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Whatsapp Instant Messaging Activity in Writing English Slogans to Stimulate the 10th Grade Vocational Students' Critical Thinking Skill

Siti Nur Kholifah Hidayati

English Education Program, FKIP, Universitas Galuh, Ciamis, Indonesia

snurkholifah765@gmail.com

Dedeh Rohayati

English Education Program, FKIP, Universitas Galuh, Ciamis, Indonesia

dedehrohayati2021@unigal.ac.id

Bambang Ruby Sugirto

English Education Program, FKIP, Universitas Galuh, Ciamis, Indonesia

bambangrubys@unigal.ac.id

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Abstract: The research reports on issues centred of Instant Messaging Activity in Writing English Slogans to Stimulate the 10th Grade Vocational Students' Critical Thinking. The idea derives from the facts that students still feel writing difficult skill involving vocabulary mastery and sentences translation; this topics leads the research to be carried out. The study aims to find out the activity of using instant messaging in writing English slogans to stimulate students' critical thinking and analyze the linguistic features, in particular, sound strategies used by the students. In this activity, students can think critically in choosing words when writing English slogans. The method used by researchers is a qualitative case study using observation, field note, a document of narrative slogans and a semi-interview. Thirty-three students from X-OTKP have participated in this research. The observation result and field notes was to be explained descriptively; and the documents of slogans was to be analyzed by using the theory of J.A. Cuddon (1998). Meanwhile, the interview result was recorded, transcribed, and interpreted. The findings indicated that, several students were able to create an interesting slogans well and correctly even though there were still some vocabulary words written incorrectly in the slogans. This might be an evidence of students' critical thinking skill in term of Taxonomy Bloom's applying, analyzing, evaluation, and creating; but it still needs improvement. In addition, the use of instant messaging activities were able to provide a pleasant learning atmosphere. Unfortunately, there are still some less motivated students. Therefore, future researchers are advised to learn and determine the effectiveness of instant messaging using quantitative methods.

Keywords: critical thinking, English slogans, instant messaging, teaching writing.

INTRODUCTION

Writing helps students express their ideas and improves their ability to think creatively and critically. Writing makes record-keeping possible, which guarantees documentation. It makes it possible to communicate ideas in a structured manner and gives them order. A learner can use coherence, appropriate sentence structure, appropriate language selection, and proper format to convey concepts correctly when writing (Pulak, 2023). Concurring to Pratiwi and Mayrita

(2023) as cited in (Mayrita & Abror, 2024), writing aptitudes are the capacity to communicate thoughts, considerations, suppositions, responses, and sentiments through composed dialect. Writing is an expressive and profitable dialect expertise that can be connected to both coordinate and circuitous interpersonal communication (Tarigan, 2008) as cited in (Mayrita & Abror, 2024). Both academic and creative writing capability requires adherence to important rules and benchmarks (Mayrita & Abror, 2024).

Specifically, creative writing has a critical part since it contains a run of inventive exercises advertised to understudies, and it can offer assistance render the learning process more enjoyable. One of persuasive genre in creative writing is writing slogans, as an inventive composition at which for a few members it could be a fun movement (Mardiningrum et al., 2024). Slogans are a necessary part of everyday life and are frequently seen in public companies as well as in sectors like markets, cuisine, fashion, cosmetics, and soft drinks. Many slogans are composed in local dialects, although many are written in the national language. Every Indonesian region has a catchphrase in its native tongue (Syamsurrijal & Arniati, 2024).

To produce an interesting slogans, sound strategies consisting of rhyme, rhythm, alliteration, assonance, consonance, and onomatopoeia (J. A. Cuddon, 1988) might become a consideration. Thus, critical thinking as an imperative expertise for 21st-century, understudies a coherent application of cognitive forms (Iman, & Angraini, 2019; Zakiah, & Lestari, 2019) as cited in (Sriyanda & Priyana, 2024). This aptitude is basic for victory over different viewpoints of life (Devi et al., 2016) as cited in (Sriyanda & Priyana, 2024). Siregar (2021) characterizes basic considering as the capacity to unravel issues reasonably and consistently, advertising successful arrangements. Specialists concur that basic considering underpins problem-solving, choice-making, and interest, making it a key component of English dialect learning. It makes a difference create basic and inventive considering, communication, and collaboration aptitudes, collectively known as the 4C competencies (Iman & Angraini, 2019; Moore & Parker, 2013) as cited in (Sriyanda & Priyana, 2024). According to the specialists over, basic considering could be a mental handle that helps understudies in conceptualizing, applying, analyzing, synthesizing, and assessing (Sriyanda & Priyana, 2024).

The quality of students' writing skills are still low and they are not motivated in writing activities (Syarif & Zaim, 2021). The problem still exists in students' remembering and way of thinking. Some students still face difficulty not only in reading or speaking, but also in writing some vocabulary in English (Taufikurohman, 2018). Since students regard writing as challenging, their proficiency with it has not yielded satisfactory results. It was discovered from the pilot study that most pupils had not attained the desired level. One of the most frequent causes is that they find it difficult to articulate their ideas and organize their arguments effectively (Rohayati & Rustandi, 2021). Based on reading from previous researchers, English language skills are still low, therefore researchers use instant messaging activities as a learning method (Leech, 1966).

In certain classes, the teachers might want to encourage students to write as soon as they can by using Mobile Instant Messaging (MIM). The type of rapid writing that is frequently utilized in writing games assists in the development of the students' writing fluency, which is a component of writing proficiency but distinct from the laborious procedures (Harmer, 2004). Besides, writing processes are difficult for both teachers and students to complete. In addition to consuming time, it also takes up space, which can be problematic for more disorganized students, particularly in a world where paper is everything (Harmer, 2004).

As a type of MALL (Mobile Assisted Language Learning), the utilization of Mobile Instant

Messaging (MIM) in education is aimed to facilitate dialogue between teachers and students (Tang & Hew, 2017). It is critical, especially in remote education, to engage students in virtual dialogic activities as cited in Latipah and Gunawan (2021). So, creating an English language using WhatsApp group could be an easy and practical way to motivate students to advance their language skills overall, and their writing and reading skills specifically. In this type of WhatsApp group, students have plenty of chances to practice their English and can learn from each other in a relaxed, enjoyable environment. Experts say that English language instruction should be designed to foster critical thinking in pupils because it reveals to students hidden truths and makes the essential points of the message clear (Ahmed, 2019). In addition, MALL makes a substantial contribution to language skills like grammar, pronunciation, and vocabulary (Al-Ahdal & Alharbi, 2021; Wardak, 2021) as cited in (Maharani et al., 2024). Students may find it especially difficult to learn grammar because of its intricacy, which includes rules, exceptions, and abstractions. Inconsistencies in word order, verb tenses, and sentence constructions are common problems for students (Ajaj, 2022) as cited in (Maharani et al., 2024). Lack of context, inadequate exposure to real language, and unfavourable attitudes toward grammar acquisition are further difficulties. Language learners can improve their capacity to acquire and apply grammar by creating MALL. MALL was used in this study to enhance English grammar proficiency, highlighting the value of digitizing teaching resources to increase the efficacy, efficiency, and collaborative nature of grammar learning. The introduction of MALL as a digital teaching tool highlights its beneficial effects on teaching and learning processes in the twenty-first century, especially with regard to grammatical comprehension (Maharani et al., 2024).

There are several previous research related to the research that according to (Faraj, 2015; Syarif & Zaim, 2021; Ahmed, 2019; Rohayati, 2017 Rohayati et al., 2022; Syafrizal et al., 2020; Asadi, 2018). However, several of these previous studies focus on helping students improve writing skills by using long text and one platform to improve the platform to improve the skill. On the other hand, no one has researched how to stimulate critical thinking in writing skills using slogans in instant messaging activities and use a short text, a simple way to get around this issue is to use WhatsApp and FotoGrid together.

The strategy used not only stimulates students in terms of critical thinking but also brings up their ideas in terms of writing creatively to create slogans using the FotoGrid application. The research questions of study areas follow, as follow: (1) How does the WhatsApp instant messaging activity in writing English slogans stimulate the 10th Grade Vocational students' critical thinking skills; (2) What linguistic features, mainly, alliteration, are demonstrated in English Slogans written by the 10th Grade Vocational Students.

METHODS

This qualitative approach concentrates on comprehending and formulating hypotheses regarding a phenomenon. The qualitative research aids researchers in deepening their investigation during the research stage through discussion of the research problem (Creswell, 2009). Thus, to gain a deeper understanding of students' challenges when creating English slogans, researchers opted for a qualitative approach. The purpose of this study is to explore how students' critical thinking is stimulated through learning activities that involve text messaging and composing English slogans in addition to their language challenges. While this study used a

case study because it was an in-depth examination of a bounded system (such as an activity, event, process, or individuals) based on substantial data gathering.

The researchers then selected participants involving tenth-grade Office Automation and Management Skills (OTKP) students, totalling 33 students (10 male students and 23 female students) in the 2023/2024 academic year. There were 5 female and 5 male students involved in this research; however, the researchers only needed 5 female students and 5 male students. The selection of students was due to the fact that they had a high interest in writing good English slogans. These 10 students created English slogans and designed interesting slogans using the PhotoGrid application. Before making the sentence, of course, students must think critically in making interesting slogan sentences. Subsequently, the English slogans were posted via WhatsApp Group based on the teacher's instruction.

In qualitative research, data is gathered to get insights from study participants. The data collection technique in this research used 3 methods, namely observation and field note, documentary of narrative slogans, and semi-interviews (Creswell, 2012). To obtain data, the instruments used were checklists or rubrics and interviews. Meanwhile, for the students' thinking methods, they used Bloom's taxonomy, namely remembering, understanding, applying, analyzing, evaluating, and creating. Regarding data analysis, the observation result describing in field note was analyzed using descriptive field notes describing events, activities, and people (what happened during research observations). Reflective field notes record personal thoughts the researcher has that relate to them such as insights, hunches, or broad ideas or themes that emerge during observations (Creswell, 2009).

The second step was to analyze document of Narrative Slogans in term of sound strategy using theory of J.A. Cuddon (1998); the components are Rhyme, Rhythm, Alliteration, Assonance, Consonance, and Onomatopoeia (Jacob et al., 1981). Apart from that, researchers also analyzed slogans using campus rubrics, judging from what the slogan wants to fulfil, such as craftsmanship, attractiveness, neatness, well-built and not falling apart.

The third is the Interview. The researcher conducted semi-structured and open-ended interviews, taped the interviews, and wrote them down in a notebook (Creswell, 2009). To follow Rohayati et al. (2022), the interview is transcribed, coded, categorized, and interpreted.

RESULTS AND DISCUSSION

Research Findings

Most students are less interested in learning English because it is difficult to pronounce and translate. As a result, they continue to struggle with their writing skills using instant messaging to stimulate critical thinking skills through writing English slogan. So, this study truly assists them in learning activities using WhatsApp and PhotoGrids to get all students involved in continuing learning, while normally only half of them are active in learning, and they are also really interested in learning English. The depiction of the research result is given in the following discussion:

How does Instant messaging activity in writing English slogans stimulate 10th-grade vocational students' critical thinking?

Based on observations using field notes, there were 5 meetings. At the first meeting, students were given a re-understanding of the advertising material; then they recognized the slogan

material. This learning used material from YouTube at which this is included in the first stage of Taxonomy Bloom, namely remember. In the second stage is understanding slogan material provided by the researcher; then students are given examples of slogan words that are short and easy for readers to remember; followed by concluding the material that has been presented. In the third stage, applying, the researcher used an instant messaging from one of social media application, namely WhatsApp. This activity went smoothly and solved the problem, namely what difficulties that students experienced in learning English writing skills. Several students expressed this through interviews.

At the second meeting, researchers carried out the fourth stage of taxonomy, namely analysis. Students are involved in finding further information about the slogan matrix, and then checking students' understanding one by one. Then, students choose traditional food using random choices, namely using the word wall game. Researchers asked students to think critically to create slogans for the food the students selected. Innovative and creative ideas from students are posted via WhatsApp, and comments are provided by researchers. Before students sent the slogan, they saw examples via Google or communication between students through WhatsApp instant messaging activities.

At the third meeting, the final stage is creating. At this stage, students could rearrange the information they had, combining them with the information they have obtained, and then created a creative and interesting English slogan. So, the theoretical discussions used by researchers are all used. From the discussion of writing theory, students can express ideas, feelings, and thoughts using instant messaging activities. Students can think critically and write creatively using short functional text, namely slogans

Regarding the students' activities in writing English slogans using instant messaging and Photo Grid, students also provide more in-depth responses towards this activity. Most students agreed that instant messaging activities in learning were one of the best media for them to practice writing English slogans. Researchers used semi-structured and one-on-one methods. So, students were asked to come forward one by one and they answered 5 questions delivered by the researchers. The result obtained is given in Table 1, 2, 3, 4, and 5.

Table 1. The result of student's interview from 1st question

Q1	:	“How often do you use instant messaging applications, especially WhatsApp?”
S27	:	“Very often”
S10	:	“I use WhatsApp, once every 5 minutes. The problem is that I often write stories via WhatsApp
S18	:	“I often use WhatsApp every day, at least 2 hours before taking a break, because I often write novel drafts”
S33	:	“Often, at most an hour a day, because I often tell my own stories on WhatsApp”
S24	:	“Often, almost every 10 minutes, then turn to scrolling through TikTok. So, every 10 minutes go back to WhatsApp, open TikTok or other social media and then go back to WhatsApp”

From the interview results given in Table 1, some students revealed that they often write short or long texts. Some even write novel drafts using instant messages. So, some students get used to writing using instant messaging activities.

Table 2. The result of students' interview from 2nd question

Q2	:	“Can you explain the activity of writing English slogans using instant messaging and FotoGrid?”
S27	:	“Actually, the process of making an English slogan is a little difficult, namely translating Indonesian into English”
S10	:	“It's quite exciting, it can broaden our knowledge too. What we previously didn't know or couldn't understand yet.”
S18	:	“From this lesson, I got the benefit of how to make slogans via WhatsApp, previously I couldn't make slogans in advertisements, but now I can”
S33	:	“Pretty exciting”
S24	:	Yes, it's fun, so we can also increase our knowledge so we know how to make an interesting slogans”

Meanwhile, based on the Table 2, there are some students who say that the learning activity using instant messaging with the material of writing slogans is very exciting because they understand how to use instant messaging in learning. Some students also say this activity provides them a broader insight. Students' difficulties faced by students are related to triggering their thinking critically, as discussed in Table 3.

Table 3. The result of students' interview from question 3

Q3	:	“Do you think your critical thinking skills developed through writing English slogans via WhatsApp?”
S27	:	Yes, especially when asking a lot of questions during small discussions with friends”
S10	:	“Quite developed my thinking”
S18	:	“Yes, my way of thinking has developed quite a bit, basically from not being able to be able to do it”
S33	:	“Yes, that's not bad”
S24	:	“A little, it stimulates and develops the way of thinking, but a few times it makes it bad and the results are not good and I'm afraid the idea is wrong and I'm not sure”

From the interview results given in Table 3, several students revealed that their insight into instant messaging activities in writing slogans had developed quite a bit because students could stimulate their critical thinking. It means that they thought about how to create slogans that could attract readers (in the trading case, buyers) and several students tried to avoid slogans containing bad words or sentences. So, the research also reveals the interview result concerning the students' way of choosing words and phrases as illustrated in Table 4:

Table 4. The result of students' interview from question 4

Q4	:	“How do you determine the choice of words and phrases for your slogan and what linguistics characteristics do you use?”
S27	:	“On the internet, there are many examples of English slogans and their meanings, I prioritize elements of words that are interesting, short and persuasive. Also, pay attention to the density of the content...the sentences are short but concise, the beauty of the chosen words or diction must be attractive”
S10	:	“I first looked for the slogan words myself...then my friend helped me because I still forget about the characteristics of language”
S18	:	“I made up the words myself, so I used Indonesian first and then translated it into English, I've just looked at what has been explained by Miss (teacher), including examples”
S33	:	“I made it by myself, the structure is like that, follow the sister. The thing is, I just choose words that are interesting and appropriate”
S24	:	“Yes, I choose the words first, then search for it by myself, and then just translate it into English by Google. I want it to be long but I'm afraid it won't be interesting. What's important is that it's short, concise, and clear”

From the interview results given in Table 4, several students revealed that students think about writing slogans by looking for references on Google and paying attention to or studying the slogans explained by teachers. Students also revealed that the writing of slogans initially used Indonesian and then translated into English. However, several students revealed that they tried to translate using their language. Apart from their performance in writing slogans, students face challenges during the activity as depicted in Table 5.

Table 5. The result of students' interview from question 5

Q3	:	“What difficulties do you face when writing English slogans?”
S27	:	“It deals with English grammar which is complicated and difficult, equally difficult to translate”
S10	:	“It's hard to have a cellphone, besides, I'm afraid of catching phrases less attractive”
S18	:	“The cellphone is difficult, besides that I'm afraid the slogan words won't be interesting enough”
S33	:	“The signal is the same as the text, it's hard to find the text for the slogan”
S24	:	“I feel confused about how to make a slogan and determine the price”

As can be seen in Table 5, some students said that this activity provided them with a broader insight and some students felt it was difficult. The difficulties faced by students are also affected by the absence of cell phones. Moreover, searching the interesting words makes them confused about how to determine an attractive and interesting slogan. In this process, the students are forced to optimize their critical thinking skills.

What are the linguistic features demonstrated in English slogans written by 10th Grade Vocational students?

Regarding the theory of linguistic features, there are 5 types of linguistic features, regarding sound strategy, used by the students in this slogan, namely, rhyme, rhythm, alliteration, assonance, consonance, and onomatopoeia, as given in the Table 4.

Table 6. The result of Linguistic Features of Slogans

	R	Rh	Al	As	C	O
Student 10	√					
Student 33					√	
Student 18						√
Student 27				√		
Student 24		√	√			

Note :

1. R : Rhyme
2. Rh : Rhythm
3. Al : Alliteration
4. As : Assonance
5. C : Consonance
6. O : Onomatopoeia

By referring to Table 6, the results of the slogan obtained by the researchers were that almost all students worked on the slogan well, but only 5 people were studied in the present research. The following discussion is the selection of slogans ranged from short slogan sentences to long slogan sentences:

The first slogan **Created by Student 10** has a short sentence, the use of this sentence sounds too simple and we often come across slogans about the use of meat-based foods. Even though it is easy for customers or readers to remember, there may be nothing special about the slogan. So, this slogan is still not enough to use for this food, namely *rendang*. However, because of the attractive posters, this has its charm. The slogan sentence is "**Soft in the mouth, easy to eat**". This slogan commits the linguistic feature called rhyme because there is emphasis on the end of the word and sound so that the sound of the utterance is almost the same. This emphasis is on the words "mouth" and "eat".

The second **Slogan Created by Student 33** slogan has 8 words; this slogan is considered to be used for restaurants that serve spicy food and seafood, such as crab, shrimp, lobster, and so on. The use of sentences is a little creative, and the design of the slogan is also interesting enough

so that customers may want to be captivated by the sensation of the food in the restaurant. This slogan actually has 1 grammatical error. However, the slogan of **"Pinch on the outside... spicy in the mouth!"** commits consonants because of the repetition of sound in the pronunciation of "inside" and "outside". The repetition of this sound is found in the word side, so this slogan sentence is categorized as consonance.

The third **Slogan Created by Student 18** has 9 words. The use of the slogan is interesting and structured because the creativity of the restaurant's thinking or the food on the menu will attract customers to try the taste of the soft bread. Apart from that, the neatness of the design also deserves a thumbs up, and there are no grammatical errors used. The next slogan is **"Feel the soft sensation . . . make your heart bloom!"**. This slogan commits onomatopoeia because it uses word that has a meaning of imitating a sound. This slogan commits onomatopoeia because at the end of the slogan, there are sounds like an explosion of the word "bloom".

The result of the fourth **Slogan Created by Student 27** has 12 words. The slogan shows that this food has a sweet taste which may make customers or readers fall in love with the cake many times without getting bored of trying to buy the cake. The name of the cake is Centi Sweet Cake. The slogan created sounds new and creative so readers want to try the sweet taste of the cake. The slogan of **"The sweet taste... makes you fall in love again and again!"** commits assonance because it consists of repeating similar vowel sounds. Another reason is that the repetition of words with almost the same sound is found in the word "again".

The use of **Slogan Created by Student 24** is exciting, making customers or readers want to try the crunchy sensation which is somewhat excessive. The crunchy used in this slogan means that this food only sells food made from crackers or other ingredients. Also, the grammar used is quite good. Unfortunately, when designing the slogan, it is still not attractive and too long; so it is not easy to remember. The slogan of **"Feel the crunching sensation . . . until shaking to the end of the world"** commits rhythm because it is a mixture of stressed and unstressed words. This slogan commits alliteration because the repetition of the words are consonants.

Discussion

The findings of this research provide the teachers the example of teaching process or activities. With this learning method, students do not feel bored with learning and this activity is profitable for them. Not only that, students are also invited to play games and ice-breakers during lessons. With this research, almost all students did their assignments. Usually, only a quarter of students do assignments. Then, their way of thinking also improves because they create slogans independently and are easy to remember. Some students also use advertising language features in their slogans. In this discussion session, the researcher discussed the data results from several methods, namely observation and field note, documents, and interviews so that the problem is clearly explained and how the researcher obtained the results. The questions and objectives of this research are to find out learning activities using instant messaging to stimulate students' critical thinking and the linguistic features, mainly, the sound strategy used by students.

The instant message learning activity of writing English slogans can be an alternative in teaching teaching-learning process because of the result of the student's writing was fast. It's relevant to Harmer that the researcher might want to encourage students to write as soon as they can (Harmer, 2004). The researcher also uses the writing process and principle of teaching writing. According to Bloom's taxonomy students can think critically about their writing so that their words are not ambiguous or there are misunderstandings in communication (Ennis, 2015).

In the first meeting, students activity were commit the first stage of Taxonomy Bloom, namely remember (Krathwol R., 2008). In this learning process also include the first writing process,

namely planning (Harmer, 2004). In the planning student should prepare and think what they write. In the first meeting, the researcher also understood what difficulties students had in writing. So, in the first thing on principle of teaching is understanding students' reasons for writing and in this first principle students and researcher have a lot of communication and discussion (Harmer, 2004)

The second stage is understanding (Krathwol R., 2008) at which students understand the slogan material provided by the researcher, then students are given examples of slogan words that are short and easy for readers to remember, then they can conclude the material that has been presented. In the third stage is applying (Krathwol R., 2008), the researcher used an instant messaging, namely WhatsApp. This activity went smoothly and solved the problem, namely what difficulties students experienced in learning English in writing skills. Actually, writing is a method of producing words and expressing thoughts, feelings, and opinions (Harmer, 2004). They must have the courage to express their thought into writing, because writing is a product that comes from an idea in our minds as writers.

In the second meeting, researchers carried out the fourth stage of taxonomy, namely analysis (Krathwol R., 2008). Students were asked to write slogan sentences. Some of the slogan sentences made by students met the theoretical requirements of sound strategy: rhyme, rhythm, alliteration, consonance, assonance, and onomatopoeia (Jacob et al., 1981) as cited in (Skorupa & Dubovičienė, 2015). Students are involved in finding further information about the slogan matrix, and then checking students' understanding one by one. Student communicated with their friends use instant messaging, this is still include instant messaging activity in learning (Sivabalan & Ali, 2019).

The final stage in the third meeting is creating as the last and higher stage in critical thinking process in taxonomy bloom (Krathwol R., 2008). Students can rearrange the information they have, combine it with the information they have obtained and then create a creative and interesting English slogan. So, the theoretical discussions used by researchers are all used. From the discussion of writing theory, students can express ideas, feelings and thoughts using instant messaging activities (Harmer, 2004). In creating slogan, student began to write (drafting) he slogans by using Indonesia and English language to share the sentences. Student began to write on WhatsApp, namely draft (Harmer, 2004).

Student try to start writing English slogans sentences, researcher provide opportunities for students to write according to their abilities without being given assessment and correction (Harmer, 2004). So, in this second principles, students practice writing their ideas without any correction first. Because the next principle of teaching writing is making feedback helpful and meaningful (Harmer, 2004). Students are given directions when they have collected their sentences on WhatsApp Group. The feedback given by teacher must be understood by students from words, sentences, and even symbols in their writing (Harmer, 2004). In learning, communication and discussion are very important to achieve appropriate learning targets.

After student shared out the sentences, researcher gave the feedback and comment if there were wrong's grammar. They continue to writing process, namely editing (Harmer, 2004). They edited the sentences and continued to design slogans on FotoGrid. Student can think critically and write creatively using short functional text, namely slogans.

The next discovery in this research was that students created slogans using the theory J.A. Cuddon (1988), namely linguistic features focusing on sound strategy. The most common sound strategies employed in English advertising slogans include rhyme, rhythm, alliteration,

assonance, consonance, and onomatopoeia (J.A. Cuddon, 1998). This instant messaging activity helps students and teachers as a learning method so that students don not get bored in the learning process. According to the writing diagram, what the teacher wants is a very fast (Harmer, 2004).

Based on document of narrative slogans, students were asked to write slogan sentences in the third meeting. Some of the slogan sentences made by students met the theoretical requirements: rhyme, rhythm, alliteration, consonance, assonance, and onomatopoeia. However, some students use the advertising language writing method. Some students still have difficulty with grammar, translation and also signals. Students write slogan sentences using their language after getting one of the traditional foods. In writing slogan sentences, students communicate with each other, communication is very important in education (Latipah & Gunawan, 2021). After sharing English slogan via WhatsApp groups, students are asked to create slogan designs using FotoGrid. The last stage in this bloom taxonomy is called creating because students design the slogan in an attractive visual based on their preference. In this stage, of course, students think critically to determine a good and attractive design. So that readers or buyers are interested in the slogan design.

In the interview, students were asked to answer 5 questions adapted from (Nabila, 2022) about the use of instant messaging, the development of critical thinking, word selection for slogans, difficulties in writing slogans, and their learning activities. Some students use WhatsApp to write long draft texts and some students use WhatsApp to communicate. Furthermore, students expressed that this instant messaging activity is very exciting to implement in learning so as not to get bored. The difficulties faced by students are related to grammar, word choice or diction in slogan sentences. The translation problem arise indicating by the fact that some students use Google translate per word. Almost all students feel it as constrain signaled in learning. Their way of thinking has developed quite a bit because of this research. Students expressed that writing or pouring ideas into slogan sentences requires critical thinking. Critical thinking abilities are tactics for identifying solutions to achieve a goal (Halpern, 2014). Therefore, students must be able to think critically in writing slogans according to the provisions given.

CONCLUSION

Based on the data and findings in this research, instant messaging has proven to be an alternative medium for students to practice writing since students have a positive perception of short messaging activities. Students claimed that the use of instant messaging activities helped them towards a perfect writing process so that they prepared themselves well and also stimulated students critical thinking. In addition, students also agree that instant messaging activities can improve their vocabulary development and provide the best reason to practice grammar well. Furthermore, making English slogans also provides space for students to practice writing by producing simple writing so that students can experience making slogans that are interesting and can be remembered by readers.

The limitation of this research is the lack of theory in which it has not yet been achieved, namely regarding the lack of learning English to motivate students in writing skills, because what the researchers found was that some students still lacked student motivation in learning English in English skill. With regards to the method, the researcher should use quantitative to find out further developments. Because students' perceptions in writing or creating English language sentences are

not explored. So, future researchers can use quantitative methods to determine the effectiveness of instant messaging activities in writing English slogans.

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