

## STUDENTS' PERCEPTIONS ON ENGLISH SPEAKING HABIT AMONG FRIENDS THROUGH WHATSAPP: A CASE STUDY ON EFL LEARNERS AT UMSU

Diani Syahputri\*<sup>1</sup>, Nanda Putri Utami <sup>2</sup>, Yusni Khairul Amri<sup>3</sup>

<sup>1,2,3</sup>Universitas Muhammadiyah Sumatera Utara, Indonesia

<sup>\*1</sup>email: [dianisyahputri071@gmail.com](mailto:dianisyahputri071@gmail.com).

**Abstract:** The use of social media platforms, particularly WhatsApp, has become popular among students. This study aimed to investigate students' perceptions on the implementation of speaking English through WhatsApp. This study included the following aspects of perception according to (Robinson, 2001): confidence, difficulties, interest, stress, and motivation. Source of data in this study was obtained from 26 EFL students in the sixth semester at Universitas Muhammadiyah Sumatera Utara, academic year 2021/2022. The primary data approach was used to collect the data in this study, which was gathered from the responses of respondents who completed a questionnaire regarding speaking English using WhatsApp via Google Form. The data concerning students' perceptions were obtained using a Likert-type scale questionnaire combined with an open-ended questionnaire to determine the reason behind their response. The research design employed in this study was qualitative design. The qualitative data were described to support the findings of students' perception about the implementation of speaking English via WhatsApp. The findings revealed that the majority of students had positive perception towards speaking English via WhatsApp, making this study beneficial and giving a positive impact on the students, particularly in the aspect of motivation, followed by aspect of interest and confidence. For example, in the aspect of motivation, all of the students responded strongly agree and agree, with no one disagreeing, indicating a strong desire to improve their English-speaking skills. As a result, the students are willingly motivated to use WhatsApp as a media to engage in conversations with their friends.

**Keywords:** Students' perception, english speaking habit, whatsapp, EFL learners

### Introduction

The ability to speak English is extremely important nowadays, especially in the era of the 4.0 industrial revolution. Students use mobile technologies to interact with their friends and peers via an online platform. Mobile technologies give new educational opportunities, allowing students to more readily access their learning course and communicate with their teacher and peers (Beckmann, 2010). Interactions are made easier by the development of mobile technologies known as social media (Rodriguez, 2011). According to (Fattah, 2015), the use of social media platforms in everyday communication is becoming increasingly popular. It is also used in collaborative learning, especially for language learning. WhatsApp is the most latest and popular social networking application.

WhatsApp Messenger is a private smartphone instant messaging service that works across several platforms. Users may exchange text messages, photos, videos, and audio media messages. WhatsApp users may send messages to one another over their Internet connection. WhatsApp is a mobile phone chat app. Smartphones are growing increasingly popular, and almost all of them now support WhatsApp (Fattah, 2015). Thus, WhatsApp is one of the most popular social media platforms nowadays (Rahmawati, 2020).

Furthermore, WhatsApp provides useful tools for improving language abilities, such as text messaging and voice notes (Maulina, Noni, & Basri, 2019). These features also provide EFL students extra possibilities to improve their speaking skills.

Although WhatsApp provides many benefits to students in terms of developing their speaking skills, there are some challenges in using WhatsApp, such as the fact that not all students are active WhatsApp users, miscommunication occurs frequently, internet connections are poor, and not all students participate in discussion activities in WhatsApp groups (Adiba, 2021).

Students find it difficult to speak English, thus others choose to ignore from learning it. (Jaya, Petrus, & Pitaloka, 2022) discovered that speaking problems were classified as affected-related (self-confidence and anxiety), socially related (difficulties finding opportunities to learn English and comprehension in speaking class), and linguistically related (fluency, grammar, vocabulary, and pronunciation). Speaking problems are caused by lack of general knowledge, lack of speaking practice, fear of making a mistake, lack of word usage and grammar practice, low motivation, reading laziness, shyness, lack of dictionary usage, nervousness, fear of criticism, and the pronunciation of unfamiliar words.

Students typically feel anxious while giving a speech in front of a large crowd since they are not accustomed to speaking onstage. In this scenario, they may begin to demonstrate their speaking abilities by communicating with their friends via WhatsApp conversation (Amelia, 2019). WhatsApp is not only a fantastic learning tool; it is also crucial for students. WhatsApp is important for learning since it allows students to communicate more effectively with their peers and teachers. WhatsApp facilitates student learning by providing real-time interaction, text messaging, voice notes or audio learning, and other useful capabilities, particularly in speaking classes.

A study conducted by (Ainun, Nurweni, & Sholihah, 2020) found that the majority of students have positive perception on the implementation of speaking English via WhatsApp conversation, especially in terms of stress and interest. It can assist to reduce students' worry and anxiety because they don't have to confront their speaking partner directly. It also provides a diverse learning atmosphere, which boosts students' passion for practicing speaking English.

Another research done by (Halim, 2021) discovered that WhatsApp has helped students speak English as follows: WhatsApp increased students' vocabulary; WhatsApp feedback helps students understand what is correct and incorrect; WhatsApp engaged students in global issues, allowing students to develop their thoughts while addressing their conversation; WhatsApp may improve other language abilities such as grammar, writing, reading, and vocabulary; and WhatsApp increased students' confidence in speaking English.

Based on the knowledge provided above, the researcher sees that this issue is extremely interesting to discuss. Since practically all research findings supported the use of WhatsApp to promote students' learning, making use of WhatsApp encourages students to strengthen their English skills, extend their vocabulary, and learn from their peers' mistakes. However, very little research has been undertaken on how students perceive speaking English with their friends via WhatsApp chat.

Students consider speaking to be a difficult ability to acquire. As a result, many students underestimate it. Also, certain students are hesitant to speak English on their own, particularly those with average skills. Therefore, the purpose of this study is to determine how students view speaking English with their friends via WhatsApp chat, with English

Department students from the University of Muhammadiyah Sumatera Utara serving as participants. As a result, the purpose of this study is to determine how students perceive English when speaking with their friends over WhatsApp. The purpose of this study is to find out if students believe that speaking English with their friends via WhatsApp is beneficial or detrimental. As well as to determine the impact from speaking English via WhatsApp chat.

## Literature Review

### 2.1 Students' Perception

Perception is the process of responding to the information received. Perception is the basic way that humans observe their surroundings through cognitive interaction or involvement (Saks & Johns, 2011). Because all conceptual knowledge is based on this fundamental level of awareness, the study of perception has long been important in philosophy and science. The definition of (Pautz, 2021) is slightly different from that of Saks & Johns: perception according to Pautz is one of philosophy's most prevalent and complex topics. He evaluates four key theories: the sensory perspective, the notion of a subconscious condition of being, the representational view, and naive realism. He also addresses the connection between perception and the physical world, as well as the question of whether reality is what it appears to be.

The goal of this study is to determine if students consider speaking English with their friends on WhatsApp beneficial or detrimental. As well as to determine the impact of speaking English via WhatsApp chat. In this study, the students' perceptions will be studied using the five aspects of perception identified by (Robinson, 2001): confidence, difficulties, stress, interest, and motivation.

According to (Irwanto, 2002), when individuals engage with observed things, the perception outcomes may be split into two categories:

- 1) Positive Perception, which covers all information and reactions that persist in their use attempts.
- 2) Negative Perception refers to any knowledge or activity that is incompatible with the perceived thing.

It might be argued that both positive and negative perceptions will impact a person's decision how to act. The development of a positive or negative perception is determined by how the individual conveys his complete understanding of an observed object. The students' perspectives will determine whether this research leads to positive as beneficial or negative as detrimental.

### 2.2 English Speaking

Speaking is the conveyance of language through the mouth. According to (Harmer, 2007), speaking is a real-time act. When people speak, they say words at that right moment, and the other person answers directly. People can't change or alter what they've said while speaking. It defines speaking as "directly spoken language". While (Burns & Joyce, 1997) defines speaking as an interactive method of developing meaning that involves producing, receiving, and processing information. The context, participants, and reasons for speaking all influence its shape and meaning. It is in line with (Bailey, 2005) which stated speaking is an interactive process in which speakers aim to generate meaning by producing, receiving, and processing information.

English, according to (Mega & Sugiarto, 2020), is an important language that students should learn. It is due to English, as an official international language, which is crucial for language interaction. It encourages people from many countries to engage in deep conversations while also developing a platform for integrating current educational technology. English skills should be strengthened when studying education sciences, as many resources in the field are published and discussed in English. Speaking, listening, reading, and writing are the four major skills of English as a foreign language.

Many studies agree that speaking is the most challenging and the most important skill of all. So why is the question. It is because individuals converse on a daily basis. People who lack communication will be unable to grasp what others are saying or meaning. Speaking is essential for interpersonal communication. It is in accordance with a research carried out by (Rao, 2019), speaking is regarded as a vital aspect of communication, and individuals seek to improve their

ability to communicate with the rest of the world. According to (Brown, 2001), speaking is the ability that students will be judged on the most in real world circumstances.

When speaking English, students must maintain records of their learning habits, particularly their English-speaking learning habits. Those that study intensively will automatically see improvements in their conduct, knowledge, attitude, and ability. The most important thing is to motivate students to learn. Continuously developing learning habits will benefit teachers, parents, and students.

### 2.3 WhatsApp

Susilawati & Supriyatno (2020) stated that the global use of WhatsApp Messenger, popularly known as WA, has increased rapidly. WhatsApp is an instant messaging application that works similarly to SMS but with more enticing supporting features. WhatsApp Messenger has the potential to be used as a teaching and learning platform.

WhatsApp is a technology development that is commonly used on particular mobile phones and PCs. Many messaging applications have emerged with the rise of smartphones, but WhatsApp has become particularly popular among them. WhatsApp's primary objective is to replace SMS with a cross-platform mobile messenger that leverages internet data services. WhatsApp Messenger has made mobile phone communication easier and more efficient (Yeboah & Ewur, 2014). Furthermore, WhatsApp provides useful elements for improving language abilities, such as audio and video chat-based (Maulina, Noni, & Basri, 2019). These features provide additional possibilities for students to improve their academic performance. That explains why WhatsApp is one of the best alternatives to learning activities.

### Method

This study used a qualitative research method, namely descriptive qualitative. The design used in this study was qualitative in the form of questionnaire. In this study, the researcher gathers data using a questionnaire created via Google Form, which enables for well-organized responses. This study employed the use of questionnaire to determine if students perceived speaking English via WhatsApp to be beneficial or detrimental, as well as the impact.

The subjects in this study were English students at University of Muhammadiyah Sumatera Utara, Indonesia, academic year 2021/2022. The participants were from one class in the sixth semester, namely 6A Morning English Department, with a total of 26 students. The researcher conducted this study using primary data.

The researcher used a combination of Likert-type scales questionnaire and open-ended questionnaire to figure out why students choose to respond. The variables to be measured on a Likert scale are the aspects of perception in speaking English, which are converted into indicators. The indicator is then used as a starting point in organizing instrument items, such as statements or questions. According to (Robinson, 2001), the indicator variables used to obtain students' perceptions regarding speaking English based on five aspects of perception in speaking English: confidence, difficulties, stress, interest, and motivation. These indicator variables are then utilized to arrange instrument elements into statements.

In this study, the researcher distributed the questionnaires in the form of Google Form. The questionnaire has a number of statements each consisting of five items. The questionnaire items include four response options: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The Likert Scale has been revised by excluding neutral and middle answers to avoid vague answers.

In this research, the researcher used (Miles, Huberman, & Saldaña, 2014) theory as the data analysis technique in the following: 1) Data Condensation, 2) Data Display, and 3) Conclusion Drawing/Verification.

**Result and Discussion**

**Result**

In this study, the students’ perceptions are studied using five aspects of perception: confidence, difficulties, stress, interest, and motivation. This study focuses on one class in the semester 6A Morning English Department at the University of Muhammadiyah Sumatera Utara, which has a total of 26 students. This study employed five questions to determine whether students perceived speaking English via WhatsApp chat as beneficial or detrimental. Since the research was done entirely online, the researcher distributed an online questionnaire via Google Form. Based on the data gathered, the researcher could analyze the students’ perceptions through the five questions.

The researcher divided the data display into two categories. First, the data were grouped into strongly agree and agree. Secondly, the data are categorized into strongly disagree and disagree.

**4.1 Findings**

The students’ perception is investigated based on the five aspects of perception namely confidence, difficulties, stress, interest, and motivation. Since the research was done entirely online, the researcher distributed an online questionnaire via Google Form.

**a. Confidence**

This section presents specifically the result on statement Number 1 (Aspect of Confidence). The statement is “I feel confident to speak English with my friends via WhatsApp chat.” (*Saya merasa percaya diri untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.*)

**Table 4.1 Confidence**

Item	Respondents’ Answer	Total Respondents	Percentage
1	Strongly Agree (SA)	6	23.1%
	Agree (A)	18	69.2%
	Disagree (D)	2	7.7%
	Strongly Disagree (SD)	-	-
	<b>Total</b>	<b>26</b>	<b>100%</b>

Table 4.1 above presents the total respondents and percentage from students aspect of confidence (Statement 1). It can be clearly seen that among 26 students, most of the students choose “agree” (18 students) with the percentage of 69.2%, followed by “strongly agree” (6 students) with the percentage of 23.1%, and “disagree” (2 students) with the percentage of 7.7%. It is also shown that there was no student who choose “strongly disagree” on Statement 1.

Here are some of the students’ reasons on why they agreed on the statement number 1: “I gave that answer because using English in daily conversations with friends on WhatsApp is a good way to practice and improve your English-speaking skills. It provides you with the opportunity to practice informal communication, boost confidence, and expand your vocabulary in a real-world context.”

“I agree because speaking English via WhatsApp chat I feel more confident than when I speak by face to face.”

“Because I wanna be active person to speak English so I just start it with confidence to text someone in English.”

Here are some of the reasons on why students choose strongly agree on statement number 1:

“Because my friends and I are both learning to speak English and don't judge each other for grammar mistakes we make when speaking English.”

“Because when I speak English with my friend, it means I can practice my English well and it will help my English better and it makes me feel so cool.”

“Yes, I agree. If we communicate through texts, it’s not really hard for us to pronounce the word correctly rather than we speak directly with each other in person that often misunderstood.”

On the other hand, two of the students who disagreed on statement number 1 stated:

“I’m not confident in my English skills because I’m still bad at speaking English.”

“I’m not confident to speak English with my friends or other people.”

**b. Difficulties**

This section presents specifically the result on Statement Number 2 (Aspect of Difficulties). The statement is “I feel difficult to speak English with my friends via WhatsApp chat.” (Saya merasa kesulitan untuk berbicara bahasa Inggris dengan temanteman saya melalui chat WhatsApp.)

**Table 4.2 Difficulties**

Item	Respondents’ Answer	Total Respondents	Percentage
2	Strongly Agree (SA)	-	-
	Agree (A)	3	11.5%
	Disagree (D)	13	50%
	Strongly Disagree (SD)	10	38.5%
	<b>Total</b>	<b>26</b>	<b>100%</b>

Table 4.2 above presents the total respondents and percentage from students aspect of difficulties (Statement 2). It can be clearly seen that among 26 students, most of the students choose “disagree” (13 students) with the percentage of 50%, followed by “strongly disagree” (10 students) with the percentage of 38.5%, and “agree” (3 students) with the percentage of 11.5%. It is also shown that there was no student who choose “strongly agree” on Statement 2.

Here are some of the students’ reasons on why they disagreed on the statement number 2:

“Because I don't find it difficult to speak English with my friends via WhatsApp chat.”

“I feel comfy to speak English with my friend, cause they do not judge me.”

“I disagree. Because if we communicate in WhatsApp or text, it’s just feel more easier to understand.”

“In this era, handphone can detect your language and when you try to write English words there will be suggested words to use.”

Here are some of the reasons on why students choose strongly disagree on statement number 2:

“I gave that answer because I believe overcoming difficulties in speaking English with friends on WhatsApp requires more practice. By consistently practicing and engaging in English

conversations, even though it may be challenging at first, it can improve my speaking skills over time.”

“For me, when English is easy to speak, it is also easy to write it in the form of WhatsApp chat.”

“Yes, I didn't have any difficulty at all because I thought it was a relaxing thing and just a relaxing practice.”

On the other hand, some of the students who agreed on statement number 2 stated: “Even via WhatsApp, there are definitely difficulties in speaking English. One of the difficulties is that the network is inadequate, which makes conversations disconnected so that the communication is not clear enough.” “I find it difficult because I haven't mastered English.” “Because I'm not confident and I also lack practice.”

**c. Stress**

This section presents specifically the result on Statement Number 4 (Aspect of Stress). The statement is “I feel relaxed to speak English with my friends via WhatsApp chat.” (Saya merasa santai/tenang untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.)

**Table 4.3 Stress**

Item	Respondents' Answer	Total Respondents	Percentage
3	Strongly Agree (SA)	7	26.9%
	Agree (A)	15	57.7%
	Disagree (D)	4	15.4%
	Strongly Disagree (SD)	-	-
	<b>Total</b>	<b>26</b>	<b>100%</b>

Table 4.3 above presents the total respondents and percentage from students' answer in aspect of stress (Statement 4). It can be clearly seen that among 26 students, most of the students choose “agree” (15 students) with the percentage of 57.7%, followed by “strongly agree” (7 students) with the percentage of 26.9%, and “disagree” (4 students) with the percentage of 15.4%. It is also shown that there was no student who choose “strongly disagree” on Statement 3.

Here are some personal reasons on why the students choose agree on the statement number 3:

*“The reason is because I know my best friend and I have the same ability, so I feel relaxed.”*

*“Because I'm not nervous and can think again about the answer.”*

*“Because by speaking via WhatsApp, I don't need to meet face to face, it makes me feel calm and relaxed.”*

*“It's not about wrong or right, it's about confidence.”*

*“Because speaking English makes me feel more comfortable.”*

*“Because I enjoy when I speak English with my friends via WhatsApp.”*

*“Because when I speak English via WhatsApp chat, I can know where the layout of English is good and correct.”*

Here are some of the students' personal reasons on why they choose strongly agree on the statement number 3:

*“I provided that answer because feeling relaxed or calm while speaking English with friends on WhatsApp indicates that I am comfortable with my English skills. This sense of ease can enhance fluency and allow me to communicate more smoothly and effectively without excessive pressure.”*

*“Because sometimes I feel comfort when we are texting in English than Indonesian while we got the tea.”*

*“Because there is no pressure to be perfect.”*

*“I use English in daily convo even in real life.”*

*“I am not afraid of being wrong and can freely say what I want to say.”*

*“Yes, I agree. Because friends never intimidated their friends if we pronounce the word wrong, and it feels a little less stress.”*

On the other hand, some of the students who choose disagree on statement number 4 stated:

*“I don’t feel relaxed when speaking English because I don’t feel confident and often misinterpreting.”*

*“I don’t agree because I’m more afraid of being wrong.”*

*“I still have doubts about my English skills.”*

**d. Interest**

This section presents specifically the result on Statement Number 3 (Aspect of Interest). The statement is “I feel interested to speak English with my friends via WhatsApp chat.” (Saya merasa tertarik untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.)

**Table 4.4 Interest**

Item	Respondents’ Answer	Total Respondents	Percentage
4	Strongly Agree (SA)	12	46.2%
	Agree (A)	13	50%
	Disagree (D)	1	3.8%
	Strongly Disagree (SD)	-	-
	<b>Total</b>	<b>26</b>	<b>100%</b>

Table 4.4 above presents the total respondents and percentage from students aspect of interest (Statement 4). It can be clearly seen that among 26 students, most of the students choose “agree” (13 students) with the percentage of 50%, followed by “strongly agree” (12 students) with the percentage of 46.2%, and there was only 1 student who “disagree” with the percentage of 3.8%. It is also shown that there was no student who choose “strongly disagree” on Statement 4.

Here are some personal reasons on why the students choose agree on the statement number 4:

*“Because I want to increase my confidence in speaking English, even though my grammar is not good enough, the important thing is that I have tried to increase my confidence to dare to speak English to my friends.”*

*“It’s fun to talk to someone using English.”*

*“Because sometimes we can find friends who can speak English.”*

*“Because it will add my vocabulary and even exercise to speaking English.”*

*“Because I can improve my English.”*

“English is awesome.”

**e. Motivation**

This section presents specifically the result on Statement Number 5 (Aspect of Motivation). The statement is “I feel motivated to speak English with my friends via WhatsApp chat.” (*Saya merasa termotivasi untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp*

**Table 4.5 Motivation**

Item	Respondents’ Answer	Total Respondents	Percentage
5	Strongly Agree (SA)	10	38.5%
	Agree (A)	16	61.5%
	Disagree (D)	-	-
	Strongly Disagree (SD)	-	-
	<b>Total</b>	<b>26</b>	<b>100%</b>

Table 4.5 above presents the total respondents and percentage from students’ answer in aspect of motivation (Statement 5). It can be clearly seen that among 26 students, most of the students choose “agree” (16 students) with the percentage of 61.5%, followed by “strongly agree” (10 students) with the percentage of 38.5%, and it indicates that there was no student who choose “disagree” or “strongly disagree” on Statement 5.

Here are some of the students’ reasons on why they agreed on the statement number 5:  
 “When I listen to my friend speaking English fluently, it makes me feel jealous. Therefore, this became my motivation to learn to speak English and increase my confidence in speaking English.”  
 “To improve my English skills, I must use English in WhatsApp or daily life. Because practice makes perfect.”  
 “Even though I’m still hesitant and afraid to speak English, talking with friends makes me feel motivated.”  
 “I just want to be able to speak English fluently.”  
 “Because nowadays English is needed to find job vacancies.”  
 “Because I can practice my public speaking.”  
 “Like I said before, cause my best friend and I want to make our English better.”  
 “Because it will add to my knowledge.”

Here are some of the reasons on why the students choose “strongly agree” on the statement number 5:  
 “I gave that answer because feeling motivated to speak English with friends on WhatsApp suggests a strong desire to improve language skills and actively engage in conversations. This motivation can drive consistent practice, leading to enhanced proficiency and confidence over time.”  
 “In order to speak a language fluently, we must first start by motivating ourselves.”

**Discussion**

The statements in the questionnaire related to perception of speaking English include five aspects of perception according to (Robinson, 2001) which were confidence, difficulties, interest,

stress, and motivation. In addition, students were expected to give their reasons based on their questionnaire responses.

Based on the findings, the aspect of confidence received more positive perceptions than negative ones. Most students agreed with statement 1, which says, "I feel confident to speak English with my friends via WhatsApp chat." With 24 students agreeing on this statement, it demonstrated that the students are confident in their abilities to speak English. Only two students disagreed with this statement, indicating that they lacked confidence in their speaking abilities.

In the aspect of difficulties, it also received positive perceptions rather than negative ones. Most students disagreed with statement 2, which said, "I find it difficult to communicate in English with my friends via WhatsApp chat." With 23 students choosing strongly disagree and disagree, it was clear that students found it easy to communicate in English using WhatsApp. Only three students agreed on this statement, indicating that these three students find it challenging to communicate English over WhatsApp.

In the aspect of interest, it received more positive perceptions than negative responses. Most students agreed with statement 3, which states, "I am interested in speaking English with my friends via WhatsApp chat." With a total of 25 students who choose highly agree and agree, it was clear that the students are interested in speaking English with their friends on WhatsApp and supporting one another. And with only one student disagreeing with this statement, it was clear that this student was still not interested in speaking English over WhatsApp.

Furthermore, in the aspect of stress, it received positive perceptions rather than negative ones. Most students agreed with statement 4, which says, "I feel relaxed speaking English with my friends via WhatsApp chat." With a total of 22 students choosing strongly agree and agree, it was discovered that students feel more calm while communicating with their friends using English through WhatsApp rather than face to face. With the total of four students who disagreed with this statement showed that they did not feel calm or in other words they feel anxiety when speaking to their friends via WhatsApp in English.

Last but not least, in the aspect of motivation, it received the most positive perceptions and got no negative ones. All of the students agreed with statement 5 which says, "I feel motivated to speak English with my friends via WhatsApp chat". With a total of 26 students choosing strongly agree or agree, it was clear that all of the students are motivated to communicate in English with their friends using WhatsApp. And not a single student choose disagree or strongly disagree, indicating that none of the students who did not feel motivated in speaking English with their friends over WhatsApp.

Based on the reasons submitted by the students, the students said that they use WhatsApp as the media of communication in their daily lives to develop their Englishspeaking skills since practicing conversations with their friends makes it perfect. Moreover, because English is the most widely used language in the world, students are motivated to study and speak English even more. It demonstrates that WhatsApp is excellent for students to use, and the impact or the outcome they got is that their English-speaking skills are improving better and better.

## Conclusions

The researcher reached a conclusion based on the findings and discussion in previous sections. It can be concluded from this research that the majority of students have positive perception on the implementation of speaking English with friends via WhatsApp, particularly in the aspect of motivation, interest, and confidence.

Motivation is one of the aspects that receives the greatest positive response and gets no negative ones from the students. The majority of the students agreed with statement 5, which says, "I feel motivated to speak English with my friends via WhatsApp chat". Based on the reasons

given by the students, they said that they like to use WhatsApp as a media in their everyday life to enhance their English-speaking skills since practice makes perfect. Furthermore, because English is the most widely used language in the world, they are motivated to study and speak it even more. It demonstrates that WhatsApp is excellent for students to use, and the result is that their English-speaking skills are improving more greatly.

Another aspect of perception that received the most positive responses were aspects of interest and confidence. According to the reasons given by students, the majority of them considered speaking English via WhatsApp to be pleasant, fun, and enjoyable since they could learn new vocabulary from their friends. And it is found that the students get greater confidence in speaking English through WhatsApp than speaking directly face to face. Thus, it can be concluded that speaking English through WhatsApp is beneficial to students and can assist to lessen nervousness since they do not have to face their speaking partner directly. It also creates an enjoyable and fun learning atmosphere, which increases students' motivation in practicing speaking English. Based on the students' responses, the impact from speaking English via WhatsApp is that, in addition to improving their English-speaking skills, students gain confidence in themselves to speak English in everyday interactions. This positive impact or beneficial influence will gradually lead to their confidence in overcoming students' anxiety while speaking English face-to-face.

### **Bibliography**

- Adiba, A. (2021). *Student's Perception on the Use of WhatsApp Application for Online Learning*. Banda Aceh.
- Ainun, N. H., Nurweni, A., & Sholihah, L. (2020). The Students' Perception of Voice Chatting through WhatsApp in Speaking Class. *The 2nd ICOPE*, 1-7.
- Amelia, M. (2019). WhatsApp Goes to Classroom: Using WhatsApp to Foster Students' Speaking Skill in Speech. *4th International Conference on Education*, 153-158.
- Bailey, K. M. (2005). Practical English Language Teaching: Speaking. In D. Nunan, *Practical English Language Teaching: Speaking* (pp. 47-59). Singapore: McGraw-Hill.
- Beckmann, E. A. (2010). Learners on the move: mobile modalities in development studies. *Distance Education*, 159-173.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.
- Burns, A., & Joyce, H. (1997). *Focus on Speaking*. Sydney: National Centre for English Language Teaching and Research.
- Fattah, S. F. (2015). The Effectiveness of Using WhatsApp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skills. *Journal of Education and Practice*, 115-127.
- Halim, A. (2021). The Engagement of EFL Learners in Speaking Class Using WhatsApp. *Al Lughawiyat*, 1-8.
- Harmer, J. (2007). *How to Teach English*. England: Pearson Education Limited.
- Irwanto. (2002). *Psikologi Umum*. Jakarta: Gramedia Pustaka Utama.
- Jaya, H. P., Petrus, I., & Pitaloka, N. L. (2022). Speaking Performance and Problems Faced by English Major Students at A University in South Sumatera. *Indonesian EFL Journal (IEFLJ)*, 105-112.
- Maulina, Noni, N., & Basri, M. (2019). WhatsApp Audio and Video Chat-Based in Stimulating Students' Self-Confidence and Motivation to Speak English. *Asian EFL Journal Research Articles*, 181-203.

- Mega, I. R., & Sugiarto, D. (2020). Speaking Skills in Correlation with English Speaking Learning Habit and Self Confidence of Vocational High School Students. *Journal of Foreign Language Teaching and Learning*, 173-187.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. Los Angeles: SAGE Publications, Inc.
- Pautz, A. (2021). *Perception*. USA: Routledge.
- Rahmawati, U. (2020). WhatsApp: The Contribution of A Smartphone-Based Application as Media During Online Learning. *International Conference on ELT and CALL*, 90-96.
- Rao, P. S. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 6-18.
- Robinson, P. (2001). *Cognition and Second Language Instruction*. Cambridge: Cambridge University Press.
- Rodriguez, J. E. (2011). Social Media Use in Higher Education: Key Areas to Consider for Educators. *Journal of Online Learning and Teaching*, 539-550.
- Saks, A. M., & Johns, G. (2011). Perception, Attribution, and Judgment of Others. *Organizational Behaviour: Understanding and Managing Life at Work*, 11-20.
- Susilawati, S., & Supriyatno, T. (2020). Online Learning Through WhatsApp Group in Improving Learning Motivation in the Era and Post Pandemic COVID-19. *Jurnal Pendidikan*, 852-859.
- Yeboah, J., & Ewur, G. D. (2014). The Impact of WhatsApp Messenger Usage on Students Performance in Tertiary Institutions in Ghana. *Journal of Education and Practice*, 157-164.