# CHAPTER 2

**LITERATURE REVIEW**

2.1 Previous Research

Some researchers have conducted research on the use of WhatsApp in writing. Alsaleem (2013) carried out an experimental research to complete whether WhatsApp electronic journaling as new application in smart phones had any significant effect on students, writing word choice and voice of undergraduate. The results determined a significant difference between the overall writing scores of the pretest and posttest of the students that were kept in journal. In addition, investigation of individual item scores showed that there were statistically significant improvements in vocabulary word choice and voice as two critically important writing factors. The study raises a positive social change by helping teachers understand the prospective benefits of WhatsApp electronic dialogue journaling to improve the vocabulary word choice and voice writing skills of their students.

According to Mufanti (2015), regarding the inhibiting factors for students to communicate in speaking class, it shows that students are worried, afraid, embarrassed, insecure, and uncomfortable communicating in English and are advised to support them as they wish and remove their barriers to dare to speak. Based on the research above, students are challenged to be communicative in English speaking class, especially in dealing with feelings of anxiety and fear. They need to find ways how to build and maintain their

confidence in classroom communication. Through WhatsApp, students who are less active try to actively join the conversation.

It is different from previous studies, that discussed speaking skills. Ruler and Embi in their research discussed about writing skills. Ruler and Embi (2016) stated that to improve students' writing skills using WhatsApp, teachers should send texts about certain topics in groups and ask students to do some exercises such as writing comments or responses. Based on the conclusions from previous studies that discussed speaking and writing, this research does not only support one skill, but can support other English skills such as writing, vocabulary, or speaking skills.

Maria (2016) argues that using WhatsApp helps motivate students to improve their writing skill, which is considered as the most difficult among four language skills, and learners responded better when technology, in particular the internet, was integrated in their language learning. Based on the research above WhatsApp is the right place to hone students' English skills, especially in writing skills. In line with this, Elias Bensalem (2018) argued that students' gave positive impression of WhatsApp as a vocabulary learning tool which increased motivation to complete course assignments. In fact, 76% of students stated that WhatsApp motivated them to complete vocabulary assignments because they found the app convenient. According to the results of previous studies, WhatsApp is an English learning tool that motivates students, especially in enriching students' English vocabulary. This is also able to increase their motivation in completing tasks which according to him Whatsapp is a learning tool that makes it easier for students to use it.

As Mhandeni and Mwakapina (2016) state that students are always bothered about making mistakes as they determine, but WhatsApp makes them feel easy among friends. Based on this research, they are much acceptable to participate and learn more, especially it does not need face-to- face interaction. Thus, WhatsApp can make students more comfortable in learning English without having to worry about making mistakes and being nervous because they have to face to face.

Jafari’s (2016) study on The effectiveness of WhatsApp in developing student vocabulary and learning, found that from the observation, only a few students were able to chat and write complete sentences containing error free English even though the majority were able to write complete short phrases. Therefore, there were a lot of participants who keep not writing complete sentences and were still distracted about writing grammar in English.

Based on the previous studies, the studies only focused on one aspect of English learning, however, little is still known about the experiences of students of learning all English skills using WhatsApp. To fill this gap, this study aims to explore a more comprehensive experiences of students of learning English using WhatsApp.