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Chatting Via Whats App for Developing Students' Writing Skill

ABSTRACT

The current study aims at examining whether text chatting via WhatsApp using mobile phones has any effect on the development of student' writing skills. The experiment was held in the second half of 2022/2023 academic year, which lasted for two months. The current study uses quantitative theory. Pre and posttest was used in the study as a data collection tool. The data collected were analyzed using SPSS Software. Population consisted of all the 82 students of the third intermediate grade. The sample of the study consisted of 50 students who were chosen randomly by the researcher. The research divided the study sample into two groups (experimental and control), each group consisted equally of 25 students. Before conducting the experiment, the researcher conducted a pre-test to find out the both groups' writing competency before starting the experiment. Two months later, the researcher conducted a post-test using the same test that was used before the experiment and under the same conditions, to see if there was, any statistically significant differences in the experimental students' mean scores after using the new method of teaching. In other words, to find any development in the students' performance using the text chat method via WhatsApp. After analyzing the data, the study revealed that there was a clear development in the students' performance in favor of the experimental group students. This indicates that the use of text chat using WhatsApp had a positive and influential effect on developing the writing skill of the third intermediate grade students.

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الدرشة عبر واتس اب لتطوير مهارات الكتابة لدى الطلاب

زينب عباس ناجي/ وزارة التعليم العالي والبحث العلمي

الخلاصة:

تهدف الدراسة الحالية إلى فحص ما إذا كانت الدرشة النصية عبر واتس اب باستخدام الهواتف المحمولة لها أي تأثير على تطوير مهارات الكتابة لدى الطلاب. أجريت التجربة في النصف الثاني من

العام الدراسي ٢٠٢٢/٢٠٢٣ الذي استمر شهرين. تستخدم الدراسة الحالية النظرية الكمية. تم استخدام الاختبار القبلي والبعدي في الدراسة كأداة لجمع البيانات. تم تحليل البيانات التي تم جمعها باستخدام برنامج SPSS. يتألف مجتمع الدراسة من ٨٢ طالبا من الصف الثالث المتوسط. تكونت عينة الدراسة من ٥٠ طالبا تم اختيارهم عشوائياً من قبل الباحث. قسم الباحث عينة الدراسة إلى مجموعتين (تجريبية وضابطة) ، كل مجموعة تكونت بالتساوي من ٢٥ طالبا. قبل إجراء التجربة ، أجرى الباحث اختباراً أولياً لمعرفة الكفاءة الكتابية للمجموعتين قبل بدء التجربة. بعد شهرين ، أجرى الباحث اختباراً بعدياً باستخدام نفس الاختبار الذي تم استخدامه قبل التجربة وتحت نفس الظروف ، لمعرفة ما إذا كان هناك أي فروق ذات دلالة إحصائية في متوسط درجات الطلاب بعد استخدام طريقة الاختبار الجديدة. بمعنى آخر ، للعثور على أي تطور في أداء الطلاب باستخدام طريقة الدردشة النصية عبر واتس اب. كشفت الدراسة بعد تحليل البيانات أن هناك تطوراً واضحاً في أداء الطلاب لصالح طلاب المجموعة التجريبية. وهذا يدل على أن استخدام الدردشة النصية باستخدام واتس اب كان له أثر إيجابي ومؤثر في تنمية مهارة الكتابة لدى طلاب الصف الثالث المتوسط.

الكلمات المفتاحية: دردشة نصية ، طلاب الصف الثالث المتوسط ، واتساب ، مهارة الكتابة.

Introduction

Akkaya and Kirmiz (2013) described writing as an important part of linguistic communication, through which the writer can express his/her feelings, thoughts, his plans, his sadness or joy, etc. According to Jahin and Idris (2012), the task of writing is difficult for both native and foreign speakers; this is because each person (writer) uses different aspects of writing in terms of content, vocabulary, organization, and the use of language.

All aspects of our daily lives affect directly by advanced technology, the educational system, is not far from this, it is affected by technology, which seem to rely heavily on technology in learning and teaching. The use of technology stimulate teachers to create new ways and learning methods to develop and support

the learning and teaching process, to motivate students, and to update and renew the atmosphere and quality of the teaching and learning process.

Hamad (2017 cited in Fadhillah, Raja, and Putrawan, 2020) argue, “In the twenty-first century, technology invaded our lives rapidly, and the educational system developed accordingly as a result of utilizing technology. Nowadays, everyone uses a smartphone with software-installed such as WhatsApp, Facebook, Twitter, Instagram, and Telegram, etc.” (p.319).

Technology proved its usefulness in teaching English language skills. Al Abdali, (2016), Al-Abdali, (2017a) and Al-Abdali, (2017b) believes in the importance of held the same ideas through investigating different types of technology to support EFL learning of English language. Similarly, Al-Abdali (2016, 2017a, 2017b) and Al-Temimi (2017 and 2018) believes that using technology in education is necessary in teaching and learning the English language, especially in the Arab community.

Similarly, Abbas and Elttayef (2019) emphasize the importance of using technology in secondary schools in Iraq. Al-Abdali and Al-Temimi (2018) conclude that the use of mobile phones in education has become a very important and indispensable tool due to its importance in supporting English language education in general and developing communication skills for learners of English as a foreign language in Iraq in particular. Al-Abdali & Alzayadi (2020) and Al-Dulaimi & Al-Abdali (2021) explain that this era is the era of technology, as it is not possible to imagine learning and teaching the English language without relying on modern technologies in teaching. Not far from other studies, Bataineh and Al-Abdali (2014), Bataineh and Al-Abdali (2015), and Elttayef (2016) conclude that the use of webcam chatting, as one of the elements of technology, is very effective for developing the linguistic competence as well as for developing the socio-

cultural competence of non-native speakers of English. Similarly, Julaid and Al-Abdali (2020, 2021, and 2022) discuss technology effectiveness on learners' performance in fluency and accuracy, cultural competence, communicative skills, grammatical competence and pronunciation, and communicative approach. Accordingly, technology affects positively learning and teaching English language with motivation.

WhatsApp is one tool of the social media, which can be used for learning English. Consequently, WhatsApp is a social networking application that enables its users to send text and voice messages that can be accessed on all types of devices such as personal computers and smartphones (Bouhnik & Deshen, 2014).

The WhatsApp application has useful features that make it one of the most important applications that enable students to develop their performance in the English language in general and writing skill in particular. Among these characteristics, the WhatsApp application can be used to study and learn a new language through membership in a WhatsApp group that includes teachers and students. Through these groups, teachers post homework for students (Riyanto, 2013). Through the application of WhatsApp, students can participate in a discussion among each other or between them and the teacher, as well as students can answer the teacher's inquiries and send their homework to the teacher, do quizzes, and many features and benefits such as sharing pictures and illustrations images, etc. (Riyanto, 2013).

Some schools in Iraq have started using the different types of instructional technology for academic and educational purposes. This new development opened the door for researchers to evaluate the possibility of using mobile applications such as WhatsApp for learning and teaching purposes such as sending summaries and sharing teachers' notes that help students prepare for exams.

The use of WhatsApp, for learning and teaching purposes, paves the way for teachers to include writing activities and tasks using this application as one of the modern and non-traditional methods of learning English. Students are able to use WhatsApp for writing assignments. It also enables teachers to do so with the aim of enhancing writing skill by practicing writing on WhatsApp.

1. Criterion of Writing Skills

The current study has adapted the model of writing skill criterion that is adopted by Bacha's Model (2001) and Jacobs (1981) (cited in Melda, 2020) in order to examine this entire criterion and to indicate which of the criteria the students of the experimental group developed more because of using text chat using WhatsApp as shown in table (1):

Table 1. Bacha's Model (2001) & Jacobs (1981).

Writing Components	Criteria / Traits	Score
Content	Content, relevance, subject knowledge	30%
Organization	Coherence, fluency, clarity, logical sequencing	20%
Vocabulary	Richness, appropriate register, word of mastery	20%
Language use	Accuracy (a usage of articles, word order, tenses, prepositions, sentences constructions)	25%
Mechanics	Paragraphing, spelling, capitalization, punctuation	5%
Total		100%

2. The Population of the Study

The study population includes all third grade students, which is 82 students.

3. The Sample of the Study

Fifty students of third grade were selected randomly to conduct this study.

Table 8. Distribution of the participants

Group	Gender	Stage	Age	Number
Experimental	Male	3 rd intermediate	15-16 years old	25
Control	Male			25
Total				

4. Aims

To:

- Investigate the effectiveness of using WhatsApp on improving the writing skill of learners of English as a foreign language in the intermediate stage.
- Develop third grade EFL students' writing skill.
- Use technology in education.

5. Objectives

To:

- Achieve successful learning using technology.
- Update and support teaching and learning English language via including new methods of teaching.
- Developing teachers' as well as students' performance towards using technology to enhance teaching and learning English.

6. Research Question

- "Are there any statistically significant differences in the mean scores of the experimental and control group due to using text chat via WhatsApp?"

7. Data Collection

A writing test was used to collect data. Both group students were asked to choose a short story from the prescribed textbook entitled "*English for Iraq*." The researcher taught the selected story to both groups. The researcher taught writing skill to the students of the experimental group using text chat using WhatsApp. The

conventional method, which is Paper-and-Pencil Approach, was used by the control group.

8. Data Analysis

Data were analyzed using SPSS Software. T. test was used before and after conducting the experiment to check changes (if) any in the mean scores of both groups due to method of teaching writing skill.

9. Previous Studies

Saleh (2019) conducted his study to examine the extent of the role that WhatsApp plays in motivating English language students towards developing their skills in reading and writing in the English language. Twenty students from the University of Aden participated in a group chat via WhatsApp. During the chat, the students discussed among themselves and commented on news articles in English. The students continued for two months. An initial and post-test were administered and the students answered a questionnaire at the end of the study. The results of the current study showed WhatsApp succeeded in motivating students to improve their reading and writing skills. In addition, the WhatsApp application contributed to the development of students' vocabulary, grammar, and their reading and writing comprehension. Fattah (2015) conducted his study on a group of Saudi private university students. It was found that WhatsApp application affected positively on students' performance in writing skills. Similarly, Melda (2020) explored how WhatsApp Chat could develop writing components of EFL students. According to the findings, WhatsApp supported to students' learning of writing skills. For the same reason, Hamad (2017) concluded that the use of WhatsApp enhanced English writing learning for Saudi higher education learners. The application contributed to raising students' enthusiasm, helping them develop English language skills, and

enriching their vocabulary. Furthermore, Wahyuni and Febianti (2021) examine whether a WhatsApp group app can improve students' achievement in writing in English or not. After collecting and analyzing the data, the results showed that the students had improved their ability to write in English better after using WhatsApp Group Discussion. The study concluded that the WhatsApp application is a good educational tool and an effective strategy to increase students' achievement in writing in the English language. Alouch, Ganapathy, & Ai Lin, (2021) argued, WhatsApp motivated students learning of the writing skills through overcoming the difficulties they encountered when learning writing skills. Additionally, English language teachers will be able to benefit from the WhatsApp program as a modern educational tool in teaching the writing skill effectively and motivationally. Justina (2016) investigated the possibility of using WhatsApp as a useful research tool that encourages learners to use it because it has the advantage of motivating students and supporting the development of reading and writing skills. The study concluded that the use of WhatsApp using mobile phones made students motivated to learn and thus contributed to the development of their skills. The results of Justina's study (2016) also highlighted that the use of WhatsApp contributed to building good relationships between teachers and students alike, which is an important thing in the educational process. In the same context, Kheryadi (2017) suggested that English language teachers use new applications suitable for mobile education such as WhatsApp. The aim of this measure is to improve students' speaking and writing skills. He highlighted some of the advantages of using WhatsApp, as the application contributes to increasing cooperation between the teacher and the student. WhatsApp enables teachers to diversify teaching methods through written discussion and voice messages, so this type of learning is reflected positively on the performance of Students, where students can learn from their peers how to organize the topic and arrange the ideas

that should be included when writing a topic. The results of the current study are in line with the results of previous studies in that the results were similar in terms of using, the use of WhatsApp is very useful and helpful for students who want to learn English. Using WhatsApp helps students to develop their vocabulary, speaking as well as writing.

10.The Results

10.1. Components of Writing

The following are tables of the components of writing on which the researcher depended to categorize and grade criteria.

Table 2. Components of Content

30-27	Very Good	Knowledge, substantive, relevant to assigned topic.
26-22	Good	some knowledge of subject, adequate range, mostly relevant to topic but lacks detail
21-17	Fair	Limited knowledge, little substance, Inadequate development of the main idea
16-13	Poor	Does not show knowledge of subject, substance, not enough to evaluate.

Content

Grammar/Language Use

Table 3. Components of Grammar/Language Use

25-22	Very Good	Effective complex construction.
21-18	Good	Effective but simple construction
17-11	Fair	Major problems in simple /complex construction
10-5	Poor	Virtually no mastery of sentence construction rules.

Jacobs (2000:6)

Mechanics

5	Very Good	Demonstrate mastery of conventions
4	Good	Occasional errors of spelling, punctuation capitalization.
3	Fair	Frequent errors of spelling, punctuation capitalization
2	Poor	No mastery of conventions, dominated by errors of spelling. Capitalization paragraphing.

Table 4. Components of Mechanics

Jacobs (2000:6)

Vocabulary

Table 5. Components of Vocabulary

20-18	Very Good	Sophisticated range, effective word/idiom choice, and usage.
17-14	Good	Adequate range, occasional errors of word/idiom, choice, and usage out meaning not occurred
13-10	Fair	Limited range, frequent errors of word/idiom from choice, and usage.
9-7	Poor	Essential translation, little knowledge of English vocabulary.

Organization

Table 6. Components of Organization

20-18	Very Good	Fluent expression, ideas clearly stated and supported, well-organized, logical sequencing.
17-14	Good	Somewhat choppy, loosely organized but minimum ideas stand out, limited support, logical but incomplete sequencing.
13-10	Fair	Non-fluent, ideas confused or disconnected.
9-7	Poor	Does not communicate, no organization, not enough to evaluate.

Then, classifying the students score based on the following class classification Table 7.

Scoring Classification of writing competence

Scoring Classification

Table 7. Scoring Classification

Score	Classification
85-100	Excellent
70-85	Good
60-69	Average
50-59	Poor
< 50	Very Poor

(Brown, 2013:287)

10.2. Pre-Test Results

As mentioned earlier, the researcher conducted a pretest for both groups to measure both group students' level in writing accuracy before starting the experiment. Accordingly, the pretest was held two months prior to the experiment. The students of both groups underwent a writing test (see **Appendix 1**). Next, table 9. Shows the pretest results for the two groups.

Table 9. Both Group Result on the Pretest

No.	Student's Code	Experimental Group					Total 100%	Student's Code	Control Group					Total 100%
		Content 30%	Language use 25%	Mechanics 5%	Vocabulary 20%	Organization 20%			Content 30%	Language use 25%	Mechanics 5%	Vocabulary 20%	Organization 20%	
1	S1	13	11	2	7	6	39	SA	8	9	2	8	9	36
2	S2	14	12	4	9	8	47	SB	12	10	3	11	9	45
3	S3	12	10	3	6	7	38	SC	10	9	2	10	9	40
4	S4	11	11	4	10	9	45	SD	8	7	3	8	7	33
5	S5	12	8	3	10	9	42	SE	10	11	3	9	6	39
6	S6	10	9	2	9	10	40	SF	10	8	3	10	19	40
7	S7	9	6	2	8	7	32	SG	7	6	2	8	7	30
8	S8	13	6	4	11	9	43	SH	11	9	3	12	10	45
9	S9	12	8	3	11	10	44	SI	11	8	3	10	10	42
10	S10	11	10	3	8	7	39	SJ	10	6	2	9	7	34
11	S11	10	10	4	6	8	38	SK	15	13	3	11	8	50
12	S12	14	13	4	10	9	50	SL	12	9	2	10	11	44
13	S13	12	9	4	11	10	46	SM	9	12	1	9	7	38
14	S14	10	10	2	9	7	38	SN	16	11	2	10	12	51
15	S15	12	10	3	13	10	48	SO	13	10	3	11	9	46
16	S16	9	8	4	8	8	37	SP	11	19	2	10	6	38
17	S17	15	12	3	9	11	50	SQ	11	10	3	14	11	49
18	S18	11	10	2	9	8	40	SR	10	8	3	9	7	37
19	S19	12	7	3	11	10	43	SS	10	11	2	9	8	40

20	S20	16	13	3	9	11	52	ST	13	12	3	10	12	50
21	S21	10	11	2	8	8	39	SV	10	8	3	9	7	37
22	S22	8	8	4	9	7	36	SU	9	10	3	9	6	37
23	S23	15	13	4	9	10	51	SW	13	11	3	13	9	49
24	S24	9	12	3	8	7	39	SX	11	9	3	9	8	40
25	S25	10	9	3	10	10	42	SY	11	10	3	13	12	49
Total		12%	12%	76%	36%	36%	42.32%	Total	8%	8%	64%	56%	32%	41.56%

As shown in table (9) the students' level in writing components is equal before conducting the experiment, which indicates that the students' level is equivalent. The students of the experimental group obtained 42.32%, while the students of the control group obtained 41.50% in the pretest. This is an indication that the scores of the students of the two groups were weak, which indicates that there is a weakness in the writing skills of intermediate school students.

Table 10. Shows the average scores and percentages achieved by every students in the pretest.

Table 10. Both Group Average Results and Percentage in Each Writing Components on the pretest

Group	Average & Percentage	Excellent 85-100	Good 70-85	Average 60-69	Poor 50-59	Very Poor < 50
Experimental	Average	0	0	0	4	21
	Percentage	0%	0%	0%	16%	84%
Control	Average	0	0	0	3	22
	Percentage	0%	0%	0%	12%	88%

The average and percentage of both groups were equal after conducting the pretest.

10.3. Posttest results

Two months later, after two months of starting teaching the experimental group students the writing skills using WhatsApp chat, the analysis of the results showed that the students of the experimental group obtained higher scores in the post-test. This indicates that there is an observable and a good progress in their performance with regard to writing skills. In other words, it is clear that there are statistically significant differences in the scores of the experimental group students before and after the experiment. The researcher believes that this progress in the level is due to the use of chatting via WhatsApp as one of the new teaching methods. (See Table 11).

Table 11. Both Group Result on the Posttest

No.	Student's Code	Experimental Group					Total 100%	Control Group					Total 100%	
		Content 30%	Language use 25%	Mechanics 5%	Vocabulary 20%	Organization 20%		Student's Code	Content 30%	Language use 25%	Mechanics 5%	Vocabulary 20%		Organization 20%
1	S1	25	17	4	9	8	63	SA	19	12	3	5	3	42
2	S2	27	20	4	11	12	74	SB	13	9	4	6	6	38
3	S3	26	24	5	10	17	82	SC	12	9	2	5	10	38
4	S4	25	16	3	11	9	64	SD	14	9	3	8	7	41
5	S5	25	21	4	10	12	72	SE	17	10	3	7	9	46
6	S6	18	17	3	9	10	57	SF	12	9	4	6	6	37
7	S7	28	22	4	18	19	91	SG	14	10	4	7	8	43
8	S8	24	17	5	11	8	65	SH	10	8	3	4	6	31
9	S9	26	20	5	12	11	74	SI	9	4	5	7	6	31
10	S10	26	24	4	10	20	84	SJ	17	9	4	3	7	40
11	S11	25	17	4	10	9	65	SK	18	9	3	6	10	46
12	S12	17	16	5	9	12	59	SL	16	10	4	6	5	41
13	S13	24	17	4	13	9	67	SM	15	9	3	6	7	40
14	S14	24	21	4	12	12	73	SN	13	10	4	6	6	39
15	S15	23	22	4	13	19	81	SO	12	12	3	10	11	48
16	S16	26	23	4	17	16	86	SP	10	9	3	10	7	39

17	S17	14	11	4	16	12	57	SQ	13	10	4	9	11	47
18	S18	28	24	5	18	17	92	SR	13	7	4	10	8	42
19	S19	25	18	4	17	12	76	SS	10	10	3	7	6	36
20	S20	24	21	4	14	18	81	ST	14	6	4	9	11	44
21	S21	24	17	4	13	11	69	SV	10	10	3	10	16	49
22	S22	25	18	4	19	10	76	SU	8	12	3	10	12	45
23	S23	27	17	4	16	13	77	SW	12	8	4	9	11	44
24	S24	22	18	4	19	10	73	SX	11	9	3	11	11	45
25	S25	26	20	5	15	8	74	SY	13	7	3	11	8	42
Total		96%	96%	100%	88%	76%	73.28%	Total	56%	0%	96%	28%	36%	41.36%

Without any doubt, the results of the experiment showed a valuable progress in favor of the students of the experimental group. Accordingly, the application of the new teaching method in the English language classes to teach English language in general and for teaching the writing skills in particular is impressive and of good scientific value that contribute to the development of students' accuracy in writing. The experimental group students' pre/posttests are shown in table (12).

Table 12. A comparison between the Experimental Group Results on the pre-posttests

Group	Test	Average	Difference/Increase
Experimental	Pretest	42.32%	30.96%
	Posttest	73.28%	

Table 12 shows the increase in the students' level after using the WhatsApp chat method. Experimental group got low scores in the pretest 42.32%, while they got higher scores in the posttest 73.28%. The difference is 30.96% between the two scores. Therefore, there is an increase in the students' scores after completing teaching writing skills using the new method. The increase in students' scores is

30.96%, which is considered very well and statistically significant for the success of the experiment.

Table 13. Both Group Average Results and Percentage in Each Writing Components on the pretest

Group	Test	Average Percentage	Excellent 85-100	Good 70-85	Average 60-69	Poor 50-59	Very Poor < 50
Experimental	Pretest	Average	0	0	0	4	21
		Percentage	0%	0%	0%	16%	84%
	Posttest	Average	2	14	7	3	0
		Percentage	8%	56%	28%	12%	0%

With regard to Table 13, this table shows a comparison between the percentage and average obtained by the students of the experimental group before and after conducting the experiment. It is clear from this table that there is an increase in the experimental group students' level after using WhatsApp chat. They got 0 (0%) in excellent, whereas they got 2 (8%) in the posttest. No student got good in the pretest, they got 0 (0%), the scores are increased in the posttest 14 (56%). Similarly, no one got average 0 (0%), while there are seven students achieved increased 7 (28%). There were four students who got poor scores 4 (16%), this percentage is reduced to be 3 students only 3 (12%). Similarly, there were 21 students who achieved very poor in the pretest with percentage (84%), also, this percentage is reduced to be 0 (0%) students who got very poor results on the posttest.

Chart 1. A Comparison of Experimental Group Post/Pretests Results

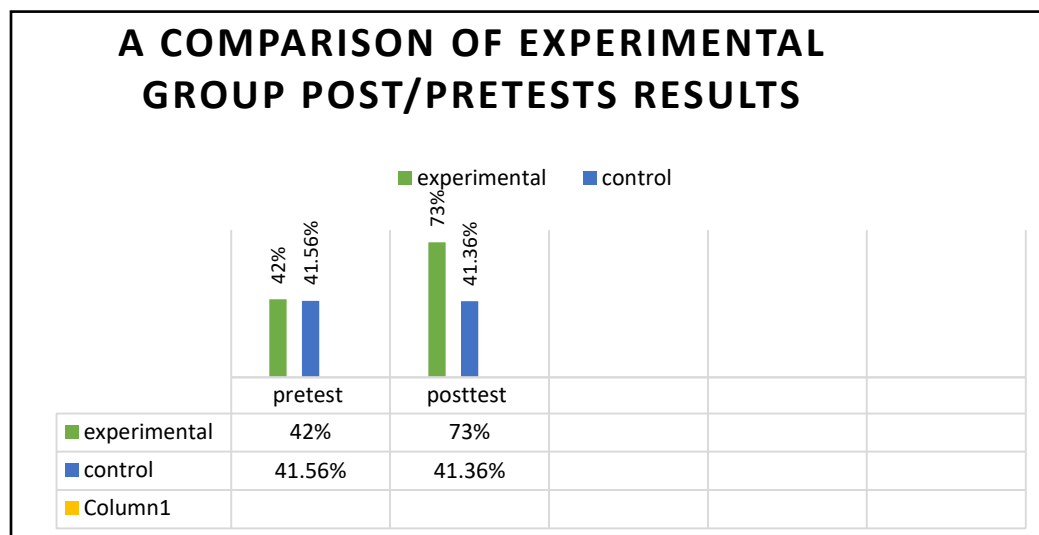


Table 14. Both Groups' Results on the pre/posttests in the Components of Writing Skills

Group & Test	Components of Writing Skills					Average
	Content	Language Use	Mechanics	Vocabulary	Organization	
Experimental Pretest	12%	12%	76%	36%	36%	34.4%
Control Pretest	8%	8%	64%	56%	32%	33.6%
Experimental Posttest	96%	96%	100%	88%	76%	91.2%
Control Posttest	56%	0%	96%	28%	36%	43.2%

When analyzing the data of this table, the researcher noticed high scores were obtained by the students of the experimental group students in every component of the writing skill in the posttest. The average was 34.4% in the pretest, whereas the average was 91.2% in the posttest.

Table 15. Experimental Group Results on the pre/posttests in the Components of Writing Skills

Group & Test		Content	Language Use	Mechanics	Vocabulary	Organization	Average	Increase
Experimental	Pretest	12%	12%	76%	36%	36%	34.4%	56.8%
	Posttest	96%	96%	100%	88%	76%	91.2%	
Difference		84%	84%	24%	52%	40%		

Table 15 shows the increase in the scores of the experimental group students in the posttest. The increase was 56.8% which an excellent percentage which an indication for the success of the experiment.

Chars 2 and 3 explain the comparison of the experimental group students in the components of writing skills in the pre/posttests with the increase percentage.

Chart 2. Experimental Group Results on the pre/posttests in the Components of Writing Skills

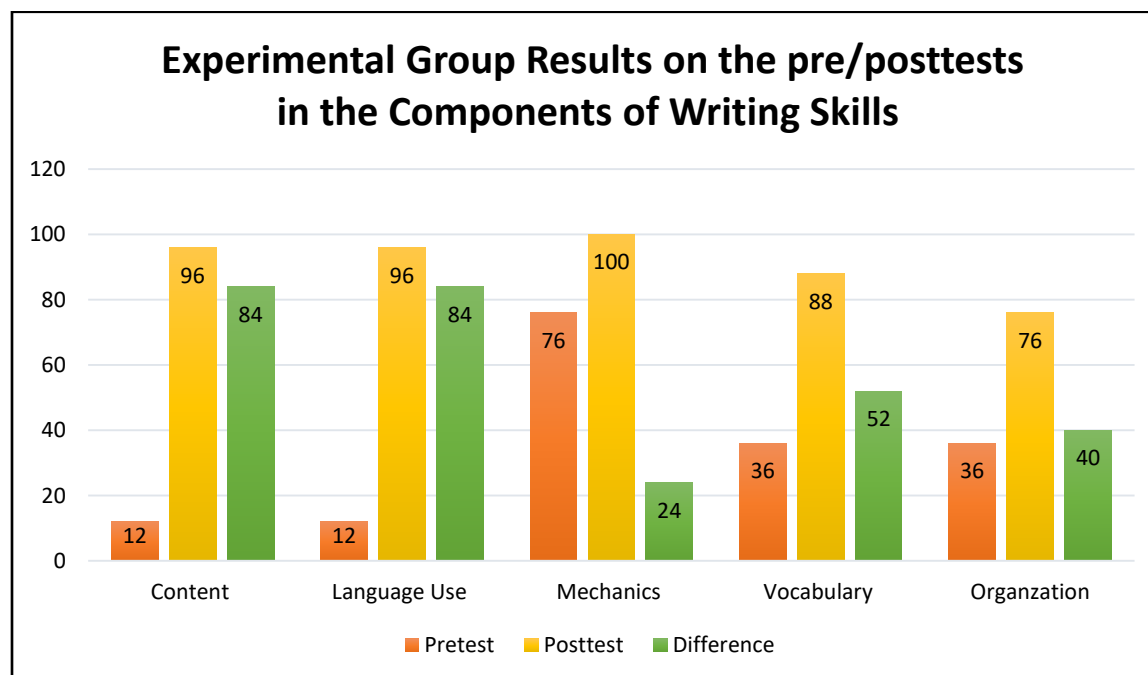
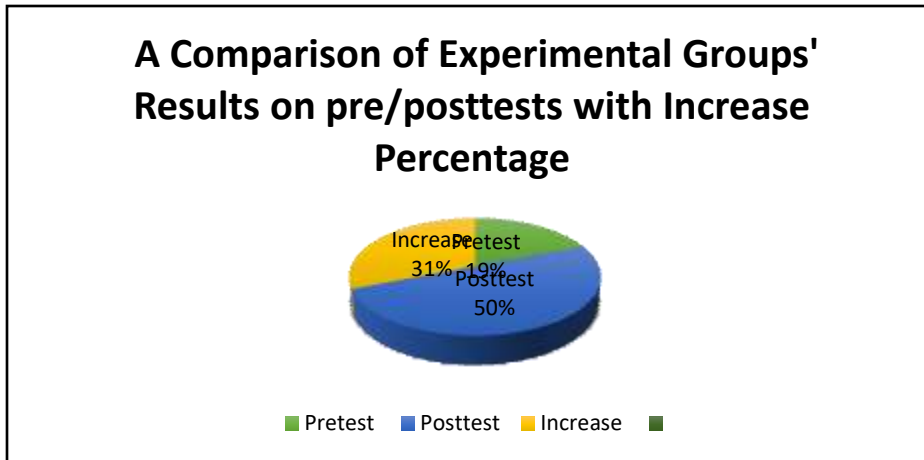


Chart 3. A Comparison of Experimental Groups' Results on pre/posttests with Increase Percentage



11. Conclusion

WhatsApp chat succeeded to develop the writing skill of EFL learners. The use of technology helped to develop students' communicative competence in the English language in general and in developing writing skill in particular. The results are consistent with previous studies (Al Abdali, 2016; Al-Abdali, 2017a and 2017b; Al-Abdali, 2016, 2017a, 2017b; Al-Temimi, 2017 and 2018; Abbas and Elttayef, 2019; Al-Abdali and Al-Temimi, 2018; Al-Abdali & Alzayadi, 2020; Al-Dulaimi & Al-Abdali, 2021; Bataineh & Al-Abdali, 2014; Bataineh & Al-Abdali, 2015; Elttayef, 2016; and Julaid and Al-Abdali, 2020, 2021, and 2022). These studies emphasize on the importance of using different types of technology in enhancing the level of English language learners. Results also show that WhatsApp chat is very useful technique for developing writing skills. This exactly consistent with the previous studies, i.e., Saleh (2019); Fattah (2015); Melda (2020); Hamad (2017); Wahyuni and Febianti (2021); Alouch, Ganapathy, & Ai Lin, (2021); Justina (2016); and Kheryadi (2017). These previous studies conclude that using WhatsApp improved students' achievement in writing skills in English. It also raised students' motivation towards learning English.

Based on the teacher's experience in the classroom during the experiment, the researcher noticed that there are many goals achieved using WhatsApp. These goals are not only related with academic goals, i.e., improving the writing skills achievement of students, but also it helped to increase the students' motivation. This increased sense of success in the academic level, and students became more responsible towards sharing knowledge and education materials among them, due to the increase in cooperation with each other. This led to an increase in social interaction among them, and thus an increase in the sense of social belonging among each other.

The current study concluded that WhatsApp played an effective role in developing students' academic level with regard to learning vocabulary, grammar and reading during the experiment to develop their writing skill. Because of its motivation for students to learn English, WhatsApp is considered a positive educational tool that contributes to teaching students in an enjoyable way and atmosphere. The use of WhatsApp has increased students' opportunities to learn the language more widely and in a better way. For this reason, based on that, the current study recommends to use WhatsApp as an educational tool for teaching English, to develop the four English language skills, and to raise students' proficiency in the English language in general.

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APPENDIX 1

THE WRITING TEST

Writing Test	
Name :	_____
Class :	_____
INSTRUCTIONS	
A.	
Write two Paragraphs about Eid al-Fitr:	
Paragraph 1: Explain Eid al-Fitr.	
Paragraph 2: What did you do last Eid?	
B.	
- Make your outline in another paper before starting writing.	
- Pay attention to the components of writing skills to be mentioned in your writing in order to be evaluated by the researcher.	
The Writing Components are:	
<i>Content</i>	
<i>Organization</i>	
<i>Vocabulary</i>	
<i>Language Use</i>	
<i>Mechanics.</i>	
GOOD LUCK	
Components	Scoring
Content 30%	
Organization 20%	
Vocabulary 20%	
Language use 25%	
Mechanics 5%	