

Students' Sentence Errors on WhatsApp Daily Status: A Literature Review

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Abstract

The rapid development of social media affects all sectors of human life globally. In the education field, students can take advantage to improve their English skills through social media. Social media like WhatsApp enables students to gain valuable inputs because of its friendly use features. WhatsApp is allowing its users to send pictures, video, and text through the internet connection. To practice comprehensive English writing skills, WhatsApp facilitates students to improve their English skills through writing and updating daily status. This research discusses the data about students' sentence errors when they create an English story on WhatsApp. The data obtained from e-Perpusnas, research gate, science direct, and Google scholar. Interlingual and intralingual factors are error sources of students' WhatsApp daily status. Therefore, students can reduce or avoid errors in sentence development share a piece of information in English correctly and adequately.

Keywords: Social media, WhatsApp, writing skill, students' errors, daily status

INTRODUCTION

In this era, locally and globally, students can improve their English skills using social media. The varieties of media are the effect of the fast development of the era and technology. Social media are abundant that students can use to improve their writing skills. Examples include Facebook, Twitter, Instagram, and WhatsApp. Social media provides students many advantages. The authors' ideas align with Justina's (2016) claims that using social media makes the user get many effects for themselves. The students somewhat improve their reading and writing skills than in the usual ways. One of the social media above, particularly WhatsApp, is a social media with many features that make the student quickly improve their skills, for instance, allowing the

students to send pictures, video, and text. This kind of app is prevalent at the moment. Ta'amneh (2016) stated that WhatsApp has spread for the most part among youngsters who are students and use it as an amusement and entertaining device. This technology influences the popularity of WhatsApp is available in every kind of smartphone. WhatsApp is an app that allows users to send a message through an internet connection. Therefore, the students nowadays are manageable if they want to develop their writing skills. They are only open their smartphone and utilize some social media, particularly WhatsApp.

Although WhatsApp has many benefits for the students to improve their writing skills, like applying the daily status feature to make an English story, the student occasionally made some errors in writing English daily status. According to Ananda et al. (2020a), one of the reasons students make some errors is a lack of writing English comprehensive knowledge. For instance, they are not able to apply many simple sentences once they update the daily status and less attention to proper punctuation. Furthermore, another statement supports the previous statement above, namely by Yusuf et al. (2021), which states that the students' error when their mother tongue influences their language development. To sum up, the causes of students' sentence errors are incomplete knowledge and influenced by mother tongue. The students must be more diligent in reading books regarding building a sentence and making a sentence based on the target language, not the source language.

METHOD

Method section consists of the type of research, data, and technique of collecting data, instrument, procedure, and analysis method of data. Students' sentences error on WhatsApp is the main focus in this study that selected by the writers. The writers gathered the articles within e-Perpusnas. Then, the writers also decided to obtain the articles in research gate, science direct, and Google scholar to enrich the fill of this article data. The writers needed times around two months to finish this article. In the selection of articles as the review material definitely has several criteria, namely (1) the articles published in the last 10 years, namely from 2010 to 2020 or use the most recent articles, namely articles published in 2021 and discussed the information that relevant to the title (2) the articles reviewed are the indexed ones from these journals like Journal of Education and Practice, International Journal of Academic Research in Progressive Education and Development Arab World English Journal, English Language Teaching, International Journal of Language Studies, Studies in English Language and Education, Language and Education, Kashmir Journal of Language Research, International Journal of Research Studies in Education and Technology, Language in India, Asian EFL Journal Research, International Journal of English Language Education, Journal of Applied Linguistics and Language Research, Journal of English and Teaching, Jurnal Pendidikan Humaniora, International Research in Education, Varia Pendidikan, IJET, International Educational Administration and Leadership Journal, and English Language Teaching and Research. The retrieval of the critical data or information in the articles is done by reading the articles one by one.

LITERATURE REVIEW

1. Social Media as the Media for Learning English

Social media is a tool that allows users to create content or information and share quickly. The development of social media changes how people did communicate. If in the past, people

only utilize a messenger feature and call feature on the cell phone for communication, but currently, people instead use social media to communicate with others than use the old ways. Nowadays, most people in the world use social media because of its simplicity. In line with this, Namaziandost and Nasri (2019, p. 6) attested that web-based is a current wonder that incorporates both electronic correspondences with web clients through sites and cooperating with others utilizing phones.

In addition, social media also uses for learning besides for entertainment. For instance, the user can obtain the advantages from social media to increase their writing skill. According to Al-jarrah et al. (2019), Social media is used for educating and learning for a long while. Online media as a learning stage making it workable for understudies to do self-study, trade thoughts, give remarks and present the tasks to improve their grammar knowledge and writing ability. Then, another statement comes from Anwas et al. (2020), who stated that social media is a type of web network use. Different sorts of social media substance and correspondence without geological limits can be learning media to rehearse English for students. Rehearsing through social media can be conducted flexibly, everywhere, and every time. It can be concluded that social media has positive effects on the students to learn a language, English.

2. WhatsApp as the Media for Learning and Teaching English

WhatsApp, popular social media, can be used as the teaching English media. WhatsApp is a flexible media for learning five skills in English like speaking, writing, reading, grammar, and listening. Studies on WhatsApp have unequivocally featured its affordances as the simple explanations behind its prevalence; they incorporate continuous informing, simple accessibility, quick arrangement sharing, accessible voice, video calling offices, belongingness, and fortitude (Sherine et al., 2020). The teacher can utilize free voice and video calling to teach and increase their students' speaking ability. Additionally, Nurazizah and Frihatin (2019) found the teacher contended that WhatsApp voice note is a helpful instrument to give the learners freedoms to talk, mainly on account text and the learners can share data without any problem. It likewise permits the learners to request help utilizing English.

On the other hand, WhatsApp can use as the teaching media to increase the student's writing ability. It is caused because WhatsApp enables the users to share a text. Zayed (2016, p. 200) supported the authors' statement that WhatsApp is a technology that allows users to exchange information in text, images, videos, and audio. WhatsApp also has a feature to make a group. Then, the previous statement is supported by Fattah (2015) study found that using WhatsApp yielded significant effects on students' writing skills.

Furthermore, WhatsApp is a medium for productive skills like speaking and writing, but it can also be used for receptive skills such as reading, listening, and grammar. Enormous WhatsApp benefits in supporting human imparting do not use and apply yet in the field of schooling admirably, particularly in teaching reading comprehension (Napratilora et al., 2020). It can be seen that English teachers can maximize the utilization of WhatsApp to teach reading comprehension. On another side, WhatsApp can use to teach and increase students' grammar skills. The authors' ideas are supported by Mwakapina et al. (2016) asserted that the application of WhatsApp Social Networking Tool (WSNT) in the learning process could help the student to interpret some grammatical items like a modal auxiliary verb and word orders, namely active, and passive, question formation. In addition, this technology can be facilitated the teacher to teach the Listening skill. Hamad (2017) found that most English students in College of Science and Arts Majrda King Khalid University agreed WhatsApp can increase their listening skill.

WhatsApp is one of the social media besides Facebook, Twitter, Line, and Telegram. WhatsApp is a messenger application that allows users to send images, text, and video and even do video calls through the internet connection. WhatsApp is similar to one of the phone's features, particularly SMS (Short message service). Nevertheless, WhatsApp is better than SMS because of its modern features. WhatsApp is an informing application for savvy gadgets that can be utilized as an option in contrast to SMS (Alshammari et al., 2017).

On the other hand, WhatsApp is able to be used by the user as the learning and teaching media because of its features. According to Maulina et al. (2019), WhatsApp can uphold unconstrained correspondence, the trading of pictures, and the sharing of catching video cuts in instructing and learning exercises. The pandemic and applying social distancing make humans need media to learn and WhatsApp is a good choice. The author's ideas are in line with Asmara (2020) and Sakkir (2016) claimed that the WhatsApp group for language in society course, which was led in the virtual homeroom during the covid-19 pandemic, expected understudies to have extraordinary English abilities, mainly to present the learning materials both spoken and written. As the informing application, this app supports the teachers and students hold the learning and teaching process through a pandemic. However, this app also has a limitation as to the other application. WhatsApp is not allowing users to do a presentation through video conferences like zoom, Google meets, and other platforms. Although WhatsApp has a video call feature, it does not ensure a presentation since there is a limited number of users toward a video call feature and WhatsApp does not have a feature to display a material during the video call.

3. Writing as the Important Skill in English

Writing is one of the skills in English that learners must master. Writing is an activity to realize the idea through texts, numbers, and symbols. In addition, writing is a process to build words becomes sentences, then from sentences become paragraphs, and finally become text. Ananda et al. (2014b, p. 83) defined writing as a cycle comprising arranging, drafting, updating, and altering. Furthermore, in writing, the writer must write that follow the rules in English in order for the reader can quickly get your point. Indeed, writing well is relatively challenging because, before writing, one must make several preparations like thinking about the theme, drafting, and the last build your sentence. Salma (2015) and Sakkir (2019) found that many people like writing skills, although it is a difficult skill. As a phenomenon nowadays, mostly English students consider that English is a difficult skill in English. In writing, besides the students think about what they will write, the students also must observe the rules in English. According to Kaweera (2013); Pratiwi (2015); Sakkir (2018) and Sakkir (2020), writing is the most complex skill in English.

4. Errors as the Common Cases in English

Errors are when the student makes mistakes in their development of sentences. Errors occurred because the students lack knowledge of how to build a sentence—for instance, spelling, tenses, etc. There are plenty of examples of errors in the development of sentences, and generally, the students are unaware of their errors. According to Salima (2012), the students produce many spelling errors, tenses, word choice, and word order. In addition, many factors make the students produce errors during L2 acquisition, and these factors are the main problem. Ghani and Kharim (2010, p. 29) acknowledged that Culture is the main problem that makes students produce errors.

Moreover, Error divided into two kinds. These kinds are interlingual and intralingual errors. Interlingual errors are the consequences of the students' use of the local language components in their spoken or composed exhibitions of the objective language (Phuket, 2015). Therefore, errors are caused by the influence of their native language mentioned as interlingual. Meanwhile, for intralingual errors, Atmaca (2016) confirmed that intralingual errors are related to the overgeneralization of the students toward target language rules when making sentences.

5. Daily Status in WhatsApp

Daily status is a short story that made the WhatsApp users in a text, video, link, and images. Zulbeni (2017) stated that: "In 2014, Facebook founder announced that he acquired the WhatsApp application. Subsequently, Koum developed WhatsApp for Symbian OS in May 2010 and Android OS in August 2010. In August 2011, WhatsApp added a beta for Nokia's non-smartphone OS Series 40. A few moments later, it supported windows phone. WhatsApp uses the internet to make voice calls, one to one video calls; send text messages, photos, videos, documents, user location, audio files, phone contacts, and voice notes to other users using standard cellular mobile numbers for free. WhatsApp also adds a feature called status, which allows users to upload photos and videos to a 24-hours-lifetime feed that defaults, the same with Snapchat, Facebook, and Instagram stories". (p. 57).

WhatsApp's daily status is a feature that the users can use to share information, and every kind of phone can be accessed. Nevertheless, Zulbeni's statement only explains WhatsApp's old version. In her explanation, WhatsApp's daily status can only be distributed in videos and photos, but in the new version, WhatsApp can share photos, videos, text, and links through the daily status facility. Daily status is one feature in WhatsApp that users share their feelings. Hanisi et al. (2018) explained that daily status is customarily utilized to share the users' feeling (better or pitiful), advance something, inform any data, and others.

Nevertheless, mostly the WhatsApp users do not know that the students can utilize this feature to improve their English skills, like making an English story or using it to share their knowledge and information. The authors' ideas are in line with Sahidillah and Miftahurrisqi (2019, p.55) claimed that this feature allows the student to share a lesson material.

DISCUSSIONS AND CONCLUSIONS

In this paper, twenty-four articles have been reviewed in the literature review to reveal the students' sentence errors on WhatsApp's daily status. Three studies are about social media, ten studies are about WhatsApp, four studies discuss writing, four studies are about errors, and three are about daily status in WhatsApp. Each study indexed in different Social Science Citation Index between 2010 until 2021. Then, these articles were published in different countries. Based on the articles that have been reviewed, some points can summarize. Firstly, nowadays, most people use social media, and almost all their activity is related to social media, including education. Then, the most popular social media is WhatsApp. During the pandemic, WhatsApp used for learning and teaching, especially English. WhatsApp is chosen because it is effective. WhatsApp can encourage the students to improve their English skills through WhatsApp features such as voice notes, video calls, WhatsApp groups, and Daily WhatsApp status.

Furthermore, users can require advantages from these features to increase their skill. For example, one of these features, namely WhatsApp daily status, can be used by the users to improve their writing skill with making an English story because this technology allows the users to share information through a text. But, the students sometimes make mistakes or errors in their

sentences. Generally, the students did not realize the mistake made when the student made an English story on WhatsApp. Additionally, students' sentence error is divided into two namely intralingual and interlingual errors. Interlingual and intralingual are grammatical errors that make by the student.

The students should find ways to avoid errors. Afifuddin (2016) stated that students must learn about building sentences, the utilization of verbs in tenses, articles, and word order to improve their writing abilities. Moreover, the lecturer ought to comprehend the wellspring of the mistakes to give the right cure, which will resolve the learner's issue and permit them to find the essential guidelines. It means the students should learn more to improve their writing skills. For instance, the students learn about the type of errors and practice builds a good sentence. Then, assistance from the instructors or lecturer is beneficial. Authors expect that in the future, the student can reduce or avoid errors in sentence development share a piece of information in English correctly and adequately, not only in terms of the correct information but the sentence structure used must also be correct in order that there are no misunderstandings from readers when reading sentences that students convey through WhatsApp stories.

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