



## Students' Views on Telegram-based Sentence Writing: The Case of Law Majoring Students of Salale University, Fitcha, Ethiopia

Yonas Tamiru Gebre, College of Social Sciences and Humanities, English Language and Literature, Salale University, Ethiopia

### Abstract

*The objective of the study was to analyze the students' views on Telegram-based writing: the case of 2nd year Law department students of Salale University, Fitcha, Ethiopia. A qualitative case study research design was used to answer this objective. Five participants were purposefully selected for the study. Semi-structured interview was utilized to collect rich and relevant data. The units of analysis and the categories were defined in various themes based on the research variables. The participants' responses were also coded. Content analysis was used to analyze the qualitative data, and it supported the researcher to interpret or narrow down the detailed data into categorized significant themes. After all, the conclusions depicted that second-year Law major students of Salale University revealed positive view towards the Telegram-based writing to advance their skills of writing. The findings showed that writing via Telegram allowed the students the skills of effective writing, including sufficient grammatical knowledge, correct spelling and capitalization, appropriate punctuation, varied or rich vocabulary, and word economy; hence, they could develop error-free sentences, and handle the anxiety of writing. Likewise, the student's language understanding constituted confidence in writing; as a result, they were devoted to the regular practice of writing; this, in turn, positively influenced the students' interest and motivation for writing to gain writing ability. Thus, the instruction of writing needs to employ Telegram on the regular bases to improve students' proficiency in writing.*

**Keywords:** Telegram-based writing, Students' View, Motivation for Writing, Writing Proficiency



## 1. Introduction

### 1.1. Background of the Study

Apparently, writing skills are among the essential component of the English language and the constituents of students' intellectual ability. Richards and Rodgers (2016) reveal that effective writers can properly deliver their messages to the audience. Besides, the skill of writing is a complex cognitive activity that requires the writers to demonstrate control of different variables concurrently (Nunan, 1989; Harmer, 2004; Hyland, 2003 & 2009; Coffin, *et al.*, 2003). Thus, the writers need to control the contents, format, sentence structure, vocabulary, grammar, spelling, and letter formation. The writers are further required to structure and integrate information coherently and cohesively.

Likewise, effective writing skill is made up of unity or the writer's focus on the main idea and discussing it by providing supporting details. Also, the issue of an organization contributes to effective writing. The writer has to coherently and logically order the information to deliver a clear message. Supporting materials, quotations, statistics, examples, and illustrations should be incorporated to persuade the audience. The writer's expression and choice of the word also assures effectiveness (Putra, 2009; Kroll, 2003; Mesfin Abera, 2013). Thus, the words and

expressions must be accurate, clear, and concise. A writer must avoid using ambiguous and long sentences. The proofreading stage, which involves checking the relevance of grammatical structure, punctuation, and spelling, helps enhance the clarity and effectiveness of writing.

Precisely, writing is the skill of conveying thoughts, feelings, and ideas in clear and succinct language. Thus, as Krashen (1984) revealed, students need basic skills for effective writing. Effective writing is that which explicates exactly what the writer wishes to say in clear and understandable language. Ineffective writing on the other hand is clumsy and distracts the reader's attention. Student writers should use clear and concise sentences to yield comprehensibility. Further, the sentences should be varied and should not all follow the same pattern; also, the sentences should contain elements and parts that are parallel. Moreover, the sentences must contain strong active verbs. Concise sentences convey their meaning in as few words as possible.

Contrary to this, the reviewed literature and studies revealed that the majority of the students experience difficulties with effective writing (Kharm, 1986; Westwood, 200; Hickey, 2010; Wondwosen Tesfamichael, 2019; Zeleke Arficho, 2017). The largest written information from the students is caught wordy. The students commit a written error by employing sentences with empty



phrases that contribute little or nothing to the meaning of a sentence. Likewise, they develop a sentence that is too wordy, and phrases which does not add anything to the meaning of the sentence, yet they should be removed and the sentence rewritten. Besides, they are problematic of redundancy because they contain unnecessary repetition of words or ideas which express the same thing or idea twice by using the same words or different words that have the same meaning. The students further employ inappropriate grammar, vocabulary, punctuation, capitalization, and unnecessary phrases and clauses that result in difficulty to find out and comprehend the main point of the sentences.

Conversely, technology-based practicing of writing is found helpful to develop effective writing skills among students. Technology has an undeniable purpose to improve student's language ability. English language researchers have shown the importance of using technology to teach and learn English skills (Throne & Smith, 2015; Ghahri, Hashamdar & Mohamadi, 2015; Amare Tesfie, Mulugeta Teka & Nibret Asrade, 2021). Besides, the integration of technology into the curriculum and syllabus has positively contributed to the improvements in the interests, motivation, and proficiency of the students in learning language skills. Researchers, like (Saha, 2016; Amin, Rafiq & Mehmood, 2020) depicted that utilizing social media in English teaching-learning

classrooms greatly advances the students to share, learn and communicate ideas and interests easily.

Among these, Telegram is the preferred social media used to teach and learn English writing skills. It is the most popular multi-platform messaging service in the world. Telegram affords the opportunity of messaging with other users; create group conversations, and sending and receiving files and stickers on academic issues or topics (Alahmad, 2020; Aghajani & Adloo, 2018). In the academic sphere, English teachers and students serve Telegram to share ideas, updates, orders, workshop documents, and raise questions, seek clarification, and reveal their demonstration on various educational topics.

Besides, in educational arenas, Telegram is used to make discussions, participate, gain new experiences, encourage imagination, improve the motivation of writing, and handle the fear of committing written errors (Sevnarayan, 2023). Thus, learners' autonomy to write can be assured with Telegram. Hereafter, Alodwan (2021) reported that using Telegram in cooperative writing classes than rote or face-to-face writing helps to advance the students' writing proficiency. Putra (2021) revealed that students' utilization of Telegram to transfer short messages can develop their skills of vocabulary. Also, Ghobadi & Taki (2018) denoted that Telegram stickers are found effective in improving students' knowledge of vocabulary in English classrooms. Gufroni (2022)



showed that Telegram is the most important social media used to advance students' grammatical knowledge, spelling, and capitalization.

After all, the utilization of Telegram in English language teaching-learning scenarios has brought a dramatic change in the student's mastery of the language skills. According to Gufroni (2022) & Putra (2021), Telegram can positively develop students' skills in reading comprehension, the skill of vocabulary, and speaking ability. Hence, the educational requirement can be achieved. Nevertheless, there is a need to examine students' perceptions of how Telegram helps them to improve their skills of writing.

Therefore, the study examined students' views toward Telegram-based writing. Besides, the findings of the study can aid educational professionals, curriculum designers, instructors, and students to conceptualize, plan, organize, and practice Telegram on regular bases to improve the students' writing skills. Considering the importance of Telegram-based sentence writing and students' perception, the study was conducted to examine students' views towards Telegram-based writing; the case of Law majoring students of Salale University.

## 2. Problem Statement

Writing skills is the result of students' critical thinking and ability to analyze and synthesize lessons in the English language. University

students should yield better writing skills to meet educational expectations (MoE, 2018). Better writing skills are needed for University students to accomplish their educational and employable requirements. Students with better writing skills are always successful in expressing their thoughts and reaching their goals. Hence, the students should develop the skills of writing for their multiple benefits and success in life (Fareed, Ashraf & Bilal (2016) and Troia et al (2012).

Nevertheless, the reviewed local studies have shown that the majority of the students lack good skills of writing in the lower and higher grade levels (Kefelegn Tefera, 2003; Abiy Yigzaw, 2013; Habtamu Mulugeta, 2018; Mandefro Fenta, Asnakech Demissie & Alemayehu Negash, 2018; Abebaw Tedenek, 2022). The students' linguistic problem is among the aforementioned challenges. Some of the language problems found in the student's written communication are students' use of wordy expressions, ungrammatical and long sentences, unbalanced distribution of words and wrong distribution of parts of speech, and other grammatical errors.

Regarding this, Byrne (1988) & Hedge (1988) denoted that a writer's message may not be comprehensible unless the correct form of language such as structure, words, mechanics, and parts of speech are used effectively. Likewise, students are caught in problematic grammatical knowledge; they commit several mechanical



problems during writing. Plus, they fail to use grammatical patterns and verbs properly. The students are further less skilled to apply the appropriate subject-verb agreement, pronoun references, and connectors.

Most of the time, the student's written communication is not effective in incorporating appropriate and varied ranges of vocabulary used along with proper grammatical and range of sentences. They even use irrelevant vocabulary in a given context. This attempt could affect their motivation to write. In addition, students lack the skills of applying punctuation at a relevant point; they do not use punctuation about the styles of the writer and the intended message, so they employ less relevant punctuation marks (Alfaki, 2015; Truscott, 2007). Also, they are unable to identify the words to be capitalized because they do not give due attention to the words useful to the sentence's initial, important words in headings or topics, proper names, and even including first-person pronouns.

The majority of the students use inconsistent and complex spelling due to the influences of their mother tongue, and less attention is given to studying or memorizing the spelling rules before they start writing. As students know this very well, they usually get frustrated when they are not sure of the correct spelling of the words in their writing. The other problem related to students' writing is that of motivational factors (Harmer,

2004). Students are less motivated and interested to practice writing because they lack confidence in their writing skills. Furthermore, the majority of the students fear committing a mistake or error during the practice of writing, and they lack the confidence to share what they have written.

Similarly, the students of the study area fail to communicate, share and express their thought and ideas through writing. The informally gained data showed that the majority of the students have a problem of understanding the contents, format, sentence structure, vocabulary, grammar, punctuation, spelling, and letter formation to convey coherent information. They use ambiguous grammatical patterns, wordy expressions and sentences, unrelated punctuation, and wrong spelling and capitalization. Additionally, the majority of them are not motivated to write because they have no confidence to practice writing and they fear committing a written mistake/error. The students omit or add extra letters instead of writing proper words in the sentence or paragraph, and they are unable to identify and use proper nouns. Moreover, the students are less capable to carry out grammatical corrections.

At all, majority of the students have the poorest skills in communicating in clear and comprehensible language. Unless great attention is given, it will be difficult to meet academic needs in the future. Thus, there is a need to



develop their writing skills via technology-assisted learning, mainly with Telegram which has retained a great focus in the language teaching-learning context.

Different researchers have indicated the importance of practicing language skills through Telegram technology to enhance students' proficiency in the target language. For instance, Dollah, Nair & Wider (2021) depicted that Telegram can help students to improve their confidence, interests, motivation, and proficiency in learning language skills. They can easily share, learn and communicate their ideas and interests individually, in pairs, and/or in groups. Telegram technology affords teacher-students online interaction in sharing, updating, questioning, and clarifying different topics (Anggraini, et al., 2022).

Here follows, Telegram is an effective technology utilized to make discussions, participation, and gain new experiences, encourage imagination, improve authenticity and motivation of writing, and avoid the fear of committing written errors. Students can share short messages and improve their skills of vocabulary with the aid of Telegram stickers. It is useful to develop students' grammatical knowledge, spelling and capitalization, reading comprehension, vocabulary, and speaking skills. Similarly, employing Telegram can potentially improve students' writing proficiency.

Despite its educational benefits in language learning contexts, Telegram in itself does not necessarily guarantee its successful implementation unless the students know or perceive how Telegram works in their writing skills. There is a need to know how University students find Telegram as a tool that assists them in writing skills.

Nevertheless, the researcher's experience showed that there is no study conducted in the local context to examine students' perception of Telegram-based writing and the above studies have not been intended to analyze the students' perception and practice towards Telegram-based writing skills at the University level. Hence, based on the assumption that students' views may affect the implementation of Telegram-based writing, the researcher was initiated to conduct this research. It is also believed that the research could fill this gap.

Therefore, the current study tried to examine students' views towards Telegram-based writing; in the case of second-year Law majoring students at Salale University. Hereafter, the study tried to find out answers to the following research questions:

- i. How does Telegram contribute to the improvement of students' writing skills?
- ii. What is the students' view on how Telegram helps with the skills of writing?





iii. What is the students' view on Telegram-based writing?

### 3. Research Methodology

#### 3.1. Design

The study aimed to examine students' views towards Telegram-based writing. Thus, the researcher utilized a qualitative case study design to answer this objective. Frankly, a qualitative case study refers to the collection and presentation of detailed, relatively unstructured information from a range of sources about a particular individual, group, or institution, usually including the accounts of the subjects themselves. A qualitative case study tends to examine a small number of units across a large number of variables and conditions; it affords a researcher to gain rich or thick data via case definition and case-based issues.

Thus, the researcher becomes more and more analytical and develops a sense of judgment by which he/she can isolate the most critical events and developments from among the bewildering array of events and documents (Best & Kahn, 2006; Creswell, 2014; Kothari, 2004). Hereafter, the researcher utilized semi-structured interviews to collect relevant data for this study. The gained data were analyzed by the application of content analysis which affords the researcher to classify the data in different patterns or themes.

#### 3.2. Study Participants

To examine students' views towards Telegram-based writing, five students participated in the study. Four (n=4) of them were female students, and the rest (n=1) was male student. The respondents were second-year Law majoring students who were following a regular class in the year 2024 at Salale University, Fitcha, Ethiopia. According to the currently serving curriculum of the country, the Law department students need to attain various courses which can enable them to get sufficient knowledge on how justice or law is assured within a nation.

Besides, the curriculum, as per to meet the national need, expects them to be active practitioners in assuring justice for society. Thus, the Law department students should be skillful in how both distributive justice, fair distribution of social benefits and burdens among the members of the community, and corrective justice, prosecuting the unlawful, are maintained to assure the rule of law in the country.

Hence, the rationale to select students from the Law department was that they were required to present various written documents to impartially fulfill their academic duty, including briefcases on court-room scenarios, model demonstration on the implications of customary laws, synopsis of handling attorney and prosecution, and they were expected to a much load of working time to compose critically analyzed papers to meet the academic needs and to gain necessary skills for

their future career.

This implies that the Law department students' writing skills should be effective so that it can support them to sustain attainment in their professional life. However, their skill of writing was caught inadequate which may hamper the national need for the curriculum in the future. Following this, the researcher administered semi-structured interviews to the respondents to collect the relevant data for the study.

**Table 1:** Demographic profile of the participants.

		<i>f</i>
<b>Sex</b>	Male	1
	Female	4
<b>Name of School</b>	Salale University	5
<b>Year</b>	2 <sup>nd</sup> Year	5
<b>Department</b>	Law	5
<b>Duty</b>	Class	2
	Representatives	
	Group Leaders	3

**Source:** The research analysis, 2024.

Table 1 is intended to mark the demographic data of the sample respondents who participated in the study. The table depicts that the majority of the respondents (4) of the study were female students, and the rest 1 is male students following the regular class in the Law department of Salale University. Besides, the overall sample respondents were purposefully selected from the second year (5), Law Department 5 of Salale University 5. Among them, 2 of the respondents were class representatives, and 3 were group

leaders.

### 3.3. Sample Size and Sampling Technique

In selecting participants for a study, it is important to determine the size of the sample. According to Creswell (2014), there may be a limited number of participants who are conveniently available in some studies. In other cases, factors such as access, funding, the overall size of the population, research design, and the number of variables may also influence the size of the samples. There were thirty-six ( $n=36$ ) second-year Law majoring students in the year 2024 at Salale University, yet five ( $n=5$ ) of them were purposefully selected for the current study. The reason to select five ( $n=5$ ) participants from the whole ( $n=36$ ) students was because they were group leaders and class representatives to that class. By the same token, the purposefully selected participants were supposed more experienced in sharing and exchanging information, updates, questions, and orders between the class and their teacher, and within the groups and class throughout the Telegram group created by them. To this end, the target respondents of the study were five ( $n=5$ ) second-year Law department students who were attaining regular education in the year 2024 at Salale University, Fitcha, Ethiopia, 114 KM. away from the capital Addis Ababa.





### **3.4. Types and Sources of Data**

#### **3.4.1. Semi-structured Interview**

Sufficient data on the students' views towards Telegram-based writing in the study area was gained via semi-structured interviews. Besides, the researcher developed 13 interview items and provided them to the purposefully selected respondents to gain pertinent data for the study. The researcher made a face-to-face interview with further explanations from the respondents about their views towards Telegram-based writing so that the researcher gained relevant information from the participants themselves directly in a natural setting.

The researcher used English language to prepare interview items and conduct interview. The researcher arranged a suitable time for the interview process to minimize interference with participants' time for their regular classes and activities. The place to hold the interview was also chosen in the same manner, and held according to the interviewees' preference. The researcher's foremost plan was to conduct one-on-one interviews only; however, group interviews would have been conducted in one session to gain further information. The interview items were constructed in clear and concise language that made ease and clarity of understanding. The participants were principally asked about their views and experiences of Telegram-based writing,

their perceptions, shortcomings, virtues, challenges, and possible ways of improving their writing skills. The application of semi-structured interviews potentially helped the study in getting more information and encouraged the participants to offer relevant details (Dörnyei, 2007).

#### **3.4.2. Secondary Sources**

Secondary sources were also a source of data for this research. Secondary data means data that are already available, such as the data which have already been collected and analyzed (Kothari, 2004). In this study, they were used in two ways. The first one was to identify the numerical data of the number of students in the Law department and the one who lead the group and represented the class in the study area. The second manner was to review existing literature regarding previous studies on students' writing skills problems, and the purpose of technology, especially Telegram in improving language skills. These secondary sources of data included write ups taken from student's communication in their Telegram group.

### **3.5. Trustworthiness**

To secure the validity and reliability of data, the researcher of the study utilized various methods to check the accuracy and credibility. First, the researcher tried to triangulate the findings by collecting the data with various tools, mainly semi-structured interview and secondary sources; thus, a semi-structured interview was used to gain



a rich description in the natural setting, and secondary sources were employed to check the theoretical and practical issues concerning the research variables or problems to enrich the study. Next to this, the researcher used the member-checking mechanism. By the same token, the researcher read and discussed the interpreted data with the participants to check whether or not the findings were acceptable or unrelated. During this step, the interpreted data was all in all accepted by the participants of the study. Besides, the researcher tried to carry out peer examinations and external audits regarding the accuracy of the research results. In this step, my colleague (English language and literature instructors) tried to judge the procedure and results of the research. This helped the researcher to gain rich and relevant data throughout the study (Patton, 2002; Potter & Levine-Donnerstein, 1999).

### 3.6. Data Analysis

To analyze the gained data, the researcher of the study utilized qualitative content analysis methods. Initially, the current researcher began with identifying the population from which units were sampled in the study area. Afterward, the researcher formed the 5 samples based on a purposeful method and then collected data using semi-structured interviews. To secure the analysis, the researcher then tried to define the units of analysis and the categories into various themes based on the research variables as

'effective writing', the confidence in writing', and motivation for writing', and coded the responses as "S1", S2", S3" etc. where 'S' stands for the student. Content analysis helped the researcher to examine the relevance of preexisting theory to be tested, and to assess the applicability of a theory that emerges during thematic or content analysis.

Content analysis is the most deductive of all forms of qualitative data analysis. Thus, student's write up was analyzed from the telegram group. It focuses on the characteristics of materials and asks 'What meaning is reflected in these?' It is used to describe prevailing practices to discover the relative importance of or interest in certain topics. Likewise, deductively derived theory and deductively driven data analysis work 'down' from preexisting theoretical understandings. The categories of analysis were developed through logical deduction from the preexisting theory. The thematic analysis allowed categories to emerge from the data. This helped the researcher to narrow down the detailed data into categorized significant themes (Weber, 1990; Krippendorff, 2004).

### 3.7. Procedures of the Study

The required data was collected based on the following procedures. First of all, relevant literature was reviewed to obtain sufficient information to develop the items of the semi-structured interview. Then, the researcher came



up with the items to administer and then collect the relevant data. Following this, the data analysis was carefully carried out.

To secure this, the researcher got legal consent from the administrative staff of the University. Then, the researcher defined the objective of the study to the study participants. Centrally, the participant's consent to participate in the study was raised; with luck, they were willing to be part of the study, the researcher started providing items of an interview to get a real portrayal of the views of the students towards Telegram-based writing. Afterward, the researcher undertook the process of data analysis; here, qualitative data collected throughout the semi-structured interview was analyzed qualitatively via content analysis. The data gained through secondary sources were used to strengthen the findings of the study. Finally, conclusions based on the findings of the study were drawn, and followed by possible recommendations.

### 3.8. Ethical Considerations

In the process of conducting this study, every important ethical issue was carefully treated. Besides, the target respondents were inquired to engage in the study after they were given a brief orientation about the purpose as well as the significance of the study. In addition, the researcher kept the participants' identities anonymous and their views confidential.

Moreover, every source used in this study was dully acknowledged.

### 4. Results

Through a qualitative content analysis, the following categories or thematic areas of analysis emerged. Therefore, the researcher made a qualitative content analysis on the bases of three categories or thematic areas, such as effective writing, confidence in writing, and motivation of writing which were dragged from the research variables of the study. Besides, the above themes were categorized into different sub-themes.

The first theme, effective writing, was categorized into diverse sub-themes, like, grammatical accuracy, spelling and capitalization, richness of vocabulary, and economy of words or expressions. Grammatical accuracy was concerned with the target respondents' use of correct or consistent grammatical structures and the right subject-verb agreement that constitutes the preciseness of a text. A sentence that contains elements and parts that are parallel can guarantee grammatical accuracy; whereas, vocabulary is concerned with the appropriateness and varied range of words used in the relevant context. The other sub-theme, spelling, and capitalization, was meant to students the ability to spell the words correctly, use appropriate punctuation about the styles of writing and the intended message, and skill to capitalize words useful to the sentence-

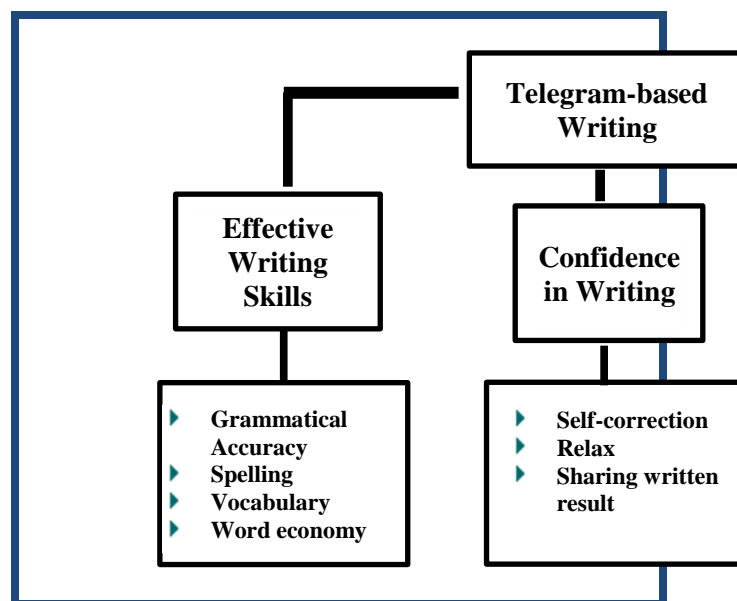
initial, important words in the heading, and names in the proper noun. Henceforth, the issue of word economy or expressions dealt with students' use of accurate, clear, and short sentences to convey comprehensible messages since ambiguous and long words and sentences affect the clarity of meaning.

Likewise, the second theme recited 'confidence in writing' was classified into ease of writing, self-correction, relaxation or less tension when writing, and sharing the written results. Self-correction referred to the students' provision of feedback for their written errors during Telegram-based writing. The second sub-theme was relaxation or less tension when writing revealed students' feeling of ease in the Telegram-based writing; whereas, sharing the written results denoted students' self-reliance to share their results since they got it effective.

The last theme was the motivation for writing which was further divided into the interest in writing, ease of learning the language and practicing writing. Here, the interest in writing signified Law department students' notice given to practice writing via Telegram. Ease of learning writing is defined as simplicity or effort gained by Telegram technology to write effectively. Practicing writing stated Law department students regularly practice of writing via Telegram to advance their skills. Based on these three categories or thematic areas, the current research

tried to check how second-year Law department students of Salale University found Telegram as a tool that assisted them in writing skills.

**Figure 1:** Different categories or thematic areas used in the qualitative content analysis.



**Source:** The research analysis, 2024.

#### 4.1. Contribution of Telegram-based Writing \_Effective Writing Skills

The data gained in the semi-structured interview showed that the whole (5) participants highly regarded the utilization of technology in advancing their English language skills, mainly Telegram-based writing. The participants further argued that Telegram-based writing could be an effective way of practicing writing, and it could help them to yield sufficient grammatical knowledge, correct spelling and capitalization, rich vocabulary, and word economy which constituted to develop their writing proficiency so



that they can achieve the academic requirements and the opportunity of employment.

**Table 2:** Participants' response on the contribution of Telegram-based writing.

Theme	Categories	Codes	f
Effective Writing Skills	Grammatical Accuracy	S1, S2, S3, S4, S5	5
	Spelling and Capitalization	S1, S2, S3, S4, S5	5
	Vocabulary	S1, S2, S3, S5	4
	Word Economy	S1, S2, S3, S4, S5	5

**Source:** The research analysis, 2024.

Besides, Table 2 indicates that writing via Telegram supplied the students' knowledge of the target language. In the above table, the overall target students (S1, S2, S3, S4 & S5) reported that they got a chance to improve their grammatical knowledge with the Telegram-based methods of writing. The aforementioned grammatical benefits gained from Telegram-based writing, as per the data gained in the semi-structured interview showed, were grammatical accuracy, spelling, punctuation, capitalization, the richness of vocabulary, and clarity and economy of words or expressions employed in sentence writing.

The target respondents were beneficiaries of Telegram-based writing; they retained a greater opportunity to advance their grammatical accuracy because writing via Telegram assisted them to employ the correct form of language such as structure, words, mechanics, and parts of

speech. Writing through Telegram further allowed Law department students to cope with the grammatical patterns and subject-verb agreement. Furthermore, the Law department students of Salale University argued as Telegram-based writing was undeniable to equip them with the awareness of consistent grammatical structures, correct pronoun references, and connectors.

The participants more explained about their use of correct spelling in the Telegram-based writing. For instance, S1, S2, S3, S4 & S5 denoted that,

*Telegram-based writing is an effective method of improving English writing skills. The method helps assure the know-how about spelling the words correctly. Students are exposed to less skill to spell out the words correctly. For your joy, using Telegram could be wonderful social media since words spelled incorrectly are automatically underlined with red. If you find a red-underlined word, keep in mind that means the incorrectly spelled word. If so, your next duty is to hunt for the right word. From this, you can point out that writing via Telegram affords a greater opportunity to practice and memorize the spelling rules. Plus, the Telegram application is valuable to handle the challenges of capitalization. Surprisingly, words automatically begin with capital letters when you resume after a period or full stop. Moreover, the Telegram application allows the opportunity to share ideas, and to communicate in various academic points with short sentences. This can help the clarity of messages.*

By the same token, based on the above analysis,





students feel confident because they attained the possibility to check for the correct form of spelling, relevant grammatical structure, and capitalization. Moreover, Telegram-based writing potentially contributed to the student's use of appropriate punctuation marks which centers the styles of writing and the intended message. The participant students were beneficiary regarding capitalizing words properly, mainly at the initial of sentences, important parts of words in headings and topics, and names in proper nouns and pronouns.

In addition to this, the majority of the students retained a rich knowledge of vocabulary. The interview result showed that varied ranges of words could be used in the relevant context throughout Telegram-based writing. Also, varieties of words having the correct spelling and capitalization were employed in the written communication. Suppose, S1, S2, S3 & S5 described that,

*Telegram-based writing serves to make a discussion, share ideas, and communicate with other students and our instructors through shorter sentences, sometimes with few words, too. With no doubt, it guarantees the application of clear and accurate words and expressions in the online platform and it equips us with the choice of words depending on the context. Most of the time, we express our feelings in short words or sentences and even with stickers and this avoids the difficulty of*

*understanding.*

Moreover, S1, S2, S3, S4 & S5 reported that *"the written ideas, feelings and communication shared via Telegram incorporate precise and shorter words, expressions and sentences. Thus, we can pass clear messages this way."* Students' expression and choice of words is an important quality concerning the effectiveness of writing. Ambiguous and long sentences in some manner may affect the comprehensibility of meaning.

From this, we can witness that writing through Telegram aided the students to succeed in their writing skills. It helped them use punctuation at a relevant point and about the styles of their writing and the intended message. As a result, they got a chance to transfer or share their ideas properly. In addition to this, the Telegram technology is found effective on behalf of the study participants since it afforded them to identify the letters to be capitalized after a stop or words that need capitalization, like, proper nouns, etc. This indicates that students' knowledge of the target language was advanced in Telegram-based writing. Similarly, the student's language understanding constituted the confidence of writing; they were devoted to the regular practice of writing to gain language proficiency.

#### **4. 2. Students' View on how Telegram helps with the skills of writing – Confidence of Writing**





The qualitative content analysis undertaken in the current study tried to clearly show the Law department students' view on how Telegram helped them with their skills of writing. To this end, the researcher carried out the analysis under the second theme named confidence of writing which emerged after the respondents had reported their confidence in writing was developed in the Telegram-based practice. In the second theme, self-correction, relaxation or less tension, and sharing the written documents or self-reliance to discuss via writing were incorporated as sub-themes to portray a sufficient picture of the analysis. Hereafter, the analyzed data depicted that the Law department students of Salale University highly favored of Telegram since it built their confidence in writing.

The whole participants (5) mentioned how far Telegram was useful to develop their confidence during writing. According to their reports, writing via Telegram afforded them with greater opportunity to handle self-correction or feedback for one's written mistakes/errors. This opportunity familiarized them with the concept of how to use appropriate grammatical structures or patterns, and spelling; at the same time, this resulted in their ease of writing, and they felt more relaxed to practice writing.

At last, they avoided the fear or tension to commit a mistake/error and maintained self-reliance to share their ideas and feelings for the pair and

group. The more they got confidence, the more they practiced writing. Besides, the participants' responses denoted that practicing writing became an important part of their daily activity.

**Table 3:** Participants' response on their view on how Telegram helps with the skills of writing.

Theme	Categories	Codes	<i>f</i>
<b>Confidence in Writing</b>	Self-correction	S1, S2, S3, S4, S5	5
	Relax	S1, S2, S3, S4, S5	5
	Sharing the Written Results	S1, S2, S3, S5	4

**Source:** The research analysis, 2024.

According to the above table, the qualitative content analysis was also made on the second theme called confidence in writing that is related with the students' views towards Telegram-based writing. A writer needs confidence to yield effective writing. The term confidence denoted students' feelings of relaxation in writing. The second-year Law department students of Salale University in the semi-structured interview revealed that Telegram-based practice of writing built their confidence in writing. For example, S1, S2, S3, S4, S5 responded that,

*The confidence to write grows more in the Telegram-based sessions than in the regular classroom practice of writing. It gave the advantage of error correction by self. To clarify this, Telegram points out the spelling error, and avoids the problems of capitalization; it underlies the incorrect words, and automatically*



*capitalizes letters that start next to a period and stop. Hereafter, we can give great attention to realizing the correct spelling commonly used in written communication and identifies when or at which point to capitalize. To be sure, the above thought denotes that a student can get a chance of correcting his/her written error with the support of the Telegram application. When we are sure of our spelling and capitalization, we get more confidence to practice writing.*

Similarly, they reported that their writing skill was positively affected by Telegram-based practice because they retained the opportunity to correct their mistakes/errors, and this, in turn, advanced confidence and ease of writing.

Likewise, the students' felt comfort or ease in the Telegram-based writing scenarios. Writing in Telegram built their confidence to practice writing and they did not feel fear to commit a written mistake/error for the fact that Telegram facilitated them to identify the correct use of spelling and capitalization. They sensed ease because of the rich vocabulary, correct spelling, and capitalization at hand, they practiced writing skills regularly. To mention a few discourses from what they articulated, for instance, S1, S2, S3, S4 & S5 depicted that,

*The practice of writing is somehow easy to handle. We serve the Telegram application which runs on the cell phone. Individual practice of writing could be made within Telegram. It is relaxing because someone around you is not staring at*

*you to laugh and tease you after he/she has caught you imperfect. In other word, you quite feeling frustrated about committing a mistake/error; for one thing, Telegram favors you with the appropriate words and capitalization. In the meantime, you exercise writing more to get sufficient skills. Then, confidence of writing ensures the interest of writing.*

Moreover, the participant students were comforted with Telegram-based rehearses of writing. They built a greater self-reliance to share their result since they got it effective. Among them, S1, S2, S3 & S5 reported that,

*Telegram's application reduced the tension of practicing writing. Frequent trials could be made to express feelings or ideas via written language. This was alive of Telegram. It is modest to secure grammatical accuracy through Telegram; fortunately, we became self-reliant on what we had composed, and then share it with the pair and group.*

The above argument indicates that the Law department students of Salale University could get a greater chance of error correction which results in the employ of appropriate grammatical structures, vocabulary, concise words, relevant spelling, and punctuation in what they composed or wrote. Composing error-free sentences could possibly reduce their anxiety about writing; the students were not frightened; thus, they might capably communicate with written scripts. After all, the participant students' confidence in writing



was highly advanced with the aid of the Telegram application; at the same time, their interest and motivation for writing were developed. The whole participants reported that exercising writing became their daily activity since they heightened their confidence in writing via Telegram. Furthermore, more self-reliance in writing they built via Telegram resulted in higher motivation for writing. Thus, they allotted more time to practice writing on the daily bases of their life.

#### 4.3. Students' views on Telegram-based writing \_Motivation for Writing

The researcher made a qualitative content analysis in the third theme of the study. The analyzed data depicted that second-year Law majoring students of Salale University were more motivated to write through the Telegram technology. As per the interview data showed, the students were favored of the increased interest in writing, ease of learning writing, and practicing writing by Telegram application installed on their mobile phone. More specifically, the study participants became interested to exercise writing; following this, they paid greater attention to practicing writing to achieve the goal of learning. In addition to this, the respondents reported that using Telegram created ease of writing effective sentences and expressions. Furthermore, the study participants' regular practice of writing was dramatically improved. They were more motivated so they practiced writing regularly.

This could lead them to handle the proficiency of writing.

**Table 4:** Participants' response on their views on Telegram-based writing.

Theme	Categories	Codes	<i>f</i>
<b>Motivation for Writing</b>	Ease of Writing	S1, S2, S3, S4, S5	5
	Interest of Writing	S1, S2, S3, S4, S5	5
	Practicing Writing	S1, S2, S3, S4, S5	5

**Source:** The research analysis, 2024.

The above table marks that the overall participants (5) of the study area were supplied by Telegram-based writing to build a higher motivation for writing. The whole participants (5, 100%) reported that Telegram-based writing could be an effective method of assuring ease of writing. Thus, they made the practice of writing one of the important activities in their life.

During the semi-structured interview, the second-year Law department students denoted that Telegram-based writing highly motivated them to spend more time practicing writing. Following this, they understood the skills of effective writing. In short, Telegram assured the ease of writing because it helped them to employ varied levels of vocabulary when writing which means the students attained varied lexical knowledge. Hence, the study participants avoided repetition of similar words and expressions; moderately they seek synonyms and share their feelings or ideas



with clear and shorter sentences. They further gave attention to the styles of writing, the variety of synonyms and pronouns, and incorporated a wider range of syntactic structures that assures cohesion of writing.

Likewise, practicing writing afforded them less cognitive load because the exercise they made in Telegram was not complex or boring at all; other than this, they could easily write coherent lines, retained varied ranges of vocabulary, and control the language to produce grammatically correct sentences. Moreover, they used a wide vocabulary at the right time to make an impression via writing. The analyzed data implied that students' varied lexical knowledge, which was assisted by Telegram, helped them to achieve appropriate styles and making a positive effect on the clarity of the message. The very best of Telegram-based writing reported in the analyzed data, was it equipped second-year Law department students of Salale University with sufficient and appropriate word choice and collocation. For instance, S1, S2, S3, S4, S5 denoted that,

*Telegram-based writing is effective since the application installed on the mobile phone supplied us with several words that go together with other words of our compositions. To clarify this, when you begin writing, some colloquial words automatically bear in the text box next to what you have written. Then, you choose the right word that best fits your opinion. The technology provides the students to*

*fill in colloquial words; this, in turn, helped us to achieve collocation and check for the appropriate words. In fact, it assists us with the words that fit one another, and this saves our time which means we could transfer our ideas or feeling speedily because we do not waste more time searching for words or expressions. Thus, it is easy to compose effective sentence which is made up of a variety of vocabulary.*

The students of the study area highly noticed the interest in writing gained by Telegram-based writing. Therefore, they regularly practice writing to attain proficiency in writing. The tasks and exercise they practiced in the Telegram application were easy and interesting so they possessed positive views to write via Telegram. Writing in Telegram supported them to get an interest in engaging in writing exercises to achieve the purpose of education. The students gained a high level of interest in writing since Telegram equipped them the sufficient skills in grammar, vocabulary, correct spelling, use of collocation, and appropriate word choice. Next to this, the students retained control and autonomy in learning writing skills.

The participant students were highly motivated to engage in writing exercises and tasks because they were highly interested to practice writing; similarly, their interest positively affected the motivation, level of engagement, and engagement styles in writing exercises. Also, this improved the students' learning and achievement. Because



they gained more interest, their writing skill was developed. Their higher level of interest also contributed to their cognitive functioning, persistence, and regular engagement in writing, and they offered attention to do exercises and tasks.

At all, the content analysis made in the study revealed that the study participants were interested in Telegram-based writing. Following this, they spend more time exercising writing to meet the proficiency of writing and educational expectations. The students were highly motivated so they practiced writing regularly. The students were not exposed to the anxiety of writing because the context of writing in Telegram was less stressful. The majority of the respondents were enthusiastic to practice writing via Telegram, and they attained a higher interest and motivation to attempt writing activities. Telegram was found effective method of sentence-making wherein new words, phrases, or sentence structures are incorporated. The new words used by the students maintained their imagination. Besides, the practice could ease writing anxiety, and let them enjoy practicing writing. The students provide feedback after they develop a sentence, and then share it to make discussions, clarification, and forward new information. Writing in Telegram provided a high interest and motivation of practicing writing among second-year Law department students of Salale

University. At the same time, the highly motivated participant students of the study were interested or desired to engage in English writing.

## 5. Discussions

The basic aim of the study was to analyze the second-year Law majoring students' view towards Telegram-based writing to identify how Telegram-based writing helped them to achieve proficiency in writing. Concerning the first theme of the analysis, effective writing skills, it was indicated that the whole participants favored of writing in Telegram to improve their English writing skills. The analysis showed that writing via Telegram could supply the participants gain good writing skills, and it could help them to yield sufficient grammatical knowledge, correct spelling and capitalization, varied or rich vocabulary, and word economy which constituted to improve their writing proficiency so that they can achieve the academic requirements. In the vein of this, Throne & Smith (2015) reported that social media and social networks have become interesting scenarios utilized to improve students' language skills. Students can have a chance to practice real-life activities with social media. Besides, Lin & Yu (2016) reported that social media, like Telegram can guarantee students' meaningful use of language, improves their interpersonal engagement, and advances their interest and motivation to take part in rehearsal and practice of several activities or tasks in the





target language.

The students noticed Telegram-based writing since it maintained their grammatical knowledge, for instance, writing via Telegram allowed the students how to spell words correctly since words spelled incorrectly were automatically underlined with red in Telegram; then, the students could practice and memorize the correct spelling rules. Writing via Telegram further allowed the varied ranges of vocabulary, the right capitalization, and the proper use of punctuation marks which centers the styles of writing and the intended message. The students could employ shorter sentences, few words, and stickers related to a given context to make discussions. In sum, Telegram-based writing aided the students to succeed in their writing skills. Consistent with this finding, Alodwan (2021), Dollah, Nair & Wider (2021) & Aghajani & Adloo (2018) depicted that students' use of Telegram could help to improve their writing skills. The majority of the students actively engaged in writing activities, made discussions in pairs and groups, and the Telegram allowed them to get feedback on their grammatical errors.

The second theme that emerged was named confidence in writing. Writing through Telegram allowed remarkable confidence in writing for the second-year law department students of Salale University. They retained the possibility of self-correction, relaxation, or less tension, and sharing

the written documents or self-reliance to discuss via written texts. Writing through Telegram provided self-correction or feedback for students' mistakes/errors which made them catch the appropriate grammatical structures or patterns, and spelling; at the same time, this resulted in their ease of writing, and they felt more relaxed to practice writing. At last, they avoided the fear or tension to commit a mistake/error and maintained self-reliance to share their ideas and feelings for the pair and group. The more they get confidence, the more they practice writing. Besides, the students reported that practicing writing became an important part of their daily activities. The students were able to develop error-free sentences, and this could possibly reduce the anxiety of writing. Following this, they could make effective written communication. Consistently, Mashadi & Kavianni (2016), Iksan & Saufian (2017) depicted that writing through Telegram is an effective way of instruction to develop students' participation without fear of being embraced in the exercises or tasks. In sum, the participant students' confidence in writing was improved due to Telegram-based practice, and then positively influenced the students' interest and motivation of writing.

The third theme established in the course of analysis was the motivation for writing. Motivation to write was the core factor that influences students' writing proficiency. Further,





motivation was also revealed as the student's desire to improve their writing skills. The second-year Law majoring students of Salale University were more motivated to write through Telegram technology because Telegram allowed them an interest in writing, ease of learning writing, and practice writing. The students were enthusiastic to practice writing and then spent most of the time exercising writing to meet intellectual expectations. They were more motivated so they practiced writing regularly. This could lead them to handle the proficiency of writing. Writing through Telegram could allow varied levels of vocabulary for the students. Following this, the students could be able to avoid repetition of similar words and expressions, yet they might employ synonyms and clear or shorter words or sentences. Activities were not complex and boring as a result writing via Telegram was anxiety free. The second-year Law department students of Salale University were able to appropriate word choice and collocation. Writing via Telegram improved their motivation to regularly engage in writing activities or tasks. In line with this, Sevnarayan (2023), Saha (2016) & Aghajani & Adloo (2018) revealed that using Telegram can positively influence students' motivation of writing. Motivation is meant the student's desire involved in learning the language. The motivated student may be eager to achieve a specific goal, makes a tremendous effort to

achieve that goal, and experiences interest or satisfaction with the activities associated with achieving that goal.

## 6. Conclusions

The study aimed to examine students' views on Telegram-based writing. Based on the findings and discussions of the study, the following conclusions were drawn. Writing via Telegram allowed second-year Law department students of Salale University to equip with proficiency in writing. The participants of the study could gain effective writing skills with sufficient grammatical knowledge, correct spelling and capitalization, appropriate punctuation, varied or rich vocabulary, and word economy. Writing by Telegram supported them to employ shorter words, expressions, and stickers to make discussions in pairs or groups. Telegram allowed the students to get feedback on grammatical errors. The majority of the students actively engaged in writing activities or tasks to improve their skills of writing. Likewise, the students' language understanding constituted the confidence of writing as a result they were devoted to the regular practice of writing to gain language proficiency. Besides, writing through Telegram assured ease of writing, and then the students were relaxed to practice writing and share their ideas and feelings with the group. The students were able to develop error-free sentences, and this could possibly reduce the



anxiety of writing. Similarly, the student's confidence in writing was improved, and then positively influenced their interest and motivation of writing. They were enthusiastic to practice writing; consequently, they spent most of their time exercising writing. They were more motivated so they practiced writing regularly. This could lead them to handle the proficiency of writing and to meet intellectual expectations. Thus, the instruction of writing should try to employ Telegram on regular bases to improve students' proficiency in writing.

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## 8. Author's Information

Yonas Tamiru Gebre was born in December 16, 1993 in Bonga, Kaffa, Ethiopia. He is PhD. ELT candidate at this time. Besides, he is working as a TEFL lecturer in Salale University, Fitcha, Ethiopia.

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