

# UNVEILING STUDENTS' ENGAGING EXPERIENCES WITH WHATSAPP IN ENHANCING ENGLISH SPEAKING SKILLS

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## Abstract

*This research aims to investigate the experiences of students in using WhatsApp for English language learning, particularly in the context of speaking. The study was conducted with 34 third-semester students from the STIPARY Tourism Academy of Yogyakarta. A mixed-method approach was employed, wherein the researcher utilized a questionnaire to gather quantitative data. Additionally, qualitative data were obtained through in-depth interviews with 9 randomly selected students and observations during the use of WhatsApp in speaking lessons. The students' experiences with WhatsApp were assessed over 3 months. The questionnaire underwent validity and reliability testing, focusing on the student's learning experiences in speaking from three aspects: linguistic (vocabulary, pronunciation, grammar, and fluency), psychological (motivation and self-confidence), and environmental (flexible learning, collaborative learning, access to learning materials, and challenges related to negative reactions from the surrounding environment during speaking practice). Data analysis results indicated that students perceived positive experiences regarding the use of WhatsApp in speaking, addressing the aforementioned aspects. However, further research with a broader sample size is warranted to validate these findings*

**Keywords:** *Speaking English, Students' Learning Experiences, WhatsApp*

## Introduction

The mobile phone has become a ubiquitous device employed by numerous individuals in Indonesia, including educators and students, in the facilitation of English teaching and learning. This trend is augmented by the progressively accessible and widespread availability of the internet, albeit acknowledging that in remote areas, both mobile phone usage and internet accessibility remain constrained.

Surprisingly, data sourced from the Badan Pusat Statistik (BPS, 2022) reveals that, as of 2021, 90.54 percent of households in Indonesia possess or have control over at least one mobile phone number. This percentage signifies an increase from the 2018 statistics, which stood at 88.46 percent. Consequently, as the internet continues to proliferate, mobile phones are poised to evolve into indispensable tools for supporting learning activities in the foreseeable future.

With the continuous advancement of technology and the widespread availability of the Internet, numerous applications have emerged for download on mobile phones to enhance the teaching and learning processes. Among these applications, WhatsApp stands out as a commonly utilized platform by mobile phone users. La Hanisi et al. (2018) define WhatsApp as an instant messaging application designed for smartphones and internet connectivity, facilitating the exchange of information through various mediums such as text, images, video, and audio among its users.

According to Graziano et al. (2016), WhatsApp has elevated the security of data transfer, signifying a pivotal change essential for safeguarding individual privacy, all the while ensuring swift, convenient, and potentially life-saving communication. Additionally, WhatsApp is a cross-platform mobile messaging app that facilitates free message exchange. Available on various devices, it uses internet data plans, eliminating SMS costs. The app allows users to create

groups and share unlimited media messages, enabling seamless cross-platform communication by being compatible with iPhone, BlackBerry, Android, Windows Phone, and Nokia devices (Aal et al., 2014).

Given the advantages offered by the WhatsApp application, it is frequently employed as a valuable learning tool in the context of English language acquisition. Numerous research findings underscore the pivotal role that WhatsApp plays in the English learning process. For instance, Fauzi (2021) conducted research during the COVID-19 pandemic and discovered that WhatsApp emerged as the preferred learning application among secondary school teachers, contributing positively to students' learning outcomes, motivation, perceptions, knowledge, and attitudes.

Similarly, Nurazizah et al. (2019) emphasized, based on their research findings, that WhatsApp serves as an accessible and engaging tool for learning speaking skills, particularly in the context of narrative text. This platform facilitates casual conversations, idea exchanges, and the seeking of assistance in English. Furthermore, the use of WhatsApp has been shown to enhance writing and reading skills, fostering discussions and mutual English learning among students (Silalahi, 2021).

Based on the aforementioned studies, WhatsApp has proven to offer substantial benefits in English language learning, particularly in the development of speaking skills. This finding holds particular significance for students, especially those pursuing English for specific purposes such as English for Hotel Staff. Proficiency in speaking is deemed crucial for the future careers of these students, as effective communication with guests in the hotel

industry predominantly relies on verbal exchanges.

This aligns with research results indicating that speaking and listening are paramount aspects for hospitality students in the industrial world, with speaking and listening identified as the most challenging facets of English for tourism and hospitality students (Firharmawan & Andik, 2019). As elucidated by Widyasworo (2019), challenges faced by students in speaking are both linguistic, involving vocabulary, pronunciation, and grammar, and non-linguistic, encompassing issues like a lack of ideas, unbalanced participation, mother tongue interference, anxiety, shyness, low self-confidence, and motivation.

Furthermore, factors contributing to speaking difficulties encompass both internal and external elements, as categorized by Jusuf et al. (2021). These include a lack of general knowledge, infrequent speaking practice, fear of making mistakes, inadequate utilization of words and grammar exercises, low motivation, passive reading habits, shyness, reluctance to use a dictionary, nervousness, fear of criticism, and challenges with the pronunciation of foreign words (Jaya et al., 2022).

While there have been several studies examining the use of WhatsApp in the context of teaching and learning English, research specifically focusing on students' experiences with using WhatsApp for spoken English remains relatively limited. Prior research, such as that conducted by Nurazizah et al. (2019), has explored the use of WhatsApp in spoken English, utilizing a sample of senior high school students and observing how teachers integrate WhatsApp into teaching activities.

In light of the existing gaps in research, this study aims to provide a comprehensive understanding of students' experiences with using WhatsApp for spoken English, considering both internal and external factors as outlined by Jusuf et al. (2021). The focus is on gaining a holistic perspective on how students engage with WhatsApp in spoken English, addressing various aspects that contribute to the overall learning experience.

### Research Method

The research methodology employed in this study is a mixed-methods research design. Quantitative data were gathered through surveys, while qualitative data were obtained through interviews and observations. The study was conducted among third-semester hospitality students at the STIPARY Tourism Academy of Yogyakarta, with a total of 34 students serving as the sample. The decision to include all students as the sample aligns with the recommendation of Arikunto (2006), who suggests that if the number of objects is less than 100, it is preferable to include all of them, making the research a population study.

The selected sample had prior experience using WhatsApp as a medium for learning spoken English for 3 months. The utilization of the WhatsApp application followed a structured approach, adapted from Sproff (2016), involving the following stages:

#### Step 1: Create a WhatsApp Group

Students were instructed to create a WhatsApp group, ensuring all participants had the application and were willing to join. A group link was shared to facilitate entry without storing individual numbers.

#### Step 2: Set the Rules

Agreed-upon rules were established to optimize the effective use of WhatsApp

groups, emphasizing adherence to instructions and the use of polite language.

#### Step 3: Set Up for Class Use

The lecturer explained WhatsApp features for class use, including voice notes, images, videos, and other content. Students were encouraged to use earphones for clear audio when recording their voices.

#### Step 4. Engage and Empower

In this pivotal stage, students embark on a journey of diverse tasks within the WhatsApp group, utilizing it as a dynamic medium for sharing assignments and presenting their outcomes. The multifaceted tasks assigned are meticulously designed to foster the enhancement of students' speaking skills:

- a. Purposeful Interaction  
Students are elucidated on WhatsApp's role in cultivating speaking skills. Emphasizing the importance of honesty, they are encouraged to refrain from writing complete sentences and, instead, articulate their thoughts verbally. This critical step allows students to reflect on their progress throughout the learning process.
- b. Assessment Clarity  
Clear guidance is provided on how speaking performance will be assessed. The lecturer employs the Academic IELTS speaking scoring rubrics, encompassing fluency, coherence, lexical resource, grammatical range and accuracy, and pronunciation (Cambridge English Language Assessment, n.d.)
- c. Preparatory Support  
Various materials are supplied to fulfill the assessment criteria, including guidance on using discourse markers, pronunciation

- tips for challenging words, strategies for consulting dictionaries, a curated list of relevant words and definitions, extracting vocabulary and grammar insights from songs, and tactics to encourage extended speech. This proves invaluable, particularly for students facing challenges in speaking at length.
- d. **Expressive Topics**  
Students are assigned diverse topics and tasked with speaking for two minutes. Themes range from personal experiences, such as hotel stays, to ensure a rich and varied discourse.
  - e. **Quick Idea Preparation**  
To promote spontaneity and discourage reliance on writing complete sentences or translation tools, students are given a brief preparation time (2 to 5 minutes) to jot down ideas on a single sheet of paper.
  - f. **In-Class Recording**  
Speeches are promptly recorded in the classroom for approximately two minutes, with the lecturer overseeing the process to ensure authenticity and discourage reading.
  - g. **Peer Feedback Loop**  
Results of the speeches are subject to constructive feedback from peers. Subsequently, students provide feedback based on the previously explained speaking assessment criteria.
  - h. **Continuous Improvement**  
Several students are randomly selected for the opportunity to reprise their speeches in class, incorporating improvements based on the feedback received.
  - i. **Beyond the Classroom**  
Students are tasked with activities outside the class, such as learning vocabulary from songs and sharing insights via video in the WhatsApp group. Additional assignments include discussing specific topics using vocabulary from class, analyzing short videos, expressing opinions in English, and receiving comprehensive feedback in subsequent meetings from both the lecturer and classmates. This holistic approach ensures a well-rounded and continuous learning experience.

In the data collection process, two distinct types of data, namely quantitative and qualitative data, were meticulously gathered. Quantitative data were obtained through a survey, employing a Likert scale with intervals of 1-4 to address limitations found in a five-interval scale. To enhance the survey's validity and reliability, data collection through questionnaires was executed, distributing them to the research sample. The questionnaire underwent rigorous testing for validity and reliability using SPSS to ensure the instrument's trustworthiness. Google Forms served as the platform for distributing questionnaires, with 34 samples successfully submitting their responses.

Concurrently, qualitative data were procured by randomly selecting 9 students for in-depth interviews. This qualitative approach aimed to unravel the nuanced experiences of students using WhatsApp, shedding light on their challenges and expectations in employing WhatsApp as a medium for learning spoken English. Additionally, field observations were conducted during the teaching and learning process, providing valuable insights into the practical application of WhatsApp in the educational context.

## RESULT AND DISCUSSION

### *Validity test results*

In the assessment of questionnaire validity, researchers derived Pearson correlation coefficients or validity indices. The determination was made utilizing a significance threshold of 5%, employing degrees of freedom (df) equal to 32 (34-2), with a reference correlation coefficient (r-table) set at 0.349. Additionally, a comparative analysis was conducted between the calculated t-value (t count) and the critical t-value from the table. A statement is considered valid when the t count exceeds the corresponding t-table value. The comprehensive outcomes of the questionnaire item validity assessment are presented in the Table 1. Results of the Questionnaire's Validity Test.

Based on the outcomes of the validity assessment conducted on the research questionnaire instrument, it has been determined that one item within the questionnaire was deemed invalid. Consequently, this specific question item was excluded from the data collection process, resulting in the utilization of only 30 questionnaire items for the study.

### *Reliability test results*

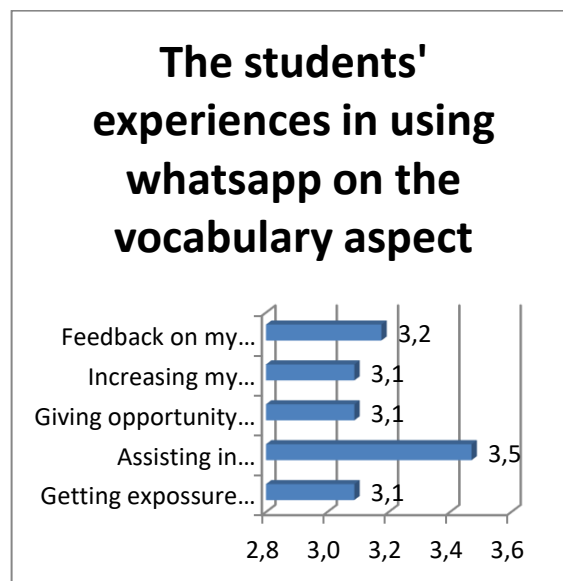
After the confirmation of the questionnaire instrument's validity, a meticulous examination of its reliability was conducted utilizing Cronbach's alpha. The established criterion for deeming the research questionnaire instrument reliable is a Cronbach's alpha value exceeding 0.6, as outlined by Ghozali (2011). The detailed results of the reliability test for all items in the questionnaire are presented in Table 2. Results of the Questionnaire's Reliability Test.

Based on the analysis presented in Table 2, it is observed that Cronbach's alpha values fall within a robust range of 0.94-

0.96. This substantiates the assertion that all items in the questionnaire exhibit high reliability, underscoring a commendable level of consistency in the respondents' answers.

### *The linguistic dimensions of students' experiences in utilizing WhatsApp*

#### *a. Vocabulary Aspect*



**Figure. 1** The students' experiences in using WhatsApp on the vocabulary aspect

The data presented in the table reveals that, on average, respondents agree on the positive benefits derived from using WhatsApp in spoken English, particularly in supporting vocabulary review during speaking sessions, as evidenced by an average score of 3.5. Following this, feedback provided in speaking lessons indicating errors in vocabulary usage received an average score of 3.2. Meanwhile, concerning exposure to new vocabulary, providing opportunities for giving and receiving feedback, and how WhatsApp aids in enhancing vocabulary, the average score stands at 3.1.

The results indicate a positive contribution concerning vocabulary perception among students when using

WhatsApp in speaking lessons. According to observational findings during speaking activities, participants commonly encounter pauses as they search for words in their minds. This is attributed to students facing limitations in vocabulary, leading to an inadequate number of words to effectively express their ideas.

This discovery aligns with responses from certain interviewees who identified their weaknesses in English, specifically in terms of a lack of vocabulary. Some participants provided statements during the interviews, exemplified as follows:

*"Regarding my English proficiency, I face challenges in vocabulary and grammar. Constructing sentences and engaging in direct conversations with others is difficult due to my tendency to make assumptions. I am still struggling to articulate my thoughts in a coherent manner (Student 1, 2023).*

The statement above is in line with findings from interviews conducted with other students as can be seen in the statement below:

*"My current shortcomings are primarily attributed to a lack of vocabulary mastery and imprecise grammar usage. (Student 3, 2023)"*

The majority of English learners in Indonesia experience a lack of vocabulary, as indicated by several research findings such as those by Muamaroh & Kartina (2022) and Wahyuningsih & Maisyanah (2021). This is understandable considering that in their daily environment, students, especially outside the classroom, predominantly use the Indonesian language for communication. This, coupled with limited exposure to English through activities like reading and listening, contributes to the challenge each student faces.

Using WhatsApp for speaking lessons is also perceived as highly beneficial for students in enhancing their vocabulary, as expressed in the following interview results:

*WhatsApp contributes to the improvement of my vocabulary because we often use voice notes. So, the vocabulary that has been spoken is listened to again and corrected as well (Student 1, 2023).*

From this interview result, it is evident that features on WhatsApp, such as Voice Notes, significantly aid in the vocabulary learning process. Students can listen back to previously used vocabulary or acquire new vocabulary shared by their peers through group messages or feedback provided via Voice Notes. In terms of vocabulary learning, listening emerges as a crucial activity for vocabulary retention (Little & Kobayashi, 2011)

Interestingly, based on the interview results, WhatsApp, being a frequently used application in students' daily lives, is consistently opened, including the WhatsApp groups used for English learning. This frequent interaction with WhatsApp contributes to better retention of the learned vocabulary. As expressed in the following interview excerpt:

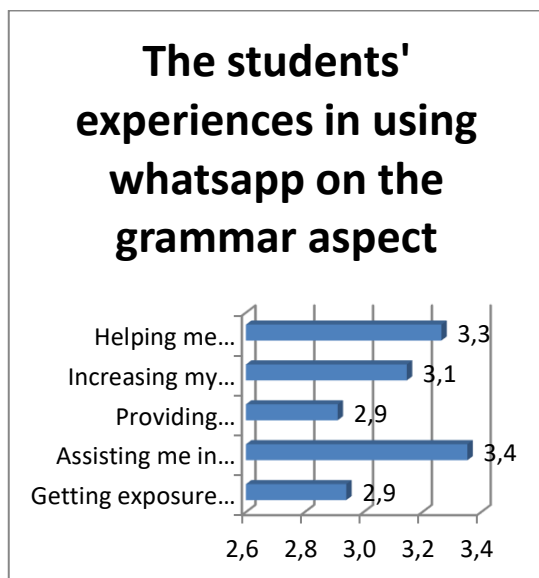
*"The benefit, for me, is probably more about learning; it enters my mind better through WhatsApp because it's opened every day, sir" (Student 4, 2023).*

This aligns with the findings of Rajayi & Maleki (2023), demonstrating the role of social media in vocabulary retention. However, some students expressed the hope that materials related to vocabulary could be shared more frequently through WhatsApp groups and other social media platforms, as indicated in the following interview results.

*Perhaps the expectation is to enhance vocabulary within the WhatsApp group*

through material sharing, sir. So... sharing materials, sharing funny things in English, perhaps from social media, sent through WhatsApp (Student 3, 2023).

### b. Grammar aspect



**Figure 2. The students' experiences in using WhatsApp on the grammar aspect**

Based on the diagram in Fig.2, it can be inferred that the use of WhatsApp can assist respondents with grammar usage. This is substantiated by the average responses falling within the range of 2.9 to 3.4, indicating a relatively high level of agreement among respondents with statements presented in the questionnaire items. From several statements posed, respondents feel that WhatsApp aids in reviewing grammar usage, especially through the use of voice notes or videos during speaking sessions sent through WhatsApp groups.

This occurs because respondents can replay voice note recordings within the group and conduct independent reviews related to grammar usage. With the presence of voice notes and video features, respondents have the flexibility to replay and focus on sections that may contain errors in grammar usage. Based on observations, it is also common for

respondents to be unaware of errors during speaking.

Therefore, providing feedback to respondents becomes essential, enabling them to become more aware of grammar errors that may go unnoticed. This is crucial for enhancing respondents' grammar proficiency. This is reflected in the interview results, as stated below:

*"Because there, we can speak freely, whatever we know, even though our grammar might be a bit messy, but we can listen and say, 'Oh, this is where I went wrong,' so it's much more effective"* (Student 3, 2023). This sentiment is further supported by another statement:

*"So, by listening to Voice Notes, you can identify which grammar mistakes you made"* (Student 3, 2023).

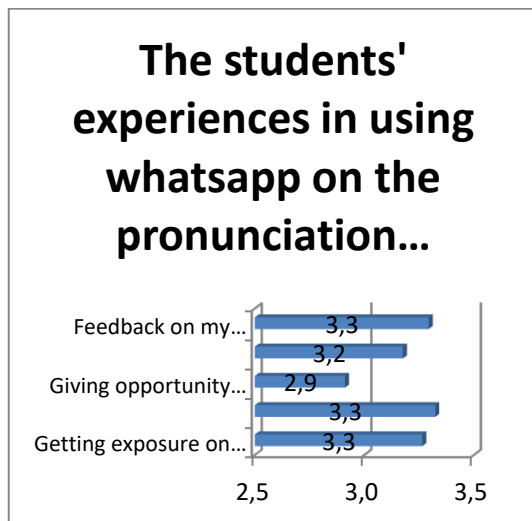
The interview results highlight that features in WhatsApp, such as Voice Notes, significantly assist students in reviewing grammar used during speaking. Moreover, the exchange of Voice Notes within the WhatsApp group enables students to provide feedback to one another. This collaborative feedback process proves valuable, considering that giving feedback is a time-consuming aspect for an instructor (Shintani, 2016). Therefore, mutual feedback not only encourages active student participation but also reduces the workload for instructors or lecturers.

Students express the hope that the utilization of WhatsApp for grammar improvement could be enhanced through more frequent sharing of materials related to grammar usage. This includes providing examples of correct grammar usage within WhatsApp groups. As articulated in the interview:

*"...the materials, sir. So, if we share links from social media, for instance, from YouTube or Instagram, here, for instance, the correct grammar usage. So, if*

someone watches it, they can understand, 'Oh, this is how proper grammar is utilized, like this'" (Student 3).

### c. Pronunciation Aspect



**Figure. 3 The students' experiences in using WhatsApp on the pronunciation aspect**

Regarding respondents' experiences using WhatsApp for pronunciation, it is evident that, on average, respondents agree with the statements provided in the questionnaire. The highest level of agreement is seen in the aspect where WhatsApp is considered capable of assisting in reviewing pronunciation, with an average score of 3.3. This is in line with respondents' experiences in the grammar aspect, where the presence of voice notes and video features helps them review pronunciation in their speaking results.

Peer feedback within WhatsApp groups is considered highly advantageous in detecting pronunciation errors, as evidenced by an average score of 3.3. The exchange of videos and voice notes in WhatsApp groups exposes participants to the spoken English outcomes of their peers. Both peer and instructor feedback is crucial, presenting chances for feedback through voice notes or in-class discussions throughout the learning

journey. This not only facilitates the recording of feedback through voice notes but also establishes a platform for participants to engage in spoken English.

Several interview responses from participants include the following:

*"So, we can review our articulation when speaking, whether it's clear or not. We can also review what our friends share" (Student 3, 2023).*

*"For me, listening to my pronunciation and then not being sure, so I modify it again like that" (Student 4, 2023).*

*"Emm, of course, yes, sir. Like, what is it... a song, for example. For instance, listening to my friend's Voice Note, like the video from yesterday, I can learn, correct the sentences I haven't pronounced correctly" (Student 5, 2023).*

These interview results demonstrate that the use of WhatsApp, particularly Voice Notes or Videos, aids students in self-monitoring their pronunciation. This situation is of significance in the educational process, fostering a move toward student-centered classrooms and promoting students' autonomy, thereby enhancing the teaching and learning experience (Calderon Quintero & Nieto, 2017).

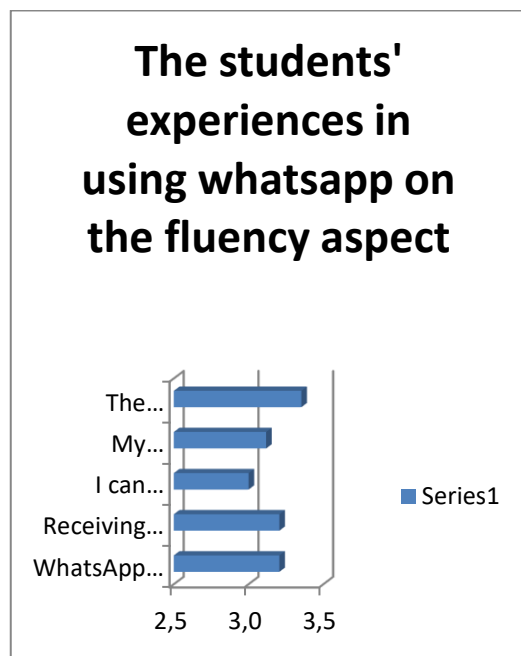
The utilization of WhatsApp not only assists students in practicing spoken English regularly but also optimizes time. Due to the constraints of classroom learning within specific time limits, WhatsApp enables students to engage in English conversations simultaneously and share their outcomes through groups, providing equal opportunities for all students to enhance their speaking abilities, particularly in terms of pronunciation. This is evidenced by the following interview results

*"Because I speak there more often, so it's very helpful" (Student 8, 2023).*



"Um, maybe more frequent assignments like Voice Notes, talking like that, and then more frequent feedback" (Student 7, 2023).

#### d. Fluency Aspect



**Figure. 4 The students' experiences in using WhatsApp on the fluency aspect**

In terms of fluency, respondents perceive that feedback from their peers significantly contributes to this aspect. This is crucial for respondents, as observed, fluency is a primary concern for many, given their current inability to speak English fluently. Several factors may contribute to this, including limited vocabulary mastery, lack of knowledge related to grammar, and anxiety. Specifically regarding students' anxiety, WhatsApp significantly aids in improving English fluency, as students feel less worried about making mistakes when their speaking is conveyed through Voice Notes. This sentiment is reflected in an interview statement:

"If I'm the type of person who finds it difficult, like getting nervous right away, so confused if it's done directly. With Voice Notes, we can prepare first, so we

can speak more calmly and more clearly" (Student 9, 2023).

"Using WhatsApp makes English fluency smoother. If it's directly with the instructor, I'm afraid of making mistakes, so it's more flexible" (Student 1, 2023).

From the interviews above, it can be stated that the majority of students still feel less confident in speaking English, and this affects the fluency of their English speaking. This is in contrast to a research finding stating that speaking performance was not influenced by confidence (Fajria, 2019). Based on this data, it is crucial to reevaluate how self-confidence significantly influences speaking performance, especially in the aspect of fluency.

The interview results also indicate that the use of WhatsApp can encourage students to practice speaking English more frequently, as expressed by one of the students:

"Yes, it helps because I practice speaking often" (Student 1, 2023).

"Maybe there could be assignments like yesterday, being asked to do a 2-minute Voice Note. That could be one way to help us speak English more fluently" (Student 4, 2023).

The statements above demonstrate that to improve English speaking fluency, students need substantial practice to immerse themselves in speaking English. Signs of fluency include a reasonably fast speaking speed with only a small number of pauses (Islam, 2019). The use of WhatsApp serves as a learning medium for students to continually practice speaking English, considering the limited opportunities students have had to speak English so far. The common difficulty faced by learners in Indonesia in attaining fluency in spoken English is unsurprising. This is evident in the extended duration they dedicate to studying English,

spanning from high school to university, yet this prolonged exposure does not appear to substantially enhance their proficiency in spoken English. Furthermore, the time allocated by universities for English instruction may be insufficient for students to cultivate their speaking skills. Consequently, students frequently encounter restricted opportunities to practice spoken English (Rukmaryadi, Zaim, & Anwar, 2020; Ningsih, 2017).

This perspective is further reinforced by the following statements from students expressing a desire for increased intensity in speaking practice, underscoring its pivotal role in attaining proficiency in English.

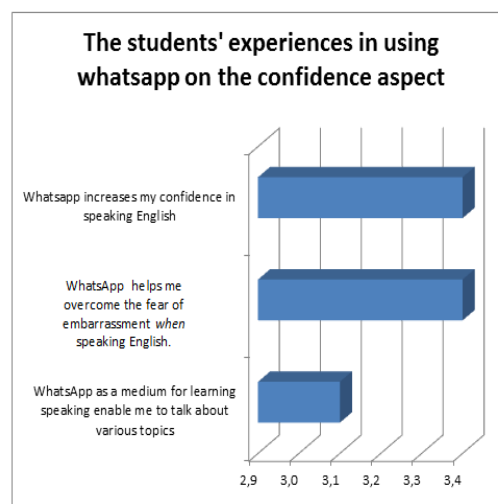
*"Perhaps we could be given exercises more regularly, not just sporadically... consistently, you know" (Student 2, 2023).*

*"Maybe it could be more frequent, sir, perhaps the time could be intensified, maybe make the assignments more intense so that we are motivated to stay active in using English" (Student 3, 2023).*

*"It's already good, like yesterday, because, as mentioned earlier, fluency in speaking has improved since yesterday. So, it's already good, perhaps make it more intense..." (Student 6, 2023).*

#### e. Confidence Aspect

##### **The psychological dimensions of students' experiences in utilizing WhatsApp**



**Figure.5 The students' experiences in using WhatsApp on the confidence aspect**

In terms of psychological aspects, the utilization of WhatsApp is perceived to enhance respondents' confidence in speaking English. As previously explained and based on the findings, respondents exhibit a lack of proficiency in spoken English, causing many to feel embarrassed and hesitant to speak directly in class, be it in front of the instructor or classmates. This is consistent with Ningsih (2017), which stated that most students are shy, passive, and reluctant to convey their ideas in speaking. Through WhatsApp, respondents can communicate via voice notes or videos, mitigating their fear and embarrassment, as expressed by several students:

*"Because it's not face-to-face, sir, it's through WhatsApp. So, if we make a mistake, others can comment, and we don't feel embarrassed or shy" (Student 4, 2023).*

*"Yes, sir, because through Voice Notes or the features available in WhatsApp, I can prepare myself first, so it's not spontaneous, like stepping forward. That way, I can be more confident" (Student 9, 2023).*

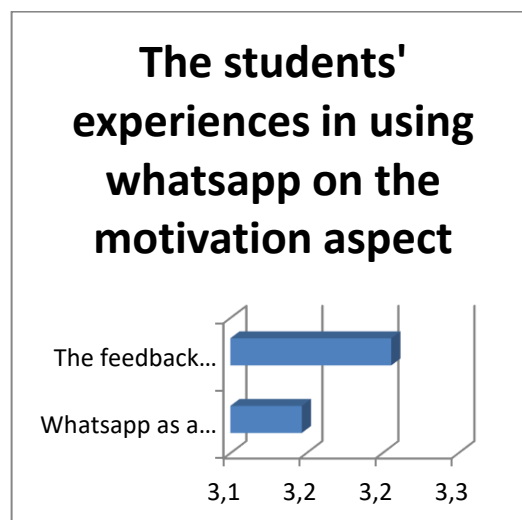
"Of course, sir, it's comfortable using WhatsApp rather than speaking directly because if we make a mistake, we're not embarrassed, sir, because it's online, unlike speaking directly" (Student 5, 2023).

However, it is crucial to acknowledge that, during interviews, one respondent expressed feeling more embarrassed when speaking and sending videos in a WhatsApp group. This discomfort arises because other classmates have the option to replay the video multiple times, as stated below:

"I find it easier to speak directly because when others listen to it in WhatsApp, it makes me feel embarrassed. When speaking, it's fine, but when it's listened to afterward, it's embarrassing" (Student 2, 2023).

Moreover, on average, respondents agree that WhatsApp facilitates discussions on a variety of topics. This is highly feasible since WhatsApp provides sharing features that allow users to engage in conversations covering a wide range of subjects. In this context, instructors, as facilitators, can tailor topics based on specific aspects relevant to respondents' future careers, such as those in tourism and hospitality, or current issues. This is crucial, especially considering that one of the mandatory competencies for respondents is the ability to speak on a variety of topics.

#### f. Motivation Aspect



**Figure.6 The students' experiences in using WhatsApp on the motivation aspect**

From a motivational perspective, the results presented in Fig.6, from the questionnaire indicate that the use of WhatsApp is perceived to enhance the motivation of respondents to speak English. This inclination arises because respondents feel more comfortable and less ashamed to speak and record their voices through WhatsApp. Similar sentiments were expressed by some respondents in interviews, as outlined below:

"Yes, of course, because when seen and heard by other friends, it's like, 'Wow, my friend is better.' So, it's like we have to be better than our friends, making more effort to improve" (Student 6, 2023).

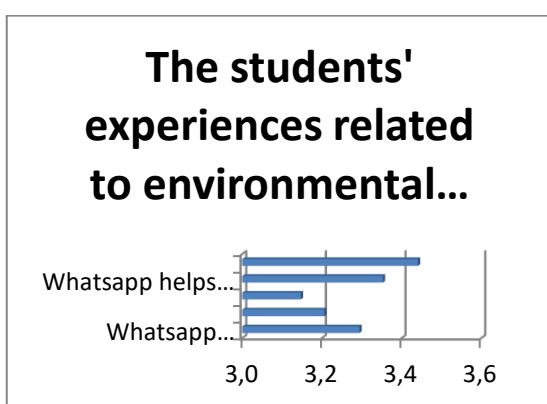
"Yes, sir, because listening to friends' answers adds to my vocabulary, so I'm motivated to do better" (Student 9, 2023).

Motivation is a crucial aspect of English language learning. As mentioned by Rodiyanti (2017), students with high motivation tend to excel in their English studies compared to those with lower motivation. This factor plays a significant role in determining the level of success in their learning.

The use of WhatsApp in speaking also provides an opportunity for respondents to give and receive feedback from their peers. This feedback not only aids in improving the respondents' skills but also encourages them to speak English more proficiently, as stated in the following interview:

*"Yes, feedback from friends can help, and I listen to my Voice Notes to identify if there are any mistakes or not" (Student 7, 2023).*

#### g. Environmental Aspect



**Figure.7 The students' experiences in using WhatsApp on the environmental aspect**

From an environmental perspective, respondents, on average, strongly agree that WhatsApp allows them to learn English anytime and anywhere, as stated below:

*"Yes, it's possible because we are not only in class; at home, in boarding houses, while playing with friends, we can record, right?" (Student 7, 2023).*

*"Yes, because WhatsApp is always accessible" (Student 8, 2023).*

This is crucial for enabling students to immerse themselves in learning English outside the classroom, acknowledging that achieving fluency in spoken English requires more than relying solely on allocated class time for learning. This aligns with the statement from Uosaki,

Ogata, & Mouri (2015), highlighting that emerging mobile technology and its output, mobile-assisted learning, are highly expected to contribute to enhancing outside-class learning time.

Additionally, respondents agree that through WhatsApp, they can utilize the feature of sharing speaking materials, enriching their learning resources. The shared materials may include document files or links to documents. This is an essential aspect to ensure that respondents do not solely depend on the speaking learning materials provided by instructors inside the classroom.

Respondents also feel that through WhatsApp, they create a learning environment that accommodates and provides opportunities to speak English without the fear of negative reactions from those around them.

*"Because it's not face-to-face, sir, it's through WhatsApp. So, if we make a mistake, others can comment, and we don't feel embarrassed or shy" (Student 4, 2023).*

This sentiment is common in Indonesia, where English is considered a foreign language rarely used in everyday communication. Consequently, finding opportunities to speak English in the surrounding environment is challenging, particularly in locating partners with similar goals for learning English. Additionally, negative reactions are more common than appreciation when someone is learning to speak English.

#### Conclusion

Based on the results of the data analysis, it can be concluded that the use of WhatsApp in English-speaking learning brings many positive learning experiences in language aspects such as vocabulary, grammar, pronunciation, and fluency. Students benefit significantly from the features available on WhatsApp,

such as Voice Notes, Videos, or the ease of sharing materials that contribute to enhancing these language skills. Moreover, positive experiences are also observed in psychological aspects, such as increased motivation and self-confidence, considering that many students still feel shy about speaking directly in front of a large audience, such as in a classroom setting. From an environmental perspective, the use of WhatsApp is perceived to facilitate decentralized learning experiences, as WhatsApp is a communication application commonly used outside the classroom. The privacy and file-sharing features of WhatsApp make it easier for students to provide feedback and engage in English conversations without the fear of negative reactions beyond the group. However, it is essential to note that this study is limited to a small group of students at the STIPARY Tourism Academy of Yogyakarta. Therefore, further research on a larger scale is warranted, given the highly positive contribution of WhatsApp to English-speaking learning.

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**Table 1. Results of the Questionnaire's  
Validity Test**

| <b>Item<br/>Number</b> | <b>R-<br/>value</b> | <b>R<br/>table</b> | <b>Remark</b> |
|------------------------|---------------------|--------------------|---------------|
| X1                     | 0,563               | 0,349              | Valid         |
| X2                     | 0,609               | 0,349              | Valid         |
| X3                     | 0,579               | 0,349              | Valid         |
| X4                     | 0,735               | 0,349              | Valid         |
| X5                     | 0,661               | 0,349              | Valid         |
| X6                     | 0,507               | 0,349              | Valid         |
| X7                     | 0,541               | 0,349              | Valid         |
| X8                     | 0,625               | 0,349              | Valid         |
| X9                     | 0,687               | 0,349              | Valid         |
| X10                    | 0,656               | 0,349              | Valid         |
| X11                    | 0,688               | 0,349              | Valid         |
| X12                    | 0,688               | 0,349              | Valid         |
| X13                    | 0,647               | 0,349              | Valid         |
| X14                    | 0,706               | 0,349              | Valid         |
| X15                    | 0,741               | 0,349              | Valid         |
| X16                    | 0,654               | 0,349              | Valid         |
| X17                    | 0,671               | 0,349              | Valid         |
| X18                    | 0,624               | 0,349              | Valid         |
| X19                    | 0,744               | 0,349              | Valid         |
| X20                    | 0,630               | 0,349              | Valid         |
| X21                    | 0,720               | 0,349              | Valid         |
| X22                    | 0,693               | 0,349              | Valid         |
| X23                    | 0,348               | 0,349              | Invalid       |
| X24                    | 0,737               | 0,349              | Valid         |
| X25                    | 0,679               | 0,349              | Valid         |
| X26                    | 0,709               | 0,349              | Valid         |
| X27                    | 0,699               | 0,349              | Valid         |
| X28                    | 0,688               | 0,349              | Valid         |
| X29                    | 0,7033              | 0,349              | Valid         |
| X30                    | 0,727               | 0,349              | Valid         |
| X31                    | 0,773               | 0,349              | Valid         |



**Table 2. Results of the Questionnaire's Reliability Test**

| <b>Item Number</b> | <b>Cronbach's Alpha if Item Deleted</b> | <b>Remark</b> |
|--------------------|-----------------------------------------|---------------|
| X1                 | 0,956                                   | Reliable      |
| X2                 | 0,955                                   | Reliable      |
| X3                 | 0,956                                   | Reliable      |
| X4                 | 0,954                                   | Reliable      |
| X5                 | 0,955                                   | Reliable      |
| X6                 | 0,956                                   | Reliable      |
| X7                 | 0,956                                   | Reliable      |
| X8                 | 0,955                                   | Reliable      |
| X9                 | 0,955                                   | Reliable      |
| X10                | 0,955                                   | Reliable      |
| X11                | 0,955                                   | Reliable      |
| X12                | 0,955                                   | Reliable      |
| X13                | 0,955                                   | Reliable      |
| X14                | 0,955                                   | Reliable      |
| X15                | 0,954                                   | Reliable      |
| X16                | 0,955                                   | Reliable      |
| X17                | 0,955                                   | Reliable      |
| X18                | 0,955                                   | Reliable      |
| X19                | 0,954                                   | Reliable      |
| X20                | 0,955                                   | Reliable      |
| X21                | 0,955                                   | Reliable      |
| X22                | 0,955                                   | Reliable      |
| X23                | 0,954                                   | Reliable      |
| X24                | 0,955                                   | Reliable      |
| X25                | 0,955                                   | Reliable      |
| X26                | 0,955                                   | Reliable      |
| X27                | 0,955                                   | Reliable      |
| X28                | 0,955                                   | Reliable      |
| X29                | 0,954                                   | Reliable      |
| X30                | 0,954                                   | Reliable      |