

The Use of Whatsapp to Reduce Students' Speaking Anxiety in a Blended Learning Activity

(A Case Study at the Tenth Grade of a Vocational School in Wanareja)

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Abstract

This study investigated the use of WhatsApp to reduce students' speaking anxiety in a blended learning activity. This case study were conducted to the students at the tenth grade of a Vocational School in Wanareja. The aims were to figure out the extent of the use of WhatsApp reduces students' speaking anxiety in blended learning activity and to analyze the features of WhatsApp that can reduce students' speaking anxiety during blended learning activity. Based on the purposive sampling technique, the writer selected the English teacher and the students at class X Agribisnis Pertanian dan Holtikultura that consisted of 24 students as participants of this study. The data collected through the questionnaire, the interview, and the observation. There were four techniques used by the writer to analyze the data from research instruments, namely the frequency table, content analysis, coding, and triangulation analysis. The findings showed that the use of WhatsApp reduced students' speaking anxiety in blended learning activity because of some considerations based on the students and the teacher's perceptions. The findings also showed that six kinds of Whatsapp features were used by the teacher during the implementation of blended learning activity. Those Whatsapp features were WhatsApp group, photos, chat, WhatsApp document, voice messaging, and video. The conclusions indicated that the students perceived positively on the use of WhatsApp reduced their speaking anxiety in blended learning activity. The conclusions also indicated that six kinds of Whatsapp features were used by the teacher during the implementation of blended learning activity.

Key words: WhatsApp application, speaking, anxiety, blended learning, Vocational School

INTRODUCTION

One of the causes of difficulties in learning English speaking is students' anxiety which can make them difficult to speak in English. It makes language learners nervous and afraid, which contribute to poor oral performance. As a result, the students were anxious when the teacher asked them to speak in English. Therefore, the teacher should integrate Mobile assisted language learning (MALL) in teaching speaking to reduce students' anxiety in learning speaking.

Regarding the aforementioned problems on students' speaking anxiety faced by in classroom practices, the writer argues that Mobile-Assisted Language Learning (MALL) can be used by the teachers to solve the students' speaking problems. Mobile phones allow students to communicate anytime anywhere they go (Dweikat, 2018, p. 20). Moreover, the teacher can integrate MALL to communicate anytime anywhere in order to facilitate them to speak in English.

One example of Mobile-Assisted Language Learning is WhatsApp. Therefore, the writer focuses on the use of WhatsApp to reduce students' speaking anxiety in a blended learning activity. A blended learning activity is a combination of face-to-face instruction with technology mediated instruction (Byrne, 2016, p. 3). Dealing with the problems of speaking, the teachers can support the teaching and learning activities through blended learning activity because it combines face-to-face and technology instruction.

The writer focuses on a blended learning activity through WhatsApp to reduce students' speaking anxiety because of some reasons. Firstly, WhatsApp can be used in a blended learning activity. Likewise, in a blended mobile lecture, a mobile application such as WhatsApp is preferred over face-to-face, in-class discussion in regard to completing course activities (George, 2018, p. 1071). Secondly, WhatsApp can be used to reduce students' speaking anxiety. Similarly, Han and Keskin (2016, p. 29) showed that WhatsApp experiences significantly affected the students' language acquisition by lowering EFL speaking anxiety. Thirdly, WhatsApp can be used to improve students' speaking skill and motivation. In line with this, Ali and Hady (2019, p. 295) found that WhatsApp has a positive impact on learning English skills and areas and on motivating students to use the language.

The previous studies revealed that WhatsApp brings some positive impacts on reducing students' anxiety. The previous studies mentioned have mostly focused on the use of WhatsApp in teaching and learning speaking in relation to anxiety. Similar to the previous studies, the recent study also focuses on the use of WhatsApp to reduce students' speaking anxiety. However, the previous studies are more specified to the use of WhatsApp in relation to EFL students' attitudes, motivation and anxiety, social interaction anxiety and personality, and reducing students' pronunciation anxiety. No one of them relates the use of WhatsApp to reduce anxiety focusing on blended learning activity. Moreover, this study is specified to the use of WhatsApp to reduce students' speaking anxiety in a blended learning activity.

Based on the background of the study previously, the writer formulates research questions as follow: (1) How does WhatsApp reduce students' speaking anxiety in blended learning activity?; (2) What kind of Whatsapp features that reduce students' speaking anxiety during the implementation of blended learning activity? Meanwhile, the writer formulates the objectives of the study as follow: (1) To figure out the extent of the use of WhatsApp reduces students' speaking anxiety in blended learning activity. (2) To analyze the kind of Whatsapp features that reduce students' speaking anxiety during the implementation of blended learning activity.

LITERATURE REVIEW

1. An overview of the students' anxiety in learning speaking

In teaching speaking, the teachers need to take into consideration the integration of four language skills as they interact with each other in natural behavior because in real life situations as in the classroom, the students can practice their speaking skill. Likewise, argue interactions between the teacher and the students provide them with numerous opportunities to practice their English abilities with other students (Brooks & Wilson, 2014, p. 203). Therefore, the teacher should give opportunities to practice students' English speaking.

However, as one of the subjects taught in school in Indonesia, students tend to learn only in face-to-face teaching process in the classroom. Likewise, the students cannot express their ideas orally in the target language, have lack speaking skills, not confident to speak English, afraid of making mistakes, and shy to express their ideas in English (Marleni & Asilestari, 2018, p. 1). It has been found that students have difficulties in pronunciation, lack of concentration, anxiety, hesitation to use the target language, motivation to speak, teachers' feedback, confidence, mother tongue, and time allowed for preparation (Alsowat, 2017, p. 33). Thus, the students faced many language difficulties in English speaking because they are afraid of making mistakes, not confident, lack of motivation, and shy to express their ideas.

One of the causes of difficulties in learning English speaking is students' anxiety, which can make them difficult to speak in English. It is a complex psychological phenomenon creating feelings of tension, uneasiness, or nervousness related to foreign language performance that can negatively affect learning (Choi, 2018, p. 177). Speaking a foreign language can be even more anxiety provoking when it comes to the testing of speaking (Chang, et al. 2018, p. 252). It means that language anxiety is the subjective feeling of worry and negative emotional reaction aroused when learning language.

2. An overview of WhatsApp as a platform application in English learning

One type of social networking that might have potential in higher education to support teaching and learning is WhatsApp Messenger. WhatsApp is a cross-platform messaging app allowing users to exchange messages over a phone's data traffic without paying extra for short-text messaging. Launched in 2009, it turns ten-year-old in 2019 and is currently the world's fastest growing platform (Barbosa & Milan, 2019, p. 51). Furthermore, WhatsApp can be used as a medium to enhance the learning process. It can help create a learner-centered environment outside the classroom and create many opportunities for collaboration between students and their peers (Bensalem, 2018, p. 25).

WhatsApp is popular social media in teaching English because of several features as adapted from Suhaimi (2019, p. 593). Firstly, it is a free messaging app with no ads and subscription fees. Secondly, it provides the accessibility to send and receive messages via groups created. Thirdly, it has no limits on the size of media thus, allows users to share and exchange the unlimited number of photos, videos and any files of any format of up to 2GB each.

Furthermore, WhatsApp can be considered an effective interpersonal communication medium (Ali & Kootbodien, 2017, p. 11). Marleni and Asilestari (2018, p. 1) concluded that there is an influence of the use of social media on students' speaking skills. Han and Keskin (2016, p. 42) showed that the students mostly liked the WhatsApp activity experience and they felt that it could improve their language performance. Vaca and Martínez (2017, p. 45) showed that WhatsApp can be used as tool to improve speaking skills and keep communication active outside the classroom.

Numbers of researchers has reviewed the effectiveness of using WhatsApp to reduce students' speaking anxiety. The research carried out by Kartal (2019, p. 352) found WhatsApp was effective in increasing motivation and language attitudes, fostering learner autonomy, increasing interaction, and lowering language anxiety. Ali and Hady (2019, p. 295) found that WhatsApp has a positive impact on listening, speaking, reading, writing, vocabulary, spelling, and grammar and it had a positive impact on reducing students' anxiety.

3. An overview of blended learning activity by using WhatsApp

The writer focuses on blended learning through WhatsApp to reduce students' speaking anxiety. It is a good tool for mobile learning when it is used in a blended course strategy. In a blended mobile lecture, a mobile application such as WhatsApp is preferred over face-to-face, in-class discussion in regard to completing course activities (George, 2018, p. 1071). The online collaboration prompted by WhatsApp instant messaging facilitates blended mobile learning. Likewise, blended learning can be greatly enhanced by the WhatsApp instant messages (Awada, 2016, p. 5). Moreover, WhatsApp can be used in blended learning because it facilitates online collaboration to exchange information easily.

There are some steps of using WhatsApp in teaching speaking as adapted by Vaca and Martínez (2017, p. 45). First of all, all the students participated in the activity, as they all had smartphones as well as the previously downloaded "WhatsApp" application. After the creation of the "WhatsApp" group, the activity was carried out taking into account a series of premises established by the teacher. English language use was compulsory and a different question had to be formulated by a different student every day or 7 days per week. The choice of topic for the question was open where each student had to provide at least one answer per question. Image-sharing was allowed and the teacher also participated as a student by responding to the questions. The teacher participated actively in the activity and errors were not corrected in an explicit manner during interaction. If necessary, students' answers were reformulated.

METHODOLOGY

A case study was used in this study because it explored an ongoing process of the use of WhatsApp to reduce students' speaking anxiety in a blended learning activity at the tenth grade of a Vocational School in Wanareja. Based on the purposive sampling technique, the writer selected the English teacher and the students at class X *Agribisnis Pertanian dan Holtikultura* that consisted of 24 students as participants of this study.

There were three research instruments which were used in this study, namely the questionnaire, the interview, and the observation. The questionnaires were distributed to the students at the tenth grade of a Vocational School in Wanareja. It was distributed on 20th of July, 2020. In filling out the questionnaires, the students should respond the items by marking checklist [✓] in the response's column that consists of 'Yes' or 'No'. The questionnaires were consisted of ten (10) items that were adapted and edited from Ali and Hady (2019, pp. 294-295).

The interview was also conducted to the teacher which was used to check and verify the data that has been gained from the questionnaires. It was conducted on 27th of July, 2020. In doing the interview, the writer acted as the interviewer and the teacher acted as the interviewee. At the same time, all the interview conversations were also recorded by the writer.

After collecting the results of the interview, the writer observed the process of teaching and learning of English speaking by using WhatsApp in a blended learning activity. It was conducted on 20th of July, 25th of July, and 27th of July, 2020. The writer was as a non-participant observation who did not participate in the activity being observed but recorded the all activities of teaching and learning of English speaking by using WhatsApp in a blended learning activity. Furthermore, the observation was conducted three sessions which was done in blended learning activities.

There were four techniques used by the writer to analyze the data from research instruments, namely the frequency table, content analysis, coding, and triangulation analysis which were adapted from Fraenkel, et al. (2012, p. 559). Moreover, the writer triangulated the results of the questionnaires and the results of the interview from the first (1) to the third (3) questions to answer the first research question. Meanwhile, the writer triangulated the results of the observation and the results of the interview from the fourth (4) and the fifth (5) questions to answer the second research question.

RESEARCH FINDINGS

After collecting the data from the research instruments, the writer conducted the analysis that was described as follows:

1. The extent of the use of WhatsApp reduces students' speaking anxiety in blended learning activity

Based on the previous explanation in the first chapter, the first research question in this study was stated in the following question: "How does WhatsApp reduce students' speaking anxiety in blended learning activity?" The findings of the questionnaires were analyzed by using frequency table technique, while findings of the interview were analyzed by using content analysis technique. Moreover, the writer triangulated the findings of the questionnaires and the findings of the interview from the first (1) to the third (3) questions to answer the first research question. It was aimed at figuring out the extent of the use of WhatsApp reduces students' speaking anxiety in blended learning activity at the tenth grade of a Vocational School in Wanareja.

The findings of the questionnaires which were correlated and triangulated with the results of the interview from the first (1) to the third (3) questions showed that the use of WhatsApp reduced students' speaking anxiety in blended learning activity because of some considerations based on the students and the teacher's perceptions. The first, the use of WhatsApp helped them to communicate

with their teacher and other students comfortably in blended learning activity. The second, they felt confident when they chatted in English with their teacher and other students via WhatsApp in blended learning activity. The third, they did not feel nervous while using WhatsApp as a learning tool in learning English speaking in blended learning activity.

The fourth, they did not fear making mistakes during communication via WhatsApp learning group in blended learning activity. The fifth, WhatsApp motivated them to learn English speaking effectively in blended learning activity. The sixth, they liked learning English speaking via WhatsApp in blended learning activity. The seventh, they actively participated in WhatsApp group discussions in blended learning activity. The eighth, WhatsApp was a good media addition to learn English speaking in blended learning activity. The ninth, WhatsApp improved their English speaking skill in blended learning activity. The tenth, learning English speaking via WhatsApp in blended learning activity was easy to do. Similarly, a study carried out by Ali and Hady (2019, p. 295) also found that integrating WhatsApp in their formal learning had positive attitudes because of its easy use and enjoyment for the students.

To strengthen the findings, the teacher also perceived similar claims as stated previously by the students. The teacher claimed that the use of WhatsApp could reduce students' speaking anxiety in blended learning activity because it made them relax when expressing their opinions in-class discussion. Besides that, it made them comfortable and brave to talk when they have to express opinions in class. It provided an interactive communication exercises between students, teachers, and other students. It was beneficial for the students because it could reduce their speaking anxiety, increase interaction, and improve their motivation and confidence. Other advantages, it was beneficial for the students because it can increase students' speaking skill and performance. Therefore, WhatsApp could be used by the teacher in blended learning activity to improve students' speaking skill and performance. Likewise, a study carried out by Alshammari, et al. (2017, p. 72) also showed that WhatsApp can improve student performance in foreign language learning.

2. The kind of Whatsapp features that reduced students' speaking anxiety during the implementation of blended learning activity

Based on the previous explanation in the first chapter, the second research question in this study was stated in the following question: "What kind of Whatsapp features that reduce students' speaking anxiety during the implementation of blended learning activity?" The findings of the observation were analyzed by using coding technique, while findings of the interview were analyzed by using content analysis technique. Moreover, the findings of the observation were correlated and triangulated with the findings of the interview from the fourth (4) and the fifth (5) questions to answer the second research question. It was aimed at analyzing the kind of Whatsapp features that reduce students' speaking anxiety during the implementation of blended learning activity at the tenth grade of a Vocational School in Wanareja.

The findings of the observation which were correlated and triangulated with the findings of the interview from the fourth (4) and the fifth (5) questions showed that six kinds of Whatsapp features were used by the teacher during the implementation of blended learning activity. Those Whatsapp features were WhatsApp group, photos, chat, WhatsApp document, voice messaging, and video. Those features were quite similar with the features of Whatsapp which were proposed and described by Suhaimi (2019, p. 593) and Dweikat (2018, p. 18). However, the teacher did not use other kind of Whatsapp features such as emoji, user locations, and audio and video calling as proposed and described by Alshammari, et al. (2017, p. 69). The features of WhatsApp were conducted for three sessions which was done in blended learning activities. The teacher implemented blended learning activity in teaching speaking to reduce students' speaking anxiety in the inside of the classroom by face-to-face activity in the classroom and in the outside of the classroom by online WhatsApp.

The implementation of Whatsapp to reduce students' speaking anxiety during blended learning activity was carried out through several steps. On face-to-face activity in the classroom, the teacher

explained about the definition of blended learning activity at first. A blended learning activity is a combination of face-to-face instruction with technology mediated instruction. After that, the definition and the features of Whatsapp were also previewed by the teacher. Then, the teacher divided the students into several groups in which each of them consisted of five students. After that, the students were ordered to download WhatsApp application on their smartphones. Next, the teacher created WhatsApp group for the students. In addition, they were ordered to make dialogues about their daily conversation in groups. The topics of dialogues were sent by the teacher on Whatsapp group by using photos. After that, the students were pleased to practice speaking of their dialogues with their group that they made before.

On online activity, the students should share or upload their videos on Whatsapp group. Furthermore, the documents of dialogues should be also typed and sent as Whatsapp documents. Next, every group should give comments on each video made by other groups by chatting on Whatsapp group. Besides that, they were allowed to use voice messaging when commenting on other groups' videos. On face-to-face activity, the teacher reviewed and gave feedback the students' videos which had been shared on Whatsapp group. Last, every group of students was allowed to perform their dialogues in front of the class. It was done to improve the students' performance in English speaking. At the same time, the teacher also assessed their speaking performances to prove that they were not anxious when the teacher tested their speaking. Likewise, WhatsApp can facilitate online collaboration and communication, encourage motivation, and improve student performance in foreign language learning (Alshammari, et al. 2017, p. 72).

DISCUSSION

This study was aimed at investigating the use of WhatsApp to reduce students' speaking anxiety in a blended learning activity at the tenth grade of a Vocational School in Wanareja. The findings could be concluded that some reasons emerged on the use of WhatsApp to reduce students' speaking anxiety in blended learning activity based on the students' perceptions. The first reason, WhatsApp helped them to communicate with their teacher and other students comfortably. The second reason, WhatsApp helped them to feel confident when they chatted in English with their teacher and other students. The third reason, WhatsApp helped them to not feel nervous while using it as a learning tool in learning English speaking.

The fourth reason, WhatsApp helped them to not fear making mistakes during communication via WhatsApp learning group. The fifth reason, WhatsApp helped them to be motivated to learn English speaking effectively. The sixth reason, WhatsApp helped them to like learning English speaking. The seventh reason, WhatsApp helped them to actively participate in WhatsApp group discussions. The eighth reason, it was a good media addition to learn English speaking in blended learning activity. The ninth reason, WhatsApp helped them to improve their English speaking skill. The tenth reason, it was easy to do learning English speaking via WhatsApp in blended learning activity. To support these findings, a study carried out by Ali and Hady (2019, p. 295) also found that integrating WhatsApp in their formal learning had positive attitudes because of its easy use and enjoyment for the students.

The students' perceptions were also strengthened by their teacher who claimed that the use of WhatsApp could reduce students' speaking anxiety in blended learning activity because of some reasons. Firstly, they could be relax when expressing their opinions in-class discussion. Secondly, they could be comfortable and brave to talk when they have to express opinions in class. Thirdly, it provided an interactive communication exercises between students, teachers, and other students. Fourthly, they could reduce their speaking anxiety, increase interaction, and improve their motivation and confidence. Fifthly, they could increase students' speaking skill and performance. Moreover, the teacher could use WhatsApp in blended learning activity to improve students' speaking skill and

performance. The findings were also supported by Alshammari, et al. (2017, p. 72) who showed that WhatsApp can improve student performance in foreign language learning.

The findings could be concluded that WhatsApp group, Photos, Chat, WhatsApp document, Voice messaging, and Video were the kind of Whatsapp features that reduce students' speaking anxiety during the implementation of blended learning activity. To use these Whatsapp features, blended learning activities were implemented by the teacher in teaching speaking to reduce students' speaking anxiety. In the inside of the classroom was carried out through face-to-face activity in the classroom and in the outside of the classroom was carried out through online WhatsApp.

There are several steps on the implementation of Whatsapp to reduce students' speaking anxiety during blended learning activity. The first, on face-to-face activity in the classroom, the definition of blended learning activity was explained the teacher at first. It combined face-to-face instruction with technology mediated instruction. The second, the definition and the features of Whatsapp were also previewed by the teacher. The third, the students were divided by the teacher into several groups in which each of them consisted of five students. The fourth, the teacher ordered the students to download WhatsApp application on their smartphones. The fifth, WhatsApp group was created by the teacher for the students. The sixth, the teacher ordered the students to make dialogues about their daily conversation in groups. The topics of dialogues were sent by the teacher on Whatsapp group by using photos. The ninth, the teacher pleased the students to practice speaking of their dialogues with their group that they made before.

The tenth, on online activity, the teacher ordered the students to share or upload their videos on Whatsapp group. The eleventh, the teacher ordered the students to type and send the documents of dialogues as Whatsapp documents. The twelfth, the teacher asked every group should give comments on each video made by other groups by chatting on Whatsapp group. The thirteenth, the teacher allowed the students to use voice messaging when commenting on other groups' videos. The fourteenth, on face-to-face activity, the students' videos which had been shared on Whatsapp group were reviewed and given feedback by the teacher. The fifteenth, the teacher allowed every group of students to perform their dialogues in front of the class. This activity is aimed to improve the students' performance in English speaking. At the same time, their speaking performances were also assessed by the teacher to prove that they were not anxious when the teacher tested their speaking. Those features were quite similar with the features of Whatsapp which were proposed and described by Suhaimi (2019, p. 593) and Dweikat (2018, p. 18). However, the teacher did not use other kind of Whatsapp features such as emoji, user locations, and audio and video calling as proposed and described by Alshammari, et al. (2017, p. 69).

As a comparison, numerous studies have investigated the use of WhatsApp in teaching and learning speaking in relation to anxiety to support the findings of the recent study. Firstly, Ali and Hady (2019) carried out a study about "A Study of EFL Students' Attitudes, Motivation, and Anxiety towards WhatsApp as a Language Learning Tool." The findings revealed that WhatsApp had a positive impact on reducing students' anxiety. The findings of the previous study carried out by Ali and Hady (2019) also supported the findings of the recent study which found that the use of WhatsApp could reduce students' speaking anxiety in blended learning activity based on the teacher and the students' perceptions.

The findings of the previous study carried out by Ali and Hady (2019) had similar point with the findings of the recent study because both of them focused on the use of WhatsApp to reduce students' speaking anxiety. However, the previous study was more specified to the use of WhatsApp in relation to EFL students' attitudes, motivation, and anxiety. However, this study was specified to the use of WhatsApp to reduce students' speaking anxiety in a blended learning activity. Other differences, the previous study applied descriptive study as a research method. However, the recent study applied a case study. Besides that, the earlier studies were carried out to 55 students studying English at University of Bisha, Saudi Arabia. On the other hand, it was carried out to 24 students at the tenth grade of a Vocational School in Wanareja.

Secondly, George (2018) also carried out a study about “WhatsApp Use Behavior in Relation to Social Interaction Anxiety and Personality among Students.” The descriptive study focused on “WhatsApp Use Behavior in relation to social interaction anxiety and personality among students.” The findings revealed that students who are socially anxious and who have deficiencies in interacting with the external world make use of WhatsApp as a medium to communicate with the social world. The findings of the previous study carried out by George (2018) also strengthen the findings of the recent study which found that the use of WhatsApp could reduce students’ speaking anxiety and provide an interactive communication exercises between students, teachers, and other students.

The findings of the previous study carried out by George (2018) had similar point with the findings of the recent study because both of them focused on the use of WhatsApp to reduce students’ speaking anxiety. However, the previous study was more specified to the use of WhatsApp in relation to social interaction anxiety and personality. However, this study was specified to the use of WhatsApp to reduce students’ speaking anxiety in a blended learning activity. Other differences, the previous study applied descriptive study as a research method. However, the recent study applied a case study. Besides that, the earlier studies were carried out to 120 school and college students in School of Management Studies of VISTAS Chennai, India. On the other hand, it was carried out to 24 students at the tenth grade of a Vocational School in Wanareja.

Lastly, in the context of education in Indonesia, Aulia (2018) also carried out a study about “Reducing Students’ Pronunciation Anxiety by Utilizing WhatsApp Group in Learning English Consonant Sounds.” The findings revealed that the students are able to reduce their anxiety in learning English consonant sounds by utilizing WhatsApp group. The findings of the previous study carried out by Aulia (2018) also supported the findings of the recent study which found that the use of WhatsApp could reduce students’ speaking anxiety in blended learning activity based on the teacher and the students’ perceptions.

The findings of the previous study carried out by Aulia (2018) had similar point with the findings of the recent study because both of them focused on the use of WhatsApp to reduce students’ speaking anxiety. However, the previous study was more specified to the use of WhatsApp in relation to students’ pronunciation anxiety. However, this study was specified to the use of WhatsApp to reduce students’ speaking anxiety in a blended learning activity. Other differences, the previous study applied descriptive study as a research method. However, the recent study applied a case study. Besides that, the earlier studies were carried out to 18 students at the first semester of English Department students at STKIP PGRI Banjarmasin. On the other hand, it was carried out to 24 students at the tenth grade of a Vocational School in Wanareja.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The conclusions indicated that the students perceived positively on the use of WhatsApp reduced their speaking anxiety in blended learning activity. The conclusions also indicated that six kinds of Whatsapp features were used by the teacher during the implementation of blended learning activity.

Suggestions

Regarding the conclusions, the English should give motivation to the students in teaching speaking by using WhatsApp to reduce their speaking anxiety in a blended learning activity. Furthermore, the students should overcome their fear of making mistakes, nervous, and anxiety when they learned English speaking in blended learning activity. The results of this study are also useful for the readers who are interested in the study on the use of WhatsApp to reduce students’ speaking anxiety in a blended learning activity.

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Appendix 1:

RESEARCH INSTRUMENT **The Closed-Ended Questionnaires**

Students' Code: _____

The following items are about the extent of the use of WhatsApp reduces students' speaking anxiety in blended learning activity at the tenth grade of a Vocational School in Majenang. Your task is responding the items by marking checklist [√] in the response's column!

No.	Items	Responses	
		YES	NO
1.	The use of WhatsApp helps me to communicate with my teacher and other students comfortably in blended learning activity. (<i>Penggunaan WhatsApp membantu saya berkomunikasi dengan guru dan siswa lain dengan nyaman dalam kegiatan pembelajaran campuran.</i>)		
2.	I feel confident when I chat in English with my teacher and other students via WhatsApp in blended learning activity. (<i>Saya merasa percaya diri ketika saya mengobrol dalam bahasa Inggris dengan guru saya dan siswa lain melalui WhatsApp dalam kegiatan pembelajaran campuran.</i>)		
3.	I do not feel nervous while using WhatsApp as a learning tool in learning English speaking in blended learning activity. (<i>Saya tidak merasa gugup saat menggunakan WhatsApp sebagai alat belajar dalam belajar berbicara bahasa Inggris dalam kegiatan pembelajaran campuran.</i>)		
4.	I do not fear making mistakes during communication via WhatsApp learning group in blended learning activity. (<i>Saya tidak takut membuat kesalahan selama komunikasi melalui kelompok belajar WhatsApp dalam kegiatan pembelajaran campuran.</i>)		
5.	WhatsApp motivates me to learn English speaking effectively in blended learning activity. (<i>WhatsApp memotivasi saya untuk belajar berbicara bahasa Inggris secara efektif dalam kegiatan pembelajaran campuran.</i>)		
6.	I like learning English speaking via WhatsApp in blended learning activity. (<i>Saya suka belajar berbicara bahasa Inggris melalui WhatsApp dalam aktivitas pembelajaran campuran.</i>)		
7.	I actively participate in WhatsApp group discussions in blended learning activity. (<i>Saya aktif berpartisipasi dalam diskusi kelompok WhatsApp dalam kegiatan pembelajaran campuran.</i>)		
8.	WhatsApp is a good media addition to learn English speaking in blended learning activity. (<i>WhatsApp adalah media tambahan yang bagus untuk belajar berbicara bahasa Inggris dalam kegiatan pembelajaran campuran.</i>)		
9.	WhatsApp improves my English speaking skill in blended learning activity. (<i>WhatsApp meningkatkan keterampilan berbicara bahasa Inggris saya dalam kegiatan pembelajaran campuran.</i>)		
10.	Learning English speaking via WhatsApp in blended learning activity is easy to do. (<i>Belajar berbicara bahasa Inggris melalui WhatsApp dalam aktivitas pembelajaran campuran sangat mudah dilakukan.</i>)		

(Adapted and edited from Ali & Hady, 2019, pp. 294-295)

Appendix 2:

RESEARCH INSTRUMENT
The Semi-Structured Interview

1. *Sejauh mana penggunaan WhatsApp dalam mengurangi kecemasan siswa ketika belajar speaking dalam pembelajaran blended learning?*
2. *Apa saja manfaat lainnya yang Anda atau siswa dapat rasakan setelah menggunakan WhatsApp ketika mengajarkan speaking dalam pembelajaran blended learning?*
3. *Apakah dengan digunakannya WhatsApp dalam pembelajaran blended learning juga dapat meningkatkan keterampilan speaking siswa?*
4. *Apa saja tampilan-tampilan dalam WhatsApp yang Anda gunakan untuk mengurangi kecemasan siswa?*
5. *Bagaimana langkah-langkah yang anda lakukan dalam menggunakan tampilan-tampilan dalam WhatsApp tersebut?*

(Adapted and edited from Ali & Hady, 2019, p. 292)

Appendix 3:

RESEARCH INSTRUMENT
The Transcripts of Recording Observation

Meeting : _____
Time : _____
Class : _____

The observation about “The Use of WhatsApp to Reduce Students’ Speaking Anxiety in a Blended Learning Activity at the Tenth Grade of a Vocational School in Majenang.”

The Main Issue:

“What features of WhatsApp can reduce students’ speaking anxiety during blended learning activity?”