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TESL Undergraduates' Perceptions: Utilizing Social Media to Elevate Speaking Skills

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Abstract
Teaching English as a Second Language undergraduates are English teachers in training. Recently, a concern arose when it was found that these undergraduates in Indonesia perceived their speaking skills as the lowest in terms of their mastery. Many studies have been conducted on the use of social media. Still, there is a literature gap in using social media among TESL undergraduates in the Malaysian context. Thus, this study aimed to explore TESL undergraduates' perceptions of their speaking skill mastery and their perceptions of utilizing social media to enhance their speaking skills. It was significant to investigate how those undergraduates feel about their speaking skill mastery to create self-awareness. By being aware of their belief, they can find ways to keep improving themselves. The main question for the study was to discover respondents' belief in their speaking mastery level and respondents' self-confidence in speaking performance. A total of 132 respondents from the National University of Malaysia participated in this research through an online questionnaire conducted on Google Forms. The results showed that the students recorded unsatisfactory perceptions of their speaking skill mastery. The data revealed that social media does help in elevating their speaking skills. The students chose 'WhatsApp,' 'YouTube,' and 'TikTok' as their preferred social media that help their oral communication skills. In addition, limitations and recommendations were explained to better future works in the equivalent or relevant studies.

Keywords: English speaking skills, ESL student, speaking skills, social media, TESL undergraduate

Introduction

Technology is in a much more rapid evolutionary stage relative to education (Shahid, Aleem, Islam, Iqbal, & Yousaf, 2019). According to Bhatla (2020), the use of technology and social media has evolved tremendously over the last two decades. Therefore, technology use patterns change from different uses like TV viewing to more diverse uses of screens throughout the day (Orben, 2020). There are many technology categories, one of which is computer-based technology. Computer-based technology includes web-conferencing software, blogs, wikis, social networking sites, and digital games (Schindler, Burkholder, Morad, & Marsh, 2017).

Social media and networking sites seem to be part and parcel of human interactions and communication, even education and training (Hussain, Cakir, & Candeger, 2018). Social media is a computer-based technology that allows users to share information, ideas, and opinions through virtual platforms. It has become one of the most widely used forms of communication by people of all ages (Alam & Aktar, 2021). Faizi, El Afia and Chiheb (2013) grouped social media platforms into three categories. The first category is social network sites, including Facebook, Skype, Telegram, Twitter, TikTok, and WhatsApp, where users can connect and share ideas and resources. The second category covers sites like Snapchat, Flickr, Pinterest, YouTube, Tumblr, SlideShare, and Google+, emphasizing content-sharing organizations. The third category refers to Canva, Google Docs, and PowToon, which look at content creation and editing. Social media attracts people in general due to its flexibility, where it can be used anytime and anywhere (Anwas, Sugiarti, Permatasari, Warsihna, Anas, Alhapip, Siswanto, & Rivalina, 2020).

Integrating social media in education has received many perceptions from every layer of society. According to a study, twenty-first-century students would instead be motivated to learn if learning itself is exciting and entertaining. As most of the students' time, social media can be considered an educational tool if used correctly (Namaziandost & Nasri, 2019). For instance, social media can improve students' speaking skills (Ismail, Ahmad, Zaim, Mukhaiyar, & Gistituati, 2019). Apart from that, Alamri (2019) mentioned that the worry is whether social media is a valuable teaching tool or a source of distraction. Nevertheless, from both perspectives, more evidence supports the positive sides of utilizing social media in education, particularly to elevate speaking skills. For example, John and Yunus (2020) mentioned that using technology such as social media as a learning platform is a way to create more opportunities for learners to improve their speaking skills. Many other studies found confirmed the use of social media as a tool to elevate speaking skills. These can be referred from past studies, such as Devi, Virgiana and Auli (2020), and Muxamatjonova and Xoshimova (2020).

The purpose of this study was to explore Malaysian Teaching English as a Second Language (TESL) undergraduates' belief in their English speaking skill mastery and their perceptions about utilizing social media to elevate their speaking skills. It was significant to investigate how those undergraduates feel about their speaking skill mastery to create self-awareness. By being aware of their belief, they can find ways to keep improving themselves. The questions for the study were to discover respondents' belief in their speaking mastery level as well as respondents' self-confidence in speaking performance.

Background of the Study

TESL undergraduates are indirectly known as trainee teachers as they undergo training, which allows them to graduate and eventually teach English as a Second Language (ESL) in secondary schools (Noah & Aziz, 2020). As future teachers, it is vital to master the four language

skills to produce high-quality teaching for future English Language Learners (ELLs). The four language skills comprise reading, writing, listening, and speaking skills. Among the four skills, speaking skill is one of the most intricate skills to master (Al-Khresheh et al., 2020). Speaking skills are essential for ELLs as they are beneficial for exhibiting their communication skills for various purposes (Rao, 2019).

However, a study stated that TESL undergraduates perceived themselves as the least proficient in speaking skills (Nashir, 2018). This is a concern that correlates to TESL undergraduates. They should be confident and have adequate English speaking skills as speaking is a high-priority part of teaching and learning English (Rusli, Yunus, & Hashim, 2018). Various platforms are available for TESL students to improve their speaking skills. A platform such as social media is very ingrained and significant in today's generation (Dzogbenuku et al., 2019). TESL undergraduates can use social media to boost their speaking skills flexibly. Despite the many advantages of social media, research about its usage to elevate speaking skills among TESL undergraduates in the Malaysian context is still moderate. Much research has been done on social media to achieve English language proficiency, but not much in the speaking skill context.

This study aimed to explore TESL undergraduates' belief in their speaking mastery level. Clearly, it is essential to know how those undergraduates feel about their speaking skill mastery to create self-awareness. Becoming aware of their belief can make them find ways to keep improving themselves. The study also explored their perceptions of utilizing social media to elevate their speaking skills. This effort is to discover if social media does contribute to their speaking skills. Not only TESL undergraduates' most preferred social media platform can be identified, but which social media can be used to improve their speaking skills can be specified, rather than using social media as it is.

Literature Review
Social Media

The Lexico Dictionaries (2022) defined social media as "websites and applications that enable users to create and share content or to participate in social networking." Two researchers interpreted social media as an online platform site based on user participation and user-generated content (Obar & Wildman, 2015). Social media is widely used and would greatly benefit many endeavors, such as education. In 2010, Roblyer et al. indicated in their study that university students are more liable than their faculty to use Facebook and are more open to using other similar technologies to support classroom work.

Twelve years later, David and Rahim (2012) found that most Faculty of Computer Science and Information Systems students at Universiti Teknologi Malaysia agreed that social networking media positively influences their academic performance. Despite all positive social media and education responses, other researchers have opposite findings. For instance, Aloraini and Cardoso (2020) argued in their study that advanced learners were more reluctant to use social media for academic purposes. In line with this, other research mentioned the same result, too (Gagalang, 2022). Next, social media assist language learners in their language mastery journey.

The current study by Moh'd Zakarneh et al. (2021) mentioned that Arab youth held positive attitudes toward social media as valuable tools to learn languages. The finding echoes many other studies on the positive use of social media for language learning (Yunus et al., 2012; Xodabande, 2017). Lastly, a survey conducted by Hamat and Hassan (2019) found that 99.7% of Malaysian university students reported using their Social Networking Services (SNSs) for learning English.

These findings showed that almost all students in this study utilized their SNSs for English language learning. In another study by Sely (2018), where the students reported that they used Instagram and YouTube at most to learn English. Similarly, studies by Galoyan and Madyarov (2016), as well as Norman, Adnan, Nordin, Ally, and Tsinakos (2022) believed that social media does motivate students to learn English.

Speaking Skills

Undoubtedly, speaking skills play a dominant role in communication. Since most communication is done through speech, speaking skills are the most crucial method of communication. In the ELLs context, speaking skills are the most significant to exhibit their communication skills for various purposes (Rao, 2019). Speaking skill, among other language learning skills, is the focus of educational specialists (Dirjal & Ghabanchi, 2020). Speaking skills play a vital role in many aspects, and there is a need for English as a Foreign Language or English (EFL) as a Second Language (ESL) learners to concentrate more on them (Rao, 2019). Speaking has been referred to as one of the most strenuous language constructs.

Findings by Berman and Cheng (2010), as well as Adnan and Sayadi (2021) stated that Non-Native Speakers (NNS) need the most help with speaking and writing even though they have been qualified to enter a university program. They also mentioned that NNS perceived speaking tasks as challenging, such as carrying out oral presentations or participating in classroom discussions. EFL and ESL students taking teaching programs, particularly, have to master this skill. Similarly, Soomro and Farooq (2018) suggested that English professionals can improve their pedagogical practices of teaching speaking skills to help learners. In addition, most of the findings found that EFL and ESL learners perceived their speaking skills low in mastery.

Nazara (2011) proved in her study that 55% of her EFL respondents viewed their speaking skills as unsatisfactory. This consistent result could be seen in other studies like Lee (2009) and Park (2006). The research mentioned that teachers tended to rate their current proficiency levels of receptive skills (i.e., Listening and Reading) higher than productive skills (i.e., Speaking and Writing). The main problem nowadays is the lack of research about the learner's experience of speaking skills. There is not much literature that guides how to help learners survive this challenging skill.

Social Media and Speaking Skills

In 2019, Paneerselvam and Mohamad suggested teaching speaking skills using social media such as Instagram. Findings from other researchers supported the suggestion. Handayani (2016) indicated that Instagram could be used as a tool for teaching the English language. Speaking skills can be elevated by using this medium as well. A study by Mansor and Rahim (2017) also portrayed the same result. There were apparent increasing results on a post-test speaking mark rather than the pre-test, found in a study among Iraqi University English learners (Dirjal & Ghabanchi, 2020). The researchers used skype as social media to promote speaking skills. Besides Instagram and skype, other social media such as Facebook and Telegram are also used to help learners' speaking skills.

However, a study by Hamat and Hassan (2019) did not result in positive attributes of speaking skills. Instead, it was shown that the Malaysian university students' respondents perceived using SNSs as helpful in improving their English language proficiency, particularly in writing, communication, vocabulary, and reading. Prichard (2013) revealed not much research has

been done on listening and speaking skills on SNSs. Therefore, the current study aimed to fill this research gap, especially among the TESL undergraduate students known as ESL teacher trainees.

Method

The purpose of this study is to explore TESL undergraduate students' perceptions of using social media to upraise their speaking skills. The study used a quantitative approach to describe the result of the research. Therefore, to analyze this study, 132 undergraduatess from the Faculty of Education in a public research university in Malaysia, answered the following questions (Appendix A). The study uses questionnaires as research instruments to investigate the students' perceptions of utilizing social media to elevate their speaking skills. The radio buttons and Likert scale are used to help answer the study questions

According to Sheard (2018), quantitative data can come from various sources. A common conception is questionnaires administered in either paper or electronic (online) form. She further explained that quantitative data could be gathered from other sources such as interviews, observations, or automatic processes such as web server log files. Previous studies looking at usage patterns for SNSs also used the survey method (Steinfield et al., 2008; Roblyer et al., 2010). Quantitative data is defined as more rigid as it is statistical and measured using numbers and values that help in the data analysis process. Thus, this type of data can be verified and conveniently evaluated. This approach was also valuable for respondents to express their views and identify their perceptions using social media to help with their speaking skills.

Participants

This research implemented the use of convenience sampling due to accessibility factors. Cost, time, and cooperation of the participants towards the study were considered possible restraints. The sample consisted of 132 second-year TESL undergraduate students pursuing their undergraduate studies, Teaching English as Second Language (TESL) at a public research university in Malaysia. There were some justifications for selecting TESL students from this university as the research population. The participants were more easily accessible than students from a different higher learning institution or a different course. Since this study aimed to focus on social media and speaking skills, thus TESL students were a suitable choice as they are exposed to social media in their daily lives. As an English teacher trainee, speaking skills do matter to them. Hence, this study was interested in identifying their perceptions of using social media to elevate their speaking skills.

Research Instruments

To collect the data, close-ended questions were used as the instrument of this study. The survey questionnaires were divided into three parts; Section one, Section two, and Section three. Section one provided close-ended questions on the demographic of the respondents. Section two was divided into two subsections. Section 2(a) was a close-ended question while Section 2(b) was Likert scale questions which contains scales like Strongly Disagree (SD) = 1, Disagree (D) = 2, Neutral (N) = 3, Agree (A) = 4, and Strongly Agree (SA) = 5. This second part includes questions on identifying students' self-confidence in English speaking performance. Section three contained close-ended questions that asked about students' perceptions of social media. The questionnaires used for this study were adapted based on previous research (Nazara, 2011; Dzogbenuku et al., 2019; Mitu, 2020; Abdullah et al., 2021).

Research Procedures

The research procedures were divided into several phases. The initial phase (Phase I) began with identifying the research population, the possible location of the survey, the potential respondents of the study, and then getting their consent to be chosen as the research participants. A suitable method of data collection and research instrument was also identified. They were selected following the aim of the study in this phase. Phase Two involved preparing the questionnaire to answer all research objectives. Previous studies on social media and speaking skills have been analyzed, and the questionnaires that suit the research objective were adopted. Phase Three involved data collection, where the questionnaires were administered to the research respondents. The details, such as the confidentiality of the data collected, were explained to the respondents. All 132 respondents were tasked to answer the questionnaires. The respondents submit the answers to the questionnaires through Google Forms. Phase Four involved data analysis, where each answered questionnaire in Google Forms was checked and converted to a Google spreadsheet for a more accurate and easy analysis.

Data Collection

The questionnaires took about 10 minutes to complete via an online survey platform, Google Forms. The platform enabled participants to enter their feedback directly into the system. Also, an online survey platform such as Google Forms enabled the researchers to collect and generate data swiftly, saving time and cost-effectiveness.

Data Analysis

The data were analyzed using descriptive analysis. All data were presented using percentages. Specifically for the Likert scale instruments in section 2(b), respondents' answers were scored based on the Likert scale type. The Table of Scale Values (Best & Kahn, 2006) model has been referred to analyze the data: Strongly Agree (SA) with a scale value of 5, Agree (A) with a scale value of 4, Neutral (N) with a scale value of 3, Disagree (D) with a scale value of 2, and Strongly Disagree (SD) with a scale value of 1.

Results
Demographic Information

A total of 132 respondents participated in the survey to answer the first part of the first section of the questionnaire. The respondents included TESL undergraduates from Year one until Year four in a public research university in Malaysia.
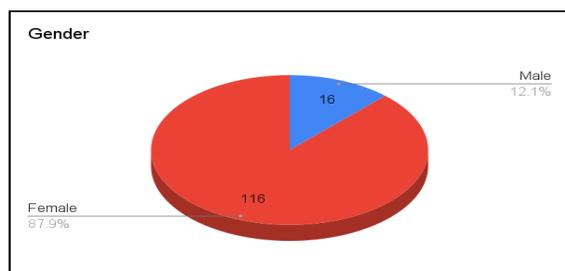

Figure 1. Respondents' gender

Figure one shows the gender of respondents. A total of 116 (87.9%) females and 16 males (12.1%) were involved in the survey.
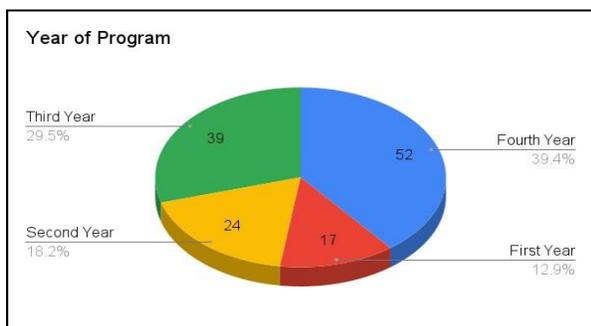

Figure 2. Respondents' years of the program

Figure two displays the total result for respondents' year of the program. The total number for each respondent's year of the program is as follows: a total of 17 (12.9%) Year one respondents, 24 (18.2%) Year two respondents, 39 (29.5%) Year three respondents, and 52 (39.4%) Year four respondents. The results showed that the least number of survey respondents were first-year students, and the most participation came from fourth-year students.

Background Information on Social Media Usage

          Under the first section of the questionnaire, respondents were also requested to answer questions regarding their social media usage. This was needed to examine respondents' background information on their social media usage.
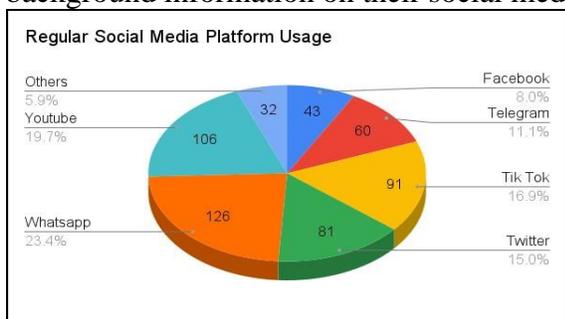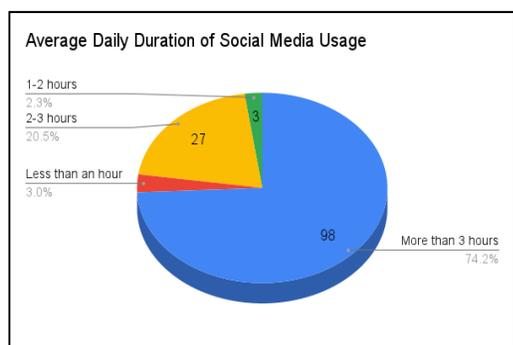

Figure 3. Regular social media usage

Figure three portrays the respondents' regular social media usage. Respondents were allowed to select more than one social media for this question. There were six social media options for

respondents, while the option 'others' if they did not see their regular social media among the available six options. The respondents were most likely to use WhatsApp and YouTube regularly. A total of 126 (23.4%) and 106 (19.7%) respondents voted on WhatsApp and YouTube, respectively.

Figure 4. Average daily duration of social media usage

Figure four reveals the respondents' average daily duration of social media usage. Most respondents acknowledged using social media for more than three hours daily. 98 (74.2%) respondents agreed with the statement mentioned above. The least selected option was 'less than an hour' with only four (3.0%) respondents. Based on these results, it was undeniable that social media took up at least three hours of TESL undergraduates' time within a day.
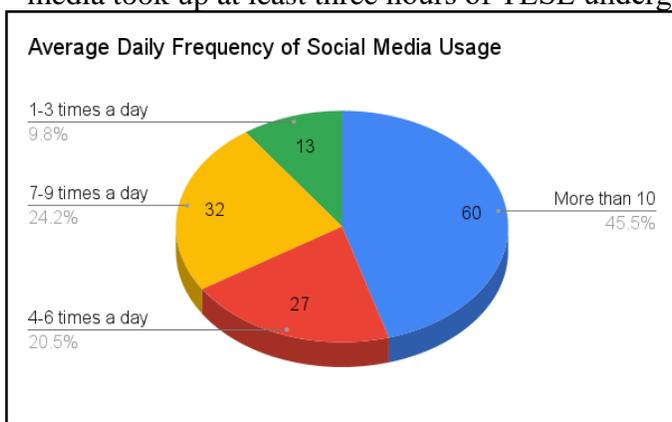

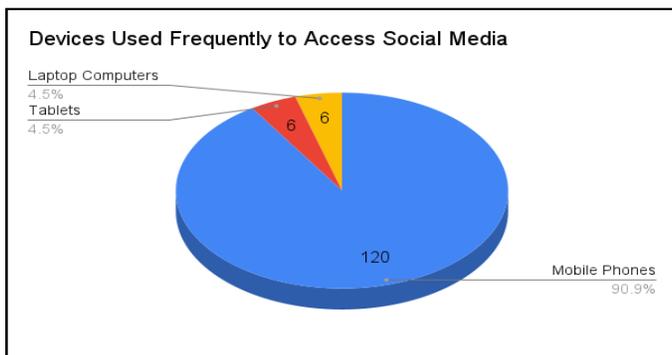*Figure 5.* Average daily frequency of social media usage

Figure 6. Devices frequently used to access social media

Figure five presents the respondents' average frequency of social media usage in a day. As expected, most respondents (60 in total) confessed that they used social media more than ten times a day. The total number was 45.5% total percentage. Only 13 (9.8%) respondents mentioned that they used social media either once or up to thrice a day. Overall, it can be seen that TESL undergraduates use social media frequently every day, which shows the influence of social media in their daily routines.

Finally, Figure six anticipates the respondents' frequently used devices to access social media. A total of 120 (90.9%) respondents selected mobile phones as their choice, whereas the same number of respondents (6 in total per device) picked tablets and laptop computers, respectively. This result might be because of the lightweight feature of mobile phones, which are light and do not take up much space in the pocket or bags.

Respondents' Perceptions About Themselves

Fellow respondents answered both subsections of Section two, Section 2(a): Respondents' Belief in Their Speaking Mastery Level, and Section 2(b): Respondents' Self-confidence in Speaking Performance. These two subsections answered the study's first objective, which was to explore UKM TESL undergraduates' belief in their speaking mastery level.

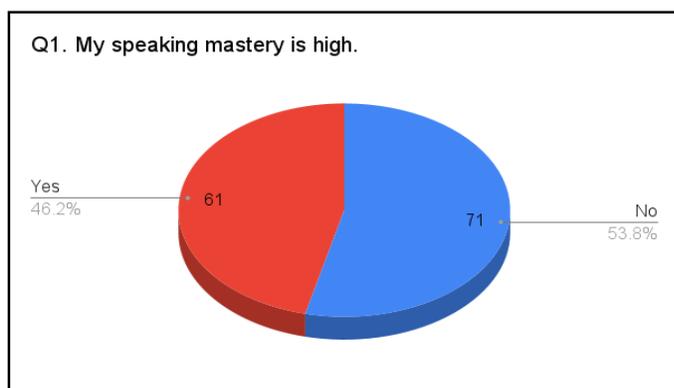### Belief in Speaking Mastery Level

Figure 7. Belief in speaking mastery level

Figure seven depicts respondents' beliefs in their speaking mastery level. There was a close gap between those who believed they did not possess high speaking mastery and those who did. A total of 71 (53.8%) respondents disagreed with the statement. A majority of them perceived themselves as less competent of their speaking mastery.

Self-confidence in Speaking Performance

The second subsection of Section two in the questionnaires exposed respondents' self-confidence in speaking performance. Each item provides five options of answers, which are Strongly Disagree (SD) = Scale 1, Disagree (D) = Scale 2, Neutral (N) = Scale 3, Agree(A) = Scale 4 and Strongly Agree (SA) = Scale 5. Table 1 summarizes all responses in the form of frequency and percentage.

Table 1. *Respondents' self-confidence in speaking performance*

Items	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
1. I feel confident when I speak in English.	0	0.0	6	4.5	24	18.2	59	44.7	43	32.6
2. I think I will speak perfect English someday.	0	0.0	0	0.0	9	6.8	52	39.4	71	53.8

3. I never feel sure of myself when I speak in English.	18	13.6	22	16.7	36	27.3	41	31.1	15	11.4
4. I can speak English well, even if the audience is enormous.	6	4.5	25	18.9	56	42.4	31	23.5	14	10.6
5. I feel confident speaking English, even if my English is poor.	4	3.0	25	18.9	18	13.6	51	38.6	34	25.8
6. I become hesitant when my English-speaking teacher corrects my mistakes.	21	15.9	28	21.2	15	11.4	45	34.1	23	17.4
7. I feel confident when no one pays attention to my mistakes while speaking.	4	3.0	14	10.6	8	6.1	39	29.5	67	50.8
8. I am not confident when I need to make eye-to-eye contact with my audience.	25	18.9	23	17.4	23	17.4	42	31.8	19	14.4
9. I don't feel comfortable with my posture when I am giving a speech in English.	18	13.6	31	23.5	26	19.7	41	31.1	16	12.1
10. I like to be the head of any speaking group activities.	20	15.2	22	16.7	44	33.3	22	16.7	24	18.2
11. I avoid participating in English-speaking activities in the classroom with many students.	21	15.9	21	15.9	34	25.8	38	28.8	18	13.6
12. I feel confident speaking English when I have an individual presentation.	0	0.0	41	31.1	33	25.0	28	21.2	30	22.7

In general, the respondents' feedback on their self-confidence in speaking performance varies depending on each item. According to Table one, most respondents agreed that they felt confident speaking in English. The highest rate (44.7%) was 'Agree.' The lowest percentage (0.0%) was 'Strongly Disagree.'

Next, the respondents believed they could speak perfect English someday since this item had the highest vote (53.8%) on 'Strongly Agree,' and only certain (6.8%) respondents felt neutral about this. This statement proved that the respondents believed in themselves and their capability to dominate their English-speaking skills in the future. The respondents also agreed that they never feel sure of themselves when speaking English. 31.1% of the respondents agreed, while another 13.6% strongly disagreed with this item. Furthermore, most respondents felt unsure if they could speak English well, even the voters were large. 42.4% of them picked 'Neutral.' The second highest percentage was 23.5% on 'Agree' and 18.9% on 'Disagree.' It depicted a natural stand with a slightly leaning towards the 'Agree' side. A majority of fellow respondents agreed that they felt confident speaking English even if their English was poor. 38.6% said so, and another 25.8% strongly agreed with this item.

Besides, the respondents mentioned that they became hesitant when an English-speaking teacher corrected their mistakes. 34.1% of the respondents supported this item, whereas 21.2% disagreed. A most positive high percentage (50.8%) was recorded for item number seven, where the respondents strongly agreed that they felt confident when no one paid attention to their mistakes when speaking. A minimum (3.0%) did not relate to this item because they stated 'Strongly Disagree' as their stand. For the next item, many respondents (31.8%) agreed they did not feel confident when making eye-to-eye contact with their audience. However, the second-highest percentage came from those (18.9%) who strongly disagreed with this item.

On top of that, quite a number of the respondents (31.1%) agreed that they did not feel comfortable with their posture when speaking in English. In contrast, the second-highest percentage (23.5%) represented those who disagreed with the item. Besides, many of the respondents were unsure if they would like to be the head of any speaking group activities. 33.3% of them picked 'Neutral,' and 'Agree' and 'Disagree' had the same percentage, 16.7%. It was revealed that 28.8% of the respondents, 25.8% agreed with the item 'I avoid participating in English speaking activities in the classroom with a large number of students.' The second most percentage (25.8%) came from the respondents who were uncertain about the item. Finally, the last item, 'I feel confident speaking English when I have an individual presentation.' had a heavy reliance on the 'Disagree' scale (31.1%), followed by the 'Neutral' scale (25.0%), 'Strongly Agree' (22.7%) and 'Agree' (21.2%).

Respondents' Perceptions of Social Media

Respondents' perceptions of social media were the last section of the questionnaire. Five questions that helped to answer the second objective of this study, which was to explore TESL undergraduates' perceptions about utilizing social media as a platform to elevate their speaking skills. Along with that, the second research question revealed the answer to the last objective of this study, which was to identify TESL undergraduates' most preferred social media platform that helps their speaking skills.
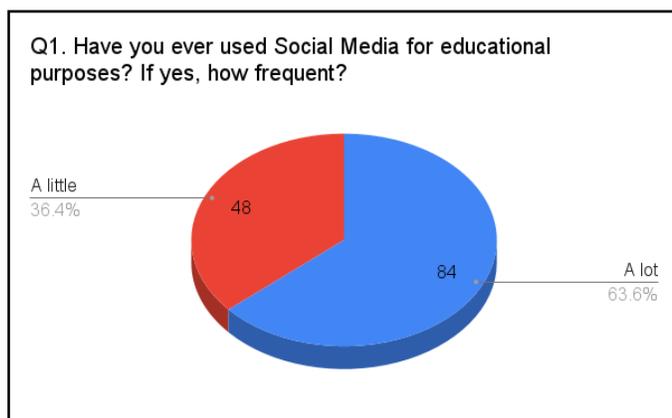

Figure 8. Frequency of using social media for educational purposes

Figure eight shows that the respondents did use social media for educational purposes. 84 (63.6%) respondents mentioned 'a lot,' and another 48 (36.4%) respondents said 'a little.' A possible conclusion that could be drawn from the figure was TESL undergraduates agreed on using social media for educational purposes.
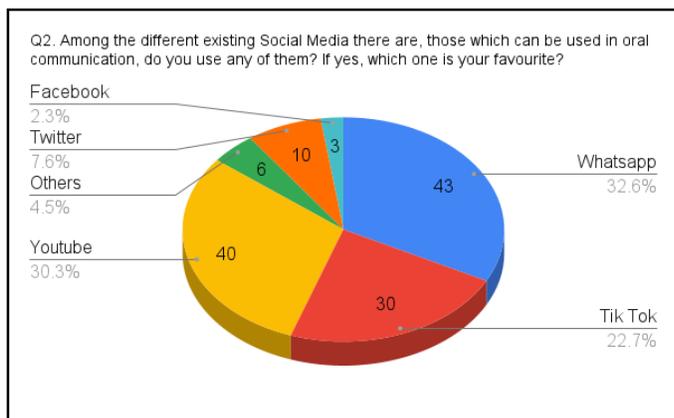
Figure 9. Most preferred social media for oral communication

Figure nine indicates that the most preferred social media to be used in their oral communication (speaking) was 'WhatsApp' with total respondents of 43 (32.6%). The second highest was 'YouTube' with 40 (30.3%), and the third-highest went to 'TikTok' with 30 (22.7%) respondents. The results might be reflected because of the 'trending' social media in today's century. Everyone seems to have 'WhatsApp' on their smartphones, and 'YouTube' remains a social media with a tremendous number of users. TikTok, too, seems to be trending among the youth these days.

The respondents were not likely to prefer using 'Facebook' for verbal communication. It could be seen that only six (2.3%) respondents stated that 'Facebook' was their most preferred social media for verbal communication. This might be because of the difference between the respondents and the age range of active Facebook users, mostly above 25 years old.
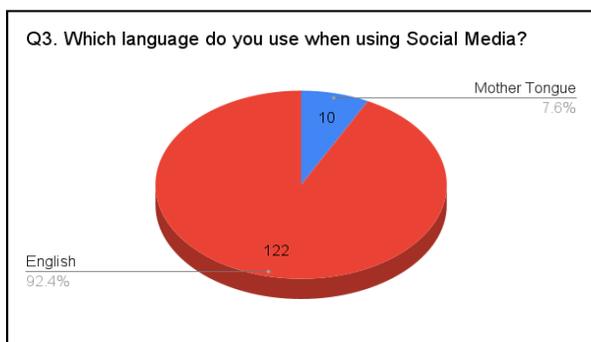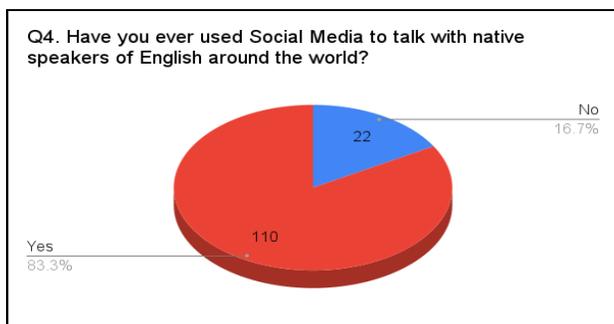

Figure 10. Language used for social media

Figure 10 displays that most respondents used English when using social media. Only 10 (7.6%) stated that they used their native language when using social media. The result might indicate the

respondents' taking the benefits of social media to enhance their English speaking skills and reach out to more English speakers.

Figure 11. Using social media to talk with native speakers of English
Figure 11 conveys that the respondents used social media to talk with native speakers of English. A significant proportion of the respondents agreed with the statement. With a total number of 110 respondents, they represented 83.3% out of 100%. Only 22 (16.7%) respondents disagree with the statement. Perhaps, the respondents realized how powerful social media is to communicate with native speakers of English virtually. That might be the reason for the positive responses.
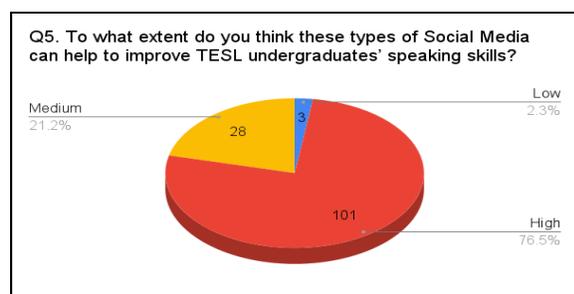
Figure 12. Belief in social media to improve TESL undergraduates' speaking skills
Figure 12 illustrates the respondents' belief in social media for improving TESL undergraduates' speaking skills. There were 101 (76.5%) respondents who voted 'high,' another 28 (21.2%) respondents voted 'medium,' and the last 3 (2.3%) respondents voted 'low.' It showed that the respondents believed that social media had a high possibility of improving TESL undergraduates' speaking skills.

The findings of this quantitative research highlighted that TESL undergraduates' belief in their speaking mastery level, their perceptions about utilizing social media to elevate their speaking skills. They revealed their most preferred social media platform that helps their speaking skills. TESL undergraduates' belief in their speaking mastery level was average. Besides, TESL undergraduates perceived social media as beneficial in elevating their speaking skills and being used for educational purposes. Also, TESL undergraduates selected 'WhatsApp,' 'YouTube,' and 'TikTok' as the top three social media platforms that could help to improve their speaking skills.

Discussion

The present study was conducted due to the less positive perceptions towards speaking skills among IIUM Teaching English as a Second Language (TESL) undergraduates, which were found in a recent study by Nashir (2018). It was a concern since TESL undergraduates will become ESL teachers once they graduate. In line with this scenario, the current study explored TESL undergraduates' perceptions of their speaking skills. The finding manifested that 71 out of 132 (53.8%) respondents perceived themselves as not having high speaking mastery. The result was supported by item No. 3 among the 12 items (Table one). A significant proportion of the respondents (31.1%) agreed they never feel sure of themselves when speaking English.

These two findings showed that TESL undergraduates believed they were at an adequate level of speaking mastery but not high enough as to how they wanted it to be. The result strengthened the study by Nashir (2018), where TESL undergraduates perceived themselves as lacking speaking skills. Nazara (2011) also mentioned the same outcome but specifically in the

EFL learners' context. Some significant findings can be seen from the items in Table one. Firstly, two of the items showed unexpected results. The first item was No. 1, 'I feel confident when I speak in English.' and No. 5, 'I feel confident speaking English even if my English is poor.' These items gained more positive responses than the other three scales (Neutral, Disagree, Strongly Disagree). These two items explained TESL undergraduates' confidence level in their speaking. However, most of them (53.8%) suggested that they firmly believed and agreed with the second item, 'I think I will speak perfect English someday.' This statement implied their belief that their current English speaking is not very encouraging.

For item No. 6, 'I become hesitant when my English-speaking teacher corrects my mistakes' had the highest percentage (34.1%) on the 'Agree' scale. The result may indicate a psychological factor or problem where students get depressed when corrected in English class, causing them to become hesitant to speak more (Fitriani & Apriliaswati, 2015). Item No. 7, 'I feel confident when no one pays attention to my mistakes while I am speaking,' had the most votes on the positive side (29.5% on 'Agree,' 50.8% on 'Strongly Agree'). It was consistent with Gutiérrez (2005) and Ramírez (2010), who mentioned that a low-stress atmosphere or a positive environment encourages learners' interaction. As a result, learners can have meaningful communication and have the chance to acquire discourse skills.

Furthermore, this study was conducted to explore TESL undergraduates' perceptions of utilizing social media as a platform to elevate their speaking skills. Based on the illustration given in Figure 9, three considerable proportions gathered many 113 respondents with their respective preferred social media. This result indicated that TESL undergraduates acknowledged the significance of social media as a tool for them to conduct English oral communication. The same result was reflected in past research studies that guarantee social media viability to improve English speaking (Belal, 2014; Namaziandost et al., 2019).

It was also proven that the respondents used the English language when performing oral communication using social media (Figure 10). It showed 122 (92.4%) respondents who communicated in English when using social media. This was parallel to a finding that participants' willingness to share in English (WTC) was more significant of using social media than their WTC during class time (Chotipaktanasook & Reinders, 2016; Ibrahim & Adnan, 2020). Another finding from Figure 11 concluded that 110 (83.3%) respondents approved using social media to speak to native speakers of English all around the world. Interacting with native speakers of English can enhance one's speaking skills. The inference was made because of a significant result in a recent study by Mart (2020). He stated that students could improve their English speaking skills through listening. By talking and listening to native English speakers, they learn simple English idioms, pronunciation, and the situations in which speakers use their language when they hear people talk in English.

The respondents revealed their most preferred social media platform, which helps their speaking skills. The top-tier preferred social media was 'WhatsApp' with a total of 43 respondents (32.6%). The second highest was 'YouTube' with a total number of respondents of 40 (30.3%), and the third-highest went to 'TikTok' with 30 (22.7%) respondents. The result was expected since 'WhatsApp' was popular in Malaysia (Suhaimi et al., 2019). TESL undergraduates might prefer 'WhatsApp' because it aids in strengthening their communication skills (Rahaded et al., 2020). 'YouTube' on the other hand, earned the second highest vote. There were a few apparent reasons for this result. It is known for a large number of videos on learning English which can be found

easily (Jalaluddin, 2016). It also has user-friendly features that enable students to watch videos of the same 'veins' freely (Watkins & Wilkins, 2011).

Last but not least, TikTok was proven to enhance speaking skills and boost confidence in recent studies. The learning environment becomes more enjoyable due to TikTok, and teachers and students may discuss various topics, particularly those that are known to the students (Herlisya & Wiratno, 2022). The least voted social media was 'Facebook' with only three (2.3%) respondents. The result was expected because of undergraduates' unpopular use of oral communication. Facebook might be used for other purposes, such as solidifying interpersonal relationships. This result can be linked with Nwokedi (2019), which his findings had the most significant mean (M = 3.50) for the same reason (solidifies interpersonal relationships) among other items under the theme of 'benefits.'

Limitations of the Research
Participation of Research Sample

Based on the demographic, there was quite a gap between the number of females and males in each year of the program. More males could participate in the survey, but only 16 male respondents were available. Therefore, a comparison of social media usage between both genders cannot be deduced in this research. The imbalance in total respondents according to their program year was also a limitation of this study. Thus, the pattern of social media usage according to the year of program cannot be determined. In a nutshell, the sample (n=132) was appropriate for this study. It took time to approach fellow potential participants who were convenient enough to take part in the survey.

Implications of the Research
Implications on Teaching and Learning

Today's classrooms can be in physical or virtual form. It is necessary to be flexible in teaching and learning methods these days. Back then, physical textbooks were a need, but these days, ESL educators and students can benefit from the advancement of technology. It is proven that social media is incredibly ingrained in today's world. ESL educators and undergraduate students are also included. With results obtained from this research, fellow educators can use the possible social media platforms to get engaged with their students and help them achieve their target speaking skills mastery. Also, educators can improve their English speaking skills using available social media platforms. As for a future ESL educator, this research shows that technology such as social media can be a powerful tool to improve students' speaking skills mastery and boost their self-confidence. This study motivates TESL undergraduate students to use social media to enhance ESL students' speaking skills.

Implications on Research

This research may help previous scholars and researchers to solidify their previous results, which have relatable results to the present study. They can also make a legitimate comparison from previous research about the topic to what they have found in this study. Moreover, research on social media or speaking skills among TESL undergraduates in other universities can be done by referring to this study. Fellow scholars and researchers can further elaborate on the study using different research designs. In a nutshell, this research can be used as a benchmark for other researchers to analyze students' perceptions of using social media to cater to their speaking skills.

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Recommendations
Instruments and Structure
Future research should focus on more comprehensive instruments to strengthen the answer for each research objective. Future research can consider qualitative and quantitative study structures for better results. Researchers can conduct interviews with selected respondents to gain more information about a student's speaking skills (Liando et al., 2018). Besides, observations and analysis of text data can be used to study natural phenomena. The mixed methods provide more comprehensive findings than only using one method.

Conclusion
The purpose of this study was to explore Malaysian TESL undergraduates' belief in their English speaking skill mastery and their perceptions about utilizing social media to elevate their speaking skills. The discussions of the findings have proven that social media assist TESL undergraduates promote their speaking skills. In this study, TESL undergraduates' most preferred social media include WhatsApp, YouTube, and TikTok. Fellow ESL educators and the education community could recommend the best methods or ways to help these TESL undergraduates, also known as teacher trainees. One of the methods that can be considered is the 'ever-present' social media.

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Appendices
Appendix A

Section 1
Background Information

Q1. Gender	Male				Female		
Q2. Year of Program	First Year		Second-Year		Third Year		Fourth Year
Q3. Regular Social Media	Facebook	Skype	Telegram	TikTok	Twitter	WhatsApp	YouTube	Others

Platform Usage							
Q4. Average Daily Duration of Social Media Usage	Less than an hour		1-2 hours		2-3 hours		More than 3 hours
Q5. Average Daily Frequency of Social Media Usage	1-3 times a day		4-6 times a day		7-9 times a day		More than 10 times a day
Q6. Devices Used Frequently to Access Social Media	Desktop computers		Laptop Computers		Mobile Phones		Tablets

Section 2(a)

Your Belief in Speaking Mastery Level

This section reveals your belief towards your speaking mastery level. Choose your answer.

Q1. My speaking mastery is high	Yes	No

Section 2(b)

Self-confidence in English Speaking Performance

This section consists of 12 questions on your self-confidence in English speaking performance. There are no right or wrong answers. Answer all the questions.

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

No.	Items	SD	D	N	A	SA
1.	I feel confident when I speak in English.					

2.	I think I will speak perfect English someday.					
3.	I never feel sure of myself when I speak in English.					
4.	I can speak English well, even if the audience is enormous.					
5.	I feel confident speaking English, even if my English is poor.					
6.	I become hesitant when my English-speaking teacher corrects my mistakes.					
7.	I feel confident when no one pays attention to my mistakes while I am speaking.					
8.	I am not confident when I need to make eye-to-eye contact with my audience.					
9.	I don't feel comfortable with my posture when I am giving a speech in English.					
10.	I like to be the head of any speaking group activities.					
11.	I avoid participating in English-speaking activities in the classroom with many students.					
12.	I feel confident speaking English when I have an individual presentation.					

Section 3
Perceptions About Social Media
This section intends to unveil your perceptions about Social Media. Pick the answerthat depicts your perception.

Q1. Have you ever used Social Media for educational purposes? If yes, how frequent?
A lot
A little
Not at all
I don't know

Q2. Among the different existing Social media there are, those which can be used inoral communication, do you use any of them? If yes, which one is your favourite?
Facebook
Whatsapp
Twitter
Blogs
Youtube

TikTok

Others

Q3. Which language do you use when using Social Media?

Mother tongue

English

Other languages

Q4. Have you ever used Social Media to talk with native speakers of English around the world?

Yes

No

Q5. To what extent do you think these types of Social Media can help to improve TESL undergraduates' speaking skills?

High

Medium

Low