



## Undergraduate Students' Perception of the Use of WhatsApp-Based Speaking Instructional Materials

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**Abstract:** *WhatsApp-based speaking instructional material (WABSIM), a social media-integrated teaching and learning form, is a much-needed and highly demanded speaking resource for students to access and learn English in flexible ways. This study was conceived to figure out students' responses to the use of WABSIM for learning basic speaking. Twenty eight English Education Department students filled out a Google Forms questionnaire assessing the indicators of experience, motivation, and attitude. This current study reveals the perception of use of WABSIM; in terms of experience, 64.3% of students agree that it has helped enrich their insight, and 53.6% of students agree that it promotes an enjoyable learning situation. In the motivation aspect, 57.1% of students agree that they feel motivated in studying speaking skills using the WABSIM, 53.5% of students enjoy the WhatsApp-based communication tasks, 67.9% are willing to study speaking using WABSIM, and 50% agree that speaking lessons during the semester were fun. In terms of attitude indicators, half of the students agree that the WABSIM could increase their self-confidence in speaking English about daily topics, and that they became more active in learning – it helped them to learn the course independently and collaboratively. Therefore, the research indicates that students favourably perceive the use of WABSIM for learning in flexible ways inside and beyond the classroom, and that the learning through the WhatsApp instructions, such as recording audio and video material, as well as making audio and video calls, encourages students to be collaborative and even more independent.*

**Keywords:** *WhatsApp, social media, speaking skill, mobile learning, motivation, students' perceptions*

### INTRODUCTION

Over the past two decades, social media integration into education has been introduced moderately, especially in teaching and learning English as a foreign language (henceforward EFL). The new technology of social media provides language learners and teachers tremendous opportunities for flexible teaching and learning (Greenhow & Lewin, 2015; Megele, 2015; Maulina et al., 2019; Namaziandost & Nasri, 2019; Dragseth, 2020; Maulina & Sari, 2022). Yuniarti (2014) emphasises how technology helped EFL teachers and learners make resources reusable and available instantly.

In Indonesian higher education, the most prominent social media tool in the current situation to share, discuss, and learn lecture material is WhatsApp. WhatsApp can be used to communicate anywhere and at any time, and is commonly utilised by university students worldwide (Gasaymeh, 2017; Ta'amneh, 2017). As one of the very largest social media apps, it is utilised daily among undergraduate students (Devi & Tevera, 2014; Ahad & Lim, 2014, Maulina et al., 2019; Maulina et al., 2021; Saputra et al. 2021; Rasyiid et al., 2021; Maulina et al., 2022). They report that students attribute their heavy use of WhatsApp to potential opportunities to engage in more communicative ways to learn English skills, due to its ease of use, speed, real-time messaging, and low cost. Rambe and Bere (2013) point out that WhatsApp positively influences students' ability to participate and connect with peers online at any time. Minalla (2018) states that WhatsApp, particularly WhatsApp groups, can reinforce EFL learners' verbal interactions beyond the classroom context. This means that learners can be autonomous in learning with the required materials. Using mobile tools in learning is also known as 'straightforward learning' (Trentin & Repetto, 2013).

Even though WhatsApp is used massively in teaching English skills in Indonesian tertiary education, students find it hard to understand the learning materials delivered in the WhatsApp group. In addition, a shortage of sample teaching and learning resources for interactive instructions to engage students and enhance their experience is another problem. Due to this challenge, there is a gap in students' need for suitable, authentic, current learning materials.

To overcome these problems and minimise language learning barriers, Kompen et al. (2019) suggest that lecturers and students seek novel ways to use technological tools to enhance language learning environments. In this way, they can enhance language learning processes, both teachers' instruction and the active role of students. Integrating new technology into language teaching and learning is still an unresolved problem (Kolomieets & Guryeyeva, 2018). The next challenge is to identify a less interactive tech tool that can be applied to provide more authentic English learning material offering meaningful use of English, if used effectively; the question is: which of the social media like WhatsApp can assist learners to overcome the challenges of learning a foreign language? If the challenges are not scrutinised thoroughly, lecturers may wrongly recommend solutions not matched to students' learning problems, so the recent integration of these tools requires further investigation (Ravenscroft et al., 2012).

The WABSIM book is in the form of a complex and soft file entitled *Basic Speaking: WhatsApp-Based Daily Conversation*. This is a flexible, communicative, collaborative, and connective speaking resource that is friendly, interesting, attractive, handy, feasible, and effectively developed, based on real-life students' needs to support flexible ways of learning English (Maulina et al., 2020; Putra et al. 2021). So far, the issue of its use and context, particularly in Indonesia, has not been investigated. Thus, this research was designed to introduce WABSIM as a transitional step for practising English speaking in Indonesia, moving away from classroom-based language learning/teaching and mobile-assisted language learning/teaching. Also, since students' perceptions of

their learning experience affect their performance, the investigation of their perceptions is worthwhile. Hence, the present study plays a significant role in addressing and proposing an alternative method of integrating WABSIM to evaluate students' technology acceptance and learning connectivity when using social media to assist their English language learning practices.

## **LITERATURE REVIEW**

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### ***Social Media in EFL Teaching***

Social media diverge from traditional or industrial media in many ways, including usability, quality, frequency, performance, and immediacy. Social media engage in a dialogic transmission system (many sources to many receivers) (Pavlik & McIntosh, 2015). Social media like Twitter, Facebook, and Instagram are primarily used as media for sharing pictures and text (Munir, 2017), while WhatsApp, Facebook chat, BBM, LINE, Yahoo Messenger, and Skype are chatting media (p. 75). Kietzmann et al. (2011, pp. 243-247) present a framework that defines social media using seven functional building blocks: identity, conversations, sharing, presence, relationships, reputation, and groups.

Social media as a research focus can be classified into two topics: (1) research on using surveys on social media platforms, and (2) research on the activity and content of the social media themselves (Staff et al., 2016). These authors also argue that social media research is a new area of analysis and, in terms of data analysis, is often faster and cheaper as well as being available in or close to real-time in ways that are not possible with other forms of analysis (Staff et al., 2016). They also consider that the data on social media vary in terms of dimensions such as the frequencies (i.e., the volume of posts), users' profile information (i.e., demographics), image or text content (i.e., photos and videos), and interactions (i.e., comments).

First of all, Sakkir et al. (2016) conducted a study on students' perceptions of social media in a writing class at STKIP Muhammadiyah Rappang, Indonesia. They reveal that most students show a positive attitude and a willingness to use social media in the writing classroom. Sakkir was also involved in conducting a study investigating lecturers' perceptions on the use of Facebook-based writing material in English at the same research site, and found positive responses towards these instructional materials (Sakkir & Dollah, 2019). Like Sakkir and Dollah (2019), Nur et al. (2019) conducted a study utilising another social medium, Instagram. In their research, Instagram videos were to enhance the students' language acquisition in writing composition. They reveal that students positively perceive using Instagram videos in the classroom.

Therefore, teaching tasks and other activities pursued through social media enable teachers and students to improve English skills through use of that social media, underpinned by specific theoretical approaches to teaching and learning. With social media, students can be connected with others from different parts of the world to gain experience and experience collaboration (Munir, 2017).

### ***Mobile Learning in EFL Teaching***

Rodríguez-Arancón et al. (2013) define mobile learning as the use of mobile technologies for educational purposes. They argue that mobile learning can help students learn whenever and wherever, either through individual or collaborative learning, via mobile phones, tablets, and other mobile devices that are already popularly employed in EFL learning. These mobile technologies offer opportunities for spontaneous, informal, contextual, portable, ubiquitous, pervasive, and personal learning.

Research on mobile phone applications used in teaching and learning English conducted by Farrah and Abu-Dawud (2018) reveals that most students of business English at the English Department of Hebron University responded positively to utilising mobile phone applications in the teaching and learning process. All students had smartphones and used various applications in learning to understand the English language better. Other mobile applications research in English language learning, such as the study of WeChat by Jin and Zhirui (2017), affirms that using mobile applications can build a pleasant atmosphere for autonomous learning.

Munir (2017) proposes that mobile learning offers many chances for learners to access educational resources and communicate with people worldwide in whatever place and time without any barriers (p. 71). Andújar-Vaca and Cruz-Martínez (2017) suggest that mobile learning offers an environment where learners can ubiquitously negotiate meaning, reflect on and evaluate their performance through authentic interaction and feedback, constituting a powerful tool for developing second language proficiency. Mobile learning offers a medium to present and 'push' education resources and related information to the mobile terminal equipment, but its essence is to improve learning efficiency actively by stimulating students' enthusiasm. For the present study, this is especially relevant for learning and teaching EFL in university contexts.

### ***WhatsApp Studies***

One social media application that can support teaching and learning in higher education is WhatsApp Messenger, which is accessible worldwide. Statistics show that there are two billion active monthly users of WhatsApp (Statista, 2020a). It was the most popular mobile messaging app, based on the number of active users in October 2020 (Statista, 2020b). WhatsApp Messenger is a smartphone-based and web-based instant message application allowing users to exchange information using various features, including text, image, video, and audio messages (Church & de Oliveira, 2013) which is a free, easy to use, fast, convenient, and private mode of communication.

WhatsApp promotes information and knowledge sharing. Rambe and Chipunza (2013) states that conversations among students using WhatsApp on their smartphones demonstrate academic information sharing. Plana et al. (2013) reports that when students have opportunities to learn via WhatsApp, most are highly satisfied and agree to use this application, resulting in more regularity and confidence. Moreover, WhatsApp uses in EFL teaching and learning, mainly speaking, can improve students' fluency, pronunciation, self-confidence, and motivation (Maulina et al., 2019; Maulina et al., 2021; Elsaywy, 2021).

These studies support the idea that WhatsApp can be valuable in enhancing students' learning performance, especially in EFL learning. WhatsApp can be used in the English language classroom by creating a WhatsApp group, establishing rules about what kinds of information should and should not be shared in the group, setting the app up for class use, assigning tasks, and implementing the WhatsApp learning activity (Santarossa & Castillo, 2017). They state that WhatsApp is also appropriate for a large class in order to alleviate classroom management issues (e.g., students do not get enough speaking time), improve students' speaking performance outside of the class, and provide additional opportunities for listening and speaking or assigning and collecting homework.

### ***WhatsApp Studies***

Speaking is an interactive way of producing and receiving messages between speakers. Ur (1996) says that speaking skill is productive aural/oral, consisting of producing systematic verbal utterance to convey meaning (p. 48). For success in acquiring speaking skills in a target language, sub-skills in speaking should be developed. The learner can also articulate phonological features of the language comprehensively, such as expertise on stress, rhythm, and intonation patterns. Also, they can achieve an acceptable degree of fluency in transactional and interpersonal skills, such as skills in taking short and long speaking turns, skills in the management of interaction, and using appropriate formulae and fillers (Nunan, 1989). In assessing speaking, components such as vocabulary, grammar, pronunciation, fluency, accuracy, and comprehension are considered during performances (Khan et al., 2018). According to Burns (2012, p. 171), there are several key concepts that a teacher or lecturer can draw on to guide their students in planning a holistic and sequenced series of speaking activities, namely 1) use a wide variety of core speaking skills, 2) develop fluency in expressing meaning, 3) use grammar flexibility to produce a wide range of utterances that can express meaning precisely, 4) use appropriate vocabulary and accurate language forms relevant to their speaking needs, 5) understand and use social and linguistic conventions of speech for various contexts, 6) employ appropriate oral communication and discourse strategies, 7) increase awareness of genre and genre structures, 8) increase students' metacognitive awareness about FL speaking, and 9) manage and self-regulate students' speaking development. In addition, Burns (2016, pp. 6-10) proposes a teaching cycle which starts from 1) focus learners' attention on speaking, 2) provide input and guide planning, 3) conduct speaking tasks, 4) focus on language/skills/strategies, 5) repeat speaking tasks, 6) direct learners' reflection towards learning, and 7) facilitate feedback on learning.

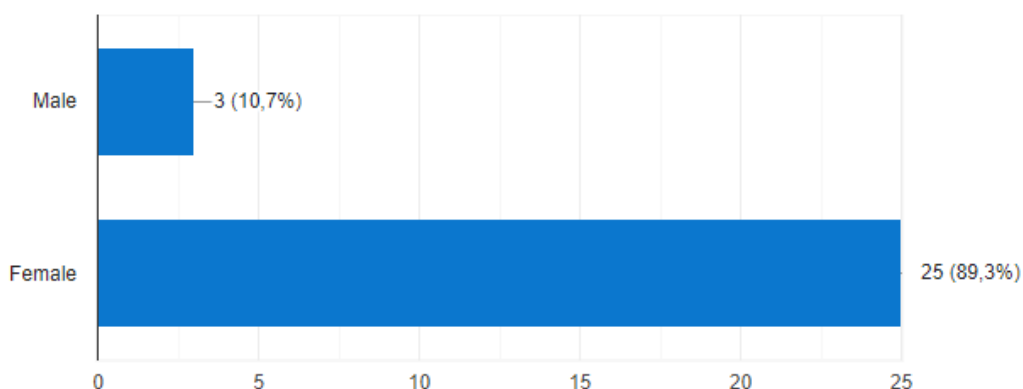
## **RESEARCH METHOD**

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This research utilised a survey. In the survey, researchers inquire about respondents' beliefs, viewpoints, characteristics, and behaviours (Ary et al., 2010). The current study uses a census of tangible surveys to collect data regarding students' opinions of the WABSIM's utility to impart knowledge and help develop speaking abilities. According to Ary et al. (2010), a tangible census survey obtains information about a sparse population when the factors considered

are tangible. They further argue that the information produced by such a census may be substantially relevant to a particular group.

The participants in this study were 28 students, selected because they volunteered to give their viewpoints after learning basic speaking subjects using the WABSIM learning sources integrated into WhatsApp during the semester. Of the 28 students (Figure 1), 25 were female and three were male, all first-years enrolling for the course in the second semester.



**Figure 1.** *Students' Profile*

The WABSIM consisted of 14 topics, i.e., eight topics learned in the first half-semester and the other eight in the final half-semester. The classroom model was a semi-online class that extended to fully online beyond the classroom WhatsApp-based speaking tasks. Students accepted the regulations to speak only English in the classroom during the lesson and in the WhatsApp group. They were encouraged to speak as much English as possible daily, and to keep relating to the topic learned. They did not need to worry about pronunciation, intonation, grammar, or vocabulary mistakes, because the aim was to become fluent and comprehensive in speaking English, starting by making the language a habit and familiar.

The lesson started with warm-up activities, such as unscrambling letters into the correct order. This activity was to break the ice, enabling students to develop pictures of things learned in the lesson unit. For additional vocabulary input, the second activity was carried out by writing or listing different students' things after seeing and comparing others' work, provided through pairing-up work tasks. A direct audio recording through the WhatsApp group enabled students to start uttering English words they were becoming familiar with in the moment. Another pair of work tasks continued through the reading-aloud task. They responded to dedicated/false activities, so that students got the chance for peer correction during the reading-aloud session, and could practise for a comprehension rehearsal. Students shared their pair-work tasks through the WhatsApp group, in order to store them, and so that they could see their progress in speaking outside of class time. Also, a listening lesson was provided in the form of a video, since a needs analysis in the previous phase revealed that students required materials with audio and visual content. Short interviews allowed students produce English speaking in a broader context. These practices in the

classroom could give views to students on how to carry out activities beyond set tasks. Purposively, the grammar lesson was at the end of the lesson unit, as the main point of this basic speaking module was to engage students to speak English as much as possible and as naturally as possible inside and outside the classroom using WhatsApp-based instructions. Researchers encouraged students to speak actively based on the WhatsApp-based tasks given. The experimental conditions in the classroom using the WhatsApp-based speaking instructions made students face something new and challenging, using their smartphones, talking in pairs, practising dialogue, and small interviews.

Besides the teaching and learning processes, the mid-term test was conducted in week eight, and the final term test was in week 16. After completing a semester of teaching and learning experiences utilising the WABSIM, a Google Form online survey composed of a four-Likert Scale was finally shared in the WhatsApp group to gain students' perception of the WhatsApp-based speaking instructional materials. Ten perceived statements represented three dimensions, namely, motivation, experience, and attitude toward the WABSIM.

The records of students' replies from the Google Form were retrieved and tallied using Microsoft Excel to facilitate data analysis. These data were presented in tables as counts of participants picking a specific response, and as percentages. They were evaluated descriptively to inform the judgments on the proposed WABSIM.

## FINDINGS

### *Students' Perception on Experience*

**Table 1.** *Students' Perception in Terms of Experience*

No.	Statements	Answers (%)			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	The WhatsApp-based speaking instructional material (WABSIM) is very helpful in helping improve my speaking ability.	17.9	67.9	10.7	3.6
2.	The ideas on WABSIM can help me in enriching my insight.	14.3	64.3	21.4	0
3.	The developed speaking instructional material in the form of WABSIM makes the learning situation enjoyable.	25	53.6	17.9	3.6

The experience dimension with its two indicators, namely, insight and situation, addressed three statements that students perceive. The results from each statement are that most of the students, nine, (67.9%) agree that the WABSIM helps improve their speaking skills. Five (17.9%) strongly agree with the materials developed and implemented on the basic speaking course. Only very



few students, three, (10.7%), disagreed, and one (3.6%) made a strongly disagree choice in filling out the questionnaire. This indicates that the WABSIM is really in line with the evaluation result that students' basic speaking score improved significantly, and their perceptions confirmed the evaluation.

The second statement to perceive in terms of the motivation dimension is that most of the students, 18, (64.3%) state that they agree on the ideas of the WABSIM developed and implemented, four (14.3%) express the perception that they strongly agree with the developed materials, and only a significantly fewer four students (21.4%) responded that they disagree. Most students answered at the level of strongly agree and agree about the WABSIM, suggesting that they felt it could help them enrich their insight when learning and after learning the materials.

The last statement to perceive in terms of the motivation dimension is that half of the students, 15, (53.6%) state that they agree that the WABSIM, developed and implemented, creates an enjoyable speaking learning situation. Seven students (25%) expressed the perception that they strongly agreed with the developed materials, with significantly fewer students, five (17.9%), responding that they disagree, and one student (3.6%) strongly disagreeing. This indicates that learning through the WhatsApp instructions in the classroom, for example working in pairs, through dialogue, and short interviews under the WAB speaking instructions, made students enjoy the learning. Furthermore, the extended time given to practise additional speaking outside the basic speaking class hour made the situation of learning speaking casual and exciting.

***Students' Perception on Motivation***

**Table 2.** *Students' Perception in Terms of Motivation*

No.	Statements	Answers (%)			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I feel motivated to study basic speaking in the form of WABSIM.	21.4	57.1	17.9	3.6
2.	I enjoy practicing the WhatsApp-based communication tasks both in the classroom and beyond the classroom.	28.6	53.6	17.9	0
3.	The WABSIM improves my willingness to study speaking collaboratively.	14.3	67.9	17.9	0
4.	The WABSIM learning situation is fun.	25	50	21.4	3.6



First of all, motivation, with its two indicators, namely, interest and enthusiasm, addresses four statements that students perceive, with 16 (57.1%) agreeing that they feel motivated to study basic speaking via WAB speaking instructions. Six students (21.4%) report the perception that they strongly agree that the developed materials made them want to study speaking English more, and only five students (17.9%) responded that they disagree, with one student (3.6%) strongly disagreeing. This indicates that learning through the WhatsApp instructions in the classroom, for example working in pairs, through dialogue, and short interviews under the WAB speaking instructions, made students enjoy the learning. Furthermore, the extended time given to practise additional speaking outside the basic speaking class hour made the situation of learning speaking casual and exciting.

The second statement was about “*students enjoy practising speaking daily topics in the classroom and after the class hour through the WAB speaking communication tasks.*” The result of the students’ perception is that half of the students, 15 (53.6%), agree that they like to study basic speaking via WAB speaking instructions in the classroom and beyond classroom tasks. Eight students (28.6%) report the surprising perception that they strongly agree with the developed materials. They enjoy studying speaking English through that platform, and only five students (17.9%) responded that they disagree. This indicates that learning through the WhatsApp instructions in and beyond the classroom, such as recording audio and video as well as making audio and video calls through WhatsApp, made students enjoy the learning; also, the extended time given to practise more speaking led them to be independent in learning to talk about daily topics in English.

The third statement under the motivation dimension reveals that 19 students (67.9%) agree that they were curious and were encouraged to study basic speaking in a collaborative way using WABSIM. Four students (14.3%) strongly agreed with the developed materials – they liked to dig deeper into speaking English through that platform – and five students (17.9%) responded that they disagree. This indicates that learning through the WhatsApp instructions in the classroom and beyond the classroom, such as recording audio and video and making audio and video calls through WhatsApp, encouraged students to learn to engage in daily conversations.

The last statement was about “*With the speaking instructional material developed on WhatsApp, the learning situation is fun.*” Half of the students, 14 (50%), agree that the learning situation using WABSIM is fun. Seven (25%) surprisingly state that they strongly agree that the class is fun, utilising WhatsApp inside and outside classroom interaction to speak about daily topics. Few students, six (21.4%), responded that they disagree, and one student (3.6%) chose ‘strongly disagree’. This indicates that learning through the WhatsApp instructions in the classroom and beyond the classroom, such as recording audio and video and making audio and video calls through WhatsApp, stimulated students to have fun daily conversations.

### ***Students’ Perception on Attitude***

There were three statements regarding the attitude dimension. Half of the students, 14 (50%), agree that the speaking instructional materials developed increase their self-confidence in speaking English, particularly about daily topics. Seven students, 25%, surprisingly state that they strongly agreed that they can speak confidently utilising WhatsApp inside and outside the classroom. Fewer students, seven (25%), responded that they disagree and one student (3.6%) chose strongly disagree. This indicates that learning through the WhatsApp instructions encouraged students to speak in daily conversations confidently.

**Table 3.** Students' Perception in Terms of Attitude

No.	Statements	Answers (%)			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	The speaking instructional developed in the form of WABSIM increases my self-confidence in learning speaking.	25	50	21.4	3.6
2.	I become more active in learning basic speaking both in the classroom and beyond the classroom using WABSIM.	21.4	46.4	25	7.1
3.	The WABSIM helps me to learn independently.	35.7	42.9	17.9	3.6

Secondly, 46.4% of students agree that they became more active in learning basic speaking through the WAB speaking instructions. Surprisingly, seven (25%) state that they strongly agree that they were more engaged in speaking about daily topics utilising WhatsApp inside and outside the classroom. Fewer students, seven (25%), responded that they disagree, and two students (7.1%) chose strongly disagree. This indicates that learning using the WhatsApp-based instruction through the *Basic Speaking: WhatsApp-Based Daily Conversation* book encourages students to speak in daily conversations actively, collaboratively, and communicatively.

Lastly, 42.9% of students agree that the materials developed helped them learn the basic speaking course independently. Ten students (35.7%) surprisingly state that they strongly agree that they are more engaged in learning basic speaking utilising WhatsApp in the classroom and through more opportunities outside the classroom independently. Fewer students, five (17.9%), responded that they disagree, and one student (3.6%) chose strongly disagree. This indicates that beyond the classroom, learning about topics such as audio and video recordings and audio and video calls through WhatsApp encourages students to learn autonomously while still being connected, collaboratively and communicatively talking with classmates and a lecturer in the WhatsApp group.

## DISCUSSIONS

Based on the results presented in this research finding, the researchers conclude that students develop positive perceptions towards WABSIM learned in

the book of *Basic Speaking: WhatsApp-Based Daily Conversation*. Students demonstrate positive experiential learning (67.9%) in enhancing their speaking skills, extending their English language communicative learning awareness in the classroom and beyond (64.3%), immersing themselves in fun learning (53.6%), and learning collaboratively and independently (42.9%). Megele (2015) states that learning through embedding social media technologies into the academic context can enhance and engage students in-depth and in a greater breadth of learning. This is in line with Greenhow and Lewin (2016), who claim that social media have potential in bridging formal and informal learning, both inside and outside the classroom (Maulina et al., 2019; Maulina et al., 2021), and become increasingly salient with their affordance in an education setting (Xue & Churchill, 2020). Furthermore, Dragseth (2020) notes challenges to and successes with student engagement in and out of the classroom from learning through social media, building students' professional and peer networks, and improving their skills. Moreover, according to Afful and Akrong (2020), the use of WhatsApp, a platform for lecturers to share learning materials, positively affects students' academic performance.

Results suggest that students have positive perceptions towards the use of WABSIM, although they have encountered some challenges. They expressed their willingness to experience starting to speak about daily topics via mobile phone, using audio and video WhatsApp features in the classroom and online. This statement endorses Rodríguez-Arancón et al. (2013), who claim that students can learn whenever and wherever with mobile devices. A similar theory states that mobile technologies offer many opportunities to learn EFL (Kukulska-Hulme et al., 2011). Students in the current study also reflected a positive attitude towards using the WABSIM book, as it was enjoyable for them and helped them to improve their speaking skills, according to their reports. Students expressed high motivation before, during, and after learning basic speaking using WAB speaking instructions in the book *Basic Speaking: WhatsApp-Based Daily Conversations*. Since activities for 14 daily topics in the WABSIM book were based on the students' needs (Maulina et al., 2021), students were actively developing speaking motivation and self-confidence every day (Maulina et al., 2019). This is in line with Munir (2017), who suggests that tasks integrated with social media allow students to gain more experience in collaboration. and offer more opportunities to build a pleasant atmosphere with confidence in learning English (Jin and Zhirui, 2017; Andújar-Vaca and Cruz-Martínez, 2017; Mar, 2013).

Theoretically, this current study provides a shred of evidence for the effectiveness of social media WhatsApp integration in learning speaking skills through the book *Basic Speaking: WhatsApp-Based Daily Conversation*. The speaking instructions for the classroom and beyond are in the WAB speaking instruction forms. However, one limitation of this study is that it was conducted at only one university, and the number of students was relatively small. A strength of the study is its descriptive evidence gathered through the online surveys of students' perceptions of WABSIM.

Practically, the study gives deep insight into the use of the social media WhatsApp via mobile learning. It could help EFL teachers in all levels to use

mobile learning programmes with their students, as they can find detailed procedures for using WhatsApp in EFL teaching and learning from the WABSIM book, especially in improving speaking skills. The study also highlights three dimensions of using WhatsApp as part of mobile learning. This can help EFL teachers to improve their students' other English skills, like listening, reading and writing, along with learners' needs.

## **CONCLUSION**

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Undergraduate students positively perceive the use of WhatsApp-Based Speaking Instructional Materials (WABSIM). In addition, researchers have discovered that learning motivation, experience, and attitude toward learning speaking skills independently and collaboratively using the WABSIM are essential aspects to consider for the continued and broader application of the WABSIM in Indonesian tertiary education and internationally. Students' preferences add insightful perspectives to the mobile learning literature, highlighting how social media like WhatsApp can facilitate communication, collaboration, and interaction to accelerate English language learning on the part of university students. There would be value in conducting reviews of the WABSIM and its use beyond Indonesian tertiary education for other mobile learning instructional material development processes internationally, both for comparison with the Indonesian results here, and to inform those development processes elsewhere.

Some implications are drawn from the current study's findings about using WABSIM to promote English language learning among students. First, prior to online and offline learning practices, it is essential to meticulously prepare the use of WABSIM to promote English language acquisition. The learning materials should be more adequately structured, communicative, and interactive in order to assist students in engaging in formal and informal contexts to gain more collaborative and independent learning activities through using the technology. To achieve these objectives, faculty members should increase their knowledge of WhatsApp's characteristics and possible learning applications. Second, as a social media programme, WhatsApp enables students and teachers to interact and communicate in various scenarios. Hence, teachers should inform students about the social rules applicable in the virtual realm via WhatsApp. This will assist all parties on WhatsApp to maintain proper conduct when responding to conversations.

There are limitations to the current investigation. The majority of participants in the present study were female, with few males participating. In addition, the study setting in which online and offline learning occurred, i.e., the Department of English Language Education, may feature different courses and student characteristics, and different teaching and learning activities, than in broader contexts. Because the acceptance and connectivity of students when adopting WABSIM into their online and classroom learning may be influenced by how it is developed, it is proposed that additional research be conducted on a comparable topic to address this issue. Therefore, the current study's conclusions cannot be extended to represent the perspective of the entire population. Future

research should incorporate a more gender-balanced sample population from a similar environment.

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