

## Using Whatsapp for Learning to Enhance Students' Vocabulary Achievement

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### Abstract

The aims of research were to know the effectiveness of using WhatsApp to enhance students' vocabulary achievement, and the challenges faced in implementing this technology. The design of this research followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to ensure a structured and transparent review process. The inclusion and exclusion criteria were determined in this study. Nineteen of the one hundred chosen articles met the inclusion requirements after further evaluation. The data were synthesized to provide a comprehensive overview of WhatsApp's influence on vocabulary learning. The synthesis highlighted the benefits, challenges, and implications of using WhatsApp in the context of language learning, managing distractions, ensuring material relevance, safeguarding privacy, and employing strategic teaching methods. As WhatsApp offers a platform for individual study outside of the classroom and peer-to-peer immediate feedback, it also encourages students' motivation and involvement in the learning process. The analysis of these results demonstrates that incorporating WhatsApp into the curriculum can create an engaging and dynamic learning environment. However, in order to fully utilize this technology for learning, this study also identified a number of obstacles that must be addressed, including problems with technological access, distractions, and managing study groups. It is clear that WhatsApp has great potential as an effective educational tool in improving EFL students' vocabulary learning. Educational institutions should consider formally integrating WhatsApp into their language learning curriculum and learning activities.

Keywords: *WhatsApp; Vocabulary; Vocabulary Achievement; Education Technology*

### INTRODUCTION

In the ever-growing digital era, communication technology has become an integral part of everyday life. One of the most widely used applications is WhatsApp (Marques, 2016). This application is not only used for personal communication, but is also starting to be integrated into the world of education as a learning aid. WhatsApp makes it easy to send messages, images, videos and documents, thus facilitating a more interactive and dynamic teaching and learning process (Ujukpa et al, 2018).

The application of WhatsApp in language learning, especially to increase students' vocabulary, is increasingly popular in various educational institutions (Bensalem, 2018).

Teachers and students can communicate more effectively outside class hours via WhatsApp groups (Baishya, 2020; Mutiara 2023). In this group, students can ask questions, discuss and share information related to the subject matter being studied. This allows learning to be more flexible and not limited to the classroom. Additionally, students can access study materials anytime and anywhere, giving them the opportunity to learn independently and in depth.

Several studies have shown that using WhatsApp in language learning can increase students' learning motivation. Students feel more comfortable and open to communicating via this platform because of its informal and easy to access nature. In addition, the use of WhatsApp allows teachers to provide real-time feedback, which is very beneficial in the learning process. Students who are active in WhatsApp groups tend to be more involved in discussions and more responsive to assignments given by the teacher (La Hanisi et al, 2018).

However, despite the many benefits it offers, the use of WhatsApp in education also raises several challenges. One of them is how to maintain the quality and consistency of the material delivered through this application. In addition, there are concerns about distractions that may arise from the use of mobile phones during lessons, which can disrupt students' concentration. Other challenges include effective time management and how to ensure that all students can participate equally in learning activities via WhatsApp (Suárez et al, 2022).

Even though WhatsApp is helpful for learning, there are several problems to fix. There are several problems to be fixed. First, not all students have the same access to this technology. Inequality of access can cause inequality in obtaining the benefits of learning via WhatsApp. Students who don't have smartphones or stable internet connections may be left behind compared to their more fortunate peers. This can lead to gaps in learning outcomes and student participation (Madge et al, 2019). Second, there are problems related to distraction and time management. Uncontrolled use of WhatsApp can cause students to be distracted by notifications that are not relevant to the lesson material. This can reduce the effectiveness of learning and cause students to lose focus. Teachers need to find ways to manage WhatsApp use so that it remains productive and in line with learning objectives. Another challenge is ensuring that discussions and materials shared via WhatsApp remain relevant and do not deviate from the planned learning topics (Imwa, 2020).

Additionally, there are also concerns regarding data privacy and security. The use of WhatsApp in education involves the exchange of students' personal and academic information, which must be properly protected. Teachers and students must understand and comply with the privacy and security policies when using this application to avoid misuse of data and information. All parties involved must ensure that the data collected and stored via WhatsApp is used ethically and safely (Cetinkaya, 2017).

There has been a lot of research on the use of technology in education, and many of them show positive results. According to Çetinkaya (2020), the use of instant messaging applications such as WhatsApp can increase interaction between students and teachers outside the classroom, which in turn can increase students' understanding of lesson material. In addition, research conducted by Alamer et al. (2023) shows that WhatsApp can increase students' learning motivation, especially in language learning.

Another study by Rambe and Chipunza (2013) shows that the use of WhatsApp in learning can encourage collaboration between students. They found that students were more likely to participate in group discussions via WhatsApp because they felt more comfortable and had more flexible time to provide responses. This is in line with the

findings of Bouhnik and Deshen (2014) who stated that WhatsApp facilitates more efficient communication and supports collaborative learning.

Furthermore, research conducted by Allagui (2014) highlighted that WhatsApp can be used as a tool to develop students' writing skills and increase their vocabulary. In the study, students who actively used WhatsApp to discuss and share information showed significant improvements in their language skills. This shows the great potential of this application in language learning (Setyawan, 2022). WhatsApp also allows students to engage in contextual learning, where they can apply new vocabulary in relevant and everyday contexts.

However, there is also research that shows the challenges and limitations of using WhatsApp in education. According to Yeboah and Ewur (2014), although WhatsApp can improve communication, there is a risk of distraction and misuse which can disrupt the learning process. Therefore, it is important for teachers to develop effective strategies in utilizing WhatsApp as a learning tool. Teachers must be able to organize and monitor student activity on these platforms to ensure that they remain focused on learning objectives.

This research is very important considering the increasingly widespread use of technology in education where distance learning is a necessity, applications such as WhatsApp can be an effective solution to overcome the limitations of face-to-face communication. Using WhatsApp to improve students' vocabulary can be one way to ensure that the teaching and learning process continues well even though it is done online. Distance learning requires adaptation of learning methods and media, and WhatsApp can be an important tool in this process.

In addition, with the increasing need for English language skills in a globalized world, finding effective methods to improve students' vocabulary has become very important. WhatsApp offers a platform that can be accessed easily and is familiar to students, so its potential to be used as a language learning tool is very large. It is hoped that this research can contribute to finding appropriate and effective methods for increasing students' vocabulary through the use of technology. Good English skills are very necessary in this era of globalization, where communication across cultures and languages is becoming increasingly common.

This research is important because technology is changing quickly. Education needs to keep up to stay useful and effective. Integrating technology such as WhatsApp in the learning process can help bridge the gap between technology and education, and prepare students to face future challenges. By understanding and utilizing technology effectively, education can be more adaptive and responsive to changing times.

The urgent need to find new ways to improve the quality of education in the digital era. WhatsApp, as one of the most widely used applications, offers a lot of potential to be utilized in learning. Considering the advantages and convenience offered by this application, it is important to explore how WhatsApp can be used effectively to improve students' vocabulary. WhatsApp can be easily accessed by many students, so the potential for its use in education is very large.

Additionally, the use of WhatsApp in education is still a relatively new field and requires more research to understand its potential and challenges. By researching the use of WhatsApp to increase students' vocabulary, it is hoped that effective strategies can be found that can be adopted by teachers in language learning, especially in the context of distance learning or blended learning. This research also aims to contribute to the existing literature, by offering findings and practical recommendations for educators and policy makers.

Choosing this topic was also based on the observation that many students were already familiar with the use of WhatsApp in everyday life. Integrating applications that students are already familiar with into the learning process can increase their motivation and engagement. Thus, this research is not only academically relevant but also practical and applicable in everyday educational contexts.

The effectiveness of WhatsApp in improving vocabulary mastery, and the challenges faced in implementing this technology. By understanding how WhatsApp can be used optimally in language learning, it is hoped that we can provide practical recommendations for teachers and educational institutions to integrate this technology in the teaching and learning process. This research also aims to measure the extent to which the use of WhatsApp can influence students' motivation and involvement in language learning.

By achieving these objectives, it is hoped that this research will provide new and practical insights that can be applied in a wider educational context, as well as contribute to the development of more innovative and effective learning methods.

Here are 5 problem formulations that will be the reference for this research, namely:

1. How does the gap in technology access among students affect the effectiveness of using WhatsApp in vocabulary learning?
2. What are the disturbances faced by students when using WhatsApp in the learning process, and how to overcome them?
3. How is the relevance of the material shared via WhatsApp can be maintained in the context of planned learning?
4. What steps need to be taken to protect the privacy and security of student data in the use of WhatsApp as a learning tool?
5. What strategies can teachers develop to effectively utilize WhatsApp in vocabulary learning?

## **METHOD**

This research employs the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) approach to explore the use of WhatsApp in vocabulary learning for EFL (English as a Foreign Language) students. The design of this research follows the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to ensure a structured and transparent review process. The study is divided into several key stages:

### **1. Identification of Sources**

A comprehensive search was conducted using major academic databases (Google Scholar) from 2014 to 2024. The keywords "WhatsApp AND learning AND vocabulary achievement" and "social media AND vocabulary learning AND students" were used. This resulted in 326 articles.

### **2. Screening and Eligibility Criteria**

Articles were screened based on relevance to the research focus, specifically studies involving WhatsApp's impact on vocabulary learning for EFL students. Out of the 100 selected articles, 31 duplicates were excluded. Full texts of the remaining 69 articles were retrieved, but after detailed evaluation, only 19 met the inclusion criteria.

### 3. Inclusion Criteria

The selected studies had to:

- Be published between 2014 and 2024.
- Be peer-reviewed.
- Focus on the use of WhatsApp in language learning, specifically vocabulary acquisition.
- Address EFL or ESL (English as a Second Language) contexts.

### 4. Analysis Framework

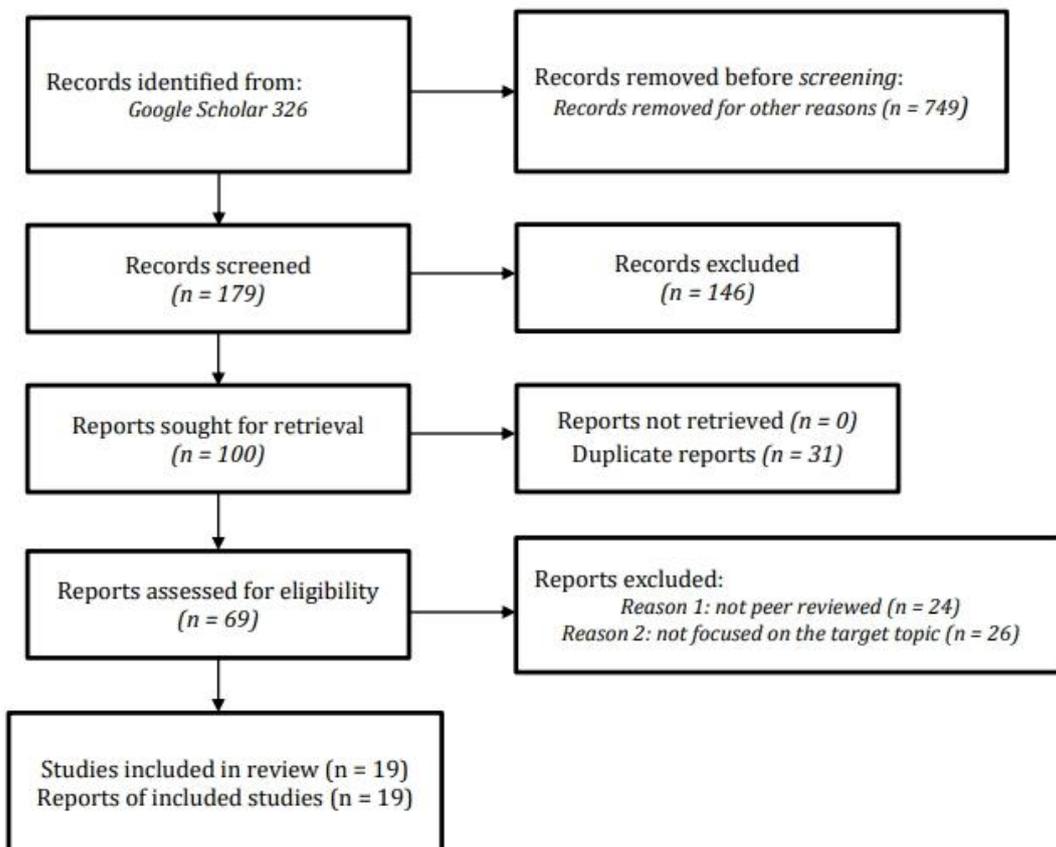
Each of the 19 articles was systematically analysed using five key features:

- Year of publication
- Country of origin
- Type of document (research paper or literature review)
- Main topic (WhatsApp and vocabulary learning)
- Key findings

### 5. Data Synthesis

The findings from these studies were synthesized to identify common themes, challenges, and outcomes related to the use of WhatsApp in vocabulary learning. This systematic review provides insights into the benefits and limitations of integrating WhatsApp into language learning practices for EFL students.

The entire search procedure is depicted in Figure 1, in compliance with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses, Page et al. 2021) statement.



**Figure 1.** Flow diagram (PRISMA) summarizing the search procedure

### Analysis of the Documents

Nineteen full texts were considered for systematic analysis. Each document was reviewed, and the results of this process have been summarized in Table 1. Five primary features were analyzed for each document: the year of publication, the country of origin of the research, the type of document (research paper or literature review), the main topic, and the findings.

**Table 1.** Systematic analysis of the documents, including authors, years of publication, nationality of the research, type of document, main topic, and main findings for each document.

No	Authors	Year	Nationality	Type of Document	Main Topic	Main Findings
1	Bensalem, E.	2018	Arab Gulf Region	Journal Article	The impact of WhatsApp on EFL students' vocabulary learning	WhatsApp group significantly outperformed traditional methods. Participants had positive attitudes towards learning vocabulary via WhatsApp.
2	Hashemifardnia, A., Namaziandost, E., & Rahimi Esfahani, F.	2018	Iran	Journal Article	The effect of using WhatsApp on Iranian EFL learners' vocabulary learning	Experimental group using WhatsApp significantly outperformed control group with traditional methods ( $p < .05$ ) on post-test.
3	Wijayanti, A., & Gunawan, Y. B.	2018	Indonesia	Journal Article	Students' perceptions towards the utilization of WhatsApp for vocabulary teaching and learning	Students gave positive feedback on using WhatsApp for vocabulary teaching, though there were drawbacks.
4	Cetinkaya, L., & Sütçü, S. S.	2018	Turkey	Journal Article	The effects of Facebook and WhatsApp on vocabulary instruction	WhatsApp was found to be more effective than Facebook in vocabulary teaching. Students expressed willingness to continue using WhatsApp for

						learning.
5	Hamad, M. M.	2017	Saudi Arabia	Journal Article	Using WhatsApp to Enhance Students' Learning of English Language	The study highlights the role of social media in modern education. However, specific results from the study are not fully detailed in the provided summary.
6	Cetinkaya, L., & Sutcu, S.	2019	Turkey	Journal Article	Students' success in English vocabulary acquisition through multimedia annotations sent via WhatsApp	Multimedia annotations (Text+Picture+Audio) significantly increased vocabulary acquisition. Students had positive opinions towards the use of these multimedia annotations.
7	Alenezi, S., & Bensalem, E.	2022	Unknown	Journal Article	The Effect of Using WhatsApp on EFL Students' Medical English Vocabulary Learning During the Covid-19 Pandemic	No significant difference found between WhatsApp and Blackboard groups; positive perceptions towards WhatsApp enhancing learning experience.
8	Dehghan, F., Rezvani, R., & Fazeli, S. A.	2017	Iran	Journal Article	Social networks and their effectiveness in learning foreign language vocabulary	No significant difference between WhatsApp and traditional methods. Suggestions for future research and practical applications of social media in

						language teaching are discussed.
9	Khan, R. M. I., Radzuan, N. R. M., Farooqi, S. U. H., Shahbaz, M., & Khan, M. S.	2021	Unknown	Journal Article	Learners' Perceptions on WhatsApp Integration as a Learning Tool to Develop EFL Vocabulary for Speaking Skill	Positive attitudes among EFL learners towards using WhatsApp for vocabulary learning, with high mean scores on perception and usage attitudes.
10	Afsyah, S.	2019	Unknown	Journal Article	WhatsApp in English Language Teaching	WhatsApp serves as an effective learning medium to enhance vocabulary acquisition in Senior High School English classes.
11	Janfeshan, K., Nader Sharhan, A., & Janfeshan, M. M.	2023	Iran	Journal Article	Effects of Using WhatsApp on EFL Learners' Vocabulary Learning and Autonomy	Blended learning using WhatsApp significantly improved vocabulary learning and autonomy compared to traditional methods.
12	Alqahtani, S. M., Bhaskar, C. V., Vadakalur Elumalai, K., & Abumelha, M.	2018	Unknown	Journal Article	WhatsApp as a Learning Platform for University Students	Students view WhatsApp as a valuable platform for enhancing language learning skills, emphasizing its pedagogical benefits.
13	Arifani, Y.	2021	Unknown	Journal Article	Enhancing EAP Learners' Academic Vocabulary Learning	WhatsApp-based activities improve academic vocabulary learning, with positive learner attitudes and

						better performance compared to traditional methods.
14	Tsuraya, A. S., & Silaturahmi, S.	2021	Unknown	Conference Proceedings	Effectiveness of WhatsApp in Teaching Vocabulary	WhatsApp media effectively improves vocabulary mastery among high school students, leading to increased engagement and better learning outcomes.
15	Khoshsima, H., & Khosravi, M.	2021	Iran	Journal Article	Vocabulary Retention through ANKI, WhatsApp, and Traditional Method	Both ANKI and WhatsApp-based instruction significantly enhanced vocabulary retention compared to traditional methods.
16	Al Algaithi, A., Behforouz, B., & Isyaku, H.	2024	Oman	Journal Article	Effect of WhatsApp Bot on Vocabulary Learning	WhatsApp bots effectively enhance vocabulary learning among students at different proficiency levels, showing significant results compared to traditional teaching methods.
17	Gurmani, M. T. A., LATIFF, A. A., Shahid, C., Abbasi, I. A., & Bhutto, A. A.	2022	Pakistan	Journal Article	Impact of WhatsApp and Academic Wordlist on L2 Vocabulary Learners	Significant improvements in vocabulary knowledge observed in L2 students using WhatsApp combined with Academic

						Wordlist treatments.
18	Hassan, A. 2018 Q., & Ahmed, S. S.	Saudi Arabia	Journal Article	Impact of WhatsApp Learners' Achievement	of WhatsApp on support led to higher motivation and academic performance among students, significantly outperforming those who used traditional methods.	
19	Al Omar, K. 2024 H., AL- Momani, M. A., Al Kayed, M. M., & Smadi, S. M.	Jordan	Journal Article	Impact of WhatsApp Groups on Vocabulary Learning	of WhatsApp groups on significantly improve vocabulary learning among Jordanian university students, fostering collaborative learning experiences.	

The following is a summary of 19 relevant research findings that meet the inclusion criteria, using the keywords “WhatsApp AND learning AND vocabulary achievement” and “social media AND vocabulary learning AND students,” in line with the topic of this study. The studies indicated a positive impact of WhatsApp on vocabulary acquisition among students in various contexts, namely:

1. **Bensalem (2018)** - This study conducted in the Arab Gulf Region found that students using WhatsApp significantly outperformed those using traditional vocabulary learning methods. Participants reported positive attitudes toward using WhatsApp for vocabulary acquisition.
2. **Hashemifardnia et al. (2018)** - In Iran, the experimental group that utilized WhatsApp for vocabulary learning scored significantly higher on post-tests compared to the control group that used traditional methods, indicating a notable effectiveness of WhatsApp ( $p < .05$ ).
3. **Wijayanti & Gunawan (2018)** - This research in Indonesia revealed that students had positive perceptions of WhatsApp as a tool for vocabulary teaching, despite acknowledging some drawbacks in its use.
4. **Cetinkaya & Sütçü (2018)** - The study highlighted that WhatsApp was more effective than Facebook for vocabulary instruction, with students expressing a desire to continue using it for learning.

5. **Hamad (2017)** - Conducted in Saudi Arabia, this study emphasized the role of social media, particularly WhatsApp, in enhancing English language learning. However, specific results were not detailed in the summary.
6. **Cetinkaya& Sutcu (2019)** - This study focused on multimedia annotations shared via WhatsApp, which significantly improved vocabulary acquisition. Students reported positive feedback on the use of these annotations (text, picture, audio).
7. **Alenezi& Bensalem (2022)** - In this study, no significant difference was found between WhatsApp and Blackboard for learning medical English vocabulary during the COVID-19 pandemic, but students perceived WhatsApp as beneficial for their learning experience.
8. **Dehghan et al. (2017)** - This research concluded that there was no significant difference between WhatsApp and traditional learning methods. It also suggested further research on the practical applications of social media in language education.
9. **Khan et al. (2021)** - Learners showed positive attitudes towards using WhatsApp for vocabulary learning, reporting high mean scores on their perceptions and usage attitudes.
10. **Afsyah (2019)** - This study indicated that WhatsApp was an effective medium for enhancing vocabulary acquisition among senior high school English students.
11. **Janfeshan et al. (2023)** - Blended learning incorporating WhatsApp led to significant improvements in vocabulary learning and autonomy compared to traditional methods.
12. **Alqahtani et al. (2018)** - Students considered WhatsApp a valuable platform for enhancing language learning skills, emphasizing its pedagogical benefits.
13. **Arifani (2021)** - The use of WhatsApp-based activities improved academic vocabulary learning, with students demonstrating positive attitudes and better performance compared to traditional methods.
14. **Tsuraya&Silaturahmi (2021)** - This conference study found that WhatsApp effectively improved vocabulary mastery among high school students, leading to better engagement and learning outcomes.
15. **Khoshsima& Khosravi (2021)** - This research found that both ANKI and WhatsApp instruction significantly enhanced vocabulary retention compared to traditional methods.
16. **Al Algaithi et al. (2024)** - WhatsApp bots were found to effectively enhance vocabulary learning among students at various proficiency levels, showing significant improvements compared to traditional teaching methods.
17. **Gurmani et al. (2022)** - Significant vocabulary knowledge improvements were observed in second language students using WhatsApp in conjunction with Academic Wordlist treatments.
18. **Hassan & Ahmed (2018)** - WhatsApp support was linked to increased motivation and academic performance among students, who significantly outperformed those using traditional methods.
19. **Al Omar et al. (2024)** - The study found that WhatsApp groups significantly improved vocabulary learning among Jordanian university students, fostering collaborative learning experiences.

The research process began with journal selection, where journals were identified and chosen based on their methodological quality and relevance to the research topic. Specific inclusion and exclusion criteria were applied to ensure that only the most relevant journals were included in the analysis. Next, data collection involved obtaining information from the full text of each selected journal. This data encompassed

the research objectives, methodologies used, main findings, and implications of each study.

Following data collection, content analysis techniques were employed to group and interpret the findings from each journal. This method facilitated the identification of patterns, main themes, and significant differences among the studies. Finally, the results of the data analysis were synthesized to provide a comprehensive overview of WhatsApp's influence on vocabulary learning. This synthesis highlighted the benefits, challenges, and implications of using WhatsApp in the context of language learning.

### **Data analysis**

Content analysis involved organizing information from each journal to identify key findings and emerging patterns. Thematic synthesis then integrated the findings from the journals to produce deeper thematic insights. This process included comparing and contrasting results from different studies to identify consistencies and variations in the outcomes.

## **RESULTS AND DISCUSSION**

### **The Impact of Technology Access Disparities Among Students on the Effectiveness of WhatsApp in Vocabulary Learning**

Technology access disparities among students are a crucial factor that can influence the effectiveness of WhatsApp in vocabulary learning. In this context, students with easy access to technology, such as smartphones and the internet, are likely to benefit more compared to those without the same level of access. Research by Bensalem (2018) indicates that students using WhatsApp achieve better outcomes in vocabulary learning compared to traditional methods; however, this effectiveness may not be realized if a significant number of students face access limitations. These disparities can create differences in student engagement and motivation, which in turn affects their learning outcomes. For instance, students who have limited access to WhatsApp may miss opportunities to participate in group discussions or share learning materials that could enhance their vocabulary.

Furthermore, findings from Hashemifardnia et al. (2018) demonstrate that the effectiveness of WhatsApp in vocabulary learning heavily depends on students' ability to access and utilize this technology effectively. When students encounter technical difficulties, such as unstable internet connections or inadequate devices, this can disrupt the learning process and diminish expected results. Therefore, it is essential to identify and address this technology access gaps so that all students can reap the benefits of using WhatsApp in their vocabulary learning.

### **The Challenges Students Face While Using WhatsApp for Learning and How to Overcome Them**

The use of WhatsApp in the learning process is often confronted with various distractions that can hinder effective learning. Among these distractions are constant notifications, a lack of focus due to using the app for non-educational purposes, and the potential for misunderstandings in text communication. Research by Wijayanti & Gunawan (2018) notes that although students have a positive perception of using WhatsApp, they also acknowledge several challenges, including distractions that divert attention from learning materials. This highlights the importance of understanding the

context in which WhatsApp is used and how students can be taught to utilize this application efficiently.

To mitigate these distractions, teachers need to develop strategies that help students stay focused while using WhatsApp for learning. For example, teachers can establish specific rules, such as designated times for studying through WhatsApp and minimizing the use of the app for non-educational purposes during learning sessions. Research by Hamad (2017) emphasizes that teacher support is crucial in guiding students to effectively utilize digital tools. In this way, frequent distractions can be minimized, allowing students to concentrate more on improving their vocabulary through structured interactions on WhatsApp.

### **Maintaining the Relevance of Materials Shared through WhatsApp in the Planned Learning Context**

The relevance of materials shared via WhatsApp is key to ensuring that vocabulary learning aligns with established educational objectives. Students need to receive materials that are not only engaging but also relevant to the curriculum they are studying. Research by Cetinkaya & Sütçü (2018) shows that when materials shared on WhatsApp are closely related to what is learned in class, students tend to be more engaged and motivated to learn. To maintain this relevance, teachers must have a clear plan regarding the types of materials to be shared and how those materials can help students achieve the expected competencies.

Additionally, it is important to involve students in the material selection process. Through a collaborative approach, students can provide input on what they find relevant and interesting, which in turn can enhance their motivation and engagement. Research by Afsyah (2019) indicates that students involved in the selection of materials tend to feel more responsible for their learning process. Therefore, maintaining the relevance of materials through WhatsApp is not just about delivering information but also about creating meaningful learning experiences for students.

### **Steps Needed to Protect Students' Privacy and Data Security when Using WhatsApp as a Learning Tool**

Protecting students' privacy and data security when using WhatsApp as a learning tool is paramount, especially considering the amount of personal information that may be shared on this platform. Research by Alenezi & Bensalem (2022) reveals that while WhatsApp offers convenience in communication, students remain concerned about potential privacy breaches. To address these issues, preventive measures must be taken by teachers and schools, such as providing training to students on how to use the app safely, including the importance of not sharing personal information and using appropriate privacy settings.

Furthermore, teachers should ensure that only relevant learning materials are shared through WhatsApp groups and must monitor interactions to prevent the dissemination of inappropriate content. Research by Janfeshan et al. (2023) shows that there is an increase in students' learning autonomy when they are involved in strict privacy settings. Thus, clear protective measures and open communication regarding privacy can help create a safe and comfortable learning environment for students while using WhatsApp.

### **Strategies that Teachers can Develop to Effectively Utilize WhatsApp in Vocabulary Learning**

To effectively utilize WhatsApp as a vocabulary learning tool, teachers need to design strategies that not only enhance learning but also maintain student engagement. Research by Khoshsima & Khosravi (2021) indicates that using multimedia tools, such as videos and images, in WhatsApp groups can significantly improve vocabulary comprehension. Therefore, teachers can leverage these features to send engaging and relevant learning materials, such as interactive quizzes or vocabulary challenges that students can undertake outside of class hours.

Additionally, teachers can adopt a collaborative approach by encouraging students to contribute to their learning. For example, students could be asked to create their own educational content, such as explanatory videos or presentations on new vocabulary they have learned. This not only reinforces learning but also develops students' communication skills. Research findings by Al Omar et al. (2024) indicate that collaborative learning through WhatsApp can significantly enhance student learning outcomes. Thus, developing teaching strategies that harness student collaboration and creativity on WhatsApp is a crucial step toward ensuring successful vocabulary learning.

All of the above problem statements are supported by prior research findings that demonstrate the positive impact of WhatsApp in the context of vocabulary learning. For instance, Bensalem (2018), Hashemifardnia et al. (2018), and Wijayanti & Gunawan (2018) highlight the effectiveness of WhatsApp compared to traditional methods, while Cetinkaya & Sütçü (2018) and Hamad (2017) emphasize the advantages of this application in facilitating more interactive and engaged learning. These studies provide evidence that the use of WhatsApp can be optimized by understanding technology access disparities, challenges faced by students, material relevance, privacy protection, and appropriate teaching strategies.

## **Implications and Recommendations**

### **1. Integrating Technology in the Curriculum**

Based on the findings, there are important implications for integrating technology, especially WhatsApp, in vocabulary learning curricula. Educational institutions should consider using WhatsApp as a tool that can enrich students' learning experiences. By integrating these applications in the curriculum, institutions can create a more dynamic and interactive learning environment. WhatsApp enables real-time interaction between students and teachers as well as between fellow students, which can increase student motivation and engagement in learning.

Integrating this technology can also help students learn independently and sustainably outside the classroom. Study materials can be accessed anytime and anywhere, providing greater flexibility for students to organize their own study time. In addition, using WhatsApp can encourage students to be more active in sharing knowledge and collaborating with their friends, which can enrich their understanding of new vocabulary.

### **2. Training and Support for Teachers**

To maximize the benefits of using WhatsApp in vocabulary learning, teachers need to receive adequate training. This training must cover technical and pedagogical aspects, so that teachers can utilize WhatsApp features effectively in the learning process. Teachers need to be trained in designing interesting and effective learning activities using WhatsApp, such as assignments that require collaboration, discussion and real-time delivery of assignments.

Ongoing support is also important to ensure that teachers feel comfortable and confident in using this technology. Educational institutions can provide the necessary resources and guidance, as well as hold regular workshops and training sessions to improve teachers' skills and knowledge about the use of technology in learning.

### **3. Distraction Management**

One of the main challenges in using WhatsApp is the potential for distractions that can disrupt students' concentration. Therefore, there needs to be an effective strategy to manage this distraction. One approach is to set a special time for using WhatsApp in a learning context. Teachers can set a clear WhatsApp usage schedule, so students know when they should focus on learning and when they can use the application for other purposes.

In addition, teachers need to make clear rules about cell phone use in class. These rules must be socialized to students and enforced consistently to ensure that students remain focused on their learning tasks. Monitoring student activity is also important to ensure that they use WhatsApp according to learning objectives.

### **4. Equitable Access**

It is important to ensure that all students have equal access to this technology. Not all students may have adequate devices or internet access, so educational institutions must provide the necessary facilities and support. This could include providing devices such as smartphones or tablets, as well as adequate internet access within the school environment.

Additionally, educational institutions can work with communities or local governments to ensure that all students, including those from economically disadvantaged backgrounds, can access this technology. By ensuring equal access, all students can participate in learning effectively and experience the benefits of using WhatsApp in vocabulary learning.

### **5. Security and Privacy**

The use of WhatsApp in learning must also be done by paying attention to the security and privacy of student data. Clear policies regarding the use of technology and personal data protection should be implemented to protect students' personal information. Educational institutions need to provide education about the safe and responsible use of technology to students and teachers, so that they understand the risks and how to manage personal data wisely.

In addition, educational institutions must ensure that the applications used meet high security standards and have adequate privacy protection features. Thus, students and teachers can use WhatsApp with a sense of security and comfort, without worrying about privacy violations or data misuse.

Taking these factors into consideration, the use of WhatsApp in vocabulary learning can be a very effective tool in improving the quality of language education. The use of this technology can help create a more interactive, collaborative, and flexible learning environment, which can ultimately improve students' overall language mastery and skills. Educational institutions that adopt this approach can provide richer and more relevant learning experiences for students, preparing them to face the challenges and opportunities of the future.

## CONCLUSION

The findings from these studies reveal several key conclusions.

Firstly, WhatsApp has been shown to enhance vocabulary acquisition across various contexts and student groups. Its interactive features facilitate continuous engagement and reinforcement of new words, which is crucial for effective retention. Secondly, students using WhatsApp for learning generally exhibit increased motivation and engagement. The informal and familiar nature of the platform makes the learning process more enjoyable and less intimidating, leading to better learning outcomes.

Furthermore, WhatsApp supports real-time feedback and peer collaboration, which are essential elements of effective language learning. This immediate interaction enables students to correct mistakes and learn from one another, fostering a collaborative learning environment. However, the studies also highlight several challenges and limitations. Issues such as technological accessibility, potential distractions, and the need for proper management and training were identified as significant hurdles that need to be addressed to optimize the use of WhatsApp in educational settings.

Based on the conclusions drawn from various studies, several suggestions emerge to optimize the use of WhatsApp in vocabulary learning. First, educational institutions should consider formally integrating WhatsApp into their language learning curriculum. This integration needs to be thoughtfully planned and structured to maximize its benefits while addressing potential drawbacks. Additionally, providing comprehensive training and support for teachers is crucial. Such training should encompass both the technical aspects of using WhatsApp and effective pedagogical strategies, enabling educators to design engaging and impactful learning activities.

To manage distractions inherent in using WhatsApp, clear guidelines and rules should be established. Teachers might schedule specific times for WhatsApp activities and actively monitor student engagement to help maintain focus. Ensuring equal access to technology is another vital consideration; schools and educational authorities must work to provide devices and internet access to students who may lack them, thereby promoting equitable participation.

Moreover, in light of data privacy concerns, it is essential to educate both teachers and students about safe practices for using WhatsApp. Institutions should implement strict policies to protect personal information and secure communication. Lastly, continuous evaluation and feedback mechanisms are necessary to maintain the effectiveness of WhatsApp in vocabulary learning. Regular assessments and surveys can help identify areas for improvement, ensuring that this tool is utilized to its fullest potential.

By implementing these suggestions, educational institutions can harness the power of WhatsApp to enhance vocabulary learning and overall language proficiency among students. The integration of such technologies, when done thoughtfully, can transform traditional learning environments into more interactive, engaging, and effective spaces for language acquisition.

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