

## USING WHATSAPP IN WRITING ACTIVITIES: TEACHERS' VOICES

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### ***Abstract:***

One of the internet learning tools that can assist with writing during the COVID-19 pandemic is WhatsApp. The aim of this study was to find out the teachers' perceptions on the use of WhatsApp in writing. Participants in this study were 2 teachers at SMPN 44 Palembang taken by using purposeful sampling. This research was a case study design. Interviews were used to collect the research data. Interviews were conducted with 2 teachers at SMPN 44 Palembang. Thematic analysis was used to analyze the interview data. The findings of this research revealed that there were teachers' perceptions on the use of WhatsApp in writing activities, as follows: (a) independence from time and location, (b) grammatical error, (c) lack of vocabulary, (d) internet connection, and (e) incomplete WhatsApp features.

### ***Keywords:***

Teachers' perceptions;  
WhatsApp;  
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## INTRODUCTION

Writing is one of the important skills in learning and teaching English. According to Afrin (2016), writing skills are an important part of academic because they allow to organize feelings and ideas clearly as well as convey meaning through well-constructed text. Khairy (2013) argued that writing is a thinking tool for language development, for critical thinking and, extension, for learning in all disciplines. Thus, writing has a unique position in language teaching.

Writing is a difficult skill to teach among the other skills. According to Rao (2020), writing is the most challenging skill among the four language skills for many ESL/EFL learners, where it is difficult in spelling, grammar, vocabulary and grammatical structure, as there is no one-to-one connection between the spelling and pronunciation of English words. In Indonesia, Husin and Nurbayani (2017) found that two reasons why EFL students struggled with writing, which are the result of a combination of internal and external factors, with the internal factor being their low English writing proficiency and the external factor being their insufficient quality in studying writing skills. In conclusion, the difficulties faced by students come from internal and external factors themselves. Students and teachers must cooperate in learning to write for better writing.

Covid-19 has spread around the world, and it has changed system of education. Over 120 countries have implemented social distancing, affecting 1.6 billion students worldwide. Early in March, Indonesia closed all school, leaving nearly 60 million students out of school. Using a range of government and private digital platforms that provide distance and online learning content and opportunities across the country, schools have been asked to promote home-based learning (UNICEF, 2020). Additionally, In response to school closures, universities recommended the use of distance learning programs and open educational applications and platforms, which can be used by schools and teachers to access learners remotely and reduce educational disruption (Mustafa, 2020). This causes students and teachers to do social distancing and learning from home in learning English.

Information and Communication Technology is supporting tool of learning and teaching in social distancing of the pandemic era. According to Nartiningrum and Nugroho (2020), students and teachers can study anywhere and at any time using ICT. Because of Indonesia's diverse online learning practices and heterogeneous learning environment, students and teachers have a varied readiness to face online learning. In addition, ICT makes a considerable influence to supporting of learning, students can be active learners by using technology in their learning. They will know what

information they need, why they need it, and how they can get it (Suryani, 2010). In short, teaching by using ICT makes it easy for students and teachers to study in flexible time and find they need. One of technology used in ICT is social media.

One of the social media used by teachers and students is WhatsApp. It is useful application in learning process. WhatsApp makes students more creative and increases their communication in learning. According to Bouhnik and Deshen (2014), WhatsApp in school allows learning outside the classroom, as it helps to easily and quickly pass links compared to other technology to study materials and the use of WhatsApp to submit study materials means that the message intended for class is sent to everyone in every form, even if it is sent after school hours. In addition, Mulkalwar et al. (2019) stated that WhatsApp can provide a channel through which educators can communicate with their students more quickly and smoothly. In short, WhatsApp can improve the level of student communication and provide another room for learning.

Presently, at SMPN 44 Palembang, the teachers started to taught the students through online interaction. The teacher use digital technology as a tool to share information and material for teaching and learning. Concerning this, the writer has conducted a preliminary study via interview by asking the teacher who teach at SMPN 44 Palembang using WhatsApp. The writer found that it is true that they use WhatsApp as a application in teaching (FD, Personal communication, April 08, 2020). In this school, this online learning started from March 2020. The English teachers of this school used some application in teaching process such as WhatsApp and Google Classroom. One of teacher conveyed that online learning never done before in this school. So, this is something new for her to have teaching online. She claimed that she used WhatsApp in teaching English because in her opinion WhatsApp is one of the familiar application and that is easy to use. Also, WhatsApp have same features that can be used in teaching process (FD, Personal communication, April, 08 2020). Therefore, as the result of the preliminary study about English teaching online and because in this school English WhatsApp is familiar application the writer interested to carry out a research about the teachers' perception in teaching on the use of WhatsApp in writing a

Deal with this study, there were some studies conducted about the use of WhatsApp in learning writing. First, a study conducted by Fattah (2015) that aimed to know the effectiveness by using WhatsApp as mobile learning technique to develop students writing skills. Students were interested in using the smart phones in learning. They were already using these phones for a variety of purposes, such as chatting with each other, writing comments to their friends, free in time and place to learn something new was effective. Second, a study was conducted by Ma'ruf et al. (2019) which aimed to

investigate students' perceptions by using WhatsApp in paragraph writing class in one public university. The results found social networking services have the potential to provide significant benefits to students in higher education. WhatsApp could be used to supplement their language learning activities. However, WhatsApp had limitations, such as a poor connection, which prevented them from completing their assignments in some locations. Third, a study conducted by Prasojo et al. (2017) which aimed to investigate the effectiveness and effects of interacting with students and teachers during the teaching and learning process, as well as the challenges that students confront when using WhatsApp to write.

Therefore, according to the description above, to investigate the teachers' perceptions toward the use of WhatsApp in writing, the writer is interested in conducting a research entitled "Teachers' Perceptions on the Use of WhatsApp in Writing at SMPN 44 Palembang".

## **LITERATURE REVIEW**

### **Perceptions**

Perception is an aspect that always there in every individual. According to Kotler (2000), perception is the process by which an individual selects, organizes, and interprets information inputs in order to form a meaningful overall concept. Furthermore, perception is the process by which people select, organize, and interpret sensory stimuli into meaningful workplace information. Furthermore, perception is the process of interpreting information about another person; it is obvious from the sense of perception that all perceptions can be influenced by the information received and how the information is interpreted to be true information. (Nelson & Quick, 2009). The sensing process, which is the process by which individuals receive stimulus through their senses, comes before perception (Walgito, 2020 as cited in Irvianti et al., 2020). From the definitions above, perception is getting information that comes from the process of interpreting sensory stimuli which depends on the previously obtained information.

The perception of teachers is really important to know because they can evaluate their systems in teaching after knowing the results in learning systems. Instructional style of teachers and the use of learning techniques, it is very important to support the progress of students in the learning process (Mantasiah & Yusri, 2018). In short, through teachers' perceptions observations in their daily teaching, they also have a major role in deciding what is needed or what will work best for their students.

## **Impact of ICT in Education**

ICT gives impact in education such as giving teacher and students opportunities to be creative in communication. ICTs are defined by Wright et al. (2005) as allowing students to explore, discover, create, communicate with instructors efficiently and freely, complete and receive online tasks and feedback, and facilitate and participate in online discussions. Additionally, Yusuf (2005) Information and communication technology (ICT) has been shown to have an effect on both the quantity and quality of teaching, learning, and research in both traditional and distant learning institutions. In concrete term, ICT has the potential to improve teaching and learning by providing dynamic, interactive, and engaging content, as well as real opportunities for individualized instruction. Education technology has been confirmed to have significant implications for teaching and learning. It motivates and engages students to learn while also broadening their skills and simulating workplace experiences, thereby preparing students for the labor market's challenges. This enhances the school environment, facilitates teaching by providing teachers with useful teaching aids, and connects the school to the outside world (Afolake et al., 2014). In conclusion, ICT gives impact on system education and increase better opportunities for teachers and students in learning.

## **Benefits of ICT in Education**

ICT gives support in learning and teaching. Students can participate actively in learning by using technology. ICT allows students more time to explore content beyond the mechanics of the course and helps them to grasp concepts better. The use of ICT modifies the relationship between teaching and learning. According to the findings of Reid's research, teachers reported that when it comes to information technology, the relationship between teacher and learner is frequently reversed. Ease of teaching and learning, access to data and up-to-date information (Reid, 2002 as cited in Fu, 2013). Additionally, ICT has made contributions to teaching and learning in the form of tools, online contact between faculty and students, communication with the outside world by sharing academic work, and achieving more in less time (Adedokun & Kehinde, 2015). ICT gives impact in society especially in education.

Sangkar et al. (2017) found that ICT increases the quality of education by creating new types of interaction and also makes the process of teaching and learning more interesting. It offers equal opportunities for a large number of learners to access information and education. For learners with visual, hearing or mental disability, it provides specialized opportunities to learn and develop information at their own pace and gives share educational experiences with the numerous communities across the country with distance education system more effective. ICT helps to encourage technology literacy to every

person and to young person and increases the efficiency of the teacher in terms of both teaching and research.

### **Writing Activities by Using WhatsApp**

WhatsApp gives students creativity in learning. Dunlap (2006) found that WhatsApp one of the innovative teaching strategies that captivates the interest, responsiveness and fun-based learning of students. This enables students to share their thoughts and thoughts through various WhatsApp application platform features, such as adding photos, sharing videos, sharing web links, capturing videos, and many more. Additionally, Ma'ruf et al. (2019) found students can express themselves freely in an interesting learning environment through the use of WhatsApp. In addition, it also provides students with an opportunity to write to their teacher and other students to actively engage them in teaching and learning activities. Teachers may have the ability to teach outside the classroom with the use of WhatsApp, as social networking sites provide users with contact everywhere. This application would then build a certain environment in which students and teachers would connect with each other.

There are various steps in this study that serve as guidelines for using WhatsApp in a classroom. Students taking writing classes are instructed by their instructors to create a WhatsApp group. The students then have group discussions after the teachers use WhatsApp to send them the information about composing text for group discussions. The writing task is given by the teachers. The students scan their writing, then send it to the WhatsApp group chat for comment. Teachers graded students' writing after reviewing it and give the results to WhatsApp..

### **The Benefits of Using WhatsApp in Writing Activities**

Fattah (2015) in his research found that WhatsApp technology can help students participate more actively in the EFL classroom. It can provide students with opportunity for students to be more sociable while also learning better, a free opportunity to practice the language, the opportunity for students to synchronize their opinions with those of others, and a more personal and comprehensive relationship between students and teachers and In short WhatsApp is very helpful in teaching and learning process. There are same benefits when using WhatsApp in teaching and learning process. According to Prasajo et al. (2017), there are some benefits in writing by using WhatsApp.

#### ***Independence from Time and Location***

The benefit of using WhatsApp is the independence of time and location. Teachers are not required to accept the assignment directly in the school by using WhatsApp. Because teachers can go anywhere and anytime with their

smart phones, it increases the effectiveness of the teaching process. Mikic et al. (2007) thought that mobile learning had produced a new learning environment where students could study whenever they wanted and from any place.

### ***Grammatical Improvement***

The benefit of learning writing by using WhatsApp for language learning in writing is grammatical improvement. Students perform better grammatical because many of them focus on grammatical errors in learning writing during peer reviews. However, not every student's acquire grammatical improvement Rahmayanti's study (2018) grammar errors were discovered to occur when students did not fully comprehend English sentence structure. The students have poor knowledge about certain rules in English. It is impossible to learn a language without learning its grammar. Grammatical errors often happen when students do have not enough knowledge about grammar rules (Abbasi & Karimnia, 2011).

### ***Perceived Progress of Vocabulary***

Another advantage of using by WhatsApp in writing class is the perception of progress in vocabulary. Students are able to see their friend's paragraphs as well as their vocabulary and make their vocabulary richer. According to Ma'ruf et al. (2019) Through WhatsApp, they can identify their friends' paragraphs as well as their vocabularies, allowing them to expand their vocabularies. This is in contrast to the research they conducted by Hidayat et al (2015) in their research which found that students had difficulties in increasing vocabulary because they did not have a lot of vocabulary.

### **The Limitations of Using WhatsApp in Writing Activities**

There are four limitations of WhatsApp in Writing Activities, as follows:

#### ***Internet Connection***

According to Ma'ruf et al. (2019) WhatsApp is an attractive tool for teachers due to its popularity because WhatsApp presents opportunities for independence from time and place. However, using social networking services necessitates the use of an internet connection. It will hinder the learning and teaching process because of low connection.

#### ***Costly to Use***

According to Prasjo et al. (2017) that students are required to prepare a good operator in order to make them able to write and send their assignments everywhere. As a result, they have to buy more expensive internet access card. Additionally, Ismail et al. (2020) who said that the main concern of the challenge is heavily pointed to the poor internet connection experienced by the

students. Besides that, the institution did not provide internet quota for the students in learning activities. Setyawan (2020), mentioned that “People connect with each other through an internet that needs media as a tool and it can be a smart phone, tablet or computer, meanwhile, several students do not have a smart phone. Ma’ruf et al. (2019) who stated that all the respondents decided that they had the same problem: linking to the internet

### ***Inexperienced in Using WhatsApp***

According to Prasajo et al. (2017), some of the teachers had never used some of the applications required in the writing courses. They admitted to using the services for simple purposes such as sending messages, making phone or video calls, and sharing photos or videos. Other WhatsApp features, such as italicizing, bolding, and forwarding messages, were unfamiliar to some teachers.

### ***Incomplete features of WhatsApp***

According to Gon and Rawekar (2017) who found that WhatsApp weakness was message flooding. This is what causes teachers to be overwhelmed when correcting student assignments due to message flooding. WhatsApp does not yet have a feature to filter student assignments. In addition, Stephens et al (2017) stated that as the number of incoming messages increases, individuals are found to feel unable to process and respond to these messages effectively. This is in contrast to the research conducted by Nihayati and Indriani (2021) which stated that during online learning teachers always use features on WhatsApp such as voice notes, media files such as pdf, ppt, documents, etc. help in online learning by using WhatsApp.

## **The Aspects of Writing**

Writing skills are not only in the form of activities that transfer thoughts into written form, but also must be done in properly structured writing. According to Weigle (2002), there are five aspects in writing they are:

### ***Content***

The term "content" refers to sentences that flow well and are easy to understand. What is meant by content is reasonable sentences or ideas arranged into a good story. The author's concept is also included in the content. It refers to the composition's content, which includes a topic, explanations, discussion, and the core of the main topic discussed. That kind of thing should be considered well for gaining good writer result.



### ***Organization***

Writing organization is concerned with the order in which each sentence or paragraph is composed while writing the text. There should be some kind of organization among them.

### ***Vocabulary***

The ability to use as many words as possible in a composition is referred to as vocabulary. The greater the use of vocabulary in texts, the greater the chances of producing a well-written result.

### ***Language use***

The construction, structure, and components of language used in written text, such as grammar and sentence complexity, are all part of language use.

### ***Mechanics***

Mechanics is concerned with punctuation, spelling, and capitalization, as well as whether or not it is clear and illegible. It is critical to properly arrange the writing mechanics because they can have an impact on the final product. Mastering the role of how to write using true mechanics will result in a sentence that is retrievable and appropriate with the meaning.

### **Previous Related Study**

In this part, the previous related studies are also described. The first previous study was written by Linda and Ri'aeni (2018) which entitled "WhatsApp Messenger as a Mobile Media to Learn Writing for EFL Students". The study's objective is to learn more about WhatsApp Messenger's potential as a mobile platform for EFL classrooms to teach writing. The sample of this research is three class of student of class at Unswagati English Department that is 22 students. The research method used is survey method. The results showed that WhatsApp Messenger piqued the students' interest and elicited positive responses from them when they used it. The previous journal article and the current study are similar in that they both analyze the use of WhatsApp in writing. Meanwhile, differences is present study conducted will be conducted teachers at Junioh High School as the sample, while Linda and Ri'aeni (2018) took the students in University as the sample.

Second, a study conducted by Ma'ruf et al. (2019) which entitled "English students' perceptions by using WhatsApp in paragraph writing class. The aim is to investigate English students' perceptions by using WhatsApp in paragraph writing class in one public university. This study used qualitative research with a case study approach to explore the perceptions of English students on the benefits and limitations of using WhatsApp during their learning activities. There were six participants in this research that the

researcher got through purposive sampling; two students who got high, average, and low scores of pre-test. WhatsApp potentially provide significant benefits for the students in higher education. However, WhatsApp has limitations such as internet connection and costly. The similarity of the previous journal article and the present's study is to find out the perceptions of using WhatsApp in Writing. The differences are, Ma'ruf et al. (2019) used questioners and interview as instrument to take data and the writer will only use interview.

Third, a study conducted by Prasojo et al. (2017) which entitled "Managing digital learning environments: Student teachers' perception on the social networking services use in writing courses in teacher education". The aims are to examine how effective and what impacts dealing with students' and teachers in learning and teaching 'experiences as well as the problems faced by the students in writing by using WhatsApp. This research was conducted in ten classes of two Indonesian universities for one year. This qualitative research involved a total of 6 focus group discussions with 60 students. This study found the advantages and problem face in teaching and learning by using WhatsApp. The advantages they found were offering possibility of peer review, independence from time and location, perceived progress in vocabulary, and grammatical improvement and the problem faced on WhatsApp used are internet connection and costly to use. The similarity of the previous journal article and the present's study is to find perceptions on the use of writing by using WhatsApp. The difference between the previous study and present study is level, Prasojo et al. (2017) used students and lecture in university level, and the writer will take teachers in junior high school as the participant.

## **RESEARCH METHODOLOGY**

### **Research Design**

In conducting this study, the writer used qualitative study. A qualitative study is a research method that enables a researcher to investigate and better understand the complexities of a phenomenon (Mohajan, 2018). The case study research design was chosen in this study. According to Creswell (2012), a case study is a problematic study that focuses on determining the internal understanding of a case or a limited system, and it entails comprehending a phenomenon, activity, process, or one or more individuals. The purpose of this study is to find out teachers' perceptions in teaching writing using WhatsApp application. In this study, the teachers at SMPN 44 Palembang have been chosen as participants.

## **Operational Definitions**

The title of the study is teachers' perceptions in writing by using WhatsApp. To avoid the misinterpretation in this study, especially in the part of title, some definitions provide. Teachers' Perceptions refers to perceptions come from the teachers in interpreting, selecting and organizing the information about something in teaching. Teaching Writing is the teaching conducted by teachers of 7th and 8th grade of SMPN 44 Palembang. The teachers teach sentence writing in the class. WhatsApp is a tool or an application that used by students and teachers in distance learning in supporting teaching and learning process.

## **Participants of the Study**

In this study, the writer took two teachers at SMPN 44 Palembang as participant. Purposeful sampling technique was used to choose the sample in this research. According to Palinkas et al. (2015), purposive sampling is commonly used to identify and select information-rich cases related to an interest phenomenon. Additionally, researchers purposefully choose individuals and locations in order to learn about or comprehend the central phenomenon (Creswell, 2012). Purposeful sampling is used to find out the teachers' perception in teaching writing using WhatsApp. There are two criteria to select the participants in this study: (1) the participants are teachers with at least five years of teaching experience, (2) teachers who use of WhatsApp as an application in teaching. Indeed, there are four English teachers in SMPN 44 Palembang. However, only two teachers are appropriate to this study since those two teachers are the ones who used WhatsApp in the class and other teachers use different application in teaching. Therefore, the writer took these two English teachers at SMPN 44 Palembang as participants.

## **Data Collection**

In this research, the interview was used as the main instrument to collect the data to answer the research problem. Face-to-face interview was applied to participants in this study. In fact, interview is a conversation for gathering information (Easwaramoorthy & Zarinpoush, 2006). In this study, semi-structured interview was used to collect the information about teachers' perceptions in teaching writing using WhatsApp. To collecting data of interview, the researcher makes some procedures. Those are (1) the researcher was preparing 24 questions that want to be asked about the perceptions of teaching writing using WhatsApp and (2) the researcher transcripts the result of interview.

## **Data Analysis**

In analyzing the data, the writer used thematic analysis to know teachers perception in teaching writing by using WhatsApp. According to Braun and Clarke (2006), thematic analysis is a method for detecting, analyzing, and reporting data patterns (themes). According to Braun and Clarke (2006), there are six phases of thematic analysis, they are:

- (a) Familiarize with the data. It implies that researchers must immerse themselves in data and become intimately acquainted with it by reading and rereading it.
- (b) Generate initial codes. It means that the researcher must read and familiarize themselves with the data, and generates initial list of ideas about what is in the data.
- (c) Search for themes it means that after all of the data has been initially coded and compiled, the researchers will have a long list of the various codes. In this step, the researchers re-focus the analysis at the boarder level of themes rather than codes.
- (d) Review themes. It means that the researcher must develop a set of candidate themes and refine those themes.
- (e) Define and naming themes. In this step, the researchers define and refine the themes that will be presented for analysis, as well as analyze the data contained within them.
- (f) Produce the report. It means that the researchers have a set of fully developed themes, are involved in the final analysis, and are writing a report based on the themes and codes.

Some steps purposed by Creswell (2012) were used to analyze data analysis about teachers' perceptions on the use of WhatsApp. The information from the interview was first gathered by the researcher (transcripts or typed notes) then translated into English text. After obtaining the data transcription, save all data in electronic files. After that, code related to the study's research questions was started to use the data. As a final summary of this study, the researcher made a conclusion from the personal communication. the data in this study were analyzed using a thematic analysis.

## **Establishment of Trustworthiness**

Trustworthiness was used for evaluating qualitative data analyses. According to Hodson (2004), trustworthiness is a set of trustee behaviors that support the trust's expectations or are essentially a characteristic of the trustee in question. Moreover, Creswell (2012) indicated that validating findings entails the researcher determining the accuracy or credibility of the findings using strategies such as member checking.

In order to analyze the data, in this research the researcher used member checking to check the validity of the data. According to Creswell (2012), a member checking procedure is one in which the researcher asks one or more study participants to verify the accuracy of the account. In checking the accuracy of interview results, the researcher asked the interviewer to recheck transcripts of the interview whether it is complete and appropriate based on their answer or not. If they think it is not accurate in accordance with what they mean, the researcher asked them which part and re-wrote the transcripts again until the participant get the accurate result. In short, member checking was used to double-check the data's credibility.

## FINDING AND DISCUSSION

### FINDING

After analyzing the data from the interviews, the researcher found that the teachers' perceptions of teaching writing by using WhatsApp. The themes and analysis of codes gained from the qualitative data obtained from semi-structured interviews were explained in Table 1.

**Table 1**  
**Teacher's Perception on the use of WhatsApp in Writing**

Themes	Codes
Independence from time and location in teaching writing by using WhatsApp	The teachers claimed that teachers were independent time and location to managing in teaching and learning writing by using WhatsApp.
Grammatical error in learning writing by using WhatsApp	The teacher claimed that the most of students were less of abilities in learning writing because they didn't understand grammar well.
Lack of vocabulary in writing activities by using WhatsApp	(a) The teachers said that the most of the students were difficult to choose vocabulary in learning by using WhatsApp because students had limited vocabulary (b) The teachers said the students have unmotivated in learning writing by using WhatsApp

Themes	Codes
Internet connection in writing by using WhatsApp	(a) The teachers said that some of students had difficulty in buying quotas with good operators. (b) The teachers said there were some students who did not have their own smartphone.
Incomplete WhatsApp features in teaching writing	The teachers said they were overwhelmed in correcting student assignments because the features on WhatsApp were not complete

## DISCUSSION

After researcher analyzed the results of the data analysis, researcher found that there was some information about students' perceptions on the use of Google Classroom in learning writing divided into: (1) Independence from time and location in teaching writing by using WhatsApp, (2) Grammatical error in learning writing by using WhatsApp, (3) Lack of vocabulary in teaching writing by using WhatsApp, (4) Internet connection in teaching writing using WhatsApp, and (5) Incomplete WhatsApp features in teaching writing.

First, in terms of the aspect of independence from time and location in teaching writing by using WhatsApp, the teachers claimed that teachers and students were independent of time and location to manage teaching and learning writing by using WhatsApp. The students did not need to submit their assignments directly and the teachers can check students assignments everywhere and anytime. The finding was supported Prasojo et al. (2017) they found that in learning they were easy to collect assignments, felt free to do assignments anywhere and anytime, something was also felt by the teacher. Additionally, Mikic et al., (2007) thought that mobile learning had produced a new learning environment where students could study whenever they wanted and from any place using action learning aids, teaching materials, teachers, and other learners. From this explanation, the researchers found the same results at SMPN 44 Palembang from other findings in previous studies. Through the use of WhatsApp, the teachers are not needed to accept the assignment directly in the school. It makes it teachers easy to go everywhere because they go with their smartphones.

Second, grammatical errors in learning writing by using WhatsApp. The teacher claimed that the most of students were fewer abilities in learning writing because they not understand grammar well. The teacher did not find

an increase in the vocabulary of the students because they did not understand the grammar well, they only wrote what they knew and the teacher did not know whether they actually followed the lesson or not. The finding was an agreement by Rahmayanti (2018) who found that grammar errors happened when students cannot fully understand English sentence structure. The students have poor knowledge about certain rules in English. It is impossible to learn a language without learning its grammar. Grammatical errors often happen when students do not have enough knowledge about grammar rules (Abbasi & Karimnia, 2011).

Third, lack of vocabulary in learning to write by using WhatsApp. The teachers said that most of the students were difficulty choosing vocabulary in learning WhatsApp because students have limited vocabulary. The teachers did not find the progress in vocabulary because the students have less motivation in learning writing by using WhatsApp and the students have limited vocabulary. In contrast to Ma'ruf et al. (2019) they found that students experienced an increase in vocabulary in learning writing by using WhatsApp. From the explanation above, the researcher found that there were differences in the results between the data that the researchers found at SMPN 44 Palembang with other findings from previous studies. This is supported by Hidayat et al. (2015) in their research which found that students had difficulties in increasing vocabulary because they did not have a lot of vocabulary. Also there are some students unmotivated in learning by using WhatsApp in wring. According to Barhoumi (2015) some factors influence the students' motivation in interacting with their peers online in course discussions. These factors are examined at the technological, individual, and community levels. The technological level is concerned with habits and usability. The individual level concerned with the affordances of the tool as perceived by the students.

Forth, internet connection in teaching writing using WhatsApp. The teacher said that some of the students had difficulty in buying internet quotas from good operators. Most of the students are lower middle class and the government gives quota but it's can't cover all learning. The finding was supported Prasojo et al. (2017) that students are required to prepare a good operator in order to make them able to write and send their assignments everywhere. As a result, they have to buy more expensive internet access card. in addition, the findings conducted by Ismail et al. (2020) they said that the main concern of the challenge is heavily pointed to the poor internet connection experienced by the students. Besides that, the institution did not provide internet quota for the students in learning activities. Also, there were some students who did not have their own smart phones. It is supported by Setyawan (2020) he mentioned that "People connect with each other through an internet that needs media as a tool and it can be a smart phone, tablet or

computer, meanwhile, several students do not have a smart phone". The finding was supported by Ma'ruf et al. (2019), noted that all respondents found they shared the same problem: connecting to the internet.

Finally, the WhatsApp feature in teaching writing. The teacher admitted that he was overwhelmed in correcting student assignments because the features on WhatsApp were not complete. Most student send assignments are entered via private chat. This is what causes the teacher to have difficulty in checking student assignments. This is in contrast to the research they conducted by Nihayati and Indriani (2021), they found that during online learning teachers always use features on WhatsApp such as voice notes, media files such as pdf, ppt, documents, etc. help in online learning by using WhatsApp. From the explanation above, the researchers found differences in the results between the data that the researchers found at SMPN 44 Palembang, teachers were overwhelmed by checking student assignments in one meeting without any features to make it easier for teachers to correct students' assignments. This is supported by Gon and Rawoker (2017) who found that WhatsApp shortcomings were message flooding. This is what causes teachers to be overwhelmed when correcting student assignments due to message flooding. WhatsApp does not yet have a feature to filter student assignments. In addition, with the increased amount of incoming messages, individuals have been found to feel unable to effectively process and respond to such messages (Stephens et al., 2017).

In conclusion, using WhatsApp for writing could benefit both students and teachers. The use of WhatsApp, in their perspective, was extremely beneficial to the teachers during this pandemic situation. With WhatsApp, teachers and students may access and submit documents at any time and from any location. WhatsApp has both positive and negative effects. For example, some students experienced internet connection problems, others lacked smartphones, and teachers observed that their students' grammatical and vocabulary skills did not improve as a result of using WhatsApp to teach them.

## CONCLUSION

The research found that there are two different perceptions given by the students on the benefits and limitations of using WhatsApp in writing activities based on the findings from chapter four. The benefit perceived by the teachers on the use of WhatsApp for writing activities, is: (a) the teachers claimed that teachers were independent time and location to managing in teaching and learning writing by using WhatsApp. The limitations of WhatsApp perceived by the teachers and students are: (a) Grammatical error in learning writing by using WhatsApp, (b) Lack of vocabulary in teaching



writing by using WhatsApp, (c) Internet connection in teaching writing using WhatsApp, and (d) Incomplete WhatsApp features in teaching writing.

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