytical process in qualitative research centers on researchers looking at their data, finding patterns and similarities across cases, times, and examples, and interpreting what these issues mean. The subjects of this study were 67 Walisongo State Islamic University students from several faculties, ages ranging from 18 to 25 years. They are students who use several applications every day to support learning, especially the WhatsApp application. This research uses a descriptive method. Descriptive research is research whose main purpose is to "paint a picture" using words or numbers and presenting a profile, type classification, or an outline of steps to answer questions such as who, when, where, and how (Neuman, 2014). In general, qualitative research tends to be more open to using different types of evidence and discovering new issues. Researchers used a descriptive design in this study because this research was focused on certain phenomena in the university environment. The data collection in this study is use questionare and interview. The results of these two methods will be integrated holistically to present a comprehensive and in-depth picture of the phenomenon under study. Overall, this approach is expected to provide a better understanding of the context, dynamics and meaning within the research framework taken.

3. RESULT AND DISCUSSION

Result

WhatsApp is a social media that is often used

Students mentioned that WhatsApp is an application that is often used as a communication media. This application is often used by students because it is easily accessible and easy to use. This is evidenced in the following diagram as show in Figure 1.

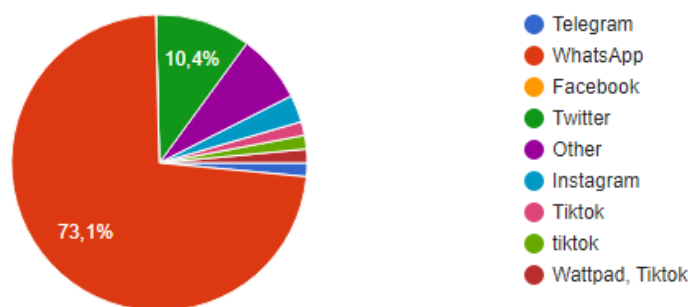**Figure 1.** Application Is Often Used By Students

Based on Figure 1, it shows that 73.1% of 67 people use WhatsApp as the most frequently used social media. People use WhatsApp as a media of communication. Most of the dissemination of information and communication is also carried out via WhatsApp, ranging from business, learning, private, to community gatherings. Users can send text and voice messages to each other, make voice (audio) and video calls, share pictures/photos, videos, documents, locations, and other types of media formats.

WhatsApp as a learning media

The use of learning media today is very diverse. From the use of online books, web learning, to social media used for learning. The current social media that is often used as a learning medium today is WhatsApp. Its easy-to-use application, makes WhatsApp often used for daily communication, even as a medium of learning. can be seen in the following diagram as show in Figure 2.
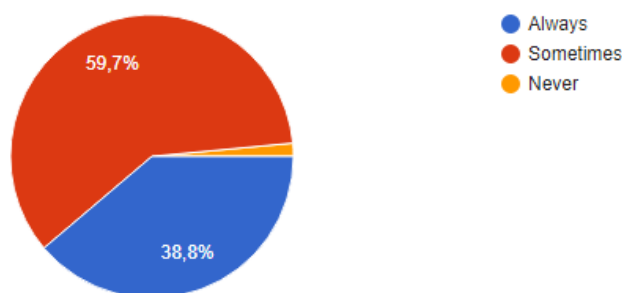

Figure 2. Intensity of social media use

Based on **Figure 2**, 67 students stated that 38.8% of them often used WhatsApp for learning, 59.7% only occasionally, and some of these students never used WhatsApp for learning. This application is very familiar to students. The cellphones they use certainly have the WhatsApp application. So that when they are going to do online learning, students don't need to install other applications that will reduce memory space on the cellphone. This application can facilitate a learning process. Teachers can present material via WhatsApp by sending video files, text, images, links, and so on. If the internet signal is good, teachers and students can also hold virtual meetings via video calls. Besides that, WhatsApp can run stably even on a less than ideal network. This shows that WhatsApp is very suitable for online learning in areas where there is still a minimum internet network. This shows that WhatsApp is worthy of being an option as a learning media.

WhatsApp is effective for learning

The effectiveness of WhatsApp depends on how someone uses the application and how much benefit it gets. From a survey conducted by researchers on 67 students, the results show that most use the WhatsApp group as a media of communication in online learning. Addressed in the following diagram is show in Figure 3.
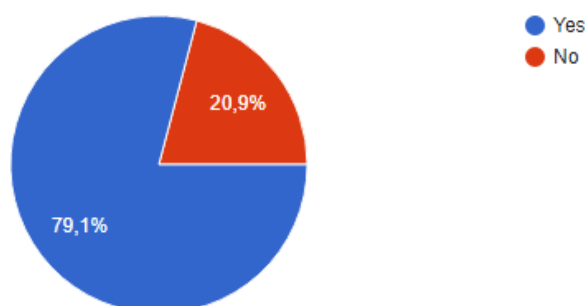

Figure 3. The Whatsapp Group As A Media Of Communication In Online Learning

Base on Figure 3, when researchers examined the effectiveness of using WhatsApp as a learning medium, 79.1% of 67 students concluded that it was effective and 20.1% considered it less effective than WhatsApp for learning. This states that online learning can be carried out quite well. The use of WhatsApp as a learning medium is acceptable among students. Because WhatsApp is one of the applications that is often used for communication, of course it also helps for the learning process. Online learning requires great effort from teachers, because they are required to create an integrative learning environment and fulfill various essential components of discursive, adaptive, interactive and reflective learning. When the environment including the learning media is inadequate, the effectiveness of learning will be ineffective. Applications as media have different impacts on the learning process, depending on how they are used.

The Advantages and Disadvantages of WhatsApp for Learning

WhatsApp, which has become one of the social media for students in learning, has advantages and disadvantages according to students. The advantages of whatsapp for learning as shown in Table 1.

Table 1. Student Responses Regarding The Advantages Of Whatsapp For Learning

Students Response	
Advantage	Final results confirmed that the utilization of social media has been significantly perceived to have positively impacted learning English language in terms of writing style, reading skills, listening and lexical variation, communication skills and grammar usage. It can be concluded that learning English online can be effective if we prepare ourselves during the learning process. We must be able to anticipate problems that might occur so that our learning will be more effective and meaningful. Very good, actually so many platform to increase our English skill, especially in English learning one of them is WhatsApp, because WhatsApp is the most often app that we always us in our phone, and it's a simple way to learn English. The advantage of using WhatsApp in learning English is that it is easy to access and is often used by most people. We can use WhatsApp to share our daily activity absolutely with the concern of private border. And majority people concerned and bout the caption especially those who chooses to write in English language.

Base on Table 1, one of the advantages of WhatsApp as a learning media is that it can send messages to many people (broadcast). With this, teachers don't have to bother sending information or assignments one by one to students. Apart from broadcasting, learning can also be carried out via WhatsApp Video Calls. This application does not use up too much quota, so teachers and students can discuss and ask questions more relaxed. The WhatsApp application can find out who you can see, who has read and who is not active. From this feature, the teacher can monitor whether students follow the lesson carefully or underestimate it. Another advantage of WhatsApp is that because this application is often used in daily activities, it doesn't bother users to download the

application again and of course it doesn't increase the memory on the cellphone. People can use this app as well for other purposes. The disadvantages of WhatsApp for learning is show in Table 2.

Table 2. student responses regarding the disadvantages of WhatsApp for learning

	Students Response
Disadvantage	It can be better learning media if we focus on whatsapp, so it is difficult for us if we can not focus on the learning
	Unexpected Software and Hardware Issues. Moving online also has some of the drawbacks. No Physical Interaction. Restricted Feedback. No Direct Response. Lack of Technology Knowledge Leads to Disparity among Children.
	There's a maximum limit if we want to transfer a file/video the maximum is 100 MB.
	Many storages are used to understand properly and correctly in learning English
	The disadvantage of WhatsApp is that the limited features available on WhatsApp make us have to use other applications to support English learning tools.

Base on Table 2 show disadvantage of the WhatsApp application for learning is that users must be connected to internet services to use this application, if not connected it will hinder the online learning process. When a person is not connected to the internet network, learning cannot be carried out properly. The teacher must find another way to complete the lesson or find another time to convey the material properly.

The Difficulties of WhatsApp for Learning

Behind the benefits of using WhatsApp in learning, there are several obstacles that cause difficulties. Student responses regarding the difficulties of WhatsApp in learning is show in Table 3.

Table 3. Student responses regarding the difficulties of WhatsApp in learning

	Students Response
	Learners can find grammatical patterns difficult, especially in speaking and it can lead to a wrong message being delivered. English grammar rules are not clean-cut and there are way too many of them. As a result, they are tough to memorize, and even tougher to apply. English grammar is intricate and tricky.
	Lack of motivation, limited scheduled time, insufficient resources and materials, and an excess of students in each class often become obstacles for teachers in teaching English as a foreign language.
Difficulties	I usually rarely find any difficulties in using WhatsApp. But maybe the disadvantages for learners is WhatsApp cannot send the data or videos which have big sizes, so it has a limited resolution to share the document (the upload size is limited).
	Some people felt a little difficult to learn English with WhatApps because they can't directly meet face to face. There is a Video Call feature but it can't be maximum than we meet people directly
	The Internet signal is slow, it causes me to be left behind by my friends to answer questions given by the teacher through the WhatsApp group.

Based on Table 3, the difficulties that are often experienced by users are in sending document files. On WhatsApp sending documents to other people there is a maximum size. so, some people who will send large files cannot use this app. The next difficulty is the signal which sometimes has errors, causing users to miss information when discussing in groups with friends and lecturers.

Discussion

The findings of the researchers above it revealed that the use of WhatsApp by University Students was effective. Several participants argued that WhatsApp is a well-known social media platform that is growing fast globally, with more than half a billion members. With WhatsApp, students can use various features to learn and even communicate too (Morrar et al., 2017; Rands et al., 2021). WhatsApp is the application we use the most on our phones, and it is a simple way to learn English. These applications have significant potential to support the learning process and have substantial implications for pedagogy, allowing direct access to many online resources, and focusing more on students' creativity, autonomy, and responsibility for their learning. Language learners have more opportunities to listen and speak the language in their class with their friends and teachers, while not, they can broaden their communication by connecting applications on their phones freely (Akdamar et al., 2021; Winarni et al., 2022). This is a very good way to serve learners to perform as communicative users.

Learners benefit from developing practice and experience through free knowledge. The final results confirm that the use of social media is significantly felt to have a positive impact on learning English in terms of writing style, reading skills, listening and lexical variation, communication skills, and grammar use (Cahyaningtyas, R. A., & Kusumastuti, 2022; Huerta et al., 2018). It can be concluded that learning English online can be effective if we prepare ourselves during the learning process. We must be able to anticipate problems that might occur so that our learning is more effective and meaningful. The advantage of using WhatsApp in learning English is that it is easily accessible and frequently used by most people (Dudu & Vhurumuku, 2012; Yıldırım, 2016). We can use WhatsApp to share our daily activities to the fullest concerning personal boundaries. And the majority of people care and take issue with captions, especially those who choose to write in English. WhatsApp can be used as a better learning medium if we focus on WhatsApp for learning, so it's difficult for us if we can't focus on learning. But in WhatsApp there is a maximum limit if we want to transfer files/videos, the maximum is 100MB (Al Shammari, 2021; Napratilora et al., 2020). This can make it difficult to download files so that later it will be difficult to learn from the files to be received. And there is a drawback of WhatsApp, namely the limited features available on WhatsApp make us have to use other applications to support English learning tools (Napratilora et al., 2020; Nida et al., 2020). As well as the WhatsApp application, users must be connected to internet services to use this application, if it is not connected it will hinder the online learning process. When someone is not connected to the internet network, learning cannot be carried out properly (Han & Keskin, 2016; Mulyono et al., 2021).

In developing skills using the WhatsApp application that focuses on listening lessons, teachers can send audio recordings and ask students to listen to them, and ask them to take notes while looking. Then the teacher can share videos of English conversations and ask students to watch and listen to the videos. After that, he asked them to leave comments or discuss questions based on the video. After that, the teacher can provide pre-listening activities related to the story to be played. The WhatsApp application is available with features for learning to speak (Sari et al., 2022; Sulistyo & Kartono, 2021). In speaking class, students can discuss chat roomrooms WhatsApp group. Students can find the topic of debate themselves or the teacher can also provide an appropriate theme for learning activities. The teacher kept asking them to record the sound, before sending it to the WhatsApp group (Napratilora et al., 2020; Ta'amneh, 2017). Operations can be done like The students registering their oral reading of a story and then put it in the team. Then to improve students' speaking ability, the teacher tells them when they have to record their talk, they can re-record and repeat it as they like until they are satisfied that their records are the best they can produce. For higher grades, students can retell the story and record it. In developing reading skills using WhatsApp, you can ask students to read stories and understand them. Ask students to find the definitions of some of the words. Select the listed words/phrases to fill in the blanks in the text. In this activity, students then practice using the words they know. Intermediate and advanced-level students also benefit from books on literature. What they read gives them opportunities to surface their insights and helps them speak the language in more imaginative ways (Bagata, 2020; Rahimi & Yadollahi, 2017). Students will be more creative because they are faced with their point of view. In teaching writing via WhatsApp, teachers can ask students to write comments on topics of discussion or more complex writing activities. Students can also be asked to write any responses submitted by the teacher in WhatsApp group discussions that can help them improve their writing skills. Teachers can send a picture of a place on WhatsApp and ask students to answer "Where is it?" or ask them to write down and explain the situation.

4. CONCLUSION

In the findings of the researchers above it revealed that the use of WhatsApp by University Students was effective. WhatsApp is an application that makes it easy for us to communicate. Several people asked questions, asked each other for help, and others shared their solutions. Teachers invite students to have group or private chats with them and encourage students to help each other. Teachers can also use WhatsApp to get to know students better. The advantages of using WhatsApp in teaching are the wide availability of teachers to students, opportunities for students to help each other, and opportunities to get to know students more deeply on an educational and personal level. However, students as participants have a positive perception of using WhatsApp formally to support their learning.

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