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THE USE OF SOCIAL MEDIA WHATSAPP AMONG ENGLISH EDUCATION STUDENTS FOR SOLVING THESIS WRITING PROBLEMS

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Purpose of the study: The aim of this study was to analyze the use of social media, WhatsApp, among the UIN (Universitas Islam Negeri) Ar-Raniry's English Education Program Undergraduate Students for solving their thesis writing problems, focusing on the effects of the WhatsApp use and to inquire whether WhatsApp communication helps them solve their thesis writing problems.

Methodology: The design of this study is descriptive qualitative in nature. The researchers selected 12 English Education Program Undergraduate Students comprising 3 male and 9 female students who were writing thesis as participants. This study used semi-structured interview to collect detailed information needed for this research. The researchers use note taking and recording device using Galaxy Note 8.

Main Findings: Findings revealed that the use of social media, WhatsApp, among the undergraduate students of the English Education department, UIN (Universitas Islam Negeri) Ar-Raniry's E show a positive impact on solving the problems they face regarding with thesis writing. The findings also indicated that the use of social media, WhatsApp, has put students at ease in solving their various problems regarding thesis writing constraints.

Application: This study can be very useful for the students writing thesis, and thesis supervisors. The findings of this research give insights and provide information and theories related to thesis writing issues. Studies on this issue are lacking in the field of education in general and thesis related problem sharing and supervisee-supervisor relationship in particular.

Novelty/Originality: The findings justify how the use of WhatsApp brings about positive effects and partly solve students' thesis writing problems. The findings revealed that this research benefits readers, enhances existing knowledge and contributes to the construction of new knowledge in the field of education. Therefore, researchers recommend further research on the effects and benefit or other aspects of social media usage.

Keywords: *social media use; thesis writing problem; English Education Program; UIN Ar-Raniry; Aceh*

INTRODUCTION

The purpose of this research was to investigate the use of social media, WhatsApp, among UIN (Universitas Islam Negeri) Ar-Raniry's English Education Undergraduate Students for solving their thesis writing problems. In Indonesia for undergraduate student level, it is called *skripsi* instead of thesis. *Skripsi* is a term used to describe a scientific and research paper written by undergraduate students as a compulsory requirement to complete their studies at higher education (Poerwadarminta, 2002). Therefore, the term *skripsi* is later on used in this paper. Social media is "a group of Internet based applications that build on the ideological and technological foundations of Web 2.0, and allow the creation and exchange of user generated content." Social media are equipped with the capacity and the facility to discuss, create forum for discussion, modify and share information in texts, images, videos and audios for the users (Singh & Dwiyendi, 2013). Among the commonly used social media are WhatsApp, Facebook, Youtube, Instagram and Twitter (Kaplan & Haenlein, 2010).

Most of UIN (Universitas Islam Negeri) Ar-Raniry's English Education Program Undergraduate Students have problems finishing their *skripsi*. The problems are derived from many sources such as lack of supervisors' time, difficulty to meet them or lack of sharing knowledge among those who are writing *skripsi*. They need effective device or media, which could help them communicate both with their supervisors and their peers. This investigation is to analyze the use of social media, WhatsApp, for solving *skripsi* writing problems.

The first research question is that "what are the perceived effects of social media, WhatsApp, used by students who are writing *skripsi*?" This research question aimed to find out the answers of the social media effects, WhatsApp, has on the

easiness of the UIN (Universitas Islam Negeri) Ar-Raniry's English Education Program Undergraduate Students who are at the writing *skripsi* stage. The research focused on positive effects of the WhatsApp on writing thesis. The reasons why they prefer to use WhatsApp to other devices and the advantages of WhatsApp application for solving students' *skripsi* writing problems and in what ways were inquired in this research.

The second research question is that "can the use of social media, WhatsApp, communication help them solve their *skripsi* writing problems?" This research question was in search of the use of WhatsApp for *skripsi* concern communication. Whom the students communicate with to solve their *skripsi* writing problems was investigated. Whether they use WhatsApp to share their problems on *skripsi* writing issues was looked into, or if they use WhatsApp for other needs in regard to *skripsi* writing.

Unfortunately, some of them have difficulty in writing *skripsi*. The complexity and difficulty of *skripsi* writing are due to some obstacles, academic and non-academic constraints. In this research, problems in *skripsi* include academic and non-academic issues. When they communicate with their peers who are at *skripsi* writing stage as well, they may solve academic problems by learning from one another in terms of writing techniques or research issues. When they communicate with their supervisors, they may inquire into writing techniques or just making an appointment. The former may be academic issues and latter should be a non-academic matter. The investigation focused on both issues of solving *skripsi* problems. A study carried out by Narti (2016) showed that WhatsApp was used as an alternative media. It was customarily used when the supervisor and students, because of one reason or another, could not communicate face-to-face concerning their *skripsi* problems. As Huillier (2019) stated that the root of conflict and difficulties between students and supervisors is lack of communication. Unfortunately, the literature lacks of research on communication barriers and the device use to facilitate the communication in order to support this determining final work completion. In fact, this is a real gap. The scarcity of research on communication problems of both students-students and supervisee-supervisor communication regarding *skripsi* writing more likely to cause the failure or the delay of *skripsi* completion and prolong students' study time. *Skripsi* writing is the last phase of undergraduate students' study tenure. Some of them fail to finish their studies because of *skripsi* writing constraints. That is the reason why this piece of research is of significance. So far, there have been a very limited number of studies examining the issue of social media usage for helping student who are writing *skripsi*. Therefore, this inquiry tries to see the use of social media among UIN (Universitas Islam Negeri) Ar-Raniry's English Education Program Undergraduate Students for solving *skripsi* writing problems.

LITERATURE REVIEW

Writing *skripsi* is hard for students especially those who write *skripsi* in English and English is his or her foreign language. Paltridge and Starfield (2007) stated that "for all students, writing *skripsi* is a challenge. For those who writes it in English and whose first language is not English, the challenge is even greater (p.number??)." Based on her study Fajri (2016) concluded that, among other factors, students make mistakes in writing due to their lack of enthusiasm, motivation and practice. According to Darmono and Hasan (2005) among the obstacles that students face in writing *skripsi* is that students' lack of knowledge in doing research, self-organization, time-management, lack of materials on the subject and bad rapport with supervisor. Before the process of writing *skripsi*, 2 supervisors have been assigned to supervise and direct the students writing *skripsi*. Unfortunately, not all relationships with supervisors work out as planned. It is common that the supervisee-supervisor relationships deteriorate (Blair, 2016) Being reluctant, anxious to meet supervisor and difficult in communicating with supervisor is another significant barrier. These phenomena have drawn attention of researchers. A study done by Moskvicheva, Bordovskaia and Darinskaya (2014) showed that supervisors' evaluations were often inaccurate and more related to external factors of the student research activities than their academic capacities. This research result concluded that it is necessary to have a focused training to improve the accuracy of expectations and evaluations and to create mutual understanding between supervisors and students. Social media application may solve this problem.

Nowadays people tend to prefer reading in the form of online social media to print media (Othman, Nayan, Tiung & Hassan, 2019). A study conducted by Obaidillah and Rahman (2018) on the impact of internet and social media on students' reading habit indicated that students spend more hours on electronic media than on reading books. They enjoy more using and reading social media than reading books. Using social media people communicate on almost all issues of life such as education, politics, faith, family and so on. A study conducted by Shamsuddin, Ali, Wahid and Saidun (2019) showed that social media application in a university is one of the most influential factors for future students to enroll in the university in Malaysia. WhatsApp which was created by Brian Acton and Jan in 2009 derived from a very famous English phrase used by youths worldwide: *What's up?* meaning *what is new?* (Tiwari & Sharma, n.d). The use of WhatsApp is becoming more and more popular today compared to the use of traditional SMS (Gasaymeh & Aldalalah, 2013; Gasaymeh & Qablan, 2013; Balakrishnan & Loo, 2012; Tahat et al., 2014). A study conducted by Gasaymeh (2017) "indicated that it



is common among the students to use WhatsApp. They use of WhatsApp for personal and social purposes on daily basis. Bansal and Joshi (2014) investigated the experiences of college students on the use of WhatsApp. They found that the use of WhatsApp facilitated collaborative learning and increased social interaction among them and with the instructors. Students cooperate and collaborate in knowledge construction (Rovai, 2002). Chipunza (2013) found that university students use this useful electronic tool to facilitate information sharing among them. Students share information using WhatsApp (Yeboah & Ewur, 2014). Ngaleka and Uys (2013) based on their research finding stated that students use WhatsApp as a communication tool outside the classroom for information on meetings and projects. A study conducted by Malecela (2016) on the perception of a university student in Malaysia. The result indicated that students perceived that WhatsApp was useful for students learning, educational communication and collaboration. They believed that WhatsApp was of use for communication with each other and the professor. They use WhatsApp to interact with people personally and socially and they enjoy using it (Gasaymeh & Mothana, 2017). Ahad and Lim (2014) discovered that WhatsApp is popular among undergraduate students. They reported that undergraduate students use it because it is not expensive and user-friendly. Yeboah & Ewur (2014) asserted that WhatsApp makes communication easy and it makes information flow effectively. It is also easy for them to write and send messages in real-time. This finding is in line with what was found by Church and de Oliveira (2013) that the reasons for WhatsApp usage includes reliability, immediacy, sense of connection and community, social influences, technical characteristics and low cost. A research conducted by Arifin (2015) indicates that WhatsApp makes a difference to the behavior of students. Even though WhatsApp allegedly mold them to be introvert persons, it helps them to communicate easily. Due to the practicality of WhatsApp usage for communication purposes, more and more students use WhatsApp for a communication means including for solving *skripsi* writing problems. The study conducted by Said Fathy and El Said Abdul Fattah (2015) showed that WhatsApp technology can enhance students' active participation in the EFL classroom. The effectiveness of using WhatsApp messenger as one of mobile learning tools is perceived to have helped students develop their writing skills. A study conducted by Sukrillah and Kusumadinata (2017) on the use of WhatsApp in the Faculty of Islamic Economics of Juanda Bogor, Indonesia indicated that the use of WhatsApp is very widespread. It serves as a medium for disseminating information and as a facility for discussion and education. In higher education setting, when it comes to reaching out and engaging with students, the use of social media can be extremely useful. It improves professor-student relationship. A bulk of research shows that students-teachers use WhatsApp to communicate for academic purposes. The research also revealed that due to its user-friendly WhatsApp is becoming the most effective social media tool for teachers to communicate with students (Segaren, 2019). Quality communication between teachers and students is of essence. Students should be able to access teachers both in and outside the school building. It is very important to have indirect and technology based communication at schools. Communication channels should be easy, attractive and flexible, and using social media is essential. Junco, Heiberger and Loken (2010) based on their investigation stated that the use of social media particularly WhatsApp has caused the communication between students and faculty to improve and provided avenue for communication and promoted cooperation among students. Cutter (2009) conducted a study on the factors that result in WhatsApp usage in campus, which is the fact that instant messaging has been proven useful.

METHODOLOGY

The objectives of this research are to investigate the effects of social media used by the students writing *skripsi*, and to see if social media communication help them solve *skripsi* writing problem. This study is an in-depth inquiry using qualitative research. As the nature of the research is exploring perceived impacts of the used of social media, such as the WhatsApp towards students' ability to solve their problems in writing the *skripsi*, it requires a methodology that requires in-depth exploration of the phenomenon through semi-structured in-depth interviews, and qualitative research is applicable for this purpose. The participants of the research were recruited using the Purposive Sampling technique, since it requires researchers to identify those who meet the criteria of the inquiry (Sugiono, 2016). The participants of this research are students of the English Education Program, Faculty of Education and Teacher Training, UIN Ar-Raniry, Banda Aceh, Indonesia who were writing *skripsi*. The data were collected through semi-structured in-depth interview technique. The population of this study is those who entered UIN Ar-Raniry in the year of 2014 comprising 291 English Education Program undergraduate students. More than half of them were at *skripsi* writing stage, or 150 students. However, not all students writing *skripsi* were around when the investigation was carried out. Nor were all of them active students. Therefore, there were only 12 considered appropriate as research participants, consisting of 3 male and 9 female students. The number is considered gender representative since there are about 30% male and 70% female students in the English Education Program of Faculty of Education and Teacher Training, UIN (Universitas Islam Negeri) Ar-Raniry, Banda Aceh, Indonesia. The interview process was recorded by using Samsung Galaxy Note 8. The interview took place in an interactional way (refer to Steward & Cash, 2014). The researchers recorded the interview process and transcribed it into a transcript for data analysis (Creswell, 2008). The data were presented mostly in verbatim.

Table 1. List of English students from 2010 to 2014

No	Year of Entrance	Male Students	Female Students	Total
1.	2010	34	55	89
2.	2011	20	57	77
3.	2012	43	76	119
4.	2013	76	207	283
5.	2014	69	222	291
Total				859

(Source: The administration office-English Education Program of UIN Ar-Raniry)

The table displays the students' entrance trends from 2010 to 2014. Apart from the Academic Year of 2011, the number of students entering the English Education Program of UIN Ar-Raniry is increasing. It is also interesting to see that the number of female students is much higher than that of male students particularly in the period of 2013 and 2014.

RESULTS

The objectives of this research are to investigate perceived effectiveness of social media used by the students writing *skripsi*, and to see if social media communication helps them solve problems in their *skripsi* writing. The data were collected mainly by in-depth semi-structured interviews. The interview was tailored to the research questions.

Our first inquiry in this study is the effect of social media used by EFL undergraduate students of UIN Ar-Raniry who are writing *skripsi*?"

Here are excerpts of the responses related to our first research inquiry.

Student A: "I use WA to contact my supervisor and it connects user's phone number, so it is a simple App." Respondents use WhatsApp is due to its simplicity and practicality.

Student D: "Using WhatsApp platform is very cheap. It is much cheaper than using phone call." Respondents use WhatsApp because it is cheap. It is cheaper than making a phone call or SMS.

Student E: "Using WhatsApp, you can also send picture, video or audio quickly. WhatsApp group is very useful for me. It is very quick and easy to use, very user-friendly." It is quick and user friendly.

Student H: "It helps me arrange my schedule with my supervisor and obtain some information on research from my friends and literature as well. WhatsApp is very helpful for solving my *skripsi* problems." Here, respondents share information and arrange schedule to meet their supervisors.

Student C: "We know in this modern era social media especially WhatsApp. Everyone uses WhatsApp to communicate with others. We can also use it for sending data, such as file. Actually, it is easy to use. Sometimes, we proofread one another's *skripsi*." Respondents use WhatsApp for a more academic issue, proofreading.

Student I: "My major problem is getting guidance. My supervisors are not easy to meet every time I need them. Like I said before, my supervisor is really busy. So, I cannot meet them directly. Then, WhatsApp is really help me to discuss my problem." Here, WhatsApp is very useful to them for discussion with supervisor.

Student J: "... My supervisors lack of time to give consultation. They may have their own jobs. They have their own business. They are busy. They have other jobs. So, I have to wait for them hours and hours to meet them for *skripsi* consultation. Fortunately, I have WhatsApp and I communicate with them using WhatsApp. When I send them message using WhatsApp they respond very quickly." Respondents confirmed that WhatsApp is very helpful.

Students K: "WhatsApp make shorter time for me to ask questions from my supervisor and friends."

Students L: "WhatsApp group is useful for me. Because we can save our time. Sometimes, If we do not have WhatsApp it is hard to communicate with friends of the same fate writing *skripsi*, and supervisors. By using WhatsApp it is easy to chat with people every time we want, not a waste of time."



Student G: My supervisor is a little bit busy. So, she informs us when she can guide us. I think WhatsApp is very effective.

Our second inquiry is concerned with the effectiveness of WhatsApp as a communication tool for solving *skripsi* writing problem. This inquiry was then formulated into a research question, such as regarding the effectiveness in the use of social media. WhatsApp, communication to help solve EFL undergraduate problems in writing *the skripsi*.

Student B: "WhatsApp help me to communicate with my supervisor. Sometimes, I can ask my friends questions and he or she answers quickly. First, I take picture, and then I send it to my friend and my friend can correct my writing through the picture." Respondents academically help each other using WhatsApp.

Student E: "It is easy to communicate with friends and make an appointment with supervisor. It is not a waste of time waiting for my supervisor coming in. Using WhatsApp I ask for his time. He checks his schedule and decides the time we meet for *skripsi* consultation."

Student F: "Yes of course, I can share my problem easily with my close friends on *skripsi* problems and I communicate them to my supervisor. However, I prefer direct meeting with my supervisor after making an appointment using WhatsApp."

Student L: "I think so, yes I feel it. When I use WhatsApp I can solve my problem, communication problem. I use social media, WhatsApp, I solve my problems by asking my friends on, for example research questions or other parts of my *skripsi*, and making an appointment with my supervisors. It works very well."

Student J: "WhatsApp help me communicate with my supervisors and arrange my schedule with them, gain some information on research from friends, and seeking literature as well." To certain extent supervisors provide consultation for their students using WhatsApp.

Student K: "Yes, when I want to discuss with my friends on *skripsi* problems I use WhatsApp. Sometimes we share our problems, on grammar, sources, methodology or other problems. Sometimes, my friend give a good solution to my problem. I think WhatsApp is a very good communication medium for us as students. It is cheap too." Here respondents share information using WhatsApp.

Students B: "We have WhatsApp and we make a group discussion on our *skripsi* examination among us who are at writing *skripsi* stage. When we have problem, we type our problems on the forum. All members can get benefit from it. By discussion, we solve our problems." Respondents informed that they have online forum via WhatsApp.

Student F: "Yes of course, I can share my problem easily with my close friends on *skripsi* problems and I communicate them to my supervisor."

DISCUSSION

Easiness and Quickness of Communication

Most of students' responses reveal positive effects of the social media usage. Most of them consider that WhatsApp allows them to engage in efficient and effective communication with their supervisors and friends. The finding is in congruence with previous research findings (Chutter, M.Y., 2009; Ahad, A. D & Ariff Lim, S.M, 2014; Yeboah, S.T, Horsu, E.N., & Abdulai, A. 2014; Udenze, 2017) In fact, the benefit is not only for easy and quick communication with their supervisor and friend, but also for correction of *skripsi* by their friends through discussion, problem sharing, or even proofreading. Problem or knowledge sharing is one of the main advantages of WhatsApp usage among students. Prior researchers commonly found this sort of finding (Ariff Lim, 2014; Tiwari and Sharma, n.d; Yeboah and Ewur, 2014; Akintola, Bello, & Daramola, 2016; Eyadat, 2016). The research findings also point out that social media usage allows students to write their *skripsi* more effectively. The finding is in consistence with Ahad and Lim's (2014) findings that WhatsApp is popular among undergraduate students because its cheapness and user-friendly. This finding confirms previous inquiries as well (see Ariff Lim, 2014; Yeboah & Ewur, 2014; Udenze, S., 2017). These are some of the main reasons that they prefer using WhatsApp for a means of communication in writing *skripsi* to other forms social media. A common theme here suggests that easiness is one of the main advantages of WhatsApp usage for communication in this context. Based on the research findings and students' responses, it is safe to interpret that the use of social media (WhatsApp) can help them communicate with supervisors and friends easily and interactively. This finding is in consonance with what Ariff Lim (2014); Bouhnik & Deshen (2014); Montag et al. (2015) claimed. To certain extent, students who are at *skripsi* writing stage cooperate and collaborate with colleagues in completing their final academic work, *skripsi*. The finding is in line with what Anderson (2010) found that social media has opened up modern opportunities for interaction and collaboration among students and between students and teachers. This finding is relevant to the conclusion drawn by Rovai (2002) that



using WhatsApp students cooperate and collaborate in the university setting. Some students acknowledged that using WhatsApp is affordable. This argument is relevant to the findings found by Church & de Oliveira (2013) that the reasons for WhatsApp usage includes reliability, immediacy, sense of connection and community, social influences, technical characteristics and low cost. Using WhatsApp is even much cheaper than making a phone call and SMS. This result of the study is also in consistence with previous study that WhatsApp gradually replaces the function of SMS (Jisha & Jebakumar, 2014).

Making Appointment

One of the main points of the responses indicates that WhatsApp is one of the most frequently used facility for non-academic justification, making an appointment particularly with supervisors. This result is in agreement with what stated by Bouhnik & Dshen (2014) as a finding of their qualitative study that teachers communicate with students using WhatsApp. As all lecturers are engaging in other jobs in addition to supervising students writing *skripsi*, students are told to make an appointment in advance before consulting him or her. It is a very practical and simple application for students writing *skripsi* to search for supervisor's availability and his or her spare time. The students make an appointment in a very easy and quick way. The finding is in an alignment with what Malecela (2016) found based on the study of the perception of a university student in Malaysia that WhatsApp was useful for students' learning, educational communication and collaboration and the students believed that WhatsApp was very beneficial for communication with each other and the professor. These findings are also in line with the current the 11 stated by Pastry and Oswald (2010) that social media use makes quality relationship. It is easy to communicate before having face-to-face discussions. Users feel more comfortable and more time for effective communication.

Problem Sharing

The other main benefit of social media use as found in this study is that it is a tool to share students' problems in completing their *skripsi*. Many students use social media, particularly WhatsApp to share their challenges and difficulties in completing their *skripsi* with their friends and supervisors. Although it is also obvious that they do not always share all challenges and difficulties with their supervisors for various reasons, they keep communicating with their colleagues regarding their complexities in writing *skripsi*. This response is in alignment with what Lerman (2007) found that among the advantages of social media usage is that the user can share interests and get feedbacks from each other. It revealed that the participants of this study share and solve their *skripsi* problems using WhatsApp with friends and supervisors. Among important issues shared are about writing *skripsi* with acceptable grammatical structure, relevant sources, valid referencing styles, methodology, and other issues in line with writing the *skripsi*.

Apart from information closely related to our research inquiries, the researchers also uncovered important fact that students at *skripsi* writing stage suffer from psychological problems, such as low motivation, unwillingness to engage in learning or laziness to complete their *skripsi*. They also have socio-cultural problems such as difficulties of meeting supervisors and linguistics problems as well, which is related to the level of students' English mastery. This important finding, while it is not very relevant to our inquiry, it become the basis for further research.

CONCLUSION

The use of social media WhatsApp perceived to give positive effects for students writing *skripsi*. These positive impacts are due to the superiority, practicality and quickness of WhatsApp. The students use WhatsApp commonly for communicating with supervisors and peers. They communicate with supervisors to identify their availability, which then allows them to set a meeting time or set the deadline of their work with the supervisors.

Most of the professors are nowadays busy with other commitments, which are not necessarily related to academic responsibilities. However, lecturers are also assigned to do multiple academic tasks, such as teaching, research and publication, community service and other academic related assignments, while supervising undergraduate students writing *skripsi* is only a part of their academic responsibilities. Some of them are also trusted to supervise graduate students writing theses. The situation is different from that of 20 years ago in which the students could see his or her supervisor more regularly without having set an appointment in advance. At this moment, most of professors or supervisors are happy to serve students for consultation if the latter makes an appointment ahead of time. Most of supervisors are ready to set aside some of his or her valuable time if the student make an appointment before meeting them. Therefore, without being proactive undergraduate students may fail to get priority from supervisor for *skripsi* consultation. Thanks to the practicality of WhatsApp facility, students can make an appointment and communicate with supervisor for directions and advices regarding their *skripsi*.



In addition, students prefer to use WhatsApp because of its simplicity to send messages and to communicate interactively. The findings indicate that apart from communication with supervisor, students also use WhatsApp for discussion with their peers writing *skripsi*. They collaborate for a common goal finishing their *skripsi*. They correct each other's work. They inform one another. They share *skripsi* problems with their peers. They proofread each other's work. In this way, the supervisor does not need to spend a huge amount of time proofreading the student's *skripsi*. The finding is consistent with what Berntsson et al. (2008) illustrated that if students' *skripsi* has been proofread means that the supervisor can spend less time on commenting the details. Quite a few students prefer face-to-face meeting with their supervisor. They use WhatsApp just for making an appointment. It is safe to infer from the description of the research result that almost all of the supervisees use WhatsApp to make appointment with supervisors. In short, WhatsApp has positive effects on students writing *skripsi* and help solve their *skripsi* problems.

Apart from this, as an additional information from this research, students writing *skripsi* also have psychological problems (less motivated), socio-cultural barrier (lack of rapport between students and supervisor) and linguistic hindrances (English and grammar mastery).

The findings suggest that both students and supervisors use WhatsApp as a communication medium for *skripsi* supervision and consultation means. The usage should not be limited to this issue. WhatsApp medium could also be utilized for other academic purposes such as academic communication and discussion. Graduate students may have similar problems. As Huillier (2019) stated that the root of conflict and difficulties between graduate students and supervisors is lack of communication. Therefore, the recommendation may also apply to supervisees of higher level like Master's Program students or even PhD students.

LIMITATION AND STUDY FORWARD

No study covers all aspects of research problems. This research has limitations. It does not investigate exhaustively the issues of WhatsApp usage. This study was unable to discover the detailed information on the content of the communication. Further research on the other aspects of social media usage or on the scope and content of WhatsApp communication among students writing *skripsi* is recommended.

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