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UNDERGRADUATE PROGRAM

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

ENGLISH MAJOR

RESEARCH REPORT

THEME:

**THE USE OF WHATSAPP IN DEVELOPING ORAL
COMPETENCE**

Research report before obtaining the bachelor degree in National and Foreign
Language Pedagogy, English Major

Author:

Molina Molina Erik Geovanny

Tutor:

PhD. Venegas Álvarez Gina Silvana

PUJILI-ECUADOR

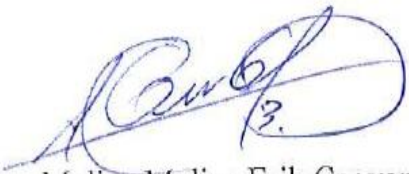
AUGUST - 2024

DECLARATION OF AUTHORSHIP

Molina Molina Erik Geovanny, with identification card No. 0503927808-8, declares to be author of this **RESEARCH PROJECT: “The use of WhatsApp in developing oral competence”**, being Dra. Gina Silvana Venegas Álvarez PhD., Tutor of this work; and, I expressly exempt the Technical University of Cotopaxi and its legal representatives from possible claims or legal actions.

I further certify that the ideas, concepts, procedures and results expressed in the present research work, are my sole responsibility.

Pujilí, August 21, 2024



Molina Molina Erik Geovanny
ID: 0503927808-8

ENDORSEMENT OF THE TUTOR OF THE RESEARCH PROJECT

As Tutor of the Research Project on the title:

“THE USE OF WHATSAPP IN DEVELOPING ORAL COMPETENCE”, by Molina Molina Erik Geovanny, bachelor’s degree in National and Foreign language Pedagogy, English Major, I consider that said Research Report is worthy of the endorsement of approval by meeting the technical standards, translation and formats provided, as well as it has also incorporated the observations and recommendations proposed in the pre-defense.

Pujilí, August 21, 2024



Dra. Gina Silvana Venegas Álvarez PhD.
ID: 0501598643
TUTOR

APPROVAL ENDORSEMENT FROM THE GRADUATION COMMITTEE

As Reader's committee, we approve this Research Report in accordance with the regulations issued by the Technical University of Cotopaxi and by the Extension Pujilí; the applicant: Molina Molina Erik Geovanny, with the title of the Research Project: **"THE USE OF WHATSAPP IN DEVELOPING ORAL COMPETENCE"**, have considered the recommendations issued on time and meet the sufficient merits to submitted to the act of supporting the degree work.

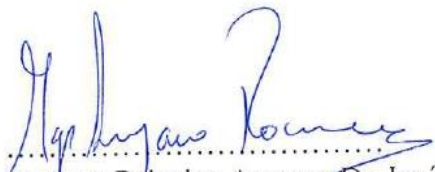
In view of the above, authorization is granted to record the corresponding files on a CD in accordance with institutional regulations.

Pujilí, August 21, 2024

For the record sign:



.....
Roseo Menéndez Jorge Luis
ID: 050086272-7
Committee president



.....
Romero Palacios Amparo De Jesús
ID: 050136918-5
Committee, Member 1



.....
Mena Vargas Nelly Patricia
ID: 050157429-7
Committee, Member 2

GRATEFULNESS

First, I want to thank God who has been my guide, my sustenance, and my strength, he has guided me on this long and difficult road that has taken me a lot of work to accomplish. Thanks to the Cisne virgin who has shown me that I can be better. To God for giving me my beloved family who has always encouraged me to not give. Thanks to life for allowing me to achieve my objective. Also, to my friends and colleagues, your support has made this journey more enjoyable and fulfilling. I would like to express my gratitude to my thesis tutor, Dr Venegas Álvarez Gina Silvana PhD, whose expertise, guidance, and support have been fundamental to the completion of this thesis.

Erik

DEDICATION

I dedicate this work to God, who has taught me I can do everything, he showed me with his acts of faith how I can face my problems every single day bravely. Also, I dedicate this to myself because it is proof that God strengthens me in this journey. These words are a reminder to myself in the future: I can do all things through him who strengthens me; Even though I walk through the valley of the shadow of death, I will fear no evil, for you are with me. Also, my family and friends, Hueso and Canelo, you will always be in my heart.

Karonte.

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THEME: THE USE OF WHATSAPP IN DEVELOPING ORAL COMPETENCE

Author: Molina Molina Erik Geovanny

Tutor: PhD. Venegas Álvarez Gina Silvana

ABSTRACT

WhatsApp media used as a technological tool is a useful way to improve speaking skills in teaching English as a foreign language. However, little is known about how students perceive the use of WhatsApp as a tool for learning and improving their speaking skills. The research approach was quantitative and focused on descriptive research. The information was gathered through surveys with a questionnaire instrument and to obtain descriptive statistics, the data analysis process was developed with Excel software. Also, the analysis strategy was Phenomenological Analysis. To process the information a satisfaction degree analysis was used. To obtain the participants the sampling method was non-probability and the strategy was convenient sampling. The main objective of this research project was to analyze the students' perceptions about using WhatsApp in learning and improving speaking skills. This research was carried out on 28 students in the 2nd level of the English and Foreign Languages Pedagogy major at the Technical University of Cotopaxi, Pujilí Campus, during April-August 2024. The subjects of the study were (4 men and 24 women) in the age of 17-20 years old, who belonged to the A2.1 English class of Second Level of English and Foreign Languages Pedagogy Major. The research revealed that WhatsApp was an effective tool for enhancing EFL students' speaking skills. It provided a platform for regular practice, interaction, and feedback. This demonstrates the platform's potential in facilitating language learning outside traditional classroom settings. Educators should strategically integrate WhatsApp into their language curricula.

Keywords: Perceptions, Speaking, Tool, WhatsApp.

UNIVERSIDAD TÉCNICA DE COTOPAXI
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

TITULO: EL USO DEL WHATSAPP EN EL DESARROLLO LA COMPETENCIA
ORAL

Author: Molina Molina Erik Geovanny

Tutor: PhD. Venegas Álvarez Gina Silvana

RESUMEN

El uso de WhatsApp como herramienta tecnológica es un medio útil para mejorar la expresión oral en la enseñanza del inglés como lengua extranjera. Sin embargo, poco se sabe acerca de cómo los estudiantes perciben el uso de WhatsApp como una herramienta para el aprendizaje y la mejora de sus habilidades de expresión oral. El enfoque de la investigación fue cuantitativo y se centró en la investigación descriptiva. La información se recopiló a través de encuestas con un instrumento de cuestionario y para obtener estadísticas descriptivas, el proceso de análisis de datos se desarrolló con el software Excel. Asimismo, la estrategia de análisis fue el Análisis Fenomenológico. Para procesar la información se utilizó un análisis de grado de satisfacción. Para la obtención de los participantes el método de muestreo fue no probabilístico y la estrategia fue muestreo conveniente. El objetivo principal de este proyecto de investigación fue analizar las percepciones de los estudiantes sobre el uso de WhatsApp en el aprendizaje y mejora de la expresión oral. Esta investigación se realizó a 28 estudiantes del 2do nivel de la carrera de Pedagogía de los idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi, Campus Pujilí, durante abril-agosto de 2024. Los sujetos del estudio fueron (4 hombres y 24 mujeres) en edades comprendidas entre los 17 y 20 años, pertenecientes a la clase de Inglés A2.1 del Segundo Nivel de la carrera de Pedagogía en Inglés y Lenguas Extranjeras. La investigación reveló que WhatsApp era una herramienta eficaz para mejorar las destrezas orales de los estudiantes de EFL. Proporcionó una plataforma para la práctica regular, la interacción y la retroalimentación. Esto demuestra el potencial de la plataforma para facilitar el aprendizaje de idiomas fuera de las aulas tradicionales. Los educadores deberían integrar estratégicamente WhatsApp en sus planes de estudio de idiomas.

Palabras clave: Habla, Herramienta, Percepciones, WhatsApp.

INDEX

COVER PAGE.....	i
COPYRIGHT REFUSE.....	ii
TUTOR’S ENDORSEMENT.....	iii
APPROVAL ENDORSEMENT FROM THE GRADUATION COMMITTEE.....	iv
GRATEFULNESS.....	v
DEDICATION.....	vi
ABSTRACT.....	vii
RESUMEN.....	viii
INDEX.....	ix
1. GENERAL INFORMATION.....	1
2. PROBLEM STATEMENT.....	2
3. OBJECTIVES.....	4
4. ACTIVITIES AND TASK SYSTEMS IN RELATION TO THE OBJECTIVES PROPOSED.....	4
5. JUSTIFICATION.....	5
6. SCIENTIFIC AND TECHNICAL FOUNDATION.....	7
6.1 BACKGROUND.....	7
6.2 THEORETICAL FRAMEWORK.....	9
6.2.1 Information and Communication Technology (ICT).....	9
6.2.2 Information and Communication Technology in Education.....	10
6.2.3 Using information and communication technology in education.....	10
6.2.4 Characteristics of ICT.....	11
6.2.5 WhatsApp as a Media of ICT.....	12
6.2.6 Characteristics of WhatsApp as ICT.....	12
6.3.1 The EFL Learning Process.....	13
6.3.2 Receptive Skills.....	15
6.3.3 Productive Skills.....	16

6.3.4 Oral competence.....	17
6.3.5 Speaking Skills.....	17
6.3.6 Characteristics of Speaking Skills.....	18
6.3.7 Teaching English as a Foreign Language (TEFL)	19
6.3.8 Integrating Technological Tools in TEFL.....	20
6.3.9 Teaching English via WhatsApp.....	21
6.3.10 WhatsApp media as a technological tool to improve speaking skills	21
7. METHODOLOGY.....	22
7.1 Research approach	22
7.2 Research type	23
7.3 Techniques and Instruments.....	24
7.4 Participants	24
7.5 Data analysis process	24
8. ANALYSIS AND DISCUSSION OF RESULTS	25
8.2 Categorization of questions.....	49
8.3 Analysis of the Likert scale.....	51
9. RESEARCH IMPACTS:	53
10. CONCLUSIONS AND RECOMMENDATIONS	54
11. REFERENCES.....	57

UNDERGRADUATE DEGREE WORK STRUCTURE

1. GENERAL INFORMATION

Theme:

The Use Of WhatsApp in Developing Oral Competence

Starting Date:

April 2024

Ending Date:

August 2024

Place of Research:

Technical University of Cotopaxi, Pujilí campus

Sponsoring Faculty:

Pujilí Extension

Sponsoring career:

National and Foreign Language Pedagogy, English Major

Work Team:

PhD. Venegas Álvarez Gina Silvana

Molina Molina Erik Geovanny

Knowledge area:

Education, communication, and design for human and social development.

Research line of the career:

Educación, lingüística, literatura, Interculturalidad y sociedad

2. PROBLEM STATEMENT

WhatsApp as a technological tool for learning English as a foreign language has become increasingly popular worldwide as a user-friendly media. However, its effectiveness remains a topic of discussion among educators and scholars. Research indicates that although WhatsApp can enhance communication and serve as a platform for collaborative learning, it also introduces challenges, low use inside teaching methods, and a lack of formal structure (Bouhnik & Deshen, 2014). WhatsApp effectiveness in EFL education is limited by the insufficient formal training provided to teachers on how to incorporate the app into their teaching methods (Moreno-Guerrero et al., 2020).

As a result, its impact on student learning outcomes has been inconsistent, emphasizing the need for robust strategies to successfully incorporate WhatsApp media into the EFL curriculum in Ecuador (Ramírez, 2020). The limited time in a normal class is not enough to develop the four skills such as listening, speaking, reading, and writing. To solve this challenge, WhatsApp media usage has been suggested as a potential solution. Dutan (2020) argues that class time is insufficient for practicing all four language skills, making WhatsApp a valuable technological tool to solve this issue. The platform enables students to continue their learning outside the classroom, offering ongoing practice and real-time interaction.

Ecuador has been part of this rising tool, WhatsApp has emerged as a popular tool, especially in response to the Covid 19 pandemic, which created a need for virtual education solutions. It offers valuable supporting opportunities for improving communication between teachers and students. Nevertheless, the platform faces significant obstacles, such as issues with digital literacy, no formal guide for educational use, limited access to mobile devices, and appropriate internet connection (Cevallos et al., 2021).

Many students often divert their attention from lessons to read, chat, type, or send messages, which leads to decreased focus on academic tasks. This issue is exacerbated when professors do not design engaging activities to capture and maintain students' attention. According to

Jorgensen (2024) using cell phones, including applications like WhatsApp, in classrooms can reduce focus and attentiveness, thereby undermining the educational process. For this reason, educators need to create more interactive and captivating lesson plans to mitigate these distractions.

Cotopaxi province faces several challenges with the use of WhatsApp in EFL. One major issue is the distraction it causes among students. Instead of focusing on the lesson, students often use WhatsApp to chat with friends, browse social media, or engage in other non-educational activities. This distraction significantly reduces the effectiveness of classroom instruction, leading to lower student engagement and participation. As Jorgensen (2024) notes, mobile phone use in educational settings can severely hinder students' ability to concentrate and perform academically.

Another problem is the digital divide that exists within the Cotopaxi province. Not all students have equal access to smartphones or reliable internet connections, which creates disparities in their ability to participate in WhatsApp-based activities. This inequality can exacerbate existing educational gaps, as students who cannot access the platform are left out of important learning opportunities. According to Mahajan and Mahender (2022), the lack of access to digital tools is a significant barrier to effective learning, particularly in under-resourced regions. Also, the overreliance on WhatsApp for EFL learning can limit the development of critical language skills. While WhatsApp is useful for communication, it does not provide the structured, comprehensive language instruction that traditional classroom activities offer.

At the Technical University of Cotopaxi, Extension Pujilí, there is a notable lack of WhatsApp activities designed by teachers to enhance students' speaking skills. This shortfall limits the opportunities for students to practice spoken English outside the classroom. Despite the potential of WhatsApp media for facilitating communication and interaction, teachers have not fully integrated it into their pedagogical practices to support language development. The limited use of digital tools in this context points to a need for better integration of technology to foster effective language learning. Based on this problem statement the

researcher has created the following research questions to understand better the problem to be solved in this study:

1. What are the students' perceptions about using WhatsApp as a tool for learning and improving speaking skills?
2. What are the main concepts about WhatsApp improving speaking skills in the EFL learning process?

3. OBJECTIVES

General Objective:

To analyze the students' perceptions about using WhatsApp in learning and improving speaking skills

Specific Objectives:

- To define the main concepts about WhatsApp improving speaking skills in the EFL learning process.
- To identify the main students' perceptions on using WhatsApp media in learning and improving speaking skills
- To establish conclusions and recommendations about integrating WhatsApp activities effectively in the EFL classroom to improve speaking skills.

4. ACTIVITIES AND TASK SYSTEMS IN RELATION TO THE OBJECTIVES PROPOSED.

Specific objective	Activities	Verification Means
To define the main concepts about WhatsApp improving speaking skills in the EFL learning process.	Look for books and academic papers to look for the concepts. Find principal concepts about the topic.	Theoretical framework
To identify the main students' perceptions on using	Design and apply the lesson plans. Design and apply the instrument.	Validated instrument

WhatsApp media in learning and improving speaking skills	Analyze the data. Establish students' perceptions.	Data analysis and discussion
To establish conclusions and recommendations about integrating WhatsApp activities effectively in the EFL classroom to improve speaking skills.	Analyze the results obtained Make conclusions and recommendations based on different results.	Conclusions and recommendations

5. JUSTIFICATION

The integration of WhatsApp as a technological tool in EFL learning is important by its ability to facilitate continuous and interactive communication beyond the classroom. WhatsApp provides a platform for students to engage in real-time conversations, share resources, and receive immediate feedback, thereby enhancing their speaking skills. According to Mahajan and Mahender (2022), utilizing digital tools like WhatsApp in education helps create an engaging and supportive learning environment that promotes active participation and language practice.

WhatsApp's accessibility is an intuitive interface, which positions it as an exceptional resource for EFL learners. This platform invites students to engage with language practice in a setting that feels both familiar and non-threatening, minimizing the anxiety that typically accompanies language acquisition. It enables students to practice language skills in a familiar and comfortable setting, reducing the anxiety associated with language learning. As Dutan (2020) says, integrating digital platforms like WhatsApp can complement traditional teaching techniques, providing students with invaluable opportunities to improve their language skills in real-world scenarios. Also, WhatsApp supports collaborative learning, an essential component of effective language instruction. Through group chats, students can work together on assignments, practice speaking skills repeatedly and constantly, exchange ideas, and support each other's learning processes.

Using this media as an educational tool helps build a sense of community and promotes peer and group learning, which has been proven to improve language proficiency. Through WhatsApp, educators can begin an interactive and supportive learning atmosphere where learners feel motivated in their language acquisition process (Dutan, 2020). Additionally, WhatsApp is an affordable tool for EFL learning, requiring minimal technical resources and being compatible with most smartphones. This makes it accessible to a broad spectrum of students, including those from low-income backgrounds. Its accessibility ensures that all students, regardless of socioeconomic status, participate in the language learning process. The affordability and availability of WhatsApp make it an inclusive tool that can help close the digital divide in education. WhatsApp also allows the integration of multimedia resources, which are beneficial for language learning. Students can share and receive images, videos, and audio files, which enhance their understanding of the language in various contexts. Multimedia content helps to make learning more engaging and dynamic, catering to different learning styles. Using diverse materials enriches the learning experience and develops comprehensive language skills in adequately structured lesson plans.

The integration of WhatsApp into English as a Foreign Language (EFL) instruction aligns seamlessly with contemporary educational paradigms that advocate for the incorporation of technology within the learning environment. In an era where digital literacy is no longer optional but a crucial competency, tools like WhatsApp become indispensable. They not only immerse students in the realm of digital communication but also equip them with essential skills for future academic and professional settings, where such technological fluency is increasingly valued. This research delves into the varied experiences of language learners engaging with WhatsApp as a technological medium in EFL education.

It clarifies both the benefits and challenges associated with its use, aiming to underscore the platform's role in bolstering language proficiency. By exploring WhatsApp's capabilities for facilitating instantaneous communication, rich multimedia interactions, and collaborative learning opportunities, this study illuminates the platform's potential to enhance speaking skills in a manner that is both engaging and easily accessible. Through a thorough

examination of these dynamics, the research highlights how WhatsApp can serve as a pivotal tool in advancing EFL learning outcomes.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 BACKGROUND

Albogami and Algethami (2022) developed research whose purpose was to explore the use of WhatsApp voice messages for teaching speaking skills to Saudi EFL learners. Utilizing a case study approach, the study involved a small-scale quasi-experimental design, a questionnaire, and semi-structured interviews. The research focused on 15 female undergraduate students from Taif University, with data collected through pre-and post-tests, questionnaires, and interviews. It employed tools like speaking tasks from the IELTS exam to assess the effectiveness of the intervention. The findings indicated that WhatsApp improved students' motivation, and confidence, and reduced anxiety during the speaking practice, suggesting its potential for language learning. The study concluded that while WhatsApp shows promise, further research is needed with a larger sample.

Lee, et al., (2023) investigate the impact of WhatsApp on academic performance and team effectiveness among university students in Malaysia. The study uses a convergent parallel mixed-methods approach, incorporating both quantitative surveys and qualitative focus group interviews. The participants were students from a private university in Sunway City, Malaysia. Data collection involved online surveys distributed via social media and focus groups with purposive sampling. The analysis revealed that while WhatsApp facilitates communication through features like group chats and read receipts, it may negatively affect team cohesion and effectiveness, with participants reporting feelings of disassociation. Nonetheless, the study concludes that students perceive WhatsApp positively for academic purposes due to its accessibility and efficiency.

Kartal (2021), developed research whose purpose was to assess the effectiveness of WhatsApp as a mobile instant messaging tool for enhancing language learning, the research

adopted a systematic review approach. It focused on analyzing empirical studies published in peer-reviewed journals to evaluate the impact of WhatsApp on different facets of language acquisition. The methodology included a thorough examination of 37 studies that utilized WhatsApp for language learning, emphasizing key elements such as keywords, sample sizes, participant demographics, data sets, and intervention duration. Data collection processes included both quantitative and qualitative measures, though a notable reliance on quantitative data was observed. Tools used for data collection ranged from surveys to assessments of language skills pre-and post-intervention. The data analysis process involved thematic and statistical methods to evaluate the effectiveness of WhatsApp in improving language skills such as reading, writing, listening, and speaking, as well as in enhancing motivation and reducing language anxiety. Findings revealed that WhatsApp had a positive impact on language learning by fostering greater interaction, and learner autonomy. The conclusion highlighted that WhatsApp encourages students to recognize, understand, and actively participate in learning opportunities through the app, indicating its user-friendly nature and potential for broader application in language education. Additionally, the study provided evidence that integrating WhatsApp into language learning positively impacted the development of various language skills, including vocabulary, reading, listening, writing, and speaking. Other noted benefits included promoting learner autonomy and reducing anxiety.

Latha Ravindran, et al., (2022), aimed to investigate social media's impact on teaching and learning English speaking skills among EFL students during the COVID-19 pandemic. It employed a qualitative approach to Malaysian higher education. Participants included three experienced lecturers and 20 intermediate-level learners. Data collection used interviews with lecturers and students, transcribed and confirmed through member-checking. The study found cultural differences significantly impacted speaking skills, and social media platforms like Zoom and Teams enhanced student engagement. Challenges included students' reluctance to participate and connectivity issues. The conclusions emphasize the beneficial role of social media in enhancing communication skills, underscoring the importance of providing educators with better pedagogical training and thoughtfully incorporating social media into teaching strategies.

Menggo et al., (2023) examined the impact of WhatsApp group video calls on EFL learners' speaking abilities and affective factors like motivation and self-efficacy during the COVID-19 pandemic. The study utilized a pre-/post-test, two-group quantitative explanatory research design, involving 119 students from four classes at Universitas Katolik Indonesia Santu Paulus Ruteng, which were divided into experimental and control groups. The experimental groups practiced speaking through WhatsApp group video calls, while the control groups used only audio calls. Data collection included speaking tests and questionnaires assessing motivation and self-efficacy, with analysis conducted using SPSS 24.0. The results demonstrated that WhatsApp group video calls significantly improved speaking competence and motivation, while also decreasing speaking anxiety. The study concludes that WhatsApp group video calls are an effective tool for enhancing EFL learners' speaking skills and recommends their use in online and distance learning to promote better engagement and language development.

6.2 THEORETICAL FRAMEWORK

6.2.1 Information and Communication Technology (ICT)

It encompasses various technological tools and resources to communicate, create, disseminate, store, and manage information (Williams, 2021). These technologies include computers, the internet, broadcasting technologies (radio and television), and telephony (Smith, 2020). It plays a crucial role in modern society, influencing individuals and organizations to interact and perform daily tasks. ICT is integral to various sectors, including education, healthcare, business, and government (Jones, 2022). In education, it supports learning and teaching through digital platforms and resources that enhance the learning experience. In business, ICT improves efficiency by streamlining processes and enabling global communication and collaboration (Davis, 2023). This technological integration facilitates innovation and drives economic growth across industries.

6.2.2 Information and Communication Technology in Education

Information and communication technology in education (ICT) has transformed traditional teaching and learning methods. It facilitates access to vast resources and interactive learning experiences, making education more engaging and effective (Johnson, 2020). This contribution to education allows students to explore various educational materials, such as online libraries, videos, educational environments, and simulations, which adapt to different learning styles. Smith (2021) asserts that incorporating digital tools in classrooms has greatly boosted student engagement. This shift is evident not only in higher education but in primary schools, where it is used to improve learning outcomes.

Also, ICT provides opportunities for personalized learning. It allows educators to tailor instruction to meet individual student needs, improving learning efficiency (Brown, 2019).

Johnson (2020) points out that adaptive learning technologies can monitor student progress and deliver immediate feedback, giving students the support, they need to thrive. This adaptability underscores the importance of ICT in modern education systems. Moreover, its role in education goes beyond the classroom, promoting collaboration and communication between students and teachers globally, thereby overcoming geographical limitations (Miller, 2022).

Smith (2021) notes that online platforms provide students with opportunities to connect with peers and educators around the world and enhance their learning experiences. This global interaction highlights the significant role of ICT in creating an inclusive and comprehensive educational environment.

6.2.3 Using information and communication technology in education

ICT in education has greatly enhanced learning opportunities, enabling access to a wide range of resources and interactive tools that cater to diverse learning needs (Anderson, 2021). Through digital platforms, students can access multimedia content, participate in virtual simulations, and collaborate with academic participants such as professors, peers, and groups

across the globe. This connectivity allows for a bigger dynamic and personalized learning experience, fostering engagement and motivation among students (Lee, 2022).

Moreover, ICT supports teachers by providing innovative instructional methods and real-time feedback mechanisms (Johnson, 2020). Educators can utilize data analytics to monitor student progress and adapt teaching strategies accordingly, ensuring that each student's needs are addressed effectively. This flexibility positions ICT as a crucial resource in contemporary classrooms, enhancing the efficiency and effectiveness of teaching and learning processes (Brown, 2019).

6.2.4 Characteristics of ICT

It is characterized by several key attributes that distinguish it from traditional technologies. One of the most significant features is its ability to handle large volumes of data and facilitate rapid communication. Smith (2020) describes how these systems are designed to swiftly handle and manage extensive amounts of data, making them essential in the data-driven environments of today. This ability to efficiently handle and transmit information is a fundamental feature that underpins their use across various sectors. Another important characteristic of ICT is its versatility and adaptability. These tools, such as computers and mobile devices, can be used for a wide range of purposes including education, business, and entertainment (Jones, 2022). Davis (2023) emphasizes that the flexibility of ICT allows it to be seamlessly integrated into different contexts, providing solutions that are tailored to meet specific needs. This adaptability positions ICT as a crucial resource for driving innovation and addressing challenges across multiple fields. Also, impact is amplified by its connectivity features, which enable global communication and collaboration. Lee (2019) emphasizes that "ICT facilitates connections between individuals and organizations worldwide, breaking down geographical barriers" (p. 78). This connectivity enhances opportunities for collaboration and information sharing on a global scale, demonstrating how ICT has transformed traditional methods of interaction and information dissemination.

6.2.5 WhatsApp as a Media of ICT

It illustrates how digital tools can improve communication. WhatsApp, a popular messaging app, enables users to easily send text messages, voice messages, and multimedia files across different devices (Kumar, 2021). Smith (2020) notes that WhatsApp's ability to manage various forms of communication makes it a highly effective tool for both personal and professional purposes. This capability highlights how WhatsApp facilitates efficient and multifaceted interactions. In addition to its basic messaging features, WhatsApp supports real-time communication through voice and video calls, which is particularly valuable for remote collaboration and learning (Lee, 2022). "The ability to conduct video calls from anywhere in the world makes WhatsApp an essential tool for global connectivity," notes Johnson (2021, p. 88). This functionality is especially beneficial in educational settings, where teachers and students can engage in virtual classrooms and discussions, overcoming geographical barriers.

Furthermore, WhatsApp's role as a communication tool extends to its impact on information sharing and community building. It provides groups and broadcast features that enable users to disseminate information efficiently (Davis, 2023). As highlighted by Kumar (2021), "WhatsApp groups facilitate community engagement and information distribution, which is crucial for organizing events and fostering group discussions" (p. 56). This aspect of WhatsApp underscores its importance in enhancing social connectivity and collaboration within various contexts.

6.2.6 Characteristics of WhatsApp as ICT

WhatsApp presents several key characteristics of modern Information and Communication Technology (ICT). One of its primary features is its instant messaging capability, which allows users to send and receive text messages in real-time (Kumar, 2021). As Smith (2020) notes, "WhatsApp's immediate delivery of messages is a significant advantage, enhancing communication efficiency" (p. 102). This real-time interaction is fundamental to its role as an ICT tool, facilitating rapid and effective communication across different platforms.

Another important characteristic of WhatsApp is its support for multimedia messaging. Users can share photos, videos, voice messages, and documents, which enhances the richness of communication beyond simple text (Lee, 2022). Kumar (2021) highlights that “the ability to send various types of media makes WhatsApp a versatile tool for personal and professional exchanges” (p. 56). This multimedia functionality not only enriches the user experience but also supports diverse communication needs in various contexts.

WhatsApp also features end-to-end encryption, which ensures that messages are secure and private between the sender and recipient. Johnson (2021) points out that “WhatsApp’s encryption protocol is a key characteristic, providing users with a sense of security in their communications” (p. 88). This focus on security is crucial for users who are concerned about privacy and data protection, distinguishing WhatsApp from other messaging platforms. Also, WhatsApp’s group chat functionality allows users to create and participate in group conversations, facilitating collaboration and community building (Davis, 2023). According to Smith (2020), “Group chats in WhatsApp are particularly useful for organizing events and coordinating activities, as they enable multiple users to communicate simultaneously” (p. 103). This feature supports both social and professional interactions, making WhatsApp an effective tool for group communication. Then, WhatsApp’s voice and video calling features add another layer of versatility to its ICT capabilities. These features enable users to conduct real-time voice and video conversations, which is particularly useful for remote work and virtual meetings (Lee, 2022). As Kumar (2021) notes, “The integration of voice and video calling into WhatsApp provides a comprehensive communication solution that meets a variety of needs” (p. 58). This functionality further extends WhatsApp’s role as a multifunctional ICT tool.

6.3.1 The EFL Learning Process

The process of learning English as a foreign language encompasses several stages and approaches aimed at helping non-native speakers achieve proficiency. It generally starts with building fundamental language skills, including listening, speaking, reading, and writing (Richards & Schmidt, 2020).

Brown (2022) explains that the EFL learning process focuses on these essential skills, prioritizing the development of a solid foundation in vocabulary and grammar. Effective EFL instruction incorporates a blend of these components to ensure comprehensive language development. In addition to foundational skills, the EFL learning process emphasizes communicative competence, which includes the ability to use language effectively in real-life situations (Hedge, 2018). As noted by Johnson (2021), "A key aspect of EFL learning is not just knowing the rules of English but being able to apply them in context" (p. 112). This practical approach helps learners build confidence and fluency, allowing them to engage in meaningful conversations and interactions in English.

The role of cultural understanding is also critical in the EFL learning process. Effective language instruction often includes cultural elements to help learners understand the context in which English is used (Kumar, 2021). According to Smith (2020), "Integrating cultural awareness into EFL teaching helps students navigate cultural nuances and improves their overall communication skills" (p. 87). This integration ensures that learners not only grasp linguistic structures but also appreciate the cultural subtleties of the English language.

Another important aspect of the EFL learning process is the use of various teaching methodologies and technologies. Modern EFL instruction often incorporates digital tools and multimedia resources to enhance learning experiences (Lee, 2022). Johnson (2021) highlights that "Technology, including language learning apps and online platforms, plays a significant role in providing interactive and engaging learning environments" (p. 115). These tools offer learners additional practice opportunities and support differentiated instruction.

Lastly, assessment and feedback are integral components of the EFL learning process. Regular assessments help track progress and identify areas for improvement, while constructive feedback guides learners toward achieving their language goals (Hedge, 2018). As Kumar (2021) notes, "Ongoing evaluation and feedback are essential for adapting teaching strategies and supporting learners in their language acquisition journey" (p. 63). This cyclical process of assessment and feedback ensures that EFL instruction remains effective and responsive to learners' needs.

6.3.2 Receptive Skills

Receptive skills, which encompass listening and reading, are fundamental components of language learning that focus on understanding input from others (Harmer, 2015). These skills involve the ability to comprehend and interpret spoken and written language, forming the foundation for effective communication. According to Brown (2022), "Receptive skills are crucial because they allow learners to receive and process information, which is essential for developing overall language proficiency" (p. 50). By mastering these skills, learners gain the ability to engage with and understand various forms of language input, which is crucial for successful language acquisition.

Listening, as a receptive skill, involves interpreting spoken language and understanding auditory input. This skill is essential for effective communication and comprehension in real-life contexts (Richards, 2021). As Hedge (2018) notes, "Listening requires more than just hearing; it involves decoding speech, grasping meaning, and responding appropriately" (p. 88). This ability to process and understand spoken language helps learners interact effectively in conversations and understand various accents and speech patterns.

Reading, another key receptive skill, involves interpreting written texts and extracting meaning from them. It is a critical component of language learning that supports vocabulary acquisition, grammar understanding, and overall literacy (Smith, 2020). According to Johnson (2021), "Reading skills enable learners to engage with a wide range of texts, from simple passages to complex academic articles, enhancing their ability to understand and use language effectively" (p. 112). This skill is integral to academic success and everyday life, as it facilitates access to information and knowledge.

Despite their importance, receptive skills are often overshadowed by productive skills such as speaking and writing. However, effective language instruction emphasizes the development of both receptive and productive skills to ensure comprehensive language proficiency (Harmer, 2015). As Richards (2021) argues, "While productive skills are vital for active communication, receptive skills underpin the ability to understand and respond to

language, making them equally essential" (p. 34). Therefore, a balanced approach to language learning that includes strengthening receptive skills is crucial for achieving overall fluency and competency.

6.3.3 Productive Skills

Productive skills, comprising speaking and writing, are essential aspects of language learning that focus on language production. These skills enable learners to express their thoughts, ideas, and emotions effectively in both spoken and written forms (Harmer, 2015). According to Brown (2022), "Productive skills are crucial as they allow learners to actively participate in communication, making their voices heard in various contexts" (p. 67). Mastering these skills is fundamental to achieving fluency and engaging in meaningful interactions.

Speaking, as a productive skill, involves the ability to articulate thoughts clearly and coherently. This skill requires a combination of vocabulary knowledge, grammatical accuracy, and pronunciation (Richards, 2021). Hedge (2018) emphasizes that "Effective speaking involves not only correct language use but also the ability to interact naturally and respond appropriately in conversations" (p. 102). Developing speaking skills is vital for learners to communicate effectively in real-life situations and social settings.

Writing, another critical productive skill, involves the ability to convey ideas in written form with clarity and precision. Writing skills support academic success and professional communication, enabling learners to express complex ideas and arguments (Smith, 2020). Johnson (2021) notes that "Writing allows learners to organize their thoughts and present information logically, enhancing their ability to communicate effectively through text" (p. 94). Mastery of writing skills is essential for academic and professional advancement.

Despite the emphasis on productive skills, they must be developed alongside receptive skills for comprehensive language proficiency. While speaking and writing enable expression, listening and reading provide the necessary input for language development (Harmer, 2015). Richards (2021) argues, "A balanced approach that integrates both productive and receptive

skills is essential for learners to achieve complete language competence" (p. 78). Therefore, a holistic approach to language teaching that fosters both skill sets is crucial for effective communication.

6.3.4 Oral competence

Oral competence, or the ability to effectively communicate in spoken language, is a critical skill in language learning, particularly in English as a Foreign Language (EFL) contexts. This skill set involves more than just correct grammar and vocabulary use; it also includes the ability to articulate thoughts clearly, participate in discussions, and respond suitably in different communication scenarios. Building oral competence is crucial for learners to effectively navigate real-life interactions, as it demonstrates their capacity to apply language knowledge in practical situations. Effective strategies to enhance oral competence include immersive speaking activities, the use of technology like WhatsApp for real-time communication, and consistent practice in a supportive learning environment (Brown & Lee, 2015; Richards, 2015).

6.3.5 Speaking Skills

Speaking skills are a crucial aspect of language learning, enabling individuals to express thoughts and ideas verbally. This skill involves a combination of vocabulary, grammar, pronunciation, and fluency, allowing for effective communication in various contexts (Harmer, 2015). Speaking is always the way to get in touch with the community and people. According to Richards (2021), "The ability to speak confidently and coherently is essential for engaging in meaningful interactions" (p. 52). Mastery of speaking skills empowers learners to participate actively in conversations, enhancing their overall language proficiency. Developing speaking skills requires practice and exposure to real-life communication situations. Hedge (2018) emphasizes that "Interaction and feedback are key components in improving speaking abilities" (p. 78). Engaging in dialogues and discussions helps learners apply language structures and refine their speaking proficiency. Through consistent practice, individuals gain confidence and improve their ability to articulate ideas

clearly and persuasively. Despite its importance, speaking can often be challenging for language learners due to anxiety and fear of making mistakes. Brown (2022) argues that "Creating a supportive environment where learners feel comfortable taking risks is essential for developing speaking skills" (p. 34). Encouraging a positive atmosphere and providing constructive feedback can help learners overcome these barriers, leading to significant improvements in their speaking abilities.

6.3.6 Characteristics of Speaking Skills

Speaking skills encompass several essential characteristics that contribute to effective verbal communication. One key aspect is fluency, which involves the ability to speak smoothly and naturally without frequent pauses or hesitations (Harmer, 2015). According to Richards (2021), "Fluency is crucial as it allows speakers to maintain a flow of speech, making conversations more engaging and coherent" (p. 45). Developing fluency requires practice and exposure to diverse speaking opportunities, enabling learners to express ideas confidently and efficiently. Another important characteristic of speaking skills is accuracy, which refers to the correct use of grammar, vocabulary, and pronunciation.

Hedge (2018) emphasizes that "Accuracy is vital for conveying clear and precise messages, reducing misunderstandings in communication" (p. 78). While fluency focuses on the flow of speech, accuracy ensures that the message is delivered correctly. Balancing both elements is essential for effective speaking, as it allows learners to communicate ideas accurately while maintaining conversational flow.

Additionally, speaking skills involve the ability to interact and respond appropriately in various social contexts. This includes understanding cultural nuances, adapting language to different audiences, and using non-verbal cues effectively (Brown, 2022). Johnson (2020) contends that successful interaction relies on a speaker's awareness of their audience and the ability to modify their speech to suit the context. By mastering these interaction skills, learners can significantly improve their communicative competence, allowing them to participate meaningfully in various environments.

6.3.7 Teaching English as a Foreign Language (TEFL)

It involves instructing students who are non-native speakers to achieve proficiency in English. This process requires tailored methodologies to address diverse linguistic and cultural backgrounds (Richards, 2021). As Brown (2022) states, "Effective TEFL practices must adapt to the specific needs and contexts of learners" (p. 48). Teachers must employ strategies that cater to varied learning styles and levels of language proficiency.

One critical aspect of TEFL is the emphasis on communicative competence. This approach focuses on enabling students to use English effectively in real-world situations (Harmer, 2015). Johnson (2020) contends that teaching should emphasize communication rather than simply memorizing rules, promoting practical language application. By incorporating authentic materials and interactive activities, educators can develop engaging learning environments motivating active participation and effective language use. Additionally, cultural understanding plays a vital role in TEFL. Teachers need to incorporate cultural elements into lessons to help students navigate the cultural nuances of English-speaking environments (Hedge, 2018). According to Richards (2021), "Cultural competence is as important as linguistic competence in achieving fluency" (p. 75). This dual focus helps students become more effective communicators by understanding both language and cultural context.

The use of technology in TEFL has become increasingly important, offering innovative ways to enhance language learning. Digital tools and online resources provide students with access to interactive exercises and multimedia content (Harmer, 2015). As Brown (2022) notes, "Technology can support personalized learning and provide additional practice opportunities outside the classroom" (p. 67). Incorporating technology into TEFL can make learning more flexible and accessible.

Despite these advancements, challenges remain in TEFL, such as large class sizes and limited resources. Teachers must be creative in overcoming these obstacles to provide effective instruction (Johnson, 2020). Also, Harmer (2015) underscores adaptability and

resourcefulness are essential qualities for effective TEFL educators. By consistently evolving their teaching methods, educators can more effectively address their students' needs and support language acquisition.

6.3.8 Integrating Technological Tools in TEFL

Harmer (2015) says the introduction of digital resources has transformed language instruction, providing more dynamic and interactive learning experiences. Tools like language learning apps and online platforms offer students engaging activities providing various learning styles. Brown (2022) says technology supports personalized learning at its own pace. This flexibility boosts the overall effectiveness of language instruction. One significant advantage of technology in TEFL is the accessibility of authentic materials. Videos, podcasts, and online articles expose students to real-life language use, which improves listening and reading skills (Richards, 2021). As Johnson (2020) highlights, "Authentic resources help students understand language in context, making learning more relevant and meaningful" (p. 98). By incorporating these materials, teachers can create more immersive and culturally rich lessons.

Furthermore, technological tools facilitate communication and collaboration among students. Platforms like Zoom and Google Classroom enable learners to practice speaking and writing skills through virtual discussions and peer feedback (Hedge, 2018). Harmer (2015) notes, "Collaborative activities online encourage active participation and language use, promoting confidence and fluency" (p. 102). These tools help overcome geographical barriers, providing opportunities for interaction with peers worldwide. Despite these benefits, challenges exist in integrating technology into TEFL. Issues such as limited access to devices and varying levels of digital literacy can hinder implementation (Brown, 2022). Richards (2021) argues, "Teachers must be prepared to address these challenges by providing guidance and support to ensure all students can benefit from technological tools" (p. 85). By addressing these obstacles, educators can maximize the potential of technology to enhance language learning.

6.3.9 Teaching English via WhatsApp

Using WhatsApp for teaching offers unique opportunities for interactive and flexible learning. This platform allows teachers to deliver lessons and resources directly to students' phones, facilitating access to language materials anytime and anywhere (Smith, 2021). As Harmer (2015) notes, "Mobile learning supports continuous engagement, enabling learners to practice language skills on the go" (p. 134). The app's features, such as voice notes, text messages, and multimedia sharing, provide diverse ways to practice listening, speaking, reading, and writing skills.

Brown (2022) suggests that by setting up group chats, teachers can promote collaboration and peer feedback, helping to build a sense of community and motivation among students. Teaching English through WhatsApp offers significant advantages, particularly in terms of accessibility and convenience. Students can access learning materials and participate in discussions at any time, accommodating diverse schedules and time zones. This flexibility supports continuous learning, making it easier for students to integrate language practice into their daily routines. Additionally, WhatsApp promotes interactive engagement and collaborative learning. The platform's multimedia capabilities allow teachers to use text, audio, and video to create dynamic lessons. Students can practice pronunciation with voice notes, improve listening skills through shared videos, and reinforce concepts with quizzes and feedback. Furthermore, WhatsApp groups foster a community atmosphere, encouraging peer interaction and feedback, which enhances motivation and engagement.

6.3.10 WhatsApp media as a technological tool to improve speaking skills

Fatimah and Nurmanick (2023) highlight that WhatsApp media has a beneficial impact on improving speaking skills, turning it into a tool for educational purposes, particularly for enhancing speaking abilities. Teachers integrate WhatsApp with several techniques and activities in English classes. Speaking skills are among the most crucial productive abilities because facilitate communication among individuals and are essential for demonstrating language proficiency. Also, it is important to make a proper communication with other people

in social environments such as everyday interaction, and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively Dutan (2020). So, teachers have the responsibility to prepare the students as much as possible to be able to speak English. Even if the activities have to be outside the classroom, then WhatsApp media connects the student with real-world interaction. For that reason, speaking skills have to be improved by training and everyday practice mainly in real activities produced by teachers Nabilah (2021).

WhatsApp offers an innovative platform for improving speaking skills, and it allows students to practice pronunciation and intonation. According to Harmer (2015), "Instant audio communication can significantly boost learners' confidence and speaking proficiency" (p. 134). This real-time interaction encourages students to experiment with language use in a supportive environment. Moreover, WhatsApp enables authentic conversational practice through group chats and discussions. By engaging in text and audio conversations, students can simulate real-life communication scenarios, which is crucial for developing fluency (Richards, 2021). Brown (2022) emphasizes, "Simulated interactions on platforms like WhatsApp help bridge the gap between classroom learning and real-world application" (p. 72). This interaction not only enhances verbal skills but also builds confidence in using English in diverse contexts. Smith (2021) notes that the platform's accessibility allows learners to practice speaking at their own pace and convenience. This flexibility is crucial for ongoing improvement, as it enables students to incorporate language practice into their everyday routines. As Johnson (2020) notes, "Consistent practice in a familiar setting can lead to substantial improvements in speaking abilities" (p. 98). By leveraging WhatsApp's features, educators can provide personalized speaking exercises that cater to individual learning needs.

7. METHODOLOGY

7.1 Research approach

The approach used was quantitative to analyze information about students' perceptions of the use of WhatsApp media because it is the best method to measure the responses

systematically revealing patterns and trends. Also, the quantitative approach provides a proper quantified number of answers to analyze participants' experiences, attitudes, or perceptions. It allows researchers to make clear conclusions and findings. Using statistical tools such as Excel software, it was possible to identify correlations, differences, and factors influencing students' perceptions. From this concept, the researcher used quantitative research to contribute to determining how WhatsApp media improved speaking skills with the help of a pre-service English teacher.

7.2 Research type

The present investigation focused on descriptive research because it is an appropriate choice to identify characteristics and facts. Also, it allowed identifying features, evidence, realities, and analysis. Then, it is important to realize why some facts happen and descriptive research is considered appropriate for it. For that reason, such studies look at individuals, groups, institutions, methods, and materials to describe, compare, contrast, classify, analyze, and interpret the entities and the events that constitute their various fields of inquiry (Cohen, et al., 2007).

Descriptive research is a methodology focused on providing an accurate account of characteristics, phenomena, or conditions within a particular population or setting. This approach is valuable for gathering detailed information about a subject without manipulating variables (Creswell, 2018). According to Neuman (2022), "Descriptive research aims to describe the current state of affairs, often using surveys and observational methods to gather data" (p. 53). This type of research is crucial for generating a comprehensive understanding of the research subject and establishing a foundation for further studies. As Creswell (2018) notes, "Descriptive studies provide a snapshot of the phenomenon under investigation, allowing researchers to identify patterns and trends straightforwardly" (p. 42). This approach helps identify correlations and trends to inform future experimental or analytical research.

7.3 Techniques and Instruments

The technique used was the survey and the instrument for the data collection procedure was a questionnaire because it was the best choice to determine the students' opinions and gather data. The instrument used a Likert scale ranging from Totally Agree to Totally Disagree to get a holistic view of people's opinions to scale and measure attitudes. The instrument was adapted from: (Sedigheh V., and A. Behbahani 2013) because the instrument from this study was the best way to recollect participants' opinions, experiences, and feelings. "The effect of video games on Iranian EFL Learners' vocabulary learning" was taking different questions to obtain perceptions, opinions, and understandings of the target group of students to determine if WhatsApp helps to improve speaking skills.

7.4 Participants

This research was carried out on 28 students in the 2nd level of English language pedagogy at the Technical University of Cotopaxi, Pujilí Campus, during the semester (April 2024 - August 2024). The subjects of the study were 28 students (4 men and 24 women) in the age 17-20 years old, who belonged to the A2.1 English class of Second Level of National and Foreign Language Pedagogy, English Major. To obtain the participants the sampling method is non-probability and the strategy is convenient sampling because of their collaborative and cooperative individual characteristics. The research questions were related to the characteristics of the group examined in detail. The researcher chose participants from a specific subgroup who possess significant shared experiences relevant to the research. This approach allows us to identify prevalent patterns inside a group characterized by similar events (Cohen, et al., 2007).

7.5 Data analysis process

The data analysis process was pointed out with Excel software. The strategy was Phenomenological Analysis (PA) to obtain the proper data from the instrument. PA provides a proper analysis for understanding how individuals experience and interpret phenomena,

making it particularly valuable for analyzing quantitative data from the questionnaire. The researcher was immersed in the data to gain a deep understanding of the participants' perspectives. It gave a detailed exploration of how participants perceive and engage with WhatsApp media as a tool to improve speaking skills. By focusing on the subjective experiences of individuals. PA helps in uncovering nuanced insights that might be overlooked by other analytical methods, ultimately providing a comprehensive understanding of the phenomena in question (Smith et al., 2009). Also, a satisfaction rate analysis was used. It conducts a satisfaction degree analysis that is particularly effective for interpreting questionnaire results as well as provides a better understanding of participants' overall experiences. According to Cohen and Swerdlik (2018), satisfaction analysis helps reveal how individuals evaluate their experiences, perceptions, and the factors contributing to their level of satisfaction. This is useful for capturing a comprehensive idea of user perceptions.

8. ANALYSIS AND DISCUSSION OF RESULTS

To obtain the main findings used descriptive statistics through Excel software. This study analyzed and interpreted the data describing the students' main perceptions about using WhatsApp media as a learning and improving speaking tool. Also, this part of the research presents the results from the questions of the questionnaire as an instrument to gather information about students' perceptions.

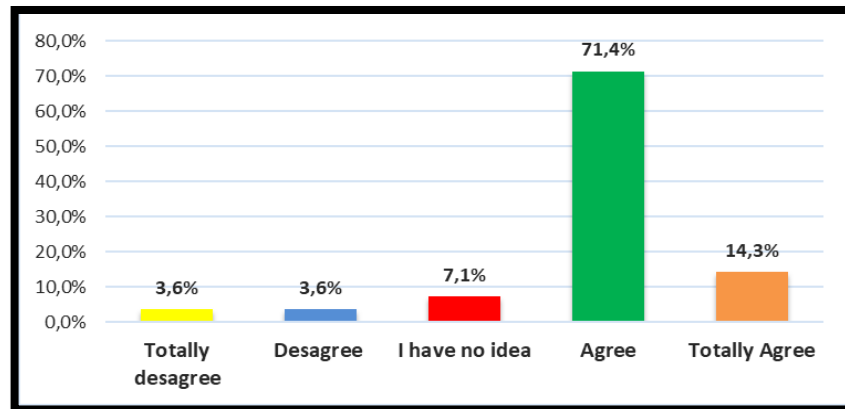
Question 1: I feel very motivated when I try to learn English through WhatsApp.

TABLE 1

ANSWERS	FRECUENCY	%
Totally disagree	1	3,6%
Disagree	1	3,6%
I have no idea	2	7,1%
Agree	20	71,4%
Totally Agree	4	14,3%
TOTAL	28	100%

Source: Questionnaire
Elaborated by: Researcher

GRAPHIC 1



Source: Questionnaire
Elaborated by: Researcher

This graphic shows question 1 and this was evaluated on a scale of 1. Totally disagree, 2. Disagree, 3. I have no idea, 4. Agree, 5. Totally agree.

In which the objectives during the implementation were achieved in Totally disagree by 3,6%, Disagree by 3,6%, I have no idea by 7,1%, Agree by 71,4%, and Finally, totally agree by 14,3%.

The result showed that students feel very motivated when I try to learn English through WhatsApp because the students learned and improved speaking skills in the English language through WhatsApp media activities. These results are similar to the study carried out by Kartal (2021), developed research whose purpose was to assess the effectiveness of WhatsApp as a mobile instant messaging tool for enhancing language learning, the research adopted a systematic review approach. The data analysis process involved thematic and statistical methods to evaluate the effectiveness of WhatsApp in improving language skills such as reading, writing, listening, and speaking, as well as in enhancing motivation and reducing language anxiety. Findings revealed that WhatsApp had a positive impact on language learning by fostering greater interaction, and learner autonomy. The conclusion highlighted that WhatsApp encourages students to recognize, understand, and actively participate in learning opportunities through the app, indicating its user-friendly nature and

potential for broader application in language education. Additionally, the study provided evidence that integrating WhatsApp in target learning make a positive contribution in the development of language skills. Other noted benefits included promoting learner autonomy and reducing anxiety. In the same way, Smith (2021) observed that integrating digital tools into classroom settings has notably enhanced student engagement. This can be attributed to the interactive and dynamic nature of digital resources, which captivate students' attention more effectively than traditional methods. By incorporating technology into lessons, educators can create more stimulating and participatory learning experiences, leading to greater involvement and enthusiasm from students.

Question 2: When I am faced with the pronunciation of a word I don't know, I am very motivated to learn it.

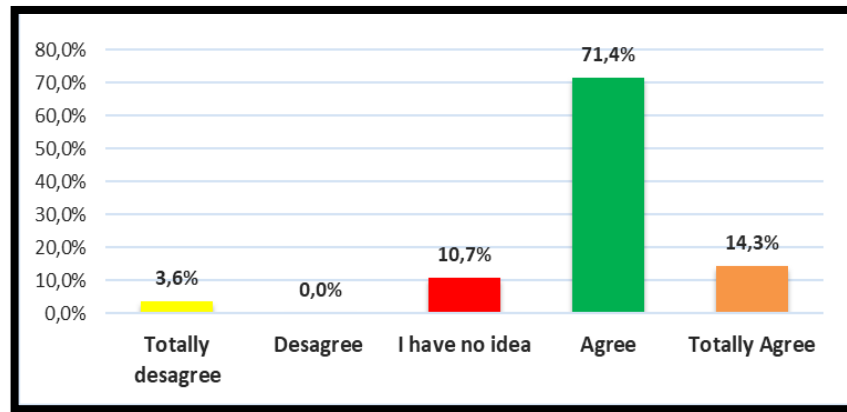
TABLE 2

ANSWERS	FRECUENCY	%
Totally disagree	1	3,6%
Disagree	0	0,0%
I have no idea	3	10,7%
Agree	20	71,4%
Totally Agree	4	14,3%
TOTAL	28	100%

Source: Questionnaire

Elaborated by: Researcher

GRAPHIC 2



Source: Questionnaire

Elaborated by: Researcher

This graphic shows question 2 and this was evaluated on a scale of 1. Totally disagree, 2. Disagree, 3. I have no idea, 4. Agree, 5. Totally agree.

In which the objectives during the implementation were achieved in Totally disagree by 3,6%, Disagree by 0,0%, I have no idea by 10,7%, Agree by 71,4%, Finally, Totally agree by 14,3%.

The result showed that when students are faced with the pronunciation of an unknown word, they feel very motivated to learn it because the students research about pronunciation of unknown words in the activities. These results are similar to the study carried out by Ravindran, et al., (2022), aimed to investigate social media's impact on teaching and learning English speaking skills among EFL students during the COVID-19 pandemic. It employed a qualitative approach to Malaysian higher education. Participants included three experienced lecturers and 20 intermediate-level learners. Data collection used interviews with lecturers and students, transcribed and confirmed through member-checking. The study found cultural differences significantly impacted speaking skills, and social media platforms like Zoom and Teams enhanced student engagement. The conclusions emphasize the beneficial role of social media in enhancing communication skills, underscoring the importance of providing educators with better pedagogical training and thoughtfully incorporating social media into teaching strategies. Similarly, Smith (2021) says that online platforms allow students to connect with peers and educators from around the world, thereby enhancing their learning experiences. This global interaction underscores the transformative impact of information and communication technology (ICT) in creating a more inclusive and expansive educational environment. By facilitating these international connections, ICT contributes to a richer and more diverse learning landscape.

Question 3: I learned how to pronounce new words in a fun way

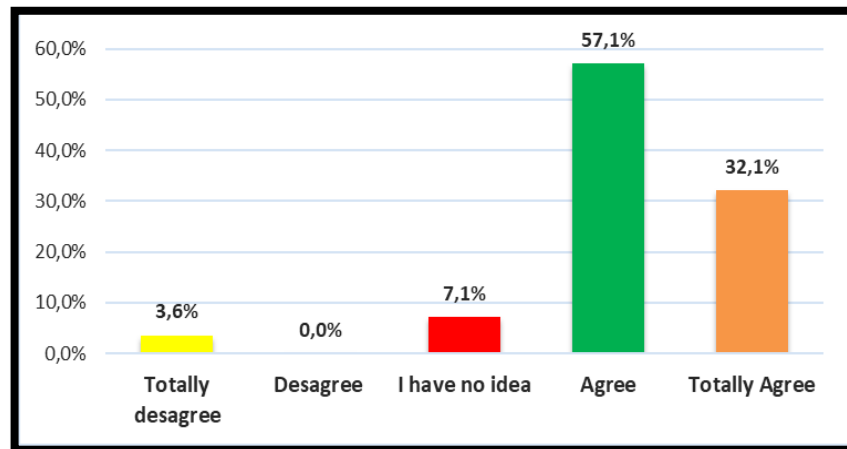
TABLE 3

ANSWERS	FRECUENCY	%
Totally disagree	1	3,6%
Disagree	0	0,0%
I have no idea	2	7,1%
Agree	16	57,1%
Totally Agree	9	32,1%
TOTAL	28	100%

Source: Questionnaire

Elaborated by: Researcher

GRAPHIC 3



Source: Questionnaire

Elaborated by: Researcher

This graphic shows question 3 and this was evaluated on a scale of 1. Totally disagree, 2. Disagree, 3. I have no idea, 4. Agree, 5. Totally agree

In which the objectives during the implementation were achieved in Totally disagree by 3,6%, Disagree by 0,0%, I have no idea by 7,1%, Agree by 57,1%, Finally, Totally agree by 32,1%.

The result showed that students learned how to pronounce new words in a fun way because the students pronounced and improved their speaking skills through repetition from

WhatsApp media activities. These results are similar to the study carried out by Kartal (2021), developed research whose purpose was to assess the effectiveness of WhatsApp as a mobile instant messaging tool for enhancing language learning, the research adopted a systematic review approach. The data analysis process involved thematic and statistical methods to evaluate the effectiveness of WhatsApp in improving language skills such as reading, writing, listening, and speaking, as well as in enhancing motivation and reducing language anxiety. Findings revealed that WhatsApp had a positive impact on language learning by fostering greater interaction, and learner autonomy. The conclusion highlighted that WhatsApp encourages students to recognize, understand, and actively participate in learning opportunities through the app, indicating its user-friendly nature and potential for broader application in language education. Additionally, the study provided evidence that integrating WhatsApp in target learning make a positive contribution in the development of language skills. Other noted benefits included promoting learner autonomy and reducing anxiety. Similarly, Fatimah and Nurmanick (2023) suggest that teachers can integrate WhatsApp into various techniques and activities designed for English classes to achieve speaking goals. WhatsApp as a teaching strategy enhances communication practice and engages students in real-time conversations, and pronunciation.

Question 4: Practicing my ability to speak English with other people virtually through WhatsApp helped me work on pronunciation and improve my speaking.

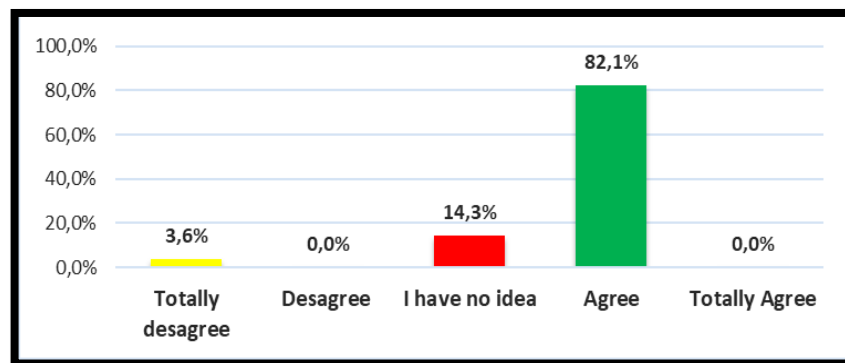
TABLE 4

ANSWERS	FRECUENCY	%
Totally disagree	1	3,6%
Disagree	0	0,0%
I have no idea	4	14,3%
Agree	23	82,1%
Totally Agree	0	0,0%
TOTAL	28	100%

Source: Questionnaire

Elaborated by: Researcher

GRAPHIC 4



Source: Questionnaire

Elaborated by: Researcher

This graphic shows question 4 and this was evaluated on a scale of 1. Totally disagree, 2. Disagree, 3. I have no idea, 4. Agree, 5. Totally agree

In which the objectives during the implementation were achieved in Totally disagree by 3,6%, Disagree by 0,0%, I have no idea by 14,3%, Agree by 82,1%, Finally, totally agree by 0,0%.

The result showed that students practiced their ability to speak English with other people virtually through WhatsApp. It helped students work on pronunciation and improving

speaking because the students pronounced and improved their speaking skills through pronunciation and repetition from WhatsApp media activities. Likewise, Albogami and Algethami (2022) developed research whose purpose was to explore the use of WhatsApp voice messages for teaching speaking skills to Saudi EFL learners. Utilizing a case study approach, the study involved a small-scale quasi-experimental design, a questionnaire, and semi-structured interviews. The research focused on 15 female undergraduate students from Taif University. The findings indicated that WhatsApp improved students' motivation, and confidence, and reduced anxiety during the speaking practice, suggesting its potential for language learning. The study concluded that while WhatsApp shows promise, further research is needed with a larger sample. In addition, Harmer (2015) emphasizes that mobile learning facilitates ongoing engagement by allowing learners to practice language skills at their convenience. This flexibility enables students to integrate language practice into their daily routines, supporting consistent and practical use of their skills while on the move.

Question 5: The anxiety and nervousness about pronouncing words in English obviously diminished thanks to the support of oral practice via WhatsApp.

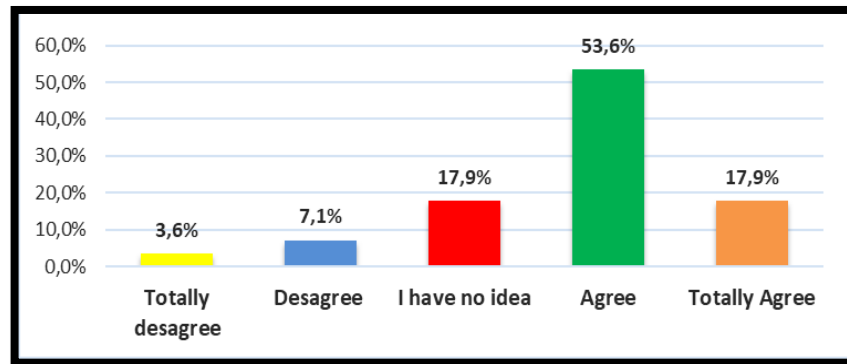
TABLE 5

ANSWERS	FRECUENCY	%
Totally disagree	1	3,6%
Disagree	2	7,1%
I have no idea	5	17,9%
Agree	15	53,6%
Totally Agree	5	17,9%
TOTAL	28	100%

Source: Questionnaire

Elaborated by: Researcher

GRAPHIC 5



Source: Questionnaire

Elaborated by: Researcher

This graphic shows question 5 and this was evaluated on a scale of 1. Totally disagree, 2. Disagree, 3. I have no idea, 4. Agree, 5. Totally agree

In which the objectives during the implementation were achieved in Totally disagree by 3,6%, Disagree by 7,1%, I have no idea by 17,9%, Agree by 53,6%, Finally, totally agree by 17,9%.

The result showed that students' anxiety and nervousness about pronouncing English words obviously decreased thanks to the support of speaking practice through WhatsApp.

Likewise, Menggo et al. (2023) examined the impact of WhatsApp group video calls on EFL learners' speaking abilities and affective factors like motivation and self-efficacy during the COVID-19 pandemic. The findings revealed that engaging in group video calls via WhatsApp not only boosted speaking proficiency and motivation but also alleviated the anxiety often associated with speaking. This study concludes that using WhatsApp for group video interactions serves as a potent mechanism for advancing speaking skills, fostering deeper engagement and more substantial language growth. The data underscore the transformative potential of digital communication platforms in cultivating a more confident and capable language learner. Similar to this, Kumar (2021) points out that WhatsApp's ability to send different types of media makes it a flexible tool for overcoming anxiety to speak. This multimedia capability enhances the user experience and addresses a range of communication needs across different contexts.

Question 6: When I speak English via WhatsApp I feel like I am in an English- speaking country

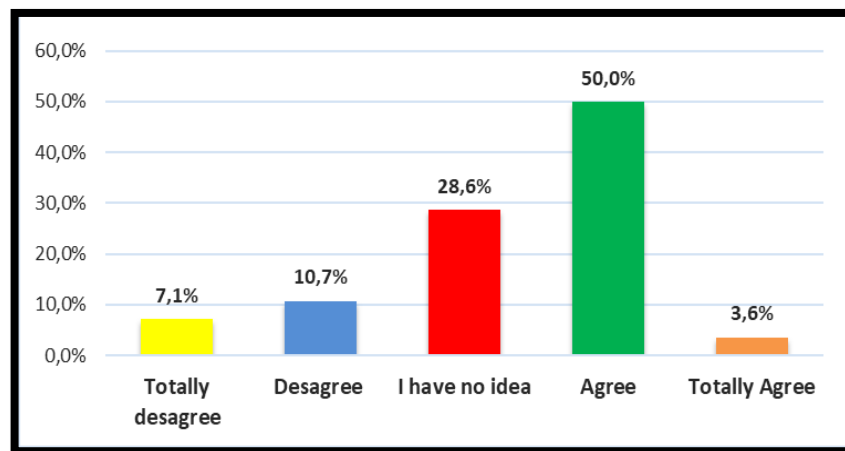
TABLE 6

ANSWERS	FRECUENCY	%
Totally disagree	2	7,1%
Disagree	3	10,7%
I have no idea	8	28,6%
Agree	14	50,0%
Totally Agree	1	3,6%
TOTAL	28	100%

Source: Questionnaire

Elaborated by: Researcher

GRAPHIC 6



Source: Questionnaire

Elaborated by: Researcher

This graphic shows question 6 and this was evaluated on a scale of 1. Totally disagree, 2. Disagree, 3. I have no idea, 4. Agree, 5. Totally agree

In which the objectives during the implementation were achieved in Totally disagree by 7,1%, Disagree by 10,7%, I have no idea by 28,6%, Agree by 50,0%, Finally, totally agree by 3,6%.

The result showed that when students speak English through WhatsApp, they feel like they are in an English-speaking country because they spend a lot of time immersed in the language. Also, they are speaking in all the activities in the target language the whole class and outside with homework. Additionally, these results are similar to the study carried out by Menggo et al. (2023) examined the impact of WhatsApp group video calls on EFL learners' speaking abilities and affective factors like motivation and self-efficacy during the COVID-19 pandemic. The findings revealed that engaging in group video calls via WhatsApp not only boosted speaking proficiency and motivation but also alleviated the anxiety often associated with speaking. This study concludes that using WhatsApp for group video interactions serves as a potent mechanism for advancing speaking skills, fostering deeper engagement and more substantial language growth. The data underscore the transformative potential of digital communication platforms in cultivating a more confident and capable language learner. Similarly, Richards (2021) highlights those real-time interactions on platforms like WhatsApp offer a valuable opportunity for students to experiment with language use in a supportive setting. The ability to participate in group chats and discussions allows for genuine conversational practice. Engaging in both text and audio exchanges helps students mimic real-life communication situations, which is an opportunity to be immersed in the target language, this is essential for achieving fluency.

Question 7: WhatsApp helped me learn word order, grammatical structure and verb tenses to speak fluently

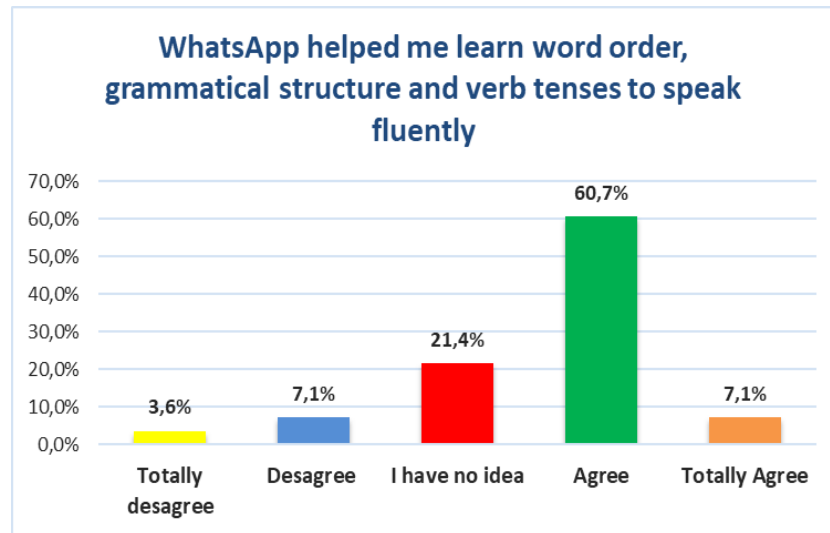
TABLE 7

ANSWERS	FRECUENCY	%
Totally disagree	1	3,6%
Disagree	2	7,1%
I have no idea	6	21,4%
Agree	17	60,7%
Totally Agree	2	7,1%
TOTAL	28	100%

Source: Questionnaire

Elaborated by: Researcher

GRAPHIC 7



Source: Questionnaire

Elaborated by: Researcher

This graphic shows question 7 and this was evaluated on a scale of 1. Totally disagree, 2. Disagree, 3. I have no idea, 4. Agree, 5. Totally agree

In which the objectives during the implementation were achieved in Totally disagree by 3,6%, Disagree by 7,1%, I have no idea by 21,4%, Agree by 60,7%, Finally, totally agree by 7,1%.

The result showed that WhatsApp helped students learn word order, grammatical structure, and verb tenses to speak fluently because they work with different activities with several tenses such as present simple, past simple, present continuous, etc. They structured word order through exercises and examples. Students practice knowledge implicitly in context through WhatsApp media activities.

Likewise, these results are similar to the study carried out by Lee, et al., (2023) investigate the impact of WhatsApp on academic performance and team effectiveness among university students. Data collection involved online surveys distributed via social media and focus groups with purposive sampling. The analysis revealed that while WhatsApp facilitates communication through features like group chats and read receipts, it may negatively affect team cohesion and effectiveness. Nonetheless, the study concludes that students perceive WhatsApp positively for academic purposes due to its accessibility and efficiency. In the same way, Harmer (2015) points out that mobile learning fosters constant engagement, allowing learners to work on their language skills wherever they are. The various features of such apps, including voice recordings, text messaging, and multimedia sharing, offer multiple avenues for practicing listening, speaking, reading, and writing abilities. It works on grammatical structures, verbal tenses, word order, etc., in an implicit manner improving learners' skills in learning in context through specific activities.

Question 8: Having fun motivated me to continue learning for long hours outside the classroom.

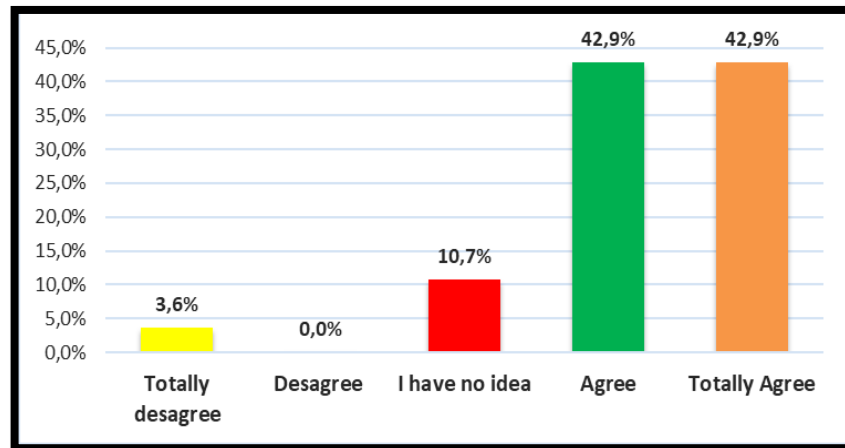
TABLE 8

ANSWERS	FRECUENCY	%
Totally disagree	1	3,6%
Disagree	0	0,0%
I have no idea	3	10,7%
Agree	12	42,9%
Totally Agree	12	42,9%
TOTAL	28	100%

Source: Questionnaire

Elaborated by: Researcher

GRAPHIC 8



Source: Questionnaire

Elaborated by: Researcher

This graphic shows question 8 and this was evaluated on a scale of 1. Totally disagree, 2. Disagree, 3. I have no idea, 4. Agree, 5. Totally agree

In which the objectives during the implementation were achieved in Totally disagree by 3,6%, Disagree by 0,0%, I have no idea by 10,7%, Agree by 42,9%, Finally, totally agree by 42,9%.

The result showed that having fun motivates students to continue learning for long hours outside the classroom because they had different homework outside of class. They spent much time immersed in the language at home. Also, they were speaking in all the activities in the target language the whole class and at home with different homework.

In addition, these results are similar to the study carried out by Kartal (2021), developed research whose purpose was to assess the effectiveness of WhatsApp as a mobile instant messaging tool for enhancing language learning, the research adopted a systematic review approach. The data analysis process involved thematic and statistical methods to evaluate the effectiveness of WhatsApp in improving language skills such as reading, writing, listening, and speaking, as well as in enhancing motivation and reducing language anxiety. Findings revealed that WhatsApp had a positive impact on language learning by fostering greater interaction, and learner autonomy. The conclusion highlighted that WhatsApp encourages students to recognize, understand, and actively participate in learning opportunities through the app, indicating its user-friendly nature and potential for broader application in language education. Additionally, the study provided evidence that integrating WhatsApp in target learning make a positive contribution in the development of language skills. Other noted benefits included promoting learner autonomy and reducing anxiety. Additionally, Harmer (2015) observes that mobile learning promotes ongoing engagement by allowing learners to practice language skills at any time and place.

Question 9: The WhatsApp activities helped me improve my vocabulary, confidence and fluency

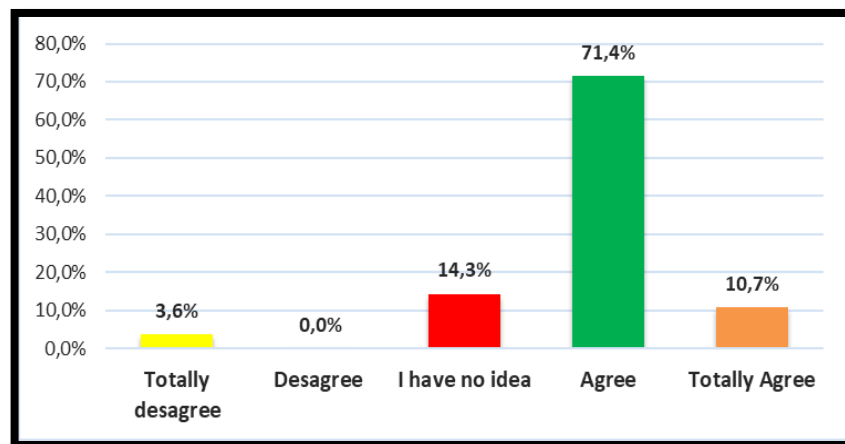
TABLE 9

ANSWERS	FRECUENCY	%
Totally disagree	1	3,6%
Disagree	0	0,0%
I have no idea	4	14,3%
Agree	20	71,4%
Totally Agree	3	10,7%
TOTAL	28	100%

Source: Questionnaire

Elaborated by: Researcher

GRAPHIC 9



Source: Questionnaire

Elaborated by: Researcher

This graphic shows question 9 and this was evaluated on a scale of 1. Totally disagree, 2. Disagree, 3. I have no idea, 4. Agree, 5. Totally agree

In which the objectives during the implementation were achieved in Totally disagree by 3,6%, Disagree by 0,0%, I have no idea by 14,3%, Agree by 71,4%, Finally, totally agree by 10,7%.

The result showed that the activities through WhatsApp helped students to improve vocabulary, confidence, and fluency because they were training and practicing speaking activities. Also, they were immersed in the English language repeatedly. Moreover, these results are similar to the study carried out by Ravindran, et al., (2022), aimed to investigate social media's impact on teaching and learning English speaking skills among EFL students during the COVID-19 pandemic. It employed a qualitative approach to Malaysian higher education. Participants included three experienced lecturers and 20 intermediate-level learners. Data collection used interviews with lecturers and students, transcribed and confirmed through member-checking. The study found cultural differences significantly impacted speaking skills, and social media platforms like Zoom and Teams enhanced student engagement. The conclusions emphasize the beneficial role of social media in enhancing communication skills, underscoring the importance of providing educators with better pedagogical training and thoughtfully incorporating social media into teaching strategies. Additionally, according to Brown (2022), when teachers set up WhatsApp group chats to practice, they facilitate collaboration and peer feedback, which helps build a sense of community and boosts motivation, confidence, and fluency among students.

Question 10: WhatsApp provided me with opportunities to develop my fluency with new vocabulary, idioms and expressions learned in the activities

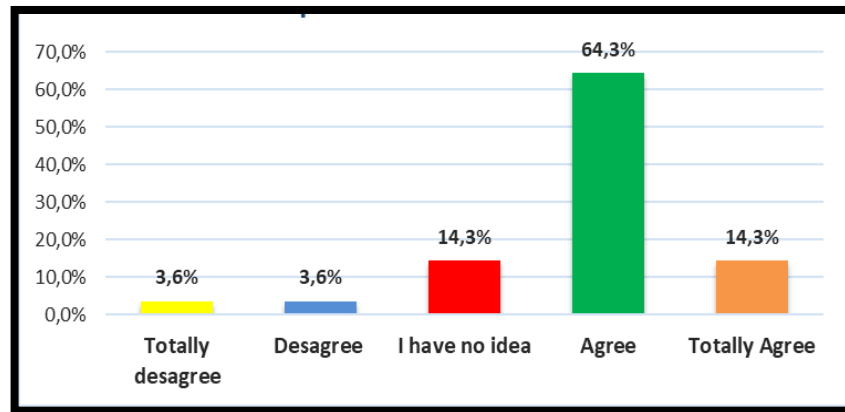
TABLE 10

ANSWERS	FRECUENCY	%
Totally disagree	1	3,6%
Disagree	1	3,6%
I have no idea	4	14,3%
Agree	18	64,3%
Totally Agree	4	14,3%
TOTAL	28	100%

Source: Questionnaire

Elaborated by: Researcher

GRAPHIC 10



Source: Questionnaire

Elaborated by: Researcher

This graphic shows question 10 and this was evaluated on a scale of 1. Totally disagree, 2. Disagree, 3. I have no idea, 4. Agree, 5. Totally agree

In which the objectives during the implementation were achieved in Totally disagree by 3,6%, Disagree by 3,6%, I have no idea by 14,3%, Agree by 64,3%, Finally, totally agree by 14,3%.

The result showed that WhatsApp provided students with opportunities to develop fluency with new vocabulary, idioms, and expressions learned in the activities because they spent much time working on specific activities such as conversations, vocabulary activities, matching, completing, games, etc. Also, they were immersed in the language at home. Speaking activities were developed in all the tasks in the target language the whole class and at home with homework.

Likewise, Menggo et al. (2023) examined the impact of WhatsApp group video calls on EFL learners' speaking abilities and affective factors like motivation and self-efficacy during the COVID-19 pandemic. The findings revealed that engaging in group video calls via WhatsApp not only boosted speaking proficiency and motivation but also alleviated the anxiety often associated with speaking. This study concludes that using WhatsApp for group video interactions serves as a potent mechanism for advancing speaking skills, fostering deeper engagement and more substantial language growth. The data underscore the transformative potential of digital communication platforms in cultivating a more confident and capable language learner. Similarly, Nabilah (2021) asserts that to enhance speaking skills, it is essential to focus on training and regular practice, particularly through engaging in real-life activities designed by teachers.

Question 11: Repeated exposure provided by WhatsApp helped me to learn better

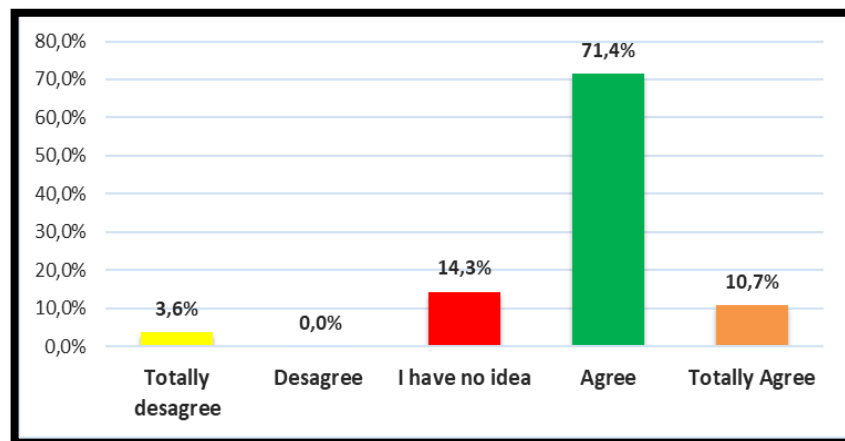
TABLE 11

ANSWERS	FRECUENCY	%
Totally disagree	1	3,6%
Disagree	0	0,0%
I have no idea	4	14,3%
Agree	20	71,4%
Totally Agree	3	10,7%
TOTAL	28	100%

Source: Questionnaire

Elaborated by: Researcher

GRAPHIC 11



Source: Questionnaire

Elaborated by: Researcher

This graphic shows question 11 and this was evaluated on a scale of 1. Totally disagree, 2. Disagree, 3. I have no idea, 4. Agree, 5. Totally agree

In which the objectives during the implementation were achieved in Totally disagree by 3,6%, Disagree by 0,0%, I have no idea by 14,3%, Agree by 71,4%, Finally, totally agree by 10,7%.

The result showed that the repeated exposure provided by WhatsApp helped students to learn better because they worked on specific activities such as conversations, vocabulary activities,

matching, completing, games, etc. Then, they were immersed in the target language speaking through activities that were developed in all the tasks, getting a notorious improvement, and providing immediate feedback.

In addition, these results are similar to the study carried out by Lee, et al., (2023) investigate the impact of WhatsApp on academic performance and team effectiveness among university students. Data collection involved online surveys distributed via social media and focus groups with purposive sampling. The analysis revealed that while WhatsApp facilitates communication through features like group chats and read receipts, it may negatively affect team cohesion and effectiveness. Nonetheless, the study concludes that students perceive WhatsApp positively for academic purposes due to its accessibility and efficiency. Similarly, Harmer (2015) suggests that immediate audio communication can greatly enhance learners' confidence and improve their speaking skills.

Question 12: I don't feel pressured when learning through WhatsApp.

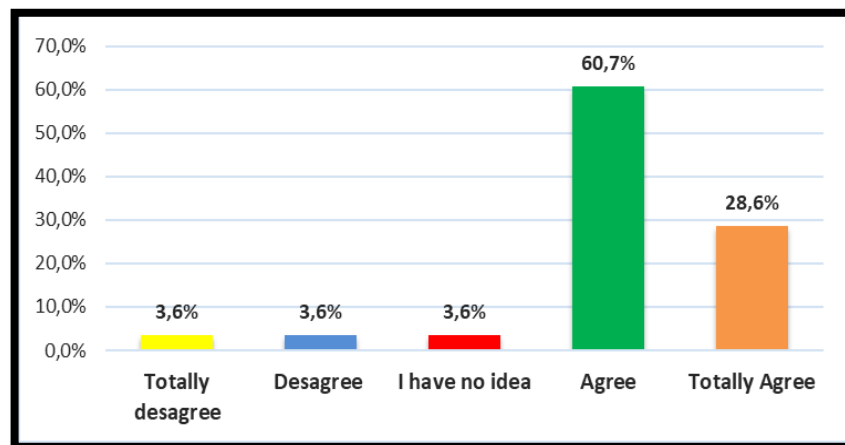
TABLE 12

ANSWERS	FRECUENCY	%
Totally disagree	1	3,6%
Disagree	1	3,6%
I have no idea	1	3,6%
Agree	17	60,7%
Totally Agree	8	28,6%
TOTAL	28	100%

Source: Questionnaire

Elaborated by: Researcher

GRAPHIC 12



Source: Questionnaire

Elaborated by: Researcher

This graphic shows question 12 and this was evaluated on a scale of 1. Totally disagree, 2. Disagree, 3. I have no idea, 4. Agree, 5. Totally agree

In which the objectives during the implementation were achieved in Totally disagree by 3,6%, Disagree by 3,6%, I have no idea by 3,6%, Agree by 60,7%, Finally, totally agree by 28,6%.

The result showed that students don't feel pressured when learning through WhatsApp because they worked on dynamic activities such as conversations, vocabulary activities,

matching, completing, games, etc. Then, they were immersed in the target language without any pressure or similar situations. They were playing games and doing dynamic activities to reduce anxiety or pressure about learning.

Likewise, Lee, et al., (2023) investigate the impact of WhatsApp on academic performance and team effectiveness among university students. Data collection involved online surveys distributed via social media and focus groups with purposive sampling. The analysis revealed that while WhatsApp facilitates communication through features like group chats and read receipts, it may negatively affect team cohesion and effectiveness. Nonetheless, the study concludes that students perceive WhatsApp positively for academic purposes due to its accessibility and efficiency. Furthermore, Richards (2021) emphasizes that real-time interactions provide students with a supportive setting to explore language use. Also, WhatsApp facilitates genuine conversational practice through its group chats and discussions. By participating in both text and audio exchanges, students can recreate real-life communication situations, which is essential for achieving fluency.

8.2 Categorization of questions

Questions from the survey have been categorized into themes of Motivation and Enjoyment, Skill Improvement, Emotional Impact, and Learning Environment reflecting a strategic approach to understanding the multifaceted ways in which WhatsApp influences language learning.

Motivation and Enjoyment				Skill Improvement				Emotional Impact		Learning Environment		TOTAL
Motivation (General)	Motivation (Pronunciation)	Fun Learning	Extended Learning	Pronunciation Improvement	Grammar and Structure	Vocabulary and Confidence	Fluency Development	Immersive Experience	No Pressure	Immersive Experience	Repeated Exposure	
Q1	Q2	Q3	Q8	Q4	Q7	Q9	Q10	Q5	Q12	Q6	Q11	
I feel very motivated when I try to learn English through WhatsApp.	When I am faced with the pronunciation of a word I don't know, I am very motivated to learn it.	I learned how to pronounce new words in a fun way.	Having fun motivated me to continue learning for long hours outside the classroom.	Practicing my ability to speak English with other people virtually through WhatsApp helped me work on pronunciation and improve my speaking.	WhatsApp helped me learn word order, grammatical structure and verb tenses to speak fluently.	The WhatsApp activities helped me improve my vocabulary, confidence and fluency.	WhatsApp provided me with opportunities to develop my fluency with new vocabulary, idioms and expressions learned in the activities.	When I speak English via WhatsApp I feel like I am in an English-speaking country.	I don't feel pressured when learning through WhatsApp.	When I speak English via WhatsApp I feel like I am in an English-speaking country.	Repeated exposure provided by WhatsApp helped me to learn better.	
1	1	1	1	1	1	1	1	1	1	2	1	13
1	0	0	0	0	2	0	1	2	1	3	0	10
2	3	4	3	4	6	4	4	5	1	8	4	48
20	20	23	12	23	17	20	18	15	17	14	20	219
4	4	0	12	0	2	3	4	5	8	1	3	46
28	28	28	28	28	28	28	28	28	28	28	28	336

Source: Questionnaire

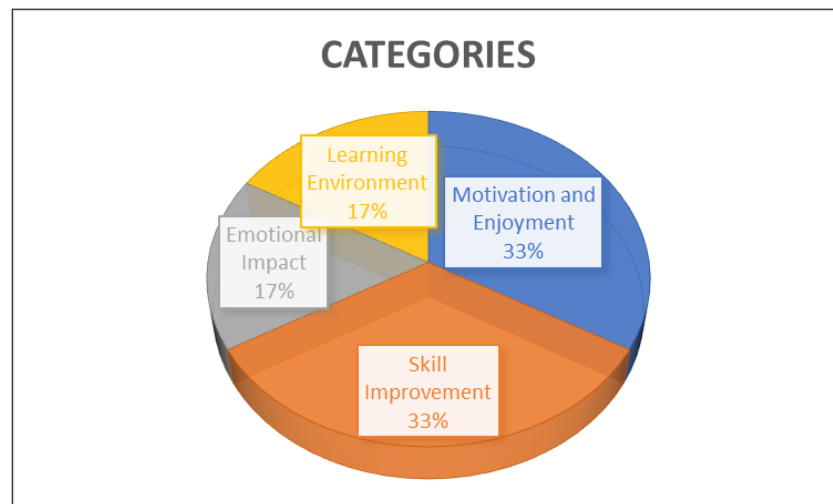
Elaborated by: Researcher

Motivation and Enjoyment encompass aspects related to how the platform fosters learner engagement and makes the learning process more enjoyable, which is crucial for sustained effort and enthusiasm. Questions related to general motivation, pronunciation challenges, and the fun aspect of learning fall into this category, highlighting how WhatsApp can boost learners' drive and enjoyment.

Skill Improvement captures the direct impact of WhatsApp on enhancing specific language skills, such as pronunciation, vocabulary, and grammar. This theme is central to evaluating the effectiveness of the tool in advancing learners' language proficiency.

Emotional Impact addresses the psychological effects of using WhatsApp, such as reduced anxiety and feeling unpressured, which significantly affect learners' confidence and comfort during language practice.

Learning Environment reflects how WhatsApp creates a conducive setting for language acquisition through features that simulate immersive experiences and provide repeated exposure to new content.



Source: Questionnaire

Elaborated by: Researcher

By categorizing the questions in these themes, the analysis can comprehensively address how WhatsApp influences various dimensions of language learning, from motivation and emotional well-being to practical skill development and the overall learning experience.

8.3 Analysis of the Likert scale

Finally, the results from the questionnaire indicate a positive impact of WhatsApp on students' oral competence. A significant majority of respondents reported that using WhatsApp for language practice has substantially enhanced their speaking abilities. Participants highlighted that the platform's features, such as voice messages and group chats, allowed them to practice pronunciation, intonation, and conversational skills practically and engagingly. The ability of WhatsApp media to be immersed in the English language and engage in spontaneous dialogue contributed to increased confidence and proficiency in speaking skills.

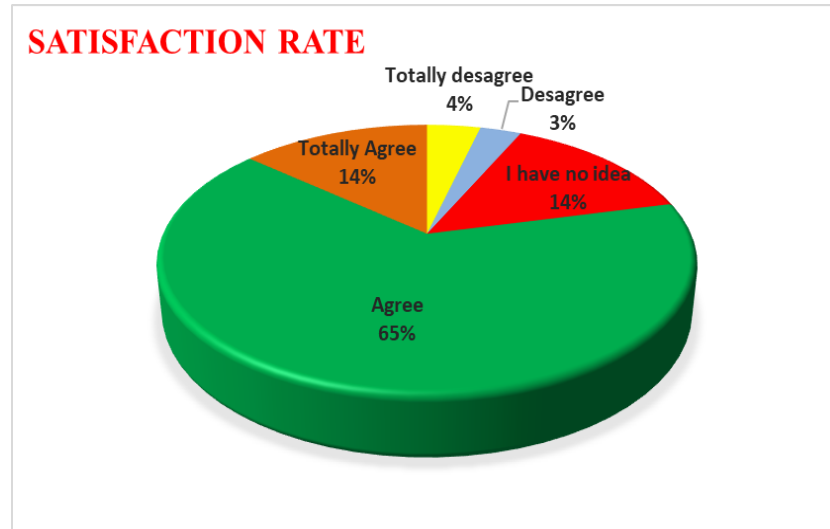
Additionally, the questionnaire findings reveal that students appreciated the flexibility and convenience of practicing oral skills through WhatsApp. Many noted that the ability to engage in voice conversations and group discussions outside of traditional classroom settings provided them with more opportunities to practice and refine their language skills. This mode of communication enabled students to simulate real-life scenarios and receive constructive feedback in a supportive environment, ultimately leading to noticeable improvements in their oral competence.

The researcher presented a satisfaction rate chart about the questionnaire as an instrument where the categories were analyzed in all questions. There were twelve specific questions analyzed with a Likert scale from totally disagree to totally agree with aim to analyze students' perceptions:

SCALE	TOTAL	%
Totally disagree	13	4%
Disagree	10	3%
I have no idea	48	14%
Agree	219	65%
Totally Agree	46	14%
TOTAL	336	100%

Source: Questionnaire

Elaborated by: Researcher



Source: Questionnaire

Elaborated by: Researcher

Total responses overall were analyzed with Excel where the results were Totally disagree by 4%, Disagree by 3%, I have no idea by 14 %, Agree by 65%, and Totally agree by 14%. It was necessary to join the categories to get a holistic view of the results. The positive categories such as (totally agree and agree) into Agreement by 79%. For the other hand, the negative categories such as (totally disagree, disagree, and I have no idea) into Disagreement by 21%.

SCALE	TOTAL	%
Agreement	265	79%
Disagreement	71	21%
TOTAL	336	100%

Source: Questionnaire

Elaborated by: Researcher



Source: Questionnaire

Elaborated by: Researcher

The results from the questionnaire revealed that 79% of respondents agreed that WhatsApp positively impacts their oral competence, highlighting the platform's effectiveness in enhancing speaking skills. This majority consensus reflects the favorable view of WhatsApp's role in providing opportunities for practical language and improving speaking competence. Conversely, 21% of participants expressed disagreement, indicating some reservations or challenges with the app's influence on their oral skills. This contrast suggests that while WhatsApp is generally seen as beneficial for language practice, there are still aspects or limitations that might affect its effectiveness for a minority of users.

9. RESEARCH IMPACTS:

This research on WhatsApp Media as a Technological Tool in EFL Learning aims to illuminate students' perceptions regarding the use of WhatsApp for enhancing their speaking skills. By detailing how students interact with this platform, the study provides crucial insights into its effectiveness as a language learning tool, highlighting both its benefits and challenges. The findings can guide educators in refining their teaching methods and integrating technology in a way that maximizes engagement and improvement.

10. CONCLUSIONS AND RECOMMENDATIONS

Conclusions:

- The analysis of students' perceptions regarding the use of WhatsApp for learning and improving speaking skills indicates that the majority of students view the WhatsApp platform positively. They appreciate its ability to facilitate immediate and flexible communication, which enhances their opportunities for practice outside the traditional classroom setting. Students value the interactive nature of WhatsApp, particularly features like voice messages and group chats, which allow them to engage in authentic language use and receive instant feedback. This feedback helps them to refine their speaking skills in a supportive and low-pressure environment. Additionally, the platform's accessibility and ease of use contribute to its effectiveness, enabling students to integrate language practice seamlessly into their daily routines. Overall, WhatsApp is perceived as a beneficial tool that complements formal instruction by offering practical, real-world language practice and fostering greater engagement in the learning process.
- Based on the findings regarding the integration of WhatsApp activities into the EFL classroom to improve speaking skills. The study shows integrating WhatsApp in the classroom contributes to language acquisition and its field of study. The research highlights that WhatsApp serves as a valuable tool for enhancing speaking skills by providing an accessible, interactive, and flexible platform for real-time communication practice. It emphasizes that when WhatsApp is strategically incorporated, it not only supplements traditional teaching methods but also promotes greater learner autonomy, engagement, and fluency in spoken English.
- Students generally find WhatsApp engaging and convenient, the integration of WhatsApp into language instruction can enrich teaching practices by offering new methods for communication and collaboration. Nonetheless, they encounter challenges such as limited face-to-face interaction and occasional technical issues.

These factors can affect the platform's overall effectiveness in language learning, indicating that while beneficial, WhatsApp is not without its limitations.

Recommendations:

- Based on the positive student perceptions of using WhatsApp for learning and improving speaking skills, it is recommended that educators consider integrating this platform more formally into their teaching practices. Since students appreciate WhatsApp's ability to enable immediate and flexible communication, educators should design activities that utilize these features effectively. For instance, teachers can incorporate structured voice message exercises, facilitate real-time group discussions, and create dynamic, interactive tasks that align with course objectives to enhance speaking skills. Providing students with clear guidelines on how to use WhatsApp as a learning tool, including setting goals for each interaction and encouraging consistent use, will maximize its educational potential. Additionally, teachers can create a shared space within WhatsApp for resources, tips, and feedback, helping students stay motivated and engaged. Regular evaluations of how students perceive and utilize WhatsApp should be conducted to make continuous improvements in its integration into the curriculum. This approach will not only enrich the learning experience but also ensure that students fully leverage WhatsApp as an effective tool for improving their speaking abilities.
- It is recommended that future research explore and investigate the specific elements of WhatsApp that contribute most effectively to improving speaking skills, such as the impact of various interactive features and feedback mechanisms. It is also valuable to examine different educational settings and diverse learner groups to assess the generalizability of the findings. Additionally, studies could explore how WhatsApp integrates with other digital tools and teaching methodologies to create a more comprehensive approach to language learning. By pursuing these avenues, future research can provide deeper insights into optimizing WhatsApp's use in

language education, ultimately contributing to more effective strategies for improving oral competence and enhancing overall language acquisition.

- To deepen the understanding of WhatsApp's role in improving speaking skills within the EFL learning process, it is recommended that further research be conducted to explore additional concepts related to this topic. Investigating areas such as factors that can affect the platform's overall effectiveness, the long-term impact of WhatsApp on language retention, its effectiveness across different proficiency levels, and the potential for integrating other digital tools alongside WhatsApp could provide valuable insights. By expanding the scope of research, educators and scholars can develop more comprehensive strategies for utilizing WhatsApp to enhance speaking skills in diverse learning contexts.

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