

WhatsApp in Arabic Writing Skill Learning

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ملخص

البحث الحالي يتناول استخدام WhatsApp في تعلم مهارة الكتابة باللغة العربية في المدرسة الثانوية الإسلامية. الهدف الرئيسي هو استكشاف إمكانيات WhatsApp كأداة فعالة في تعزيز مهارة الكتابة لدى الطلاب في اللغة العربية. يتيح WhatsApp للطلاب والمعلمين التواصل المباشر، ومشاركة مواد التعلم، وتقديم التغذية الراجعة، والتعاون في مهام الكتابة. يتناول البحث أيضاً تصورات الطلاب والمعلمين حول استخدام WhatsApp في سياق تعلم اللغة العربية. الطريقة البحثية المستخدمة هي النهج الكيفي بأسلوب دراسة الحالة. تظهر نتائج البحث أن استخدام WhatsApp في تعلم مهارات الكتابة باللغة العربية لديه أثر إيجابي. يستطيع الطلاب ممارسة الكتابة بشكل تفاعلي باستخدام ميزات WhatsApp مثل الرسائل النصية، والصور، والأصوات، والفيديو. كما يمكنهم أيضاً تلقي التغذية الراجعة مباشرة من المعلم وزملائهم، مما يساعدهم في تحسين مهارة الكتابة لديهم. بالإضافة إلى ذلك، يُيسر WhatsApp أيضاً المناقشات الجماعية، ومشاركة موارد التعلم، وتقديم الدعم في تعلم اللغة العربية. تظهر تصورات الطلاب والمعلمين حول استخدام WhatsApp في تعلم اللغة العربية أيضاً إيجابية. يرون في WhatsApp أداة فعالة في تحسين مهارة الكتابة لدى الطلاب. يمكن للمعلمين تقديم التوجيه والدعم في الوقت الفعلي، في حين يشعر الطلاب بالمزيد من التحفيز والمشاركة في عملية التعلم.

الكلمات الرئيسية: مهارة الكتابة، تعليم اللغة العربية، WhatsApp

Abstract

This research explores the use of WhatsApp in teaching Arabic writing skills at a madrasah aliyah (Islamic high school). The main objective is to investigate the potential of WhatsApp as an effective tool in enhancing students' writing skills in the Arabic language. WhatsApp enables students and teachers to communicate directly, share learning materials, provide feedback, and collaborate on writing tasks. The study also examines the perceptions of students and teachers regarding the use of WhatsApp in the context of Arabic language learning. The research method employed is a qualitative approach with a case study method. The results of this study indicate that the use of WhatsApp in teaching Arabic writing skills has a positive impact. Students can practice writing interactively using WhatsApp features such as text messages, images, voice, and video. They can also receive direct feedback from teachers and classmates, assisting them in improving their writing abilities. Furthermore, WhatsApp facilitates group discussions, resource sharing, and provides support in Arabic language learning. The perceptions of students and teachers regarding the use of WhatsApp in Arabic language learning are also positive. They view WhatsApp as an effective tool in enhancing students' writing skills. Teachers can provide real-time guidance and support, while students feel more motivated and engaged in the learning process.

Keywords: Writing Skill; Arabic Learning; WhatsApp

Introduction

The use of information and communication technology, including the WhatsApp application, has had a significant impact on various aspects of life, including education (Mustofa, 2020). In an era where technology is increasingly permeating daily life, the utilization of the WhatsApp application as a learning tool has become increasingly significant (Lestari & Rohmatulloh, 2022). In the context of learning the Arabic language in Islamic senior high schools (madrasah aliyah), writing skills emerge as a crucial yet often challenging aspect (Suhaimi et al., 2019). Writing in Arabic requires a profound understanding of sentence structure, vocabulary, and complex grammar (Rufaidah et al., 2020). WhatsApp, as a popular communication tool, offers a solution to overcome these challenges (Awada, 2016). Previously, the methods of teaching Arabic in Islamic senior high schools tended to follow a more traditional approach, utilizing textbooks and emphasizing teacher-centered teaching methods (Justina, 2016). However, with technological advancements, a paradigm shift has occurred in the approach to learning.

As technology continues to infiltrate daily life, the application of WhatsApp as a learning tool plays a more prominent role (Hamidah et al., 2021). In the context of learning the Arabic language in Islamic senior high schools, writing skills are recognized as crucial yet often challenging (Hamidah et al., 2021). Writing in Arabic demands a profound understanding of sentence structure, vocabulary, and intricate grammar. WhatsApp, being a widely-used communication tool, presents itself as a viable solution to address these challenges (Syagif, 2020). Historically, the teaching methods employed for Arabic language instruction in Islamic senior high schools leaned towards



traditional approaches, relying on textbooks and favoring teacher-centered instructional methods. However, with the rapid progress of technology, a paradigm shift has been observed in the teaching and learning approach (Fauzan, 2017).

This paradigm shift signifies a departure from traditional teaching methods, and WhatsApp, as an influential communication tool, has emerged as a valuable solution (Oktafia' Afifi, 2021). Its features, such as text messaging, image sharing, voice messages, and video sharing, provide a dynamic and interactive platform for students to practice writing in Arabic (Yuningsih, 2021). Moreover, WhatsApp facilitates direct communication between students and teachers, enabling immediate feedback and collaborative writing tasks (Salafina & Hidayah, 2022). Today, the integration of information and communication technology, particularly the use of the WhatsApp application, represents a transformative approach in the field of education (Andriani et al., 2021). This approach, especially in the context of learning the Arabic language in Islamic senior high schools, addresses the challenges associated with developing writing skills. The shift from traditional methods to technology-enhanced learning signifies a progressive and adaptive response to the demands of modern education (Allagui, 2014).

The research on "WhatsApp in Arabic Writing Skill Learning" reveals both similarities and differences with previous studies. Firstly, the study "The Use of WhatsApp in Teaching Practical Writing Skills (*Maharah Kitabah*) in the First Syarqi Class at Markaz Arabiyah Pare" by Burhan Lukman Syah, et al., shares similarities in utilizing WhatsApp as a learning platform, particularly in the context of developing Arabic writing skills. Both studies employ an approach involving the use of technology, specifically WhatsApp, to enhance students' understanding of their writing skills. However, differences arise in the content focus, where the former concentrates on Madrasah Aliyah students, while the latter emphasizes the practice of writing skills in the first syarqi class at Markaz Arabiyah Pare, indicating variations in the objectives and scope of Arabic language learning through this digital platform (Anwar et al., 2022). Secondly, the research "The Use of WhatsApp Media in Teaching Kalam Skills in Arabic Language for PBA Students at IAI Al-Qodiri Jember" by Muhammad 'Ainul Yaqin also demonstrates similarities in utilizing WhatsApp as a learning tool to enhance Arabic language proficiency. Both studies acknowledge the crucial role of this platform in facilitating language interaction and practice. However, differences emerge in the target audience, with the former directed towards Madrasah Aliyah students and the latter focusing on PBA students at IAI Al-Qodiri Jember, showcasing WhatsApp's adaptability in the context of Arabic language learning from secondary education to higher education (Yaqin, 2022). Thirdly, the research "Arabic Language Learning with WhatsApp Application to Improve Students' Writing Skills" by Sheila Sabrina Kinanti, et al., also shares similarities in the technological approach, utilizing instant messaging platforms to facilitate language interaction and practice. Nevertheless, differences arise in the subject coverage, where the former is more specific to Madrasah Aliyah students, while the latter provides a more general overview of improving students' writing skills without specifying a particular educational level (Kinanti et al., 2020).

This research aims to investigate the use of WhatsApp in teaching Arabic writing skills at a madrasah aliyah. The primary objective is to explore the potential of



WhatsApp as an effective tool in enhancing students' writing skills in the Arabic language. By utilizing features such as text messages, images, voice, and video, WhatsApp can provide students with the opportunity to practice writing in Arabic interactively and receive feedback from both teachers and classmates.

Method

This research employs a qualitative approach with a case study method to comprehend the utilization of WhatsApp in teaching Arabic writing skills at Madrasah Aliyah Negeri 1 Kotamobagu Plus Skills and Research. The research participants consist of students and Arabic language teachers who use WhatsApp as part of their instructional approach. Data is collected through interviews with teachers and students, observation of instructional interactions, as well as the collection of documents and instructional materials (Hermawan, 2019).

Qualitative data analysis is conducted using coding and thematic analysis to identify emerging themes and patterns (Purwono et al., 2019). The validity and reliability of the research are maintained through data triangulation and verification with the participants (Huberman & Miles, 2002). Research ethics principles, such as privacy and participant confidentiality, are also considered (Miles & Huberman, 1994). The anticipated outcome of this research is to provide a profound understanding of how WhatsApp is utilized in teaching Arabic writing skills at Madrasah Aliyah Negeri 1 Kotamobagu Plus Skills and Research.

Results and Discussion

1. WhatsApp in Arabic Writing Skill Learning

One of the most crucial aspects of improving Arabic language proficiency is mastering various skills such as reading skills (*maharah qira'ah*), writing skills (*maharah kitabah*), speaking skills (*maharah kalam*), and listening skills (*maharah istima'*). Particularly in the realm of writing skills (*maharah kitabah*), it is an essential capability that learners must acquire to train them in writing Arabic in accordance with proper rules and paying attention to linguistic elements.

In the pursuit of achieving mastery in reading skills (*maharah kitabah*), indicators are needed as objectives to measure the learners' proficiency in learning (*maharah kitabah*). Indicators for reading skills (*maharah kitabah*) include:

- a. Transferring words, sentences, or written texts into a notebook (*imla' manqul dab imla' manzhur*)
- b. Writing the sound of words, sentences, or texts heard (*imla' masmu'*)
- c. Providing written answers to oral questions (*imla' ikhtibari*)
- d. Arranging words into sentences
- e. Organizing sentences into paragraphs (*insya' muwajjah*)
- f. Creating free essays (*insya' hurr*)

Building upon the mastery of *maharah kitabah* learning, the WhatsApp application becomes a significant and engaging tool to aid in the acquisition of reading skills (*maharah kitabah*). Learning through WhatsApp plays a crucial role in education by enhancing learners' abilities to write using the keyboard on their gadgets/phones. The instructional model for Arabic language learning using



WhatsApp employs a behaviorism approach. This approach involves the teacher providing examples or stimuli to the learners, who then follow the given patterns, whether in composing words, presenting vocabulary, or writing sentences.

Procedures for teaching maharah kitabah using WhatsApp are as follows:

- Students receive an explanation of the maharah kitabah material, focusing on the use of rules or uslub to enhance their writing skills.
- The teacher provides examples of the use of rules or uslub, starting from word by word, related to the maharah kitabah material.
- The teacher gives examples of sentences using the rules or uslub related to the maharah kitabah material.
- Students are asked to practice again the examples of using rules/uslub related to maharah kitabah that the teacher has previously provided.
- The teacher corrects the answers from the Students.



Figure 1. Teaching *Maharah Kitabah* using WhatsApp



Figure 2. The Guidance Process for Teaching *Maharah Kitabah* using WhatsApp



Figure 3. The Teacher Corrects Students' Errors in *Maharah Kitabah* Learning using WhatsApp

2. Students and Teacher Perceptions of the Use of WhatsApp in Teaching Arabic Writing Skills

a. Students' Perceptions

WhatsApp in Arabic language learning at Madrasah Aliyah Negeri 1 Kotamobagu Plus Skills and Research has a positive impact on the writing abilities of students. Students, in general, state that learning Arabic using WhatsApp can enhance their proficiency in writing in the Arabic language. They feel that through the use of WhatsApp, they can be better trained in expressing thoughts and ideas in Arabic in written form. Furthermore, students also acknowledge that the use of WhatsApp in Arabic language learning can improve their skills in writing sounds, words, or sentences heard. They are aware that through this medium, they can practice recognizing and writing sounds, words, or sentences in Arabic more effectively.

Furthermore, the use of WhatsApp is also considered effective in honing students' abilities to arrange words into sentences. Students feel that through the use of WhatsApp, they can better understand sentence structures in the Arabic language and can practice organizing words into correct and cohesive sentences. Regarding the mastery of vocabulary or "mufrodat," students acknowledge that the use of WhatsApp can assist them in expanding their vocabulary. They feel that through this medium, they can be exposed to various vocabulary in a more realistic context and can practice using this vocabulary in Arabic writing. Students feel more motivated and enthusiastic about participating in the learning process due to the use of familiar and interactive technology like WhatsApp. They feel more engaged in the learning process and are more eager to participate in writing activities using the Arabic language.

The use of WhatsApp also provides an opportunity for students to interact more actively with their peers and teachers. In the virtual WhatsApp environment, students can share their writings, provide feedback, and engage in discussions and collaborations in writing activities. This creates a more dynamic and interactive learning atmosphere, where students can support each other and learn from each other's experiences. The use of WhatsApp also offers flexibility in terms of time and learning location. Students can access learning materials, assignments, and feedback from teachers anytime and anywhere through their mobile devices. This allows them to utilize free time or time outside of class hours to independently practice writing in Arabic and receive guidance from teachers.

In addition to the direct benefits in Arabic language learning, the use of WhatsApp can also expand the social network of students. In WhatsApp learning groups, students can interact with their classmates, exchange information, and share learning resources or references related to the Arabic language. This creates a learning community that supports each other and enriches the learning experience of the students. Overall, this indicates that the use of WhatsApp in Arabic language learning at Madrasah Aliyah Negeri 1 Kotamobagu Plus Keterampilan dan Riset provides significant benefits in developing the writing skills of students. Through the use of WhatsApp,



students can practice writing, recognize sounds and words, compose sentences, and expand their vocabulary in Arabic. Moreover, the use of WhatsApp in Arabic language learning at Madrasah Aliyah Negeri 1 Kotamobagu Plus Keterampilan dan Riset not only provides direct benefits in developing the writing skills of students but also influences motivation, social interaction, flexibility, and the overall learning context.

b. Teacher Perceptions

Teachers find that WhatsApp is an effective tool for facilitating communication between teachers and students. They appreciate the platform's ability to provide a direct communication channel, enabling teachers to give real-time feedback and monitor students' progress more effectively. In their perception, WhatsApp allows the creation of closer personal interactions between teachers and students, enhancing teachers' understanding of individual students' needs and helping overcome challenges in Arabic language learning. Moreover, the use of WhatsApp can also assist teachers in creating an inclusive and collaborative learning environment. This platform enables teachers to promote discussion, exchange of ideas, and group work among students through WhatsApp learning groups. Teachers believe that this collaboration stimulates students' creativity, strengthens social interaction, and encourages critical thinking. This perception acknowledges the role of WhatsApp in enriching students' learning experiences and facilitating a more holistic learning process.

Teachers also appreciate the access provided by WhatsApp to additional learning resources. In their view, this platform allows teachers to easily and quickly share relevant materials, assignments, and learning resources. Teachers can provide articles, videos, or audio recordings that support Arabic language learning to students through WhatsApp. They can also encourage students to share the sources they find, creating an environment rich in diverse learning materials. However, teachers also face technical or administrative challenges in managing WhatsApp learning groups, securing student privacy, or integrating WhatsApp use with the existing curriculum. Therefore, the right approach in providing training and guidance to teachers, along with adequate institutional support, is crucial to help teachers feel confident and proficient in using WhatsApp as an effective learning tool.

Overall, the use of WhatsApp in Arabic language learning demonstrates that this platform can yield significant benefits. Educators appreciate WhatsApp's capacity to facilitate communication, enhance student engagement, foster collaboration, and provide access to learning resources. The application of WhatsApp in the classroom involves delivering instructional content, monitoring discussions, and correcting student responses. Previous research has revealed several advantages of utilizing WhatsApp, such as the flexibility to learn anytime and anywhere, practicality, extended discussion periods, and user-friendly features. However, challenges have also been identified, including reliance on the internet, disruptions from other chats, collaboration issues, and delayed responses.



Furthermore, in prior studies, the implementation of WhatsApp as a learning forum utilizing group features, voice messages, and the camera has proven effective in improving students' Arabic writing skills. Nevertheless, technical and administrative challenges need to be addressed through appropriate training and sufficient support. Consequently, the use of WhatsApp in Arabic language learning can be considered a positive and beneficial approach, with the potential to enhance students' learning experiences and improve Arabic language learning outcomes, particularly at the Madrasah Aliyah level.

Conclusion

The use of WhatsApp in teaching Arabic writing skills at the madrasah aliyah has a significant impact on enhancing students' abilities. WhatsApp provides an interactive and collaborative platform for students and teachers to communicate, share learning materials, give feedback, and collaborate on writing tasks. Features such as text messages, images, voice, and video allow students to practice writing in Arabic interactively and receive effective feedback. WhatsApp can also serve as a platform to facilitate group discussions, share educational resources, and provide support in Arabic language learning. This offers greater flexibility and engagement for students to learn and develop their writing skills. Students generally have a positive perception of using WhatsApp in Arabic language learning. They believe that the use of WhatsApp can enhance their writing abilities and provide an opportunity to practice written expression in Arabic.

The instructional approach using WhatsApp to develop Arabic writing skills follows a behaviorist approach, where the teacher provides examples or stimuli to students, and students follow the given patterns in composing words, presenting vocabulary, or writing sentences. However, a limitation of this study is its focus on a single technological platform (WhatsApp) and a limited learning environment (Madrasah Aliyah). The implications of this research highlight the need to consider the use of technologies such as WhatsApp in designing more innovative and effective Arabic language learning strategies in various educational contexts. Further research is essential to explore the use of other technologies in enhancing Arabic writing skills.

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