An Investigation on the Effect of WhatsApp Language on Students' Writing Skills

Samra Kanwal [1], Ruqia Bano Mastoi [2], Sanaullah Mastoi [3]

Abstract

Nowadays, the widely used application on mobile phones is WhatsApp which is used for communication. This application has all aspects of life including day-to-day communication, health, and education. It is very helpful in education as e-learning can be processed through it. Teachers' and students' communication through WhatsApp can take place easily. Students' usage of WhatsApp is frequent, as they communicate using this app. Moreover, students use short forms of words in WhatsApp communication. These short forms and abbreviations are becoming evident in learner's spelling proficiency. This study focuses on short forms used in a text, limitations of WhatsApp usage and proficiency of students' writing in the English language. The present study focuses on examining the effect of what's app texting on English language aspects, spelling of words and grammar. The study collects data via qualitative and quantitative methods from 50 participants of the English Department at Shaheed Benazir Bhutto University Shaheed Benazirabad but 49 participated.

***Keywords:** Writing skill, whatsApp, impact of texting, perception of students.*

INTRODUCTION

Writing is a skill which demand to know about its basic aspects such as all the knowledge and abilities which use to express ideas via written words, grammar of language, well-structured sentence, good vocabulary and its spellings. A good writing allows communicating with clear concept and creating useful resources for learners. Writing is a way via which we communicate and convey the message with one person to another. It is a non-verbal communication. In Swain's (2005) point of view, a good writing of the learners are the trademark of good communication and good writing developed via composition of language. Writing is a complex and most difficult task for those who acquire language abilities. Its difficulties occur for both native communicators who think in the language, which they used, and non-native speakers who think in their language (Foster, 2000). In addition, non-native speakers think about the rules of

[1] *Research Scholar, the Department of English, Shaheed Benazir Bhutto University, SBA.   samrakanwal802@gmail.com*

[2] *Ph.D. Scholar, Department of English, University of Technology Malaysia.   bano20@graduate.utm.my*

[3] *Assistant Professor, Department of Basic Science and Related Studies, University of Larkano, Larkana.   drsmastoi@uolrk.edu.pk*   **136**

target language that they need to apply in writing. It is a psychological part of human mind, which create meaning in orderly (Awoyemi, 2013: 34).

Language is a divine source. Individuals use language to communicate with others. It is a systematic way, which consists of sounds, signs, gestures, and marks. It is a type of code, which people use to share their feelings and ideas with others. Now days, several languages are spoken in the worlds and native speakers learn other languages to communicate and link with others. In Habermas's (1979) point of view, language is a medium of expressing ideas, feelings, and attitudes. In Nwala's (2015) point of view, there are four different micro levels of linguistic such as syntax, semantics, morphology, and phonology. However, Crystal (2003) says that linguistic contains five aspects including morphology, syntax, semantic, pragmatic and phonology and phonetic.

MORPHOLOGY

Morphology is a linguistic level that is the study of form of words. It is the study of form of morpheme (Yul.Ifode, 2001). According to Brown and Miller (1980), it is a bridge between phonology and syntax. Morphology is the level of grammar, which studies the internal structure of words (Ejele, 2014). Morphology is a Greek word, which based on two terms, 'morph' (meaning, form, shape) and 'ology' which refers to the study of something. In addition, morphology is the study of the internal structure of the words and forms. According to Eziwoh et al (2020), every word has basic information about itself such as internal structure, pronunciation, part of speech and meaning in context. Nidmele (2003) says that these are the information of morphology, phonology, semantic and syntax. Moreover, one essential element conveys it meaning.

Semantic

The study of how languages arrange and communicate concepts has been characterized by linguistic semantics. Semantic is a Greek word, which a French linguistic Michel Breal (1832-1915), was first coin. Linguistic semantics explores not only syntax and context, but also the application of vocabulary and the acquisition of language as a whole. It is possible to research context in different ways.

Syntax

Syntax refers to the rules governing how words are combining into the form of sentences, in linguistic. This is a Greek word which means "to organize" and is often used to research the syntactic qualities of a language. The term "to arrange" the word applies to the right ordering of symbols and codes in programming environment. Syntax is one of the most essential grammatical elements. It helps people to know that how to start a question with a query word or that adjectives normally come before the substantives that they represent, subjects often come before verbs, prepositional phrases start with prepositions, support verbal to come prior to main verbs and so on.

Grammar

Grammar is a sequence of meaningful words which arrange systematically. The study of grammar looking at the form and arrangement of pattern (Thorn bury, 2009). Grammar is a writing aspect, which also known as rules of language and every language has its own rules. Many communicators fail to express their feelings due to lack of grammatical capability especially in foreign language. Moreover, those people who belong to different countries and they use English as communication tool so that is way, English now is a world language which known as lingua franca.

Spelling

Spelling is another writing aspect which highly influences a good writing. Spelling is a set of agreements that govern the way a language expressed in written form in English. Spelling is a tool to understand a language in bitter way. In other words, spelling is the sound of speech to be converting into written form (phoneme) (grapheme). Orthography is a component of spelling, and features the highest standard spelling. Spelling developed according to the alphabetic theory as transcription of the sounds of spoken language. While entirely phonemic spelling is an ideal that only approximates the orthography of most languages, some closely than others, they remain primarily representative of the sounds. Most of the time, students use short spelling in their text writing such as "Fab" for Fibulas, "Sup" for what's up which effect their formal writing (Faiza Ashraf, 2019).

WhatsApp

There are several social applications such as Facebook, Line, Snapchat, Wechat, Skype, Instagram but WhatsApp is one of the popular mobile applications, which commonly used in all around the world and people used it in their daily life. According to Speroff (2016) whatsApp is a cross plat-form which works via internet and help to send messages. Through it, they communicate easily with others. It is mostly used for message, video and audio files and documents received and send. In mid-February 2020, according to a survey, over 2.0 billion people in the worldwide now actively use whatsApp. This app is a green messaging app which far ahead from other apps including Facebook Messenger, Apple Business Chat, Viber, Wechat etc. Brian Acton and Jan Honeyman and Miller (1993), state that it a platform for learning resources for those teachers and student who separate by place and time. Now a day, the usage of whatsApp is quickly growing in all the counties of the world as well as Pakistan (Kanwal and Arif 2016; Hassan, 2017).

OBJECTIVE OF THE STUDY

1. To analyze the effects of WhatsApp texting on English
2. To find the time limitation which students serve on WhatsApp.
3. To find the language aspects that neglect in learner's writing.

RESEARCH QUESTIONS

1. What are the short forms that students use in WhatsApp texting?
2. How much time students take on what's app?
3. What are the language aspects on which mobile texting messaging affect?

LIMITATION OF THIS STUDY:

This study is limited to find the language aspects on which mobile texting affected.

REVIEW OF LITERATURE

Anita Abhimanyu (2019) examined the study on what's app Lingo at Hyderabad University India. She found the result that what's app save time and space and it is helpful to hide spelling mistakes. Minalla (2018) try to found enhance of verbal interaction through what's app Group. Minalla showed that participants of experimental group interacted to each other via voice message while the participants of control group interacted via text messages. The result

revealed that the participants of experimental group gave their performance outstanding than control group.

Amshah and Thabian (2017) found that the top popular social site was Facebook 88%, YouTube 51.6%, Twitter 13.6%, Instagram 32.4%, Viber 26.9% and what's app 78.7% among 450 students at the universities of Jordanian. Almost 10.7% students used what's app for sending messages, audio music, videos, and pictures whereas 16.7% used it to share their ideas and to exchange experience with friends and experts. In Khodabakhsh's (2016) study what's app can be helpful and useful in language assessment. Yeboah and Ewur (2014) conducted a study from 418 selected higher education students. The study revealed that most of them were frequent users of what's app. Further 96% participants used it for more than three hours a day.

RESEARCH METHODOLOGY

The interpretation of this study is based on two approaches; qualitative approach and quantitative approach. This study uses histogram technique in Excel to interpret the result in quantitative approach. This method is also helpful to interpret in a shot span of time. The researcher conducted the data with paper survey and random sampling was used for data collection.

POPULATION OF THE STUDY

For this research, data was collected from English Department's students which are the population of this study.

PARTICIPANT OF THE STUDY

Participants are those sources which help to collect accurate data for research. This study contains 50 participants at English department. In this study, both genders (male, female) are involved.

Research instrument

As our analysis method, the researcher will use answer sheet as they were easier for analysis. Answer sheet are also common to the students since they all had familiarity with completing response sheet and do not normally, make the respondents apprehensive. There are two parts of questionnaires; first part which contains participant's demographic data including

name (optional), gender and mother tongue. The second section consists of eleven questions that have been posed in order to collect the required knowledge.

Analysis and interpretation

The researcher analyzes the information which conducted data through questions paper survey which has two parts; first part contains demographic data and second part is about informative questions which help to conduct data according to the research.

Demographic data

Demographic data is involved to collect information about respondents. This section is consists of two items including student's gender and their mother tongue. This demographic data shows the frequency of students' information in red cells.
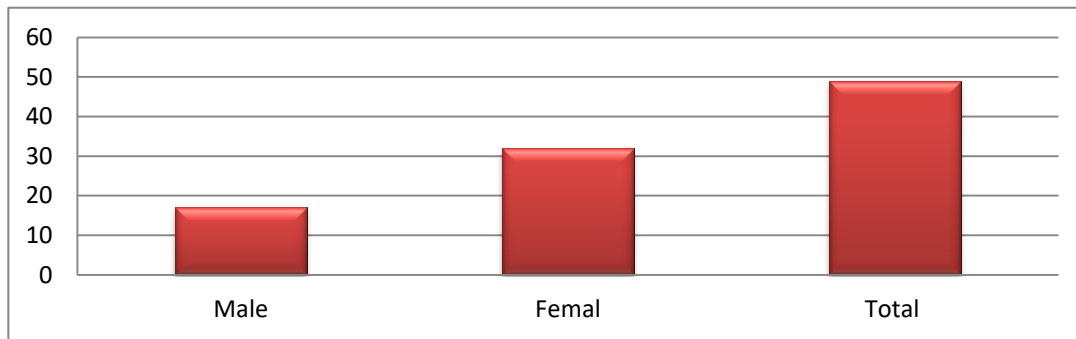

Figure1: Result of student's gender

This study selected fifty respondents and forty nine respondents gave information except one respondent. In this item, both respondents (male and female) are involved. According to the above frequency, seventeen respondents are males and thirty two are females. Moreover, total respondents are forty nine. This above chart indicates that the numbers of genders were not balanced.
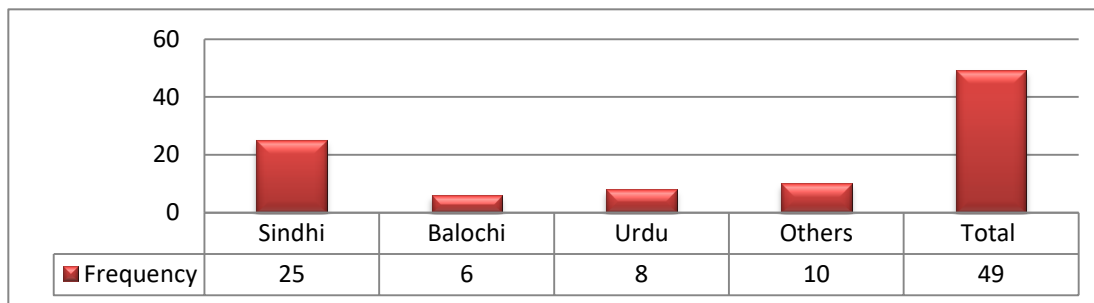

	Sindhi	Balochi	Urdu	Others	Total
Frequency	25	6	8	10	49

Figure 2: Result of students' mother tongue

The second item of demographic data was showed the mother tongue of respondents. The study was kept four options of language. According to above frequency, twenty five respondents' were Sindhi language, six respondents were Balochi, eight were Urdu speakers and ten respondents' mother tongue was others such as Siraeki, and Punjabi.

DATA ANALYSIS

The second section of this study consists of that questionnaire which uses to conduct data. These are all eleven items which analyze in both qualitative and quantitative method. The cell use to represent in blue colour.
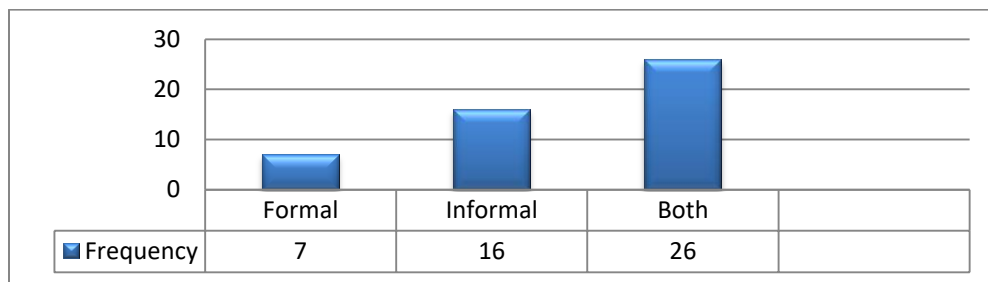
	Formal	Informal	Both
Frequency	7	16	26

Figure3: You use language on what's App texting

The purpose of this item is to indicate that what is the language which students use in what's app texting? There are numbers of students who use Sindhi language as their mother tongue. When gathered the data according to this question, so the numbers of students who use both (formal and informal) languages in what's app texting.   And the lowest number of frequency is formal language.
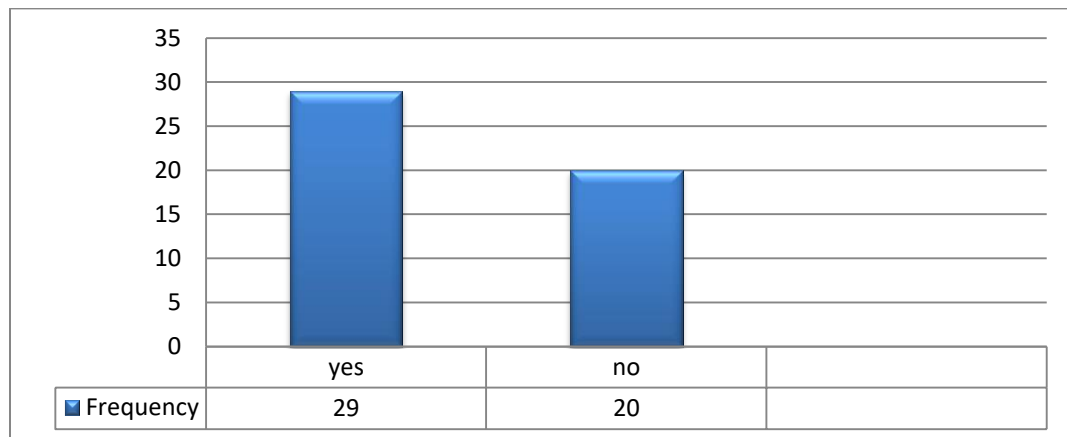
	yes	no
Frequency	29	20

Figure 4: Result of use of informal language for what's app texting.

According to above frequency there are numbers of students who use informal language. The above frequency shows that twenty nine students selected "yes" options which are greater than those students who use formal or both languages. This item is related to the first item of this study. This is suitable mostly for those who use informal language in their text. The purpose of this item is to identify that why students use informal language in what's app texting. Students who use informal language in what's app texting they share their ideas according to this item.
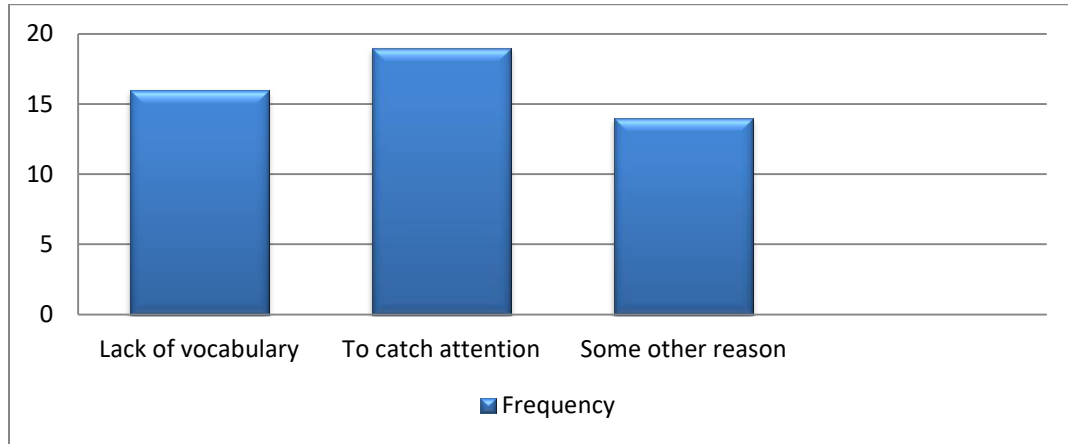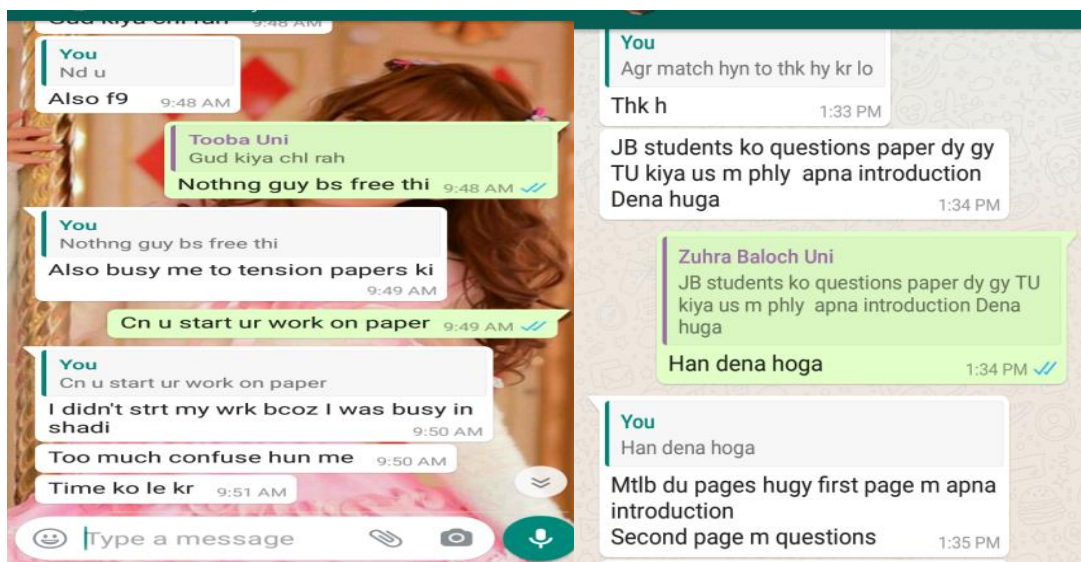

Figure 5: Result of use other language's words in texting

When students wrote a language in what's app texting they use different language's words. This study use what's app text message's picture which reveals that participant uses other language words may be to lack of vocabulary, to catch attention or may be some other reasons.

Picture 1: WhatsApp conversation in group

As in these two figures, participants use their mother tongue but they also use English language words. Such as in figure-1 words are used "nothing guy", "busy", tension. Moreover, the sentence (I didn't strt my work bcoz I was busy in shadi) in which participant uses English language except one word "shadi".   Another sentence (too much confuse hon me time ko le kr) in which female participant uses English phrase "too much confuse" but in all sentence she uses Roman Urdu except one word "time".

Second figure shows that female participant uses Roman Urdu in her what's app texting but she also uses English words during chat. For instant, in one sentence (jb students ko questions paper dy gy tu kiya us m phly apna introduction dena huga) she uses three different words which belong to English language in which include "students", "questions paper", and "introduction". Moreover, in another sentence, she does not use complete Roman Urdu but she uses English words such as pages, first page, introduction, second page, questions.

The purpose of using this figures is to give the evidence and identify the result that why students use others languages words in their what's app texting? According to the item's frequency there are almost nineteen students who feel that these mix words are helpful to catch reader's attention. In frequency, sixteen students are those who select the option 'lack of vocabulary' because of they feel that they have a lack of vocabulary of target language so that they use other language's words.   But fourteen of the participants use this mix language in what's app some other reasons.

In your perception, what's app chatting has adverse impact on your academic writing skill.

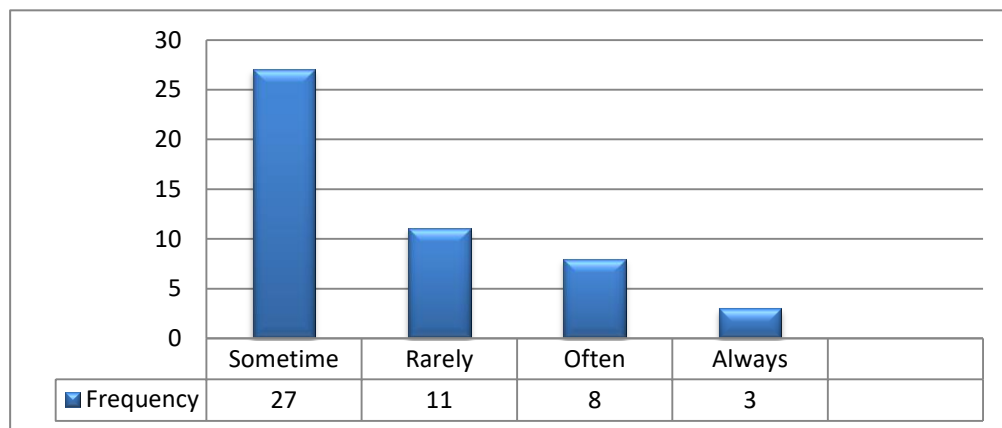|	Sometime	Rarely	Often	Always	
Frequency	27	11	8	3	

Figure 6: The adverse impact on academic writing skill

This question is related to question third. This question indicated the student's point of view about what's app texting. According to the frequency, twenty seven students feel that what's app texting sometimes revealed adverse impact on their academic writing skill but eleven participants feel that it rarely impact on writing skill. moreover, eight participants are involve to select option 'often' and in lowest frequency, those respondents are involve who feel that what's app texting is always revealed adverse impact on writing skill.

Do you use predictive text feature to input your messages?

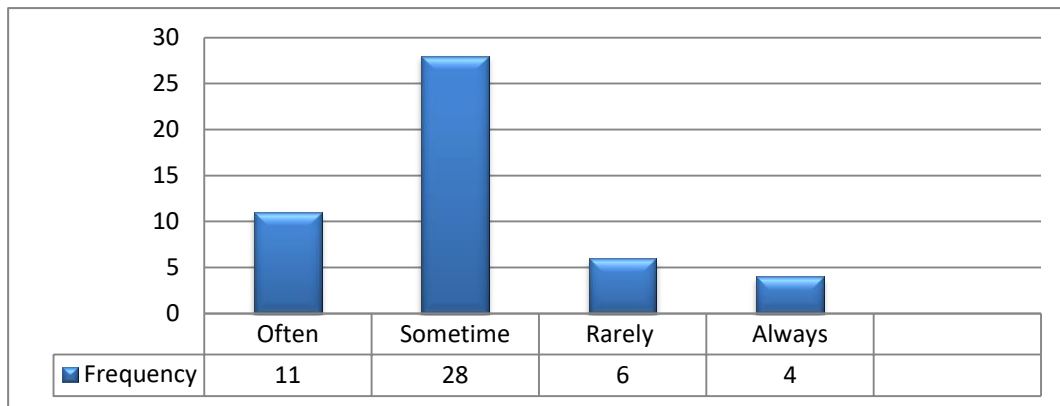|	Often	Sometime	Rarely	Always	
Frequency	11	28	6	4	

Figure 7: Usage of predictive text feature

According to above frequency, eleven students who often use predictive text feature but twenty eight students sometime use this feature during texting. As this table shows that this is the greatest frequency. Six respondents use it rarely and only four students use it. This is the lowest frequency of this table.

In your opinion, what is the impact of what's app texting in your writing skill?

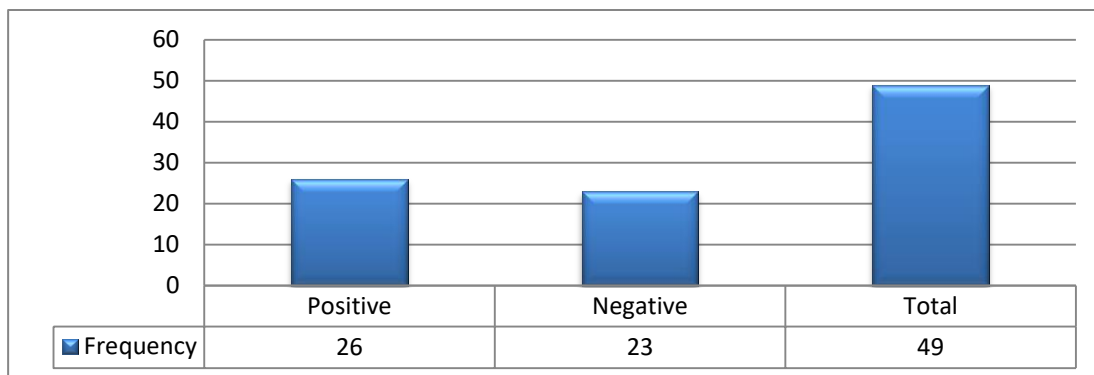|	Positive	Negative	Total
Frequency	26	23	49

Figure 8: Result of impact of texting in writing skill

According to the above frequency, twenty six participants understand that what's app texting impact positively n their writing skill. But twenty third of total frequency understand that this texting negatively influence on their academic writing.

When you send message in any group, you review your message more carefully.

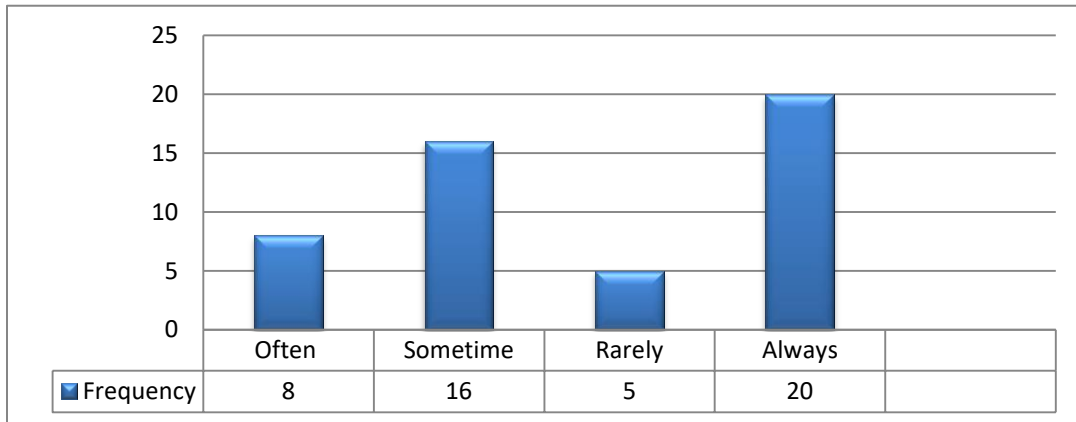| Frequency	Often	Sometime	Rarely	Always
	8	16	5	20

Figure 9: Result of reviewing message more carefully

The purpose of this question indicated that how many respondents review their message. As table seven shows that eight participants often and five rarely review their messages but 16 are sometimes and twenty participants always review their messages more carefully when they send in any group.

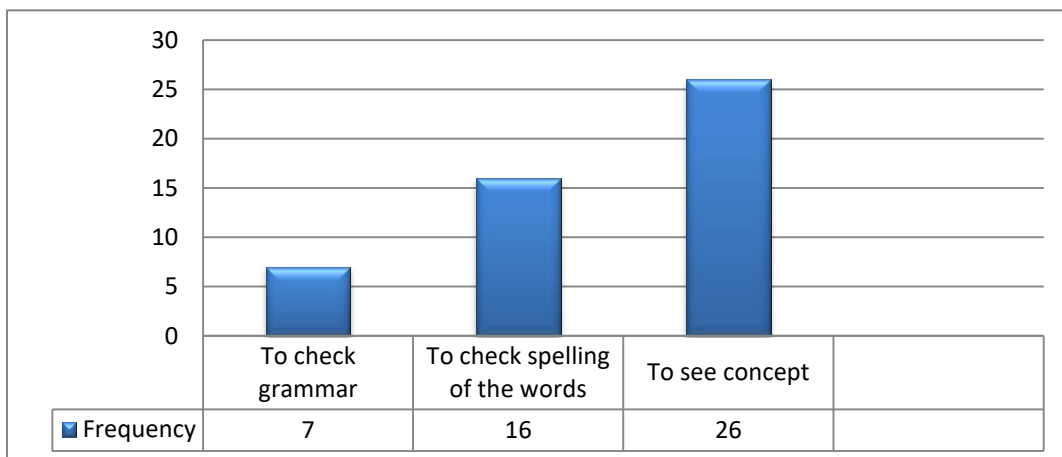***Before sending messages to any group, why you review your message?***

Frequency	To check grammar	To check spelling of the words	To see concept
	7	16	26

Figure 10: Result of students' **r**eview message

This question is related to the question seven. The main purpose of this question is to identify that why students review their message when they have been sending it in any group. Table number eight revealed the result that the lowest frequencies of students are seven who review their messages for checking their grammatical mistakes. And it is the opposite frequency of students who review their message to check spelling of the words and in which involve sixteen students. According to the table, in the greatest frequency, twenty six students are involved who review their messages for seeing the concept.

Do you think what's app is helpful for your study?

Frequency	Yes	NO	Total
	29	20	49

Figure 11: Result of WhatsApp helpful in study

In quantitative method, the above table shows the frequency of students who considered that what's app is helpful or not for their study. According to the table, there is a greater frequency in which twenty six participants understand that what's app is helpful for their study. And twenty participants understand that this is not helpful.

In qualitative method, those participants are involved who selected 'yes' option because they also gave detailed about it. In first category students shared similar points of views. For instant, A respondent states that 'teachers send slides and voice messages regarding lecture'. B respondent gave detailed and compare what's app with Google classroom. According to her, 'we can get data for study easily and it helps to do group chart with friend through audio and video. But if it compare to Google classroom, it is best in receiving files'. Respondent C wrote that 'for online class what's app is helpful for our study purpose'. Respondent D wrote that 'through it I learnt vocabulary'. Respondent E wrote that 'it is easy to share information regarding education from different areas, anytime and anywhere'.

In second category, students understand that what's app is helpful for group discussion regarding study. For instant, respondent understand that 'through it we can easily talk with our

teachers'. Respondent B wrote that 'through it we discuss our topics in group and learn the things about the topic. In category three, those participants are involved who gave their ideas in different ways such as, respondent A wrote that because 'it gains poor net signal so that's way students can easily use it'. Respondent B wrote that what's app is helpful because we making group on it and joining other high-level speakers to improving our English language'.

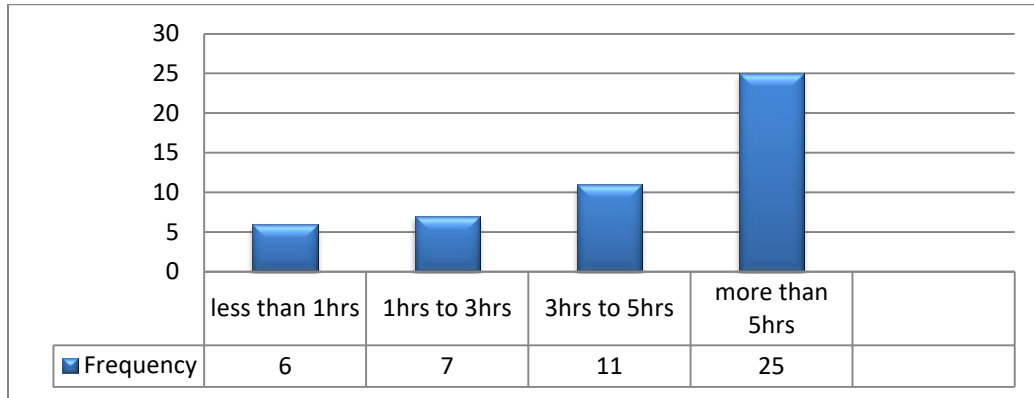***You spend your time on what's app.***

Figure 12: Result of students' spent time on WhatsApp

As table ten shows that the lowest frequency of students is six who use what's app less than one hour while seven participants use what's app among one to three hours. Eleven participants use it for three to five hours. But this is the greatest frequency among all participants because in it those participants are involved who use what's app more than five hours.

Explain this picture in your own words.
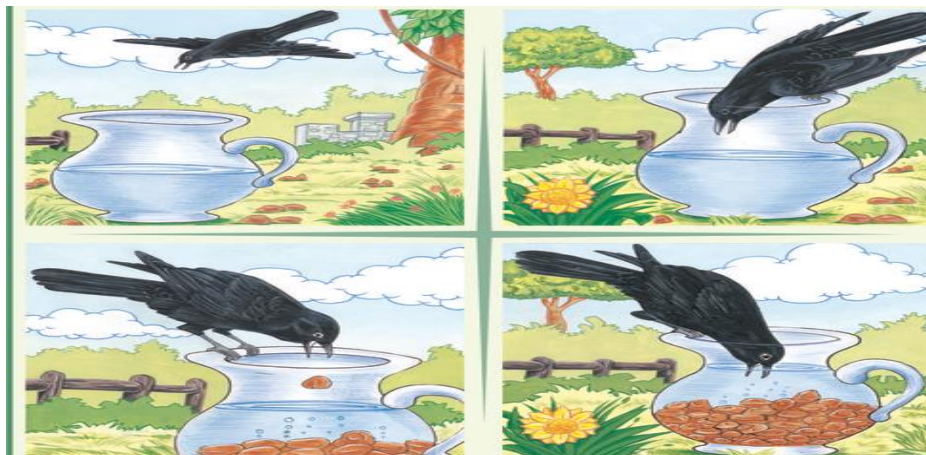
Picture 2: Description of picture in students' own words

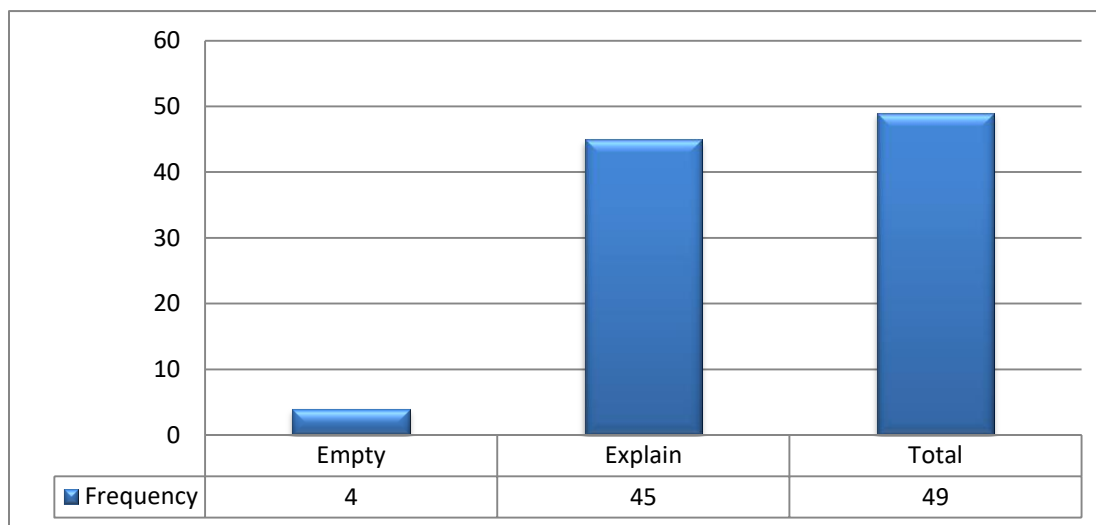The study uses this picture to check the proficiency of English writing skill of English department students.

Figure 13: Result of picture description

Table 1: Result of students' mistakes

Participants	Punctuation mistake	Grammar	Spelling
1	Yes	No	No
2	Yes	but*(capitalization)	stong*
3	No	V(drink*) & plural (stone*)	Fond*
4	No	To have*, has* (inappropriate words)	Leaving*
5	Yes	here*(capitalization)	No
6	Yes	No	Uper lyer*
7	Yes	During* instead of among	No
8	Yes	find* stone*(plural)	Their * (there)
9	Yes	Somuch*, stone* (plural)	No
10	Yes	See*(v2), is rises*, drink to water*, there is*(extra words), is need water*	Cow* instead of crow, stons*
11	Yes	Want*(wants), ston*(plural), drink*(v2)	Their* (there)
12	Yes	It*(he), he not reached water* (he does not reach the water), drink*(v2), inappropriate words	Uper lyar*
13	Yes	Is(missing), drinking*,	defficulty*
14	Yes	The this*, (this),	sucesser*
15	Yes	Are*(extra), see*(v2),	An*(and)
16	Yes	Is(missing), he is(missing), into*(inappropriate word)	becaus*
17	Yes	Wants*(wanted), drink*(v2)	No
`18	Yes	a (missing), thing*(plural), in*(to drink), water up*(water come up)	No

19	Yes	To (missing), drink*(v2)	clevev*
20	Yes	Want*(wants), flow*(flow came up), it*(capitalization),	succed
21	Yes	Drunk*(v2)	No
22	Yes	In* instead of into, the* (capitalization), I* instead of he	Thirsthy*, ajaar* (a jar)
23	Yes	Want*(wants), ston*(plural)	Ston*
24	Yes	Face (capitalization)	No
25	Yes	The(capitalization), in it*(extra words). Water*(missing), he*(capitalization), drunk*(drank),	Searchning*, thoyht
26	Yes	A baird* fly to.* drink the water*.	baird* Juge*
27	Yes	Their*(his), first*(capitalization), drink*(v2)	shot*, effert*, them* instead of then
28	Yes	Find*(v2), water is little in it* (there is a little water in it), is*(was), drink*(v2), rise*(rises), drink*(drinks)	No
29	Yes	Stone*(plural),	gaar*, ajaar*, lay,s*
30	Yes	It*(he),	finaly*
31	Yes	Water(missing), stons*(pluraly),	ajaar*,
32	No	Crow (Missing)	claver*
33	Yes	Stone*(plural)	No
34	No	No	No
35	Yes	Thirsty*(capitalization), on*(pre), come*(v2),	No
36	Yes	an*(pre), but*(capitalization),	stons*
37	Yes	Come*(v2)	No
38	Yes	Stone*(plural), drink*(v2)	No
39	Yes	Come *away(v2)	No
40	Yes	No	No
41	No	No	Poot*
42	No	No	efferts*
43	Yes	Put*(gave)	sunddly*, drant*
44	Yes	No	No
45	No	Drink*(drink)	thoursity*

According to the above table, there are forty nine participants in which only forty five explain the above picture which based on a story thirsty crow. One participant makes no any mistake in writing. But all of the above indicate less proficiency on punctuation marks. According to the above table, students have less proficiency on their target (English) language's grammar and spelling. The study also uses the evidence which gathered through what's app chat.

Picture 3: Result of grammar and spelling mistakes in WhatsApp chat

As in the above what's app chat, participant uses English language but she use short form of words such as 'v' instead of 'we', 'hv' instead of 'have', 'kn' instead of 'know', 'W' instead of 'what', 'I'm' instead of 'I am', '@' instead of at and 'uni' instead of 'university'. The above what's app chat indicates that students use lots of short form of words and make errors in grammar which may be influence on their academic writing skill. in addition, participant wrote a sentence 'you kn I'm add one group pst and gst'. In this sentence, she uses short forms and grammatically, this is not correct. But the correct sentence should be 'you know I am in a group pst and gst' or 'you know my number is add in a group'.

FINDING AND DISCUSSION

Mobile phone is one of the most popular technologies among university students. They use it in anytime and anywhere. Mobile phone is considered most important tool in human life. No one can disagree of this importance. There are number of applications which appeared in

mobile phone such as Facebook, Imo, Telegram, and Vgolive and so on but what's app is widely used among the people because of its easy to use, cheap and its work in weak signals. This study finds the result on the impact of what's app on writing skill. When students wrote formal writing in English language they make various errors in their writing skill. Moreover, when they communicate on what's app they use informal way in which they use short form with the help of their pronunciation and gave a different shape of a word. According to the questions' frequency, this study going to discuss all result in sequence, which researcher found through qualitative and quantitative method.

In students questionnaires, first question ask the student for identifying the language which use on what's app. According to this survey the result reveled that majority of the students use both formal and informal language during what's app chat. Formal language is considered as pure English or other language. They use it maybe when they speak with teachers or other formal persons. Informal language is easy to use because in it, writer does not focus on grammar of any language or spelling of the word. In formal language, must be focus on grammar perhaps very low frequency of English students uses this language.

Students make sentence with addition of other language's words during chatting. They use word's short form and other language's phrase such as they wrote a sentence in Roman Urdu so they also use English phrase or words and vice versa. Hence, survey revealed that mostly students make this sentence to catch reader's attention. But there is no very low frequency of those students who use this typing for the lack of vocabulary. The study' finding also revealed student's perception on the impact of what's app on writing skill but majority of them considered that sometime it has adverse impact on their writing skill. When they use unstructured grammar and misspelled words so that why, they also use this language unconsciously in their formal writing. What's app impact positively to learn vocabulary and English language if it use in proper way. When students send and receive messages they wrote numbers of English words which help in learning reading, writing and learn new words, according to the survey, majority of the students considered that it impacts positively on their writing skill. What's app is helpful for study due to its cheap and work in weak signals. Otherwise, there are numbers of benefits of what's app which help in study. Students can share files and slides through it. They share their

works, video and audio files and talk with each classmate. The result shows that students have less command on punctuation mark and grammar of English language.

CONCLUSION

Language is the best tool to convey our ideas and messages. Several languages are spoken in the world but English is popular among all languages. People use its words in their conversation and it use in technology. Writing skill is the best to convey the messages in written form with language. Writing is widely use in several mobile applications such as Telegram, Facebook, what's app, twitter and many others. In addition, what's app is most popular mobile application due to its numbers of features. Students use it due to its simplicity to send messages and to communicate (Syarwan et al, 2020). In what's app texting, students use English language with mixture of their native tongue. Students break the rules of language because their main purpose to convey the messages. So this text writing is influence on students' academic writing. Hence, result found that there is no significance influence of what's app on students' writing skill but they have no a good grammar on their English language.

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