



System of Support: A Case Study of English Language Writing on WhatsApp among University Students

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ABSTRACT

This case study examines low-proficiency, university students' view of three learning factors that influence ESL argumentative writing. The primary objective of this study is to identify the three factors which are mobile technology of WhatsApp, peer interaction, and teacher's support in the English argumentative writing performance of low proficiency university students. This study was conducted at one of the public universities in Malaysia, and involved 13 first-year undergraduate students enrolled in an English proficiency course for beginners. Data were collected from multiple resources including WhatsApp discussions, interviews from teachers, students and students' argumentative writing. The argumentative writing essays that the students sent every week for eight weeks after three days of discussion in WhatsApp with the teachers based on eight topics to aid students in enhancing their vocabulary, promote generation of ideas, and improve the ability. The students' writing scores revealed that the three factors helped improve their writing skills and the students' attitudes. The findings suggested that the three factors is recommended to support the students in writing, highlight the importance in the students' motivation, engagement and effective learning which the researcher termed as 'System of Support'.

Keywords: ESL argumentative writing, Mobile learning, Peer interaction, Teacher's role, WhatsApp