

WhatsApp Voice Messaging: Building ESL Pupils' Confidence to Speak English

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ABSTRACT : Despite the advancement in technology, confidence in speaking English has always become an issue among ESL learners. This study aims to determine whether the use of WhatsApp Voice Messaging could help in building ESL pupils' confidence to speak English. It is relevant to explore the benefits of WhatsApp in learning amidst the rapid growth of technology in education. A quasi-experimental design is employed, consisting of 21 Form 2 ESL pupils in Kuala Lumpur. A pre-and post-test is administered, followed by a 12-item close-ended and 1-item open-ended survey questionnaire to evaluate respondents' level of confidence before and after the use of WhatsApp Voice Messaging, as well as their perceptions towards it. Findings revealed that 15 participants (71.43%) obtained either a satisfactory, poor or very poor level of confidence before using WhatsApp Voice Messaging. However, after the use of WhatsApp Voice Messaging, 16 participants (76.19%) gained either an excellent or a good level of confidence, with 4 participants improving from a satisfactory to an excellent level. Based on the questionnaire, participants were comfortable, felt at ease and enjoyed speaking English using WhatsApp Voice Messaging, as well as having positive perceptions towards it in terms of their feelings, learning process and contributing factors. WhatsApp Voice Messaging has helped ESL learners in building their confidence to speak English. It may also benefit teachers, students, stakeholders as well as assist the teaching and learning process through engaging ways online.

KEYWORDS: Confidence, WhatsApp Voice Messaging, Speaking, English as a Second Language, Mobile Assisted Language Learning

I. INTRODUCTION

Building confidence in speaking a second language is vital in developing English language proficiency among English as Second Language (ESL) learners. When a learner gains self-confidence, it facilitates him or her to speak fluently and accurately not only in a mother tongue but also when communicating in the target language (Gurler, 2015). It may be rather difficult for pupils to gain confidence in speaking without adequate interaction in the second language, as there is a strong connection between interaction and learning (Akkara et al., 2020). Therefore, pupils should be able to interact confidently with other English language learners in various mediums that may engage them in the conversation. The vast advancement of technology has created a great impact on the generation today. It is undeniable that technology has invaded our lives, bringing rapid changes and wondrous development of education (Amelia, 2020). Being born in the digital age, ESL pupils nowadays are more exposed to the usage of technology in their learning. As also stated by Mustafa (2018), the learners nowadays who are known as the Net Generation or digital natives embark on new challenges to teaching and learning, amidst the major revolution in technology to date. Simultaneously, learners should be provided with more engaging mediums that would help them to develop their speaking skills and to be able to communicate more confidently among one another in a second language.

The emerging technological tools in second language teaching have caught more attention and hence, various research has explored their potentials in a language learning environment (Kartal, 2019). As mentioned by Jasrial (2019), mobile technology, also categorized as Mobile-Assisted Language Learning (MALL) is one of the most potent tools to be used in the teaching and learning of the English language. It is common for learners nowadays to own a smartphone, either a shared or an individual one. This vast growth in mobile devices has brought advancement to MALL, as it not only promotes authentic resources and facilitates second language learning asynchronously, but also provides an informal learning platform beyond the classroom and thus enables ESL pupils to make use of their benefits for teaching and learning sessions (Akara et al., 2020). One of the most popular applications to be used on mobile phones is WhatsApp. WhatsApp is known as a messaging application on social media (Jasrial, 2019). It is rather convenient for second language learners as it is easy to

be accessed anytime and anywhere. There are various features like voice messaging, video and voice calls in WhatsApp that may assist teachers and learners in the teaching and learning sessions (Nurazizah et al., 2019). Through the WhatsApp Voice Messaging feature, learners could be assigned to communicate verbally on a certain topic to a teacher or a friend, by just tapping on the voice message symbol while talking and just sending it to the WhatsApp group or personal chat. According to Akkara et al. (2020), research on enhancing second language speaking skills through informal learning via WhatsApp is rather limited. Thus, it is beneficial to continue this research on the use of WhatsApp Voice Messaging in building confidence among ESL pupils' speaking. Confidence in speaking has always become a common issue among ESL learners. Similarly, the Form Two pupils in the research site are also facing the same problems to speak English confidently. Though studying at a school in an urban area, where they are expected to be more exposed to the English language, an excellent level of speaking confidence is still unable to be obtained among them. Based on a pre-test conducted by the researcher, 71.43% of the overall 21 Form 2 pupils obtained either a very poor, poor or satisfactory level of speaking confidence. Only 28.57% of the pupils obtained either an excellent or good level of confidence. The scale of the confidence levels was adapted from the English Communication Skills rubrics (Kementerian Pelajaran Malaysia, 2019). It would be necessary to conduct this study on these selected Form Two pupils so that they would be more motivated to build confidence to speak English. There should be an awareness among them on the importance of mastering the English language so that it would help them to communicate in their future real-life situations.

As mentioned by Tridinanti (2018), the awareness of the importance of self-confidence among ESL learners should also be taken into consideration when speaking English. The teaching and learning environment should be easy for pupils to share ideas and communicate freely with one another. Tridinanti (2018) also mentioned that learners may find it difficult to express themselves through a simple conversation of a second language if they have an inability or a lack of speaking English. Including MALL through WhatsApp may help pupils in developing speaking skills. This mobile social interaction and participation are moving towards being a dominant tool in second language development and establishing an educational resource that is yet to be exploited by educators (Andujar-Vaca & Cruz, 2017). It is hoped that the use of WhatsApp Voice Messaging could help the Form Two pupils in the research site to build their confidence to speak English. The purpose of carrying out this research is to determine whether the use of WhatsApp Voice Messaging could help in building ESL pupils' confidence to speak English. Pupils' level of speaking confidence before and after using WhatsApp Voice Messaging will be identified. Their perception of using WhatsApp Voice Messaging in building their confidence to speak English will also be evaluated. Therefore, the research objectives are to determine the ESL pupils' level of confidence to speak English before and after the use of WhatsApp Voice Messaging, as well as to identify the ESL pupils' perception towards the use of WhatsApp Voice Messaging in building their confidence to speak English. It will then answer the research questions (1) What are the ESL pupils' levels of confidence to speak English before using the WhatsApp Voice Messaging? (2) What are the ESL pupils' levels of confidence to speak English after using the WhatsApp Voice Messaging? and (3) What are the ESL pupils' perceptions towards the use of WhatsApp Voice Messaging in building their confidence to speak English?

II. LITERATURE REVIEW

Technology in Language Learning : Technology has affected people's lives in many aspects and fields, education to be one of them. Profound effects of technology on education have been found amidst its growing number of daily users (Tulgar, 2018). There has been a rapid growth of technology in teaching and learning with various modern gadgets, e-learning and mobile devices. As also mentioned by Din (2017), there have been various alternatives to teaching and learning strategies that focus on a student-centred environment with the advancement of technology. Similarly, in Malaysia, pupils face an evolvement in the classroom settings, where technology has been integrated into the teaching and learning sessions (Hussin, 2008). Nowadays, it is common for pupils to use gadgets and social media like WhatsApp, Twitter, Instagram and Facebook in their everyday lives. As supported by Abaido and El-Messiry (2016), utilising social media applications within the education field, either inside or outside the classroom setting, may help in expanding pupils' knowledge, as well as enabling them to enjoy a more interactive, immersive, motivated and engaging learning experience. In a study by Tulgar (2018), pupils exhibit an interest in the convenience of the technological developments provided in the integration of various social media applications in the personal, social and education arena. Thus, the opportunity of education through these popular mediums should be explored to engage pupils in the

teaching and learning session. Being easily accessible and user-friendly, mobile phones are one of the most gadgets used by many pupils, where many social media applications could also be easily accessed. There have been recent researches that explore the use of mobile phone technologies in language learning. Chinthaka Naleen (2019) highlighted the great impact of mobile learning on technology-assisted learning and its significance to language teaching. Oksuz-Zerey (2021) on the other hand, also succumbed to how the rapid emergence of mobile technologies has been integrated into language and learning, but also suggested the incorporation of the pedagogical principles guided by second language theories. It is without a doubt that Mobile-Assisted Language Learning (MALL) has a great impact on the education system, providing a great opportunity for pupils' language learning. MALL has progressively entered the education arena amidst the rapid development of mobile technology and the growth of personal and portable devices (Demouv & Kukulska-Hulme, 2010). It is a rather relevant language learning medium with the advancement of technology. Iyehzeziel and Wiradisastra (2021) defined MALL as a language learning method that is widely spread nowadays as the usage of smartphones is on the rise. In a study conducted by them, findings show that teachers enjoy the various options to teach via mobile devices through MALL, while learners were comfortable working at ease collaborating with their peers. Izhezkiel and Wiradistra (2021) also suggested the use of voice communication via WhatsApp which assists learners with their pronunciation skills in communicating effectively. A study by Andujar (2016) reported that mobile learning encourages great participation by the learners, making them feel more comfortable and engaged in the field of knowledge.

MALL has commonly become synonymous with mobile phone applications and WhatsApp is one of the most widely used mediums as it provides a rather promising platform for informal learning and interaction in the target language, allowing for it to be accessed anytime and anywhere (Burston, 2014). WhatsApp has been believed to have a lot of potentials in language learning which plays a great role in achieving pupils' success.

WhatsApp in ESL Learning : WhatsApp is perceived as one of the most common social networking Mobile-Assisted Language Learning (MALL) tools that have great potentials to assist pupils in enhancing their speaking skills. As mentioned by Bielaczyc and Collins (1999), WhatsApp promotes the construction and dissemination of knowledge among learners through collaborative learning activities. It allows pupils to receive an immediate response when taking part in a supportive, interactive and collaborative community (Rovai, 2002). Pupils may thus feel encouraged to take part in the WhatsApp conversation with their teacher and friends online.

According to Suhaimi and Mohamad (2019), the usage of WhatsApp in learning is aligned with the goal of the Malaysian Education Blueprint 2013-2025, focussing on the integration of Information, Communication and Technology (ICT) in teaching and learning, as the Ministry of Education believes in its great potential in the development of learners' knowledge and thinking skills. The use of WhatsApp not only assists teachers in creating a supportive learning environment that fosters productive student engagement, but it may also develop a platform for learners to practise collaborative learning in groups of common purpose, with a sense of identity and trust (Akkara et al., 2020). Pupils may be more motivated to communicate in the English language via WhatsApp through their smartphones. It has always been challenging to create a supportive environment for the interaction of the second language in a platform beyond the classroom settings. The use of WhatsApp not only assists teachers in creating a supportive learning environment that fosters productive student engagement, but it may also develop a platform for learners to practise collaborative learning in groups of common purpose, with a sense of identity and trust (Akkara et al., 2020). As mentioned by Amelia (2020), WhatsApp has become increasingly popular among more than 350 million users, especially students around the globe in the last two years. Moreover, Amelia (2020) also explains that people may opt for WhatsApp due to its low cost and the feature of a group chat which goes up to 250 participants. It is no doubt that WhatsApp has gained a lot of trust from people all around the world. In her study, Amelia (2020) stated that WhatsApp can build confidence among the shyer students as they often turn out to be more active in communicating when they use WhatsApp or other social media platforms.

It is also reported that pupils' confidence and positive attitudes in classroom activity participation have started to increase when utilizing WhatsApp, due to their feeling of comfort when using social media. She also stated that WhatsApp provides a platform for learning speaking, where students could record their voices on a given topic and share it with the groups. This may help in improving pupils' confidence and achievement in

speaking. There have been a lot of past studies conducted over the years in regards to WhatsApp as a potential tool for second language learning (Andujar & Salaberri-Ramiro, 2019). Abaido and El- Messiry (2019) aimed to explore learners' level of WhatsApp usage on the quality of education and the findings concluded that there was a need for more innovative teaching via WhatsApp for a more engaging experience. Suhaimi and Mohamad (2019) studied the impacts of WhatsApp in the aspects of the contents and comprehension of a writing topic. The result showed learners' significant improvement in the writing of their content and WhatsApp was discovered as a useful platform for sentence construction with feedbacks for the teacher and peers in the group. Ramakrishnan (2017) utilised WhatsApp for the English language proficiency among university students at degree level and findings revealed the development of proficiency in the language among the learners. Moreover, there have been several past studies that have been done to analyse WhatsApp as an effective educational tool to gain confidence in speaking. In a study by Kheryadi (2017), results showed that pupils felt enthusiastic, confident, independent and gained a positive attitude when using WhatsApp as a medium to learn English. Han and Keskin (2016) examined the effect of using WhatsApp on English as a Foreign Language (EFL) learners in a speaking class. The findings have shown WhatsApp's significant impact in lowering the EFL learners' speaking anxiety through the various activities conducted. A study was carried out by Oksuz-Zerey (2021) to identify the potential benefits of WhatsApp as a learning platform. Results had indicated that pupils were able to overcome their shyness when participating in the speaking activities via WhatsApp, making them feel more comfortable towards the end and impacting on an improvement on their speaking and pronunciation skills.

Multiple past studies have been done to analyse WhatsApp as an effective educational tool. Ramakrishnan (2017) utilized WhatsApp for English language proficiency among university students at degree level and findings revealed the development of proficiency in the language among the learners. In a study by Kheryadi (2017), results show that pupils felt enthusiastic, confident, independent and gained a positive attitude when using WhatsApp as a medium to learn English. In a study by Arulchelvan and Md Yunus (2020), the researchers proposed incorporating authentic learning and assessment of speaking skills with audiovisual resources based on WhatsApp as a successful strategy for developing competent and independent English speakers. It is no doubt that WhatsApp has brought a positive impact on second language learners and has great potentials in building ESL pupils' confidence to speak English.

Zone Of Proximal Development (ZPD) : This research is underpinned by Vygotsky's social constructivism theory. This theory highlights the importance of culture and interaction in the development of cognitive abilities (Hoose, 2020). Furthermore, in social constructivism, Vygotsky suggests that humans do not act directly on the physical world but through the intermediary of tools (Adam, 2017). In this study, WhatsApp Voice Message is used as a learning tool to help pupils in building their confidence in speaking English as it is perceived to assist their learning. One of the aspects of the social constructivism theory that would be evaluated in this study is the Zone of Proximal Development (ZPD). Gauvain (2008) defined the ZPD as the region of sensitivity for learning that is characterized by the difference between the developmental level at which a pupil can work independently and the level that he or she is dependent on a more skilled person.

Another concept that will be discussed in this study is scaffolding. Scaffolding is an instructional process where knowledgeable peers or a skillful adult guides the learner through the course of interaction (Gauvain, 2008). In this research, pupils are provided scaffolding by more knowledgeable others in doing the speaking tasks in the ZPD through the use of WhatsApp. Social interactions also happen among learners and the teacher. This may help pupils to develop their potentials through guided support. Vygotsky believed that social interactions with teachers and more knowledgeable peers could facilitate a learners' potential for learning (Hoose, 2020). ESL learners' interaction in the WhatsApp group could assist them in building their confidence in speaking English. A teacher or a more knowledgeable other (MKO) identifies a learner's ZPD and assists him or her to develop beyond it (Hoose 2020). The MKO then gradually minimizes support until the learner can do the task unaided (Hoose, 2020). To complete the tasks, learners are required to collaborate with other more competent friends or a teacher (Suhaimi et al., 2019). Pupils' self-confidence in the speaking task could be increased when pupils are then able to do the task unaided.

There have been several past studies that have been done on the use of scaffolding in improving pupils' second language learning. In a study by DerKhachadourian (2019), EFL students' formative speech assignment using

PowerQuest was being analysed and findings have proven that the experimental group was more engaged and motivated to learn as they were given scaffolding and collaborated with their classmates in accomplishing the tasks (DerKhachadourian, 2019). In a study by Mardani (2020), EFL learners' storytelling skills were being analysed, where they interacted in diverse ZPD contexts. The findings reported that the ZPD-activated context created a low anxiety classroom environment, as well as assisting pupils to boost their confidence in speaking. Finally, in a study by Azir (2019), applying peer scaffolding in a communicative lesson has assisted learners in improving their speaking, as well as becoming more confident, cooperative and motivated to practice English language speaking skills. It is therefore important for pupils to receive scaffolding from the more knowledgeable other to enhance their learning process. Moreover, past studies have also been carried out which identified the role of MKO in developing pupils' learning. In a study by Lam (2015), it was reported that the participants engaged in an online collaboration through social media such as WhatsApp and Facebook as they learned from friends who had more knowledge and experience. Hence, making the learning to be more meaningful for the learners. Lam (2017) conducted a study on the use of WhatsApp's asynchronous features, which include instant messaging texts, audio and photos in daily learning among a group of tertiary pupils in the accounting field. Results showed that pupils made use of the WhatsApp features to communicate with the MKO through online collaboration in the course. Moreover, Malik et al. (2021) studied speaking anxiety among Pakistani English as a Foreign Learner (EFL) in universities. Findings reported that when pupils are mediated by a MKO or scaffolded in the company of a MKO, the learning process becomes more meaningful as pupils receive all the guidance they need to excel. Malik et al. (2021) also discovered that a friendlier ambiance in the classroom may contribute to overcoming speaking disorders and anxiety among learners. In a study by Sundararajan (2010), results revealed that pupils felt more confident to share their thoughts and opinions when the instructor or other MKO validate their participation in the learning platform. In addition, several past studies highlight how social interaction through WhatsApp boosts pupils' confidence in learning to speak. Tulgar (2018) conducted a case study to examine WhatsApp's role in maintaining social interaction among Turkish EFL learners. The findings reported that learners felt a sense of belonging through their interaction in the WhatsApp group and thus it increased their motivation and self-confidence to contribute more to the group by sharing their experience and knowledge. In a study by Arum P (2020), teachers instructed pupils to send their speaking tasks through WhatsApp Voice Messaging to emphasize their skills and confidence to speak English. The findings of the study showed that students got excellent grades at the end of the semester.

Confidence in ESL Speaking : A lack of self-confidence creates barriers that may make it difficult for learners to speak the English language (Gurler, 2015). Learning speaking should be developed in a way in which would remove the existing barriers, where students could gain new knowledge comfortably without feeling a threat to use the opportunity and they would have to try their best. Pupils must use all the potentials that they have in building confidence to speak English.

In this study, confidence is defined by the construct of the instruments, in determining pupils' perception of the use of WhatsApp Voice Message in building ESL pupils' confidence to speak English. Having speaking confidence is perceived as the ability to speak in English without feeling nervous, to enjoy speaking English and not worried or have a fear of making mistakes or speaking English to a teacher and during pair work activities (Seli, 2019). Moreover, having speaking confidence avoids pupils from feeling anxious, being panic or embarrassed when speaking English (Seli, 2019). Ozdemir and Papi (2020) also add to the aspect of confidence that will be discussed in this study, highlighting the feeling of ease and being comfortable when speaking English confidently. Finally, as mentioned by Burton and Platt (2006), having speaking confidence allows pupils to be more relaxed and less tense. Thus, these are the 12 concepts of confidence that are included in the survey questionnaire to identify the level of confidence and pupils' perception of using WhatsApp Voice Message in building speaking confidence.

In measuring confidence, there are three domains that are related to the construct of confidence as presented by Stankov and Lee (2008), namely cognitive abilities, personality traits and metacognitive processes. These three features will be taken into consideration in measuring the aspect of confidence in ESL pupils' confidence to speak in the pre-test and post-test of this study. Firstly, in terms of cognitive abilities, Stankov and Lee (2008) have reported a correlation to confidence where a higher accuracy may link to a higher confidence level. Pupils who may be able to speak English more accurately may have a higher level of confidence. The second domain

is the personality trait, referring to pupils' thoughts, feelings and behaviours (Diener & Lucas, 2021). It may refer to pupils' emotions in portraying their confidence level in speaking English, for example, they may either feel relaxed or nervous. Finally, the third domain reported by Stankov and Lee (2008) is the aspect of metacognitive processes. According to Chick (2003), metacognition refers to an awareness of the learning process and the processes used to plan, monitor and assess one's understanding and performance. This includes the ability to reflect pupils' confidence in their understanding to speak English during the pre-test and post-test.

Past studies have been carried out to identify how second language pupils' confidence in speaking English is influenced by educators, peers or advanced learners. Azir (2019) used a scaffolding approach to check whether it helps in improving second language students' speaking skills. Results revealed that peer scaffolding built a more supportive learning condition where students can give mutual help to improve speaking as it also lifted pupils' confidence and creativity. In a study by Hussin (2008), findings found that Malaysian university learners become more confident as they also received comments, advice and comments from their friends on the spot. Abdullah et al. (2012) revealed the vital role of instructors in having a warm personality that drives pupils' motivation and confidence to speak. Pupils' involvement was also assisted by the more active learners, as they were more dependant on them. Plecha (2002) revealed that peer interaction and student-faculty may play a vital role in building academic self-confidence. Finally, in a study by Nguyen (2013), results revealed that collaborative pairwork created a learning environment where peers provided support, as well as helping pupils to gain mutual help. As presented by the data, it also helped them to gain the confidence and motivation needed to complete the task.

III. MATERIALS AND METHODS

Research Design : In this study, a quantitative research design is employed using a quasi-experimental method. According to White and Sabarwal (2014), a quasi-experimental study is used when randomizing participants or groups to treatment and control groups is not possible. Thus, being one of the main reasons why this research design is chosen for study. A one-group pretest-posttest will be conducted in this research, due to some constraints in the number of participants in this study. As also mentioned in a study by Aktas and Can (2019), a one-group pretest-posttest is used to gain quantitative data where the dependent variable is applied to a randomly selected group. This quasi-experimental study would be able to gain information on the use of WhatsApp Voice Messaging in building ESL pupils' confidence to speak English.

Participants : The research respondents are chosen from an urban secondary school in Kuala Lumpur, consisting of Malay and Indian pupils. This school was chosen as it was the most accessible for the researcher for the study. 21 Form Two participants are chosen for this study. According to Onwuegbuzie et al. (2004 in Onwuegbuzie et al. 2007), 21 total number participants are acceptable for an experimental study. Their English Language proficiency level ranges from basic to an independent user, according to the Common European Framework (CEFR) proficiency chart (Mohd Don & Abdullah, 2019). In choosing the participants of the research, a convenience sampling method was selected. According to Fleetwood (2020), the convenience sampling method is a technique adopted by the researcher where data is collected from a more accessible group of respondents. Since the researcher is carrying out a quasi-experimental study as the prerequisite criteria of a true experimental study could not be fulfilled, a convenience sampling method would be the most suitable technique to select the participants for this study.

Instrument : There are two research instruments used in the study. The first research instrument will be used to answer research questions one and two, while the second instrument will be used to answer the second and third research questions of the study. To answer research questions one and two, a Speaking Confidence Test will be used as an instrument to carry out the pretest and posttest. The Speaking Confidence Test is adapted from the Form Three Assessment (Pentaksiran Tingkatan Tiga) (PT3), which was conducted in 2019 (Kementerian Pelajaran Malaysia, 2019). The format of the assessment is similar to the Form Two pupils, thus it is relevant for the study. There are three parts of the test, which consist of general questions, telling a story and giving opinions. The total time of the test is about 10 minutes. The Speaking Confidence test rubrics are adapted and modified from the PT3 Instructions to Speaking Examiners (Kementerian Pelajaran Malaysia, 2019) and the construct of confidence from Stankov & Lee (2008) (Appendix A). The same set of tests will be used for the pretest and posttest. The questions will be reshuffled during the posttest to avoid the participants from memorizing the test during the pretest.

To answer the second and third research questions, a survey questionnaire is used as an instrument to further consolidate the levels of confidence and to identify participants' perceptions of using WhatsApp Voice Messaging in building their confidence to speak English (Appendix B). The questionnaire is adapted and modified from the Confidence in Speaking English Questionnaire by Griffiee (1997), Bolivar-Cruz et al. (2018), Noni and Basri (2019), Goris et al. (2019), as well as Ozdemir and Papi (2021). The questions are also translated in the first language for the pupils to have a better understanding. Based on the pilot study carried out, the Cronbach alpha value is 0.921. Since the value is greater than 0.7, the research questionnaire is acceptable for research purposes. As mentioned by Muijs (2010), there is an internal consistency for a coefficient alpha value of greater than 0.7. Hinton et al. (2004) also suggested that a value of 0.9 and above results in the high reliability of an instrument. This shows that the piloted questionnaire is reliable to be administered to the actual research participants. There are 13 items in this research instrument, consisting of 12 close-ended items and 1 open-ended question (Table 1). 12 close-ended items are required to be answered using the Five-Point Likert scale, ranging from Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. The 12 close-ended items aim to further consolidate the participants' level of confidence to speak English after using WhatsApp Voice Messaging. The 1 open-ended question aims to collect data on the participants' perception of using WhatsApp Voice Messaging in building their confidence in speaking English.

Table 1: Items for the research instrument

Items	Description
Item 1	I am relaxed when speaking English using WhatsApp Voice Messaging.
Item 2	I am comfortable when speaking English using WhatsApp Voice Messaging.
Item 3	I am not nervous when speaking English using WhatsApp Voice Messaging
Item 4	I can speak in English without any worries of making mistakes when using WhatsApp Voice Messaging.
Item 5	I do not panic when I have to speak English using WhatsApp Voice Messaging.
Item 6	I am not anxious when I have to speak English using WhatsApp Voice Messaging.
Item 7	I am usually at ease during class when speaking English using WhatsApp Voice Messaging.
Item 8	I can speak English to my English teacher without fear when using WhatsApp Voice Messaging
Item 9	I can speak English to my friends without fear during pairwork through WhatsApp Voice Messaging.
Item 10	I do not feel tense when speaking English when using WhatsApp Voice Messaging.
Item 11	I enjoy speaking English in class without feeling afraid using WhatsApp Voice Messaging
Item 12	I do not feel embarrassed when speaking English using WhatsApp Voice Messaging.
Item 13	Does WhatsApp help to build my confidence to speak English? If Yes, How? _____ If No, Why? _____

Data Analysis : For the pre and post-test, marks will be given based on the Speaking Confidence Test rubrics (Appendix A). It is adapted and modified from the PT3 Instructions to Speaking Examiners (Kementerian Pelajaran Malaysia, 2019). The scores for the test are evaluated based on the three domains related to the construct of confidence, namely, cognitive abilities, personality trait and metacognitive process adapted from Stankov and Lee (2008). Participants will obtain a speaking confidence level based on the test scores as can be seen in Table 2 below. The categorization of the level of confidence is adapted from the rubrics in the English in Communication Skills scales (Kementerian Pelajaran Malaysia, 2019). Descriptive statistics will also be used to explain the findings of the confidence level, which include the mean scores and percentage.

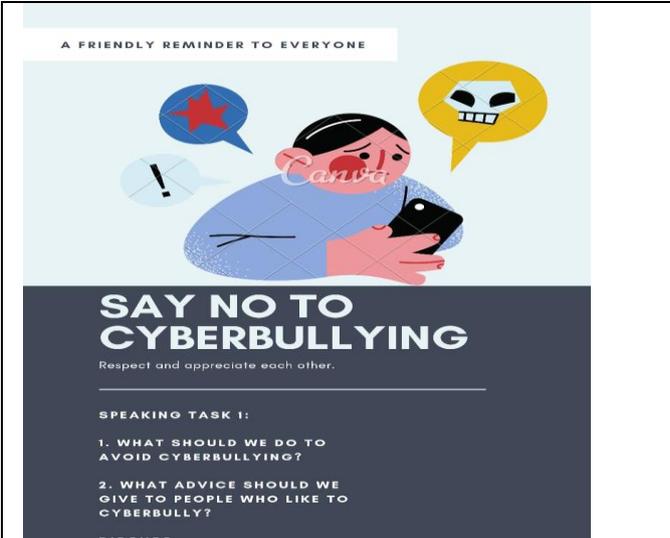
Table 2: Confidence Level Based on the Speaking Confidence Level

Total Scores (/15)	Level of Confidence
13-15	Excellent Level of Confidence

10-12	Good Level of Confidence
7-9	Satisfactory Level of Confidence
4-6	Poor Level of Confidence
0-3	Very Poor Level of Confidence

For the close-ended part of the questionnaire instrument, descriptive statistics of the mean scores and percentages based on the Five-Likert Scales response in the instrument will be used. The 12 concepts of confidence adapted from (Seli, 2019; Ozdemir & Papi; Burton & Platt, 2006) were included in the items of the instrument that will be evaluated and analyzed. These aspects and concept of confidence include how a participant may not be nervous, anxious, panic, embarrassed, tense, be worried about making mistakes or fearful of speaking English to a teacher or friends, as well as having an enjoyment, a feeling of ease and being able to feel comfortable and relaxed when speaking English. (Seli, 2019; Ozdemir & Papi; Burton & Platt, 2006). For the open-ended questionnaire, data will be analysed by categorizing them into the related subscales based on the given themes. The themes discovered were then divided into categories. Data obtained were categorized based on the concepts discussed in this study

Data Collection Procedure : The study was carried out for a duration of eight weeks. The participants were added to a WhatsApp Group named "Speaking English Programme." During the first week before the intervention, participants answered the pretest. After that, participants were given one speaking task each week via WhatsApp Voice Messaging intervention with activities like describing photos, giving opinions, debates and movie reviews (Fig. 1). The topics of the speaking activities were based on the Form Two syllabus as provided by the Ministry of Education. Extra guidance was given to the teacher and the more advanced students via WhatsApp Voice Messaging. In the final week of the study, the post-test and questionnaire were administered to the pupils.



Speaking Task 1: Giving Opinions



Speaking Task 2: Debate

<p>Let's hear your opinions about:</p> <p>ONLINE EXAMS</p> <p>Share your opinions:</p> <ul style="list-style-type: none"> - What do you feel about online exams? -What are the advantages and disadvantages of online exams? <p>THANK YOU</p>	
<p>Speaking Task 3: Giving Opinions</p>	<p>Speaking Task 4: Telling a Story</p>
<p>02/10/2021 WhatsApp Voice Message Speaking Task</p> <p>Movie/TV Series Speaking Task</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1) Choose one Movie or Tv Series of your choice (Can be in any language) 2) Share your review about the movie in a Voice Message (You may talk about the Synopsis, Your Favourite Character, Your Favourite Scene and Recommendations) 3) Share your Voice Message along with a picture of the Movie in this WhatsApp Group <p>Thank you Have fun! 😊</p>	<p>09/10/2021</p> <p>DEBATE</p> <p>SHOULD STUDENTS BRING HANDPHONES TO SCHOOL?</p> <p>CHOOSE A SIDE: GOVERNMENT (AGREE) OR OPPOSITION (DISAGREE)</p>
<p>Speaking Task 5: Movie Review</p>	<p>Speaking Task 6: Debate</p>

Figure 1: Speaking Task Activities via WhatsApp Voice Messaging

IV. RESULTS

Pupils' Level of Confidence Before and After the Use of WhatsApp Voice Messaging : The overall data obtained from the pre and post-test are presented in Table 3 below.

Table 3: Overall Pre-Test and Post-Test Scores

Respondent	Pre-Test	Level of Confidence	Post-Test	Level of Confidence
1	7	Satisfactory	13	Excellent
2	4	Poor Level	10	Good
3	5	Poor Level	11	Good
4	9	Satisfactory	14	Excellent
5	7	Satisfactory	12	Good
6	4	Poor	9	Satisfactory
7	4	Poor	9	Satisfactory

8	4	Poor	9	Satisfactory
9	3	Very Poor	7	Satisfactory
10	9	Satisfactory	13	Excellent
11	9	Satisfactory	13	Excellent
12	5	Poor Level	9	Satisfactory
13	7	Satisfactory	10	Good
14	9	Satisfactory	12	Good
15	9	Satisfactory	12	Good
16	11	Good	14	Excellent
17	13	Excellent	15	Excellent
18	12	Good	14	Excellent
19	14	Excellent	15	Excellent
20	11	Good	12	Good
21	13	Good	14	Excellent

The data of the pre and post-test is also presented in percentage forms. Fig. 2 shows the percentage of the level of the pupils' confidence to speak English before and after using WhatsApp Voice Messaging.

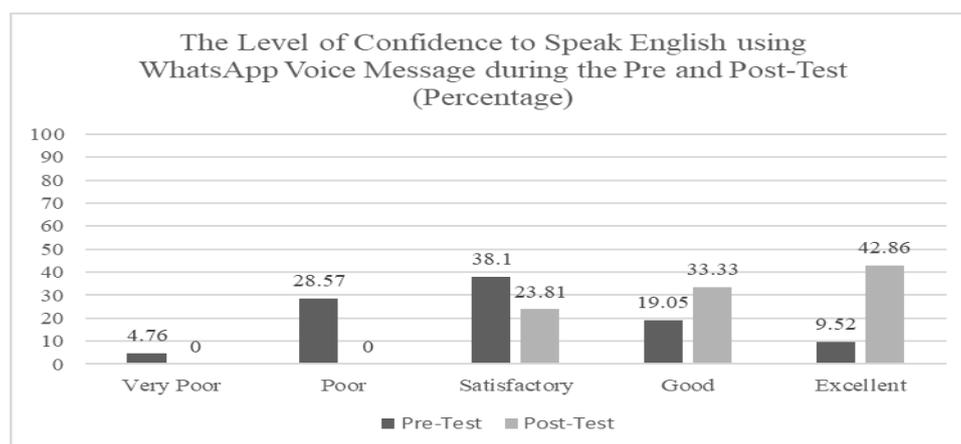


Figure 2: Respondents' level of confidence to speak English before and after using WhatsApp Voice Messaging

The pre-test shows that only 2 pupils (9.5%) achieved an excellent level of confidence. After the intervention, these pupils remained to be excellent and 7 more (42.86%) achieved an excellent level. Interestingly, 4 pupils from a satisfactory level improved to an excellent level of confidence to speak English after using WhatsApp Voice Messaging. 4 pupils (19.05%) obtained a good level in the pre-test. 1 pupil maintained at a good level and there is also an increase to 7 (33.33%) pupils obtaining a good level of speaking English after the intervention.

In the pre-test, 8 pupils (38.1%) achieved a satisfactory level to speak English. There was a decrease to 5 pupils (23.81%) who are still at a satisfactory level after using WhatsApp Voice Messaging. From the 8 pupils who achieved a satisfactory level in the pre-test, 4 improved to an excellent level, while 4 shifted to a good level in the post-test. The pre-test showed that 6 pupils (28.57%) obtained a poor level, while 0 students are still at a poor level in the post-test. Similarly, 1 pupil (4.76%) obtained a very poor level in the pre-test, but after the use of WhatsApp Voice Messaging, no pupils remained at the very poor level of confidence to speak English.

For the close-ended questionnaire, the results were analysed to further justify pupils' level of confidence after using WhatsApp Voice Messaging. Table 4 below presents the findings for the open-ended questionnaire in determining respondents' level of confidence after using WhatsApp Voice Messaging in building their confidence to speak English. The percentage for each Likert scale, as well as the mean for each response, is shared in Table 4 below.

Table 4: Close-Ended Questionnaire Results

No.	Items	Strongly Agree n (%)	Agree n (%)	Neutral n (%)	Disagree n (%)	Strongly Disagree n (%)	Mean
1	I am relaxed when speaking English using WhatsApp Voice Messaging.	4 (19)	9 (42.9)	4 (19)	4 (19)	0 (0)	3.62
2	I am comfortable when speaking English using WhatsApp Voice Messaging.	5 (23.8)	12 (57.1)	2 (9.5)	2 (9.5)	0 (0)	3.95
3	I am not nervous when speaking English using WhatsApp Voice Messaging.	4 (19)	8 (38.1)	3 (14.3)	3 (14.3)	3 (14.3)	3.33
4	I can speak in English without any worries of making mistakes when using WhatsApp Voice Messaging.	3 (14.3)	5 (23.8)	9 (42.9)	2 (9.5)	2 (9.5)	3.24
5	I do not panic when I have to speak English using WhatsApp Voice Messaging.	0 (0)	9 (42.9)	5 (23.8)	3 (14.3)	4 (19)	2.90
6	I am not anxious when I have to speak English using WhatsApp Voice Messaging.	3 (14.3)	9 (42.9)	4 (19)	3 (14.3)	2 (9.5)	3.38
7	I am usually at ease during class when speaking English using WhatsApp Voice Messaging.	5 (23.8)	12 (57.1)	2 (9.5)	2 (9.5)	2 (9.5)	3.95

8	I can speak English to my English teacher without fear when using WhatsApp Voice Messaging.	3 (14.3)	10 (47.6)	3 (14.3)	5 (23.8)	0 (0)	3.52
9	I can speak English to my friends without fear during pairwork through WhatsApp Voice Messaging.	6 (28.6)	8 (38.1)	5 (23.8)	1 (4.8)	1 (4.8)	3.81
10	I do not feel tensed when speaking English when using WhatsApp Voice Messaging.	4 (19)	8 (38.1)	6 (28.6)	3 (14.3)	0 (0)	3.62
11	I enjoy speaking English in class without feeling afraid using WhatsApp Voice Messaging.	5 (23.8)	12 (57.1)	2 (9.5)	2 (9.5)	0 (0)	3.95
12	I do not feel embarrassed when speaking English using WhatsApp Voice Messaging.	5 (23.8)	3 (38.1)	4 (19)	4 (19)	0 (0)	3.67

Based on Table 4 above, the highest mean scores are for items 2, 7 and 11 which is 3.952. In item 2, participants respond to whether they agree that they feel comfortable when speaking English using WhatsApp Voice Messaging, item 7 is on feeling at ease while item 11 is on the enjoyment of speaking English in class without feeling afraid when using WhatsApp Voice Messaging. Item 5 has the lowest mean score (2.90) on whether participants panic when speaking English using WhatsApp Voice Message. Out of a total of 12 items, 8 items show respondents' agreement of the given statement as their means are the closest to the Likert-scale 4 (Agree).

P

pupils' Perception Towards the Use of WhatsApp Voice Messaging : An open-ended question was asked in Item 13 to determine pupils' perception towards the use of WhatsApp Voice Messaging in building their confidence to speak English. The responses from 21 participants were analysed (Appendix C). Based on the responses, the themes identified were comfort, step by step developmental, scaffolding, confidence, mastery, social interaction, anxiety and more knowledgeable others. They are then divided into three categories which are feelings, learning process and contributing factors. The first category which is feelings includes comfort, confidence and anxiety. The second category, namely the learning process, consists of step by step developmental, scaffolding and mastery. The third category, which is contributing factor, includes social interaction and more knowledgeable others.

17 out of 21 respondents feel that WhatsApp Voice Messaging has helped them to build confidence to speak English. This contributes 80.95% of the total number of participating respondents. They provided their own individual and personal reasons as to why they feel that WhatsApp Voice Messaging has helped them to build confidence to speak English, for example (Appendix C), Respondent 20 felt that WhatsApp Voice Messaging made her more comfortable and will enable her to reduce the feeling of nervous or the anxiety to speak English. As also mentioned by Respondent 1, it is comfortable to speak English using WhatsApp Voice Messaging. Similarly, Respondent 16 mentioned that the use of WhatsApp Voice Messaging has encouraged

her to communicate more with friends in English. Respondent 10 also felt that the use of WhatsApp Voice Messaging has helped him to have a bit of confidence after joining the Speaking English Programme via WhatsApp Voice Messaging. On the other hand, 4 out of 21 respondents, which is only 19%, did not feel that the use of WhatsApp Voice Messaging has helped them to build their confidence to speak English. As mentioned by Respondent 8, she gets easily anxious when using WhatsApp Voice Messaging. Respondent 6 also shared that she sometimes feels that her command of the English language does not improve by using WhatsApp Voice messaging.

However, the participants' overall perception towards the use of WhatsApp Voice Messaging in building confidence to speak English is considered to be positive as a higher percentage of 80.95% from the whole number of 21 respondents shared positive responses in their open-ended item.

V. DISCUSSION

Pupils' Level of Confidence Before and After the Use of WhatsApp Voice Messaging : Before the use of WhatsApp Voice Messaging, there were 8 (38.1%) pupils who obtained a satisfactory level of confidence in the pre-test, 6 pupils (28.57%) obtained a poor level while 1 pupil (4.76%) obtained a very poor level, which implies that pupils haven't developed a confidence to speak English before the use of WhatsApp Voice Messaging. This is similar to a study by Noni and Basri (2019) when in the initial part, before the use of WhatsApp, there was a low level of self-confidence to communicate in English among the participants. It is recommended that pupils are encouraged to participate in WhatsApp Voice Messaging activities to boost their confidence to speak English. After the use of WhatsApp Voice Messaging to speak English, 7 participants (33.33%) had a good level of confidence, while 9 respondents, (42.86%) gained an excellent level of confidence to speak in English after using WhatsApp Voice Messaging. Interestingly, 4 pupils from a satisfactory level improved to an excellent level to speak English after using WhatsApp Voice Messaging which implies that the use of WhatsApp Voice Messaging is significant in building the participants' confidence to speak English.

This is similar to the study by Arulchelvan and Md Yunus (2020), as learners developed confidence in speaking through WhatsApp tasks. It is therefore recommended that pupils use WhatsApp Voice Messaging in building their confidence to speak English.

As for the questionnaire response, it further justifies pupils' level of confidence after using WhatsApp Voice Messaging. 8 items show pupils' agreement of the given statement as their means are close to 4. The highest means were for items 2, 7 and 11 (3.952) which implies that being comfortable, feeling at ease, and enjoying speaking English in class without feeling afraid is significant. This is similar to Burton and Platt (2006) as pupils who have confidence will be more motivated and enjoy what they do. In this study, pupils used WhatsApp Voice Messaging to converse in English in a fun way, allowing them to help increase their level of confidence to speak English. They feel comfortable when using WhatsApp Voice Messaging. It is therefore recommended that teachers should make sure that students are comfortable.

Item 5 has a mean of 2.9 on whether respondents panic when speaking English using WhatsApp Voice Messaging. This implies that avoiding from being panic while communicating is significant in developing confidence. This is similar to a study by Ozdemir and Papi (2021) as pupils are more confident to speak English when they do not panic. It is thus recommended that teachers should create a learning environment that will not allow pupils to panic when speaking English using WhatsApp to increase their level of confidence. It can be seen that pupils developed a higher level of confidence as pupils feel more comfortable, at ease and have a sense of enjoyment when using WhatsApp Voice Messaging. However, some respondents also panic when using WhatsApp Voice Messaging. Based on the questionnaire results, their level of confidence to speak English increases after using WhatsApp Voice Messaging.

Pupils' Perception Towards the Use of WhatsApp Voice Messaging : Pupils' perception towards the use of WhatsApp Voice Messaging in building their confidence to speak is determined based on their feedback in the open-ended item of the questionnaire (Appendix C). Three categories will be discussed in determining participants' perception, in terms of feelings, learning process and contributing factors.

The first category is the respondents' feelings towards the use of WhatsApp Voice Messaging. Respondents felt that they were confident to use the English language because it's comfortable for them (Respondent 1). It makes them comfortable (Respondent 2). This implies that being comfortable is significant. It is similar to Ozdemir and Papi (2020) as pupils with a higher level of speaking confidence will feel more comfortable using English. It is recommended that teachers should ensure that ESL pupils are comfortable in learning to speak English. Another feeling perceived by the respondents is their confidence in using WhatsApp Voice Messaging. Respondents felt that using WhatsApp Voice Message makes them feel confident to speak English (Respondent 3). It slowly boosts their confidence (Respondent 3). This implies that the use of WhatsApp Voice Messaging is significant to make them more confident to speak in English. This is similar to a study by Kheryadi (2017) where pupils felt enthusiastic, confident and gained a positive attitude when using WhatsApp Voice Messaging. It is also supported by Amelia's (2020) study as pupils increased their confidence and positive attitudes in classroom activity participation when utilizing WhatsApp. It is therefore recommended that pupils use WhatsApp to boost their confidence in speaking English.

WhatsApp Voice Messaging has also caused respondents to feel anxious (Respondent 8). On the other hand, some respondents felt that it made them able to get rid of their nervous feelings or anxiety (Respondent 20). This implies that anxiety is a significant factor that may affect ESL pupils' confidence to speak English. This is supported by Seli (2019), as an attribute of pupils with a high level of speaking confidence is that they have a low level of anxiety. It is therefore recommended that teachers promote a low anxiety learning environment so that it may encourage pupils to speak English more actively, efficiently and successfully.

The next category discovered is the pupils' learning process, consisting of step-by-step developmental, scaffolding and mastery. Respondents were able to learn little by little when speaking English (Respondent 2). This implies the importance of the scaffolding process in the Zone of Proximal Development (ZPD), where pupils receive guidance from a teacher or a more skilful peer in helping them to complete the task and to learn, little by little and step by step. This is similar to a study by Arum P (2020), as when pupils are in the ZPD, learners are provided with sufficient assistance to help them achieve a task. Pupils are given guidance in learning and will only proceed to the next level when they are ready, do not need any more guidance or have reached a mastery level. Similarly, Respondent 9 shared that WhatsApp Voice Messaging has helped improve her speaking skills. This implies that achieving a mastery level is significant in the learning process. This is supported by Chinthaka Naleen's (2019) study, as participants have improved and reached a mastery level in their learning due to sufficient scaffolding provided.

Finally, the third category, which is contributing factor, includes social interaction and more knowledgeable others. Respondents perceived WhatsApp Voice Messaging as a medium to encourage them to communicate more with friends (Respondent 16). This implies that having a good social interaction is significant in developing confidence to speak English. It is similar to a study by Tulgar (2018) as learners felt a sense of belonging through their interaction in the WhatsApp group, thus increasing their motivation and self-confidence. It is therefore recommended that teachers encourage ESL pupils to have a positive social interaction among peers to build their confidence. The second contributing factor is the More Knowledgeable Others (MKO). Respondent 18 shared that she can listen to other people's opinions and the way they speak repeatedly, as well as inspiring her to speak as confidently as the more advanced friend through WhatsApp Voice Messaging. This implies that having the MKO during a scaffolding stage is significant as pupils may learn from them through observation, imitation or may even drive the participants to become more motivated. This is similar to a study by Lam (2015) where participants engaged in an online collaboration through WhatsApp, as they learned from friends who had more knowledge and experience. Moreover, in a study by Sundararajan (2010), the emergence of the MKO made pupils feel more confident to share their thoughts and opinions when having the instructor or other MKO validate their participation in the platform. It is therefore recommended that teachers should encourage more advanced learners to help the proficient ones in their learning.

WhatsApp is perceived as a medium that boosts confidence in speaking English as it helps respondents to develop their speaking skill without being judged or having a feeling of inferiority. They feel that it has helped them to improve their speaking skills to the better as they share WhatsApp Voice Messages for others to hear and to give constructive feedback. Based on the points discussed above, it shows that respondents had

developed a positive perception towards the use of WhatsApp Voice Messaging in building their confidence to speak English.

The intervention of WhatsApp Voice Messaging had been seen as a potential to help pupils gain their level of confidence to speak English on a daily basis, either in class or in their everyday life. There were many activities that the participants completed throughout the process which helped them to gain a higher level of confidence to speak English.

Implication and Recommendation: WhatsApp plays a great role in pupils' learning. It has always been a challenge to create a supportive environment for the interaction of ESL learners beyond the classroom setting. WhatsApp may assist educators in creating a more supportive and engaging learning atmosphere, especially in times of the COVID-19 pandemic where learning is mostly done online.

Educators should be informed on the benefits of WhatsApp Voice Messaging in terms of increasing ESL pupils' confidence to speak English. Insights into the effectiveness of this tool in improving ESL pupils' speaking ability should be provided. A module for teaching speaking via WhatsApp Voice Messaging activities could also be designed and shared among colleagues. The significance of confidence in developing speaking skills will also be emphasised, so that teachers and students are aware of its benefits. It may also help stakeholders to develop plans in integrating learning through social media in the education system. Stakeholders could carry out more teacher training courses to train teachers on the use of social media like WhatsApp in teaching and learning English. Various engaging and fun activities should be created for pupils via WhatsApp Voice Messaging as virtual learning during the pandemic time. Pupils should be given more opportunities to learn and practise their speaking skills through various activities via WhatsApp Voice Messaging.

Additionally, this study may contribute to a new perspective on the use of WhatsApp as an educational tool. It could be promoted in terms of education through variety of platforms for the benefit of pupils in primary and secondary schools, as well as in tertiary levels. It may provide more insights for future studies on integrating technology as a tool to build pupils' confidence to speak English. Future studies could explore other levels of students using various other methodologies and could also touch on different English language skills like listening and reading. This study may be significant for researchers because it fills in a gap regarding the use of technology to increase pupils' confidence to speak, which provide additional insight into future studies. Other WhatsApp features, such as WhatsApp Video, could also be investigated in future studies. Finally, this research is significant as it provides insights on how online learning situations have evolved amidst traditional classrooms. Learning to speak English can still be engaging even when conducted in a virtual classroom setting using WhatsApp Voice Messaging.

VI. CONCLUSION

This study focussed on the use of WhatsApp Voice Messaging in building ESL pupils' confidence to speak English. Based on the discussion, it can be concluded that WhatsApp Voice Messaging has helped pupils build their confidence to speak English. Respondents' perception towards the use of WhatsApp has also been positive. Their perceptions had been explored in terms of their feelings, learning process and contributing factors. It is safe to say that WhatsApp Voice Messaging has great potentials for ESL pupils in building their confidence to speak English. Though the ESL pupils may have had a poor or satisfactory level of confidence to speak English, they have then drastically improved to a good or excellent level of confidence to speak English after the use of WhatsApp Voice Messaging. They were comfortable, felt at ease and enjoyed speaking English using WhatsApp Voice Messaging, as well as having positive perceptions towards it in terms of their feelings, learning process and contributing factors. WhatsApp Voice Messaging has helped ESL learners in building their confidence to speak English. It may also benefit teachers, students, stakeholders, as well as assist the teaching and learning process through engaging ways online. WhatsApp Voice Messaging has demonstrated that it has improved pupils' confidence in speaking English. It has developed into a potential teaching tool for pupils seeking to boost their confidence when speaking English

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APPENDIX A

SPEAKING CONFIDENCE TEST RUBRICS

Adapted from PT3 Instructions to Speaking Examiners (Kementerian Pelajaran Malaysia, 2019) and the Construct of Confidence (Stankov & Lee, 2008).

Construct of Confidence	Cognitive Abilities	Personality Trait	Metacognitive Process
Scores			
5	Can show a good degree of control of simple grammatical structures Can form sentences and link them longer using basic cohesive devices. Can use a range of appropriate vocabulary to talk about everyday situations and familiar topics.	Can express him/herself clearly though there is some hesitation. Can initiate, maintain, develop and close a conversation with little difficulty.	Can understand questions and instructions directed at him/her with ease. Can maintain and develop the interaction by asking and responding to questions and suggestions on familiar matters using longer responses despite hesitation. Requires little prompting and

	Can convey relevant meaning but may have errors in vocabulary choice..		support.
4	Respondent performance has aspects of Band 3 and 5 performances.		
3	<p>Can show sufficient control of simple grammatical structures</p> <p>Can use connectors to link simple sentences.</p> <p>Can use sufficient vocabulary to talk about everyday situations and familiar topics.</p> <p>Can mostly convey meaning but may use inappropriate vocabulary or some repetition.</p>	<p>Can make him/herself understood but may have pauses and false starts.</p> <p>Can initiate maintain and close a conversation with some difficulty.</p>	<p>Can understand questions and instructions directed at him/her though will sometimes have to ask for repetition of particular words and phrases.</p> <p>Can maintain interaction by asking and responding to questions and suggestions on familiar matters in a simple and direct way.</p>
2	Respondent performance has aspects of Band 1 and Band 3 performance.		
1	<p>Can show only limited control of phrases with very basic connectors.</p> <p>Can link words or phrases with very basic connectors.</p> <p>Can use basic vocabulary to talk about everyday situations and familiar topics.</p> <p>Can produce responses with frequent repetition of words and phrases.</p>	<p>Can manage short utterances with much pausing.</p> <p>Can initiate, maintain and close a conversation with difficulty and using rehearsed practices.</p> <p>Can indicate with words, intonation and gestures that he/she does not understand.</p>	<p>Can understand questions and instructions directed at him/her slowly, directly and repeatedly.</p> <p>Can give basic information on familiar topics using short phrases.</p> <p>Requires prompting and support.</p>
0	Respondent does not produce sufficient language to be assessed. Respondent uses language(s) other than English.		

Confidence Level based on the Speaking Confidence Test:

Total Scores (/15)	Level of Confidence
13-15	Excellent Level of Confidence
10-12	Good Level of Confidence
7-9	Satisfactory Level of Confidence
4-6	Poor Level of Confidence
0-3	Very Poor Level of Confidence

APPENDIX B

CONFIDENCE IN SPEAKING ENGLISH QUESTIONNAIRE

Adapted from Griffiee (1997); Bolívar-Cruz et al. (2018); Noni & Basri (2019); Goris et al. (2019); Ozdemir & Papi (2021).

Circle your best answer for each item:

Strongly Agree - 5, Agree – 4, Neutral – 3, Disagree - 2, Strongly Disagree – 1

ITEMS	STATEMENTS	RATE
Item 1	I am relaxed when speaking English using WhatsApp Voice Messaging.	5 4 3 2 1
Item 2	I am comfortable when speaking English using WhatsApp Voice Messaging.	5 4 3 2 1
Item 3	I am not nervous when speaking English using WhatsApp Voice Message.	5 4 3 2 1
Item 4	I can speak in English without any worries of making mistakes when using WhatsApp Voice Messaging.	5 4 3 2 1
Item 5	I do not panic when I have to speak English using WhatsApp Voice Message.	5 4 3 2 1
Item 6	I am not anxious when I have to speak English using WhatsApp Voice Messaging.	5 4 3 2 1
Item 7	I am usually at ease during class when speaking English using WhatsApp Voice Messaging.	5 4 3 2 1
Item 8	I can speak English to my English teacher without fear when using WhatsApp Voice Messaging.	5 4 3 2 1
Item 9	I can speak English to my friends without fear during pairwork through WhatsApp Voice Messaging.	5 4 3 2 1
Item 10	I do not feel tense when speaking English when using WhatsApp Voice Messaging.	5 4 3 2 1
Item 11	I enjoy speaking English in class without feeling afraid using WhatsApp Voice Messaging.	5 4 3 2 1
Item 12	I do not feel embarrassed when speaking English using WhatsApp Voice Messaging.	5 4 3 2 1

Item 13	Does WhatsApp Voice Messaging help to build my confidence to speak English? If Yes, How?

	If No, Why? _____

APPENDIX C

**RESPONDENTS' FEEDBACK AND THEMES / PATTERN ON OPEN-ENDED ITEM 13
(RAW DATA)**

Item 13: Does WhatsApp Voice Message help to build my confidence to speak English? If yes, how? If no, why?

Responses for Item 13	Theme
<i>Yes because of if I speak English use voice messaging, I feel like it's so</i>	Comfort

comfortable for me. (R1)

Yes, because I can learn little by little when I speak English (R2) Step by Step Developmental/
Scaffolding

Yes, because I feel more confident using this WhatsApp voice messaging. (R3) Confidence

Yes, because I can speak more easily and without fear and do not have to speak spontaneously and can even think of sentences to say. (R4) Comfort

Yes, because it helps me to speak in front of people. So it slowly, boosts my confidence (R5) Confidence

No because sometimes my English can't improve (R6) Mastery

I feel a bit confident when speaking English because I rarely speak English with anyone (R7) Confidence/ Social Interaction

No, because I easily get anxious. (R8) Anxiety

Yes, I have a bit confidence just because before I start to speak, I can think of my verse first before speak by voice record and that can make me be more confident. (R9) Confidence

For me I have a bit of confidence after just doing speaking program like I learn something new for grammar and my spelling for it. (R10) Confidence

Ya, ia membuatkan saya berasa yakin untuk bertutur dalam Bahasa Inggeris kerana ianya dapat memudahkan saya untuk melancarkan intonasi bahasa saya menggunakan voice messaging dalam bahasa inggeris. (R11) Confidence
(Translation: Yes, it makes me feel confident to speak in English because it improves my intonation when I use WhatsApp Voice Messaging.)

Tidak, kerana saya kurang faham sedikit dalam bahasa Inggeris (R12) Mastery
(Translation: No, because I don't really understand the English Language)

Yes, because I don't have to be face to face with the people I'm chatting with. (R13) Comfort

Yes, because I was able to allow myself to speak (R14) Confidence / Mastery

Yes, because it can help us to better understand what is being conveyed. (R15) Mastery

Yes, it does because it makes me want to communicate more with my friends (R16) Social Interaction

Yes, because it really boosts your confidence by giving out your thoughts and opinions without any judgement being given. (R17) Confidence

Not really, it still makes me scared a little bit cause sometimes when I listen to it again, I found a lot of mistakes on my messages. But one thing I like about this WhatsApp Voice Messaging is that I can listen to other people's opinions and the way they speak again and again. It kinds of make me want to be like them, one day, to speak confidently. Thank you, teacher, for helping me to More Knowledgeable Others

speaking English much more comfortably. I am still scared and not confident to speak with other people because of my pronunciation and my bad grammar but recently I started to speak in English to myself without caring about the mistakes. Thank you, teacher. (R18)

WhatsApp Voice Messaging has definitely helped me on building up to speaking English as it enables me to improve my speaking skills by listening back to my voice messages and teacher's comment. (R19)

Mastery/Confidence