MEDIA SOSIAL SEBAGAI PEMBELAJARAN SELULER KOMUNIKASI KONSTRUKTIF BERBASIS OBROLAN LISAN UNTUK MENINGKATKAN KETERAMPILAN BERBICARA

Maulina[1]*, Titin Rahmiatin Rahim[2], Angelica Ordanza Cortez[3], Sheryl Ann V. Narciso[3], Anwar Said[1]

[1] Universitas Muhammadiyah Kendari, Kendari, Indonesia

[2] National Dong Hwa University, Hualien, Taiwan

[3] Neuva Ecija University of Science and Technology, Cabanatuan City, Philippines

Email: maulina@umkendari.ac.id

Abstrak

WhatsApp adalah salah satu aplikasi seluler yang paling praktis, hemat biaya, dan komunikatif bagi mahasiswa untuk meningkatkan kemampuan berbicara. Penelitian ini bertujuan untuk mendorong mahasiswa membiasakan diri menggunakan bahasa Inggris sehari-hari secara fleksibel serta meningkatkan kemampuan berbahasa Inggris melalui bantuan sumber belajar yang dirancang khusus dikenal sebagai bahan instruksional berbicara berbasis WhatsApp (WABSIM). Penelitian ekplosari metode campuran ini mengevaluasi penggunaan obrolan lisan berbasis WhatsApp dengan jumlah partisipan dua puluh delapan mahasiswa selama satu semester melalui kegiatan komunikatif seperti kegiatan berpasangan, berkelompok, diskusi, dan wawancara menggunakan pesan suara dan rekaman video baik di dalam kelas maupun di luar kelas yang direkam melalui grup WhatsApp. Tes berbicara meliputi evaluasi lisan tentang aspek kefasihan berbicara, kosa kata yang digunakan, tata bahasa, pengucapan, dan pemahaman. Hasil penelitian ini menunjukkan bahwa minat berbicara mahasiswa yang sangat tinggi dalam menyusun kalimat bahasa Inggris seperti mengajukan pertanyaan dan memberikan tanggapan, meningkatkan kolaborasi pembelajaran, menciptakan keterlibatan belajar yang lebih baik, meningkatkan kesadaran belajar, dan mempercepat komunikasi yang fleksibel. Selain itu, mahasiswa membuat kemajuan akademik yang signifikan selama semester tersebut. Oleh karena itu, sebagai kontribusi manfaat penelitian ini, kemajuan teknologi seluler saat ini yang mendukung pengajaran dan pembelajaran bahasa Inggris melalui obrolan lisan berbasis WhatsApp adalah yang paling efektif.

Kata kunci: keterampilan berbicara; media sosial; pembelajaran seluler; teknologi pembelajaran; WhatsApp.

SOCIAL MEDIA AS MOBILE LEARNING ORAL CHAT-BASED CONSTRUCTIVE COMMUNICATION TO IMPROVE SPEAKING SKILLS

Abstract

WhatsApp is one of the most practical, cost-effective, and communicative mobile applications for college students to enhance their speaking skills. This study reconciled to consuetude college students to flexible habitual use of the English language learning and intended to improve their speaking abilities with specially tailored learning resources and activities aid known as WhatsApp-based speaking instructional material (WABSIM). This exploratory mixed-methods research evaluated oral chat-based utilization of WhatsApp by twenty-eight students for one semester using audio voice messages and video recordings of communicative activities in pairs or groups, dialogues, and interviews activities recorded in the WhatsApp group managed to produce every day classroom and noncollegiate activities. Speaking test consisted of an oral evaluation of student's fluency, vocabulary used, grammar, pronunciation, and comprehensibility aspects. It reveals that students demonstrated a stupendous developing speaking interest in building English sentences by raising questions and delivering responses, improved learning collaboration, created better learning engagement, increased learning self-awareness, and accelerated flexible communication. Besides, students achieved

substantial academic progress astoundingly in a semester. Therefore, to emerge the significance acknowledged from this current study, in the current era of mobile technology advancement supporting teaching and learning English, WhatsApp oral chat-based assistance offering teaching and learning English flexibility is the most effective.

INTRODUCTION

Due to the overwhelming use of mobile devices, today, the generation has become dependent and even has been socializing and sharing through social media and mobile applications. Mobile learning as mobile technologies used for educational purposes (Maulina et al., 2020; Pilar et al., 2013). They further argue that mobile learning can assist students in learning anytime and anywhere, either individual or collaborative learning, for instance, via mobile phones, tablets, and other mobile devices, which have already been popularly employed in EFL. These mobile technologies offer spontaneous, informal, contextual, portable, ubiquitous, pervasive, and personal (Kukulska-Hulme et al., 2011; Maulina, 2022; Maulina et al., 2020).

Regarding the present situation of higher education in Indonesia, mobile learning must cooperate to give full play to its function. According to Munir (2017, p. 71), mobile learning is full of chances for learners to access educational resources and communicate with people around the globe anywhere and anytime without any barriers. Furthermore, Mobile learning offers an environment where learners can ubiquitously negotiate meaning, reflect and evaluate their performance through authentic interaction and feedback, constituting a powerful tool for developing second language proficiency(Andújar-Vaca & Cruz-Martínez, 2017; Maulina et al., 2021). Therefore, mobile learning is a form to present and push educational resources and related information to the mobile terminal equipment. However, its essence is to improve the efficiency of learning activities, such as mobile learning to stimulate students' enthusiasm, especially in EFL in a university context (Maulina, Nasrullah, et al., 2022; Maulina & Yustika, 2022; Saputra et al., 2021).

One of the mobile learning platforms is social media. Individuals and communities can share, co-create, discuss, and change user-generated content on platforms made possible by mobile and web-based technology in social media. They introduce large and extensive changes to the company, organization, community, and individual communication (Khair et al., 2022; Lange & Costley, 2015; Maulina, Ignacio, et al., 2022; Putra et al., 2021). Further, they state that this transformation is the focal point of the burgeoning area of technology self-studies. In terms of quality, frequency, usability, immediacy, and permanence, social media are distinct from traditional or industrial media. These changes are the focus of the emerging field of technology self-studies. Social media differ from conventional or industrial media in terms of quality, frequency, usability, immediacy, and longevity. In addition, social media operates in a dialogic transmission system to support the engagement (Golab-Andrzejak, 2022). Also, Norman et al. (2015) present a framework that categorized social media plays an essential role for daily connectivity.

In recent years, study on social media, particularly in English as a foreign language (EFL) instructions and studies, has enticed scholars to delve deeper into this topic (Li, 2017). She found that the materials shared and obtained between the students show a high connection between them and their social exchange activities. Also, Allam and Elyas (2016) believe in the values of pedagogical and prosperity of utilizing social media as a tool in EFL teaching and learning, especially in the Saudi context. One of the most popular social media used for communication in the form of an oral chat-based in today's era is WhatsApp, which is the

possible and potential approach for undergraduate university students to improve their speaking skills anytime, anywhere, and to anyone (Maulina et al., 2021b). WhatsApp is the most dominant social media application owned by students (Saputra & Salim, 2020). Furthermore, Man (2014) argues that WhatsApp can help students raise their awareness in the academic setting. Therefore, WhatsApp is considered a tool for raising consciousness in learning to improve learning achievement, especially in teaching and learning English.

Previous researches recommend more research studies in the social media area to understand how EFL teachers and students use social media in the classroom to improve the best practices in implementing social media such as WhatsApp (Allam & Elyas, 2016; Maulina et al., 2023). Thus, researchers created a resource called WhatsApp-Based Speaking Instructional Material (WABSIM), which students use during their daily chat-based routine to provide engaging speaking activities inside and beyond the classroom. Therefore, this current research investigated the implementation of WhatsApp oral-chat simulations conducted with specially tailored learning resources and activities of WABSIM and evaluated students' speaking skills improvement as a result of WABSIM's oral chat-based daily speaking performances.

METHOD

This research was conducted at one Islamic University in Eastern Indonesia, i.e., Southeast Sulawesi named the Muhammadiyah University of Kendari, particularly in the Basic Speaking Class of English Education Study Program. There were three (3) classes of the Basic Speaking class, Basic Speaking A, B, and C. The researchers considered that this class was unique as three (3) out of 28 students were from Thailand. These students came to study at the English Language Study Program at the Muhammadiyah University of Kendari under the cooperation between the university and the institution in Thailand with the scholarship supports. It became one of the researchers' considerations after seeing the result of the need analysis phase that the WABSIM suited at the moment that audiences or users were culturally-varied domestically and internationally. But, Basic Speaking C consisted of students with a rich cultural background. Students tended to show their participation and awareness to study as the speaking materials learned were based on their needs. It is in line with Maulina (2016), who revealed that both successful and unsuccessful male and female students seemed to be aware of their language needs, and they tended to utilize strategies in learning the target language, i.e., English.

The site was chosen because the researchers were eager to improve students' speaking quality by collaborating with the popular social media used called WhatsApp. Besides, the site and the subject chose to extend a more speaking learning time inside and outside the classroom using WhatsApp, documented in the audio and video recordings stored in the WhatsApp group. It would help students to speak about daily topics anytime and anywhere in an independent collaborative task. This exploratory mixed-methods study was undertaken using a pre-experimental class of 28 students enrolled in Basic Speaking, which was purposively selected. A semester teaching and learning observation was attended, and the oral face-to-face speaking test was conducted twice during the mid-term and final term. Both tests were to know students' speaking improvement using the WABSIM in a semester. The teaching and learning observation was narrated conclusively and applied in and beyond the classroom for each WABSIM activity. Besides, data obtained from the speaking test in the mid-test and final test were scored based on the speaking band descriptors by Brown (2004, pp. 172-173), namely 1) grammar/G, 2) vocabulary used/V, 3) comprehension/C, 4) fluency/F, and 5) pronunciation/P. There are 5 (five) band scores, namely, one (1) means very poor, two (2) means poor, three (3) means fair, four (4) means good, and five (5) means very

good. Each band score was scored 20. Therefore, 20 times five equal 100. Students' total score was then converted to the English Education Study Program scoring standard. Further, the IBM SPSS 23 (Statistical Package for Social Sciences) helped in doing analysis for the tests. Finally, the result was performed in the average category.

Table 1. Department of English Education Scoring Standard

No	Score Interval	Grade	Description
1	86 - 100	A	Excellent
2	76 - 85	B	Good
3	60 - 75	C	Average
4	50 - 59	D	Poor
5	< 50	E	Unsatisfactory

RESULT AND DISCUSSION

There were 16 (sixteen) meetings conducted during the oral chat-based instructional process with WABSIM. 14 (fourteen) meetings for the teaching and learning process plus 2 (two) meetings each for mid-term test and final-term test were conducted. The classroom model was a semi-online class and did extend the full online beyond the classroom using WABSIM tasks. It happened since the learning speaking for only one hour and a half in a week was not enough for students to practice and improve oral skills. In this regard, it was surprising after seeing students' enthusiasm; they had more time to build their English speaking practices, self-confidence, connection, collaboration, and motivation to study the daily topics through the social media instruction of WhatsApp, anytime and anywhere. This finding is in line with Sun and Yang (2015), who researched the use of Facebook and YouTube that the time flexibility could build students' self-confidence in speaking English and developed their speaking learning strategies. Also, the extended time for learning speaking could reflect a productive learning Thompson (2008). The casual model could raise students' willingness to speak more than the classroom (Riasati, 2018).

In the first meeting, the researchers started by displaying the desktop WhatsApp or the WhatsApp web showed by using LCD and speaker. The researchers created a WhatsApp group called "*Basic Speaking C*," and 28 students join the group. Then, the researchers delivered the course overview by displaying the WABSIM syllabus and the module attached in the WhatsApp group.

Students accepted the regulations to speak only English in the classroom during the lesson and in the WhatsApp group. Students were encouraged to speak English as much as possible every day and still related to the topic learned. They did not need to worry about mistakes in pronunciation, intonation, grammar, vocabulary because they became fluent and comprehensive in speaking English started from making it as the habit and familiar. In the first week, yet, students were still kind of hesitating in recording audio and video also had audio and video WhatsApp calling. Fortunately, they made such an improvement in uttering English orally in the next meetings. The daily speaking observation for the representative week had been accumulated.

The lesson was started with warm-up activities i.e., putting in good order of the unscrambled letter/letters. This activity was to break the ice that enabled students to get pictures of things to be learned in the lesson unit. For more additional vocabulary input, the second activity was done, namely by writing or listing different students' things after seeing and comparing others' work provided through paired work tasks. A direct audio recording through the WhatsApp group was to enable students to start uttering the English words they had been familiar with at the moment. Another pair of work tasks continued through the

reading-aloud task and answered the dedicated/false activities in order students get a chance to have peer correction in the reading aloud session and practiced for the comprehension rehearsal. Students shared their pair work tasks through the WhatsApp group to store and let them back seeing their progress doing the speaking when they were out the class time. Also, the listening lesson was provided. This listening lesson was in the form of the video since the result of the need analysis in the previous phase revealed that students need a kind of materials that provided the audio and visual contents. The short interviews were to let students produce the English speaking in the broader context. These practices that happened in the classroom could give views to students on how to do beyond task activities. Purposively the grammar lesson was at the end of the lesson unit as the main point of this Basic Speaking was to engage students to talk English as much as possible and as natural as possible in the classroom and outside the classroom using the WhatsApp instructions. Speaking activities like warming up, writing by listing vocabulary related to the topic, reading aloud, listening to the dialogue, and systematically learning small interviews. Each activity leaded students to the WABSIM.

The researchers took the example on how the warm up activity was conducted for the classroom situation using the WABSIM. The unit is unit 3 about holiday. In this activity, the lecturer instructed students to guess the unscrambled letters. They could see example as provided at number one (1). Students were told to spell the correct order letters and read the words in the sentence. They could continue working on finishing the activities by seeing the helping provided answers. The warming up activity was to set students pre diagnosing kinds of vocabularies that could lead them to figure out more the related words as the focus for the unit lesson. The unscrambled letters were put in a complete sentence to put in good order. This activity needed students guessing ability by figuring out the image and the number of letters provided.

After having completing the fun warming up activity, students were then told to do the writing activity that they work in pairs. Also, writing activity was to expand the previous vocabularies to more comprehensive and rich speaking preparation with the WhatsApp instruction to ask short questions and answers as provided in the WABSIM module made authentically. Students were told to activate their WhatsApp in their mobile phone. In doing the writing activity, students have already got the examples provided in the WABSIM module. This activity aimed at sharpening and enriching students daily vocabulary related to holiday topics, that allow them could speak more in the production session both at the end of classroom activity session and beyond the classroom session. Students worked individually and later they were instructed to do the WhatsApp video recording finding classmate who had the same things they did during the holiday (at least three activities). Then, they sit in pairs after they listed the activities they did during the holiday.

Another WABSIM activity was reading aloud. In reading aloud, students work in pairs by taking their part in reading aloud while recording their voice as a team then submitting it to the WhatsApp group. This activity allowed students to self-study, self-corrected, and collaboratively working with peers. Reading aloud was chosen as one of the reading activity in the WABSIM as it allowed students to practice uttering students' verbal skills, such as pronunciation and intonation. A true or false task was to examine students' comprehension. That comprehension was part of leading to speaking components to be mastered except vocabulary, pronunciation, fluency, grammar, and task (Brown, 2000).

The third activity was that the lecturer asked students to read aloud the text. Actually this activity was very clear and the instruction was also understandable for the Basic Speaking undergraduate students to do. They could do this activity anywhere and anytime with the speaking partner. The researchers had provided and designed each part to be read for every student. The A and B were the symbol used for each paragraph in the reading. During the

reading aloud activity, students would have the peer feedback regarding to pronouncing words properly. They were instructed to share their reading recordings in the WhatsApp group. This was to stimulate them to make a better progress for the next meetings. Besides, they did the True or False activity in pairs to practice their comprehension regarding to the reading passage.

The fourth activity in the implementation phase was listening activity. This listening activity was intended to figure out the correct pronunciation and intonation in speaking. In the classroom settings, the lecturer encouraged students to speak actively based on the WABSIM tasks given. The practical conditions in the classroom using the WABSIM made students facing something new and challenging using their smartphone doing the activities and talking in pairs, dialogue, and small interviews. Besides, listening materials was in the form of video-enabled students to see visually the facial expression, intonation, pronunciation of speakers that they could practice by imitating or adopting the way the native speakers speak. Students had more opportunities to repeat the activities with their dialogues, questions, and answers in the form of small interviews beyond the classroom.

The listening materials in the form of the audio have been shared to the WhatsApp group along with the WABSIM module in the form of PDF. Students could access and study with classmates or even independently wherever and whenever. Students were asked to practice the dialogue and they also completed the questions asked dealing with the content and context in the listening session. Dialogue practice result using the WhatsApp-based instruction is line with a research by (Lar & Maulina, 2021; Montag et al., 2015; Setyaningsih et al., 2022) that a dialogue memorization enabled students to speak without any hesitation as they have already got the model on how to perform the speaking task.

Other classroom activities delivered using the WABSIM were short interview and long interview. Short interview was in the form of the closed-ended questions and answers about finding someone who activities. Students went mingling around the class along with their active WhatsApp finding out someone who had three similar things by recording during the activity. This activity was followed by the long interview activity.

Like the previous activities discussed for the implementation in the teaching and learning process using the WABSIM, in the interview activities students could practice more speaking using questions provided in the module or even they could expand more questions under the topic beyond the classroom anywhere, anytime, and to anyone they like to practice. The researcher claimed that this activity could encourage students' awareness, motivation, and enjoyment in speaking English since the cognitive, psychomotor, and affective factors were together applied in the short interview activity.

The last lesson provided in the WABSIM module for the Basic Speaking subject for university students in Indonesia was Grammar lesson. Since it was speaking lesson, the grammar lesson were taught inductively. Saying the words or sentences in English was the most priority then the grammar was realized and learnt in the subconscious. The researchers established the grammar lesson at the end of the lesson to make students focus on the most preferred language components requested by students in the Need Analysis phase of this research.

Grammar lesson was purposively put in the last part since the most priority thing to do in the Basic Speaking course through the WABSIM were the words production in speaking the daily topics. Through the extended time studying not only in the classroom setting but also outside the college, they came to realize the grammar lesson. This finding was in line with Bodnar et al. (2017) and Putra et al. (2021), who stated that students might develop their self-efficacy for oral grammar practice.

Beyond classroom activities or online activities were as the follow up speaking activities. Lecturer controlled and gave feedback regarding to students' speaking activities in

the form of WhatsApp video calling or WhatsApp group video calling, WhatsApp audio and video recordings submitted in the WhatsApp group.

Audio and video WhatsApp recordings and callings were submitted in the WhatsApp group. Both students and the lecturer had chances to asked questions and gave responses when needed. Also, students sometimes came realizing that they produced some mistakes, but that did not make them stop speaking collaboratively and communicatively through the WhatsApp as guided and supported, also speaking learning materials facilitated with an easy and fast accessed in the WhatsApp group. The verbal interactions beyond the classroom talking about the weekly unit sample. Both faces to face communication and online communication run in taking the beneficial help of the social media platform of WhatsApp to improve students' speaking skills rapidly. Lecturer and peers also play essential roles in supporting each other in setting the English speaking throughout the WhatsApp instructions as the habit.

In this research, students at the Basic Speaking course improved in the form of the daily speaking involvement through audio and video recordings and the WhatsApp callings with or without lecturer commands. They got some problems when the WABSIM implemented in the first to two weeks of the lesson because they were still quite shy to talk in the classroom and within the WhatsApp group outside the classroom, such as at home. However, seeing the systematic, easy, and interactive WABSIM provided in the WhatsApp group, students came up with an incredible and satisfying effort in doing the tasks. They talked many times in a day, recording their voices and videos; they also asked and answered each other. Lecturer seemed to have a little space to interrupt their speaking performances in the WhatsApp group. Once the lecturer gave the responses, students showed more enthusiasm and interest in talking in English. They spoke 60 seconds to one minute each recording they posted simultaneously through the WhatsApp. The friendly-use, fast, and cheap access of WhatsApp had been helping students of the Basic Speaking class experienced the speaking teaching and learning exciting and interacting.

Besides the teaching and learning processes occurred, the mid-term test was also conducted at week 8 (eight), and the final term test was at week 16 (sixteen). Face to face interviews was the mode of the test. Students' scores in the mid-term and final-term tests were accumulated with their weekly tasks speaking daily topics in the WABSIM.

The summative evaluation was conducted in the mid-term test and final-term test. This question aimed to measure the improvement of students' speaking achievement after learning the Basic Speaking course through the WABSIM. It was consisted of students' speaking achievement in the mid-term score and the final-term score. The students' achievement analysis dealt with the percentage of students' achievement mean score, standard deviation, t-test value of students' mid-term test score, and final-term test score on the pre-experimental class. The following table presents the students' mid-term score and percentage.

Table 2. The Percentage of Students' Mid-Term Score

Classification	Score	Experimental Class	
		Frequency	Percentage
Excellent	86 - 100	0	0%
Good	76 - 85	10	36%
Average	60 - 75	12	43%
Poor	50 - 59	6	21%
Unsatisfactory	< 50	0	0%
Total		28	100%

As described in Table 2, students' mid-test score shows that there were ten students (36%) were at good category and 12 students (43%) were at the average category. It needed more rehearsal speaking English through the WAB speaking habit every day for the 6th students (21%) who were in the poor category.

In Table 3 shows the percentage of students' final scores after having more kind of practices of speaking daily conversation/topics through the WAB speaking instructions both in the classroom and beyond the classroom.

Table 3. The Percentages of Students' Final-Term Score

Classification	Score	Experimental Class	
		Frequency	**Percentage**
Excellent	86 - 100	21	75%
Good	76 - 85	5	18%
Average	60 - 75	2	7%
Poor	50 - 59	0	0%
Unsatisfactory	< 50	0	0%
Total		28	100%

Table 3 shows that students' Basic Speaking achievement improved. It revealed that 21 out of 28 students (75%) were in a good category. Besides, another satisfying result was that five students (18%) were in the excellent category. Also, it shows that there were 2 (two) students only at the average level.

It has been explained in the implementation phase that in the Mid-Term part, students tended to at the level of recognizing the new model of teaching and learning English using almost full time speaking through the WhatsApp in the classroom and beyond the classroom. It has also been revealed that there was quite a surprising result in the final part. For a more convincing result, the mean score and standard deviation of students' mid-term score and final-term score performed in Table 4.

Table 4. Paired Samples Statistics

		Mean	**N**	**Std. Deviation**	**Std. Error Mean**
Pair 1	Final Test	88.67	27	7.359	1.416
	Mid Test	71.37	27	10.699	2.059

Table 4 shows that the mean score of students' mid-test is 71.37 and the final test is 88.67 which mean that there was an improvement between the students' achievement in the mid-test and final test after having more and more daily practices speaking English in the WhatsApp inside and outside of the classroom.

Inferential analysis was used to test the hypothesis. The researchers used a t-test (test of significance) for the paired sample t-test. It was a test to know the significant difference between the result of students' mean scores in the final test and the mid-test of the pre-experimental class after being taught by the WABSIM. The result of the t-test presented in Table 5. The level of significance (α) = 0.05, the degree of freedom (df) = 27, where N-1 (28-1).

Table 5. T-Test

Paired Sample Test

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Mid Test – Final Test	17.296	5.553	1.069	15.100	19.186	16.186	27	.000

Based on the result of data analysis, as summarized in Table 5, the researchers found that the t-test is higher than the t-table (16.186 > 2.052), which means that there is a significant difference. The mean score of the mid-term test and final-term test were remarked significantly different. It indicated that the alternative hypothesis (H_1) was accepted, and, of course, the null hypothesis (H_0) was rejected. It shows that the use of WABSIM significantly improved students' Basic Speaking achievement. This also means that there was a significant improvement in speaking achievement from the mid-test to the final test after having more and more daily practices speaking English in the WhatsApp inside and outside of the classroom, anytime and anywhere. It indicated that the use of WABSIM significantly improve students' Basic Speaking achievement. Also, this research is in line with the previous researches revealed that the use of social media of WhatsApp through the mobile technology improves students' motivation to study English wherever and whenever they need (Cakir, 2020; Kukulska-Hulme et al., 2011; Maulina, 2022; Maulina et al., 2020; Munir, 2017; Pilar et al., 2013).

CONCLUSION AND SUGGESTION

This study set out to teach and learn speaking through oral chat-based on the social media application of WhatsApp is one way to make students familiar with English and talk English anytime, anywhere, and to any classmates in independent, collaborative, and communicative ways. Using the designed learning source of speaking materials in the form of WhatsApp-Based Speaking Instructional Material (WABSIM) allows students to enrich their vocabulary and practice talking in pairs, groups, dialogues, and interviews. Besides, it helps students exhibit a stupendous interest in building English sentences by posing questions and providing responses, enhancing learning collaboration, enhancing learning engagement, enhancing self-awareness, automating responsible message response, and accelerating flexible communication. Finally, the SPSS analysis showed that learning speaking subjects using WABSIM inside and beyond the classroom via WhatsApp integration significantly improved students' speaking performance and achievement.

As the learning needs of students employing social media mobile learning applications evolve dynamically, adapting and incorporating WABSIM into other platforms for social media will give students more opportunities to develop their English language abilities.

REFERENCES

Allam, M., & Elyas, T. (2016). Perceptions of Using Social Media as an ELT Tool among EFL Teachers in the Saudi Context. *English Language Teaching*, *9*(7), 1. https://doi.org/10.5539/elt.v9n7p1

Andújar-Vaca, A., & Cruz-Martínez, M. S. (2017). Mobile instant messaging: Whatsapp and its potential to develop oral skills. *Comunicar*, *25*(50), 43–52. https://doi.org/10.3916/C50-2017-04

Bodnar, S., Cucchiarini, C., Penning de Vries, B., Strik, H., & van Hout, R. (2017). Learner affect in computerised L2 oral grammar practice with corrective feedback. *Computer Assisted Language Learning*, *30*(3–4), 223–246. https://doi.org/10.1080/09588221.2017.1302964

Cakir, I. (2020). Opinions and Attitudes of Prospective Teachers for the Use of Mobile Phones in Foreign Language Learning. *Contemporary Educational Technology*, *6*(3). https://doi.org/10.30935/cedtech/6152

Golab-Andrzejak, E. (2022). Enhancing Customer Engagement in Social Media with AI - a Higher Education case study. *Procedia Computer Science*, *207*, 3022–3031. https://doi.org/10.1016/j.procs.2022.09.361

H.Douglas Brown. (2000). [H._Douglas_Brown]_Teaching_by_Principles,_Second_(BookFi.org).pdf. In *Teaching by Principles An Interactive Approach to Language Pedagogy* (p. 491).

Khair, M., Maulina, M., & Nasrullah, R. (2022). Investigating Students' Learning Strategies During Online Classes Using Whatsapp at The Second Grade of SMP. *Jurnal Pendidikan Dan Pengajaran (JPP)*, *3*(1), 30–39. https://doi.org/10.51454/jpp.v3i1.456

Kukulska-Hulme, A., Pettit, J., Bradley, L., Carvalho, A. A., Herrington, A., Kennedy, D., & Walker, A. (2011). Mature Students Using Mobile Devices in Life and Learning. *International Journal of Mobile and Blended Learning*, *3*(1), 18–52. https://doi.org/10.4018/jmbl.2011010102

Lange, C., & Costley, J. (2015). Opportunities and Lessons from Informal and Non-formal Learning: Applications to Online Environments. *American Journal of Educational Research*, *3*(10), 1330–1336. https://doi.org/10.12691/education-3-10-20

Lar, M. A. A., & Maulina. (2021). Students' Self-Confidence in Speaking for a Live Presentatiom: a Literature Review. *Klasikal: Journal of Education, Language Teaching and Science*, *3*(3), 88–95. https://doi.org/10.52208/klasikal.v3i3.111

Li, V. (2017). Social Media in English Language Teaching and Learning. *International Journal of Learning and Teaching*, *June*. https://doi.org/10.18178/ijlt.3.2.148-153

Man, C. K. (2014). Word ' s up with WhatsApp : The Use of instant messaging in consciousness-raising of academic vocabulary. *23rd MELTA and 12th Asia TEFL International Conference*, *August 2014*, 1–6. https://doi.org/10.13140/2.1.4847.1841

Maulina. (2016). *Gender differences in language development , acquisition , comprehension , and production Abstract :*

Maulina. (2022). *Cracking the WhatsApp-Based Speaking Instructional Materials for EFL Teaching and Learning Code*. Deepublish.

Maulina, Geelan, D., Basri, M., & Noni, N. (2021). Constructing WhatsApp-based speaking instructional material (WABSIM) for EFL teaching and learning: A need analysis. *Asian EFL Journal*, *28*(12), 89–110.

Maulina, M., Ignacio, J. F., Bersabe, L. A. C., Serrano, A. J. D., Carpio, N. G., & Santos, E. G. D. (2022). Technology-Based Media Used in Teaching Listening Skills. *Exposure :*

Jurnal Pendidikan Bahasa Inggris, *11*(1), 85–99. https://doi.org/10.26618/exposure.v11i1.6564

Maulina, M., Nasrullah, R., & Wanci, R. (2022). Social Media Utilization for Self-Regulated English Learning during COVID-19 Outbreaks. *Tell : Teaching of English Language and Literature Journal*, *10*(1), 75. https://doi.org/10.30651/tell.v10i1.12599

Maulina, M., & Yustika, S. (2022). *Harvest : An International Multidisciplinary and Multilingual Research Journal*. *II*(I), 55–63.

Maulina, Noni, N., & Basri, M. (2020). *Basic Speaking WhatsApp-Based Daily Conversation.pdf*. Deepublish.

Maulina, M., Hastianah, H, & Herianah, H. (2023). Undergraduate Students' Perception of the Use of WhatsApp-Based Speaking Instructional Materials (WABSIM). *Indonesian TESOL Journal*, *5*(1). DOI: 10.24256/itj.v5i1.2584

Montag, C., Błaszkiewicz, K., Sariyska, R., Lachmann, B., Andone, I., Trendafilov, B., Eibes, M., & Markowetz, A. (2015). Smartphone usage in the 21st century: Who is active on WhatsApp? *BMC Research Notes*. https://doi.org/10.1186/s13104-015-1280-z

Munir. (2017). Pembelajaran Digital. In *Alfabeta*.

Norman, H., Nordin, N., Din, R., Ally, M., & Dogan, H. (2015). Exploring the roles of social participation in mobile social media learning: A social network analysis. *International Review of Research in Open and Distance Learning*, *16*(4), 205–224. https://doi.org/10.19173/irrodl.v16i4.2124

Pilar, R.-A., Jorge, A., & Cristina, C. (2013). The Use of Current Mobile Learning Applications in EFL. *Procedia - Social and Behavioral Sciences*, *103*(December), 1189–1196. https://doi.org/10.1016/j.sbspro.2013.10.446

Putra, M. T. I., Maulina, M., Muthmainah, M., Asrifan, A., Apriani, E., Ejica, N. C. P. R., & Peroddin, A. D. D. (2021). Teaching Communicative Grammar: A Literature Review. *CAPE COMORIN: An International Multidisciplinary Double-Blind Peer-Reviewed Research Journal*, *3*(02), 63–68.

Riasati, M. J. (2018). Willingness to speak English among foreign language learners: A causal model. *Cogent Education*, *5*(1), 1–17. https://doi.org/10.1080/2331186X.2018.1455332

Saputra, H. N., & Salim, S. (2020). Potret Sikap Mahasiswa dalam Penggunaan Literasi Digital. *Jurnal Komunikasi Pendidikan*, *4*(2), 94-101. https://doi.org/10.32585/jkp.v4i2.667

Saputra, U. R., Maulina, M., Nasrullah, R., & Sakkir, G. (2021). Students' Sentence Errors on WhatsApp Daily Status: A Literature Review. *Celebes Journal of Language Studies*, *1*(1), 23–31. https://doi.org/10.51629/cjls.v1i1.31

Setyaningsih, S. I. S., Fansury, A. H., & Maulina. (2022). *Verbal-Linguistics Intelligence Towards Student ' S Speaking English Skills Using Digital Media (Audio Visual)*. *4*(2), 296–306.

Sun, Y. C., & Yang, F. Y. (2015). I help, therefore, I learn: service learning on Web 2.0 in an EFL speaking class. *Computer Assisted Language Learning*, *28*(3), 202–219. https://doi.org/10.1080/09588221.2013.818555

Teguh Irwansyah Putra, M., Maulina, M., Al Asyariah Mandar, U., Asrifan, A., Apriani, E., Resueño, C. P., Ecija, N., & Perrodin A, D. D. (2021). Cape Comorin Volume III Issue II July 2021 An International Multidisciplinary Double-Blind Peer-reviewed. *Research Journal*, *63*(Ii), 63–68. www.capecomorinjournal.org.

Thompson, P. (2008). Learning through extended talk. *Language and Education*, *22*(3), 241-256. https://doi.org/10.1080/09500780802152507