Teachers' Perceptions towards Social Networking Sites in Teaching English Speaking Skill in Rural Areas of Sarawak

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Abstract
This Cross-Sectional Survey Research purported to investigate Sarawak rural English teachers' perceptions and possible challenges they faced when using Social Networking Sites (SNSs) to teach the speaking skill. The teaching of speaking skill has become imperative along with the abolishment of the standardise exams but the rural pupils still suffer from poor command of English. This demonstrated the need to employ newer teaching methods like SNSs in the rural classrooms. This research was conducted in 311 rural schools in Sarawak involving at least one English teacher from each school. A survey questionnaire was designed via Google Form and distributed to these schools. It had a return rate of 87.7% with 323 respondents. The data obtained was descriptively analysed through frequencies, percentages, and mean score interval. Findings of the study demonstrated that the Sarawak rural English teachers had moderately high perceptions on the use of SNSs based on the four elements of TAM 1. These teachers also encountered three main challenges during the implementation of SNSs namely hardware concerns, lack of readiness, and pupils' view. This study had added value to the 21st century teaching methodologies and could act as a base for future studies utilizing SNSs in the rural areas.
Keywords: Survey Research, Perceptions, Social Networking Sites, TAM 1, Rural Areas

Introduction
In Malaysia, to cater to the growing need of the globalised society, pupils are required to be able to converse in both Malay and English (Yemini et al., 2018). Every language is made up of multiple components consisting of listening, speaking, reading, and writing. Similarly, the English language is also made up of these four components, but speaking is often given less emphasis on (Namaziandost & Nasri, 2019). The abolishment of Ujian Pencapaian Sekolah Rendah (UPSR) in April 2021 highlighted the significance of speaking skill as teachers now give emphasis on School-Based Assessment (SBA) (Rajaendram, 2022). This resulted in a shift of focus from the teacher-centred summative assessment which focused on reading and writing skills to a pupil-centred formative assessment, focusing on all four skills including speaking. Nonetheless, challenges in relation to the teaching and learning of English speaking skill has been recognised in the rural areas. A report by Office for Standards in Education stated that

speaking was the least attained skill among the pupils especially in the rural areas of Malaysia (Widiastuti, 2020). Rashid and Islam (2020); Hani et al (2022) also asserted that the poor command of English is recognised as the main reason underlying the decline in employability rate among pupils. Issues regarding the teaching of speaking skill in the rural areas are mainly caused by external barrier – teachers' over employment of traditional teaching methods and internal barriers – pupils' psychological fears and lack of content knowledge.

Pertaining to this, studies had demonstrated positive outcomes in the utilisation of Social Networking Sites (SNSs) to improve the teaching and learning of the speaking skill. SNSs as defined by Alizadeh (2021); Van et al (2020) are user-friendly internet-based platforms that permit their users to communicate and cooperate regardless of their location. The application of SNSs as a 21st century teaching method had reportedly assisted the teaching and learning of English speaking skill due to the advantages they provide. Nonetheless, most of the previous studies done on SNSs were conducted in the urban areas (Iman, 2017; Murray & Christison, 2019; Nijat et al., 2019). This created a larger gap in the urban-rural divide and implicated the need to investigate the Sarawak rural English teachers' perceptions on the use of SNSs to teach the speaking skill based on the four elements of TAM 1 besides determining challenges they encountered whilst using these SNSs.

This study intended to investigate Sarawak rural English teachers' perceptions and challenges faced when using SNSs to teach the speaking skill. Henceforth, the research questions formed were:

- What are teachers' perceptions on the use of Social Networking Sites (SNSs) in the teaching and learning of English speaking skill in the rural areas of Sarawak?
- What are the challenges faced by rural English teachers of Sarawak in relation to the use of Social Networking Sites (SNSs) to teach the speaking skill?

Literature Review
Teaching English as a Second Language
Nordquist (2019) termed the Teaching of English as a Second Language (TESL) as specialized methods to teach the language that are specifically designed for pupils whose first language is not English. In short, TESL is the teaching of English for speakers of other languages. In the Malaysian context, myriad efforts have been taken by several stakeholders in the teaching and learning of English to achieve a quality education in accordance with the Sustainable Development Goals (SDG). Quoting from González et al (2020), quality education, as the fourth goal in SDG focused on eliminating gender disparities, urban-rural gap and ensuring equal access to education across the country. It is an effort to make English education inclusive for all pupils.

In line with this, Ministry of Education (MoE) has given emphasis on a quality education characterised by the pupils' ability to possess bilingual proficiency and the teachers' capabilities in utilising Information and Communication technology (ICT) like SNSs to teach. These are in line with the second and seventh shifts of the Malaysian Educational Blueprint (MEB) which are to ensure every child is proficient in both Malay and English while stressing on leveraging ICT like SNSs to up-scale the quality of learning throughout Malaysia including the rural areas (MoE, 2017). In line with this, the Upholding Bahasa Malaysia and Strengthening English (MBMMBI) policy was constructed with eight strategies that focused on upskilling the English language teachers. As a result, English teachers are exposed to multiple 21st century teaching methods with the inclusion of teaching through technology like SNSs. These efforts were made as the government recognised the urgent need to change

the current teaching methods as it was observed to be less capable in yielding fluent English speakers.

Teaching and Learning of Speaking Skill for Rural Pupils
Speaking is one of the four vital skills that pupils need to develop to allow a successful transfer of information (Namaziandost et al., 2019). It is the capability to express thoughts or ideas in a verbal language through gestures accompanied by relevant intonation to give emphasis or to deemphasise an information. At present, English is extensively employed as a language for diverse purposes and hence has reserved the attention of many developing countries around the world including Malaysia. Hence, most workplaces have made the ability to speak in English a precondition. As a result, all pupils in Malaysia are required to fulfil the A2 descriptors of the Common European Framework of References (CEFR); able to communicate in simple and routine tasks requiring simple and direct exchange of information on familiar and routine matter as stated in the Education Reform (MoE, 2015). Although the ability to speak in English is vividly significant, Akma et al (2021) confirmed that pupils from the rural areas of Malaysia are reported to have limited communicative skills and were unable to achieve the A2 scale in CEFR even after their sixth years of primary schooling. As stated, issues in relation to the teaching of speaking skill in the rural areas could mainly be divided into external barrier which involved teachers' frequent application of traditional teaching methods due to hardware concerns in the rural areas and internal barriers which entailed the pupils' psychological fears and lack of content knowledge.

Frequent implementation of the traditional teaching methods by English teachers in the rural areas had demotivated the rural pupils. Studies displayed that English teachers especially from the rural areas often revert to traditional speaking activities like Question and Answer (Krish et al., 2019; Mohmmed, 2020). Among factors that contributed to these teachers' overemployment of traditional teaching methods are the absence of proper facilities and unstable internet connection in the rural areas (Mulyono et al., 2021; Jati et al., 2019; Oh et al., 2022). Studies by Hampton et al (2020); Horn et al (2022) further backed this up as they stated that one of the significant issues raised in the rural areas during the Home Based Learning (HBL) was the lack of access and ability to communicate with pupils from the rural areas. Most of these rural English teachers were unprepared to conduct their speaking lessons via SNSs. A study conducted by DeLuca et al (2017) indicated that teachers especially from the rural areas often felt troubled when asked to employ more interactive speaking activities. This especially applied to veteran teachers who fear utilising the newer teaching methods as they are still unfamiliar with them. Nonetheless, the sudden outbreak of COVID-19 forced both teachers and pupils to comply to the use of newer teaching methods like employing SNSs to teach the speaking skill. As schools in the urban areas complied to this change in teaching mode, the pupils advanced in their speaking and technological skills (Lederman, 2020). Unfortunately, such was not the case for the pupils in the rural areas. Furthermore, even if these teachers could provide their pupils with the speaking tasks via SNSs, some of the pupils found their instructions unclear and thus, unable to complete the speaking tasks provided (Cowie & Alizadeh, 2021). This showcased the need for clear, unambiguous instructions from the teachers.

Meanwhile, Nadesan and Shah (2020); Nijat et al (2019) asserted that rural pupils find it difficult to acquire the speaking skill due to their lack of content knowledge and confidence in using the language. As observed, in fear of making mistakes and being ridiculed by their friends, pupils opt to answer in their mother tongue. Rural pupils especially those who are of

lower proficiency are inclined to succumb to pressure to speak in their own mother tongue (Pratolo, 2019). Meanwhile, Banu (2017) demonstrated that the rural pupils tend to not have enough encouragement to use the language both inside and outside of their classroom. This is especially true for the rural pupils as they find no real benefit in being able to converse in English in their daily life. This has caused a larger fluency gap between the urban and rural pupils during the COVID-19 pandemic outbreak as most pupils in the rural areas were not ready to face the sudden change in the mode of teaching as they were rarely exposed to the use of SNSs even before the HBL. Even if these pupils could navigate their way through the SNSs, they were unaware of its use for educational purposes (Chakraborty et al., 2020). This demonstrates that the rural pupils' poor command in spoken English is a prominent issue that should be resolved as soon as possible. Thus, there is a need to expose the rural pupils to as much authentic practice of the language through interactive speaking activities by using Social Networking Sites (SNSs).

Social Networking Sites to Teach English Speaking Skill in the Rural Areas
According to Khasinah (2017), in line with the advancement of Industrial Revolution 4.0, technology has evolved at a fast rate, changing our traditional way of living. Social Networking Sites (SNSs) like Facebook, Telegram, Line, and Whatsapp have been popularised as they provide a newer and much better alternative to teaching the speaking skill during the Covid-19 pandemic (Zainuddin & Yunus, 2022). These SNSs have definitely changed our style of living as we are now able to stay connected with our peers and pupils despite the distance. In respect to the teaching and learning of speaking skill, the fact that SNSs are popular and free, constitute interactive platforms that could be beneficial to English teachers. Miller (2020) asserted that SNSs provide every user of the platforms with unparalleled opportunities to practice the use of English verbally. Kwihangana (2020); Ameri (2020) also highlighted the advantages of SNSs in teaching the speaking skill by stressing that users of these platforms could create, co-create and even manage information that they posted online. Henceforth, rural educators who are seeking for advanced method to further facilitate their pupils are turning their gaze towards SNSs as they slowly embrace the blooming use of the 21st century teaching approaches in the teaching and learning of English speaking skill.

The use of SNSs in the classroom had proven to aid the teaching and learning of speaking skill. Quoting from Iman (2017), to enhance the teaching of speaking skill of her pupils, she organized debates via SNSs. It contributed to over 96.1% of the pupils' improvement in speaking, demonstrating their many benefits. Another study by Murray and Christison (2019) involving the employment of YouTube during English speaking lesson demonstrated that both teachers and pupils had positive attitudes towards the use of YouTube in developing the speaking skill of their pupils. The unique features of YouTube permitted teachers and pupils to stay connected even after schooling hours and sanctioned for an interactive process that provide abundant opportunities for the rural pupils to practice their speaking skill. SNSs provided teachers and pupils with opportunity to interact with one another outside of the classroom as they were not tied to the time constraints posed by traditional lessons (Yang & Pan, 2022; Liton, 2022; Leung et al., 2022). Teachers could employ specific tools like the chat function to practice the pupils' English speaking skill. For instance, the voice recording featured in the SNSs could be manipulated to teach specific intonation or pronunciation of words. Even though solutions involving execution of interesting communicative and collaborative activities during the speaking lessons via SNSs could be taxing for teachers as

they needed time to prepare the materials, they had proven to aid in boosting the learning atmosphere (Nijat et al., 2019; Dennen et al., 2022).

A few studies had also demonstrated the success of implementing SNSs to teach English speaking skill in the rural areas. Dewi et al. (2017) revealed that there has been a noteworthy development in her rural pupils' speaking skills after the implementation of the SNSs in their English classroom. Pupils that had initially scored an average of 13.9% in the pre-test managed to gain 41.7% in post-test 1 and 83.33% during post-test 2. Another study from Malaysia showcased that rural English teachers got creative by conducting short speaking video projects as an attempt to conduct English speaking lessons during the HBL. This was in relation to an article written by Gnaneswaran (2021) on the success of a 40-year-old teacher in Malaysia Digital Economy Cooperation (MDEC)'s #CikguJuaraDigital programme in implementing TikTok in his teaching. The study conducted by Ihssen and Wadsley (2021) also proven the success of utilising SNSs to teach the English speaking skill. They stated that through the implementation of TikTok application in the teaching of English speaking skill, their pupils were observed to be able to ask for others' opinions and justifications whilst looking confident when doing so. These findings added value to the employment of the SNSs in the English speaking lessons in the rural classrooms and validated the many advantages that teaching speaking through SNSs could bring to the rural pupils. Therefore, this study aimed to supplement studies in regard to English teachers' perceptions and challenges faced when using SNSs to teach the speaking skill in rural areas of Sarawak.

Methodology
Research Design
This study aimed to investigate Sarawak rural English teachers' perceptions and determine challenges they faced when using SNSs to teach the speaking skill. Rahi et al (2019) stated that cross-sectional survey research design entailed the process of conducting survey based research at a specific moment in time. This method of collecting data has proven to be one of the most effective and trustworthy research methods to gain extra information about a significant matter from a group of individuals (Hand, 2018). Henceforth, this research design provided an accurate but rigorous means of obtaining information about Sarawak rural teachers' perceptions and challenges they faced when using SNSs to teach the speaking skill.

Research Participants
Researchers and participants need to see eye to eye and develop a professional agreement to impede any ethical issues from happening to ensure a smooth flow to a study (Guetterman et al., 2019). Thus, the participants selected for this study was from a purposive sampling. A set of data was retrieved from the Ministry of Education (MoE) main page and a total of 1263 primary schools had been identified in Sarawak. Further scrutinization was made and out of 1263 primary schools, a total of 321 schools were labelled as rural primary schools. 10 schools had been involved in the pilot study, leaving a total of 311 schools for this study. At least one English teachers from each of these rural schools were required to answer the survey. Any respondents who did not complete the survey were removed from the dataset. This study had a response rate of 87.7% with 273 out of 311 schools responding to the survey questionnaire via google form. Out of 340 responses received, a total of 323 responses were accepted as they met all the criteria of the study. These criteria included the respondents being Sarawak rural English teachers and they had not been involved in the pilot study. Nine responses were removed from the dataset as they did not fulfil the criteria provided. The

remaining 50 responses were also included into the study as they were responses given by Sarawak rural English teachers and these teachers had not been included in the pilot study. This indicated that a few of these rural schools had selected more than one English teacher to fill in the survey questionnaire online.

Data Collection: Survey Questionnaire
Choice of instruments used to collect data for a study primarily depended not only on the type of the research but also its aims and objectives (Guetterman, 2019). This study employed a survey questionnaire as its research tool. As the study revolved around teachers' perceptions, a similar study conducted by Rahayu and Wirza (2020) which catered to the elements of TAM 1 was derived and adapted to form a questionnaire that suit this study. The Technology Acceptance Model (TAM) is a model that was first introduced by Davis in 1989. It explained how users of technology come to accept and use technology in their life. The TAM 1 model demonstrated that individuals' behaviour is often determined by their behavioural intention to execute a task (Alfadda & Mahdi, 2021). According to Charness and Walter (2016), TAM 1 consisted of four elements; Perceive Usefulness (PU), Perceive Ease of Use (PEOU), Behavioural Intention (BI) and Actual System Use (AU). These elements were utilised to produce a survey questionnaire to further investigate Sarawak rural English teachers' perceptions and challenges they faced when using SNSs in the teaching and learning of speaking skill.

For this study, the phrase "Online Learning System" in Rahayu and Wirza's survey questionnaire was replaced with the phrase "Social Networking Sites". This survey questionnaire consisted of two sections in which Section A entailed details on the participants' personal information whilst Section B denoted teachers' perceptions. Section B consisted of 25 questions on the PU, PEOU, BI, AU, and possible challenges faced on the use of SNSs. A Likert Scale consisting of five items; Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA) was used. Three open-ended questions were also added into the questionnaire to acquire the challenges faced by these rural teachers besides gathering their opinions and suggestions to help improve the teaching of speaking skill through SNSs.

Data Collection Procedures
This quantitative research followed the steps implemented in a cross-sectional survey research design. Once the survey questionnaire was designed, three experts of the field were asked to validate the survey questions. A Validity Endorsement Form consisting of nine main elements was distributed to these experts via email. Written feedbacks were retrieved from the three experts and necessary amendments were made to the survey questionnaire. Meanwhile, to evaluate the reliability of the survey questionnaire, a pilot study had been conducted by applying SPSS Version 26 to ascertain the internal consistency reliability of the questionnaire. Result of the pilot study demonstrated that the items in the survey questionnaire have an excellent internal consistency reliability with a Cronbach's Alpha of 0.941. This contributed to the high reliability of the instrument, demonstrating that the survey questionnaire could be implemented in the main study. Once this step was completed, the researcher registered the research on the Educational Research Application System Version 2.0 (eRAS 2.0) and received the letter of approval from the Ministry of Education. Next, the researcher contacted the Sarawak State Education Department (JPNS) for their consent before distributing the survey questionnaire via Google Form to all 28 District Education

Offices (PPD) in Sarawak to be answered by the Sarawak rural English teachers within a period of one month.

Data Analysis

After this stage, data collected from the survey questionnaire was analysed to address the formulated research questions (Guetterman et al., 2019). Quoting from Asun et al (2016), descriptive statistics are best suited to analyse series of combined questions through Likert scales. Thus, the data of this study was descriptively analysed through frequencies, percentages, and mean score interval. In order to determine the teachers' level of perceptions, the mean scores obtained from the survey questionnaire would be classified into four levels of class intervals as observed in Table 1.0 – high level, moderately high level, moderately low level, and low level. By utilising this analysis method, teachers' perceptions regarding the use of SNSs in teaching the speaking skill in the rural areas of Sarawak based on the elements of TAM 1 model were determined. In addition, possible challenges faced by these teachers whilst teaching the speaking skill via SNSs were established via thematic analysis on the open-ended questions.

Table 1.0
Mean Scores Levels for each Class Intervals

Descriptor	Mean Score
High Level	4.01 – 5.00
Moderately High Level	3.01 – 4.00
Moderately Low Level	2.01 – 3.00
Low Level	1.01 – 2.00

Findings and Analysis
Sarawak Rural Teachers' Perceptions on the Use of SNSs
The first research question investigated in details Sarawak rural English teachers' perceptions on the use of Social Networking Sites (SNSs) in the teaching and learning of English speaking skill. These teachers' perceptions would be reviewed based on the four elements of TAM 1; Perceive Usefulness (PU), Perceive Ease of Use (PEOU), Behavioural Intention (BI), and Actual System Use (AU).

Perceive Usefulness (PU)
Table 2.0
Findings for Perceive Usefulness (PU) Items

No.	Perceive Usefulness (PU) Items	SD		D		N		A		SA		Mean Score Interval	Interpretation
		F (n)	P (%)	F (n)	P (%)	F (n)	P (%)	F (n)	P (%)	F (n)	P (%)		
1.	SNSs improve my performance in teaching the speaking skill.	1	0.3	39	12.1	40	12.4	131	40.6	112	34.7	3.97	Moderately High Level
2.	SNSs make the teaching of speaking skill effective.	3	0.9	35	10.8	46	14.2	128	39.6	111	34.4	3.95	Moderately High Level
3.	SNSs make the teaching of speaking skill easier.	7	2.2	28	8.7	54	16.7	122	37.8	112	34.7	3.94	Moderately High Level
4.	SNSs is useful for teaching the speaking skill.	4	1.2	29	9	55	17	131	40.6	104	32.2	3.93	Moderately High Level
5.	SNSs make the teaching of speaking skill more convenient.	7	2.2	25	7.7	53	16.4	116	35.9	122	37.8	3.99	Moderately High Level
										Total		3.96	Moderately High Level

Based on the study conducted with 323 rural English teachers of Sarawak, as displayed in Table 2.0, these teachers scored a mean score interval of 3.96 for the perceive usefulness items. This figure is categorized as having moderately high level of perceive usefulness towards the use of SNSs in the teaching of English speaking skill. The respondents scored an average mean score interval of 3.97 for Item 1, 3.95 for Item 2, and 3.94 for Item 3. The respondents had a mean score interval of 3.93 for Item 4 and 3.99 for Item 5. Item 5 demonstrated the highest mean score interval whilst Item 4 demonstrated the lowest mean score interval. At an average, these rural English teachers believed that SNSs had improved their teaching performance apart from making the teaching of English speaking skill more effective, easier and convenient. As an overall, they believed that SNSs were useful in teaching the speaking skill.

Perceive Ease of Use (PEOU)
Table 3.0
 Findings for Perceive Ease of Use (PEOU) Items

No.	Perceive Ease of Use (PEOU) Items	SD		D		N		A		SA		Mean Score Interval	Interpretation
		F (n)	P (%)	F (n)	P (%)	F (n)	P (%)	F (n)	P (%)	F (n)	P (%)		
1.	It is easy to operate SNSs to teach speaking skill.	6	1.9	30	9.3	47	14.6	137	42.4	103	31.9	3.93	Moderately High Level
2.	The interactions through SNSs are clear and understandable.	11	3.4	24	7.4	52	16.1	129	39.9	107	33.1	3.92	Moderately High Level
3.	The SNSs are flexible to interact with when teaching speaking skill.	4	1.2	33	10.2	45	13.9	119	36.8	122	37.8	4.00	Moderately High Level
4.	It would be easy to be competent in the use SNSs.	5	1.5	39	12.1	38	11.8	129	39.9	112	34.7	3.94	Moderately High Level
5.	I consider that SNSs are easy to use especially when teaching the speaking skill.	5	1.5	29	9	54	16.7	127	39.3	108	33.4	3.94	Moderately High Level
										Total		3.95	Moderately High Level

Referring to Table 3.0, data retrieved from the survey questionnaire demonstrated that most Sarawak rural English teachers had a moderately high level of perception on the ease of use of the SNSs with mean score interval of 3.95. For the PEOU items, the respondents recorded a mean score interval of 3.93 for Item 1, 3.92 for Item 2, 4.00 for Item 3, and 3.94 each for Item 4 and Item 5. Item 3 scored the highest mean score interval of 4.00 with 74.6% respondents (n=241) agreeing to the statement provided. Meanwhile, Item 2 scored the lowest mean score interval with 10.8% respondents (n=35) disagreeing to the statement. Generally, they agreed that it was easy to operate the SNSs to teach the speaking skill and their interactions through the SNSs were clear and understandable. In addition, the SNSs were also flexible to interact with, easy to be competent in, and easy to use when teaching the speaking skill.

Behavioural Intention (BI)
Table 4.0
 Findings for Behavioural Intention (BI) Items

No.	Behavioural Intention (BI) Items	SD		D		N		A		SA		Mean Score Interval	Interpretation
		F (n)	P (%)	F (n)	P (%)	F (n)	P (%)	F (n)	P (%)	F (n)	P (%)		
1.	I will use SNSs to teach English speaking skill even after the pandemic of Covid-19.	3	0.9	33	10.2	48	14.9	118	36.5	121	37.5	3.99	Moderately High Level
2.	It is important to use SNSs to teach the speaking skill and I would recommend them.	6	1.9	33	10.2	48	14.9	128	39.6	108	33.4	3.93	Moderately High Level
3.	I will modify the speaking activities of my English subjects to take advantage of the capabilities of SNSs.	6	1.9	38	11.8	39	12.1	124	38.4	116	35.9	3.95	Moderately High Level
4.	I will encourage my pupils to interact via SNSs to complete the speaking tasks.	4	1.2	30	9.3	51	15.8	120	37.2	118	36.5	3.98	Moderately High Level
5.	I would like to use SNSs to teach the English speaking skill in the future if I have the chance.	5	1.5	40	12.4	26	8	125	38.7	127	39.3	4.02	High Level
										Total		3.97	Moderately High Level

As an overall, from the data retrieved in Table 4.0, this section also indicated a moderately high level of perception among the Sarawak rural English teachers with mean score interval of 3.97. For the BI Items, the respondents got a mean score interval of 3.99 for Item 1, 3.93 for Item 2, 3.95 for Item 3, 3.98 for Item 4, and 4.02 for Item 5. As an overall, most Sarawak rural English teachers agreed that they would continue to use SNSs to teach the speaking skill even after the Covid-19 pandemic. They believed that it was significant to use SNSs to teach, and they were willing to modify their speaking activities to take advantage of the capabilities of SNSs. They would also actively encourage their pupils to interact with them via SNSs to complete their speaking tasks and they love the idea of using SNSs to teach the English speaking skill in the future if the opportunity is present.

Actual System Use (AU)
Table 5.0
Findings for Actual System Use (AU) Items

No.	Actual System Use (AU) Items	SD		D		N		A		SA		Mean Score Interval	Interpretation
		F (n)	P (%)	F (n)	P (%)	F (n)	P (%)	F (n)	P (%)	F (n)	P (%)		
1.	I spend a long time interacting with my pupils via SNSs to teach the speaking skill.	8	2.5	35	10.8	49	15.2	123	38.1	108	33.4	3.89	Moderately High Level
2.	I facilitate my pupils after distributing the speaking tasks via the SNSs.	3	0.9	44	13.6	36	11.1	129	39.9	111	34.4	3.93	Moderately High Level
3.	I interact with my pupils to ask about their speaking tasks by using the SNSs at least once a week.	8	2.5	29	9	58	18	113	35	115	35.6	3.80	Moderately High Level
4.	I frequently connect to participate with my pupils in interactive speaking activities I have proposed in the SNSs.	7	2.2	33	10.2	52	16.1	110	34.1	121	37.5	3.94	Moderately High Level
5.	I frequently connect with my pupils via the SNSs to display a degree of participation and check the progress of my pupils.	6	1.9	29	9	54	16.7	121	37.5	113	35	3.95	Moderately High Level
											Total	3.90	Moderately High Level

Based on the data retrieved from Table 5.0, it was revealed that generally the Sarawak rural English teachers had a moderately high level of perception on the actual use of SNSs when teaching the speaking skill. They recorded a mean score interval of 3.90 with most teachers agreeing and strongly agreeing to the statements provided. For the AU Items, the respondents recorded a mean score interval of 3.89 for Item 1, 3.93 for Item 2, 3.80 for Item 3, 3.94 for Item 4, and 3.95 for Item 5. These teachers predominantly agreed that they spent a long time interacting with their pupils via the SNSs. They facilitated their pupils after distributing the speaking tasks and interacted with their pupils to ask on updates regarding their speaking tasks. Furthermore, they stayed connected to participate with their pupils to complete the speaking tasks and frequently connected with their pupils via the SNSs to check their pupils' progress.

Challenges Experienced in Teaching Speaking Skill Using SNSs
Table 6.0
Findings for Challenges Experienced Items

No.	Challenges Experienced Items	SD		D		N		A		SA		Mean Score Interval	Interpretation
		F (n)	P (%)	F (n)	P (%)	F (n)	P (%)	F (n)	P (%)	F (n)	P (%)		
1.	I am ready to use SNSs to conduct speaking activities with my pupils.	0	0	23	7.1	55	17	135	41.8	110	34.1	4.03	High Level
2.	I am willing to use SNSs to conduct speaking activities with my pupils.	0	0	20	6.2	51	15.8	138	42.7	114	35.3	4.07	High Level
3.	My pupils do experience challenges in terms of unavailability of electronic devices (laptops, phones etc.) when conducting speaking tasks through SNSs.	1	0.3	19	5.9	62	19.2	104	32.2	137	42.4	4.11	High Level
4.	My pupils do experience challenges in terms of unavailability of proper internet connection when conducting speaking tasks through SNSs.	4	1.2	29	9	46	14.2	115	35.6	129	39.9	4.04	High Level
5.	My pupils are not exposed to inappropriate privacy threats when conducting speaking tasks through SNSs.	1	0.3	27	8.4	52	16.1	132	40.9	111	34.4	4.00	High Level
										Total		4.05	High Level

The second research question focused on challenges faced by rural English teachers of Sarawak in the teaching and learning of English speaking skill. This section displayed a mean score interval of 4.05, indicating a high level of perception on the challenges experiences items. The respondents recorded a mean score interval of 4.03 for Item 1, 4.07 for Item 2, 4.11 for Item 3, 4.04 for Item 4, and 4.00 for Item 5. Based on Table 6.0, only this section had displayed high perception level for all its items throughout the survey questionnaire. The Sarawak rural English teachers were ready and willing to use SNSs to conduct speaking activities with their pupils. Nevertheless, they did experience challenges in terms of unavailability of electronic devices, unavailability of proper internet connection, and pupils lack of readiness in dealing with inappropriate privacy threats. In order to better explain challenges experienced when using the SNSs, comments written by the respondents in the open-ended question: B(V) No. 6 were thematically analysed. Result of the analysis had been summarised into three main themes in Table 7.0. These three themes were hardware concerns, teachers' lack of readiness and pupils' view of SNSs. 32.8% respondents (n=106) experienced challenges in terms of hardware concerns, 17.9% respondents (n=58) admitted to being unprepared to teach via SNSs, whilst 22.3% respondents (n=72) stated that the pupils' personal view of the SNSs impeded them from completing the speaking tasks provided by their teachers. The remaining 26.9% respondents (n=87) either did not reply to the open-ended question or provided answers that were unrelated to the question.

Table 7.0
Findings for Challenges Faced in using SNSs

Theme	Frequency (n)	Percentage (%)
Hardware Concerns	106	32.8%
Teachers' Lack of Readiness	58	17.9%
Pupils' View of SNSs	72	22.3%

Discussions

Sarawak Rural English Teachers' Perceptions on the Use of SNSs

Overall findings of the first research question indicated that generally, English teachers from the rural areas of Sarawak had moderately high level of perceptions towards the use of SNSs to teach the speaking skill. They had positive attitude towards its use. They felt that SNSs were useful, feasible, and that they would continue to use SNSs in the future. Throughout the employment of SNSs, they frequently stayed connected with their pupils to check the progress of their learning.

Based on the findings of the PU items, the teaching and learning of speaking skills via SNSs had been established as a convenient method of teaching as these teachers could stay connected with their pupils even after schooling hours. This statement concurred to the study conducted by Ameri (2020) that mentioned that technology-based learning methods such as SNSs had proven to be convenient and could enhance the teaching of speaking skill as teachers learnt to creatively manipulate them to conduct activities that regulate fun English lessons in the classroom. Afterall, pupils could always work on their own time and retake their speaking videos multiple times until they feel confident with their product. Exchanges of information is a click away and pupils could work on their speaking tasks with a flexible time frame and in the comfort of their homes. Nonetheless, on the contrary, numerous Sarawak rural English teachers seemed to feel like SNSs were less useful in teaching the speaking skill. Two comments by the respondents, "lack of proper devices" and "weak connection" further heightened the fact that these rural teachers found teaching the speaking skill via SNSs were less effective and useful because of the lack of facilities and internet connection in the rural areas. The existence of proper teaching facilities played a vital role in providing a convenient and conducive learning environment even in the rural areas and the absence of these facilities could impede the smooth flow of the lesson (Mohmmed, 2020). With the absence of these facilities, interaction and communication that were supposed to be created through SNSs were dearth, decreasing the teacher and pupils' satisfaction and motivation to teach and learn the skill.

In relation to the PEOU items, it was proven that SNSs indeed provided a convenient alternative to the traditional teaching method even in the rural areas of Sarawak. This was so as both teachers and pupils could work on the speaking task at a flexible time and space. As proven by this study, even teachers and pupils in the rural areas of Sarawak could enjoy the positive contribution posed by the SNSs. Given the ample time, the pupils could practice and collaborate with their fellow rural friends even after class hours. This demonstrated that SNSs offered fluidity and more enhanced dynamic teacher-learner interactions by not adhering to the convention of traditional teaching methods that were often tied down by time constraints (Yang & Pan, 2022; Liton, 2022; Leung et al., 2022). Nonetheless, the fact that 10.8% respondents (n=35) stated that SNSs were unclear should also be noted. This demonstrated that even though the use of SNSs were flexible, some pupils could not complete their speaking tasks as they were unclear about the instructions provided by their English teachers. This finding concurred with a study conducted by Cowie and Alizadeh (2021) that stated that one of the main reason enthusiastic teachers gave up using SNSs to teach was because they found it difficult to provide clear instructions for their pupils to complete the speaking tasks provided. This was a crucial indication that brief and unambiguous instructions are significant when conducting speaking tasks through SNSs.

Moving on, referring to the BI items, most respondents agreed to continue using SNSs to teach speaking skill in the future provided that they are given the chance to do so. This was

another indication that the use of SNSs in the rural areas of Sarawak could also produce similar results to studies that were conducted in the urban areas. The application of SNSs as a tool to conduct speaking activities boosted the teaching and learning of English as teachers are open to the idea of providing pupils with ample chances to practice the language in an authentic environment (Wiyono et al., 2021; Nijat et al., 2019). Nonetheless, after the data was thoroughly analysed, a slight discrepancy was recognised as several respondents seemed to disagree to continue using SNSs in the future. This occurrence could be explained with the comments provided by two respondents that stated that "because of the unstable connection, it takes forever for even simple voice recording to load" and "even though the pupils have Whatsapp and Facebook, they do not know how to use it to do their speaking homework". These demonstrated that challenges in terms of hardware concerns and pupils' own view of SNSs might have rendered these teachers disinterested in continuing to apply SNSs in teaching the speaking skill. Besides, the absence of projectors and laptops in the rural schools makes it inconvenient for these teachers and thus, the chalk and talk method just seemed to be a more attractive alternative. A similar result is demonstrated in a study by Maru et al (2021) in which teachers mentioned that as projectors are not readily present in their classrooms, setting up all the hardware needed before a speaking task is time consuming. Thus, unless necessary, these teachers choose not to utilize SNSs in their classrooms due to time constraints. Meanwhile, the pupils have a preconceived idea that SNSs are only as a mean of fun communication with their friends. Hence, the change towards turning them into educational channels was awkward. Adding on, studies conducted during and after the Covid-19 pandemic stipulated that pupils were unprepared to learn English via online learning (Repa, 2022). With little to no guidance from the teacher, these pupils lack the confidence and ability to complete the task they were given. To conclude, there seemed to be a continuous debate on the practicality of SNSs in teaching the speaking skill in the rural areas. Although the scale seemed to lean towards a positive outlook on the prolong use of SNSs, challenges underlying their application were worth noting.

Meanwhile, based on the findings of the AU items, all the items pointed towards a positive perception on the actual use of SNSs to teach the speaking skill. Nonetheless, attention should be given to Item 3. This item recorded a mean score interval of 3.80 which is the lowest score among all items in this questionnaire. To further understand this result, the number of respondents that strongly disagreed and disagreed to the statement was investigated. 37 (11.5%) respondents responded negatively to this statement whilst 58 respondents (18%) had neutral feelings when questioned about their interactions with the rural pupils via SNSs. A comment provided by a respondent of the study which stated that "only some pupils submitted the speaking task and ask questions as they did not have connection most of the time" could provide clarification for this result. This demonstrated that it was difficult to communicate with their pupils and they would not get any responses for days. Even if they did receive responses from their pupils, it was during wee hours of the morning or during late at night. This could explain why these teachers had a negative or neutral views about their interaction with their pupils through the SNSs after the distribution of their speaking tasks. Another interesting factor that could be noted was the fact that even though numerous teachers had negative outlook on their interaction with their pupils, they reportedly constantly stay connected with their pupils to assess the progress of their pupils' speaking skill. This revealed that although the rural English teachers did find it hard to interact with their pupils regarding the speaking tasks given, they always tried to be available whenever their pupils needed them regardless of the time. This demonstrated that these rural teachers

understood they would need to do a lot of work to prepare for online learning via different platforms such as SNSs and they were willing to put in the extra effort (Dennen et al., 2022). Although these teachers knew that teaching via SNSs could be taxing, they realised that if they could stay committed, they would be able to keep track of their pupils' speaking progress.

All in all, the implementation SNSs during the speaking lessons flipped the teacher and pupils' roles as it rejected the practices of traditional teaching methods. It highlighted active communication among teachers and pupils inside and outside the classrooms. As teachers begins to guide and motivate the pupils to complete the tasks through authentic speaking environments, the pupils would learn to take control of their own learning.

Challenges Experienced in Teaching English Speaking Skill Using SNSs
Findings on the questionnaire demonstrated that most Sarawak rural English teachers experienced challenges due to the absence of proper facilities and unstable internet connection in the rural areas. In addition, thematic analysis of the open-ended question proven the existence of the hardware concerns besides revealing other challenges such as teachers' lack of readiness and pupils' view of SNSs.

The lack of use of Social Networking Sites (SNSs) in the teaching of speaking skill in the rural areas of Sarawak had been an ongoing issue. Issues in regard to lack of proper facilities and proper internet connection inevitably caused these rural English teachers to opt for simple question and answer assessment which is easier to monitor. Similarly, the study by Akma et al (2021) asserted that there is an increase in gap between the teaching and learning of speaking skill through SNSs among pupils in the urban and the rural areas. Unlike most schools in the urban areas which are well-equip, numerous schools in the rural areas do not have the luxury of a computer room and stable internet connection. Mulyono et al (2021) mentioned that a conducive learning environment is vital in order to allow optimal absorption of learning to happen. Meanwhile, Jati et al (2019) asserted that even though the use of SNSs in the teaching of speaking has proven to motivate pupils in learning, with the absence of proper facilities in the rural schools, noise produced during speaking lessons could become disruptive. The absence of these facilities might cause disruption for other classes due the videos' volume or even the pupils' voice. This brought light to the importance of appropriate speaking amenities in the rural schools. However, this issue could be solved if teachers and pupils are given access to a computer lab and stable internet connection. The noise produced could be reduced and interactions via these SNSs could be conducted smoothly.

Findings of the survey questionnaire has also verified that teachers' lack of readiness indeed impacted the teaching and learning of speaking skills through SNSs in the rural schools of Sarawak. This is in line with a study by Hani et al (2022) that stated that pupils are demotivated to speak in English because of the monotonous, unexciting speaking lessons. This teaching style contradicts the demand of the curriculum that stresses on the fun, meaningful and purposeful teaching aside from giving light on teaching through technology. Some veteran teachers are unprepared and unconfident in using SNSs in teaching the speaking skill. In line with the study conducted by DeLuca et al (2017), it was indicated that teachers often felt troubled when it came to employing more interactive speaking activities as they felt unprepared and undertrained in the teachers' training colleges. As these teachers proceed to use traditional teaching methods in the classroom, speaking structures taught to the pupils become structuralised and rigid. Pupils are spoon fed with rigid structures to memorise and say back during speaking lessons as they are not provided with enough chances to practice

the language structures in an authentic environment. This resulted in very scripted, awkward, and non-authentic structure of the language. In time, the frequent employment of traditional teaching methods could impede the prerequisite of achieving the fourth Sustainable Development Goals; Quality Education. Thus, more persistent efforts should be made to move towards a multimedia-assisted English teaching like SNSs.

Another challenge was the pupils' view of SNSs. Pupils in the rural areas of Sarawak lack the readiness to utilise SNSs in learning to speak the language. Some pupils were unable to relate to the speaking activities provided by teachers as they are IT-illiterate. They found it difficult to manoeuvre their way through the applications utilised during the speaking lessons. Even though efforts were made by some rural teachers to teach the skill by using SNSs, the efforts made were not met halfway by the pupils. Chakraborty et al (2020) on the other hand mentioned that pupils in the rural pupils had access to devices and were able to go online. Nonetheless, they were unaware of its use for educational purposes. Some rural pupils have preconceived thoughts that the sole purpose of having SNSs are for enjoyment. They find it difficult to learn via SNSs. This revealed the need for the administrators and teachers to make extra effort in exposing myriad teaching methods to the pupils. Pupils should be exposed to the fact that learning could occur anytime and anywhere, even by using SNSs.

Conclusion

As the Ministry of Education strive to achieve the need of Industrial Revolution 4.0 and the fourth Sustainable Development Goal to have multilingual, technology-savvy pupils who undergo quality education, SNSs have proven to be a great alternative to the unconventional, traditional teaching methods. This study provided a thorough analysis on the Sarawak rural English teachers' perceptions towards the use of SNSs in teaching the speaking skill and its findings lucratively demonstrated that these teachers have moderately high perceptions and positive outlook on the use of SNSs to teach the skill. However, limitations and challenges underlying the use of these SNSs should not be overlooked to ensure that they could be maneuvered to their utmost potential to teach the skill. The findings of this study had implicated a few shareholders typically the rural teachers and pupils. The implementation of SNSs had flipped the roles of teachers and pupils as it rejected the practices of traditional teaching methods. It highlighted active communication and collaboration between teachers and pupils both inside and outside the classrooms. As teachers begins to guide and motivate the pupils to complete the speaking tasks through authentic speaking environments via SNSs, the pupils would learn to take control of their own learning. Nevertheless, it should be noted that even though the pupils are given the autonomy to use SNSs, teachers should still act as facilitators to ensure that these pupils stay on the right track throughout the speaking activities. With the change in roles, pupils would break away from the dependency towards their teachers and would begin to willingly voice out their thoughts and opinions during the speaking activities. All in all, with the advancement of technology and the 21st century teaching methodology as the epitome of modern teaching, it is hoped that this study may contribute as one of the bases for future studies that embark on the teaching of English through the application of SNSs.

Limitations and Recommendations

This study provided in depth information on the use of SNSs in the teaching of speaking skill in the rural areas of Sarawak. It opened possibilities to utilize SNSs to improve the teaching and learning of English. Nonetheless, challenges faced and limitations underlying the study

should be noted. As this study was a cross-sectional survey conducted in the rural areas of Sarawak, it faced restraints in terms of insufficient sample size. Discussion which provided a larger scope of a study could indirectly stipulate clearer pictures and outcomes to an issue or a problem (Farquhar et al., 2020). Hence, to increase the reliability and validity of the data, similar studies in the future should include perspective of rural English teachers from other states of Malaysia. In addition, future studies could also be conducted to gauge teachers' perceptions from pre-schools, high schools and higher learning institutes to make the findings all-inclusive and far-reaching. This study also only incorporated survey questionnaire as its data collection tool. Hence, in order to further validate the findings of the study, methodological triangulation could be implemented in the future. Besides survey questionnaire, interviews could be conducted to gain an extensive understanding on the use of SNSs in teaching English speaking skill. To conclude, this study had contributed to the body of knowledge by adding onto the Sarawak rural English teachers' perceptions and challenges faced on the use of SNSs in the teaching and learning of speaking skill. Nonetheless, gaps of this study should be fulfilled to improve its credibility whilst strengthening its findings.

Contributions

The ability to speak in English permitted a productive cross-cultural integration among countries around the world. Hence, there is a pressing need to expose pupils to the English language to provide them with the opportunity to compete evenly with others. In line with this, efforts were taken by teachers from the rural areas to enhance the teaching and learning of English speaking skill. By using SNSs, the teaching and learning of speaking skill in the rural areas of Sarawak were enhanced and sustained. By gaining teachers' perceptions and also challenges in utilizing this teaching method, approaches underlying the use of SNSs could be learnt in depth. This is according to the excerpt highlighted in the KSSR in relation to a "fun, meaningful and purposeful learning" pedagogy (Moe, 2015). Afterall, as asserted by Toro et al (2018) the application of SNSs were able to self-motivate pupils to acquire language learning as they provided meaningful experiences for the pupils and drove their insights throughout the process of learning to speak in English. Through personal communication with their teachers, the pupils were able to have a stronger desire to acquire proficient-like English speaking ability as they could understand new cultures and share their culture effectively (Middlebury Language Schools, 2020). This entailed that using SNSs have successfully provided teachers with bigger opportunities to showcase their pupils' understanding and speaking skill of the language by not only providing academic but also social support to their pupils.

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