



# **BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**

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FACULTAD DE LENGUAS

**“WhatsApp group to promote and enhance productive skills  
in sixth-grade students at primary school”**

A thesis submitted to the Faculty of Languages

For the degree of

**Licenciatura en Lenguas Modernas Inglés**

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**WhatsApp group to promote and enhance productive skills in sixth-grade students at  
primary school**

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## **Dedications**

To God for giving me the opportunity of being part of this world. To my parents, for helping me with the care of my little daughter while I needed. To my daughter for being the motor of my life. To my teachers from the diploma course but, mostly to my director doctor Catalina Juárez Díaz who was always motivating and helping me to write my research study and by sharing her knowledge with me.

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## **Abstract**

This research project was conducted to learn about the use of WhatsApp to promote and enhance productive skills in sixth-grade students at primary school. The collected data was taken from 17 students in sixth grade from Unidad y Trabajo Primary School in Nativitas, Tlaxcala. Participants involved in this research were around eleven to twelve years old. A descriptive quantitative method was used to answer the research question. As a result, there was a positive effect in using WhatsApp groups to promote and enhance the productive skills in sixth-grade primary students.

The results indicated that students could improve their productive skills through the WhatsApp group. Furthermore, those results showed that students felt confident in speaking and writing in English through WhatsApp since this application gave them better opportunities to practice in class and beyond the classroom. Besides, students preferred the WhatsApp group activities rather than the classroom activities. Therefore, it suggests that teachers should use WhatsApp groups as an educational tool to teach speaking and writing skills in a fun and meaningful way to change the traditional teaching and learning process. Other methods, contexts, and receptive skills may be considered for further research.

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## **Introduction**

Nowadays, the English language has become vital for having success not only in education but also in business, jobs, traveling, communication, information, and technology. However, students in Mexico do not have the English level to develop appropriate English communication inside and outside the classroom because of the lack of real contexts to practice the English language. Another factor that impedes to increase in the production of productive skills is that in the National English Program in Tlaxcala, the teaching of English is for periods of time and not by the complete school year. Situations like the ones already mentioned before impeding students' success in the production of productive skills to communicate with non-native and native speakers. Besides, those situations make them feel not motivated and not interested in learning the English language.

The following research study is divided into two parts: the first part is presented in chapter 1 and chapter 2: the problem and the theoretical framework, where it is presented the background, the rationale, the objectives, the research questions, and the significance of the study. Then, in the theoretical framework, there are some important definitions for this study and some recent studies that are like the main objective of this research: promoting and enhancing productive skills (speaking and writing) in sixth-grade students through WhatsApp group usage. Some of these studies have demonstrated that WhatsApp as an educational tool has had a positive impact on students' learning of the English language at different levels of the educational system, mostly among university students; for that reason, I want to focus the following study on primary students to explore and analyze how useful this application can be.

In the second part, the empirical stage is presented; chapter 3, chapter 4, and chapter 5: the methodology, where there is a description of the participants and their context, the

sampling, the data collection techniques, and the instrument, the ethical consideration, the procedure, and data analysis. The result where there is the analysis of the results and the discussion. And finally, where the conclusions, implications, limitations, and suggestions for further research are discussed.

**First part of the thesis:**

**“Problem statement and theoretical  
framework”**

## **Chapter I Statement of the problem**

### **1.1 Background**

It is known that for learning the English language, it is necessary to acquire receptive and productive skills appropriately, but unfortunately, I have noticed that some students have some trouble developing productive skills (speaking and writing) effectively.

Kathib and Maroof (2014) claim that “speaking is a productive skill that challenges students’ capability to perform a task (p. 99)”. Therefore, it is necessary to promote and enhance students to use their productive skills appropriately to have good communication with non-native and, most importantly, with native speakers.

Some studies where WhatsApp has an essential role in the improvement of productive skills; speaking and writing, indicate that the use of WhatsApp as an educational tool has had a positive impact on the teaching and learning process as the one conducted by Ainun et al. (2020) where they found that most of the students presented a positive perception on the implementation of online voice chatting through WhatsApp. Or in this study where participants could improve their speaking skills since they could practice real conversations using WhatsApp researched by Mustafa (2018). Keogh and Robles (2018) found that participants could improve their writing skills as well as the way they could express their ideas with WhatsApp. Another study demonstrated that using WhatsApp groups could positively improve students’ writing skills because they could do peer corrections, give comments, and discuss topics (Handayani & Aminatun, 2020).

The studies mentioned before concluded that WhatsApp is an appropriate tool to improve students’ productive skills. Some researchers focused on improving speaking skills

with WhatsApp and found positive results. (Ainun et al., 2020; Mustafa, 2018). Based on the student's improvement, some other researchers concentrated their attention on writing skills progress and found WhatsApp helpful as a tool in the education teaching and learning process. (Handayani & Aminatun, 2020; Suhaimi et al., 2019; Wahyuni & Febianti, 2019).

## **1.2 Rationale**

My interest in this study was born based on my teaching practice as an English teacher. I have noticed that productive skills (speaking and writing) are some of the main problems that my students have dealt with. On the one hand, some students do not feel comfortable speaking in English in front of the class because of the fear of making mistakes when they are in face-to-face courses. But on the other hand, writing is kind of difficult for them because they do not have the required vocabulary to write a simple piece of composition. However, in these days of a pandemic where we need to use ICT as a tool to teach the English language, WhatsApp has become one of the leading apps used in education since it lets teachers and students exchange information to practice productive skills. Teachers have been using WhatsApp during these days of the pandemic to promote communication (Juárez Díaz, 2020). I could figure out that students felt motivated when they were asked to participate in WhatsApp groups. In that way, they participated more actively. Since then, I have promoted the use of WhatsApp groups to interact with students as part of the class and motivate and let them practice and improve their productive skills beyond the classroom.

Because of the lack of participation of students in speaking and writing skills in face-to-face classes, I have an interest in adopting WhatsApp as a media to practice productive skills beyond the classroom. I ran into studies demonstrating significant improvements in

speaking skills (Ainun et al., 2020; Mustafa, 2018) and meaningful improvements in writing skills (Handayani & Aminatum, 2020; Suhaimi et al., 2019; Wahyuni & Febianti, 2019).

### **1.3 Objectives**

General objective:

- To determine the effectiveness of a WhatsApp group to promote and enhance productive skills in sixth-grade students at primary school.

Specific objective:

- To analyze the effectiveness of a WhatsApp group to promote and enhance productive skills in sixth-grade students at primary school.

### **1.4 Research questions**

How effective is the use of a WhatsApp group to promote and enhance productive skills in sixth-grade students at primary school?

### **1.5 Significance of the study**

It is vital to carry out this research because the results will provide excellent and helpful information about the effective use of WhatsApp groups to improve productive skills in primary students beyond the classroom. Furthermore, there are not many studies focused on primary Mexican students. Therefore, it is an advantage to continue developing this research. By the way, this study could be meaningful to English teachers to know the benefits of using WhatsApp to improve the productive skills that will change the traditional methods of teaching as well as the students' attitudes towards the language.

### **1.6 Keywords**

**WhatsApp** “is a smartphone application for instant messaging” (Bouhnik & Deshen, 2014, p.217).

**Productive skills** are well known as communicative skills, “the transmission of information that a language user produces in either spoken or written form” (Golkova & Hubackova 2014, p. 481).

**Speaking** “is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998, p. 13).

**Writing** “is a process of producing thoughts through several metacognitive processes” (Alharahsheh, 2015 as cited in Jasrial, 2019).

## **Chapter II Theoretical framework**

### **2.1 Introduction**

This study is arranged topically and theoretically. Topically, there is a discussion about some related studies to the present study, such as the importance of the use of Information and Communication Technology (ICT) in education, the use of Mobile Assisted Language Learning (MALL) in teaching and learning the English language, the use of mobile technology focused on the use of WhatsApp to promote and enhance primary students' productive English skills.

Theoretically, some theoretical concepts in the field of teaching and learning are explored, such as English as a Foreign Language to children, teaching English in Programa Nacional de Inglés, the relationship between social constructivism, collaborative learning, active learning, and the use of WhatsApp. This study will shed light on employing WhatsApp groups to improve basic students' productive skills.

### **2.2 English as a Foreign Language to children**

“Language teaching is influenced by ideas on the nature of language (language theories) and the language learning conditions that make learners acquire the language (learning theories)” (Setiyadi, 2020, p. 16). English is learned differently in every country. In a language learning context, children will learn a foreign language more effectively under certain conditions such as the social phenomenon that influences language learning, the psychological differences of the learners like the age, intelligence, aptitude, personality, cognitive styles, and not less important; the motivation of the learners (Setiyadi, 2020, p. 151).

Learning English as a Foreign Language (EFL) refers to a conscious process of acquiring a new language (learning). There are some expectations that should be considered when teaching English as a foreign language to children. The following expectations are adapted from different sources as cited in Setiyadi, 2020 (Larsen-Freeman, 2000; Mackey, 1975; Richards and Rodgers, 2001):

- a) Do not teach forms directly to children; learning should be fun and natural.
- b) Language should be presented first through sounds, then through written symbols.
- c) Children react to anything that touches the senses; they are sensitive to physical objects.
- d) Meaning should be perceptible through concrete objects or by the presentation of their experiences.

Teaching should start from what students already know to encourage association processes that seem to favor children. Much attention has been highlighted to the importance of teaching English to children, but what could be the difference between teaching a foreign language to adults or adolescents in contrast to teaching children? Some obvious differences are children are more enthusiastic and livelier as learners. They want to please the teachers, although they do not quite understand what to do. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Important differences do arise from the linguistic, psychological, and social development of the learners. Consequently, it is necessary to adjust the way we think about the language we teach and the classroom activities we use (Cameron, 2001).

### **2.2.1 Teaching English as a Foreign Language at Programa Nacional de Inglés**

Modern societies governed by technology, knowledge, and communication demand citizens with appropriate competencies to integrate themselves in a globalized world in constant change. Therefore, the responsibility of the primary education system is to provide students with opportunities to get competencies. In other words, students need to develop knowledge and skills in various key subject areas for the future, such as Information and Communication Technologies and Foreign Languages (National English Program in Basic Education, 2009, p.5).

Until 2008, learning a foreign language in Mexico was only compulsory in secondary education. However, for a long time, there has been a tremendous social demand for Mexican children to start learning a foreign language (English) as early as possible. Therefore, until 2009, the National English Program in Basic Education (NEPBE) was implemented as a pilot program in some states of the Republic. PNIEB, best known in Mexico as Programa Nacional de Inglés en Educación Básica (2009), indicates that learning a language in addition to one's mother tongue (L1) is beneficial regardless of the age at which it is studied. Some of the benefits are language allows a person to communicate with others, contributes to cognitive development, strengthens reflection on the mother tongue, favors openness towards one's own and other cultures, and provides a broader view of the world. Therefore, the main objective of NEPBE was that students get the necessary knowledge to engage in social practices with spoken and oral language to interact with native and non-native speakers through competencies that involve producing and interpreting oral and written texts.

After the pilot program known as PNIEB, the name changed to Programa Nacional de Inglés (PRONI). According to PRONI (2017), the English language subject is divided into two stages: one from third preschool grade to second primary grade for promoting contact

and familiarization with the foreign language, and the other from third primary grade to third secondary grade to promote the proficiency and the primary domain of the language. The general objective is that students develop skills, knowledge, attitudes, and learning strategies for participating and interacting in social practices of the language, spoken and written, in communicative and cultural contexts with native and non-native English speakers. The language's domain and proficiency levels are based on the National Framework of Reference developed by Secretaría de Educación Pública (SEP) and the Common European Framework of Reference.

English Language subject adopts an action approach centered on the social practices of the language. These social practices of the language are oriented toward the process and the integration of learning and offer to students to participate in several communicative exchanges that demand the appropriate use of knowledge, skills, attitudes, and strategies and to reflect on different aspects of the language and culture. This approach is considered linguistic and cultural learning because one of its functions is socialization in a constructive process of the language. In other words, students learn the English language by using the English language (learning by doing) (Aprendizajes clave para la educación integral, 2016). In table 1, the English National Programs in Mexico are presented.

**Table 1**

*English Programs in Mexico*

| <b>Program:</b>   | <b>NEPBE</b>  | <b>NEP</b>  |
|-------------------|---|---|
| <b>Name:</b>      | National English Program in Basic Education                         | National English Program                            |
| <b>Year:</b>      | 2009 implemented as a pilot program in some states of the Republic. | 2017 NEPBE change to NEP (National English Program) |
| <b>Objective:</b> | To get knowledge to interact with native and non-native             | To develop skills, knowledge, and attitudes to      |

|                  |   |   |
|------------------|---|---|
|                  | speakers through oral and written competencies.   | participate and interact in social practices of the language (spoken and written) with native and non-native speakers.  |
| <b>Benefits:</b> | <ul style="list-style-type: none"> <li>• Language allows communication.</li> <li>• Cognitive development.</li> <li>• Strengthens reflection on the mother tongue.</li> <li>• Openness forwards own and other cultures.</li> </ul> | <ul style="list-style-type: none"> <li>• Promote the participation in communicative exchanges.</li> <li>• Appropriate use of knowledge, skills, attitudes, and strategies.</li> <li>• Reflection on different aspects of language and cultures.</li> <li>• Students learn English by using the language (learning by doing).</li> </ul> |

*Source: own elaboration.*

### 2.3 Productive skills

English has been considered a second or foreign language in countries where the first language is not English. The need to learn English comes from its universality, adaptability, productivity, and utility. There is also a social need to share and express our ideas, thoughts, feelings, and opinions with others. This interaction can be personnel spoken or written in nature. English language communication is one of the most common problems students face because they lack productive skills. The importance of the ability to communicate, whether spoken or written, has recently increased significantly because the English language has become popular not only for education but also for business, cultural reasons, and especially for Internet communications throughout the world (Ahmad, 2016).

According to Sreena and Iankumaran (2018), productive skills, also known as active skills, are speaking and writing. Language is the expression of human nature in words,

whether in speech or letters. Communication is the process of sharing information, ideas, facts, and feelings. For that reason, learners need to communicate to generate language. Learners who are efficient in communicating through their productive skills can produce language in different styles, such as formal or informal ways.

For several years, the importance of productive skills for success in the professional life of students has been stressed. Gafurova (2020) stated that productive language skills (speaking and writing) are essential because they are observable evidence of language acquisition. The learner produces appropriate and coherent language, which is proof of the learner's progress in the language system. Teaching productive skills is vital because written and spoken communication are essential life skills. In real life, people generally may need to inform, convince, or share ideas. Table 2 presents the importance of English productive skills in society.

**Table 2**

*Importance of English productive skills in society.*

| <b>Year</b> | <b>Author</b> | <b>Statement</b>   |
|-------------|---------------|--|
| <b>2016</b> | Ahmad         | Productive skills are important because there is a need to share, interact and express ideas, thoughts, feelings, opinions, etc. English language has become popular not only for education but also for business, cultural reasons and nowadays for Internet communication. |
| <b>2020</b> | Gafurova      | Productive skills are important because they are the proofs and evidence of a learner's progress since written and spoken communication skills are the basic life skills that are born from the need to inform and share ideas.  |

|             |                        |  |
|-------------|------------------------|--|
| <b>2018</b> | Sreena and Ilankumaran | Productive skills are important because language is the expression in words whether spoken or written. Learners need to communicate and exchange information, ideas, facts, feelings, etc. with productive skills, learners can produce language in formal or informal ways. |
|-------------|------------------------|--|

*Source: own elaboration.*

### **2.3.1 Speaking skill**

Speaking is a productive skill that learners need to practice to communicate in English as a foreign language. First, students need to learn how to pronounce at a very early stage. Then, they must learn how to use vocabulary and phrases correctly. The following principles were set by Anuradha et al. (2014):

1. Teachers' lesson planning, activities, and tasks should be well-prepared.
2. Teachers should encourage students to speak from the first day.
3. Teachers should not correct students when they say something wrong; it could discourage them.
4. Teachers should accept one-word responses to questions asked.
5. Teachers should let students speak with whatever English knowledge they have.

Rao (2019) considered that speaking is the most important among the four English skills because it lets learners communicate well in this world where English has become a global language. For that reason, learners need to acquire communication skills to succeed in the area they are developing properly. Thus, a teacher should let learners acquire good communication skills, especially speaking skills. Teachers should understand the problems that learners face when speaking. They should change and implement several teaching strategies, methods, activities, and materials in their classrooms since speaking skill is helpful

for learners to communicate not only in the classroom but also in real-life situations. Some crucial advantages of speaking skills will be mentioned in table 3.

"At present, the need for speaking in English has been dramatically increasing caused by the scale-up position of English as a language for global communication" (Nazara, 2011, p. 6022., as cited in Akhter et al., 2020). Furthermore, without language, there is no society; without speech, there is no human language. Therefore, Akhter et al. (2020) considered speaking an essential skill since it is used in effective communication and is the basis of the present world. People need to express their thoughts, views, and opinions through language. English has become the language of education, business, research, the internet, tourism, media, software, medicine, information, technology, and so on. Therefore, this skill occupies a core place in several spheres of life. Therefore, speaking skills should be given vital importance during a foreign language's teaching and learning process, although some learners struggle hard to get productive skills, especially speaking skills. Some of the advantages considered by this author will be mentioned in table 3.

**Table 3**

*Advantages of speaking skill*

| <b>Author</b>             | <b>Advantages</b>   |
|---------------------------|---|
| <b>Akhter et al. 2020</b> | <ul style="list-style-type: none"> <li>• To communicate and interact with society.</li> <li>• To produce the English language properly.</li> <li>• To participate in all classroom activities.</li> <li>• To promote thinking.</li> <li>• To use their knowledge to interact with foreigners.</li> <li>• To expand business.</li> <li>• To speak effectively in jobs interviews.</li> </ul> |

---

**Rao, 2019**

- To participate actively in the classroom activities.
  - To develop critical thinking and problem solving in the learners.
  - To interact and communicate effectively with people around the world.
  - To get better opportunities in jobs as well as to perform well in job interviews.
  - To know other cultures of the world.
  - To increase speakers' self-confidence.
- 

*Source: own elaboration.*

### **2.3.2 Writing skill**

Writing is a productive skill that most learners prefer more than other skills because writing gives students enough time to think. According to Harmer (2007, p. 321), “writing is often not time-bound in the way conversation is. When writing, people frequently have more time to think than they do in oral activities”.

Durga and Rao (2018) determined that writing is one of the four English skills in language learning. Writing is a cognitive activity but highly complex; it is an essential language factor. Students need good writing skills to accomplish their educational requirements and know their academic needs and workplace requirements. In other words, students need good writing skills to accomplish their education and employability requirements. There are some significant reasons to develop good writing skills:

1. To write in a proper way research papers, technical documents, and essays.
2. To search and obtain a better job.
3. To make good presentations and reports.
4. To improve communication skills.
5. To improve self-understanding, exploration, and creativity.

Cheung (2016) indicates that several things should be taken into consideration when writing:

- First, students should be conscious that no one can write as well as a native language speaker.
- Second, teachers must know about the different methods and approaches to teaching writing to enhance students' writing competence.
- Third, revising the written composition more than ten times before the final product is necessary to have a good piece of writing.

Rao (2019) considers that among the four skills, writing is the most challenging skill because of its complexity in pronunciation, spelling, vocabulary, and grammatical structure. The importance of teaching writing skills to learners has several advantages, such as the following adapted from (Easy Reader & Peninsula, 2020, Rao, 2019) presented in table 4:

**Table 4**

*Advantages of writing skill*

| Author                                   | Advantages   |
|--|--|
| <b>Easy Reader &amp; Peninsula, 2020</b> | <ul style="list-style-type: none"> <li>• Improves communication skills.</li> <li>• Sharpens creativity and imagination levels.</li> <li>• Expands knowledge base.</li> <li>• It is vital to Academic success.</li> <li>• Increases levels of confidence.</li> </ul>  |
| <b>Rao, 2019</b>                         | <ul style="list-style-type: none"> <li>• Writing develops critical thinking.</li> <li>• Writing recovers old and forgotten memories by bringing them back.</li> <li>• Writing helps to analyze things and look at them from a different point of view.</li> <li>• Writing helps to differentiate between real life situations and fictional events.</li> </ul> |

- 
- Writing helps to organize their own ideas, select appropriate vocabulary and grammatical structures.
  - Writing improves the verbal and written skills.
  - Writing helps to express themselves formally or informally.
- 

*Source: own elaboration.*

## **2.4 Information and Communication Technology (ICT) in English language teaching and learning process**

Information and Communication Technologies (ICT) are getting bigger in many fields and in education to enrich the educational system. As a result, ICT has become one of the essential elements in and out of the class. Kapur (2019) determined that Information and Communication Technology is an effective tool since it changes teaching and learning processes. Some of these changes are the following:

- Management education.
- Supporting distance learning.
- Student-centered learning.
- Supporting knowledge construction.
- Promoting active learning.
- Promoting creative learning.

ICT has significantly contributed to the education system by improving learners' skills and abilities to make tasks and activities more manageable. Some of the benefits of the use of ICT will be described in table 4.

Henderson (2020) stated that Information and Communication Technology have a significant role in everyone's life and education. ICT in education creates a meaningful value to students' knowledge, making them communicative and independent. ICT usage changes

what is learned, how it is learned, when and where learning takes place, and who is learning and teaching. However, there are some difficulties in the use of the ICT in the teaching-learning process, such as lack of software problems, lack of sufficient training, lack of learning equipment tools and resources, teachers' reluctance to use new technology, lack of skilled personnel, and lack of knowledge, as well as some benefits. Those benefits are presented in table 5.

**Table 5**

*Benefits of ICT in education*

| Author                 | Benefits  |
|------------------------|---|
| <b>Henderson, 2020</b> | <ul style="list-style-type: none"> <li>• Improves engagement: with the use of ICT, students feel more interested in studying their subjects because of the opportunity to learn in a new way.</li> <li>• Improves knowledge retention: students improve retention since ICT encourages active participation.</li> <li>• Encourages individual learning: the use of ICT brings opportunities to everyone to learn effectively according to their different needs.</li> <li>• Encourages collaboration: the use of ICT promotes collaboration skills by involving learners in different activities where the main purpose is to share.</li> <li>• Students can learn useful life skills through technology: students can get the skills needed for the future.</li> <li>• Benefits for teachers: teachers can improve their teaching practices to change the traditional ways of teaching.</li> </ul> |
| <b>Kapur, 2019</b>     | <ul style="list-style-type: none"> <li>• Teaching-learning process: ICT is present in all educational systems. For example, the use of computers</li> </ul>   |

---

and Internet to enhance information among students.

- Quality and accessibility of education: the use of technology simplifies the learners' tasks. Before the use of technology, students had to write their assignments and projects. Now, it is easier to do it through a computer.
  - Learning environments: the use of ICT increases learners' rational and logical thinking.
  - Learning motivation: the use of technology motivates students.
  - Scholastic performance: the use of ICT enriches the educational system to enhance teachers and students to work in a coordinated and integrated way.
- 

*Source: own elaboration.*

#### **2.4.1 Mobile Assisted Language Learning (MALL) in teaching and learning English language**

Nowadays, the use of mobile technology is changing the process of teaching-learning of the English language. It is seen as an educational tool. Using mobile devices brings new methods that fulfill students' needs according to their different learning styles. In other words, it could be more personalized to enhance English language teaching and learning (Hashim et al., 2017). Hulme and Shield (2008, as cited in Hashim et al. 2017) define Mobile Assisted Language Learning (MALL) as the use of handheld devices (mobile phones, tablets, and computers.) to create formal and informal learning since devices are available for use anytime and anywhere. Thus, the advantage is that students can communicate with peers and teachers anytime and anywhere and can access language learning materials.

“Mobile Assisted Language Learning (MALL) has emerged as a potential tool in the instruction of English as a foreign language” (Taj et al., p.76, as cited in Jasrial, 2019). MALL

can be used by students and teachers for teaching and learning the English language. MALL is seen as an approach to learning to improve the learners' learning experiences through mobile devices such as mobile phones and tablet computers which allows people interactions.

Ali (2018) considered the MALL as one of the essential educational tools to improve the effective language acquisition process for non-native speakers. Some advantages and disadvantages mentioned by this author are presented in the following table 6.

**Table 6**

*Advantages and disadvantages of MALL usage*

| <b>Author: Ali, 2018</b>  |  |
|---|--|
| <b>Advantages</b>   | <b>Disadvantages</b>   |
| <ul style="list-style-type: none"> <li>• Flexibility</li> <li>• Low cost</li> <li>• Small size to carry it.</li> <li>• User friendliness</li> </ul> | <ul style="list-style-type: none"> <li>• Small screen</li> <li>• Restricted data storage</li> <li>• Multimedia limitations</li> <li>• Mobile phones are not designed for educational purposes</li> </ul> |

*Source: own elaboration.*

## **2.5 WhatsApp**

Although there are several applications used in smartphones, which let people interact, and share, WhatsApp Messenger is considered one of the most popular, according to some Internet statistics. Several studies have pointed out that WhatsApp can be easily accessed and used by all people for communicative purposes and educational purposes. For example, Jasrial (2019) states that WhatsApp is considered one of the most popular messaging applications because of the easier access through a handheld device such as a

smartphone, tablet, or computer. Although this messaging application has emerged in all aspects of life, especially in the education field, it has not been used by English teachers to teach the English language. WhatsApp grants teachers the facilitation to develop their teaching practice role. Users can use the different designed features such as text, call, and send video calls, audio, links, location, document, and pictures.

In order to use WhatsApp for teaching the English language, some steps should be followed by teachers. The steps are adapted from Speroff (2016 as cited in Jasrial, 2019):

- Step 1. Create a WhatsApp group.
- Step 2. Set the rules.
- Step 3. Set up for class use.
- Step 4. Assign the tasks.

Alshammari et al. (2016) opined that the WhatsApp app develops peer and collaborative learning in English as a Foreign Language (EFL) students and autonomy. WhatsApp is designed to support spontaneous communication, exchange images, and share captured videos about teaching and learning activities. In addition, the accessible mobile connectivity and the quick services provide opportunities to offer new ways of teaching and learning.

### **2.5.1 WhatsApp group**

WhatsApp offers one crucial feature: WhatsApp groups that everybody can create with any purpose. For educational purposes, it allows students to send unlimited messages and interact with teachers and peers anywhere and anytime. Moreover, WhatsApp groups give students extra time to practice the English language inside and outside the classroom. These groups could be safe because of the friendly environment created for educational

purposes where learners are free to interact with the teacher and cooperate with their classmates (Bensalem, 2018).

Wahyuni and Febianti (2019, p. 50) stated, "WhatsApp is a free messenger application for smartphones that runs across multiple platforms and is being broadly used by the people." In addition, WhatsApp is a messaging app that brings the feature of creating a group. These functionalities make WhatsApp a valuable tool for educational and corporate activities among students and teachers. This app can be used for teaching the English language, and it provides students with:

WhatsApp group feature is a valuable tool for teaching the English language since it provides students with:

- Opportunities for practicing English language skills for free.
- Personal relationships between students and teachers.
- Learners will become sociable.
- Staying connected to interact with peers and teachers for help and support in their process of learning English.
- Students will feel confidence, independence, enthusiasm, and a positive attitude toward learning English.

Awada (2016) opines that the WhatsApp group is a valuable educational tool to send the study material planned for the class since all students in the WhatsApp group can receive the message. In addition, the availability of teachers to interact with students can improve the learning process. Some advantages of using WhatsApp groups for the teaching and learning process are described in table 7.

**Table 7**

*Advantages of WhatsApp group usage as an educational tool.*

| <b>Author</b>                     | <b>Advantages</b>  |
|-----------------------------------|--|
| <b>Awada, 2016</b>                | <ol style="list-style-type: none"><li>a. Creates a positive social environment.</li><li>b. Develops a sense of belonging and community.</li><li>c. Creates a dialog between learners.</li><li>d. Lets learners share information.</li><li>e. Works in a collaborative environment.</li><li>f. Increases accessibility of learning material.</li></ol>  |
| <b>Wahyuni and Febianti, 2019</b> | <ol style="list-style-type: none"><li>a. Facilitates cooperation</li><li>b. Increases social interaction</li><li>c. Brings interest and motivation</li><li>d. Gives sense of belonging</li><li>e. Students have academic success</li><li>f. Student-student and student-teacher interaction</li><li>g. Supports anytime and anywhere learning</li><li>h. Provides peer support, feedback</li><li>i. Allows information sharing in education.</li></ol> |

*Source: own elaboration.*

## **2.6 Collaborative and active learning through WhatsApp as an educational tool**

Teachers are interested in changing the traditional classroom into new ways of teaching. For that reason, technology-supported collaborative learning in education represents the following trends (Resta, 2007):

- New tools have been developed to support collaboration.
- The arrival of constructivist-based approaches to teaching and learning
- The need to create an engaging learning environment.

According to Resta (2007), the collaborative learning approach has several advantages for the teaching and learning process, such as:

- Learning is active.
- The teacher is a facilitator.
- Sharing experiences.
- Students' participation in small group activities.
- Students are responsible for their learning process.
- Students reflect on their progress.
- Students develop social and team skills.

Teachers are taking advantage of students that are inseparable from their mobile phones since they do several things on the phone, such as texting, uploading pictures, and videos, reading flash news, or just browsing. Consequently, the rapid growth of mobile phone technology usage sometimes distracts students from their activities in class. Thus, teachers should be creative to catch students' attention through technology. For example, collaborative learning through collaborative tools combines the collaboration of students' activities and mobile phone applications “WhatsApp” (La Hanisi et al. 2018).

According to Aburezeq (2012, cited in La Hanisi et al., 2018), there are some collaborative features in the use of the WhatsApp application:

1. Multimedia
2. Group chat
3. Unlimited messaging
4. Cross-platform engagements
5. Offline messaging
6. No charges involved

## 7. Pins and users' names

On the other hand, using WhatsApp creates an active learning environment, according to some researchers. Girma and Anagaw (2020) opine that active learning through WhatsApp is an approach in which the learners influence the content, activities, materials, and learning pace. In this learning approach, the student is the center of the learning process. Active learning allows students to interact with each other, understand what the teacher presents, and gain social interaction skills for their future experiences. However, some factors impede the proper implementation of active learning. Some of these factors are the following:

- The pressure of the syllabus.
- Improper class organization and management.
- Lack of training of the teachers.
- Students' negative attitude.

Some of the principles of active learning, according to these authors, are:

1. Encourage interaction between students and teachers.
2. Develop collaboration and cooperation among students.
3. Use active learning techniques.
4. Give instant feedback.
5. Highlight time on task.
6. Communicate high expectations.
7. Respect learning styles and talents.

Jigsaw, role-play, group discussion, brainstorming, peer-teaching, group work, and demonstration are valuable methods to implement active learning in the classroom.

Dahdal (2020) considers the WhatsApp group a positive educational tool promoting active learning. It increases students' motivation to participate actively, especially for those who use WhatsApp daily. Active learning through WhatsApp encourages them to do their tasks and assignments more effectively. According to this author, WhatsApp significantly impacts students' active participation since this application creates an independent and collaborative environment to let students feel comfortable and motivated when participating in the WhatsApp group. Consequently, WhatsApp is perceived as an educational tool to practice active learning by students positively.

## **2.7 Recent studies**

Ainun et al. (2020) analyzed the students' perceptions about using voice chatting through WhatsApp in speaking class. The study participants were 30 EFL senior high school students in grade 11 in Lampung Province. The method used to carry out this study was quantitative and qualitative research. The results were based on five aspects: perception: confidence, difficulties, stress, interest, and motivation. They showed that most students positively perceived the implementation of online voice chatting, especially for two of the five aspects: stress and interest. In addition, students felt comfortable interacting with their classmates through WhatsApp; it minimized the anxiety as they did not have to face their speaking classmates.

English has become an essential language in Indonesia since it is taught at almost every school level. Handayani and Aminatun (2020) identified students' points of view on WhatsApp group usage to increase writing skills. This research aims to discover students' perceptions of using the WhatsApp group to improve students' writing skills. It was a descriptive qualitative study using questionnaires and interviews as an instrument. The

participants were 37 students of the English Education Study, Faculty of Arts and Education, Universitas Teknokrat Indonesia. According to students' responses, the findings of this study demonstrate that teaching writing using the WhatsApp group could bring positive effects and benefits. The result is supported by students' opinions which state good responses to this media rather than inadequate. Besides, the result also shows that the WhatsApp group is one of the appropriate learning platforms for education in Indonesia.

Keogh and Robles (2018), in their study "WhatsApp as a site for meaningful Dialogue," selected a group of 25 members from a private University in Colombia in 8-level English in the second semester of the International Relations Program. This study is interested in discovering how technology gives second language learners a space to practice authentic dialogue and meaningful interaction. This study aimed to make students feel confident when expressing their opinion through WhatsApp. Based on the results, the use of WhatsApp has been positive for students; it has created an additional space beyond the traditional classroom. The findings revealed that learners improved not only their capacity for writing but also how they could express their ideas since they felt safe sharing with their classmates and teachers through the group. Furthermore, the benefits of the WhatsApp group as a space for meaningful communication and interaction will continue to be explored, as will how the participants perceive the site for fulfilling interaction.

Mustafa (2018) studied the impact of social sites such as YouTube, Skype, and WhatsApp on improving EFL learners' speaking skills. The principal objective of this study was to make constructive recommendations not only for students but also for teachers to improve the teaching and learning spoken English process. In addition, the researcher tried to highlight the use of technology for speaking skill improvement. The data was collected through a speaking pre-test and post-test to 22 beginner students from Arab Open University,

Riyah Branchin 2017. As specified by the findings of this study, students could improve their speaking skills because of the constant interaction during the study period that lasts 20 hours of discussions about a specific topic. However, there is a difference between the student's performance in the pre-test and the post-test. Therefore, this study suggests that other studies should be applied at different levels of the educational system. For example, to see how effective using social apps such as YouTube, Skype, and WhatsApp is to fulfill the lack of the target language environment and improve students' oral communication skills.

Suhaimi et al. (2019) identified how effective was the use of WhatsApp in teaching narrative writing to sixth-grade primary school students focused on vocabulary and grammar. The participants of this study were eight pupils in grade 6 from one primary school in Negeri Sembilan. This research directed a qualitative research approach: a case study. The findings demonstrated that most students improved their vocabulary significantly. At the same time, the grammar aspect was not affected, as only one participant represented a minority of the participants. Participants felt motivated to learn narrative writing using WhatsApp rather than handwriting paper. The researcher recommends that future studies explore the use of WhatsApp in teaching speaking and reading skills as well as other components of writing.

Wahyuni and Febianti (2019) studied "The use of WhatsApp group discussion to improve students writing achievement." The researchers intended to find out students' English writing ability through a WhatsApp group. The participants were 40 students divided into two groups, 20 control group and 20 experimental group in the second semester of the English Study Program in STKIP Muhammadiyah Pagaram. The method used in this research was Quasi-experimental. The findings of this study reveal that the experimental group of students improved their English writing ability better after using WhatsApp group discussion than the control group. Moreover, thanks to the discussion implemented in the

WhatsApp group, the experimental group got interested in using the WhatsApp group as a medium for learning the English language since this app let them gain input such as new knowledge, grammar, and vocabulary. Furthermore, WhatsApp facilitates cooperation and increases social interaction, motivation, and academic success. This app also provides peer support and feedback. It allows learners to share information.

The studies mentioned and described before demonstrate that WhatsApp is not only a social application for interacting with people but also to notice that it is helpful to change traditional teaching methods. As a result, students' attention and interest in practicing productive skills can be caught through this app as an educational tool. A summarized description of each study is presented in the following table 8.

**Table 8**

*Studies on the use of WhatsApp to improve English language skills.*

| <b>Author</b>                       | <b>Participants</b>    | <b>Purpose</b>  | <b>Instrument</b>   | <b>Findings</b>  |
|-------------------------------------|------------------------|---|---|--|
| <b>Ainun et al. 2020</b>            | Senior school students | Analyze students' perception of voice chatting through WhatsApp in speaking class.      | Quantitative research (close-ended questionnaire Likert-Scale). | Most students presented a positive perception on the implementation of online voice chatting through WhatsApp since it helps to minimize students' level of stress and anxiety as well as to increase the interest in practicing speaking. |
| <b>Handayani and Aminatun, 2020</b> | University students    | Identify students' point of view on the use of WhatsApp group to elevate writing skill. | Descriptive qualitative study (questionnaire and interview).    | The use of WhatsApp group could improve writing skills positively because they could do peer correction, give comments, and discuss some topics with others.   |

|                                  |                         |  |                                    |   |
|----------------------------------|-------------------------|--|------------------------------------|---|
| <b>Keogh and Robles, 2018</b>    | University students     | Make students feel confident to write and express their opinion through WhatsApp.                            | Observation.                       | Students could improve their writing skills as well as the way they could express their ideas because of the safe environment of the WhatsApp group.  |
| <b>Mustafa, 2018</b>             | University students     | Make constructive recommendations for students to improve speaking skill using YouTube, Skype, and WhatsApp. | Speaking pre-test and post-test.   | Students could improve their speaking skills through Skype, YouTube, and WhatsApp because students were able to practice real conversations when using these applications.  |
| <b>Suhaimi et al. 2019</b>       | Primary school students | Identify the effects of WhatsApp teaching narrative writing in terms of vocabulary and grammar.              | Qualitative research (case study). | Participants felt motivated to learn narrative writing through WhatsApp rather than handwriting. They could improve vocabulary significantly while in aspects of grammar there was not any effect.  |
| <b>Wahyuni and Febianti 2019</b> | University students     | Analyze students' ability to write in English through a WhatsApp group.                                      | Quasi-experimental.                | Experimental group students gained improvement in all aspects of English writing ability after being treated by using WhatsApp group discussion and facilitates cooperation, increases social interaction, motivation, academic success, provides peer support, feedback, and shares information. |

*Source: own elaboration.*

**Second part of the study:**

**“Empirical Stage”**

## **Chapter III Methodology**

### **3.0 Introduction**

This chapter reviews the study's methodology in eight parts: method, research context, sampling, participants, data collection techniques, instruments and materials, ethical considerations, procedure, and data analysis.

### **3.1 Method**

Quantitative research refers to the process of collecting and analyzing numerical data. It can find patterns and averages, make predictions, causal test relationships, and generalize results to broader populations" (Bhandari, 2020). A quantitative method (non-experimental) will be used in this study by using survey research to achieve the succeeding objectives: to determine and analyze the effectiveness of a WhatsApp group to promote and enhance productive skills in sixth-grade students at primary school beyond the classroom.

Creswell and Creswell (2018) determined that a survey design gives a quantitative description of a population's trends, attitudes, and opinions or tests for associations among variables of a population, by studying a sample of that population. A survey study is used to answer these three types of questions: a) descriptive questions, b) questions about the relationships between variables, and c) questions about predictive relationships between variables over time.

### **3.2 Context of research**

This study will be directed to sixth-grade students from the federal Primary School Unidad y Trabajo in Santa María, Nativitas, Tlaxcala. The mission of this school is that teachers accomplish with responsibility the educational task, which consolidates the integral formation of students by developing aptitudes, abilities, skills, analytical and critical thinking, and reflection. Furthermore, all of them are based on ethical and moral values to

make them participate in improving their environment and practicing the acquired competencies in their daily life. Therefore, seventeen sixth-grade students were selected to carry out this study.

### **3.3 Sampling**

According to Sampieri et al. (2014), sampling is the selection of the participants, objects, events, or collectivities, well known as sampling units that will be studied. There are two types of sampling:

1. Probability sampling: all the participants have an equal opportunity to be a part of the sample with this selection parameter.
2. Non-probability sampling: feedback collection is based on a researcher's sample collection capabilities and not on a fixed selection process.

Focus on the second sampling; four types are presented: convenience sampling, judgmental or purposive sampling, snowball sampling, and quota sampling (Sampieri et al., 2014). To carry out this study appropriately and know the possible samplings we can use, this research selected convenience sampling by the non-probability category because of the easy access to participants. This selection is based on proximity rather than representativeness, besides time limitations in collecting feedback. The participants selected are seven females and ten males in sixth grade primary school.

### **3.4 Participants**

Participants of this study are 17 sixth-grade primary students from Primary School Unidad y Trabajo, located in Nativitas, Tlaxcala. There are ten males and seven females; their ages range from 11-12. Table 9 presents in the first column; the data matrix of the participants where the unit is the number of participants, in the second column; gender: 1. Masculine 2. Feminine, and in third column; there are the respective age of participants.

**Table 9***Data matrix of the participants*

| <b>Unit</b> | <b>Gender</b> | <b>Age</b> |
|-------------|---------------|------------|
| <b>1</b>    | 1             | 11         |
| <b>2</b>    | 2             | 11         |
| <b>3</b>    | 2             | 11         |
| <b>4</b>    | 1             | 12         |
| <b>5</b>    | 2             | 11         |
| <b>6</b>    | 1             | 12         |
| <b>7</b>    | 1             | 12         |
| <b>8</b>    | 2             | 12         |
| <b>9</b>    | 1             | 11         |
| <b>10</b>   | 2             | 11         |
| <b>11</b>   | 1             | 11         |
| <b>12</b>   | 2             | 12         |
| <b>13</b>   | 2             | 11         |
| <b>14</b>   | 1             | 11         |
| <b>15</b>   | 1             | 12         |
| <b>16</b>   | 1             | 11         |
| <b>17</b>   | 1             | 11         |

*Source: own elaboration.*

### **3.5 Data collection techniques, instruments, and materials**

In order to collect information about the effectiveness of a WhatsApp group in promoting and enhancing productive skills in primary students, this study used a survey. According to Kabir (2016), a survey is a set of questions given to a sample. It assesses thoughts, opinions, attitudes, needs, and feelings. Some advantages of the survey are

1. Provides a better description of the participants' characteristics
2. Low costs
3. Easier to find statistically significant results
4. High reliability obtained
5. Appreciable precision in terms of measuring the data gathered.

A questionnaire instrument was applied to answer the study's research question and collect data from the participants. Sampieri et al. (2014) state that a questionnaire is a research tool featuring a set of questions to collect helpful information from participants. The type of questionnaire selected for this study was a sample 3-point Likert scale (agree, neutral, disagree) with 20 items adapted from previous studies (Albogami & Algethami, 2022; Khan et al., 2021). This questionnaire was adapted in English and translated into Spanish for its application; see Appendix 1. The questionnaire items examined the benefits of using WhatsApp to promote and enhance the productive skills of primary students. Some focus on speaking skills, and the rest on writing skills. See table 10.

**Table 10***Items on the benefits of WhatsApp in enhancing speaking and writing skills*

| <b>Items</b> | <b>WhatsApp and speaking skill</b> | <b>WhatsApp and writing skill</b> |
|--------------|------------------------------------|-----------------------------------|
| <b>1</b>     | X                                  |                                   |
| <b>2</b>     | X                                  |                                   |
| <b>3</b>     | X                                  |                                   |
| <b>4</b>     | X                                  |                                   |
| <b>5</b>     | X                                  |                                   |
| <b>6</b>     | X                                  |                                   |
| <b>7</b>     | X                                  |                                   |
| <b>8</b>     | X                                  |                                   |
| <b>9</b>     | X                                  |                                   |
| <b>10</b>    |                                    | X                                 |
| <b>11</b>    |                                    | X                                 |
| <b>12</b>    |                                    | X                                 |
| <b>13</b>    |                                    | X                                 |
| <b>14</b>    |                                    | X                                 |
| <b>15</b>    |                                    | X                                 |
| <b>16</b>    |                                    | X                                 |
| <b>17</b>    |                                    | X                                 |
| <b>18</b>    |                                    | X                                 |

*Source: own elaboration.*

### **3.6 Ethical consideration**

Participants involved in this study were voluntarily selected. As participants are primary students, two consent letters were written: the first for the principal of the school and the second for parents. Consequently, consent letters were signed by their parents in order to protect their children's privacy and identity and to know that what they have shared would be used for research purposes only. Abrar and Sidik (2019) defined *ethical considerations* as the principles of appropriate conduct of the research and as a procedure to protect and respect the participants' dignity and rights in a multitude of varying research disciplines, methods, and participants, including research involving children. The general principles of ethics of research with children are similar to adults. There must be informed consent, protections for all the participants, anonymity, and confidentiality (see Appendix 2).

### **3.7 Procedure**

This study utilized a Likert sample 3-option questionnaire that contained 20 questions in order to collect participants' data, as mentioned before. After receiving the consent letters signed by the school's principal and parents, the questionnaire was applied to participants. First, the researcher read the instructions to the participants. It is essential to mention that there were two questionnaires: one in English and another in Spanish. The questionnaire in Spanish was applied to students because of their educational level (sixth-grade students at primary school) and their beginner level in English. Then, the researcher gave some time to participants to answer the questionnaire. Participants started the questionnaire at 11:00 am and ended at 11.15. Therefore, the duration of the questionnaire was fifteen minutes.

### **3.8 Data analysis**

According to Masseron et al., 2016, the analysis development is based on the obtained data characteristics. To perform an analysis it is essential to consider the obtained data type and determine what is typical and atypical in the studied group. Once the data is obtained, it is necessary to reduce and resume the information through statistics. There are two statistics types:

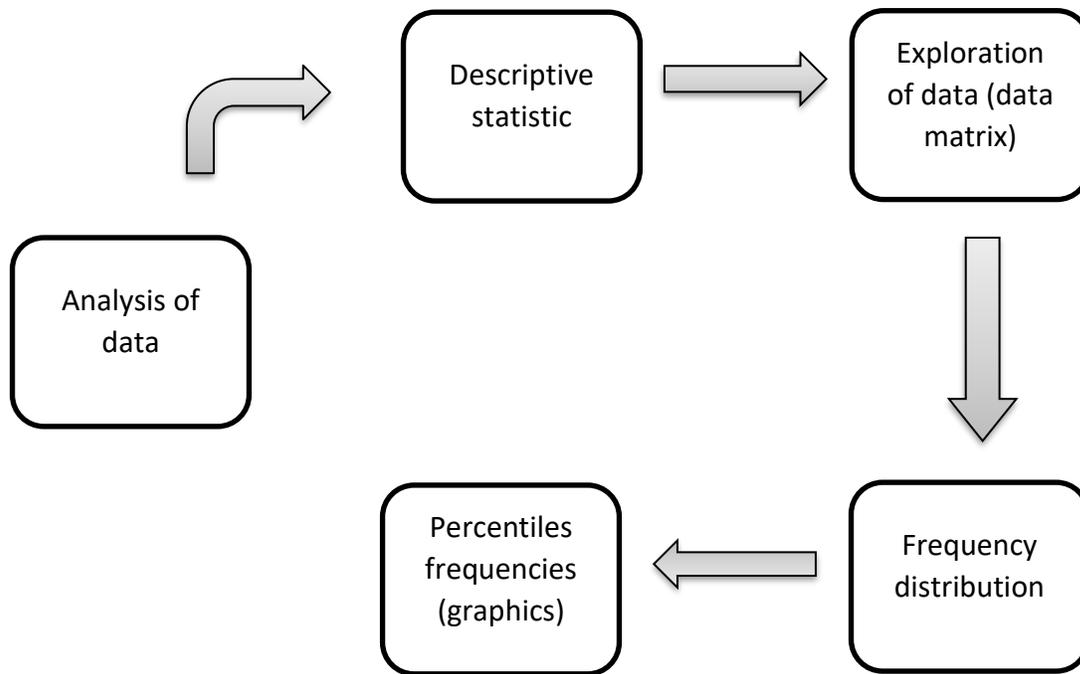
- a. Descriptive statistics that describe the population
- b. Inferential statistics that establish interference

This study is focused on descriptive statistics since it eases the interpretation of the results by observing the population's behavior. Descriptive statistics comprises different stages: univariate analysis, bivariate, and multivariate.

For univariate quantitative data analysis, the three properties of numbers must be considered: identity, order and, additivity which lead to the assignment of measurement levels of the variables according to Cortada de Kohan and Carro, 1968 (as cited in Masseron et al., 2016). Those levels are nominal, ordinal, equal interval, and ratio.

The ordinal level measurement observes the difference between objects and enables us to order the items. We can calculate the frequencies of items of interest and sort them in meaningful rank order.

The univariate analysis also includes frequencies such: as absolute, relative, percentiles, and cumulative. Percentile frequencies show the relative dimension of two or more numbers. The advantage of using percentiles frequencies is that they reduce the numbers to a manageable scale to simplify the reading of numbers that represent the data. Therefore, those measures were selected to present the data. The analysis was done in the following way: see figure 1.



*Figure 1: Data analysis process.*

*Source: own elaboration.*

## Chapter IV Results

### 4.0 Introduction

This chapter explores, analyzes, and explains the collected data results and the discussion. In the following sections, the results are described by skill (speaking and writing), with a graphic representing each item's results and a short explanation of the findings. Finally, the finding in the results is summarized in the discussion.

### 4.1 WhatsApp group and speaking skill

In this section are presented the sections that belong to the WhatsApp group and its relation to the speaking skill. The items were classified into some categories such as: a) expectations; figures 2 and 3, b) benefits; figures 4, 5, 6 and 7 and c) emotions; figures 8, 9 and 10.

#### 4.1.1 WhatsApp group usage to practice speaking skill

The majority of the participants (82%) agree that using a WhatsApp group to practice speaking skill is a good idea; at the same time, only 18% of the participants are neutral. See figure 2.

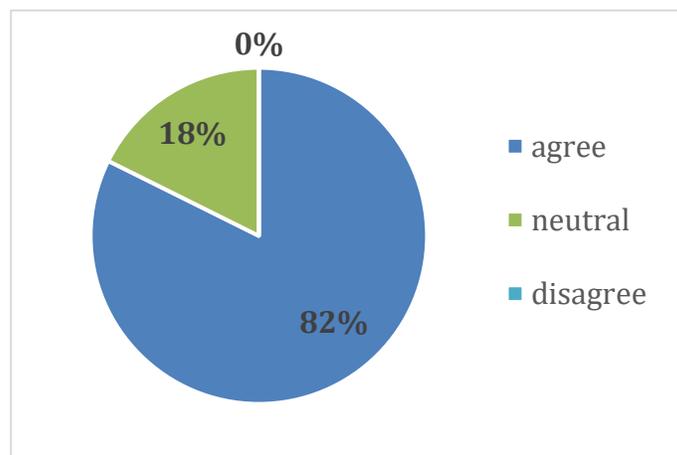


Figure 2: WhatsApp group usage to practice speaking skill.  
Source: Own elaboration.

#### 4.1.2 Practicing speaking in a fun way through WhatsApp

Participants that agree that it is fun to practice speaking through WhatsApp group represent the 41%, while the majority (59%) of the participants are neutral to this item. See figure 3.

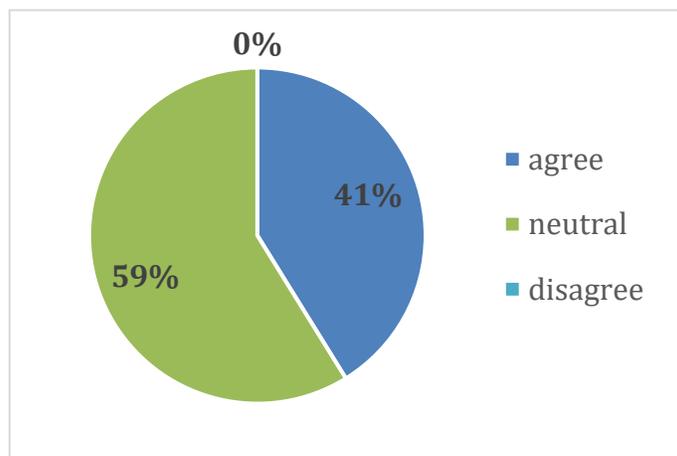


Figure 3: Practicing speaking in a fun way through WhatsApp.  
Source: own elaboration.

#### 4.1.3 Use of WhatsApp group to improve speaking skill

Most of the participants (71%) agree that the speaking skill can be improved through the use of the social application: WhatsApp as an educational tool. A minority of the participants (29%) are neutral. See figure 4.

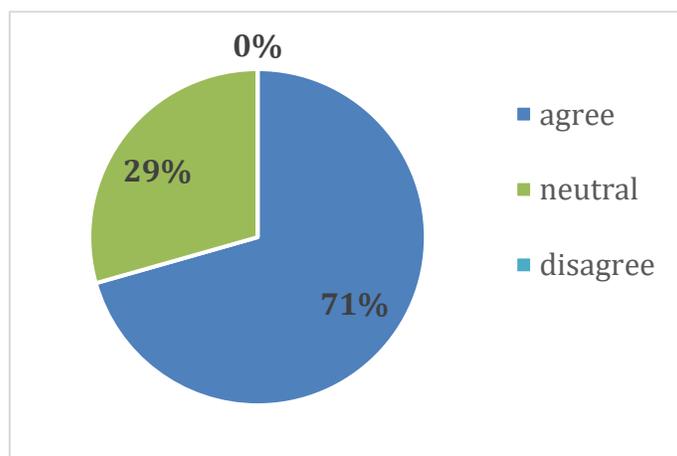


Figure 4: Use of WhatsApp group to improve speaking skill.  
Source: own elaboration.

#### 4.1.4 WhatsApp group and effective speaking learning

Most of the participants (65%) agree that the use of WhatsApp as a tool to practice speaking skill makes effective learning. At the same time other participants (35%) are neutral.

See figure 5.

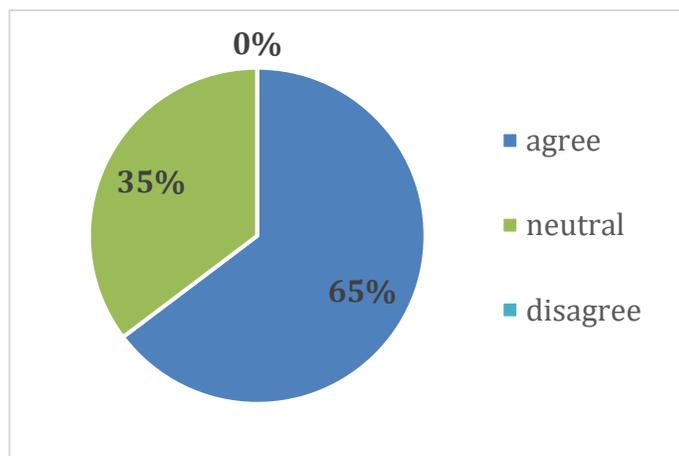


Figure 5: WhatsApp group and effective speaking learning.  
Source: own elaboration.

#### 4.1.5 Opportunities in WhatsApp group.

Participants that agree that using WhatsApp group can provide better opportunities to practice speaking skill represent the 41%. Many participants are neutral to this item (59%).

See figure 6.

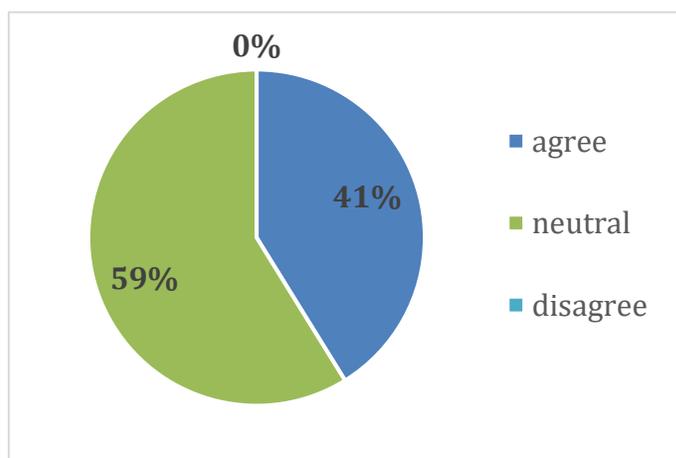


Figure 6: Opportunities in WhatsApp group.  
Source: own elaboration.

#### 4.1.6 Classroom speaking activities versus WhatsApp speaking activities.

The majority of the participants (82%) agree that they prefer to practice speaking activities through WhatsApp rather than classroom speaking activities. Other participants (18%) are neutral. See figure 7.

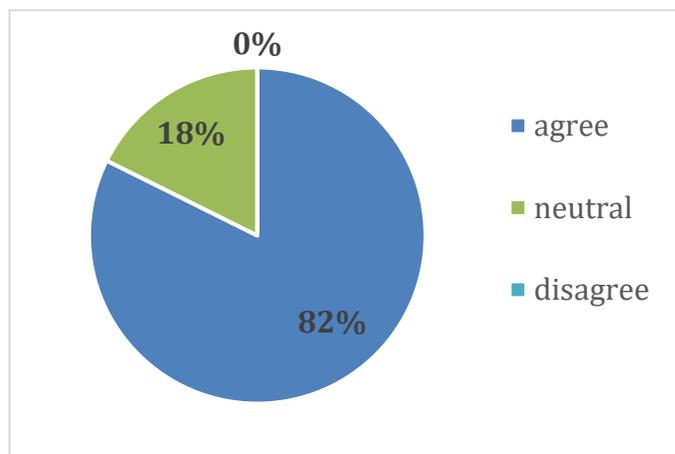


Figure 7: Classroom speaking activities versus WhatsApp speaking activities.  
Source: own elaboration.

#### 4.1.7 Confidence through WhatsApp

Majority of percentage (59%) of the participants agree that speaking practice through the use of WhatsApp group developed their confidence. A minority of the participants (41%) are neutral. See figure 8.

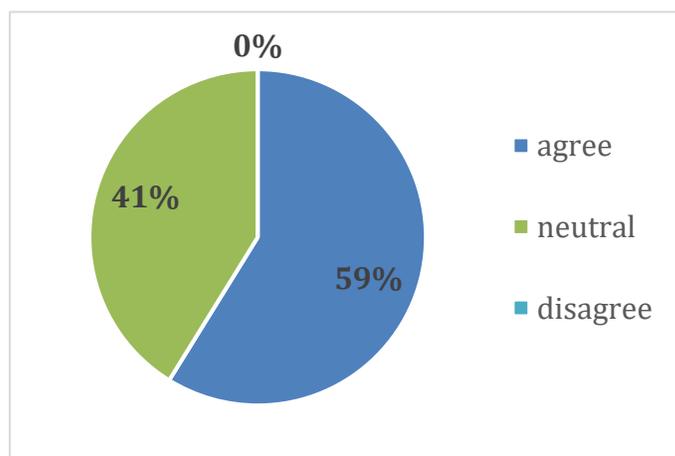


Figure 8: Confidence through WhatsApp.  
Source: own elaboration.

#### 4.1.8 Emotions in WhatsApp

A minority, 47% of the participants agree that when they use the WhatsApp group to practice speaking skill, they felt excited. A high percentage of the participants (53%) are neutral. See figure 9.

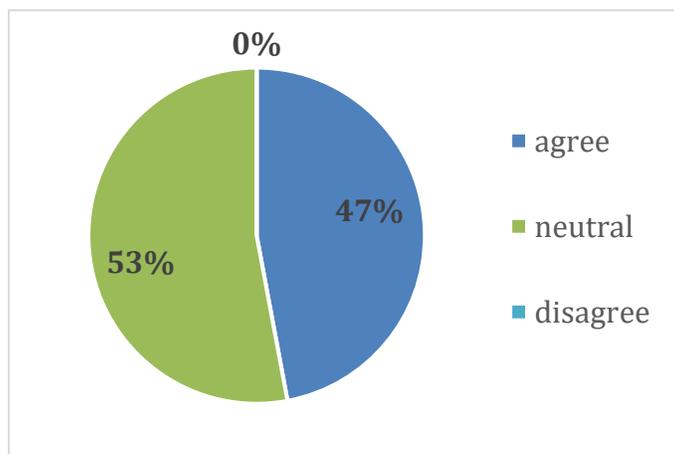


Figure 9: Emotions in WhatsApp.  
Source: own elaboration.

#### 4.1.9 Motivation and WhatsApp

A low percentage of the participants (35%) agree that they felt motivated to use WhatsApp as a tool to practice speaking skill. The majority of the participants (53%) are neutral. Other participants (12%) disagree. See figure 10.

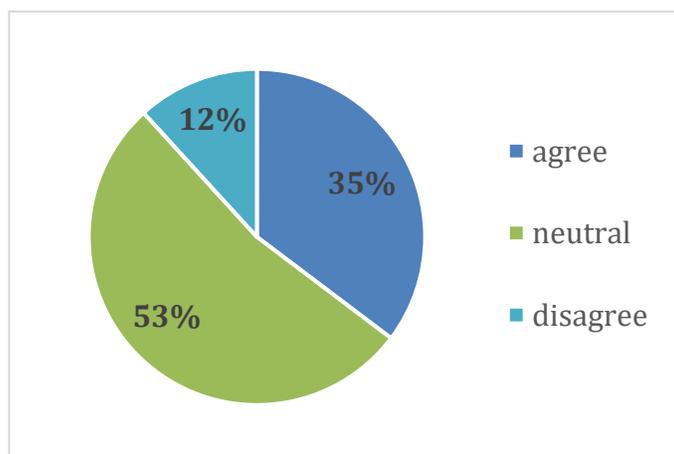


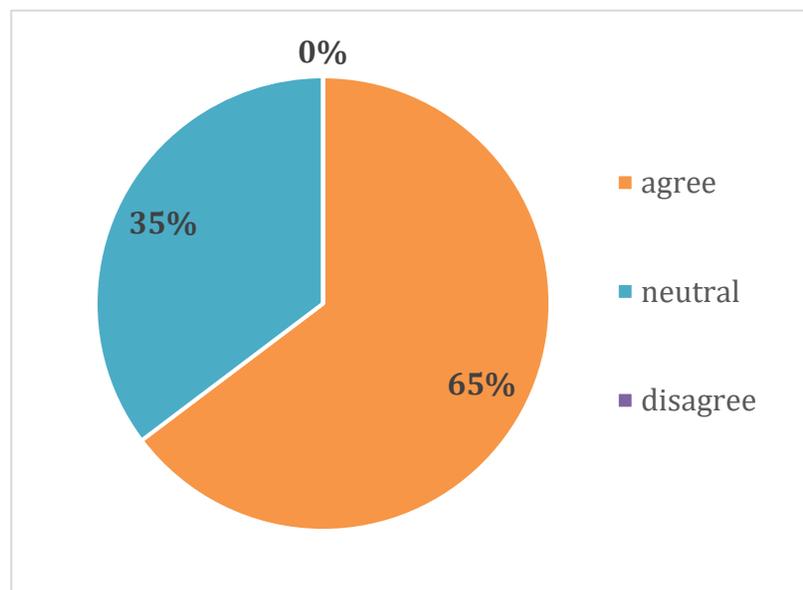
Figure 10: Motivation and WhatsApp.  
Source: own elaboration.

## 4.2 WhatsApp group and writing skill

In this section are presented the sections that belong to the WhatsApp group and its relation to the writing skill. The items were classified into some categories such as: a) expectations; figures 11 and 12, b) benefits; figures 13, 14, 15 and 16 and c) emotions; figures 17, 18, and 19.

### 4.2.1 WhatsApp group usage to practice writing skill

The majority of the participants (65%) agree that using WhatsApp group as a tool to practice writing skill is a good idea. At the same time, other participants (35%) are neutral. See figure 11.



*Figure 11: WhatsApp group usage to practice writing skill.  
Source: own elaboration.*

#### 4.2.2 Practicing writing in a fun way through WhatsApp

The minority of the participants (47%) agree that it is a fun way to practice writing skill through the application (WhatsApp). While most of the participants (53%) are neutral. See figure 12.

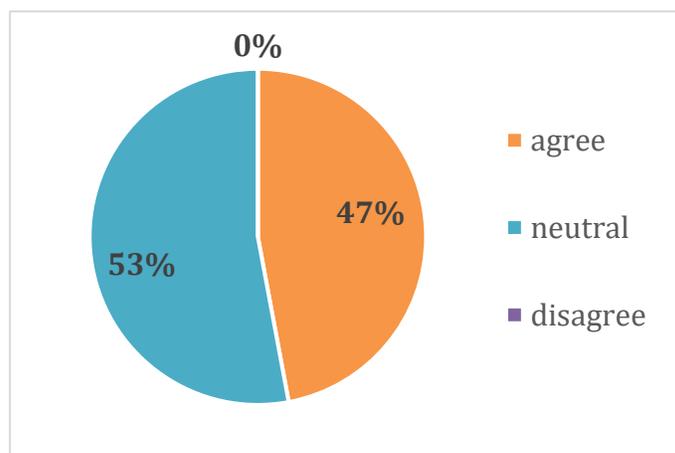


Figure 12: Practicing writing in a fun way through WhatsApp.  
Source: own elaboration.

#### 4.2.3 Use of WhatsApp group to improve writing skill

Many of the participants (88%) agree that they can improve writing skills through the use of the WhatsApp group. While a minority, 12% of the participants are neutral. See figure 13.

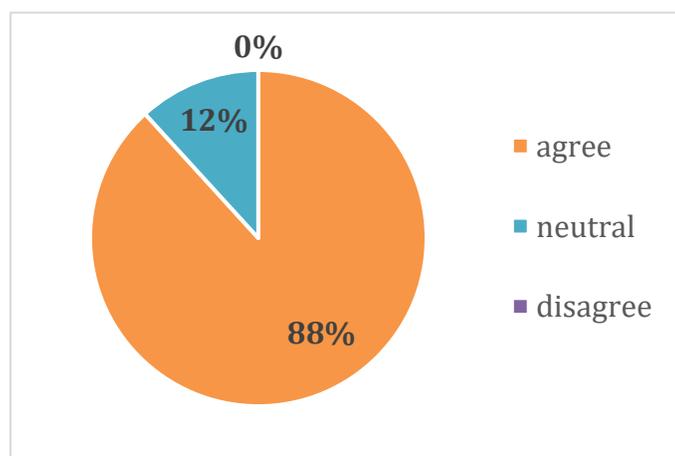


Figure 13: Use of WhatsApp group to improve writing skill.  
Source: own elaboration.

#### 4.2.4 WhatsApp group and effective writing learning

Participants agree that WhatsApp group makes an effective learning to practice writing skill, representing the 41%. Most of the participants (53%) are neutral and a minority (6%) of the participants disagree. See figure 14.

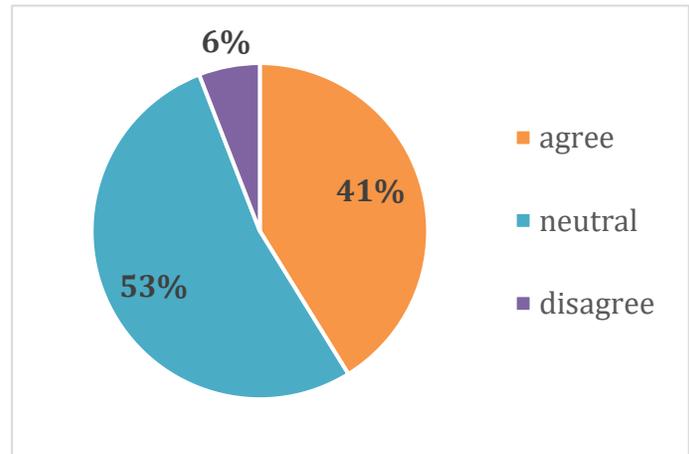


Figure 14: WhatsApp group and effective writing learning.  
Source: own elaboration.

#### 4.2.5 Opportunities in WhatsApp group

The majority of the participants (71%) agree that the use of WhatsApp group provides better opportunities to practice writing skill. At the same time, 29% of the participants are neutral. See figure 15.

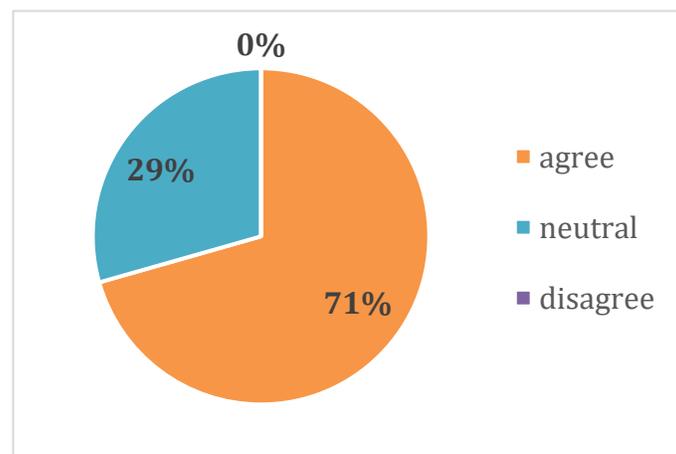
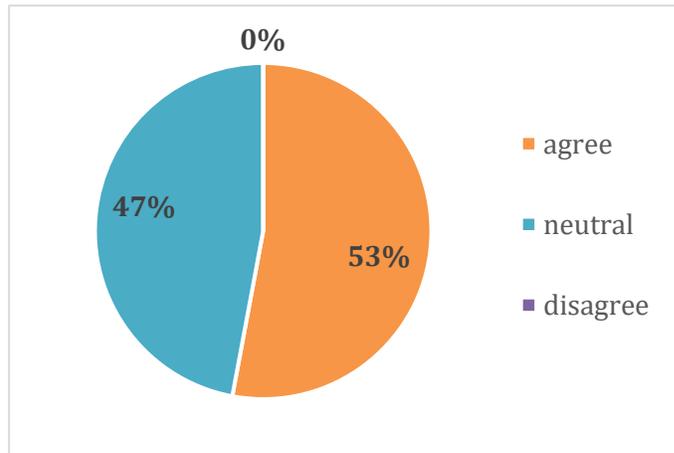


Figure 15: Opportunities in WhatsApp.  
Source: own elaboration.

#### 4.2.6 Classroom writing activities versus WhatsApp writing activities

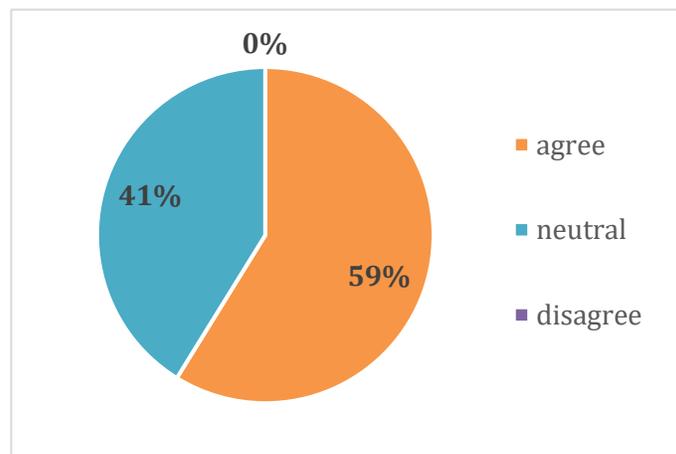
Many of the participants (53%) agree that they prefer to use WhatsApp group writing activities instead of Classroom writing activities. Other participants (47%) are neutral. See figure 16.



*Figure 16: Classroom writing activities versus WhatsApp writing activities.  
Source: own elaboration.*

#### 4.2.7 Confidence through WhatsApp

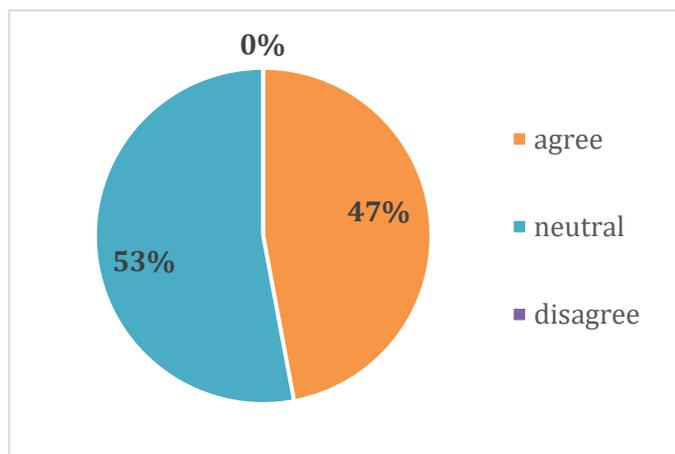
A high percentage of the participants (59%) agree that when they used the WhatsApp group as an educational tool to write in English, they felt confident. At the same time, other participants (41%) are neutral. See figure 17.



*Figure 17: Confidence through WhatsApp.  
Source: own elaboration.*

#### 4.2.8 Emotions in WhatsApp

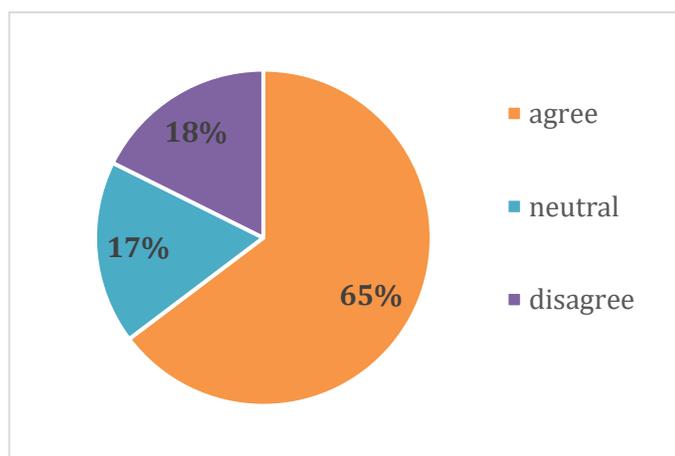
The minority of the participants (47%) agree that they felt excited to use the WhatsApp group to write in English. While the majority of the participants (53%) are neutral. See figure 18.



*Figure 18: Emotions in WhatsApp.  
Source: own elaboration.*

#### 4.2.9 Motivation and WhatsApp

Many of the participants (65%) agree that when they used the WhatsApp group to write in English, they felt motivated. The minority of the participants (17%) are neutral. While 18% of the participants disagree. See figure 19.



*Figure 19: Motivation and WhatsApp.  
Source: own elaboration.*

### 4.3 Discussion

Based on the results of this research, 82% of the participants agreed that it is a good idea to use WhatsApp groups to practice speaking and writing skills. It is related to Handayani and Aminatun's (2020) conception that the WhatsApp application is an excellent educational tool that is effortless to use and access and can be implemented beyond the traditional classroom. Furthermore, interaction through WhatsApp creates a communicative environment, as suggested by Sreena and Ilankumaran (2018), who stated that "language is the expression of human personality in words, whether in speech or letter."

*WhatsApp* is an application that provides participants with opportunities to practice English language productive skills according to Jasrial's findings (2019) and demonstrated in the results of this study where the majority of the participants (71%) agreed that the use of WhatsApp group provided better opportunities to practice productive skills.

Some of the benefits of the use of WhatsApp groups is that participants improved not only speaking skills but also writing skills, and it is demonstrated in the following result, where most of the participants (71%) agreed that they could improve their speaking skills through the use of WhatsApp group; this result matches some related studies where the findings showed that participants also improved their oral communication skills since they could express their ideas through WhatsApp, the app that lets them create a meaningful oral interaction (Keogh & Robles, 2018; Mustafa, 2018). Conversely, the findings in speaking skill improvements represent 88% of participants who agreed that they improved their writing skills, as mentioned in some studies where the findings demonstrated that WhatsApp improved participants' writing ability in aspects such as knowledge and vocabulary. Participants were children like participants in this study (Handayani & Aminatun, 2020; Wahyuni & Febianti, 2019).

Regarding emotions and motivation, 35% of the participants agreed that they felt motivated to use WhatsApp to practice speaking in contrast to writing. In contrast, most participants (65%) felt motivated to use WhatsApp groups to practice writing skills. A similar study directed by Suhaimi et al. (2019) found that participants also felt motivated to use WhatsApp when practicing writing skills. In addition, most participants (59%) felt confident in speaking and writing in English through the social app. Therefore, they prefer to practice through WhatsApp rather than in a face-to-face class, similar to the findings of Ainun et al. (2020) research where the participants felt confident and comfortable speaking and writing in English since they did not see their classmates.

This study also showed that participants (82%) prefer to do WhatsApp speaking and writing rather than classroom activities. It matches the findings of Suhaimi et al. (2019), where participants showed interest in doing WhatsApp activities rather than classroom speaking and writing activities because they felt motivated to practice the English language through the app.

## **Chapter V Conclusions**

### **5.0 introduction**

In this chapter, the researcher presents the last part of this study by explaining the general conclusion after analyzing the data collected and obtained from the results. This chapter is divided into four sections: conclusions, implications, limitations, and suggestions for further research.

### **5.1 Conclusions**

Today, the WhatsApp application is one of the most popular apps that allow people to communicate anytime and everywhere. It offers many advantages to being used as a social site for interaction and as an educational tool. One of the most important characteristics is that people can create a group with specific purposes. A WhatsApp group provides students with opportunities to practice English language skills. It allows them to interact and communicate when necessary. As a result, students become more sociable and enthusiastic. Students have a positive attitude toward the learning process (Wahyuni & Febianti, 2019).

According to the research question: “how effective is the use of a WhatsApp group to promote and enhance productive skills in sixth-grade students at primary school? The answers showed that using WhatsApp groups helps improve students’ learning process of productive English language skills. After being treated with this app to promote participation, students felt motivated and interested in most activities rather than what they generally do at school. They could speak and write in English, showing a positive attitude. They agree that learning the English language through WhatsApp is a good idea since they can interact in class and beyond the classroom in a fun way.

Students agree that they could improve their productive skills because of the better opportunities to practice the English language by using real situations. Besides, students could have lots of speaking and writing practice since they feel confident at speaking and writing. It is essential to mention that they preferred to interact by writing rather than speaking at the beginning. Then, they felt confident in speaking, although they had some pronunciation mistakes. Thus, speaking became their favorite skill to use in communication. So, these kinds of mistakes are expected as part of the communicative process since they will not speak as native speakers.

Finally, it could be said that WhatsApp can be used in education to practice English since it allows students to learn actively, share experiences, encourage interaction, and develop collaboration (Girma & Anagaw, 2020; Resta, 2007).

## **5.2 Implications**

In agreement with the findings of this study, there are some recommendations for teachers who want to enhance students' productive English skills and all English skills through this helpful tool (WhatsApp). The following are similar to Wahyuni and Febianti (2019). It is advisable to use a WhatsApp group. Some advantages that teachers can get with WhatsApp are the following:

- Provide better opportunities to practice the English language.
- Activate learning.
- Increase Learner sociable interactions.
- Make students feel confident and enthusiastic.
- Increase a positive attitude to the learning process.
- Develop collaboration.

- Promote interaction with classmates and teachers anytime and everywhere to get feedback and support.

Some other benefits can be for students if they want to improve their productive skills in class and beyond the classroom, they should use WhatsApp group in order to:

- Communicate with classmates and teacher when necessary
- Obtain peer correction and feedback instantly
- Promote dialog between learners
- Share information
- Facilitate collaboration
- Bring interest and motivation
- Have an academic success
- Develop a sense of belonging

To sum up, WhatsApp should be considered a tool to teach the English language in and outside the classroom. This app offers many benefits to be used as an educational tool. Because it is used by almost everybody in the world and most by students, it is one of the advantages that teachers should consider changing the traditional ways of teaching.

### **5.3 Limitations**

According to the selected method for research, data collection validity and readability will be affected. This study applied the quantitative non-experimental survey research because of the time it was developed. Some of the limitations of this research are the use of a Likert 3-option questionnaire (agree, neutral, disagree) since participants were primary students. This kind of questionnaire limited students' choices because they had the chance to

choose only one of the three options. Consequently, they could not express and explain their beliefs about using WhatsApp to improve their productive skills.

The survey method limits the exploration of the participants' answers since the data collected is analyzed and distributed in percentiles frequencies by giving general results and findings instead of analyzing participants' opinions and beliefs.

#### **5.4 Suggestions for further research**

Nowadays, technology is taking place in the education system; it is necessary to implement new technology such as the social app WhatsApp to improve English language skills. Furthermore, teachers should take advantage of students who constantly use this application, one of the reasons they are inseparable from their mobile phones. Therefore, it is essential to make some changes in the teaching practice.

Some similar studies also recommend using WhatsApp for further research in other contexts and system education levels since most focus on university students. Others suggest using WhatsApp to improve not only speaking or writing skills but also receptive skills (Ainun et al., 2020; Handayani & Aminatun, 2020; Mustafa, 2018).

Implementing technology in the classroom is crucial to changing traditional teaching methods. First, to fulfill students' needs and second, to reach better future opportunities in this global language world best known as the English language.

After reading some recent studies, I consider that it is necessary to continue investigating the use of WhatsApp to improve productive skills, especially in primary schools in Mexico, since there are not many studies in this context. Furthermore, some studies suggest further research to analyze the effectiveness of the use of WhatsApp as an educational tool

in the improvement of all English skills as well as in other levels of the education system (Keogh & Robles, 2018; Suhaimi et al., 2019).

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## Appendix 1

**Instructions:** Choose the option that best describes what you think. There are no correct or incorrect answers.

**Sex:**

**Age:**

| QUESTIONS   | <br>Agree | <br>Neutral | <br>Disagree |
|---|---|--|---|
| 1. Practicing speaking through WhatsApp group is a good idea.                                 |   |  |   |
| 2. The use of WhatsApp group can improve speaking skill.                                      |   |  |   |
| 3. Speaking through WhatsApp group makes effective learning.                                  |   |  |   |
| 4. Speaking practice through WhatsApp group is a fun way of language learning.                |   |  |   |
| 5. WhatsApp group usage provides better opportunities in speaking practice.                   |   |  |   |
| 6. The use of WhatsApp group develops my confidence to speak English.                         |   |  |   |
| 7. I was excited to speak when using WhatsApp group.  |   |  |   |
| 8. Using WhatsApp group motivates me to speak in English.                                     |   |  |   |
| 9. Compared to classroom speaking activities, I prefer using WhatsApp group to speak English. |   |  |   |
| 10. English speaking using WhatsApp helped me improve my speaking skills.                     |   |  |   |
| 11. Practicing writing through WhatsApp group is a good idea.                                 |   |  |   |
| 12. The use of WhatsApp group can improve writing skill.                                      |   |  |   |
| 13. Writing through WhatsApp group makes effective learning.                                  |   |  |   |
| 14. Writing practice through WhatsApp group is a fun way of language learning.                |   |  |   |
| 15. WhatsApp group usage provides better opportunities in writing practice.                   |   |  |   |
| 16. The use of WhatsApp group develops my confidence to write English.                        |   |  |   |
| 17. I was excited to write when using WhatsApp group.   |   |  |   |
| 18. Using WhatsApp group motivates me to write in English.                                    |   |  |   |

|   |  |  |  |
|---|--|--|--|
| 19. Compared to classroom writing activities, I prefer using WhatsApp group to write English. |  |  |  |
| 20. English writing using WhatsApp helped me improve my writing skills.                       |  |  |  |

*Source.* Likert scale sample 3-point adapted from previous studies (Albogami & Algethami, 2022; Khan et al., 2021).

**Instrucciones:** Elige la opción que mejor describe lo que piensas. No hay respuestas correctas y/o incorrectas.

**Sexo:**

**Edad:**

| <p style="text-align: center;"><b>QUESTIONS</b></p>   | <p style="text-align: center;"><br/>De<br/>acuerdo</p> | <p style="text-align: center;"><br/>Neutral</p> | <p style="text-align: center;"><br/>En<br/>desacuerdo</p> |
|---|--|--|--|
| 1. Es una buena idea practicar habilidad oral a través del grupo de WhatsApp.   |  |  |  |
| 2. El uso del grupo de WhatsApp puede mejorar la habilidad oral.  |  |  |  |
| 3. Hablar a través de un grupo de WhatsApp hace efectivo el aprendizaje.  |  |  |  |
| 4. La práctica de la habilidad oral a través del grupo de WhatsApp es una manera divertida de aprender el lenguaje.     |  |  |  |
| 5. El uso del grupo de WhatsApp provee mejores oportunidades en la práctica oral.                                       |  |  |  |
| 6. El uso del grupo de WhatsApp desarrolló mi confianza para hablar en inglés.  |  |  |  |
| 7. Estaba emocionado de hablar cuando usaba el grupo de WhatsApp.   |  |  |  |
| 8. Usar el grupo de WhatsApp me motivó a hablar en inglés.  |  |  |  |
| 9. Comparado con las actividades orales del salón, prefiero usar el grupo de WhatsApp para hablar en inglés.            |  |  |  |
| 10. Hablar en inglés usando WhatsApp me ayudó a mejorar mi habilidad oral.  |  |  |  |
| 11. Es una buena idea practicar habilidad escrita a través del grupo de WhatsApp.                                       |  |  |  |
| 12. El uso del grupo de WhatsApp puede mejorar la habilidad escrita.  |  |  |  |
| 13. Escribir a través de un grupo de WhatsApp hace efectivo el aprendizaje.   |  |  |  |
| 14. La práctica de la habilidad escrita a través del grupo de WhatsApp es una manera divertida de aprender el lenguaje. |  |  |  |
| 15. El uso del grupo de WhatsApp provee mejores oportunidades en la práctica escrita.                                   |  |  |  |
| 16. El uso del grupo de WhatsApp desarrolló mi confianza para escribir en inglés.                                       |  |  |  |
| 17. Estaba emocionado de escribir cuando usaba el grupo de WhatsApp.  |  |  |  |
| 18. Usar el grupo de WhatsApp me motivó a escribir en inglés.   |  |  |  |

|   |  |  |  |
|---|--|--|--|
| 19. Comparado con las actividades escritas del salón, prefiero usar el grupo de WhatsApp para escribir en inglés. |  |  |  |
| 20. Escribir en inglés usando WhatsApp me ayudó a mejorar mi habilidad escrita.                                   |  |  |  |

*Source.* Likert scale sample 3-point adapted from previous studies (Albogami & Algethami, 2022; Khan et al., 2021).

## Appendix 2

### Informed consent letter

#### Consentimiento informado para padres y/o tutores

La presente investigación es realizada por Adriana Cabrera Tenschil maestra de inglés en escuela primaria “Unidad y Trabajo”. El objetivo de la presente investigación es conocer y analizar la “Efectividad de un grupo de WhatsApp para promover y mejorar las habilidades productivas en estudiantes de sexto grado de primaria más allá del salón”

Estimados padres de manera respetuosa me dirijo a ustedes para solicitar su consentimiento para la participación de sus hijos en este proyecto de investigación. La participación de sus hijos para este estudio es estrictamente voluntaria. Toda información recolectada es confidencial y no se usará para ningún otro propósito. Las respuestas a los cuestionarios serán codificadas usando un número de identificación y por lo tanto serán anónimas.

El proceso para esta participación es muy sencillo, su hijo (a) deberá contestar 20 preguntas que tomarán aproximadamente 10 minutos. Si usted decide que participe en este estudio, su hijo (a) podrá hacer preguntas en cualquier momento durante su participación.

Yo \_\_\_\_\_ he leído la información proporcionada. Consiento voluntariamente la participación de mi hijo (a) en esta investigación como participante y entiendo que la participación de mi hijo (a) es muy importante.

---

Firma

Nativitas, Tlaxcala., a 20 de junio de 2022.

### **Autorización para realizar estudios de investigación**

**Mtra. Cruz Martha Pérez Tapia**  
**Directora de la Escuela Primaria Unidad y Trabajo**

Estimada maestra Cruz Martha Pérez Tapia por este medio me permito solicitar permiso para realizar un estudio de investigación con los alumnos de sexto grado grupo B que lleva como título “Efectividad de un grupo de WhatsApp para promover y mejorar las habilidades productivas en estudiantes de sexto grado de primaria más allá del salón”. Actualmente estoy inscrita en el “Diplomado TIC para enseñanza de las lenguas” de la Universidad Autónoma de Puebla y estoy en proceso de redacción de la tesina para titulación.

Los alumnos participarán de manera voluntaria con el consentimiento de los padres de familia. Una vez aceptada la solicitud por parte de los padres de familia y/o tutores, se les aplicará un cuestionario que consta de 20 preguntas para responder aproximadamente en 10 minutos. Los resultados de estos cuestionarios serán confidenciales y anónimos pues solo serán analizados por mí para propósitos de estudio.

Su aprobación para realizar este estudio será una valiosa contribución. Sin más por el momento quedo atenta a su respuesta a esta solicitud. Reciba saludos cordiales.

Atentamente

Aprobado por:

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Adriana Cabrera Tenchil

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Mtra. Cruz Martha Pérez Tapia  
Directora de la escuela