THE EFFECTIVENESS OF WHATSAPP IN ENHANCING ENGLISH LANGUAGE PROFICIENCY AMONG UTAR UNDERGRADUATES

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APPROVAL FORM

This research paper attached hereto, entitled the effectiveness of WhatsApp in enhancing English language proficiency among UTAR undergraduates prepared and submitted by Sandhiya A/P Ahchutan in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Education is hereby accepted.

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ABSTRACT

Despite the large variety of languages spoken worldwide, English is still the most often used language online. Students in higher education are actively using social networks, which is frequently acknowledged. The goal of this report is to examine the effectiveness of WhatsApp in enhancing English language proficiency among UTAR undergraduates. Research Objectives in this research are to investigate the effectiveness of WhatsApp in enhancing undergraduate's English language proficiency and to critically analyze on how WhatsApp can enhance English language proficiency among UTAR undergraduates. A mixed-method technique, also referred to as using both quantitative and qualitative methods, are used in this study. The research's instruments included a survey questionnaire as well as an open-ended interview questions. The first highest mean and SD is "I was able to convey any information easily by using WhatsApp" (M = 3.4, SD = 2.921). Using WhatsApp, students can instantly share knowledge or any other news with their friends and professors. Students may learn more about English and improve their command of the language in this way. The majority of the five participants, based on their replies, agreed that WhatsApp is an excellent platform for them to study and improve their English language proficiency. It is advised to conduct the study with a larger sample so that the researcher can obtain more insightful study data as well as a better grasp of the data.

DECLARATION

I declare that the material contained in this paper is the result of my own work and that due

acknowledgement has been given in the bibliography and references to ALL sources be they

printed, electronic or personal.

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CHAPTER 1

INTRODUCTION

This chapter will present several fundamental and important introductions to the subject of this study. The history of the English language, WhatsApp's history, social media, and English language proficiency are all covered in this chapter. Languages' main purpose is to transmit messages from one person to another, and one of the most popular languages is English. This language has long been the widely accepted international language thanks to its enormous popularity (Pandey and Pandey, 2014). Social media and languages compared side by side would reveal nothing of interest. However, other research suggested a high correlation between social media use and English language proficiency. English continues to be the most widely used language on the Internet despite the enormous number of languages spoken worldwide (Slim & Hafedh, 2019).

According to Fathy El and Abdul Fattah (2015), it is critical to examine whether university students may use this platform for communication to enhance their English language competence as WhatsApp is the most widely used messaging app among undergraduates. The reliance of the current generation on messaging apps like WhatsApp helps students improve their language proficiency. It is also vital to think about whether using WhatsApp for specific activities could lead to the direct or indirect learning of the English language given its existing status as a well-known and popular social networking platform. WhatsApp is a useful tool for university students to learn English, and Haron, Abri and Alotaibi (2021) proves that WhatsApp can be used as an alternate tool to help students improve their writing skills since they often struggle to produce quality writing. The outcomes of Hamad (2017) research supported that the benefit of WhatsApp would enhance learning and excitement among students. WhatsApp benefited students in developing their English language skills, increasing their vocabulary, and learning from the mistakes of others. However, the study also found

certain disadvantages, such as the necessity to prepare the materials and uphold order among the students.

1.1 Background of study

The English language has grown to be one of the most significant in the world and is used as a second language in many nations. This language is frequently used for business, education, and other purposes. Most individuals interact with others all over the world using the English language as their primary communication tool. In Malaysia, English is a common language of instruction at universities and other higher education institutions. Additionally, most of the disciplines that the students study here are taught in English. This shows how frequently English is used at institutes of higher learning (Too, 2017).

1.1.1 History of English language

The fifth century is when the English language was established (Matto & Momma, 2009). The globe is now concerned about efficiency due to the culture and technology's ongoing evolution. Since the division of the English language into Old English and Modern English, the language has evolved. Old English, the original form of the English language, was spoken and written in Anglo-Saxon Britain from 450 CE until around 1150 CE (Nordquist, 2020). As a result, it was still in use for several decades after the Norman Conquest of 1066. (Crystal, 2018). As opposed to the present English definitions, which date from 1450 or 1500. Differentiations are frequently made between the Early Modern Period, which spans around 1450-1800, and Late Modern English, which spans 1800 to the present (Nordquist, 2020).

In general, the language serves as a means of communication and is significant in all spheres of life. It is a language that is used for passing along information and communicating with friends, family, and co-workers, as well as for teaching and learning (Rabiah, 2018). Although it is possible to conclude from studying the history of the English language that it

spread and developed in a noticeably short period of time, this does not mean that its history was dark (Baugh & Cable, 2002). Latin was widely used in western and central Europe during the Middle Ages as the language of serious writing. There was less homogeneity in entertaining literature. Both France and England used French, although this was for political reasons (Tunberg, 2020).

1.1.2 Social media

The expansion of the Internet has been accelerating since 1990 and is still going strong (Manyika & Roxburgh, 2011). Due to the creation of the Internet, there are many benefits that have been realised. Online advertising and e-commerce are only two examples of the many new sectors that the Internet has given rise to. Numerous social networks were also starting to emerge (Theobald & Bellhauser, 2022). Basic web tools like email and Microsoft Network (MSN) were initially developed to aid in global communication. These communication tools quickly underwent innovation and development, evolving into a more sophisticated platform with a wide range of capabilities, but the overriding objective of promoting relationships among all people persisted. (Hwang, Huang, & Wu, 2009). With billions of registered members, WhatsApp is the most popular social networking platform in the world (Bria, 2011).

The main purpose of social media is to enable people to share their views with others in an accessible and organised manner. It can be accessed by a variety of electrical and rechargeable devices, including tablets, smartphones, and computers. Around the world, social media are mostly utilised for communication and awareness (Salihu, Latiff, & Ismail, 2015). In contrast to previous research by Ghazali, Sulaiman, Zabidi and Omar (2016), social media reaches a wider audience and makes users' lives easier, making it helpful for communication and knowledge sharing. Social media is important for English language learning because it allows users the ability to improve their reading, writing, and vocabulary through exposed to

different texts and idioms. Our country bases the teaching of English on two pillars: vocabulary and structure. The innovative approaches to teaching English as a second language are based on the notion that understanding a language's structures is more important than memorising its vocabulary. It becomes clear that acquiring a language requires mastering both its fundamental structure and vital vocabulary (Susanto, 2017). The ability to read new texts and phrases on social media helps English language learners increase their reading, writing, and vocabulary, which has a significant impact on how successfully they learn the language (Slim & Hafedh, 2019).

1.1.3 History of WhatsApp

Currently, WhatsApp is the most widely used chat programme. More than 1.5 billion people utilise this programme worldwide. WhatsApp was found by Jan Koum and Brian Acton, who had previously collaborated for 20 years at Yahoo. ("WhatsApp," 2022). Barhoumi (2015) indicate that the students are accustomed to using this program and are knowledgeable about it. An educator can assemble students in a chat room using the WhatsApp Group so that they can respond correctly with text and voice notes to the information delivered and communicated by the educator utilizing the tools available in the WhatsApp program. The WhatsApp Group is one of the tools that WhatsApp itself provides that can help with educational activities. (Dwoskin, 2018).

Technology improvements in the present day can also be used to improve learning and inspire students. Distance learning can make use of social networking apps on smartphones, particularly WhatsApp, to establish lively communication between instructors and students. The WhatsApp application is a social media tool that offers quick chat features and the capacity to connect numerous users in an audio-visual conversation (Harris, Bataineh, & Bataineh, 2016). Inspiring students' interest, demanding their full attention, and encouraging pleasant

learning are all the things that WhatsApp does as a teaching tool. Students can convey their ideas and opinions using a variety of WhatsApp capabilities, including the ability to upload photos, share videos, record videos, and many more. By utilising several features on this programme, students can actively participate in educational activities (Morsidi, Rahman & Ashari, 2021).

Particularly in tertiary institutions, the WhatsApp application has come to be associated with Malaysian students. WhatsApp is recognized as an essential tool for students and lecturers' communication as well as a teaching tool in ESL (English as a second language) classrooms (Wasserman & Zwebner, 2017). Moreover, Barhoumi (2015) claimed that WhatsApp gives users a platform for communication that enables relationships to develop between them. Unintentionally, it encourages the exchange of knowledge and information. According to Hamad (2017), most students were extremely satisfied and in agreement with WhatsApp, which not only encouraged them to read in English but also had a positive effect on their reading routines, increasing regularity and confidence. This research demonstrated that WhatsApp might significantly improve students' learning outcomes, particularly in English. Online discussion has been combined with the WhatsApp app on smartphones to assist students in learning and improving their English language (Van den Berg & Mudau, 2022). This allows students the chance to connect with their peers and lecturers through online.

1.1.4 English language proficiency

Technology has an enormous impact on how people live their lives and using the WhatsApp application in the classroom has a good impact on the growth of student learning. In many institutions, using this application as a learning tool has grown in popularity. WeChat, Zoom, Viber, Telegram, and mail are just a handful of the numerous instant messaging services available, according to a recent survey by Sivabalan and Ali (2019). Aside from the fact that

97 percent of Malaysians use WhatsApp, only 3 percent of those surveyed said they used it less than once per month. Furthermore, the 'daily' use of Short Message Service (SMS) communications services has dramatically decreased (Mistar & Embi, 2016). As a result, WhatsApp is well-liked in comparison to other applications. Moreover, students today are already familiar with this application and frequently utilise it for communication. A smartphone app for instant messaging is called WhatsApp. Through this application, all students in the class can have discussions about certain subjects because it allows group members to join the conversation right away, improving communication.

Van den Berg and Mudau (2022) highlighted that given the lack of research on the use of WhatsApp as a channel for student-faculty contact, it is still a new phenomenon. Positive comments, however, came from university students in South Africa who were pleased with the app because it made it simple to connect with those in the school community, where conversation took place in a casual and enjoyable manner. However, there are currently no studies being undertaken that concentrate on the students' effectiveness of the use of the WhatsApp application in the Malaysian context, leading to the students' English language proficiency.

Due to a lack of knowledge and self-confidence, several students are reluctant to talk in English in class. However, while having a bunch of thoughts regarding a particular subject under discussion, several of them had trouble vocally articulating and explaining them (Kashinathan & Abdul Aziz, 2021). On the other hand, Raja (2017) stated that there are those students who are excellent speakers yet struggle to articulate their views. As a result, lecturers can utilise WhatsApp as a tool to transfer and share knowledge, concepts, ideas, images, and more so that the students can learn extra skills. The lecturers initiate current issues, replies to student questions and comments then students are allowed to give their answers. All the

information is readily available to students, who may also easily develop ideas related to the subject.

Besides, students do not have to be reluctant to communicate their ideas through WhatsApp because they can attach any infographics or links relevant to the subject to demonstrate their proficiency in the subject under discussion. This is done to urge students toward reading and idea generation through online information exploration. In fact, they become more active in exchanging ideas, which means that internal confidence with them could gradually build in a lesson including a genuine speaking activity because they have many thoughts to voice out on the WhatsApp application (Ramachandran, 2021).

1.2 Problem Statement

The goal of this study is to fill this research gap about undergraduates' use of WhatsApp to improve their English language proficiency. The results could result in new learning insights that reveal vital information about how successfully the WhatsApp app, as a modern learning tool, might help undergraduates improve their command of the English language. The Internet has gradually changed from being a want to a necessity. Although using social media has many advantages, not all these advantages are always desirable. Slim and Hafedh (2019) claimed that the language used on social media may not always be appropriate and may have an impact on other users. There are many ideas, but the precise solution is still unknown, as researchers are yet to discover.

Barhoumi (2015) claimed that WhatsApp gives users a platform for communication that enables relationships to develop between them. Unintentionally, it encourages the exchange of knowledge and information. Hamad (2017) also stressed that using WhatsApp, most students were happy with this application, which also helped them become more willing to read in English. This research demonstrated that WhatsApp might significantly improve students'

learning outcomes, particularly in English. According to other surveys, a lot of colleges and universities have recently started using WhatsApp on their mobile phones to communicate effectively through forums, discussions, and information sharing through web-based learning, social networks, and text messaging (Barhoumi, 2015). To help students, learn and overcome their English proficiency, online conversation has been integrated with the WhatsApp application. This allows students the chance to connect with their peers and lecturers through online (Alawamleh, Al-Twait & Al-Saht, 2020).

Social media platforms offer a way to share knowledge with the globe while also bringing individuals together through web-based learning, text messaging and forums. As, WhatsApp applications help students communicate with one another (Li & Croucher, 2020). Thus, this research is aimed to examine the effectiveness of WhatsApp in enhancing English language proficiency among UTAR undergraduates.

1.3 Research Objectives

1. To investigate the effectiveness of WhatsApp in enhancing undergraduate's English language proficiency.
2. To critically analyze on how WhatsApp can enhance English language proficiency among UTAR undergraduates.

1.4 Research Questions

1. What are the effectiveness of WhatsApp in enhancing undergraduates' English language proficiency?
2. How can WhatsApp enhance English language proficiency among UTAR undergraduates?

1.5 Significant of the study

The importance of this study endeavour and its effects on society will be given to readers in this part. Social networks have gotten more prevalent because of the rise of digital media, including laptops and mobile phones (Gupta & Jain, 2019). It is debatable whether these activities are disadvantageous or advantageous. Consequently, the aim of this investigation was to ascertain the effectiveness of WhatsApp in improving English language proficiency among UTAR undergraduates.

Lecturers will gain from this study if they encourage their students to use the WhatsApp application platform to practise their English. Most students have access to various English language learning techniques at their convenience through to their gadgets (Khan, Radzuan, Farooqi, Shahbaz & Khan 2021). The greatest platforms for teaching English can be chosen by lecturers with the help of WhatsApp. Lecturers can apply modern technologies to assist their students to learn and develop their English language proficiency (Salem, Vadakalur, Elumalai & Abumelha 2018).

Students' chances of entering the workforce are severely obstruct by their inability to communicate in English (Gross, Cekic, Hossler & Hillman 2010). This study could serve as a modest guide for UTAR undergraduates as it creates the best path for the future. The findings of this study may also help lecturers instruct students effectively and offer advice as they improve their language proficiency. For instance, through social media sites, lecturers can teach classes on how to conduct proper conversations. When considering the big picture, social networks have an impact on language proficiency that goes far beyond academic institutions (Asunka, 2018). The goal of this study was to spread awareness of the problem and stop it from getting worse.

1.6 Definition of terms

a) English as a second language (ESL)

According to the definition given from ESL. 2022. In Merriam-Webster.com. The term "ESL" refers to the teaching of English to individuals who are native speakers of another language but reside in a nation where English is the primary language. Dong and Ren (2013) states that being familiar with the language fluently is what causes learners to acquire the language, not just grasping its notion or structure.

b) Microsoft Network (MSN)

The word "MSN" refers to a Microsoft-provided web portal and associated set of Internet services and applications for Windows and mobile devices that were introduced on August 24, 1995, concurrently with the release of Windows 95. (Jwmunn, 2009)

c) Short Message Service (SMS)

According to the definition given from Brown, Shipman & Vetter (2008) The short message centre that the mobile company keeps for the end devices manages SMS communications.

1.7 Limitation of the study

The limits of the research study will be examined in this section to offer a more suitable direction for future studies of a same research. As a result, these restrictions would not be used again by other researchers conducting comparable studies.

Due to the deadlines for finishing this study, the researcher was first unable to gather data in 10 weeks. The time available for doing this research is limited. This research had to be turned in by the due date to receive a good grade. In this investigation, only Universiti Tunku Abdul Rahman, one university in Malaysia, was taken into consideration. However, other institutions

in similar situations should find the research results and insights presented in this study to be helpful.

Because of to the small amount of target population, the demographic parameters including gender, race, and age are limited. Researcher selected Universiti Tunku Abdul Rahman (UTAR) students as the target audience. Nearly 90 % of UTAR students are Chinese, and most of them are between the ages of 19 and 25. As a result of avoiding all potential variables and objectives connected to respondent demographic data, the scope of this inquiry has been significantly reduced.

The study's sample size was too small, so additional research based on it with a higher sample size is required to obtain conclusions that are more accurate. Data can be gathered in a variety of methods, including through questionnaires, surveys, and interviews. Since the solutions and outcomes differ, the method by which researchers gather data may be a significant constraint. The number of WhatsApp research on enhancing undergraduates' English language proficiency was low and insufficient in contrast on this topic from other nations and Malaysia. More investigation and advancement in this field of study are required in Malaysia.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter contains results from previous research and a theoretical framework. The chapter starts with an analysis of this research, which is revised and divided in two topics; WhatsApp and its uses and the effectiveness of WhatsApp in the four English skills which are listening, writing, speaking, and reading. It continues with a discussion theoretical framework used in this study.

2.2 WhatsApp and its uses

WhatsApp Messenger, as according to Church and de Oliveira (2013), is an instant messaging app for mobile devices and the web that lets users interact using a variety of media, including text, images, videos, and voice chats. It is a completely free, easy-to-use, efficient, timely, and private method of communication. Along with text messages, users can also communicate with one another through photographs, videos, and audio communications. With an Internet connection, WhatsApp users can send messages to one another. WhatsApp is a smartphone messaging programme. There are more people using smartphones, and all of them have WhatsApp. Since an internet connection is necessary to use WhatsApp, a lot of information may also be obtained in instantaneously, and transmitting that information electronically is quick and easy.

Annamalai (2019) studied how WhatsApp chat groups could be used to further education in a blended learning classroom using a small sample of undergraduate students in Malaysia. The participants explained why they preferred WhatsApp as a tool for communication. According to the results, WhatsApp use is consistent with earlier research by Lai (2016) and Andujar (2016) that found WhatsApp to be a valuable and promising learning software that

could be used by anyone, regardless of where they were. Students have repeatedly emphasised WhatsApp's portability and accessibility, regardless of time or location restrictions, proving that it is a straightforward and useful learning tool.

In a study published in 2014, Amry (2014) investigated how using WhatsApp mobile learning process affected the attitudes and academic performance of university-based online students who used mobile devices. The researcher divided the thirty participants into a control group and an experimental group. The findings of this study undeniably show that WhatsApp social networking is more effective than in-person instruction in a classroom. With the use of mobile learning technologies, students may effortlessly develop and share knowledge with other participants of a WhatsApp group via instant messaging.

2.3 Previous studies

According to Riyanto (2013), WhatsApp could be used for study and even language learning in addition to socialising with peers. He uses English as an example, claiming that having joined in a WhatsApp group with the other teachers and students can aid non-English speaking students in learning the language more promptly, efficiently, and interestingly. Teachers can then publish brief tasks and instruct students to finish them using one of WhatsApp's features. Students' English language abilities are enhanced because they can read and must respond in English. Everyone with a smartphone can join because WhatsApp is free.

According to Abdul Fattah's (2015) research, WhatsApp technology can also increase students' engagement in class. It can give students the chance to practise the language for free, develop a closer, more comfortable relationship with their lecturers, have the chance to learn to be more social, and have the possibility to compare their viewpoints to those of others. Lecturers should also use contemporary technology to instruct their students. The lecturer put

a lot of effort into preparing their lecture because it used to be challenging to interact with the students, especially after class.

Research by Jafari and Chalak (2016) revealed that WhatsApp was more successful than conventional classroom instruction in helping Iranian EFL learners learn vocabulary. WhatsApp may be strategically and effectively used into the curriculum to build learning communities in which students can regularly participate. Additionally, teachers can identify the students' areas of strength and weakness and take appropriate action. The students who are familiar with using WhatsApp to speak with other students should try their best to hone their communication skills. The results of this study showed that WhatsApp helps students' language skills.

In Rambe and Chipunza (2013) research, students believed WhatsApp provided them with the freedom to express themselves without boundaries, eliminating the lecture-related restrictions on low participation. Additionally, their study revealed that through exchanging and looking up material on WhatsApp, students developed technological abilities that they could apply to other study-related platforms like the blackboard setting.

Moreover, Ta'amneh (2017) indicated that utilising WhatsApp messenger has a favourable impact on learning, and that using WhatsApp to teach English may enable both students and teachers to progress at their own pace. Students can freely join in the discussion their teacher is having when they can use this programme and read their teacher's explanations as well as their classmates' comments and questions. This inspired them to learn a lot about the subject from a variety of sources to demonstrate that they are assiduous learners who possess relevant knowledge about the discussion's focus issue. Therefore, their knowledge of the subject may be more thorough and superior to that acquired through face-to-face instruction. Another advantage is that certain students may select from a variety of participation options based on

their skills, personalities, and knowledge. For instance, students can send communications via written, audio, or video. This might encourage individuals to participate more actively in conversations and increase their desire to interact with others. Additionally, it encourages, unwinds, and makes students laugh while they learn. Particularly, students can find that their errors are just as valuable as the teacher's explanations. These errors might prompt them to freely and deeply consider how to make amends. In conclusion, compared to traditional approaches, integrating technological tools like WhatsApp messaging into English study can help students learn the language more efficiently. A growing number of people are utilising WhatsApp's instant messaging service nowadays to enhance social engagement and knowledge sharing on smartphones. WhatsApp was simple to use for the experimental group of students because they used it often in their daily lives. Thanks to WhatsApp's instant messaging service, students can receive texts quickly. The sample students' opinions of the online class with and without WhatsApp instant chat differ from one another. Students in the test group were more motivated and inspired to use WhatsApp to communicate with others and discuss lessons in class. Several factors determine how eagerly students want to engage in online peer interaction.

2.4 The Effectiveness of WhatsApp in the four English skills

2.4.1 Listening

In developing listening skill through WhatsApp application was proved in (Setyowati, 2019). According to the findings of this study, using listening logs on WhatsApp is effective in enhancing students' listening comprehension. This is since it might be done outside of the classroom, it enables the students to successfully acquire additional information from listening resources. The intensive listening of language learners can be influenced by the usage of listening logs. Students should do more than just listen to things; they also need to understand

the contents thoroughly because listening to a new language requires practise and time. Students can evaluate their grasp of the contents by reviewing the information they obtained while listening by recording it. So, WhatsApp usage can improve students' listening comprehension.

2.4.2 Speaking

The objective of Albogami and Algethami's study from 2022 was to investigate how employing WhatsApp, an asynchronous computer-mediated communication technology, could improve English-speaking instruction and learning. The students also had good attitudes and thoughts about how using WhatsApp voice messages helped them feel more motivated, more confident, and less anxious. The students believed that the speaking practise application was even more effective for speaking practise than conventional face-to-face lessons since it was user-friendly, adaptable, and pleasant.

2.4.3 Reading

Most students, like in Warman (2018), were in favor of using WhatsApp in blended learning. It is a successful method for enhancing students reading comprehension anytime and anyplace. According to the survey results, students felt that by using WhatsApp in blended learning; for reading comprehension supported them in their endeavors to learn English wherever they were. They believe this will also enhance students writing, speaking, and listening skills in addition to their reading comprehension. The findings also demonstrate that students' attitudes on utilizing WhatsApp for mobile learning were positive. It consequently improved students' motivation to learn about and comprehend the various genres of literature.

2.4.4 Writing

WhatsApp was used to help people learn a second language. Through editing, WhatsApp enables students to identify their flaws and blunders. It also enables students to comment on

other students' texts or errors. The purpose of the exercise was to encourage students to practice accurate grammar usage through written correction of their mistakes. WhatsApp can be more beneficial for students' writing practice than traditional classroom settings. The students will be encouraged to converse and learn through text-based writing. More time is available for writing exercises. The usage of WhatsApp in study has led to the conclusion that it can boost students' confidence and self-belief. It improves students' writing abilities and drive. (Syarif & Zaim, 2021)

2.5 Theoretical Framework

Two theories—the input hypothesis theory and Vygotsky's theory of value—served as the foundation for this study. These theories instruct instructors on how to inspire their pupils. One of the most crucial factors in English language instruction is motivation. McLeod's (2014) Input Hypothesis outlines Krashen's attempt to explain how second language acquisition takes place and how students learn a second language. According to the Input Hypothesis theory, when learner receive second language "input;" a learner advances and moves along the "natural order" of language acquisition then that is one level beyond their current level of linguistic skill. Vygotsky shared Loewen's (2021) belief that language develops through social interactions to support communication. Language is the best tool available to man for establishing connections with the outside world, according to Vygotsky. The study of Vygotsky's theories of human growth and learning has shown them to be helpful principles for understanding the roles of students and teachers in an online setting. Vygotsky is a good theorist by which to study education's new function in mediated distant education since he focuses on the "how" a kid learns that is founded in cultural change. Constructivist education can be made to remain a learner-centered activity even when the physical centre of students is increasing by emphasising on the nature of language and socialisation to enable the process of knowledge internalisation (within a cultural context).

Conclusion

The usefulness of WhatsApp in fostering learning, language learning, vocabulary learning, writing, and speaking has been investigated in the previous research. The researcher decided to investigate the effectiveness of WhatsApp in enhancing English language proficiency among UTAR undergraduates because they have been understudied in previous research on WhatsApp and because there have only been a small number of studies that have examined WhatsApp as one of the mobile-assisted language learning applications. As a result, the researcher feels that there is a need for more studies to deal with this topic which is to examine the effectiveness of WhatsApp in enhancing English language proficiency among UTAR undergraduates.

CHAPTER 3

METHODOLOGY

3.1 Introduction

There are research design, sample techniques, research instruments, data collection procedure and data analysis in this methodology chapter.

3.2 Research Design

A mixed-method technique, also referred to as using both quantitative and qualitative methods, are used in this study. While close-ended and structured questionnaires are used for qualitative data; semi-structured and open-ended interview questions are used for gathering quantitative data. These data collection methods were employed to get accurate data and provide convincing answers to the study questions. According to Creswell (2014), one benefit of employing a mixed technique is that it allows the researcher to compare various data from quantitative and qualitative research to gain a better knowledge of the study problems or questions. To give the researcher a better understanding of the phenomenon under study, a mixed-method approach has been adapted.

3.3 Sampling Techniques

The sample for this study consisted of 30 students who were selected from the total number of undergraduate students enrolled. The University of Tunku Abdul Rahman (UTAR) in Kampar provided the undergraduate participants for this study. The targeted students were from the Faculty of Arts and Social Science (FAS), Faculty of Information and Communication Technology (FICT) and Faculty of Business and Finance (FBF). Additionally, students learned how WhatsApp may help them become more fluent in English. In this study, the sample method was simple random sampling. Each sample has an equal chance of being chosen in a basic

random sampling. According to Horton (2019), a sample picked at random aids in reducing any potential bias in data collection.

3.4 Research Instrument

As previously indicated, this study uses both a survey and interviews as its two data collection methodologies. The study's instruments included a survey questionnaire as well as an open-ended interview questions.

3.4.1 Questionnaires

The survey questionnaire was created based on past research from Ahmed (2019), which examined the effectiveness of WhatsApp in enhancing English language proficiency among UTAR undergraduates. This study adopted the questionnaire. Twenty items in all were taken from the questionnaire and modified for this study. Students were instructed to finish their background information for part 1 of the questionnaire. Students were asked to rate their level of agreement with the options for sections 2 and 3 on a scale from 1 to 5; strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5).

3.4.2 Open-ended Interviews

Open-ended questions were used as a secondary strategy to elicit detailed responses from the participants. The purpose of the interview was to learn more about the topic and go deeper into some of the research interests. The interview's questions were created to provide a critical analysis of the effectiveness of WhatsApp in enhancing English language proficiency among UTAR undergraduates. The interview also includes some general inquiries, but only for clarification and explanation. Additionally, there were a few explanations for the usage of open-ended questions during the interview. Because organised interviews with closed-ended questions are not useful for gathering in-depth data, the researcher did not choose them. On the

other hand, an unstructured interview is highly impractical to be used while comparing across data sources. Therefore, open-ended questions were chosen to conduct this research.

3.5 Data collection procedure

Both the survey and the interviews used two different sets of data collection techniques. The following sections will go over these in more detail.

3.5.1 Questionnaires

A survey research design is used in quantitative research to collect data. This study included inquiries that were used in other studies. Based on past studies done by Ahmed (2019), the questionnaire survey was created. Twenty items in all were taken from the questionnaire and used in this investigation. The questionnaires were split up into three sections and contained open-ended questions. The participants' demographic data was included in the first section. The questions about the undergraduates' perceptions of English language proficiency made up the second section. The first primary research question regarding WhatsApp's efficacy in improving undergraduates' English language proficiency was addressed in the third section of the study. A Likert scale was employed to provide respondents a variety of options and to give the researcher a more precise indication of how liberal the responses were. The researcher would also get an opportunity to view the data they had gathered from various angles. The survey's five response options ranged from 1 (strongly disagree) to 5 for the respondents (strongly agree). The researcher wants to gather a precise and focused response, which is why the 5-point Likert scale was deliberately chosen. The 30 participants were sent the survey questionnaire through Microsoft Teams, and they were requested to complete it. Their participation was optional, and it was made clear that the only reason for which their responses would be used was educational.

3.5.2 Interviews

To explore the students' problems in relation to the research problem, open-ended interview questions were used in the qualitative research. The study's interview questions ask participants to provide a thorough response that addresses how WhatsApp can improve UTAR undergraduates' English language proficiency. In this study, the researcher chose ten students at random to interview. Through Microsoft teams, an online interview was held. Each student was given the identical questions to ensure the consistency and dependability of the research's findings. The adaptability, suppleness, and directness of the interviewee's response are a few benefits. This makes it possible to gather more detailed information from the interview's discourse (Mashuri, Sarib, and Alhabsyi, 2022). The researcher paid close attention to the participant's comments throughout the interview. The interview sessions were taped with the participants' permission to support the data the researchers had collected.

3.6 Data Analysis

3.6.1 Quantitative data analysis

To analyse the quantitative data, the researcher employed descriptive analysis. According to Cresswell (2012), descriptive statistics provide a comprehension of the variety in scores as well as an insight into the score that seems to be the highest. They also summarise the general trends in the data. Statistics and calculations of numerical values, such as frequencies, mean values, and standard deviations, were used to analyse the data. The researcher in this study took a few actions to get the data from the questionnaire that the participants answered. The researcher first creates the questionnaire. The responders are then given the questionnaires. The responses are gathered in a third step. The replies' outcomes are then computed.

3.6.2 Qualitative data analysis

To obtain qualitative data, interview transcripts were analysed using the Braun and Clarke (2016) recommended six steps of thematic analysis. To get familiar with the content, the researcher first carefully read the transcription that was initially made from the audio. The first scripts to design themes were then made using Vivo coding. Following that, commonalities or trends in the coding are found across all the interviews by comparing participant responses. Then, the previously discovered subjects were reviewed. After then, a name and definition were assigned to each subject. The investigation's findings are then produced and presented.

CHAPTER 4

## FINDING AND ANALYSIS

4.0 Introduction

The conclusions from the data collected thematically were presented in this chapter, along with a comparison of the survey form and interview data to see if there was any consistency between them. The results of this thorough investigation would lead to the responses to research question 1 and research question 2. The analysis would employ pie charts and percentages to show the data that was gathered. The data includes participant demographics and opinions on the effectiveness of WhatsApp in enhancing undergraduates' English language proficiency. Five participants from the thirty participants who answered the questionnaire will be taking part in the interview session to learn more about how WhatsApp can help UTAR undergraduates enhance their English language proficiency. One survey is distributed to thirty participants for UTAR students. The questionnaires were distributed using Google Forms through Microsoft Teams and WhatsApp.

4.1 Questionnaires

This section would list out the data gathered from the questionnaires and interviews. In this section, demographic information of the respondent will be included, followed by the students' assessments of WhatsApp's effectiveness in enhancing undergraduates' English language proficiency. A few demographic details, including gender, age, and the programme undergraduates are enrolled in, were examined in this section. Pie charts will be used to support the results.

4.1.1 Gender

Figure 4.1 Percentages of gender of the respondents
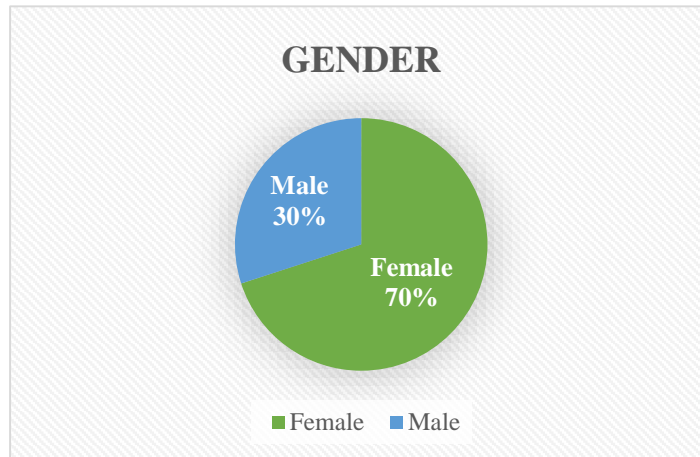
The gender composition of the research sample is shown in Figure 1. There were thirty responses, according to the above data. Female respondents make up 70% of the sample, while male respondents make up the remaining 30%. Participants who were female outnumbered those who were male by a significant 40% ratio.

4.1.2 Age

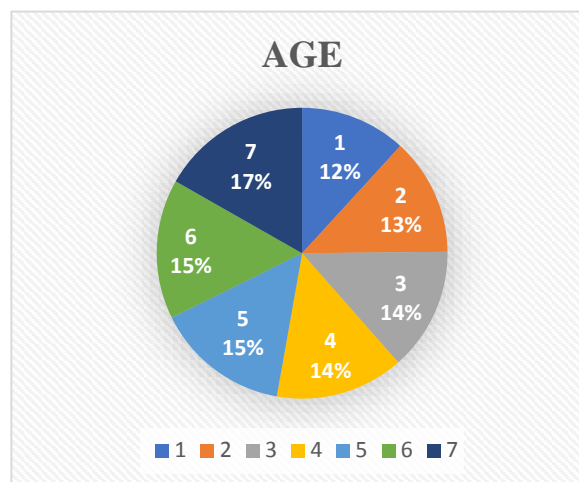Figure 4.2 Percentages of each age group among respondents

Figure 2 shows the various age ranges for this study, which are each represented by one participant (3%) between the ages of 19 and 27. 10% (3 participants) and 16% (5 participants), respectively, for those aged 25 and 21. Then, 20% (6 participants) for those aged 24; following that, 23% (7 participants) for those aged 22 and 23.

Most respondents are from the fields of English Education, English Language, Psychology, Business Administration, and Information Technology and Computer Engineering, while some respondents never mention their academic programme.

4.1.3 Research Question 1

The questionnaire consists of twenty questions. The ten highest means and the three lowest means among the twenty data collections were examined by the researcher.

The reason for the questionnaire is to answer the research objective which is 'the effectiveness of WhatsApp in enhancing undergraduates' English language proficiency. The first highest mean and SD is *"I was able to convey any information easily by using WhatsApp" (M = 3.4, SD = 2.921).* Twenty-eight participants answered strongly agree and agree, that shows this answered how effective WhatsApp is. Using WhatsApp, students can instantly share knowledge or any other news with their friends and professors. Students may learn more about English and improve their command of the language in this way. *"WhatsApp has helped me get quick feedback from my lecturers," (M = 3.3, SD = 2.863).* This indicates the second highest, when 50% of the participants that were chosen strongly agreed with this statement. Receiving prompt feedback from lecturers can help students gain more self-awareness, confidence, and passion for learning, all of which can motivate them.

"It is easier to contact my lecturers through WhatsApp than other applications" (M = 3.3, SD = 2.851). The use of WhatsApp has an impact on how students and lecturers interact with one another. *"WhatsApp enhances my confidence to communicate in English" (M = 3.333, SD*

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= 2.851). The WhatsApp app enhances student learning and passion. Additionally, it allows students to connect, collaborate, and communicate daily while recording chats to address issues with self-confidence and the motivation to speak English.

"My interaction with peers' is enhanced through WhatsApp" (M = 3.266, SD = 2.781). Students who are more introverted can become more outgoing by using WhatsApp since they use it frequently and it helps them connect with their friends. They can discuss both personal and academic matters with their peers. *"WhatsApp motivates me to communicate in English" (M = 3.233, SD = 2.756).* The daily use of WhatsApp helps students speak English more fluently so they can demonstrate high levels of confidence and commitment when learning and using the language.

"WhatsApp has helped me to overcome my fear to use English language in and out of classroom" (M = 3.166, SD = 2.744). Students can communicate effectively in English outside of class with their families, friends, and lecturers by using WhatsApp. *"I believe that using WhatsApp messaging system through social media with native speakers helps me practice English language" (M = 3.166, SD = 2.744).* As based on R B, she said that she only speaks her native language which is Tamil, but by using WhatsApp and texting in English everyday have helped her to practice her English effectively. *"I like to use WhatsApp for my language learning" (M = 3.1666, SD = 2.744).* For students who already speak the target language and are interested in learning it. Therefore, students used WhatsApp as a learning tool to improve their English language proficiency. *"WhatsApp helped me to improve my reading comprehension" (M = 3.1666, SD = 2.732).* When students read texts or paragraphs sent by their family or friends, they can enrich their reading ability.

Therefore, there are 3 lowest mean and, first is *"I have improved my grammar while using WhatsApp" (M = 3.0333, SD = 2.569).* Students disagree with this statement since, as R C

indicated, they frequently use online dictionaries, incorporate those words into their own sentences, and submit those sentences to their peers and lecturers for editing. This reason is the same for, *"I can learn English grammar and structures through peers' feedback on WhatsApp"* *(M = 3, SD = 2.463).* Where only half of the respondents agree to it.

Then, *"WhatsApp provide sufficient time for me to practice my English effectively"* *(M = 2.766, SD = 2.366).* R D claimed that it is difficult to develop one's real-world communication abilities. Many students said that application is not essential.

4.2 Interview

The researcher performed an interview session to be able to respond to the second research question. Through Microsoft Teams, the interview session was recorded and conducted. The students will be referred to as Respondent A, B, C, D, and E to protect their privacy and confidence. The table displays the questions posed during the interview along with the five participants' responses.

4.2.1 Good platform to learn and boost English

The first question was "Do you think that WhatsApp is a good platform to learn and boost your English?" The first respondent, respondent A said *"Urmmm, Yes, because we use WhatsApp more than we communicate with people physically, and ahhh… when we communicate with them in English then it is a good platform."* And respondent B said *"Yes, urhmmm using WhatsApp calls is ideal for improving my verbal and comprehension skills. Being more comfortable speaking English on the phone, which can frequently feel more difficult than face-to-face interaction, is another excellent benefit of doing it."* Therefore, respondent C said *"Yes, we usually communicate and text in English in WhatsApp. So that like will increase our skills in English in everything like speaking, writing, listening, and many more."* While, respondent D said *"Yes, because it helps me become more fluent in English and*

gives me the confidence and enthusiasm to master the language." And then, respondent E said *"Yes, urhmmm because we tend to speak and chat in English in WhatsApp hence that will boost my English language effectively."*

The majority of the five participants, based on their replies, agreed that WhatsApp is an excellent platform for them to study and improve their English language proficiency. Most of them claimed that using WhatsApp improved their English communication skills.

4.2.2 Benefits of activities and practices from WhatsApp group

The second interview question was "Do you think that activities or practices from the WhatsApp group are beneficial especially for your writing ability?" Respondent A said that *"Because we can learn and teach the mistake made by me and my friends, urhmm its correct right."* While respondent E said, *"Yes because by the writing activities given, I can identify new words and I can correct the the words that I write so it is beneficial."* Most of the students benefit particularly from the practices or exercises from the WhatsApp group when it comes to their writing ability; because they can discuss and exchange ideas when they talk to their peers about a certain activity as stated by respondent B *"Yes, it is. Through WhatsApp I can share my ideas, opinion, or thoughts with my friends in which it can develop my writing ability."* Additionally, students can learn, identify, and amend their writing errors as said by respondent C *"Yes. We can communicate our ideas via WhatsApp, which will help me improve my writing skills. And I'm aware of my errors then work to correct them, so it can significantly improve my writing."* Respondent D stated that, *"For instance, having students write sentences requires them to modify them afterwards. By that, they can learn to spot writing errors and improve their proficiency..."* Consequently, WhatsApp strengthen their level of proficiency.

4.2.3 Effectiveness of WhatsApp in enhancing English language

The third interview question was "Is WhatsApp effective in enhancing your English language; and how?" Based on this question, the researcher discovered that each of the five participants recognized WhatsApp's significance and agreed that it is an essential tool for improving their English language skills. Respondent A stated that *"Damn Yes, it is effective enough to enhance my English language because ahhh… I always speak and chat in English with my friends and family."* While respondent D stated *"WhatsApp is is urhmm effective in enhancing my English language since it will stimulate a dynamic learning. It encourages critical thinking and enhance my English skills tho."* Respondent B (*"Using WhatsApp helped me to develop my English skills, enriched my vocabulary and learn from my mate's mistakes then it also stimulates a dynamic learning environment."*), C (*"My use of WhatsApp enhanced my vocabulary, helped me learn from the mistakes of my friends"*), and E (*"Yes, urhmm… because I always speak English in WhatsApp and that will obviously enhance my English proficiency"*) also mentioned that WhatsApp had improved their vocabulary and helped them speak English more fluently.

4.2.4 Behavior

The fourth interview question was "How will WhatsApp affect your behavior?" Respondent A said *"It does affect my speaking style, ahh like the words that we type in WhatsApp is different while we are speaking. The spelling of the word when we type and when we speak will be different as well,"* as respondent B said *"Yes, it might be challenging to convey the right tone. Here, using gentle language and using the appropriate punctuation is important. Unless you're extremely irate and in urgent need of something, avoid using all caps since you don't want to come out as rude or impolite. Hahaha"* And respondent D said *"Yeah, it affects my speaking style. Like when I type "dowan" as 'don't want' and when I speak, I say "dowan"*

too. Same goes to a few more words." While, respondent C and E said that *"No, urhhmm it does not affect me"* and *"No, it does not affect my behavior at all."* It is crucial to note from the responses of all five participants that they all came from diverse backgrounds and as a result, spoke English differently. Due to their excellent grasp of the English language, two out of five participants did not notice any behavioral changes, but three participants discovered that WhatsApp affects their behavior, particularly when speaking.

4.2.5 Positive effects on using WhatsApp

The fifth interview question was "What are the positive effects you find in using WhatsApp?" This question elicited a variety of responses from the participants. Respondents A (*"Ermmm, the positive effect that I know is I can improve my speaking skills in English while I am communicating with my friends or family. The second positive effect is I can learn some new words and advanced English words from my friends"*) and E (*"It can build confidence among students to speak and write in English effectively, I guess"*) claimed that one of WhatsApp's benefits is that it helps them speak more effectively. While respondents B (*"Like for me, ahhh I can engage with the learning material sent by lecturers, then we can easily get all the information fast and steadily from our lecturers and peers"*) and C (*"I felt more efficient in online group discussion that I did in person, I became more accustomed to quickly sharing some knowledge and content"*) claimed they could easily obtain information from their lecturer or peers. According to respondent D (*"One is, urhmm many students are familiar in using WhatsApp, so it will increase students' confidence in their English language learning abilities. This kind of communication tool can boost their self-esteem."*), it will increase students' self - confidence to learn English.

4.2.6 Negative effects on using WhatsApp

The sixth interview question was "Are there any negative effects on using WhatsApp?" Based on the five participants above, three of the five claimed WhatsApp may ruin their study time by preventing them from completing their assignments on time or overlooking them which are respondent B (*"Ermmm, students are known to become addicted to WhatsApp as they constantly check their phones for new messages. They are unable to concentrate on important tasks as a result. But in my opinion, it's our individual perspective on how we use social media."*), C (*"Sometimes we tend to overlook the task given by our lecturers in WhatsApp and that will become a rushing or last-minute work for us"*) and D (*"WhatsApp ruins a lot of students' study time and keeps them from finishing their assignment on time"*). Respondent E (*"I don't find any negative effects in using WhatsApp tho"*) stated that WhatsApp has no adverse consequences. While respondent A (*"Yes, ermmm the first one is we more often use slang words when messaging in WhatsApp and that's what we follow while we communicate with people in physical. So, it does affect our speaking skills sometimes when we are doing our presentations or in any meeting"*) said that using WhatsApp had a negative impact on her speaking abilities since she frequently uses slang terms when typing on the app.

4.2.7 WhatsApp is a useful tool in exchanging ideas

The seventh interview question was "Do you think WhatsApp is a useful tool to exchange ideas with your friends?" All the interviewees agreed with this question's statement that WhatsApp is a helpful tool for sharing ideas with friends. They can learn more new information and improve their English language when they communicate and exchange ideas with their peers. Respondent A stated that *"Yes yes, it is useful since we share and exchange our ideas with each other."* Respondent B said, *"Yes, usefu, because when we use phones, we tend to urhmm google things when we want to know something or know any meaning of a word. So,*

when using WhatsApp, it is useful to share ideas to our peers while finding the ideas in google."
Whilst respondent C stated that *"It is helpful because when we use our phones to look up information or determine the meaning of a word, we can share it to my friends and get more new knowledge from them."* Respondent D said *"Yes, it it urhmm encourages collaboration that is productive between my friends. It will allow easier communication and exchange of materials."* Lastly, respondent E stated that *"Of course yes, I can share ideas or any useful information with my friends through WhatsApp."*

CHAPTER 5

DISCUSSION AND CONCLUSION

A summary based on results and findings is provided in this chapter. It states about the research's findings to give a brief explanation and to respond to the two research questions that were presented in this study. It then goes on to discuss the study's recommendations and conclusions.

5.1 Discussion

5.1.1 Research Question 1

Regarding university students' opinions on WhatsApp's effectiveness in enhancing undergraduates' English language proficiency, the majority of those surveyed expressed a favourable opinion of WhatsApp, describing it as "confidence," "suitable," "enthusiasm," and "comfortable." Students are in favour of utilising WhatsApp within and outside of the classroom. Amry (2014) explored how university-based online students utilising mobile devices were affected by their attitudes and academic performance when using WhatsApp for mobile learning. Those findings are like those of a study published in 2014. The results of this study conclusively demonstrate that social networking through WhatsApp is more efficient than traditional classroom learning. Students can easily build and share information with other members of a WhatsApp group via instant messaging by utilising mobile learning tools. The participants in this study's students are also in favour of using WhatsApp because they see a need for students to improve their command of the English language.

All the interviewees agreed with this question's statement that WhatsApp is a helpful tool for sharing ideas with friends. They can learn more new information and improve their English language when they communicate and exchange ideas with their peers. According to Riyanto, WhatsApp can be used for socialising with peers as well as for studying and even learning a

language (2013). He uses English as an example, suggesting that students who do not speak the language can learn it more quickly, efficiently, and engagingly by joining a WhatsApp group with the other teachers and students. Thus, given the importance of English in today's globalised world, students would be motivated to learn through WhatsApp to advance their English language proficiency.

The benefits of the WhatsApp group's activities and practises would be a different perspective. The results revealed that utilising WhatsApp has provided the students with a variety of benefits. The participants agreed that the greatest advantage of using WhatsApp has been the development of their English language proficiency. The participants specifically stated that their writing is the language competence that has improved the most. The findings are consistent with the study done by Syarif and Zaim (2021), WhatsApp gives students the ability to recognise their errors and mistakes through editing. Classmates can also comment on the writing or mistakes of other students. Through textual correction of their errors, the activity was designed to teach students to practise using proper grammar. WhatsApp may be better than conventional classroom environments for students' writing practise. The use of WhatsApp for academic purposes has led to the conclusion that it can increase students' self-esteem and confidence. Additionally, it boosts students' motivation and writing skills.

The students in a different study from 2022 by Albogami and Algethami likewise had positive attitudes and thoughts on how utilising WhatsApp voice chats made them feel more driven, more self-assured, and less apprehensive. The speaking practise programme, which was user-friendly, customizable, and enjoyable, was regarded by the students as being even more beneficial for speaking practise than traditional face-to-face classes. Hence, WhatsApp is said to be an effective tool for the students to learn English and to acquire the language successfully.

5.1.2 Research Question 2

There are many factors on how WhatsApp enhances English language proficiency among UTAR undergraduates. Annamalai (2019) investigated how a small sample of Malaysian undergraduate students could use WhatsApp discussion groups to advance their studies in a blended learning situation. The participants gave their reasons for favouring WhatsApp as a communication medium. As in this study, students agreed that WhatsApp is a useful tool in exchanging ideas. They can learn more new information and improve their English language when they communicate and exchange ideas with their peers. It will allow easier communication and exchange of materials moreover they can share ideas or any useful information with their friends through WhatsApp. The participants in this study also mentioned that WhatsApp had improved their vocabulary and helped them speak English more fluently.

The students also agreed that by using WhatsApp there are pros and cons. The positive effects are WhatsApp's benefits is that it helps them speak more effectively, it will increase students' self - confidence to learn English and they could easily obtain information from their lecturer or peers. While the negative effects are WhatsApp may ruin their study time by preventing them from completing their assignments on time or overlooking them and WhatsApp had a negative impact on one of the student's speaking abilities since she frequently uses slang terms when typing on the app. According to Rambe and Chipunza's (2013) research, students felt that WhatsApp gave them the ability to express themselves without limitations, removing the barriers to low participation related with lectures.

In addition, the students in Albogami and Algethami's study from 2022 demonstrated positive attitudes and views regarding how using WhatsApp voice chats improved their motivation, confidence, and level of anxiety. Due to its user-friendliness, adaptability, and pleasantness, the students felt that the speaking practise application was even more useful for

speaking practise than traditional face-to-face courses. Contrarily, few participants in this study revealed that WhatsApp has an impact on their behaviour, especially while speaking, perhaps because of the students' outstanding command of the English language. They often speak the way they text in WhatsApp. For an example, when they text 'dowan' for do not want, they will say 'dowan' as well when speaking.

5.2 Limitation of study

There were a few limitations throughout the research study, which will be discussed in this section, mostly to provide a more appropriate guidance for future similar research. As a result, other researchers conducting comparable studies would not repeat these limitations.

5.2.1 Sample size

The research studies' sample size is another drawback. There were thirty usable sets of the questionnaires that were distributed. The team initially agreed that the slightly smaller sample size is not bad for the output before the data was generated, but the reality is different. A sample size of thirty is inadequate to generate an accurate and thorough output. Numerous diagnosing issues arise because of respondent inadequacy. The strongest outcome indicator, significance at 1%, was not discovered in the result, according to the raw outputs produced. As a result, the results of this study cannot be used to support a claim.

5.2.2 Time constraint

The researcher was initially unable to collect data in 7 weeks due to the deadlines for completing this research. There is not much time left to conduct this research. To get a good mark on this research, it had to be submitted by the deadline. Only Universiti Tunku Abdul Rahman, one university in Malaysia, was considered in this analysis. However, the findings and insights offered in this study should prove useful to other institutions in comparable circumstances.

5.3 Recommendation for future study

The focus of this research is to learn more about university students' perceptions of WhatsApp's effectiveness in enhancing UTAR undergraduates' English language proficiency. It offers a variety of student perspectives on using WhatsApp, which might be used in future research projects. After doing this study, the researcher feels compelled to make some recommendations that would help other researchers working in the same field of inquiry. First, it is advised that a combination of methodologies, including questionnaire, interview, and observation, be used to conduct the study with larger samples. This is so that the researcher can obtain more insightful study data as well as a better grasp of the data.

Moreover, the result recommends integrating mobile learning and WhatsApp throughout all educational levels generally, and in English language teaching specifically. Because of the students' generally positive perceptions, the researchers advise English language teachers to incorporate mobile learning into their classes. Whatsapp offers effective remote learning due to its capabilities that support mobile learning for students and context-free access to educational resources. Thanks to the increased accessibility of mobile applications, teacher and student can communicate with each other at any time and from any location.

An important component that should also be taken into consideration is the method used to acquire the data for this research question. The first way of collecting data involved giving out questionnaires to a selected set of people and then collecting them once the questions had been answered. However, this could introduce several errors into the research, such as improperly completed questionnaires, which would result in unusable data and lower the standard of the findings. Face-to-face interviews can be helpful as a solution. With interviews, data will be more accurately collected, and during the interview, respondents' English skill can be seen.

5.4 Conclusion

Based on the findings of the study, it can be said that the students had a favourable opinion of WhatsApp's effectiveness in assisting them to strengthen their English language proficiency. They acknowledge the value of English and embrace the use of WhatsApp. They also think that studying through WhatsApp has several advantages, with the improvement in English language proficiency being the main one. The research also suggests that students' speaking behaviours in universities are the main barrier to learning using WhatsApp. Students should therefore be sufficiently focused when speaking to avoid appearing like what they are texting on WhatsApp.

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APPENDIX A

UNIVERSITI TUNKU ABDUL RAHMAN

DATA COLLECTION QUESTIONNAIRE

The purpose of this research is to investigate the effectiveness of WhatsApp in enhancing undergraduates' English language proficiency and how WhatsApp enhance English language proficiency among UTAR undergraduates. The following questionnaire will require approximately 5 minutes to complete.

Thank you in advance for taking your time off to participate in this research.

Section A - Demographic Information

Please answer the following questions.

UTAR email address: …………………………

Name: ……………………….

Age: ……………..

Gender:
- o   Female
- o   Male

Programme and Year (E.g., Y1S2): ………………

Section B - Please tick from strongly disagree to strongly agree based on your thinking.

No	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I like to use WhatsApp for my language learning					
2	I was able to convey any information easily by using WhatsApp					
3	WhatsApp is effective for developing my reading skills					
4	WhatsApp improves my writing abilities in essays or assignments					
5	WhatsApp provide sufficient time for me to practice my English effectively					
6	It is easier to contact my lecturers through WhatsApp than other applications					
7	I can learn English grammar and structures through peers' feedback on WhatsApp					
8	My interaction with peers' is enhanced through WhatsApp					
9	WhatsApp has helped me to get immediate feedback from my lecturers					
10	WhatsApp helped me to learn from my peers' mistakes and mine					
11	I have improved my grammar while using WhatsApp					

12	WhatsApp helped me to enhance my vocabulary					
13	WhatsApp helped me to improve my reading comprehension					
14	WhatsApp helps me enrich my communication skills in English					
15	WhatsApp develops my confidence to read English material					
16	WhatsApp motivates me to communicate in English					
17	WhatsApp enhances my confidence to communicate in English					
18	WhatsApp has helped me to overcome my fear to use English language in and out of classroom					
19	WhatsApp also motivate me to learn English more through texting					
20	I believe that using WhatsApp messaging system through social media with native speakers helps me practice English language					

APPENDIX B

Interview Questions

1. Do you think that WhatsApp is a good platform to learn and boost your English?

2. So, it does boost your English language?

3. Do you think that activities or practices from the WhatsApp group are beneficial especially for your writing ability?

4. How is it beneficial?

5. Does WhatsApp enrich your vocabulary? Like in such categories such as grammar or spelling or meaning?

6. Does WhatsApp overcome your fear in speaking English?

7. How will WhatsApp affect your behaviour?

8. Do you feel confident or nervous when speaking through voice message in WhatsApp?

9. Is WhatsApp effective in enhancing your English language; and how?

10. Do you think WhatsApp is a useful tool to exchange ideas with your friends?

11. What are the positive affects you find in using WhatsApp?

12. Are there any negative effects on using WhatsApp?

13. Does the WhatsApp group increase your grammar and vocabulary?

Respondent 2 – Jessintha Chong

Interviewer: Hello, the purpose of this research is to investigate the effectiveness of WhatsApp in enhancing undergraduates' English language proficiency and how WhatsApp enhance English language proficiency among UTAR undergraduates. And thank you for participating in this interview session.

Respondent: Hello, it is alright!

Interviewer: Okay, let's start. Do you think that WhatsApp is a good platform to learn and boost your English?

Respondent: Yes, making WhatsApp calls is the best way for me to practice speaking English and to improve my verbal comprehension. It is also an excellent opportunity to practice speaking English on the phone, which can sometimes feel more challenging than chatting to someone in person.

Interviewer: Okay, so it does boost your English language?

Respondent: Yes, very much!

Interviewer: Do you think that activities or practices from the WhatsApp group are beneficial especially for your writing ability?

Respondent: Yes, it is. Through WhatsApp, we can share their ideas, and opinion in which it can more develop our writing ability.

Interviewer: Okay, how is it beneficial?

Respondent: It can give a significant improvement for me in writing since I know the mistakes and try to make them better.

Interviewer: Does WhatsApp enrich your vocabulary? Like in such categories such as grammar or spelling or meaning?

Respondent: Yes, WhatsApp allows me to communicate with others in English and has helped me improve my grammar, vocabulary, and reading comprehension. It also gave me chances to continue learning English outside of my classroom and to benefit from one another's knowledge.

Interviewer: Alright, next. Does WhatsApp overcome your fear in speaking English?

Respondent: It does, indeed. Every time I speak English, I become nervous. However, I can get over my phobia and speak English more confidently thanks to WhatsApp.

Interviewer: How will WhatsApp affect your behaviour? Like in your speaking style? You know when you are typing "dowan" then when speaking time, you say "dowan" too.

Respondent: It influences my speaking style in that it's challenging to convey a message with the right tone. Here, using gentle language and using the appropriate punctuation is important. Unless you're extremely irate and in urgent need of something, avoid using all caps since you don't want to come out as impolite.

Interviewer: Next, do you feel confident or nervous when speaking through voice message in WhatsApp?

Respondent: Although the persons may misinterpret our tone of voice we are chatting to, I do feel secure that I can freely communicate with others over WhatsApp audio message without getting nervous.

Interviewer: Is WhatsApp effective in enhancing your English language; and how?

Respondent: My use of WhatsApp enhanced my vocabulary, let me learn from the mistakes of my friends, and helped create a dynamic learning environment.

Interviewer: Dynamic learning environment? Can you explain that?

Respondent: All students' needs will be met, but they will also be given opportunities to grow in their knowledge, interests, and abilities.

Interviewer: Oh, okay. Do you think WhatsApp is a useful tool to exchange ideas with your friends?

Respondent: Yes, it is helpful because when we use our phones to look up information or determine the definition of a word, we frequently turn to Google. Therefore, it is helpful to communicate ideas with our peers while researching ideas on Google when using WhatsApp.

Interviewer: What are the positive affects you find in using WhatsApp?

Respondent: Like for me, I can interact with the course materials that professors send, and then we can simply obtain all the information from our professors and peers quickly and steadily.

Interviewer: That's nice, are there any negative effects on using WhatsApp?

Respondent: Ermm, students are known to become addicted to WhatsApp as they constantly check their phones for new messages. They are unable to concentrate on important tasks as a result. But it's our individual perspective on how we use social media.

Interviewer: Oh, last question is does the WhatsApp group increase your grammar and vocabulary?

Respondent: Yes, communicating with friends via private messages helps improve our vocabulary and grammar. A wonderful technique to practise informal written English is to chat in WhatsApp groups.

Interviewer: That is all from me. Thank you so much Jessintha.

Respondent: Thank you and all the best!

<u>**Formal transcript**</u>

Researcher started with a hello and stated the purpose of this research. The purpose of this research is to investigate the effectiveness of WhatsApp in enhancing undergraduates' English language proficiency and how WhatsApp enhance English language proficiency among UTAR undergraduates. And thanked the participant for participating in this interview session. Respondent replied, "Hello, my pleasure!" Researcher then started to ask the first question, "Do you think that WhatsApp is a good platform to learn and boost your English?" Respondent replied yes because she uses WhatsApp more than she communicate with people physically and when she communicates them in English then WhatsApp is a good platform.

Researcher said "okay" and continued with the second question. "Do you think that activities or practices from the WhatsApp group are beneficial especially for your writing ability?" Respondent answered yes in a confused manner and said because she can learn and teach the mistakes made by her and her friends. Researcher asked the third question, "Does WhatsApp enrich your vocabulary? Like in such categories such as grammar or spelling or meaning?" Respondent stated yes and mostly it enrich her spelling because she always spells words wrongly.

Researcher said alright and next question "Does WhatsApp overcome your fear in speaking English?" Respondent said yes and then researcher asked "How will WhatsApp affect your behaviour? Like in your speaking style?" Respondent answered that WhatsApp does affect her speaking style, and what she types in WhatsApp and what she speaks are different. The spelling of the word when she types and when she speaks will be different as well.

Researcher then asked whether the participant feel confident or nervous when speaking through voice message in WhatsApp. The respondent answered confidently that she does not feel nervous, but she feels confident because she can freely speak with any tone through the WhatsApp voice message. Researcher asked the respondent if the WhatsApp effective in enhancing her English language; and how? Respondent stated yes and it is effective enough to enhance her English language because she always speaks and chat in English with her friends and family.

Researcher then questioned whether WhatsApp is a useful tool to exchange ideas with her friends. Respondent responded yes it is useful since she shares and exchange her ideas with each other. "What are the positive affects you find in using WhatsApp," asked by the researcher. Respondent thinks awhile and answered two positive effects which are WhatsApp can improve her speaking skills in English while she communicates with her friends or family and the second one is she can learn some new words and advanced English words from her friends. (She laughed)

Researcher compliments her answers and asks the negative effects in WhatsApp. Respondent answered when she more often uses slang words when messaging in WhatsApp and that is what she follows while she communicates with people in physical. So, it does affect her speaking skills sometimes when she is doing presentation or in any formal meetings. Researcher thanked the respondent, and the respondent wishes the researcher.

APPENDIX D

Thematic Analysis for Research Question 2

Interview Question	Main ideas	Subthemes
Interviewer: Hello, the purpose of this research is to investigate the effectiveness of WhatsApp in enhancing undergraduates' English language proficiency and how WhatsApp enhance English language proficiency among UTAR undergraduates. And thank you for participating in this interview session. **Respondent:** Hello, it is alright! **Interviewer:** Okay, let's start. Do you think that WhatsApp is a good platform to learn and boost your English? **Respondent:** Yes, making WhatsApp calls is the best way for me to practice speaking English and to improve my verbal comprehension. It is also an excellent opportunity to practice speaking English on the phone, which can sometimes feel more challenging than chatting to someone in person. **Interviewer:** Okay, so it does boost your English language? **Respondent:** Yes, very much!	- WhatsApp calls are perfect for practicing English conversation - improve verbal comprehension skills - become more comfortable speaking in English on the phone	WhatsApp is a good platform to learn and boost English.
Interviewer: Do you think that activities or practices from the WhatsApp group are beneficial especially for your writing ability? **Respondent:** Yes, it is. Through WhatsApp, we can share their ideas, and opinion in which it can more develop our writing ability. **Interviewer:** Okay, how is it beneficial? **Respondent:** It can give a very significant improvement for me in writing since I know the mistakes and try to make them better.	- can share ideas, opinion, or thought in which it can more develop writing ability. - gives a very significant improvement in writing. - know the mistakes in writing and make them better.	Benefits of practices and activities from WhatsApp group.

Interviewer: Does WhatsApp enrich your vocabulary? Like in such categories such as grammar or spelling or meaning? **Respondent:** Yes, WhatsApp allows me to communicate with others in English and has helped me improve my grammar, vocabulary, and reading comprehension. It also gave me chances to continue learning English outside of my classroom and to benefit from one another's knowledge.	- WhatsApp gives opportunities in communicating in English, develop students' vocabulary, reading and grammar. - Learn from each other	WhatsApp enriches vocabulary
Interviewer: How will WhatsApp affect your behaviour? Like in your speaking style? You know when you are typing "dowan" then when speaking time, you say "dowan" too. **Respondent:** It influences my speaking style in that it's challenging to convey a message with the right tone. Here, using gentle language and using the appropriate punctuation is important. Unless you're extremely irate and in urgent need of something, avoid using all caps since you don't want to come out as impolite.	- gentle language - using the appropriate punctuation	WhatsApp affecting behavior.
Interviewer: Is WhatsApp effective in enhancing your English language; and how? **Respondent:** My use of WhatsApp enhanced my vocabulary, let me learn from the mistakes of my friends, and helped create a dynamic learning environment. **Interviewer:** Dynamic learning environment? Can you explain that? **Respondent:** All students' needs will be met, but they will also be given opportunities to grow in their knowledge, interests, and abilities	- enriched vocabulary and learn from mates' mistakes - given opportunities to grow in students' knowledge, interests, and abilities	Effectiveness of WhatsApp
Interviewer: Oh, okay. Do you think WhatsApp is a useful tool to exchange ideas with your friends? **Respondent:** Yes, it is helpful because when we use our phones to look up information or determine the definition of	- helpful to communicate ideas with peers while researching ideas on Google	WhatsApp is a useful tool to exchange ideas with friends.

a word, we frequently turn to Google. Therefore, it is helpful to communicate ideas with our peers while researching ideas on Google when using WhatsApp.		
Interviewer: What are the positive affects you find in using WhatsApp? **Respondent:** Like for me, I can interact with the course materials that professors send, and then we can simply obtain all the information from our professors and peers quickly and steadily.	- can interact with the course materials that professors send - simply obtain all the information from professors and peers quickly and steadily.	Positive effects of WhatsApp.
Interviewer: That's nice, are there any negative effects on using WhatsApp? **Respondent:** Ermm, students are known to become addicted to WhatsApp as they constantly check their phones for new messages. They are unable to concentrate on important tasks as a result. But it's our individual perspective on how we use social media.	- addicted to WhatsApp as they constantly check their phones for new messages. - unable to concentrate on important tasks	Negative effects of WhatsApp.