Enhancing ESL Learners' Speaking Skills through the use of Social Networking Sites

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Abstract
The globalisation and evolution of technology have had a significant impact on our lives. This is due to the advent of social networking sites, which are a type of technology widely used in everyday life, particularly among the younger population. Learning a second language, especially for speaking purposes, can be a challenging endeavour, particularly for English as a Second Language (ESL) learners. The utilization of social networking sites as learning tools will help the learners learn vocabulary and pronunciation and gain the confidence to speak English. The various tools provided by social networking sites such as Instagram, WhatsApp, YouTube, and TikTok definitely help learners immerse themselves in numerous skills, including speaking skills. This study intends to investigate the level of social networking site (SNS) usage among English as a Second Language (ESL) learners to improve their speaking skills. It also aims to determine the extent to which learners use SNS for educational purposes and how the number of SNS platforms used influences their speaking ability. The data was gathered from 165 diploma students at a public university in Melaka, Malaysia, with a structured questionnaire. Then the data was analysed using the Statistical Package for Social Science (SPSS) version 26. The results indicate a significant prevalence of social networking site (SNS) usage for educational purposes, which greatly improves English as a Second Language (ESL) language skills. The study additionally discovered that learners who actively participated in various social networking sites (SNS) had more noticeable enhancements in speaking skills. These findings emphasise the significance of incorporating social networking sites (SNS) into English as a Second Language (ESL) education to promote enhanced language achievements.
Keywords: Social Networking Sites (SNS), Digital Learning, ESL learners, Speaking Skills

Introduction
English is undoubtedly one of the most significant languages and universally used as a global language. The skills such as writing, reading, listening and speaking skills are the pivotal for learners to learn as it will eventually enhance their competence in English. In addition, it is undeniable that speaking skills are very crucial in these modernization. This is due to the education and job opportunities nowadays that demand the graduates to have a fluent

foreign language especially in English. Thus, developing communication skills, particularly in speaking English would definitely be a gateway to improve and achieve success in the career of the students (Masuram & Sripada, 2020).

Digital literacy in these modern times not only involves the ability of a person to use technology and gadgets, but also the way they utilize those modern technologies. In the contexts of the young generation mainly for the students, the purpose of social networking sites not only for communication and entertainment, in fact by using the technologies also they could enhance their self-reliance in learning through enquiry and sharing as well as develop their speaking competence by means of online interaction (Namaziandost & Nasri, 2019). As we know that English has become a global language and is widely spoken internationally as well as in digital communication including social networking sites. Globalization definitely gives a great impact not only for modernization, but also for our education system. In addition, according to Yuk et al. (2019), due to the social aspects featured in the social media, many educators viewed social media as an educational site in which the educators can access the learning potential of their learners through the suitable designation of learning activities. In addition, during the pandemic of COVID-19, the use of digital communication systems, communication networks and information are not only important and impartial to sustainability, but somehow it has been crucial in continuing the education for the student. This happens due to the integration of the learning process that has been transformed into the digitalized (Gomez-Galan et al., 2020).

The presence of social networking sites such as WhatsApp, YouTube, Facebook, Instagram, Twitter and TikTok definitely has brought a huge impact towards our young generation. It is undeniable as mentioned by Kapoor et al. (2018), these applications are already so deeply embedded in our daily lives that people rely on them for every need, ranging from connecting with their family and friends, keeping up with the latest news or issues, daily updates on events and entertainments, review and recommendations on services or even products, keeping updated with the latest fashion, as the workplace management and as the fulfilment of emotional needs. According to Suana et al. (2019), social networking sites have been popular by the young generation because it allows them to share their ideas, thoughts, and information through the building of virtual networks that they signed up for. The social networking sites also give a positive impact towards the young generation as it provides an opportunity and educational tools for them by subconsciously learning processes and gaining knowledge as well as skills. It can be seen, particularly in speaking skills. As for the ESL learner, with the integration of social networking sites through collaborative learning, it is believed that the ESL learners could learn pronunciation and vocabulary through the learning tool of social networking sites.

The Theory of Constructivism is much more significant to relate with this study. Constructivism is a relatively new belief in education that encourages students to communicate and interact with others in order to gain knowledge, as well as to interpret and develop their own significant interpretations and understandings of the world around them based on their own experiences. Driscoll (1994) defined constructivism learning theory as a philosophy that fosters the development of students' logical and conceptual abilities.

On the other hand, according to Philips (1995), the concept of this theory is that knowledge is constructed from prior experiences, which is one of constructivism's central principles. The reason for this is that the students engage in a learning process that heavily draws from prior knowledge, and the amount of new information they learn is largely dependent on how much prior experience they have. This is also due to the concepts of constructivism, which are at the core of today's educational systems and are designed to encourage active-exploratory learning through the student's interaction with their surrounding environment (Karantalis & Koukopoulos 2022).

As was indicated earlier, the purpose of this study is to investigate the ways in which English as a Second Language (ESL) students use social networking sites to improve their speaking abilities. Additionally, this study is significant in determining the extent to which ESL learners rely on social networking sites for educational and learning purposes. Lastly, this study also will be focus on to determine whether the number of social networking platform used by ESL learners contribute to the enhancement of their speaking skills.

Literature Review
Social Networking Sites as the Learning Tools for the ESL Learners'
The globalization and advancement of technology have given the impact on today's generations. Nevertheless, it is undeniable that technology today does make our life easier and escalates productivity as well as saves our time. As for this 21st century, we are relying on technology as in communication, transportation, work and so many things in our life including in education. Elverici (2021) stated in his paper that social networking sites are significant in many senses, which allow autonomy and easy access to information for an individual. Despite that, it is also a tool to help and encourage students in their journey to learn a foreign language. Thus, there are many researchers that advocate learning environments to learn foreign languages such as the use of English for various purposes. Technology does assist us in the productivity and the efficiency of our daily routine. The integration of ICT in the context of learning tools has brought new changes to our education system. Rafiq et al. (2019) also mentioned in non-native countries, the teaching of English as a second language (ESL) or English as a foreign language (EFL) has changed in nature. This is due to the traditional way of teaching has been slowly integrated into online teaching, which requires learners and educators to engage with various tools of online learning including social networking sites. It is undebatable that the presence of social networking sites has slowly transformed the pattern in our education system. Abdelraheem and Ahmed (2018) in their research mentioned that social media technology does offer a modern and creative way to build a social learning environment. According to the statistics by Statista (2020), the number of current users of social media worldwide has reached 4.14 billion users. Facebook is the most popular social network that has been used globally. The interactive engagement of social networking sites such as Instagram, YouTube, Tiktok and Facebook definitely attract our young generation to spend hours scrolling their gadgets. Hence, it is undeniable that the development of these generations was influenced by the advancement of technology.
Thus, with the rapid pace of technology development, digital literacy can be considered one of the essential skills which are necessary to be acquired by individuals. Therefore, social networking sites which exist as a part of the technology that has been used throughout our everyday lives particularly the young generations will bring a great influence for them.

Proficiency in Speaking Skills for ESL Learners

Speaking is the process of generating verbal sounds to engage in communication and express or convey one's thoughts and feelings in spoken language. In general, speaking is an interactive process that involves two individuals or parties, the speaker and the listener. According to Ooi et al. (2021), speaking skill is important to facilitate the listener's understanding of the conversation's context. The speaker needs to possess the skill of speaking in an effective way to ensure the understanding of both parties. In addition, Kadnawi (2021) stated that language serves various purposes, including expressing internal thoughts and feelings, understanding complex and abstract ideas, acquiring communication skills for interacting with others, satisfying personal desires, and establishing and preserving cultural norms. Furthermore, Hoa and Thao (2020), also emphasised in their study that one of the fundamental skills that learners must acquire is speaking skill. This is because people consider the English language to be an essential tool for communication. Thus, it is important for the English as a Second Language (ESL) learners to speak English fluently. Learners must possess proficiency in language to effectively convey significant phrases or thoughts.

In today's world, speaking proficiency is essential, especially for individuals' personal and professional development, because it will enable them to express ideas, build relationships, and engage in effective communication. According to Williams et al. (2023), individuals who possess exceptional speaking abilities are more adept at captivating and engaging their audience, thereby improving their ability to communicate information and leave an enduring impression. This is supported by the previous research by Masuram & Sripada (2020), which said that improving communication skills enables talented learners to present their ideas and strategies. Proficiency in spoken English allows them to acquire and understand information from others, convey their perspectives, emotions, and points of view, and effectively solve problems and challenges. Therefore, ESL learners must develop competent speaking skills to prepare themselves to connect with this advanced world. Acquiring these skills may enhance their self-confidence, academic achievements, and potential for career advancement.

Utilization of Social Networking Sites Enhancing Speaking Skills

The emergence of digital education as a way of teaching has become a new trend in this digital era. Flipped classrooms or also known as the digitalized classrooms are a new norm in our education era (Singh et al., 2020). The integration of social networking sites as collaborative learning through the flipped classrooms will have a great impact on ESL learners. This can be supported by research by Arulchelvan et al. (2019) mentioned that the utilization of social media in the English language also is strongly related to the Theory of Motivation by Abraham Maslow. In this theory, there are five hierarchies and one of the hierarchies represents the social needs of humans. It is believed that as human beings, we tend to have the desire to receive and give affection as well as to be included in a group. Thus, by using social networking sites the ESL learners can interact, communicate and share regarding themselves and anything that they would find interesting.

Research by Singh et al. (2020), which discussed the opportunities and threats of digital education. It is interesting to highlight that the revolutions of digital education have their own benefits and threats. This paper stated the advantages of digitalization in education includes the regularity in teaching, online collaborative learning, enhancement of learning outcomes, roles of technology in higher education, and video as an important tool. Having said that, the threat of digital education also has been discussed and it is believed that technology also gave

threats and problematic issues towards the learning process. There are several threats that have been discussed such as the overuse of smartphones which will cause a negative impact, the loss of connection between the relationship between teachers and students as well as the absence of a touch of nature. After all, it depends on the learners themselves on how they manage the utilization of technology such as social networking sites in their learning environment.

Acquiring a second language, particularly for speaking purposes, not an easy task to do especially for the ESL learner. With the utilization of social networking sites as learning tools, it will help the learners learn the vocabulary, pronunciation and gain the confidence to speak English. Kobooha & Elyas (2018) agreed that YouTube technology can be considered as a great learning tool. This is because there is an increasing number of research that have shown significant findings that encourage the integration of YouTube video clips in education. The findings of the research also stated that students and teachers believe that YouTube is an effective and helpful tool to help students understand and perceive the English language. The result also mentioned that most of the students strongly agreed that learning via YouTube was exciting and attractive which made them feel motivated to learn better and faster. In research conducted by Hoggard (2020) towards students in Japanese university regarding the attitudes and intentions of second language learning and social networking sites. The findings indicate that there are several reasons the participants use English on social networking sites such as because they realized the importance of the English language as the international language, they can communicate with a wider range of people and it is easy to access more information. Apart from that, the participants also believed that with the regular use of the English language on social networking sites, they can improve their language skills. It is undeniable that the utilising social media as a means to improve students' speaking abilities and the environment of the English as a Second Language classroom is an innovative strategy that may be utilised to increase students' speaking abilities and enhance the environment of the ESL classroom. Moreover, students can acquire and practise languages more easily in this less stressful learning environment (Chinnappan et al., 2023).

In order to be fluent in English, it is not only required for the learner to have good pronunciation and vocabulary, but the most important is the ability to speak confidently. The ability to speak in English will give advantage to the learners being able to convey their messages, thoughts, ideas, and opinions. Hence, it is essential for the learner to be proficient and competent in speaking English. Research by Akkara et al., (2020) on the impact of the WhatsApp interaction in improving the second language speaking skills showed that the participants expressed positive opinions because they found that WhatsApp is a convenient information sharing platform and convenient for instant communication. Thus, the learner can improve their oral skills through this application. Nevertheless, this platform also has its own setback which demands the teacher's commitment and time to supervise and give feedback to the students. The teacher also plays a pivotal role in order to make sure that the learning process will be interactive and motivate the learner to speak. In addition, Masuram & Sripada (2020) also agreed that teaching speaking is a productive skill that is mainly contemplated as difficult to learn because it needs strong determination and rigorous practice to attain high proficiency. Thus, with the integration and collaborative learning by using social networking sites, the skills of speaking will eventually be developed by the learners.

Challenges of Social Networking Sites on Learners' Language Learning Process

Despite the significance of the integration of collaborative learning with social networking sites with speaking skills, it is undeniable that there are challenges that are encountered by the learners as well as the educator. The main challenges that would be faced are definitely by the educator. Hashim (2018) who come out with a paper on the application of technology in digital era education mentioned that, it is necessary that the learning and teaching in this digital age to provide with frequent feedback on performance, incorporate experiential learning opportunities, establish a collaborative learning environment, establish a learning environment that encourages an open exchange of ideas and create a social atmosphere with the team, peers and group assignments. With that, the teachers need to consider the learners' capabilities, experiences, preferences, frame of reference, and acquaintance with technology. The teacher also needs to be prepared and occupy themselves with knowledge on technology and collaborative learning by using the ICT. It is undeniable that the competency between the learner and the educator might have a huge gap. This happens due to the fact that learners are growing up with the advancement of technology and their literacy in computers should not be questioned anymore. Nevertheless, as for the educators, they need to equip themselves with the latest technology and gadgets to ensure that they could keep their pace with the learners.

Apart from that, there are challenges that might happen with the integration of collaborative learning through social networking sites, mainly for the ESL learners who are staying in remote areas. The challenges will arise due to the accessibility of internet connectivity that might still be unreachable in the area. It is undeniably true that Malaysia is still suffering from poor internet connection coverage, particularly for those who are staying in rural areas, particularly in Sabah and Sarawak. This statement can be proven with the recent news which reported that a student from a public university in Malaysia, had to stay overnight and climb up a tree to get a stable internet connection to sit for her examination (Jacobs & Subramaniam, 2020). As highlighted by Idris et al. (2020) the problem of the lack of information and technology infrastructure such as internet connectivity and computer laboratories, particularly in rural or even in urban areas, need to be addressed if we want to meet the demands of 21st century learning. They also suggested that the government should play their part by providing a conducive, contemporary and apposite learning environment that is appropriate for our present generations. It shows that our technological advancement still needs to be improved in order to make sure that our education system is well-equipped to cater to the demands of the future generation.

The utilization of social networking sites to enhance ESL speaking skills is vital predominantly in this modernization. Educators and learners are required to use ICT as the main medium of learning and teaching. As mentioned by Zeehan et al. (2020), educators must be prepared to face challenges in shifting to digital technology and the advancement of our future education due to the evolution of cyber-physical which will leave a great impact on our education system. Nevertheless, it is indisputable that educators should also be provided with proper training to enhance their skills, knowledge and build up their confidence. In addition, technological competence and experience are also necessary for educators to integrate technology in learning and teaching (Cheok et al., 2017). Hence, it is crucial for us to identify the challenges that learners and educators might face in order to ensure that the objective of the lesson in a virtual classroom specifically with the collaborative learning through social networking sites can be achieved.

Methodology

The purpose of this study is to investigate the ways in which English as a Second Language (ESL) students use social networking sites to improve their speaking abilities. Additionally, this study is significant in determining the extent to which ESL learners rely on social networking sites for educational and learning purposes. Lastly, this study also will be focus on to determine the social networking sites that ESL learners have utilised the most and the least in order to improve their speaking abilities. Therefore, a quantitative research method was used to obtain the data for this research.

Participants

The research included 165 students from a public university in Melaka, Malaysia. A simple random sampling technique was employed to gather data for this research. This approach was selected based on their accessibility to reach the participants. Furthermore, the participants' age group was particularly convenient and suitable, considering their keen engagement and frequent utilization of technology, particularly social networking sites, in their daily lives.

Research Instruments

A set of questionnaires which have been adapted and adopted from the previous study were used as the instrument of this study. The questionnaires were divided into few parts which are Section A (Demographic Section), Section B (Social Networking Sites), Section C (Speaking Skills) and Section D (The Use of Social Networking Sites for English Speaking Skills). There are several types of scale use to indicate the answers in this questionnaire. The section A and B were used close ended answer for the participants to answer the questions in the demographic and social networking sites parts. Meanwhile, for Section C and D, the Likert scale with the scale interval of the range, Always=1, Frequent = 2, Sometimes = 3, Seldom = 4 and Never = 5, and 1=Strongly disagree, 2= Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly Agree were used to indicate the answers for speaking skills and the use of social networking sites for English speaking skills sections. The questions used for this research were adapted from the previous research (Abdullah et al., 2021; Mitu, 2020 and Zainal, 2022).

Data Collection

The data were collected from the participants in the public university in Melaka, Malaysia. The permission was obtained from the administration prior to the collection of data. The questionnaires were distributed via the online platform, Google Forms to the participants. It took only 10-15 minutes for the respondents to complete the questionnaire.

Data Analysis and Findings

This study aimed to investigate the ways in which English as a Second Language (ESL) students use social networking sites to improve their speaking abilities. Additionally, this study is significant in determining the extent to which ESL learners rely on social networking sites for educational and learning purposes. Lastly, this study also will be focus on to determine the social networking sites that ESL learners have utilised to improve their speaking abilities.

The findings of this study were obtained from the survey that was conducted to 165 diploma students in a public university in Melaka, Malaysia. This survey was adopted from the previous

research which focuses on the use of social networking sites and speaking skills among ESL learners. The items in the questionnaires also were divided into few sections.

Table 1
The Section in the Questionnaires

Section A	Demographic Section
Section B	Social Networking Sites
Section C	Speaking Skills
Section D	The Use of Social Networking Sites for English Speaking Skills

The findings of this research were analyzed by using SPSS. Therefore, descriptive analysis is used based from the data that have been collected to find the percentage, mean and standard deviation.

The demographic section of the study presents information on the characteristics of the participants, such as their gender, race, native language and their social networking sites use among the respondents. The data was analysed using descriptive analysis of the frequency, percentage, mean, and standard deviation of each item in the questionnaires. Table 2 presents the demographic analysis for the respondents. The demographic analysis reveals that 29.7% of the respondents were male (n = 49) and 70.3% were female (n = 116). As for the respondents' race, the vast majority were Malay, consisting of 97.6% (n = 161), while the remaining 2.4% (n = 4) consisted of respondents from other races. The native language of the respondents was determined that 98.8% (n = 163) stated Malay, while only 1.2 percent (n = 2) stated English. In addition, the findings also show that the majority of the respondents, 98.8% (n = 163), owned social networking site (SNS) accounts, whereas a small minority of only 1.2% (n = 2) did not. As for the last item in the demographic parts, it indicates that the language used on SNS is predominantly English, whereas 18.2% (n = 30) use Malay.

Based on the results, we can conclude that respondents extensively use social networking sites, with almost all having an account and spending a significant amount of time on these platforms daily. The most frequently used language on social networking sites (SNS) is English, and mobile phones are the preferred device for accessing it. Furthermore, the high average daily usage and significant engagement across multiple SNS platforms indicate extensive and diversified interactions with social networking sites.

Table 2
Demographic of the Respondent

No	Demographics	Frequency	Percentage (%)
1	Gender		
	Male	49	29.7
	Female	116	70.3
2	Race		
	Malay	161	97.6
	Others	4	2.4
3	Mother Tongue		
	Malay	163	98.8
	English	2	1.2
4	Owns SNS Accounts		
	Yes	163	98.8
	No	2	1.2
5	Language Use in SNS		
	Malay	30	18.2
	English	135	81.8
6	Average Daily Use of SNS		
	Less than an hour	6	3.6
	1 – 2 hours	22	13.3
	3 – 4 hours	64	38.8
	5 – 6 hours	31	18.8
	More than 6 hours	42	25.5
7	Numbers of Active SNS Accounts		
	Actively only one platform SNS	1	0.6
	Actively on 2 platform of SNS	4	2.4
	Actively on 3 platform of SNS	19	11.5
	Actively on 4 platform of SNS	20	12.1
	Actively on 5 platform of SNS	37	22.4
	Actively on more than 6 platform of SNS	84	50.9
8	Devices that Frequently Use to Access SNS		
	Desktop Computer	1	0.6
	Laptop Computer	5	3.0
	Mobile Phones	154	93.3
	Tablets	3	1.8

Social Networking Sites
Table 3 illustrates the respondents' perceptions of utilizing social networking sites (SNS), particularly to improve their English-speaking skills. Based on the results, the majority of respondents (66.7%) stated that they utilized social networking sites (SNS) for their educational purposes, while 28.5% stated that they used them occasionally, 1.8% did not use them at all, and 2.4% were uncertain. The mean value for this item is 1.40, indicating a

significant preference towards frequent educational use of social networking sites (SNS). The results also stated that the standard deviation was 0.652, which indicates a moderate level of variability in the frequency of educational use. Moreover, the vast majority of respondents, 95.8%, stated that they use social networking sites to facilitate their oral communication, while only a small minority, 3.0%, did not. The respondents' extensive use of social networking sites (SNS) for oral communication is indicated by a mean of 1.15 and a standard deviation of 1.108. It shows that the majority of respondents are actively using these platforms to enhance their speaking abilities. The result for item number eight (8) shows that a significant 86.1% of respondents have used SNS to make connections or communicate with individuals who are native English speakers living in different parts of the world, while 13.9% have not. The average value of 1.14 and the standard deviation of 0.347 suggest that there is minimal variability, indicating that the majority of respondents actively want to communicate with native English speakers by using social networking sites. Meanwhile, the last item on the perception of social networking sites shows that the majority of the respondents, 78.2%, believe that social networking sites have a high impact on enhancing their language proficiency, especially as ESL learners. The mean value of 1.22 and the standard deviation of 0.433 also indicate that the majority of the respondents believe that social networking sites (SNS) have a significant influence on language proficiency. Therefore, the collected data reveals that most respondents regularly use social networking sites (SNS) for learning purposes and actively engage with platforms that facilitate verbal interaction. Additionally, most respondents use social networking sites (SNS) to communicate with individuals who speak English as their native language. This is because they perceive these interactions as extremely useful in improving their English language competence.

Table 3
Social Networking Sites

SOCIAL NETWORKING SITES (SNS)

No	Items	Percentage (%)	Mean	Std. Deviation
9	Have you ever used Social Networking Sites for educational purposes? If yes, how frequent?			
	A lot	66.7		
	A little	28.5	1.40	.652
	Not at all	1.8		
	I don't know	2.4		
10	Do you utilize any social networking sites platforms that facilitate oral communication?			
	Yes	95.8	1.15	1.108
	No	3.0		
11	Have you ever utilized Social Networking Sites to make connections or communicate with individuals who are native speakers of English and are living in different parts of the world?			
	Yes	86.1	1.14	.347
	No	13.9		
12	To what extent do these types of Social Networking Sites enhance the language proficiency of ESL learners? High			
	Low	78.2		
	Medium	21.2	1.22	.433
		0.6		

English Speaking Practise
Table 4 shows the results for the English-speaking practice of the respondents. It can be concluded that the respondents moderately engage in a variety of practices to enhance their English-speaking abilities. The items for this section include mimicking the sounds of the language, imitating native speakers, repeating new expressions, practicing new grammar forms, and practicing thinking and speaking like native speakers.

The collected data indicates that respondents employ diverse strategies to enhance their proficiency in spoken English to varying degrees. Using new expressions with oneself yields the highest mean score (2.56), indicating a moderate frequency of use, with a standard deviation of 0.990. Practicing new grammar forms or structures while speaking and contemplating how a native speaker might say something and practicing it both have mean scores of 2.51 and 2.41, respectively, showing relatively similar engagement levels. The action of practicing the sounds of the language until they can be pronounced correctly has the lowest mean score of 2.33, with a standard deviation of 0.970. This indicates that while some participants engage in this activity regularly, others do so less frequently. The standard deviations generally show significant heterogeneity in the respondents' use of these techniques.

Table 4
English Speaking Practise

SPEAKING SKILL								
ENGLISH SPEAKING PRACTICE								
No	Items	Always (%)	Frequent (%)	Sometimes (%)	Seldom (%)	Never (%)	Mean	Std. Deviation
13	I make the sounds of the language until I can say them well.	23.6	30.3	37.6	6.7	1.8	2.33	.970
14	I imitate the way native speakers talk	24.2	26.1	37.0	12.1	0.6	2.39	1.004
15	I say new expressions over to myself.	15.8	29.1	43.0	7.9	4.2	2.56	.990
16	I practice using new grammar forms or structures when I talk.	20.0	26.7	40.0	9.1	4.2	2.51	1.045
17	I think about how a native speaker might say something and practice saying it that way.	23.6	28.5	33.3	12.1	2.4	2.41	1.053

Engaging in Social Interaction

Table 5 illustrates the analysis which reveals varying levels of engagement in social interaction activities aimed at enhancing speaking abilities. The most common activity of respondents is initiating conversations, as proven by a mean score of 2.70 and a standard deviation of 0.978. Changing the topic when they are unable to express themselves adequately is also frequent, with a mean of 2.65 and a standard deviation of 1.040. With mean scores of 2.31, 2.38, and 2.39, respectively, the behaviors of preparing what to say, focusing on well-known topics, and asking others to correct them indicate moderate engagement. Meanwhile, the mean score of 2.48 suggests that respondents often predict the conversation's direction based on their previous statements. The standard deviations indicate a moderate level of variation in these actions, since respondents practice them to varying degrees.

Table 5
Engaging in Social Interaction

No	Items	Always (%)	Frequent (%)	Sometimes (%)	Seldom (%)	Never (%)	Mean	Std. Deviation
	Speaking Skill							
	Engaging In Social Interaction							
18	I start conversations	15.2	20.0	46.7	16.4	1.8	2.70	.978
19	I change the subject if I don't have the words I need.	17.0	22.4	42.4	14.5	3.6	2.65	1.040
20	I plan what I am going to say.	26.1	28.5	35.2	9.1	1.2	2.31	.998
21	I aim the conversations to familiar topics.	20.6	32.7	37.0	7.3	2.4	2.38	.972
22	I ask the other person to correct me when I talk.	22.4	29.1	35.8	12.7	0	2.39	.973
23	I expect what will be said based on what has been said so far.	19.4	26.1	44.2	7.9	2.4	2.48	.973

The Way to Recall Specific Term or Phrase
The data in Table 6 shows that participants employ various methods of recalling particular terms or phrases during verbal communication. Item 29, which involves using hand or body movements to facilitate understanding, has a mean score of 2.70 with a standard deviation of 1.038, suggesting its frequent implementation. The use of synonyms (Item 25) and the use of terms from the individual's native language with target language sounds (Item 27) are the most common strategies, with mean scores of 2.49 and 2.61, respectively. However, the mean scores of 2.27 and 2.23 for the practices of asking for help (Item 24) and returning to their native language (Item 30) are slightly lower, indicating that they use them less frequently. In general, strategies demonstrate an acceptable degree of involvement and diversity among respondents, indicating different methods of improving language difficulties during verbal interactions.

Table 6
The Way to Recall Specific Term or Phrase

	Speaking Skill							
	The Way To Recall Specific Term or Phrase							
No	Items	Always (%)	Frequent (%)	Sometimes (%)	Seldom (%)	Never (%)	Mean	Std. Deviation
24	I ask the person to help me.	29.1	29.1	29.2	10.9	1.8	2.27	1.056
25	I try to say it in a different way like using a synonym.	15.8	34.5	36.4	11.5	1.8	2.49	.954
26	I use words from my own language.	30.3	29.1	30.9	7.9	1.8	2.22	1.025
27	I use words from my own language but say them with sounds like words in the target language. Always	12.7	32.1	41.8	8.5	4.8	2.61	.980
28	I move my hands or body so the person will understand me.	27.3	32.1	27.9	9.1	3.6	2.30	1.078
29	I move my hands or body so the person will understand me.	12.7	29.7	38.2	13.9	5.5	2.70	1.038
30	I switch back to my own language briefly if I know that the person can understand me.	29.7	29.7	30.9	7.3	2.4	2.23	1.034

Enhancing Speaking Performance

The analysis reveals that the respondents generally had a moderate level of confidence in their ability to speak English. With a mean score of 4.30, item 37 reveals that the highest level of confidence occurs when people are unaware of their mistakes. This score indicates a significant degree of certainty in these situations. Additionally, the degree of confidence demonstrated by the belief in eventually speaking faultless English (Item 32) is high, with a mean of 3.84. In contrast, the mean scores of 2.94 and 2.76, respectively, are associated with lower confidence when the individual is the leader of speaking group activities (Item 40) and when they decline to participate in large classroom activities (Item 41). According to the results, which indicate the variability in responses, some of the respondents are confident in their speaking abilities, whereas others experience significant hesitation and feel uncomfortable in a variety of speaking contexts.

Table 7

English Speaking Performance

	Speaking Skill							
	English Speaking Performance							
No	Items	Strongly Disagree (%)	Disagree (%)	Neither Agree nor Disagree (%)	Agree (%)	Strongly Agree (%)	Mean	Std. Deviation
31	I feel confident when I speak in English.	2.4	8.5	41.2	32.1	15.8	3.50	.941
32	I think I will speak perfect English someday.	1.8	6.7	29.1	30.3	32.1	3.84	1.012
33	I never feel sure of myself when I speak in English.	8.5	16.4	43.6	24.2	7.3	3.05	1.020
34	I can speak English well, even if the audience is enormous.	3.0	17.6	48.5	17.6	13.3	3.21	.985
35	I feel confident speaking English, even if my English is poor.	5.5	9.7	37.6	34.5	12.7	3.39	1.010
36	I become hesitant when my English-speaking teacher corrects my mistakes.	7.9	19.4	44.8	18.8	9.1	3.02	1.033
37	I feel confident when no one pays attention to my mistakes while I am speaking.	3.6	3.0	7.9	30.3	55.2	4.30	.996
38	I am not confident when I need to make eye-to-eye contact with my audience.	5.5	13.3	38.8	21.2	21.2	3.39	1.125
39	I don't feel comfortable with my posture when I am giving a speech in English.	8.5	17.0	46.1	18.8	9.7	3.04	1.044
40	I like to be the head of any speaking group activities.	11.5	21.2	38.2	20.0	9.1	2.94	1.114
41	I avoid participating in English-speaking activities in the classroom with many students.	14.5	21.8	41.8	17.0	4.8	2.76	1.054
42	I feel confident speaking English when I have an individual presentation.	6.7	12.1	37.6	25.5	18.2	3.36	1.116

Perceptions Towards English Speaking Skills

The results of the analysis (Table 8) suggest that respondents generally have positive perceptions of their English-speaking abilities. The preference for learning English speaking abilities (Item 43) and understanding English during interactions with others (Item 47) exhibits the highest level of agreement, with a mean score of 3.98 and 3.95, respectively. In contrast, respondents indicate that they are less confident in their grammatical skills (Item 54) and fluency (Item 53), with mean scores of 3.05 and 3.22, respectively. According to the standard deviations, the variability in responses suggests that even though a large number of respondents have favorable perceptions of their capabilities, there is still a significant percentage of respondents who neither agree nor disagree, which indicates that there are areas in which confidence may be less strong.

Table 8
Perceptions Towards English Speaking Skills

Speaking Skill								
Perceptions Towards English Speaking Skills								
No	Items	Strongly Disagree (%)	Disagree (%)	Neither Agree nor Disagree (%)	Agree (%)	Strongly Agree (%)	Mean	Std. Deviation
43	I like to learn English speaking skills.	1.2	4.2	28.5	27.3	38.8	3.98	.978
44	I like to communicate in English language.	3.6	5.5	32.1	25.5	33.3	3.79	1.079
45	I like to communicate with my family members using the English language.	7.9	15.8	37.0	20.6	18.8	3.27	1.169
46	I like to communicate with my peers using the English language.	3.6	8.5	41.2	27.3	19.4	3.50	1.016
47	I can understand the English language when communicating with other people.	0	5.5	26.7	35.8	32.1	3.95	.899
48	I can discuss general topics in English language well.	3.0	8.5	43.6	23.6	21.2	3.52	1.016
49	I can give my opinions in English language well.	2.4	7.3	49.1	20.6	20.6	3.50	.979
50	I can make inquiries in English language well.	1.8	6.7	52.1	23.0	16.4	3.45	.907
51	I can deliver oral presentations in English language well.	2.4	13.3	52.1	17.6	14.5	3.28	.955
52	I am confident to speak in English.	2.4	10.9	40.0	26.1	20.6	3.52	1.016
53	I am fluent in speaking English.	6.1	11.5	50.3	18.8	13.3	3.22	1.019
54	I have good grammatical skills.	7.3	20.0	44.8	15.8	12.1	3.05	1.066
55	I have good vocabulary skills.	5.5	19.4	47.3	17.0	10.9	3.08	1.009

Challenges in Learning English Speaking Skills
The data indicates that the participants have numerous challenges in acquiring English-speaking abilities, with nervousness (Item 56) and fear of making mistakes (Item 57) being significant issues, as evidenced by mean scores of 3.39 and 3.35, respectively. A significant number of those who responded also said that they spent a limited amount of time speaking in English in their classes (Item 58), with a mean score of 3.10. The item indicating lack of motivation (Item 59) had a mean score of 2.82, showing that motivation levels vary among the respondents. The tendency to switch to the mother tongue (Item 60) has a mean score of 3.32, indicating that although a few of the respondents sometimes switch to their mother

tongue, it is not an issue for all. The higher standard deviations for most items indicate significant variability in the experiences and difficulties encountered by the respondents.

Table 9
Challenges in Learning English Speaking Skills

Speaking Skill								
Challenges in learning english speaking skills								
No	Items	Always (%)	Frequent (%)	Sometimes (%)	Seldom (%)	Never (%)	Mean	Std. Deviation
56	I am nervous to speak in English	9.1	12.7	29.7	26.7	21.8	3.39	1.218
57	I am afraid to make mistakes when speaking in the English language.	6.7	13.3	36.4	25.5	18.2	3.35	1.125
58	I spend a limited amount of time speaking in the English language during my classes.	7.3	10.9	53.3	21.2	7.3	3.10	.948
59	I am lack of motivation to speak in English language.	16.4	17.6	40.0	19.4	6.7	2.82	1.126
60	I tend to switch to my mother tongue occasionally when speaking in English.	5.5	10.3	46.1	23.6	14.5	3.32	1.023

The Use of Social Networking Sites for English Speaking Skills
According to the research findings, the majority of respondents have a positive attitude towards using social networking sites to acquire English-speaking skills. The mean score of 3.97 indicates that respondents believe learning through social networking sites (Item 63) to be highly beneficial. The mean results for learning by surfing the internet (Item 62) and via social networking sites (Item 66) are 3.90 and 3.96, respectively. The mean value for their ability to manage their time for learning (Item 64) is 3.70, demonstrating a degree of variability in respondents' self-management skills. Overall, the data indicates that the respondents perceive social networking sites as a beneficial mechanism for improving their English language proficiency.

Table 10

The Use of Social Networking Sites for English Speaking Skills

No	Items	Always (%)	Frequent (%)	Sometimes (%)	Seldom (%)	Never (%)	Mean	Std. Deviation
	The Use of Social Networking Sites for English Speaking Skills							
61	I like to learn English speaking skills using electronic devices.	1.8	4.8	31.5	32.1	29.7	3.83	.973
62	I like to learn English speaking skills by surfing the Internet.	1.8	3.6	30.3	30.9	33.3	3.90	.970
63	I like to learn English speaking skills through social networking sites.	1.8	3.0	27.9	30.9	36.4	3.97	.965
64	I think I am able to manage my time schedule in learning English-speaking skills using social networking sites.	1.2	7.3	39.4	24.8	27.3	3.70	.990
65	I think I am motivated to learn English speaking skills using social networking sites.	1.2	2.4	38.2	25.5	32.7	3.86	.949
66	I think learning English speaking skills through social networking sites is effective.	1.2	3.6	29.7	28.5	37.0	3.96	.962

Discussion

The demographic study shows that more than half of the participants are female (70.3%) and are primarily Malay (97.6%). Additionally, 98.8% of the participants have Malay as their native language. In total, of all the respondents, a vast majority (98.8%) own social networking service (SNS) accounts, and a significant number (81.8%) use English as their main language on these platforms. The participants' extensive level of interaction with social networking sites (SNS) creates an environment that is favourable for practicing the English language. Moreover, mobile phones are the preferred medium of communication for accessing social networking sites (SNS), emphasising the ease and availability of these platforms for language acquisition.

Moreover, the study's findings indicate that 66.7% of the participants regularly utilise social networking sites (SNS) for educational purposes, with 95.8% employing these platforms to enhance spoken communication. This suggests that social networking sites (SNS) are not only widely used but also considered to be effective means of enhancing English-speaking skills. Furthermore, a significant majority of respondents (86.1%) reported actively participating in interactions with native English speakers through the use of social networking sites (SNS). These results indicate that English as a second language (ESL) learners are actively seeking opportunities to practice English in authentic contexts, which is essential for language acquisition. On the other hand, the analysis of speaking practices demonstrates that

respondents employ a diverse array of strategies to improve their English-speaking abilities. Most techniques involve the repetition of unfamiliar phrases, the practice of grammar structures, and the imitation of those who speak the language well. Nevertheless, the frequency of these behaviours varies, with certain participants participating more frequently than others. Moreover, social interactions commonly employ methods like engaging in conversations and transitioning between topics as needed. These activities demonstrate that the respondents are taking initiative in establishing opportunities for verbal engagement, which is crucial for the development of fluency and confidence in speaking English. As an ESL learner, improving speaking skills allows students to effectively present their ideas. Proficiency in speaking English will allow them to acquire and understand information from others, convey their perspectives, emotions, and points of view, and effectively solve problems and challenges (Masuram & Sripada, 2020).

Although there is a positive level of interaction on social networking sites (SNS), it is believed that the respondents encounter several challenges when it comes to acquiring English-speaking skills. The feeling of nervousness and fear of making mistakes are notable challenges, as evidenced by the moderate levels of confidence reported in different speaking contexts. In general, the participants have a favourable opinion of their speaking abilities, and they agree on the significance of acquiring and utilising English. Despite this, there is still room for development in the area to build self-confidence, grammar, and fluency. This aligns with the findings of a study by Chinnappan et al. (2023), highlighting the innovative strategy of using social media to enhance students' speaking abilities and improve the English as a Second Language classroom environment. Hence, in this less stressful learning environment, students can also learn and practice languages more easily.

Limitation and Recommendation
The study's limitations are predominantly due to its limited emphasis on diploma students at only one public university in Melaka, Malaysia. Moreover, this study restricts its population to a range of educational levels, locations, and cultures. Furthermore, it may not be the case that all students have equal access to social networking sites and are technologically literate, as the study assumes. Differences in digital literacy and access to technology among students could significantly influence the outcomes and applicability of the results. Furthermore, the study did not take into account extraneous factors such as students' motivation, past exposure to English, and peer and family support, all of which could have an impact on the efficiency of social networking sites in improving ESL speaking abilities. Therefore, addressing these constraints in future studies will lead to a more comprehensive understanding of the role social networking sites play in language learning.

Conclusion
This study emphasises the potential of social networking sites (SNS) as beneficial tools for enhancing English as a Second Language (ESL) speaking skills among diploma students at a public institution in Melaka, Malaysia. With the integration of technology into language learning, educators can establish more interactive and engaging environments that encourage language practice and fluency. The results indicate that social networking sites (SNS) can offer a platform for genuine interactions, peer interaction, and exposure to a variety of linguistic inputs, all of which are essential for language acquisition and development. Therefore, it is recommended that educators and policymakers leverage these platforms to

enhance traditional language instruction, thereby fostering a more dynamic and effective learning environment.

Nevertheless, the study's constraints suggest the necessity of additional research to investigate the influence of social networking sites (SNS) on various learner populations and educational contexts. Future research must address issues related to technology access and digital literacy to ensure equitable and inclusive opportunities for language acquisition. In general, this study contributes to the future research on the application of technology in language education and provides useful insights for improving English as a Second Language (ESL) proficiency through the use of social networking sites.

Acknowledgment

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