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The usage of wim to enhance the acquisition of english language

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Abstract

This study compares an independent study of students in an experimental mobile group (40 students) with a control group (40 students) from two Form Four classes. A mixed method of research design has been used in the study. The result shows that the performance of the experimental group is much greater compared to the performance of control. Mobil learning could make students feel more comfortable in learning the English language and communicate without seeking a teacher's support and guidance in completing any task given to them by using mobile learning related to their studies matter.

Keywords: Mobile Learning (ML), Whatsapp Instant Messenger (WIM), English Language Performance, English Communication Skill.

El uso de wim para mejorar la adquisición de la lengua inglesa

Resumen

Este estudio compara un estudio independiente de estudiantes en un grupo móvil experimental (40 estudiantes) con un grupo de control (40 estudiantes) de dos clases de Forma Cuatro. Un método mixto de diseño de investigación se ha utilizado en el estudio. El resultado muestra que el rendimiento del grupo experimental es mucho mayor en comparación con el rendimiento del control. El aprendizaje móvil podría hacer que los estudiantes se sientan más cómodos aprendiendo el idioma inglés y se comuniquen sin buscar el apoyo y la guía del maestro para completar cualquier tarea que se les asigne mediante el uso del aprendizaje móvil relacionado con sus asuntos de estudio.

Palabras clave: Mobile Learning (ML), Whatsapp Instant Messenger (WIM), Rendimiento del idioma inglés, Habilidad de comunicación en inglés.

1. INTRODUCTION

The implementation of ICT in schools is strongly supported by the Ministry of Education as stated in Malaysian Education Blueprint (2013) for integrating ICT in teaching practices. With a systematic change in education, the teacher teaches the students to be more proactive, creative and analytical by not only by using ICT but also social media through mobile. For secondary private school students, the knowledge and communication skills using mobile were adopted from various strategies by the teacher for the students to think more deeply in communicating and performed well in the English Language. English teacher in a chosen private school emphasized the use of information technology to produce integrated thinking skills to help the students to understand the cognitive

strategies in conveying proper English vocabulary using mobile. Learning English through face to face technique has been the traditional way used by teachers to encourage the student to perform their proficiency in English subject effectively. Nowadays, it is not an issue anymore.

In order to reduce the possibility of low performance and proficiency in the English Language among private school students' in the classroom, social media such as Whatsapp Instant Messenger (WIM) was used as a learning tool. Most of the students in this private school use a mobile phone in their daily life. Even though there are many social media apps, the students find that WIM is user-friendly and can be used to expand the learning experience inside and outside the classroom. Based on a recent survey conducted by The Star Online (2016), although there are many other applications for instant messaging such as WeChat, LINE, Viber, Telegram and email, but WIM is chosen as a flexible learning tool in many higher learning institutions for education reasons. Raman & Rathakrishnan (2018) and Marques et al. (2017), indicated that even though there are many forms learning tools for language and communication such as Frog VLe and social media, Malaysian students prefer using mobile learning as a communication tool.



Figure 1. Smartphones are one of the platforms used for mobile learning with computing capability and connectivity

Problem Statement

The English language in the secondary private school is not in a satisfactory situation especially to their abilities to write and speak proper English. This is referring to the students' poor performance in grammar test and writing score which held every month in the school. The score shows about 85% of students failed in their written test and the observation result obtained from their communication skills. Most of the students were unable to converse well in English and there were many grammatical and pronunciation errors in their verbal speech among themselves with other students.

Although, a lot of efforts have been exerted to improve it, the quality of English speakers produced by secondary students in this private school always below standards. The passing mark for the English language is 40. The performance record obtained through a grammar test and writing test given to them for each monthly test in the classroom. From the observation for two weeks, it is noted that students also could not converse well in their oral test English with many grammatical errors.

Objectives

As a novel strategy, this study examines the effectiveness of using WIM in enhancing students' academic performance in achievement tests (simple grammar and writing test). This study also investigates the factors affecting students' effectiveness of using WIM in enhancing their proficiency in communication for learning English. WhatsApp is a prompt

messaging that utilizes the internet to send and receive text messages, document, images, video, audio and user location media to other users through cellular mobile numbers. WIM application is available in all smartphones. In order to use it, users need to have an internet connection, as well as the apps installed on their smartphones (Alfaki & Alharthy,2014).

Research Questions

The research questions for this study i) is there any significant difference in the performance of secondary students between experimental group using WIM method and the control group using traditional method in achievement tests (grammar and writing) and ii) is there any significant difference in students' proficiency in communication for learning English between experimental group using WIM method and the control group using traditional method in learning English?

2. LITRERATURE REVIEW

The medium is the transmission of message and meaning in the media. Language, like any other social phenomenon, is subject to change. But the change in this area is slow and slow and occurs over the years. But the expansion of modern media, especially the development of social networks, has greatly increased the speed of changes in the language field.

The social networking space is now being integrated into a large lab that shares their linguistic creativity. The use of algebra languages, the use of alphabet alphabets, and the matching of words in other languages, or the use of forms rather than words and aeas, is a glimpse of what is now Linguistically speaking in the social networking environment. It seems that the necessity of the interaction rate, the unofficial space, as well as the responsiveness and responsiveness of social networks, have led to the formation of a particular type of language.

The space of social networks and other chat spaces such as Hugo August, Google Talk, Viber, Watts App, Pitt, ... before the space is writing, is the space to tell, and the space to speak before you have the right to write. , It is natural that people with feelings and emotions and trying to show the tone of the word use the colloquial and alley language and show less accuracy than the correct spelling of words, or precision and stopping the appearance of words hinder the expression Feel free to feel your feelings.

It is also necessary to mention that sometimes in virtual networks, the place and place of use of words are so displaced that the person of the informal group is easily used in the formal and mixed group, and does not care that this can be a disgrace or disgrace It should be considered.

Of course, some of these phrases are special for a particular age group, and usually not seen in formal relationships, but it seems that some of the addition and subtraction of syllable or phonemes in these words and phrases in order to represent an emotional or emotional tone is inevitable. Another noteworthy point is that the dynamics of a community must be

such that, along with technological changes and software updates, it is necessary to develop and promote useful and open source rules so that dispersion and multiple personalities do not cause language disorder and confusion in the community. . Anyway, the informal change, or perhaps the subculture of the Persian language, without any specific rules and generalities, may pose risks that may lead to other deconstructions.

Learning English through instant messaging has many benefits that seem to be that for no time any method or device can compete with this level of educational technology. The growing interest of the people in using the mobile phone and its undeniable advantages, as well as the remarkable popularity of using software installed on mobile phones and Android platforms, traced a process that inspired the human being to There's nothing else behind the advancement of technology. English language training of messengers is also taking place with all the disadvantages and profits available. The lack of familiarity with the benefits of English learning through instant messaging by learners and the general public is one of the reasons for not knowing enough about this popular technology.

It is expected that in just 5 years, no training center will be needed without the need for communication with students or students, especially if this is an educational type and for which criteria and goals are considered. It's hard to find someone who opposes learning English. Also, English and its educational market are somewhat of a kind of marketing that has already been done in the minds of the learners, and no longer needs to be reminded of the benefits of English memories to the community. Others all know that "if they do not know English, they are

illiterate" and that this has been a term or a proverb for more than 10 years that the lack of knowledge of computer science and the English language will, from now on, have a profound effect on the future and the fate of each Will have a person.

English language teaching has begun to add new dimensions to English learning opportunities, using online and telecommunication systems that were first widely and formally launched by the Cultural Institute and the Electronic Publishing Institute. Traffic, the high cost of living, especially the lives of urban dwellers, the difficulty of traveling, the lack of time, and the limited access to capital, have led English learning to a more virtualized and wider environment. The low costs of participating in English virtual training courses, the lack of physical presence in a physical environment, the need to spend on maintenance, purchase or rental of property by the custodians of training in this area, as well as the development of adequate mental readiness In the new generation, it has created a new educational environment for English, whose pace of development and its significance will no longer determine the level of popular interest.

The benefits of learning English with the help of instant messengers are:

Convenience and flexibility: Learning English through SMS and messaging is possible almost anywhere, in height and distance. Learning can happen if your messenger is with you.

Communication: The use of SMS-based and instant messaging systems makes it possible for learning to "happen" rather than "transmitted". In this way, learning is done at the point you expect it or not and it increases the possibility of saving up to an unimaginable level.

Repeatability: High and low repeatability of information in the context of learning through SMS and messengers enables all English enthusiasts to easily process their course information and there is no limit to the amount of this repeatability.

Environment: The lack of use of paper for data transfer in systems and new educational software makes it possible to give these technologies a chance to restore and grow positive to nature. The growing variety of pollution in the modern world also requires a greater need for human learning and data transfer in order to make every effort to use modern technologies. Using these technologies is a big step for environmental protection.

The power of control in your hands: the nature of always available messengers and learning based on it empowers learners to take the initiative and direct their own actions, trends and learning activities.

Optimal use of dead time: Instant learning is the best option for using dead times. It seems like a journey through a journey, waiting in a queue, waiting to start a meeting or reaching to places or thousands of other places, learning through messengers and texting is a paradise.

High adaptability with various learning formats: studying (text and image), video and movie, animation and dynamic view, listening to podcasts, commenting on a discussion (discussion rooms, forums or texting), searching the Internet, Choosing the right option (text or photo), participating in a poll, etc. All are the possibilities to use learning with messengers.

Promoting the level of social and general learning (such as the relationship between professionals, students and students): reminders, discussion rooms for sharing knowledge, question and answer, and using urban telephones to send messages are all ways to connect students, students and scientist with their masters through the messenger.

Encouraging Thinking and Thinking: Using voice recorders in most of the messengers makes it easy to capture and keep effortless, quick, and fast thoughts.

Easy assembling of evidence and samples: Portability of Messengers, this device officially converts a file to collect information, evidence and samples using voice or image recordings.

Possibility to make a careful decision: Messengers provide us with timely access to information that gives us the power to easily consult for a decision, for example, to judge and experience personal, experienced professionals only with Use SMS. This is directly related to the English language textbook because the learners can easily access credible and well-educated information and maintain their relationship with a professional world of learning English.

Learning using social interaction as indicated by Social Constructivism Learning Theory involve students and learning tool to enable students to construct and share knowledge (Vygotsky, 1978). According to this social constructivist learning theory, the student can access the learning resources anywhere, anytime and in various formats to enhance deep students learning capabilities and to allow students to construct their own knowledge. Therefore, this theory aims to develop the students' social interaction as well as to raise and share information.

Fast Recovery: Learning with Messengers allows anyone to quickly retrieve and retrieve forgotten or mistakenly learned information.

Enhancing students' self-confidence: Delivering tiny, slow, slow, and continuous information through texting or other English-language software on messengers and learning this information continuously and at the same time, this self-confidence in learners They create their own talents that can ultimately achieve their goals in learning English or any other science by managing their time and resources properly.

Comfortable and digestible learning: A small display of a messenger will naturally limit the amount of information provided to learners, thus never increasing learning, and the English vocabulary or other learnable language in this way in English is as follows. Learners transfer that they are made to ensure that learning in a level and quality that they have not experienced before.

High involvement and engagement: The ability to quickly and accurately submit information along with the ability to evaluate, quizzes

and types of quizzes while using other activities and ways of learning English makes it possible for the learners to maintain their correspondence with English or any other science. And the information in their minds remains fresh, as a result, the percentage of achievement and the target set.

Possibility of better planning for attending meetings: The possibility of quick and premature evaluation of attending a meeting in-person via instant messenger enables teachers and educational centers to have a near-correct view of the level and level of knowledge of students or other students. They will find disciplines and can plan and organize each meeting according to the initial assessment and feedback.

An excellent method for inducing: inducing learning through instant messaging makes it possible to find information in the context of a person's environment and, after a while, he can even remember the information learned from the place where learning took place.

Removing technological constraints: The use of instant messengers by any learner means they are familiar with the technology by default, as a result of which there are not many barriers to using a specific technology to learn instant messengers, because the use The users of this technology are familiar with the dimensions and uses of the technology. Also, by using this, the costs of training and advertising are also significantly reduced, and in some cases, they reach zero.

One-time design but usability and uploadability for a myriad of templates and devices: The use of on-chip instructional devices allows for the creation of the infinite number as soon as the original template is

designed and the information is loaded. Interested in learning English can use the designed template, without limitation on the type and number of devices, or the installation of the program.

Easy retrieval via Wi-Fi via Wi-Fi: Instant learning can be designed based on offline offline capabilities so that if a Wi-Fi WiFi connection is disconnected, the device will not be lost and can be saved. . It also makes it easy to access new and up-to-date information after the device is reconnected, and one can pursue his learning without losing a lot of information.

Affordable Structures: Using English Instant Messaging technology is much cheaper than registering for in-person courses because of the cost of renting or purchasing locations, buying electronic equipment and teaching aids, including laptops and computers, paying bills and There are no current maintenance costs in this way of learning, and the individual can maintain his or her contact with the English or the sciences wherever it may be, with the lowest possible cost.

A way to return capital and money: For example, a special software or system for learning English or any other science in a mobile software center is uploaded. Some of the services of this software or system are designed for use publicly and freely, and certain other sections are only possible for those who pay the amount they are willing to pay.

Communicating directly with learning: The use of many instant messengers from touch and touch technology has made it possible for learners and learners of English to formally touch the software or tutor

system and have a sense of direct communication with Have the tutorial provided.

Extensive information tracking: With the ability to connect all the devices to the Web and the Internet, it is possible to track the actions and movements of each user of an English language software or system, and this can be used to understand what learning, how Level and quality. Learners' inquiries and requests, even their behaviors, are easily observable, and every instructor of English instruction can take steps to improve and continuously improve the design of educational systems.

With the introduction of technology into teaching English, educational practices have made fundamental changes. The question that these days in the field of language teaching and learning is so much discussed is whether in the future new technologies will replace the teacher in the classroom or not? In fact, it's better to ask the question whether what can be done by the teacher can the modern technology also do the same. New tools and technologies are all meant to improve the speed of performance, in other words, to complete the training process, and therefore, it can be said explicitly in answering the questions posed.

Digital technologies will never replace the teacher but will only be teacher assistance and will have a supportive and complementary role in the language training process. The complementary role and supportive role of technology in the education process, in particular language teaching, is that technology takes on the tasks in the teaching process that the teacher can not take due to time constraints and educational resources. In fact, technology can play an important role in overcoming a series of

shortcomings. For this reason, teachers must always recognize the importance of familiarizing and exploiting modern technologies.

Technology innovations have removed the language learning process from its traditional method of encouraging students to maintain vocabulary only. The use of technology in language teaching has begun since the 1960s. At that time, the use of video films eliminated book-based teaching constraints. If in the past having a computer lab for a language learning institute was a special feature, today it's much easier to learn and learn languages with smartphones than ever.

Given the fact that most learners are looking to be able to easily speak the language they want, today, with the help of technology, learning is very easy to learn. With the help of modern tools, each language learner can often see a video or a podcast or listen to it, and whenever it needs to stop it, it can understand more and more, and can even record its own voice and analyze its conversations.

On the other hand, because better learning requires more training, today it is possible to practice and practice more with the help of new tools for learners. For example, a learner with the help of new tools on his smartphone will be able to repeatedly repeat a word or a specific grammar to complete it. Enhancing social learning for learners is one of the most basic tasks of any classroom teacher. Social learning involves interaction, discussion and collaboration between students and creating a positive environment between each individual in the learning process. In this way, the learner is encouraged to participate in the classroom. In fact, it can be said that the process of creating communication, interaction and speaking

in language teaching is done only by the teacher and in this area technology can not play a role. Because such a process depends on the interpersonal relationships of the teacher and the class, in other words, current technologies are not capable of managing the complexities of individual relationships.

Practicing language learning is very important. But given the fact that there is a time constraint in teaching classes, it's not possible for teachers to spend time with their learners to practice the best of the lesson. So here is the technology that can give learners an opportunity to learn at any time and place while also accelerating learning. Therefore, the use of modern technologies can be useful both for teachers who always have a shortage of time, as well as for the language learner who wants to quickly see his or her learning.

We all (English language and language teachers) are familiar with the complexities of the learning process of the second language. In fact, the process of learning a second language is very difficult and time consuming. One of the main strategies in facilitating and speeding up this process is to expose learners to the actual use of language in real environments. In other words, in order to facilitate language learning, it should drown itself in the target language. But unfortunately, the reality is something else. Almost all theoreticians in the field of language teaching believe that formal language training (dry education of structures and words, which is very common in language classes) is not the result. It does not expose language learners to enough language and they can not use linguistic elements in real-world situations outside the classroom.

One of the most important strategies to compensate for this deficiency in the field of learning is the use of Messenger in the language learning process. The use of this method, which is translated into computer-centric communication in Persian language, is divided into two categories: Instant Messenger-Focused Communication, which refers to tools such as text-chat and voice-chat in environments such as Skype, Evo, Yahoo Messenger comes with similar gadgets. In which the conversation parties should speak simultaneously online and have a live and dynamic conversation. An unconnected messenger-based connection, which refers to the use of tools such as email and text-message, which does not require online conversations between the parties in order to communicate. The use of these messengers is for undergraduate students who transcend them from the physical and time limitations of the classroom and give them the opportunity to be outside the classroom with each other or in groups, as well as with their teacher and Talk with real English people around the world.

In the process of learning the language, there are two key terms (input), input, and output (output). Teachers must be able to take language from the inside and the language and produce language. Using CMC accelerates this move. This means that the learner can use the knowledge of the language learned in a real communication while simultaneously enhancing both the skills of understanding and producing the language and the faster production of the language. In this environment, learners not only produce meaning, but also at the same time take into account the proper use of linguistic and linguistic constructs, which ultimately enhance their linguistic knowledge.

WIM in social constructivism learning theory enhances the presence of the online instructor in the WhatsApp group has an added value for facilitating learning among students in the learning process (Barhoumi, 2015). Through WIM activities, mobile learning technology help students to create a learning community, construct knowledge and to share it with other members of a WhatsApp chat group Wong & Trinidad (2004). The WIM in mobile learning group is a good solution to improve community-level interaction and social presence among students.

The use of the Internet holds a vast array of information. The educational resources delivered on web pages are often very informative and useful for online students in nearly every topic of study (Bere, 2013). The Internet is useful in helping students both construct and share their knowledge (Rambe & Chipunza, 2013). The use of Internet technology by online learning communities may provide mobile learning resources in synchronous or asynchronous modes (Zengin et al., 2011).

With the growing need of communication, WhatsApp is a good medium which acts as a communicator not only between two individuals but also in a group where a large number of people can interact and has the ability to connect worldwide. So, there is various type of communication medium that people prefer in WhatsApp application (Figure 2) such as texting, audio messages or calling feature. (Stockwell & Hubbard, 2013).

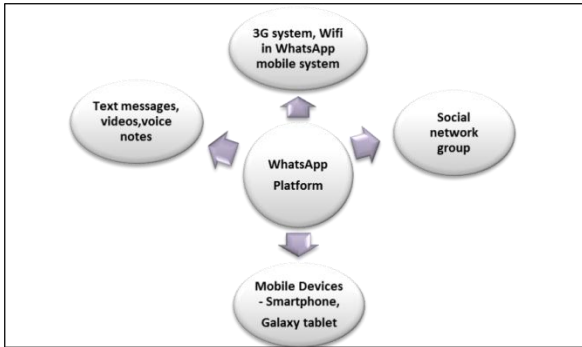


Figure 2: WhatsApp Platform

Mobile learning is a learning technology that uses a variety of learning approaches and methods across multiple contexts and social interactions with personal electronic devices (Crompton, 2013). This information is related to event registration, dates of exams, messages sent by teachers or among students, and so on. For this reason, mobile learning, also called M-learning, is a new educational technology. It is a new generation of distance learning focusing on the use of mobile devices. The mobile devices provide mobility and interactivity for students. (Trentin & Repetto, 2013).

Previous Studies

According to Bere (2013), Chipunza (2013) and Sincuba & John (2017) stated that WIM has become a shared platform that enhances accessibility, encourages cooperation, and intensifies motivation to take an active part in academic assignments. Since its availability, increasing number of literature has investigated on tertiary students' experiences in using WhatsApp for learning and communication has been carried on

secondary learning study by Etcuban & Pantinople (2018), Barhoumi (2015) and Riyanto (2013) shows that WIM communication has encouraged the student to convey ideas in English writing. Research conducted by Amry (2014) demonstrated the effectiveness of WIM social networking in comparison with face-to-face learning in the classroom. Motiwalla (2007), in his research, related the use of WIM for educational purposes, and supported, for mobile devices within the student population is great and that the majority of students at universities benefit from texting through mobile learning devices. Overall, WIM has become a shared platform that enhances accessibility, encourages cooperation, and intensifies motivation to take an active part in academic assignments (Bere, 2013; Chipunza, 2013). Bansal & Joshi (2014) indicated WIM provides a conversation platform to anyone who is not an English native speaker which allows the existence of connectivity among them by promoting information and knowledge sharing unconsciously.

3. METHODOLOGY

In this study, Quasi-experimental design is chosen from three types of experimental main variable. The type of research design chosen for the quasi-experimental method in this study is Non-equivalent control-group design. Purposive sampling was used from the selected student's group from one of the private school in Kedah where the students were allowed to use mobile after school hours. This research design was used to determine the differences of Form 4 secondary students' academic performance between pre-test and post-test in English achievement tests among a group of students undergoing traditional method of teaching and

group of students’ undergoing WIM method of teaching as shown below in Table 1.

Group	Pre-Test Post Test	Treatment
Experimental	O1 O2	X1
Control	O1 O2	X2

Notes:

X1: WIM Teaching Method

X2: Traditional Teaching Method

O1: Early Intervention (Pre-Achievement Test)

O2: Late Intervention (Post Achievement Test)

Table 1: Non-Equivalent Control – Group Design

For experimental research method, data were collected through two methods; firstly, through pre-test and post-test for grammar and writing score on the students’ achievement and secondly through a set of questionnaires distributed to 20 students. It is also used to survey the attitudes of the students towards the usage of smartphone device with WIM application in learning English in secondary private school. Meanwhile, for the qualitative research method, data were collected through a group interview done with 10 students selected from the group of students who participated in the survey using semi-structured questions.

This research was carried out from January to April. Participants involved were 40 secondary school students that study the English Language from a secondary independent private school in Kedah, Malaysia and specialized in the study of e-learning, science, educational arts and design.

For the first method, data gathering achievement tests tool (grammar and writing test) known as CEAT is administered to a population of the sample before (pre-test) and after (post-test) the end experimental period been done under the supervision of their own subject teacher. Secondly, data was gathered from a survey method using a set of questionnaires consists 16 types of questions regarding students' attitude and perceptions on using WIM was distributed to 20 students to identify and examine how effective the WIM method is in enhancing their interest and proficiency in communication for learning English language among Chinese secondary students in Chinese private school.

Subsequently, a set of questionnaires is developed using three-level Likert scale items with response ranged from 3- Undecided; 2 - Disagree, and Agree -1). This method was found suitable for this research because a set of questionnaires administered by the researcher had any sections of relevant questions to explore the students' attitude towards the adoption of the WIM in mobile social learning (respondents completed the questionnaire within 15-20 minutes).

Data collection from a qualitative research method done through a group interview with 10 students selected from the group of students who participated in the survey using seven semi-structured questions. In order

to obtain relevant and accurate data, the process of taking notes during the interview and audio taping the interview is done and transcribed into an interview script using NVIVO 11 software. It is proven suitable because it provides the researcher with the original data for use at any time.

Analysis

English Cambridge subject was taught for a variety of secondary classes in the Chinese secondary private school. The subject is mandatory for students at each secondary level and classes. The syllabus of this subject composed of 12 lessons throughout a year of academic in school.

Unit 1: Present Simple Tense: is, are

Unit 2: Past Simple Tense: was, were

Unit 3: Past Continuous Tense: base verb + ing

Unit 4: Questions with being a verb: Present Simple & Past Simple

Unit 5: Adjectives

Unit 6: Comparative and Superlative

Unit 7: Articles: a, an, the & no article (-)

Unit 8: Present Perfect Tense

Unit 9: Present Continuous Tense & ‘going to’

Unit 10: Modal auxiliaries: must, mustn’t

Unit 11: Modal auxiliaries: can, can’t, should, shouldn’t

Unit 12: Relative Clauses: who, which, that

The mean score in the grammar component of the pre-test for the control group ($M_{cont}=47.70$, $SD_{cont}=6.72$) is quite different from score means of the pre-test for the experiment group ($M_{exp}=74.20$, $SD_{exp}=4.54$) as shown in Table 2. The differences in score mean in grammar component between both groups is not statistically significant ($t=-14.62$, $p > 0.05$) for the pre-test. Thus, score means in grammar component for experimental group ($M_{exp}= 92.20$, $SD_{exp}= 4.20$) is much greater than control group ($M_{cont}= 58.50$, $SD_{cont}= 7.81$) for post-test. Therefore, the differences in post-test for grammar component between both groups are significantly different ($t= -17.10$, $p < 0.05$) by the statistic.

Tests	Component	Groups	Means	Standard Deviation	T	Sig.
Pre-Test	Grammar	Control	47.70	6.72	-14.62	0.07
		Experimental	74.20	4.54		
Post Test	Grammar	Control	58.50	7.81	-17.10	0.00
		Experimental	92.20	4.20		

Table 2: Comparisons of mean score for grammar component, for pre-test and post-test between the control group (N=20) and experimental group (N=20).

The mean score in writing component of the pre-test for control group show $M_{cont}= 53.95$, $SD_{cont}=9.4$ and it is quite different from a mean score of the pre-test for experiment group ($M_{exp}=72.85$, $SD_{exp}=4.33$) as shown in Table 3. The differences in score mean in writing component between both groups is not statistically significant ($t= -8.17$, $p > 0.05$) for

the pre-test. Thus, score means in writing component for experimental group ($M_{exp}= 81.35, SD_{exp}= 5.88$) is much greater than control group ($M_{cont}= 60.30, SD_{cont}= 6.92$) for post-test. Therefore, the differences in post-test for writing component between both groups are significantly different ($t= -10.3, p< 0.05$). This result shows that WIM teaching method has proved to be effective in enhancing Form 4 Chinese secondary students' academic performance in writing component and furthermore increase their proficiency in communication for learning English in Chinese private school.

Tests	Component	Groups	Means	Standard Deviation	T	Sig.
Pre Test	Writing	Control	53.95	9.4	-8.17	0.30
		Experimental	72.85	4.33		
Post Test	Writing	Control	60.30	6.92	-10.37	0.00
		Experimental	81.35	5.88		

Table 3: Comparisons of score means for writing component, for pre-test and post-test between the control group (N=20) and experimental group (N=20).

Independent sample T-Test shows the comparison on the performance of Form 4 Chinese secondary students between experimental group (n=20) and control group (n=20) in both achievement test; simple grammar test and writing test in English. The result of the test is shown as stated below in Table 4. The Levene's Test shows the result is not significant, ($p=0.093>0.05$). The variance is assumed the same between experimental group and control group. T-Test is statistically significant, $t(38) = -18.50, p=0.00$. Since $p< 0.05$, so hypothesis null, H_0 is rejected. So, it is found that there are some significant differences towards the performance of Form 4 Chinese secondary students between experimental

group that uses WIM method and control group that uses traditional method face to face learning for enhancing students' academic performance and proficiency in communication for learning English. The result of the t-test shows the performance of the experimental group is much greater (Meks= 173.55, SDexp= 7.87) compared to the performance of the control group (Mcont= 118.80, SDcont = 10.64).

Tests	Groups	N	Means	Standard Deviation	T	Sig.
Post Test	Control	20	118.80	10.64	-18.50	0.00
	Experimental	20	173.55	7.87		

Table 4: Overall comparison of score means of post-test, CEAT between control group and experimental group.

According to the open-ended responses from the students as well as the evidence from excerpts in the WhatsApp group chat, it is found that there are several purposes have been chosen by students to show the reasons why they prefer using WhatsApp instant messenger in their learning and communication such as (1) creative teaching techniques, (2) two way communication with teacher and group members, (3) learning platform for discussion and exchanging opinion, (4) promotes positive learning environment. Chats record in WIM group chat.

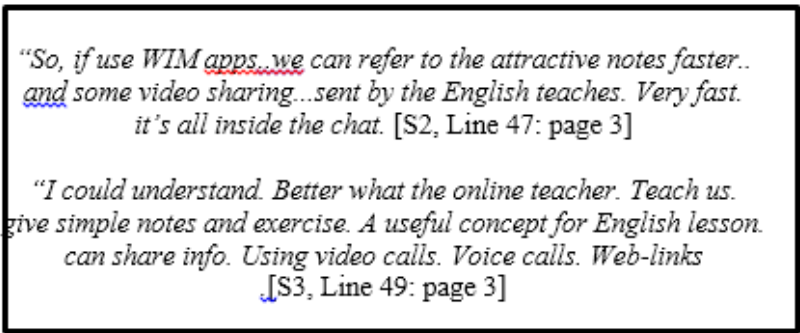


Figure 3: Chat Record

4. RESULTS

The result of achievement tests shows that WIM method of teaching shows significant effects on the performance of Form 4 secondary students in both grammar and writing components. The experimental group students' that use WIM method seems to show a greater performance compared to the control group students' that use the traditional method. Studies by Prensky (2001), binti Mistar & Embi (2016) and Chipunza (2013) also had similar findings and outcome as this study. From the findings of Barhoumi (2015) stated that WIM method could improve students' social interactions, improved their self-esteem and furthermore boosted their learning performance in English subject through online discussions. The student could construct and share knowledge among students' in online courses and furthermore created positive cognitive outcomes achieved by students in a learning activity.

The study also shows that there is significant use of WhatsApp instant messenger as an effective learning tool among secondary students'

for enhancing their proficiency in communication for learning English. WIM application shows as an effective learning tool among Form 4 school students' in enhancing their proficiency in communication for learning English. WIM application has various educational benefits due to its characteristics such as simplicity, free of charge, accessibility to quick learning materials, efficiency, possibility of learning any time and any place in a secure distance and the ability to promotes positive learning atmosphere as well as a sense of belonging through the open style discussion among teacher and students.

5. DISCUSSION

WIM is very easy to use when there is mobile. Majority students use the mobile system for academic and other purposes. In this system, students are quickly informed of every update and any message inserted by a member of the group. User-friendly interface is important in helping orientate student's attitudes toward mobile learning. In this respect, the findings of this study confirm those of previous research projects that underscore the importance of having a user-friendly Web-based platform (Cheung et al., 2008, Yuniarti et al., 2019).

The WhatsApp messenger in mobile learning is a good solution to improving community-level interaction and social presence among students. Cheung et al (2008) in their research related to social interactions between online communities in online learning through mobile devices have found social presence to be a principal factor influencing students' motivations to engage in social interactions for constructing and sharing

knowledge. The study confirmed the importance of an online social presence in helping students become more engaged in the English language.

6. CONCLUSION

The third wave brings a new way of life that is based on the new institution that can be called the Electronic Hut. The rapid penetration of information technology among people has changed their way of life. The rapid changes resulting from the application of technology, from productive technology and information technology to human life, have brought about dramatic changes in the industrial, economic, political and civil structures of societies, and these changes have profound effects on the process of life and work. People from all over the world have been seriously confronted with traditional methods of teaching, learning and managing education.

The development of information and communication technology has been an effective and lasting step that has made it possible to develop a qualitative change in goals, plans, methods and practices and, as a result, the effectiveness of education. It is anticipated that with the development of technology, long-standing dreams and unresolved problems, such as the application of education, the focus on learner's abilities and needs, the institutionalization of student-centered and changing the role of the teacher as a guide, and finally the realization of Lifelong learning.

In other words, today, information and communication technology can be used as a powerful tool for improving the quality and efficiency of education. Student academic achievement is also one of the important indicators in the assessment of education, and all the efforts of this system are considered to be a measure of this. In other words, the community is interested in and concerned about it and expects children and students in various aspects, including cognitive, emotional, personality, skills and abilities, as they need to be advanced and excelled. In order to achieve academic achievement in students, it is necessary to pay special attention to the factors affecting it. In this regard, one of the important factors in the academic achievement and in general the development of educational systems is the use of modern educational technology.

Learning English as a modern educational technology is one of the phenomena of the modern world, which has come into the realm of knowledge and knowledge-based society. The main feature of learning English is its communicative and interactive nature. What is currently provided to us with e-learning; better methods for processing and meaning for information and re-creation. Other traditional teaching classes do not have much effect because they are specific to time and space and can not provide a real and proper context for learning. Printed texts also make it difficult due to their own limitations (text, image, and layout). Educational software provides rich resources that can be an opportunity for learners to grow, and this is creating a collaborative environment that allows learners and teachers to search and examine a variety of issues. But educational software itself has little impact on learning and teaching. Undoubtedly, this technology creates many opportunities for learning environments, resulting in significant educational interaction, but can not alone increase

the quality of teaching and learning. This means that the learning and teaching environment, the content delivery, learner activities, how to implement learner activities, the process of measuring the performance of learners and the process of feedback should be appropriately formed, otherwise there is a guarantee of the realization of educational goals does not have.

The use of instant messengers in English language environments is a good way to discover and access information resources to prepare learners for the future of life. The quality of teaching English depends on the proper and continuous use of educational software. Educational software programs are often controlled using specific criteria and criteria for educational software. The most practical aspect of learning English is the ease with which content is easy to access. Learning with the application of educational software supports the learning process of learning and is one of the main factors in the growth and creativity and behavioral change in the learning environment. Learners will be able to understand the phenomenon and production using the English language teaching software program. This means meaningful learning and preparation for the information society. On the basis of this, many English language teaching systems have, in recent decades, tried to integrate English with the shortest time with the introduction and application of modern technologies. Improve.

Mobile learning-based WIM has a high positive impact on the achievement test of students. Students prefer this innovative educational technology based mobile learning. WIM is a good tool for mobile learning when it is used in a group chat. The students should make use of mobile

learning in their learning process. English language today has experienced some learning and teaching problems that worry about secondary school students in private school. But, by using new technologies, the standard in the English language among the secondary school students will be upgraded and become multi-channels of learning.

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