



## Digital Platforms For Writing: Students' Insights On Whatsapp And Zoom

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### ABSTRACT

This study aims to investigate students' perceptions of using WhatsApp as an online learning platform for writing activities. This research employed a descriptive qualitative design. The population of this study consisted of third-semester students of the English Education Program at Universitas PGRI Sumatera Barat in the 2024 academic year. The sample comprised 60 third-semester students from the same program. A questionnaire was used to collect the data, which were analyzed using descriptive analysis. The results show that the students had a positive perception, with an average score of 2.79. However, several challenges were identified when using Zoom and WhatsApp in writing activities, such as not all students owning a smartphone or computer, unstable internet connections, the cost of purchasing internet data, and difficulty in summarizing material from discussions on Zoom. In conclusion, the students demonstrated a positive perception of using Zoom and WhatsApp for writing activities despite the challenges they faced.

**Keywords:** *Zoom, WhatsApp, Students' Perceptions, Challenges*

### 1. INTRODUCTION

Writing skills are an important part of students' English language learning. Through writing skills, students can express their ideas, information, thoughts, feelings, and emotions to others in written form. This means that writing skills involve the knowledge and ability to express ideas, thoughts, feelings, and emotions in written form. Sakkir et al. (2016) state that all students need writing skills to learn the English language. They can apply and express their ideas, information, and feelings in written form. Communicating through written words is sometimes easier than speaking orally because students can simply convey their ideas or other information in writing.

Nowadays, good writing skills are essential for students to accomplish their educational and employment requirements. Writing skills will be increasingly important at both academic and professional levels. Students who possess good writing skills will find it easier to obtain better job opportunities. They will also be supported in writing documents, research papers, and various forms of information or news. Meanwhile, Randal (2004) states, "Writing is an ability to make a form of words in general writing." This means that a written product must contain meaningful ideas or information for the reader. It should be acceptable, accurate, and beneficial for readers in obtaining information.

In this digital era, technological systems have provided teachers with opportunities to take education in a new direction. Many schools and universities have capitalized on this change by implementing programs that provide students in the classroom with their own digital devices (Henry et al., 2020). This phenomenon has changed the way teaching and learning are conducted. Teachers can provide instruction, communicate, and assess their students using digital tools. Teachers should also encourage students to reflect on pedagogical practices and the use of technology.

WhatsApp is an application that offers various types of communication and has the potential to support language learning. According to Kola and Sunday (2018), "WhatsApp messaging is an app that offers four types of opportunities depending on the user." WhatsApp provides space for posting and submitting assignments, such as written assignments, oral assignments (audio), individual speaking recordings, video conferences, images, voice recordings, and text messages. WhatsApp accommodates learners' participation, feedback, and achievement through comments, questions, and discussion. Teachers and students use Zoom and WhatsApp due to their effectiveness as online learning media for video conferences, audio, text messages, and document sharing, even though internet connections can be unstable. According to Giesbers et al. (2014) and Mowlem (2015), in this era, technology

supports online learning by providing face-to-face communication and interaction platforms such as Zoom and WhatsApp, which are among the closest alternatives to replacing traditional face-to-face learning.

Several researchers have conducted studies on using Zoom in English language learning. For example, Seftia Nurmalisa (2021) examined the influence of the Zoom application on students' writing ability in descriptive text. The study revealed that the use of Zoom provided students with new experiences in using technology to improve their writing skills. Subakti (2021) conducted a survey of teachers' perceptions of problem-based learning using Zoom for students' speaking skills during the COVID-19 outbreak. The results indicated that Zoom activities helped students become more productive in speaking classes. Students felt comfortable and less anxious communicating through Zoom during class activities. Fatoni et al. (2021) investigated students' perceptions of using Zoom in a debate course during online learning and found that students had a positive perception of learning English through Zoom. Learning English at home was considered effective as an alternative to face-to-face learning during online-only periods.

Studies related to WhatsApp for language learning also show positive results. Ahmed (2019) stated that using WhatsApp significantly improved students' performance in grammar, vocabulary, and reading comprehension. This means that WhatsApp enhances students' motivation to develop reading and writing skills and plays an effective role in improving vocabulary, grammar, reading comprehension, and writing fluency. Alghamdy (2018) found that students were enthusiastic about joining English lessons through WhatsApp groups and believed that working in such groups boosted their motivation and academic results. Bensalem (2018), in his study "The Impact of WhatsApp on EFL Students' Vocabulary Learning," found that using WhatsApp significantly increased learners' vocabulary compared to traditional methods, making it a positive learning experience that motivated students. Similarly, Hamad (2017), in "Using WhatsApp to Enhance Students' Learning of the English Language: Experience to Share," found that WhatsApp enhanced students' learning and enthusiasm, improved their English skills, enriched their vocabulary, and enabled them to learn from their peers' mistakes.

From all of the studies above, it can be concluded that the use of Zoom and WhatsApp has a positive effect on language skills. Zoom helps students become more productive in speaking classes, while WhatsApp enhances their motivation to develop reading and writing skills, increases vocabulary, and improves learning motivation overall.

Based on preliminary observations at Universitas PGRI Sumatera Barat, the researcher found that the teaching and learning process already incorporates online learning. In addition to using e-learning, teachers and students use Zoom and WhatsApp as the main media for

communication, information sharing, task completion, and material discussion. This supports students in improving their language learning abilities.

Based on the above description, the researcher is interested in exploring students' perceptions of using Zoom and WhatsApp for writing activities. Therefore, this study is entitled: "**Digital Platforms for Writing: Students' Insights on WhatsApp and Zoom in English Language Education at Universitas PGRI Sumatera Barat.**"

## 2. REVIEW OF RELATED LITERATURE

### a. Writing Definition

Writing is one of the most effective ways to convey information, exchange ideas, and express emotions. Ideas are the most crucial element a writer should consider. In addition, a writer should be proficient in grammar when structuring these ideas. Brown (2003) asserts that "*writing is an intellectual activity of finding ideas and thinking about the way to express and arrange them into statements and paragraphs that are clear enough for people to understand.*" Writing is the process of producing words and expressing thoughts, opinions, and feelings. Harmer (2004) states that writing is a way to produce language and express ideas, opinions, and feelings. This means that writing is the ability to generate, express, and organize ideas, opinions, and feelings into symbols of language.

In the process of writing, students need to have sufficient ideas, organize them effectively, and express them in an appropriate style. As Tiwari (2005) argues, "*writing is the process of expressing ideas, thoughts, or feelings in words on paper.*" This shows that the writer is not only expressing ideas but also conveying feelings, reflecting on something, or sharing information in statements or paragraphs. Nunan (2003) defines writing as the mental work of generating ideas, deciding how to express them, and organizing them into statements and paragraphs that will be clear to the reader. In short, ideas and thoughts are gathered and communicated through written form.

### b. Online learning

Online learning refers to the delivery of learning content through the use of technology, such as computers, mobile phones, and other devices that function as networked digital systems. According to Mohammadi (2010), "*online learning is the term used to describe the widespread application of networked information and communication technologies in teaching and learning.*" Synchronous and asynchronous learning are two key features of online learning that can be applied under the guidance of a lecturer or teacher.

According to Negash et al. (2008), "*asynchronous*" refers to a teaching environment where the teacher and students do not interact at the time content is being delivered, whereas "*synchronous*" refers to real-time communication. Asynchronous learning differs from

synchronous learning in that students can access materials at any time, while synchronous learning requires all participants to be present at the same time. Asynchronous learning is often used in online courses where students can work at their own pace, whereas synchronous learning is more common in live virtual classrooms, where students and teachers can interact in real time.

### c. WhatsApp

The teacher and students can utilize WhatsApp, an application that offers a variety of messaging options, to practice their language skills. The application's four main communication features are text chat, audio messaging, image sharing, and video messaging. Kola and Sunday (2018) support this view, stating that WhatsApp provides four different opportunities depending on the user: image messages, videos, voice messages, and text messages. These features are excellent teaching aids for learning outside the classroom. WhatsApp chats can enhance discussions and reinforce course material.

According to Fattah (2015), WhatsApp Messenger is a cross-platform mobile instant messaging service that allows users to connect by sending text, images, videos, and voice messages. This platform can be used as a tool for language learning.

In summary, WhatsApp supports four types of messaging that can aid students in language acquisition. By using its features—such as sending text messages to practice writing and grammar, video messages to practice speaking and listening, and audio messages to practice listening—students can improve their language skills effectively.

Shahid (2018) notes that WhatsApp has introduced interesting features, including sending messages, audio notes, videos, location details, files, documents, and more. It can be concluded that Brian Acton and Jan Koum have succeeded in creating an engaging application with features that meet the needs of people for communication and interaction.

- a. Sending Message: people can send their ideas, thoughts, feeling, emotions, and information by using the application. It gives more benefits to all people in the world.
- b. Audio notes: it is the record of sound, voice about ideas, feeling, and information of the speaker that sends into the WhatsApp application.
- c. Videos: it is the recording of visual images that can include the audio and visual of an object with the aim is giving a piece of information and explanation to the object.
- d. Location detail: it is the application that can share the map location detail with the people. It can be followed by the people to get to the area.
- e. File: it is the collection of the data stored in one unit that is identified by a filename. It

included the document, pictures, audio, video, data library, application, and others.

- f. Document: it includes the text files such as Word documents, PDFs, web pages, and others.

The use of WhatsApp has a positive effect on students' language learning processes. It supports the four main language skills, namely reading, writing, vocabulary, and grammar. In addition, it positively influences students' motivation to learn. Several advantages of using WhatsApp for language learning have been identified by previous researchers. For example, Ahmed (2019) states that using WhatsApp enhances students' motivation and develops their reading and writing skills, making language study more enjoyable and engaging. As a mobile pedagogical tool, WhatsApp can improve students' vocabulary, grammar, reading comprehension, and writing skills, thereby increasing their interest in language learning.

Furthermore, Linda and Riaeni (2018) found that the use of WhatsApp Messenger in teaching and learning makes it easier for students to learn. It motivates their enthusiasm for learning to write and improves their ability to produce written texts. The method used in WhatsApp group learning facilitates the discussion of learning materials, enabling students to share and address their difficulties collaboratively. This interaction can occur not only within groups but also individually, allowing for flexible and personalized discussion through WhatsApp.

### d. Perception

People's perceptions and emotions influence the meaning they attach to an object or thing. This relates to how individuals interpret an object in connection with its significance. Perception is therefore shaped both by the characteristics of the object and by people's feelings about the surrounding context. According to Robbins, perception is the process by which individuals organize and interpret sensory input to give meaning to their environment. In other words, it is how people interpret and understand the meaning of the world around them. Based on their perception, people determine an object's purpose and significance.

Hong (2003) defines perception as a person's thoughts about their experiences or something they have learned, which in turn reflects their attitude toward using something—whether they agree or disagree with a particular method or subject matter. This means that teachers form their own opinions about something they have done, while students develop perceptions based on their experiences in the teaching–learning process and how they respond to it.

Drawing on earlier theories, Adediwura (2007) elaborates on the concept of perception in their academic journal. They adopt Allport's (1966) definition, which describes perception as the manner in which people assess or evaluate others. Eggen (2001) offers another perspective, viewing perception as the process through which individuals assign meaning to experiences, beginning with

attention to specific stimuli in sensory memory. This process influences the data stored in working memory.

Dedy Mulyana (2008) divides human perception into two types: perception of physical objects (environment) and perception of humans. Perception of the environment refers to the meaning assigned to a condition or situation of an object that has been felt, seen, touched, or heard through the human senses.

Some scholars argue that humans continuously develop connections with their surroundings through perception, which involves transferring information to the brain. Slameto (2010) emphasizes that the senses—sight, hearing, touch, and smell—are the primary means through which individuals gather information. To understand the world, people must first interpret environmental data through the process of perception. Perception, therefore, reflects a person's ability to comprehend an object using their senses.

John (2017) defines perception as the process of interpreting signals from our senses to give structure and meaning to our environment. Through perception, people sort and organize various inputs from their senses of sight, hearing, taste, touch, and smell. This allows the brain to interpret the data and assign meaning.

From these definitions, perception can be understood as the process by which our senses translate incoming information into an understanding of the world around us. It enables us to interpret and comprehend the stimuli we receive, shaping our awareness of the objects, people, and environments we encounter.

#### e. Factor influencing Perception

According to Davis (1989), it is theoretically possible to measure user perceptions to guide the development of new technology and products. He focuses on two theoretical constructs: *perceived usefulness* and *perceived ease of use*. *Perceived usefulness* is defined as the degree to which a person believes that using a particular system would enhance his or her job performance, while *perceived ease of use* is defined as the degree to which a person believes that using a particular system would be free of effort.

In the analysis of teacher and student perceptions regarding the use of Zoom and WhatsApp chatting for developing students' writing abilities, *perceived usefulness* is divided into several sub-indicators: working more quickly, improving job performance, increasing productivity, enhancing effectiveness, making tasks easier, and being useful. *Perceived ease of use* is divided into sub-indicators such as being easy to learn, controllable, clear and understandable, flexible, easy to become skilled at, and easy to use.

Basri et al. (2019) state that there are four indicators that influence people's perceptions: *perceived usefulness*, *perceived ease of use*, *attitude toward technology*, and *actual technology use*. *Attitude toward technology* refers to the evaluation of the effect that an individual associates with using a target system on their

performance. *Actual technology use* refers to an individual's direct use of the given technology in the context of their performance.

Students' perceptions of learning in higher education may also be influenced by specific individual variables, such as age and gender. Other influencing factors include:

1. **Previous experience with computers** – the extent to which students have used computers to access information.
2. **Technology acceptance** – the degree to which students accept and adopt technology, which can impact their learning outcomes.
3. **Individual learning style** – the way each student approaches learning, which can lead to differences in perception.

From the discussion above, it can be inferred that *perceived usefulness*, *perceived ease of use*, *attitude toward technology*, and *actual technology use* are key variables that affect human perception. These elements shape how individuals interpret and evaluate the technologies they use in their activities.

### 3. METHOD

This study employs a descriptive quantitative research design. The purpose is to better understand students' perceptions of using WhatsApp and Zoom for writing assignments. The researcher collected and described students' opinions by distributing questionnaires to gather data on their perceptions and the challenges they faced when using these applications for writing-related activities.

According to Neeru Salaria (2012), descriptive research focuses on obtaining information about current conditions in order to describe and interpret them. Margono (2007) defines quantitative research as the process of acquiring knowledge using numerical data as a tool to explore a subject of interest.

Based on these definitions, this study aims to analyze students' perceptions and challenges in using Zoom and WhatsApp for writing activities. Data were collected through questionnaires and analyzed descriptively to provide a clear picture of students' experiences with these platforms.

#### 3.1. Population and Sample

The researcher targeted a specific group that could be generalized to others with similar characteristics, known as the population. The population in this study consisted of third-semester students in the English Education Program at Universitas PGRI Sumatera Barat in 2024. This program offered two classes in the third semester. The researcher selected this group because the English Education Program at Universitas PGRI Sumatera Barat is one of the programs that uses Zoom and WhatsApp as online learning platforms

for writing activities. The researcher sought an overview of the students’ perceptions and challenges in using Zoom and WhatsApp for writing activities.

**3.2. Instrumentation of The Research**

According to Margono (2007), a questionnaire is a data collection technique in which written questions are given to respondents. It is a quick and simple way to obtain information from students. In this study, the researcher used a questionnaire as the instrument to collect data related to students’ perceptions of using Zoom and WhatsApp for writing activities.

**4. FINDING AND DISCUSSION**

**4.1. Students’ perception toward using Zoom and WhatsApp in writing activity**

In this section, the researcher compiled data from students’ responses regarding their use of WhatsApp and Zoom for writing assignments. The researcher classified the data into four indicators: the average score, the category of

each item’s score, the students’ selection score, and the overall classification. These results are presented in the table below:

**Table 4.1.1. 1** Perceived of Usefulness

No	Statements	SD	D	A	SA	MEAN	Category
<b>Work More Quickly</b>							
1	The using Video Conference of Zoom and chat room of WhatsApp application make me easy to access the learning quickly.	2	7	36	15	3,07	Useful
2	The using Video conference of zoom and chat room WhatsApp application make me easy to learn, understand, and practice English writing to be quickly.	4	18	32	6	2,67	Useful
3	The using Chatting feature of WhatsApp application makes me fastly to practice English writing.	2	19	32	7	2,73	Useful
<b>Improve Job Performance</b>							
1	Discussion by using Video Conference of Zoom and practice of writing by chatting room Zoom and chat room WhatsApp application was be able to improve my English writing skill.	1	22	32	5	2,68	Useful
2	I felt that using of Video Conference Zoom application helped me in discussion about writing skill because it have the control and live feedback from the lecturer on that room.	0	25	27	8	2,72	Useful
3	The using of chat room WhatsApp in learning makes me comfortable in writing practice	1	20	35	4	2,70	Useful
<b>Increase Productivity</b>							
1	I felt that using Video conference and chat room of zoom improved my understanding and improved my English writing skill.	5	29	21	5	2,43	Less Useful
2	My English writing skill increased with practice of writing by using chatting feature of WhatsApp.	3	16	37	4	2,70	Useful
3	I felt the using of chat room of zoom and WhatsApp chatting application increased my English writing activity.	2	17	36	6	2,75	Useful
<b>Effectiveness</b>							
1	English Writing learning discussion more effective by using zoom while English writing practice by using chatting feature.	2	14	40	4	2,77	Useful

2	The using Video Conference zoom and WhatsApp chatting application make the learning more interested and effective.	1	17	36	6	2,78	Useful
3	The using of Video Conference zoom and WhatsApp chatting were the effective media on English writing learning.	1	18	37	4	2,73	Useful
<b>Useful</b>							
1	I got the significant useful of using Video Conference Feature of Zoom as room discussion and chatting feature in practicing of English writing.	0	19	38	3	2,73	Useful
2	I felt the useful of using Video Conference of Zoom and WhatsApp chatting app toward my English writing activity.	3	23	30		2,58	Useful
3	Take and give the feedback or question and answer feature on online learning by using zoom app was once of useful in increased writing Ability.	2	20	35	3	2,65	Useful

Note: 1,00 - 1,50 = Not useful (NU), 1,51 - 2,50 = Less Useful (LU), 2,51 - 3,50 = Useful (U), 3,51 - 4,00 = Very Useful (VU)

From the table above, the researcher summarized the scores from 15 items given to the respondents. The indicators of *perceived usefulness* were divided into five sub-indicators: working more quickly, improving job performance, increasing productivity, effectiveness, and usefulness. Most sub-indicators scored between 2.51 and 3.07, which falls into the *Useful* category. However, one item scored 2.43, which is categorized as *Less Useful*.

**Table 4.1.1. 2** Perceived Ease of Use

No	Statements	SD	D	A	SA	MEAN	Catg
<b>Easy to Learn</b>							
1	The using Video Conference of Zoom was easy to learn and use as the learning media.	1	5	45	9	3,03	Ease
2	The using chat room of WhatsApp application was easy to use in practicing of English writing.	0	17	37	6	2,82	Ease
<b>Controllable</b>							
1	The using Video Conference of Zoom application gave the easiness by lecturer in controlling the learning process.	4	26	28	2	2,47	Less Ease
2	The using of WhatsApp chatting application was the easiness by lecturer in controlling the student's writing ability.	1	23	31	5	2,67	Ease
3	The activeness of students in practice of writing by using chatting feature of WhatsApp was easier to control by the lecturer.	3	15	38	4	2,72	Ease
<b>Clear and Understandable</b>							
1	Practice of writing by chatting feature was easy to understand because of sample and Practice from the friend in the group.	1	17	35	7	2,80	Ease
2	The using of WhatsApp chatting application was increased my English writing because of feedback and sample that gave by lecturer in the chat room.	0	21	36	3	2,70	Ease
<b>Flexible</b>							
1	The using Video Conference, question and answer, chat room of Zoom and chat room of WhatsApp to be the flexible media to use in learning.	2	12	37	9	2,88	Ease
2	I felt more flexible to learn with Video Conference zoom application and practice of English writing with	2	17	33	8	2,78	Ease

	question and answer feature of zoom and chatting feature of WhatsApp application.						
3	The using Video Conference of zoom application could be use everywhere and WhatsApp chatting room could be use anytime.	2	5	40	13	3,07	Ease
<b>Easy to Become Skillful</b>							
1	The using Video Conference of Zoom as media to discuss for students writing ability.	4	22	32	2	2,53	Ease
2	The using chatting feature of WhatsApp was the strategy in improving student's writing ability.	33	17	35	5	2,70	Ease
3	The giving feedback or question and answer by using Video Conference of zoom was to be good experiences for writing ability.	3	15	37	5	2,73	Ease
<b>Easy to Use</b>							
1	Video Conference of Zoom application more easy to use in discussing about English writing learning.	2	15	42	1	2,70	Ease
2	Chatting feature of WhatsApp application was easy to use in practicing Future chat Aplikasi	3	19	32	6	2,68	Ease
3	The using Video Conference of Zoom and WhatsApp application was easy used for English writing by Smartphone.	2	13	36	9	2,87	Ease

**Note :** 1,00 - 1,50 = Not Ease (NE), 1,51 - 2,50 = Less Ease (LE), 2,51 - 3,50 = Ease (E), 3,51 - 4,00 = Very Ease (VE)

From the *Perceived Ease of Use* table above, the researcher summarized the scores from 15 items with six sub-indicators: easy to learn, controllable, clear and to use. Most sub-indicators scored between 2.51 and 3.07, which falls into the *Ease* category. However, one item scored 2.47, which is categorized as *Less Ease*.

No	Statements	SD	D	A	SA	MEAN	Catg
<b>Accept</b>							
1	I felt more comfortable to write in English with using feature chat of WhatsApp application.	1	13	35	11	2,93	Accept
2	I more like discussion of writing learning as online by using Video Conference of Zoom application.	3	13	38	6	2,78	Accept
34	Discussion and feedback from the lecturer about writing learning by Video Conference of zoom and practice by WhatsApp application to be good media in improves student's writing ability.	3	10	39	8	2,87	Accept

understandable, flexible, easy to become skillful, and easy

**Table 4.1.1. 3** Attitude toward Usage

**Note :** 1,00 - 1,50 = Reject (R), 1,51 - 2,50= Weak Accept (WA), 2,51 - 3,50 = Accept (A), 3,51 - 4,00 = Strong Accept (SA)

The table attitude toward usage above, the researcher concluded the score from 3 items with 1 sub-indicator such acceptance. All of sub-indicators were get score between 2,78 to 2,93 with the categorized Accept.

**Table 4.1.1. 4** Actual Technology to Use

No	Statements	SD	D	A	SA	MEAN	Catg
<b>Motivate to Use</b>							
1	The using Video Conference of Zoom and WhatsApp chatting as the suitable media to use English learning online.	0	8	44	8	3,00	Recommended
2	I choose Video Conference of Zoom and WhatsApp chatting application to use back as the media of learning in the future.	6	22	26	6	2,53	Recommended
3	Chatting feature of WhatsApp was effective to use in practicing English writing.	3	23	28	6	2,62	Recommended
<b>Motivate to Other</b>							

1	For learning discussion of English learning was more effective by using Video Conference of Zoom application.	2	7	34	17	3,10	Recommended
2	Practice of English writing was effective by using chatting feature of WhatsApp application.	3	21	27	9	2,70	Recommended
3	Practice of writing by using chatting feature was more easy to use and flexible.	1	15	40	4	2,78	Recommended

**Note:** 1,00 - 1,50 = Very Un Recommended (VUR), 1,51 - 2,50 = Un Recommended (UR), 2,51 - 3,50 = Recommended (R), 3,51 - 4,00 = Very Recommended (VR)

The table actual technology to use above, the researcher concluded the score from 6 items with 2 sub-indicators such Motivated to use and Motivate to other. All of sub-indicators were get score between 2,53 to 3,10 with the categorized was Recommended.

In this section, the researcher described the data from the student’s responses about their challenges in using zoom and Whatsapp toward writing activity. The researcher classified into sixth questionnaire include the score of students’ chooses, average score, and category each items. It would describe at table below:

**4.1.1. Students’ perception toward using Zoom and WhatsApp in writing activity.**

**Table 4.1.2. 1 Students Challenges**

No	Statements	SD	D	A	SA	MEAN	Catg
<b>Challenges</b>							
1	The using WhatsApp application often used the daily language without attend to grammar.	1	11	35	13	3,00	Agree
2	The using Video Conference of Zoom and WhatsApp chatting need the quota and stable network to use as media on online learning.	1	6	27	26	3,30	Agree
3	The focusing of students was low when the used Video Conference of Zoom and WhatsApp as the media in learning.	3	3	25	29	3,33	Agree
4	The students were recommended to record and write the point of material when using zoom as media in learning.	1	5	39	15	3,13	Agree
5	The using Video Conference of zoom and WhatsApp chatting as the media in learning was not need long time to learn.	3	9	26	22	3,12	Agree
6	The using Video Conference of Zoom and WhatsApp chatting needed the laptop, Smartphone, or gadget to use in learning.	2	4	22	32	3,40	Agree

**Note:** 1,00 - 1,50 = Strongly Disagree (SD), 1,51 - 2,50 = Disagree (DA), 2,51 - 3,50 = Agree (A), 3,51 - 4,00 = Strongly Agree (SA)

The last sub indicators is students challenges that’s was described on the table above, the researcher concluded the score from 6 items with 1 sub-indicators is challenges. All of sub-indicators were get score between 3,00 to 3,33 with the categorized was Agree.

score obtained from four indicators was 2,79 where it is categorized at agree level, its means the research that have been done give positive respond from the respondents.

**4.1. Data Analysis**

**4.2.1. Students’ perception toward using Zoom and WhatsApp Application in writing activity.**

Based on the table above, it can be described the data based on number of statements. The overall average

**4.2.1.1. Perceived of Usefulness**

This indicator is Perceived of of Usefulness (PEOU). It draws the using Zoom and WhatsApp application was perceived as a useful application to be applied by students in writing activity. It Shows in the table bellow;

**Table 4.2.1.1. 1 Perceived of Usefulness**

No.	Statements	Average	Category
1	Work more quickly	2,8	Useful
2	Improve job performance	2,7	Useful
3	Increase productivity	2,6	Useful

4	Effectiveness	2,8	Useful
5	Useful	2,7	Useful

Based on the data above, the average score obtained from this indicator was 2.71, which falls within the *Agree* range. This means that using the Zoom and WhatsApp applications is useful for students in their writing activities. The students felt that these applications allowed them to quickly access materials on the platform. Learning materials through Zoom and WhatsApp on a smartphone was faster and more efficient. The applications also improved students' performance in discussions and made them more productive in practicing their language skills in that setting. The effective use of these applications

can serve as a medium to support the teaching and learning process.

**4.2.1.2. Perceived Ease of Use (PEU)**

This indicator is Perceived of Ease of Use (PEOU). It is defined as the degree to which individual believes that using particular system would be free of physical effort. It draws the using Zoom and WhatsApp application in writing activity was perceived as an easy application to be applied by students. It Shows in the table bellow;

**Table 4.2.1.2. 1** Perceived Ease of Use

No.	Statements	Average	Category
1	Easy to learn	<b>2,9</b>	Easy
2	Controllable	<b>2,6</b>	Easy
3	Clear and Understandable	<b>2,8</b>	Easy
4	Flexible	<b>2,9</b>	Easy
5	Easy to become skillful	<b>2,7</b>	Easy
6	Easy to use	<b>2,8</b>	Easy

No	Indicators	Average	Category
1	Perceived of Usefulness	2,71	Useful
2	Perceived Ease of Use	2,76	Easy
3	Attitude Toward Usage	2,90	Accept
4	Actual Technology to Use	2,80	Recommended
Average Score		2,79	<b>Positive</b>

video conferences and WhatsApp chat applications for their writing activities was easy and convenient.

**4.2.1.3. Attitude Toward Usage**

Attitude toward usage is defined as the degree of evaluative effect in target system. Attitude toward use refers to people favorable and unfavorable of an object. This indicator emphasizes about the acceptance of a certain online system. It is described the student's acceptance with the using Zoom and WhatsApp application in writing activity. It Shows in the table bellow;

**Table 4.2.1.3. 1** Attitude toward Usage

No.	Statements	Avrg	Category
1	Acceptance	2,9	Accept

The table above shows that all statements from the indicators indicate that students found it easy to use Zoom video conferences and the WhatsApp application for writing activities. This is supported by the data provided through Zoom and WhatsApp. The features of both applications are easy to learn and use. Their simple interfaces facilitate online learning for students.

The advantages of using Zoom and WhatsApp include the ease of controlling discussion rooms on Zoom as well as managing WhatsApp chats. Teachers can effectively monitor how students follow instructions and complete tasks assigned in the group. Both Zoom and WhatsApp are clear and understandable for students because the materials provided by the teacher can be directly practiced within the group. These applications can be used anywhere and at any time, making them effective tools to support students' English language skills.

The data above shows the score on 2, 90 which is categorized into agree level. It means that most of the students felt that using Video Conference of Zoom and WhatsApp chatting application as the online learning platform used for writing activity were the acceptable platform. They felt the usefulness and easiness of using application in practicing their English language skill especially on writing activity.

**4.2.1.4. Actual Technology to Use**

This is further supported by the average score for this indicator, which was 2.76, falling into the *Agree* category on the Likert scale. Students felt that using Zoom

Attitude Technology to Use is defined as the degree to which individual believes that using particular system would be give the significant effect for the students

in learning and practice English Writing. It draws the using Video Conference of Zoom and WhatsApp chatting application in writing activity was motivate the students to study more about writing and it makes them try and error about their writing. They can see their friends' writing and feedback from the discussion on the group. It Shows in the table bellow;

**Table 4.2.1.4. 1** Actual Technology to Use

The table above shows an average score of 2.86, which falls into the *Agree* category. This indicates that all statements from the indicators show that students agreed on using Zoom video conferences and WhatsApp chat applications for writing activities. The features provided by Zoom and WhatsApp motivated students to use them for learning. These features offered both usefulness and ease of use in the learning process. Students found the applications easy to use, easy to learn, clear, and flexible.

In addition to their usefulness, the applications also allowed students to scroll back to previous materials, which supported their learning. This means that Zoom video conferences and WhatsApp chat applications are highly recommended for use in the English writing teaching and learning process.

Based on the explanations above, the researcher concluded the average score of the indicators from the students' responses, as described in the table below:

From all of explanations above, the researcher concluded the average score of indicators from the students responses as describe at table below:

**Table 4.1.2. 2** Students Challenges

**Note:** 1,00 - 1,50 = Very Negative (VN), 1,51 - 2,50 = Negative (N), 2,51 - 3,50 = Positive (P), 3,51 - 4,00 = Very Positive (VP)

The table above shows an average score of 2.79, which falls into the *Positive* category. This indicates that all statements from the indicators show that students have a positive perception of using Zoom video conferences and WhatsApp chat applications for writing activities. Students found the applications useful and easy to use, easy to learn, clear, and flexible in supporting their learning. They accepted the applications as effective online learning platforms for writing activities. Furthermore, students recommended using these applications as they help facilitate and support their writing skills.

**4.2.2. Students' challenges toward using Zoom and WhatsApp Application in writing activity.**

From the using zoom and WhatsApp application as online platform for writing activity, the researcher founded some challenges from students in using application. The challenge is defined as the student's difficulties in using application in learning process. But the

difficulties were not influences to the students motivate to study by online learning. It can see in the table below:

**Table 4.2.2. 1** Actual Technology to Use

Table of the data above shows the score on challenges of students in using zoom and WhatsApp application in writing activity were 3,21 which is categorized into challenges. It means that all statements from the indicators draws that most of students felt that in using Zoom and WhatsApp application for writing activity need some material that can support online learning process. The students need the Smartphone, gadget or laptop to use in the learning. Beside of the material, the students also needs the stable network to access the learning material.

Even thought the material was supported and it has been available, the teaching learning process needed to maximize by teacher in using the application. Without teacher instruction and control, the learning will not run well to raise the purpose of teaching learning.

**4.2. Findings**

There are some findings of this research based on the data that have been described above. The findings provide the conclusion information about the answer of the research question. The findings are discussed more generally based on the research question that has been constructed earlier.

**4.3.1. Students' perception toward using Zoom and**

No.	Statements	Mean score	Category
1	Challenges	3,2	Agree

**WhatsApp Application in writing activity.**

The data on students' perceptions were collected from their responses to a questionnaire regarding the use of Zoom and WhatsApp in writing activities. The students provided their opinions about using these applications for writing. They felt that using Zoom and WhatsApp was useful for supporting their writing activities. The applications provided helpful features that were easy to learn and easy to access, which facilitated students' practice of writing.

The students were able to practice writing under flexible conditions and accepted the use of these

No.	Statements	Average	Category
1	Motivate to use	2,7	Recommended
	Motivate to other	2,9	Recommended

applications for both learning and practicing writing. Moreover, they recommended that others use these applications for writing activities, as they felt motivated and supported by the features provided in Zoom and WhatsApp.

It can be concluded that the using zoom and WhatsApp application give the positive useful for the students for their writing activity. It can be use for

discussion by zoom application and writing practice by using Whatsapp application.

#### **4.3.2. Students' challenges in using Zoom and WhatsApp Application in writing activity.**

Based on the data description and analysis above, several challenges were identified that students faced while using Zoom and WhatsApp applications for writing activities. These challenges represent some of the weaknesses of using Zoom and WhatsApp in English writing learning. For instance, WhatsApp is often used for daily casual language without attention to grammar. Additionally, using Zoom and WhatsApp requires internet data (quota) and a stable network connection to function effectively as online learning media.

Students also experienced difficulty maintaining focus when using Zoom and WhatsApp for online learning. When using Zoom, it was recommended that students record sessions and take notes on key points of the material. Lastly, both Zoom and WhatsApp require access to a laptop, smartphone, or other digital devices to participate in learning activities.

In conclusion, for students to effectively use Zoom and WhatsApp as online learning media for writing activities, they need access to devices such as laptops or smartphones and a stable internet connection. Moreover, both teachers and students should consistently use English during the learning process to maximize the effectiveness of these platforms.

### **4.3. Discussion**

#### **4.4.1. Students' perception on using Zoom and WhatsApp toward students writing activity.**

Based on the findings above, most students agreed on using Zoom and WhatsApp for their writing activities. The indicator that received the most attention was *actual technology use*, where students utilized Zoom as a platform for direct discussions and WhatsApp for practicing writing. Both applications provided features that supported English writing practice. In addition, some students perceived Zoom and WhatsApp as useful for English writing activities. They found it easy to access and learn how to use the applications for writing. The applications were quick and flexible for accessing learning materials, as Zoom and WhatsApp can be used on smartphones or laptops anytime and anywhere. This allowed students to practice English writing in a flexible manner.

These findings are consistent with the study by Seoud et al. (2014), which found that Moodle E-learning enhanced students' motivation in the learning process. Similarly, this research showed that students were more motivated when using online learning platforms.

Rosalinda et al. (2022) found that using WhatsApp groups for writing activities was engaging for students. WhatsApp motivated students to complete assignments more effectively, facilitated communication with teachers and classmates, and increased students' self-confidence and discipline.

Another study with similar results is Subakti (2021), which found that communication and interaction

using the Problem-Based Learning (PBL) strategy via the Zoom application ran smoothly and had a positive impact on students' speaking skills. This demonstrates that Zoom can be effectively applied to improve students' language skills even in distance learning settings.

#### **4.4.2. Students' challenges in using Zoom and WhatsApp Application in writing activity.**

Based on the findings above, the students felt that some materials and equipment needed to be prepared when using Zoom and WhatsApp as online learning platforms. These are not considered difficulties for the students in using the platforms, but rather reflect the shift toward digital systems in education. Universities need to adapt to this digital transformation.

These findings are consistent with the study by Menggo (2021) entitled "*Perceptions and Barriers on Using Zoom in Speaking Class During the COVID-19 Pandemic.*" The study indicated that one of the main challenges in online learning is the stability of the internet connection, which is crucial for effective online discussions.

Basar et al. (2021) found that to participate in online learning, students must have the necessary facilities, including a smartphone, computer, and reliable internet access. Similarly, Tartari et al. (2022) highlighted that online learning requires mobile devices and a good-quality internet connection to ensure effective participation.

### **5. Conclusion**

Based on the data findings, this study explored students' perceptions toward the use of Zoom and WhatsApp as online learning platforms, as well as the challenges faced by fifth-semester students of the English Education Program at Universitas PGRI Sumatera Barat in their writing activities.

The Zoom and WhatsApp applications are designed as media for writing activities at Universitas PGRI Sumatera Barat and have been used for paragraph writing. Based on the research, several aspects were assessed by the students, including perceived ease of use, perceived usefulness, attitude toward technology, and actual technology use. From the students' responses, the following conclusions can be drawn regarding the use of Zoom and WhatsApp as online learning platforms for writing activities:

1. Using Zoom and WhatsApp is useful for students' writing activities.
2. The Zoom and WhatsApp applications are easy for students to use for discussion and English writing practice.
3. The Zoom and WhatsApp applications are accepted by students as effective media for writing activities.
4. The Zoom and WhatsApp applications are recommended for future use as online learning platforms.

5. Some challenges for students in using Zoom and WhatsApp include the need for a smartphone, gadget, or laptop to access the platforms, requiring a stable internet connection, consistent use of grammar during language practice, and recording or taking notes of key points when teachers conduct discussions via Zoom.

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