



The analysis of the EFL Students' Speaking Performances in Learning English by Recorded WhatsApp Video Call

Diana Fauzia Sari¹, Nurrahma Wati², Tgk Maya Silviyanti³

^{1,3}Universitas Syiah Kuala, Banda Aceh, Indonesia

²Monash University, Melbourne, Australia

email: tgk_maya@usk.ac.id

Abstract: *This study focused on teaching speaking skills using Recorded WhatsApp Video Call as a treatment for the first grade of one public senior high school in Banda Aceh, Indonesia. Researchers used a purposive sampling by consulting with the English teacher. The samples taken were class X IPA 3 (Science class) consisting of 20 students. Researchers performed a sequential explanatory mixed-method study that displayed a descriptive analysis of quantitative data collection and an in-depth understanding through qualitative data collection. This study compared the result of the students' achievement in speaking before and after the treatment. The instruments used were an oral speaking test and interview. The data were analysed by using statistic simple formula and gathered from pre-tests and post-tests. The result showed that students' speaking skills improve after implementing the method. The students had a positive response towards the use of WA video call in a learning activity despite internet access limitation that the students face.*

Keywords: *EFL students, Recorded WhatsApp Video Call, Speaking Skill Teaching*

INTRODUCTION

The development of technology and its use in education especially in English language learning has been applied into practice since many years ago. Developed countries with good infrastructure has embedded technology as a blended learning, while for developing countries, some tools and applications have been simply used in the classroom (Silviyanti & Yusuf, 2015). Projector and computers are examples of common technology used in the classroom. However, teachers are the best initiators that bring technology and its uses in a language learning practice (Baylor & Ritchie, 2002; Vrasidas & McIsaa, 2001). The more teachers feel positive about technology, the more possibilities that they will integrate technology and useful applications into their teaching (Silviyanti & Yusuf, 2015). However, not all teachers assume that technology eases them to use. Pelgrum (2001) mentions that lack facilities is one problem found that prevent teachers to adopt to use technology in their class. Besides, not all teachers perceive technology as easy to use for developing students' speaking skills.

In Banda Aceh, Indonesia, English instruction prior to the COVID-19 pandemic was predominantly conducted in face-to-face classrooms with minimal technology use. Teachers mainly relied on projectors to display videos related to lesson content, while students acted as passive viewers rather than active users of technology. Speaking practice was largely limited to traditional classroom drills and manual tasks, offering few opportunities for students to engage in interactive or technology-mediated oral communication. Recent studies indicate that technology integration is particularly effective when it is aligned with specific language skills. In the context of speaking, mobile-assisted language learning (MALL) enables learners to engage in repeated oral practice, voice recording, and real-time interaction, which are essential for developing fluency and pronunciation (Sun, 2009; Ghoneim & Elghotmy, 2019). Research on synchronous online platforms also shows that video-conferencing tools support meaningful oral interaction and enhance learners' speaking confidence (Hampel & Stickler, 2012; Satar & Özdener, 2008). Therefore, the use of mobile and online technologies should be discussed not as general instructional tools, but as pedagogical resources that directly facilitate speaking development.

Despite its common tool as a mean of communication, mobile technologies offer new educational opportunities and more choices for students to access course content, as well as interact with the lecturer and student colleagues without time and place barriers (Andrews et al. 2015; Bocconi & Trentin, 2014; Beckmann, 2010; Husbye & Elsener, 2013; Ma, 2017). Smartphone has impacted almost all aspects of life. The prominent areas, where the impacts of smartphones are obvious to include business, education, health, and social life. Mobile technology has drastically changed the cultural norms and behaviour of individuals (Gowthami & Kumar, 2016), and the term of m-learning or mobile learning is now introduced in language learning (Dweikat, 2019). Therefore, integrating smartphone-based learning in English instruction is particularly relevant for addressing challenges in teaching speaking skills during and after the pandemic.

WhatsApp is one application available on mobile phone that is used by most people to communicate. Hootsuite (2021) mentions that WhatsApp was ranked second out of 16 other applications. The feasibility of WhatsApp application makes it popular among students and teachers as a new mean of mutual and mass communication (Church & De Oliveira, 2013). A study was conducted by Malilla and Irwandi (2022) at the 7th graders of junior high school 2 Tanjung Raya, Indonesia. They investigated how effective WA to be used in teaching and learning English. The questionnaire was distributed to the total population of the 7th graders. The result shows that the effectiveness of WA is varied between productive and receptive skills. Yet both groups category achieved Mean score of at least 76 and is categorized as 'effective', thus, they concluded that WA can be used as a media in teaching English.

A lot of studies about using WA in English language teaching have also been conducted by many other researchers, for examples some studies in Indonesian contexts (Afsyah, 2019; Sabiq & Fahmi, 2020; Suadi, 2021), and some studies in some other countries (Dweikat, 2019; Jafari & Chalak, 2016). These studies, looked into perceptions and the use of WA as a teaching media. Limited studies related to WhatsApp video call and recorded whatsapp video call that are used in teaching and learning can be found. Thus, this study tries to fill the gap

A study was conducted by Himmah, et al. (2020) who investigated the effect of video recorded then uploaded it to Instagram TV (IGTV). The study focused on speaking skill. The data were taken in one class consisting of 23 students of the second-year students of SMAI Al-Maarif Singosar, Indonesia. The results show that the students' speaking skill got improved, this means that the use of recordings video and then uploaded it to IGTV can be considered as one way for better way of learning speaking. Another study related to video form was conducted by Brillianti and Fauzi (2020). They analysed the students' anxiety in public speaking, which focused on descriptive text teaching materials context via Video blog or VLOG. The subjects of this study were Computer Engineering DIII student at Harapan Bersama Tegal Polytechnic. The qualitative descriptive research approach using Classroom Action Research (CAR) methodology in two cycles was applied. They used interviews, observations and reflections for their instruments. The findings showed that the students' performance improved after the video blog treatment in each cycle was done. The video blog design was effective in reducing students' anxiety when teaching the oral descriptive test and improving the students' speaking skills.

Post COVID 19, the students come back to school and study in the classroom. No more online class is done. However, some teachers decide to keep using some applications that they are getting used to during online study. Some applications such as WA, video, or e learning platform are sometimes used to deliver tasks or assignments to support the learning process either in the class or as homework. These learning media are hoped to increase students' speaking performance. Since all students have a least one mobile device at home, and students are familiar with whatsapp, we chose the WhatsApp application to be used in this study which is more practical than other applications. In addition, this research has activities outside of teaching and learning activities in the classroom, so that students have more time to prepare before having a conversation via WhatsApp Video Call. Two research questions are: does the use of WhatsApp Video Call improve students' speaking performance? And what are students' barriers when they performed speaking through WhatsApp Video Call?

LITERATURE REVIEW

Speaking Skill

Speaking is one of the English language skills that students are expected to master. Cameron (2001) adds that one of the actions needed to

give understanding to others about what we want to convey is by active speaking. According to Leong and Ahmadi (2017), humans interact with each other in the form of oral rather than written as a mean of communication employed by people (Armasita, 2017), some strategies are needed and used when non-native people are communicating in English (Silviyanti, Waluyo & Alya, 2023). For Saeed, et al (2019), speaking competence is indicated by five aspects such as communicative ability, fluency, grammar, vocabulary and pronunciation. While Brown (2003) emphasizes that aspects such as vocabulary, pronunciation, fluency, and accuracy are essential in speaking. However, some obstacles were experienced by students when speaking a foreign language such as inhibition, loss of topical knowledge, low motivation, and mother-tongue use (Tuan and Mai, 2015). When speaking, students not only utter sentences but also use gesture when needed (Silviyanti, Fitriani, & Wahdini, 2020).

WhatsApp (WA)

As a free courier, WhatsApp works across various stages like iPhone and android telephones, and this application is overall generally utilized among college students to send media messages like photographs, recordings, sounds alongside basic messages (Lenhart et al., 2007). WhatsApp is an application established by Jan Koum and Brian Acton (Dweikat,2018), which offer feasibility to make phone calls, video calls, voice notes, transmit emojis, images, and documents as well as text messages (Dweikat, 2019). In addition, WhatsApp is a smartphone software for brief messages that does not have a time limit for sending messages because it uses the internet and network connection (Alaby, 2020).

One of the features which is available on WA is voice and video calls (Jasrial, 2019). Voice and video call on WhatsApp are free so that users can talk freely with their own friends and family, even in foreign countries. users have more chances to do face-to-face conversations when voice and text just are not enough. However, internet connection is still needed to operate WA. Besides, WA also offers several features that can be enabled or disabled during a video call (Noer, Al Wahid & Febriyanti, 2021). These functions are video mute, audio mute, add participants and camera rotation. This will ease all users to do conversation based on their willingness. Silviyanti, et al (2022) also claim such features can be used in learning and the feasibility that video provides for users should enable them to do presentation smoothly, thus, great and good performances are expected.

Using WhatsApp Video Call in Learning Process

As a widely used application, WA is considered as one of potential applications that can be embedded in language learning (Mwakapina et al., 2016). For this process, WA offers feasibilities for students to create small groups, thus discussion can take place (Alberth, Wiramihardja & Uden. (2020).

WA offers feasibility and limitations when it used as a media in learning process.

According to Amelia (2020), several benefits of WA for learning include (1) students are enthusiastic because they engage in learning easily and enjoy listening to each other's presentations as well as having much time to accomplish the task, (2) students who do not like speaking in class will overcome their anxiety by being able to prepare an audio file on their own and send it to the teacher when they feel comfortable about it. (3) students work in silence to concentrate on listening to their peers' recording. (4) teacher will find it very useful with large classrooms because it will offer opportunities for personal assessment and audio files are a very good way of keeping track of students' progress. Han and Keskin (2016) believe that WhatsApp release students' tension in learning.

However, WhatsApp may also give inconveniences for users (Mandasari & Agusty, 2018). Students affirmed that involving WhatsApp in English language learning impact on internet service. It implies that they need to spend more cash to top up the internet. Suadi (2021) agrees that one barrier that limit the proses of learning through WA is related to slow internet connection.

WhatsApp video call offers more opportunities for users to have deep conversations since they can see each other. Dweikat (2019) agrees that WA features are easy, convenience, reliable and entertaining for users. During video call, some features can be enabled or disabled such as muting audio and video, adding up to 8 participants and rotating camera (Noer, Al Wahid & Febriyanti, 2021). Thus, these features can add more benefits for language learning.

Previous Study

Limited research found related to the use of WhatsApp video call for language learning. Students used video call only for conversation. However, there are a lot of researches on the use of video that we also can relate to this research. A research was conducted by Gokturk (2016) who reported the results of an action-based study conducted in an EFL class. The study tried to examine whether digital video recordings would contribute to the enhancement of EFL learners' oral fluency skills or not. He also investigated the learners' perceptions of the use of digital video recordings for a speaking class. 10 Turkish EFL learners participated in this study. the speaking module of IELTS was modified as pre- and post-test. Two raters assessed students' performances. The results suggest that the incorporation of digital video recordings into speaking classes improved the learners' overall speaking proficiency. The utilization of digital video recordings did not only bolster the learners' self-confidence, but also encouraged them to take risks speaking with the target language.

Another study by Guo (2013) investigated the use of video recordings as an effective tool to improve presentation skill. The sample were 16 graduate students who were taking "EDC 604" course: Authoring for Educators" in the educational technology graduate program at Buffalo State College in the fall

2010 semester. The study applied an ethnographic approach. The result uncovered that the utilization of video accounts developed students' abilities in the area of verbal and non-verbal such as interchanges, association, and commitment of the crowd.

Another study was also conducted by Maulina et al. (2019). This research pointed toward students' everyday English use through WhatsApp group via sound and video talk based for a semester. 27 students from English Department at an Islamic University in Eastern Indonesia were selected purposively. The data were collected daily and analysed descriptively. The results showed that the students felt very confidence and were encouraged to speak through WhatsApp group by audio and video recording chat-based. WhatsApp as a social media has much potential for students to improve their speaking skill because passive students were also engaged actively when there was a stimulus set by the lecturer and rest members in the WhatsApp group.

RESEARCH METHOD

This study employed a sequential explanatory mixed-method design, in which quantitative data were collected and analyzed first through pre-test and post-test speaking scores. The qualitative phase, conducted through interviews, was subsequently used to explain and elaborate the quantitative results, particularly the improvement and remaining challenges in students' speaking performance after using WhatsApp video call.

Samples

The population in this study was the tenth-grade students of a public school in Banda Aceh in the academic year 2022/2023. This is one of popular schools and students come from various backgrounds. We used purposive sampling in selecting the samples. We also consulted with the English teacher and he allowed one class for an experimental class. Class X IPA3 became the experimental class. There were 13 female and 7 male students in that class.

Treatments

In conducting treatments, blended learning was applied, meaning that the learning process done both in offline and online mode. In the class, the students were put in pairs randomly. Students were given an assignment to make a short conversation related to the topic given. However, students were not allowed to bring and use mobile phone at school. So, WA video call were made at home. students had a dialogue via WhatsApp video call based on the text of the conversation they have arranged. The conversation was recorded by using recorded tools or screen recording which was then submitted to one of the authors in the next meeting.

Further, at the second meeting, the teacher (author 2) showed all videos in front of the class by using the projector. The videos were played one by one, after each viewing, teacher and students simultaneously provided feedbacks on the videos they had watched. It was done in turns.

Instruments

Test and interview were applied as the main instruments. The author 2 who acted as the teacher gave a pre-test to obtain the students' initial abilities. Each student sat in pair and was given a topic of 'congratulation'. They were assigned to make a short conversation based on the topic, then they practiced the conversation with their respective partners in front of the class directly. The treatments were done for three meetings. The post-test was done at the fifth meeting, this would find out to the students' ability to develop speaking skills after receiving treatments. The interview questions were designed based on the quantitative findings to explore students' experiences, confidence, and technical challenges that might explain the changes in speaking scores, especially in vocabulary, grammar, fluency, pronunciation, and communicative ability.

After treatment, a guided interview for 20 students was done in Indonesian language so that the students can express their opinions without language barriers. The interview lasted more or less for 10 minutes for each student. Below are some questions set which were adapted from literature review.

1. Do you feel conveniences or inconveniences when using WA video call for learning English? (Mandasari & Agusty, 2018).
2. According to you, does your Speaking improve when you do WA video call? Gokturk (2016)
3. Did you feel more confident practicing the dialogue through WhatsApp Video Call?
4. Did you face any problems when learning though recorded WA video call?

Data Analysis

The pre and post test data were analysed quantitatively. The simple statistic formula was used such as computing students' total score, frequency of the data percentage and the Mean score. To assess the students' speaking performance, we used speaking rubric by Saeed et al. (2019) as follows:

Table 1. Language Assessment (Saeed et al., 2019).

Aspects	1	2	3	4
Communicative Ability	• not able to communicate effectively with the audience.	• has difficulty communicating effectively with the audience.	• can communicate satisfactorily with the audience.	• can communicate effectively with the audience very well.
	• hardly able to demonstrate good interactive ability in carrying out the discussion	• has difficulty demonstrating good interactive ability in carrying out the discussion and	• can demonstrate interactive ability in carrying out the discussion and maintain eye	• can demonstrate interactive ability in carrying out the discussion and maintain eye

	and maintaining eye contact.	maintaining eye contact.	contact satisfactorily.	contact satisfactorily
Fluency	<ul style="list-style-type: none"> • He/she hardly pronounces the individual words correctly. • He/she is hardly able to express stress and intonation correctly. 	<ul style="list-style-type: none"> • He/she has difficulty speaking fluently and smoothly. • He/she has difficulty speaking without pausing for too long. 	<ul style="list-style-type: none"> • He/she speaks fluently and smoothly satisfactorily. • He/she speaks without any pausing for too long satisfactorily. 	<ul style="list-style-type: none"> • He/she speaks fluently and smoothly very well. • He/she speaks without any pausing for too long very well.
Pronunciation	<ul style="list-style-type: none"> • He/she hardly pronounces the individual words correctly. • He/she is hardly able to express stress and intonation correctly. 	<ul style="list-style-type: none"> • He/she has difficulty pronouncing the individual words correctly. • He/she has difficulty expressing stress and intonation correctly. 	<ul style="list-style-type: none"> • He/she pronounces the individual words satisfactorily. • He/she is satisfactorily able to express stress and intonation correctly. 	<ul style="list-style-type: none"> • He/she pronounces the individual words very well. • He/she can express stress and intonation very well.
Grammar	<ul style="list-style-type: none"> • He/she hardly uses a range of accurate and correct grammar. 	<ul style="list-style-type: none"> • He/she has difficulty using a range of accurate and correct grammar. 	<ul style="list-style-type: none"> • He/she uses a range of accurate and correct grammar satisfactorily. 	<ul style="list-style-type: none"> • He/she uses a range of accurate and correct grammar very well.
Vocabulary	<ul style="list-style-type: none"> • He/she hardly uses a wide range of vocabulary effectively. • He/she hardly uses appropriate vocabulary. 	<ul style="list-style-type: none"> • He/she has difficulty using a wide range of vocabulary effectively. • He/she has difficulty using appropriate vocabulary. 	<ul style="list-style-type: none"> • He/she has difficulty using a wide range of vocabulary effectively. • He/she has difficulty using appropriate vocabulary. 	<ul style="list-style-type: none"> • He/she uses a wide range of vocabulary effectively and very well. • He/she uses appropriate vocabulary very well.

The highest score for each point is among 4 and the lowest score is among 1. We categorize: (1) bad, (2) fairly bad, (3) good, and (4) excellent. The students' averaged score was then revealed to show the highest and lowest aspects from their performances. While the pre-test and post-test data were analyzed quantitatively to measure improvement in speaking performance, the interview data were analyzed thematically to explain the reasons behind the quantitative results.

FINDINGS AND DISCUSSION

The Results of Pre-Test and Post-Test

For students' WA video call performance, the results (in Mean score) are presented in Table 2 below:

Table 2. The Result of Pre-Test and Post-Test

Assessment category	Mean score of pre-tests	Mean score of post-tests
Communicative ability	1.4	2.7
Fluency	1.2	2.4
Pronunciation	1.2	2.5
Grammar	3	3.8
Vocabulary	2.9	3.7

The table shows that there are differences of students' pre-test and post-test scores. Each student, in fact, made progress in his/her speaking ability. It can be seen from their score of post-tests that was obviously higher than those in the pre-test. For the communicative ability category, the Mean score obtained during the pre-test is 1.4 (bad) which means that the student was not able to communicate effectively to the interlocutor and hardly able to engage in conversation and maintain eye contact as well as demonstrate poor interactivity skills. They focused on the text and there were no gestures when communicating, so it looked just like they read a book in front of the class. However, better improvement is shown in the post-test, the average score of the communicative ability category increased to 2.7 (fairly good). The students were able to communicate but there were still some difficulties experienced, such as small voices so that their friends could barely heard them.

For the fluency category, the student's average score is 1.2 (bad). Unfortunately, this is the lowest score compared to other aspects. The students could not have a smooth conversation because they were confused reading the words they have produced. This made them often pause or even stop their words. In the post-test, the students were already able to communicate even though there were some pauses due to some difficulties in pronouncing or doing conversation. Yet, the score for the post test was still low.

For the pronunciation aspect, the students got 1.2 (bad). Students were not able to pronounce some vocabulary correctly even though they knew the meaning of the words but still they could not say them correctly. Examples are the word "good", "great", and "say". Were still mispronounced. In the post-test, the students' Mean score improved to 2.5 (fairly good).

For the grammar category, students were already quite good at composing a sentence, but there were some structures that were still incorrect and referred to the pattern of sentences in Indonesian language (mother tongue). The score obtained was 3, which is the highest value compared to the other categories. Last aspect was vocabulary (M=2.9). Some students had difficulty in using the appropriate vocabulary to use in their sentences. After treatment, they were already much better at diction that they were able to use right words. The mean score was higher (M=3.7) than before.

Although the quantitative results show improvement in all speaking aspects, fluency remained the lowest category in the post-test. The interview findings help explain this result, as several students reported difficulties in maintaining serious practice during video calls and experiencing frequent interruptions due to poor internet connection. These factors limited continuous speaking practice, which is essential for fluency development.

Results of Interview

To further explain the quantitative findings from the pre-test and post-test results, interviews were conducted at the end of the last meeting session to explore students' experiences in using WhatsApp video call for speaking practice. The students are identified as S1-S20. The results are analysed in thematic ways as follows:

Students feel convenience to use WA video call

Almost all students feel that they are happy and convenience doing oral practice via WA video call. Only few students feel inconvenience about it.

- (1) Yes, I am happy with it (S4)
- (2) Of course, I feel good (S6)

Since the students are familiar with the WA videocall, they understand how to use it. They feel convenience with the application and everyone has WA installed on their phone.

Their speaking improves

The students admitted that they can improve their speaking performance. Most of them just answered it with "yes". They further claim that they feel confident because there are no other people watching their speaking. They just chat with their friends. However, from the interview, one student is not happy with it and she prefer performing it in the classroom

- (3) I like to perform in front of audiences. There are no audiences in WA video call (S18).

The interview also reveals that some students can not take it seriously because no one controls their speaking.

- (4) In my opinion, I cannot be serious during video call with my friends because no one controls (S3).
- (5) I do not really like to do a video call for learning because I find it strange to do it with my friends (S1)

Poor internet connection

Some students complained about limited or bad internet access in some areas, so they had to have more efforts to have good connection but at high price.

- (6) The network is very bad in my area. I must use a certain card, but it is too expensive and I cannot afford it (S1)
- (7) I cannot do conversations via WhatsApp video call well because my internet network is so bad and it makes me lazy to use WA call (S3).

- (8) The video call recordings were often stopped because of the bad internet network (S2)
- (9) My phone memory is full (S10).

Discussion

Overall Speaking Performance Improvement

The findings of this study demonstrate that the use of recorded WhatsApp video call positively influenced students' overall speaking performance. The quantitative results from the pre-test and post-test reveal improvement across all assessed speaking aspects, indicating that students benefited from the opportunity to practice speaking beyond the classroom context. This finding aligns with previous studies reporting that WhatsApp-based activities can enhance students' speaking performance and engagement in English learning (Han & Keskin, 2016; Maulina et al., 2019). The flexibility provided by WhatsApp allowed students to rehearse and perform speaking tasks in a less threatening environment, which is essential for developing oral skills, particularly for EFL learners.

Differential Improvements Across Speaking Aspects

Although all speaking aspects showed improvement, the degree of improvement varied. Grammar and vocabulary achieved the highest post-test mean scores, suggesting that students were more successful in producing accurate sentence structures and appropriate lexical choices after the treatment. This finding is consistent with Brown (2003) and Saeed et al. (2019), who argue that accuracy-related aspects of speaking are more responsive to structured practice and preparation time. In contrast, fluency remained the lowest aspect in the post-test results, despite showing improvement.

Student Perceptions and the Role of Affective Factors

The qualitative findings help explain the quantitative improvement, particularly in communicative ability. Most students reported feeling comfortable and confident practicing speaking through WhatsApp video call because they were not required to perform in front of a large audience. Reduced anxiety and increased confidence are well-documented affective factors that facilitate speaking performance (Han & Keskin, 2016; Brown, 2003). Similar to the findings of Göktürk (2016) and Maulina et al. (2019), students in this study felt freer to express themselves when speaking through digital media, which contributed to better participation and interaction. However, some students also reported difficulty maintaining seriousness due to the absence of direct teacher supervision, which may have limited their engagement during the activity.

Barriers to Implementation

Despite the positive outcomes, several barriers emerged that influenced the effectiveness of WhatsApp video call in speaking instruction. Poor internet connectivity was the most frequently reported challenge, resulting in interrupted conversations and difficulties in recording video calls. This finding supports previous research indicating that internet access and data costs are major constraints in mobile-assisted language learning (Mandasari & Agusty, 2018; Suadi, 2021). Technical issues such as limited phone storage further restricted students' participation. These barriers help explain why fluency improvement was limited, as interrupted and fragmented speaking practice reduces opportunities for sustained oral production.

This study contributes to the growing body of research on mobile-assisted language learning by providing empirical evidence of how WhatsApp video call supports speaking development through both cognitive and affective pathways. The integration of quantitative and qualitative findings highlights the role of learner confidence, reduced anxiety, and accessibility in shaping speaking outcomes, supporting the theoretical perspectives proposed in MALL research (Ma, 2017; Dweikat, 2019). Moreover, the use of a sequential explanatory mixed-method design strengthens understanding of not only the effectiveness of the tool, but also the underlying factors influencing its impact on different speaking aspects.

Teachers are encouraged to integrate WhatsApp video call as a supplementary speaking practice tool, particularly to support students who experience anxiety in face-to-face speaking activities. Clear task instructions, structured speaking guidelines, and timely feedback are necessary to ensure students remain focused and engaged. Schools should consider supporting mobile-assisted learning by providing access to stable internet connections or allowing controlled use of mobile devices for instructional purposes. Institutional support is essential to maximize the pedagogical benefits of mobile technology in speaking instruction.

Educational policymakers should take into account infrastructural inequalities when promoting technology-based learning. Ensuring affordable and reliable internet access is crucial to enable equitable implementation of mobile learning initiatives, particularly in developing regions.

CONCLUSION

This study was conducted at one public senior high school located in Banda Aceh, Indonesia. The study reveals that students' speaking improved to a better Mean score after the treatment finished. Even though all aspects of speaking skills are still not good enough, but positive trend appears for only three meetings of treatments. We believe that more days of treatment will be better. However, since the WhatsApp video call is made for their homework project, the teacher cannot see directly the process of conversation. There must be some obstacles found but they cannot be resolved soon. One obstacle admitted by the students during the interview is related to the expensive cost of internet access. Even though WhatsApp is free, but running that application needs active connection, and slow internet access sometimes buffer the video

call. Furthermore, school staff including stake holders should rethink of integrating mobile technology into the classroom, so that direct feedback can be made by teacher.

REFERENCES

- Afsyah, S. (2019). WhatsApp Application in English Language Teaching (ELT) Context: Media to Describe People. *Utamax: Journal of Ultimate Research and Trends in Education*, 1(1), 23-28. <https://doi.org/10.31849/utamax.v1i1.2743>
- Alaby, M. A. (2020). Media sosial whatsapp sebagai media pembelajaran jarak jauh mata kuliah ilmu sosial budaya dasar (ISBD) courses. *Ganaya: Jurnal Ilmu Sosial Dan Humaniora*, 3(2), 273-289.
- Alberth, Wiramihardja, E., & Uden, L. (2020). WhatsApp with English language teaching? Some practical ideas and strategies. *International Journal of Technology Enhanced Learning*, 12(3), 262-274. <https://doi.org/10.1504/IJTEL.2020.107974>
- Amelia, M. (2020). WhatsApp goes to classroom: Using WhatsApp to foster students' speaking skill in speech. *Proceeding Iain Batusangkar*, 1(3), 153-158.
- Andrews, T., Dyson, L.E., & Wishart, J. (2015). Advancing ethics frameworks and scenariobased learning to support educational research into mobile learning. *International Journal of Research & Method in Education*, 38(3), 320-334. <https://doi.org/10.1080/1743727X.2015.1026252>
- Armasita, A. (2017). *Improving students' speaking skills in english lesson with action learning strategy at eight grades of mts pab 1 helvetia* (Doctoral dissertation, North Sumatra State Islamic University).
- Baylor, A. L., & Ritchie, D. (2002). What factors facilitate teacher skill, teacher morale, and perceived student learning in technology-using classroom?. *Computers and Education*, 39(4), 395-414. [https://doi.org/10.1016/S0360-1315\(02\)00075-1](https://doi.org/10.1016/S0360-1315(02)00075-1)
- Beckmann, E.A. (2010). Learners on the move: mobile modalities in development studies. *Distance Education*, 31(2), 159-173. <https://doi.org/10.1080/01587919.2010.498081>
- Bocconi, S & Trentin, G. (2014). Modelling blended solutions for higher education: teaching, learning, and assessment in the network and mobile technology era. *Educational Research and Evaluation*, 20(7/8), 516-535.
- Brilliant, D. F., & Fauzi, A. Z. (2020). The effectiveness of making blog (vlog) to minimize students' anxiety in public speaking on descriptive text material. *Base Journal*, 7(2), 233-244.
- Brown, H. D. (2003). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education, Inc.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Church, K., & De Oliveira, R. (2013). What's up with WhatsApp? Comparing mobile instant messaging behaviors with traditional SMS. *MobileHCI 2013 - Proceedings of the 15th International Conference on*

- HumanComputer Interaction with Mobile Devices and Services*, 352–361. <https://doi.org/10.1145/2493190.2493225>
- Dweikat, K.A.J. (2019). EFL students' perceptions of WhatsApp and its potential benefit in ELT practicum. *Palestinian Journal of Technology and Applied Science*, 2, 14-29.
- Ghoneim, N. M. M., & Elghotmy, H. E. A. (2016). Using Voice Thread to Develop EFL Pre-Service Teachers' Speaking Skills. *Online Submission*, 4(6), 13-31.
- Göktürk, N. (2016). Examining the effectiveness of digital video recordings on oral performance of EFL learners. *Teaching English with technology*, 16(2), 71-96.
- Gowthami, S., & Kumar, S. V. K. (2016). Impact of smartphone: A pilot study on positive and negative effects. *International Journal of Scientific Engineering and Applied Science (IJSEAS)*, 2(3), 473-478.
- Guo, R. X. (2013). The use of video recordings as an effective tool to improve presentation skills. *Polyglossia*, 24, 92-101.
- Hampel, R., & Stickler, U. (2012). The use of videoconferencing to support multimodal interaction in an online language classroom. *ReCALL*, 24(2), 116–137. <https://doi.org/10.1017/S095834401200002X>
- Han, T., & Keskin, F. (2016). Using a mobile application (WhatsApp) to reduce EFL speaking anxiety. *Gist: Education and Learning Research Journal*, (12), 29-50.
- Himmah, A., Suhartoyo, E., & Ismiatun, F. (2020). The effectiveness of uploaded-recorded video on Instagram at second graders' SMAi Al-Maarif Singosari for speaking skill on hortatory exposition. *Jurnal Penelitian, Pendidikan, dan pembelajaran*, 15(28).
- Hootsuite, W. A. S. (2021). Digital 2021: Global Overview Report. DataReportal–Global Digital Insights.
- Husbye, N.E & Elsener, A.A. (2013). To Move Forward, We Must Be Mobile: Practical uses of mobile technology in literacy education courses. *Journal of Digital Learning in Teacher Education*, 30(2), 46-51. <https://doi.org/10.1080/21532974.2013.10784726>
- Jafari, S., & Chalak, A. (2016). The role of WhatsApp in teaching vocabulary to Iranian EFL Learners at junior high school. *English Language Teaching*. 9(8), 85-92. <http://dx.doi.org/10.5539/elt.v9n8p85>
- Jasrial, D. (2019, January). Utilizing WhatsApp application for teaching English language: Why and how?. In *International Seminar and Annual Meeting BKS-PTN Wilayah Barat* (Vol. 1, No. 1).
- Lenhart A, Madden M, Macgill A, Smith A. (2007). *Teens and so-cial media*. York Press.
- Leong, L. M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education*, 2 (1), 34-41.
- Ma, Q. (2017). A multi-case study of university students' language-learning experience mediated by mobile technologies: a socio-cultural perspective. *Computer Assisted Language Learning*, 30(3/4), 183-203. <https://doi.org/10.1080/09588221.2017.1301957>

- Malilla, R., & Irwandi. (2022). The effectiveness of using Whatsapp in English language teaching during the COVID 19 pandemic for junior high school students. *JET (Journal of Education and Teaching)*. 3(2), 185-194. <https://doi.org/10.51454/jet.v3i2.157>
- Mandasari, B., & Agusty, S. T. P. (2018). Mobile learning: The impact of WhatsApp usage in english language learning. Section Editors.
- Maulina, M., Noni, Nurdin, & Basri, Muhammad. (2019). WhatsApp audio and video chat-based in stimulating students' self-confidence and motivation to speak. *Asian EFL Journal*, 23, 181-203.
- Mwakapina, J. W., Mhandeni, A. S., & Nyinondi, O. S. (2016). WhatsApp Mobile Tool in Second Language Learning: Opportunities, Potentials and Challenges in Higher Education Settings in Tanzania. *International Journal of English Language Education*, 4, 70-90. <https://doi.org/10.5296/ijele.v4i2.9711>
- Noer, R. Z., Al Wahid, S. M., & Febriyanti, R. (2021). Online lectures: An implementation of full e-learning action research. *Jurnal Prima Edukasia*, 9(1), 65-74. <https://doi.org/10.21831/jpe.v9i1.35030>
- Pelgrum, W. J. (2001). Obstacles to the integration of ICT in education: results from a worldwide educational assessment. *Computers and Education*, 37(2), 163-178. [https://doi.org/10.1016/S0360-1315\(01\)00045-8](https://doi.org/10.1016/S0360-1315(01)00045-8)
- Sabiq, A.H., & Fahmi, M.I. (2020). Mediating quizzes as assessment tool through WhatsApp auto-response in ELT online class. *Langkawi: Journal of the Associations for Arabic and English*. 6(2), 186-201. <https://dx.doi.org/10.31332/lkw.v6i2.2216>
- Saeed, K. M., Ismail, S. A. M. M., & Eng, L. S. (2019). Malaysian speaking proficiency assessment effectiveness for undergraduate suffering from minimal descriptors. *International Journal of Instruction*, 12(1), 1059-1076. <https://doi.org/10.29333/iji.2019.12168a>
- Satar, H. M., & Özdener, N. (2008). The effects of synchronous CMC on speaking proficiency and anxiety: Text versus voice chat. *The Modern Language Journal*, 92(4), 595-613. <https://doi.org/10.1111/j.1540-4781.2008.00789.x>
- Silviyanti, T. M., Achmad, D., Shaheema, F., & Inayah, N. (2022). The magic of storytelling: Does storytelling through videos improve EFL students' oral performance?. *Studies in English Language and Education*, 9(2), 521-538.
- Silviyanti, T.M., & Yusuf, Y.Q. (2015). EFL Teachers' perceptions on using ICT in their teaching context: to use or to reject?. *Teaching English with Technology*. 15(4), 29-43.
- Silviyanti, T.M., Fitriani, S.S., & Wahdini, M. (2020). Communication strategies used by Islamic boarding school EFL students in small group discussion. *International Journal of Language Studies (IJLS)*. 14(4), 79-92.
- Silviyanti, T.M., Waluyo, B., & Alya, A.R. (2023). Pedagogical Strategies for increasing students' English use in bilingual education: A linguistics ethnography case study. *International Journal of Language Studies (IJLS)*. 17(2), 99-122.

- Suadi, S. (2021). Students' perceptions of the use of zoom and whatsapp in ELT amidst COVID19 pandemic. *Study of Applied Linguistics and English Education Journal (SALEE)*, 2(1), 51-64. <https://doi.org/10.35961/salee.v2i01>
- Sun, Y.-C. (2009). Voice blog: An exploratory study of language learning. *Language Learning & Technology*, 13(2), 88–103. <http://llt.msu.edu/vol13num2/sun.pdf>
- Tuan, N. H., & Mai, T. N. (2015). Factors affecting students' speaking performance at LE Thanh Hien high school. *Asian Journal of Educational Research*, 3(2), 8-23.
- Vrasidas, C., & McIsaac, M. S. (2001). Integrating technology in teaching and teacher education: Implications for policy and curriculum reform. *Educational Media International*, 38(2-3), 127-132. <https://doi.org/10.1080/09523980110041944>