

**USING SOCIAL MEDIA TO ENCHANCE STUDENTS
SPEAKING SKILLS: THE BENEFITS AND CHALLENGES**

THESIS

This Thesis is Submitted To Fulfill The Requirement

For “*Sarjana*” Degree In English Study Program



By:

FANZIA ARPEMI SANTIA

NIM. 21551016

ENGLISH TADRIS STUDY PROGRAM

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ISLAMIC STATE INSTITUTE OF CURUP (IAIN) CURUP

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
(IAIN) CURUP**

Jalan Dr. AK Gani N0. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010
Homepage <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

APPROVAL

Nomor : 1496 /In.34/FT/PP.00.9/ /2025

Name : Fanzia Arpemi Santia
NIM : 21551016
Departement : English Tadris Study Program
Title : Using Social Media to Enhance Students' Speaking Skills : The Benefits and Challenges

Has been examined by examining board of the English Tadris Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day / Date : Thursday, August 14th 2025
Time : 11.00 AM – 12.30 PM
At : Room 1 TBI IAIN Curup

Has been received to fulfill partial requirements for the degree of Strata 1 in English Study Program of Tarbiyah Departement of IAIN Curup.

Curup, August 2025

Examiners:

Head

Dr. Prihantoro, SS., M.Pd
NIP. 19750820 200801 1 004

Secretary

Jumatul Hidayah, M.Pd
NIP. 19780224 200212 2 002

Examiner I

Dr. Leffy Noviyenti, M.Pd
NIP. 19761106 200312 2 004

Examiner II

Meli Fauziah, M.Pd
NIP. 19940523 202012 2 003

Dean

Faculty of Tarbiyah



Dr. Sutarto, S.Ag., M.Pd
NIP. 197409212000031003



Dipindai dengan CamScanner

Hal : **Pengajuan Sidang Munaqasah**

Kepada

Yth. Dekan Fakultas Tarbiyah IAIN Curup

Di –

Curup

Assalamualaikum Warohmatullahi Wabarokatuh

Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya.

Setelah mengadakan pemeriksaan dan juga perbaikan, maka kami berpendapat bahwa skripsi atas nama **FANZIA ARPEMI SANTIA (21551016)** sebagai mahasiswa dari program studi Tadris Bahasa Inggris, dengan judul **“Using Social Media to Enhance Students Speaking Skills : The Benefits And Challenges”** sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, besar harapan kami agar bapak dapat menyetujui hal ini. Terima kasih.

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Curup, August 2025

Advisor

Co-Advisor



Dr.Prihantoro S.s M.Pd
NIP.197508202008011004



Jumatul Hidayah M.Pd
NIP.197802242002122002

THE STATEMENT OF OWNERSHIP

The Author who has signed below:

Name : Fanzia Arpemi Santia

NIM : 21551016

Study Program : Tadris Bahasa Inggris

Faculty : Tarbiyah

Declare that **Using Social Media to Enhance Students Speaking Skills : The Benefits and Challenges** thesis was written honestly and to the best of my ability. If this thesis has some mistake the following day, the author is prepared to assume responsibility for the consequences and any additional criticism from IAIN Curup and to abide by its policies.

Curup, August 2025
Author



Fanzia Arpemi Santia
NIM. 21551016

PREFACE

All praises be to Allah SWT that the researcher had finally finished writing her thesis entitled : “ *Using Social Media to Enhance Students Speaking Skills : The Benefits and Challenges.* “

The Thesis submitted as a part of the completion for undergraduate degree of Strata 1 (S1) in English Study Program of Institut State Islam Cilege (IAIN) . The researcher realized that this thesis is far from being perfect .therefore her really appreciates any suggestions and critics for being better in future.

Last but not least,the researcher hopes that this thesis will be useful to those who are interested in this field of study.

Curup, August 2025
Author

A handwritten signature in black ink, appearing to read 'Fanzia', with a stylized flourish extending to the right. The signature is placed over a faint, light-colored rectangular background.

Fanzia Arpemi Santia
NIM. 21551016

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The researcher finished this thesis entitled “ *Using Social Media to Itself Students Speaking skills : The Benefits and Challenges* “ This thesis is obtained in partial fulfillment of the requirement for Degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. I would like to express my deepest appreciation and heartfelt gratitude to everyone who played a role in this meaningful journey.

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Finally, I pray that Allah SWT blesses abundantly everyone who has shown kindness, provided guidance, and offered support throughout this journey.

Wassalamu'alaikum warahmatullahi wabarakatuh.

Curup, August 2025
Author

A handwritten signature in black ink, appearing to read 'Fanzia Arpemi Santia', is written over a faint, light purple rectangular background. Below the signature, there is a small, faint watermark that reads 'Scanned with CamScanner'.

Fanzia Arpemi Santia
NIM. 21551016

MOTTO AND DEDICATION

MOTTO

“ Allah does not burden anyone except according to his ability. To him is the reward for what he has done, and to him is the punishment for what he has done. “

(Q.s Al-Baqarah : 286)

“My heart is at peace knowing that what missed me was never meant for me, and what is destined for me will never miss me.”

(Umar Bin Khatab)

“ Perang Telah Usai, Aku bisa pulang.

Kubaringkan panah dan berteriak MENANG “

(Nadin Amizah)

“Aku ingin bilang kepada diriku di masa depan, Tidak masalah jika tidak menjadi apa yang kamu inginkan. Karena aku akan selalu menjadi yang paling menyayangimu“

“ Hello It’s Me (Kdrama) “

DEDICATION

I dedicate this thesis to myself, my beloved parents, and my cherished friends.

Your unwavering love, sacrifices, and constant encouragement have been the

pillars of my strength. This accomplishment stands as a testament to your

invaluable support. I am profoundly grateful and love you all deeply

ABSTARCT

Fanzia Arpemi Santia : Using Social Media to Enhance Students
Speaking Skills : The Benefits and Challenges
NIM : 21551016
Advisor : Dr. Prihantoro, SS., M.Pd
Co-Advisor : Jumatul Hidayah , M.Pd

This study aims to identify the benefits and challenges of using social media to enhance the English-speaking skills of fourth-semester students in the English Tadris Study Program at IAIN Curup. This research employed a descriptive qualitative approach. Data were collected through semi-structured interviews, and observations with 15 respondents selected using purposive sampling techniques. The findings reveal that social media provides various benefits in learning speaking skills, including increasing students' motivation, providing an interactive learning environment, granting access to global language communities, and boosting students' confidence. However, several challenges were also identified, such as distractions that hinder focus, limited internet access, and the excessive use of informal language. It is concluded that social media can be an effective tool to improve students' speaking skills if used purposefully and in a controlled manner. The researcher recommends that lecturers integrate social media into speaking lessons in a structured way, students use social media wisely, and future studies explore other language skills such as listening, reading, and writing.

Keywords: Social media, students , speaking skills, benefits, challenges

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CHAPTER I

INTRODUCTION

A. Background of the Study

Communication is the most important thing in everyday life. In today's sophisticated world, this is one of the main keys to expressing something. Moreover, education makes extensive use of technology instead of commerce and transactions. While learning English, students must develop their speaking abilities in order to communicate. Therefore, communication skills have received a lot of attention in foreign language instruction programs.¹

Speaking skills are really needed by students, having those skills can make things easier for students in various ways. For this reason, students really need to learn so they can make their speaking skills better in the future. The Industrial Revolution 4.0 has had a significant impact on foreign language teaching and learning thanks to advancements in multimedia technology, helping to diversify and the efficiency of transferring foreign language knowledge and skills through the application of information technology achievements, particularly in the teaching of speaking skills.

Nowadays, in honing speaking skills is really need social media has a big impact on students, social media such as YouTube, Instagram, Facebook, TikTok, and so on can be used by students to hone their

¹ Nguyen, T. D. T., & Pham, V. P. H. (2022). *Effects of using technology to support students in developing speaking skills*. International Journal of Language Instruction, 1(1), 1-8. DOI: <https://doi.org/10.54855/ijli.22111>. Accessed on August Saturday 3th 2024

communication skills especially in English. People in interaction mainly use speech to transmit information, so the function of speaking plays an important role in language acquisition

Social media is part of the development of internet-based communication technology that allows users to create, share and disseminate various forms of information quickly, openly and interactively. In general, social media is a digital platform that allows social interaction, information exchange, and network formation through a virtual system that can be accessed anytime and anywhere.

Different from traditional media such as television, radio, or newspapers, social media allows each user to not only be a recipient of information (consumer), but also a creator and disseminator of information (producer). This concept is known as user-generated content.

The integration of social media in language learning, particularly in improving speaking skills, has been widely supported by contemporary research. Social media platforms such as TikTok, YouTube, and Instagram offer authentic, real-time opportunities for students to interact using the target language. According to Alasmari and Alshae'el the exposure to real-life conversations and the availability of native speakers' content on these platforms enhance learners' pronunciation, fluency, and confidence in speaking.²

² Alasmari, A., & Alshae'el, A. (2020). The Effect of Using Social Media on English Language Speaking Skills. Arab World English Journal (AWEJ).

Before conducting this research, the researcher distributed a preliminary questionnaire to 35 fourth-semester students of the English Tadris Study Program at IAIN Curup. The result indicated that most students used social media to support their English learning, especially in practicing speaking. This finding became the basis for conducting further research through interviews and observation. Based on several findings that researchers have encountered in the environment of 4th semester students of English language education at Iain curup, some students use social media to practice their speaking, so it can be seen that social media has a big impact on speaking.

Technology is currently developing rapidly. Many technology companies have provided innovation and convenience for their users. One of the technological developments that is often used by people is cell phones. Having cellphones can make it easier for people to access various things. Mobile phones are of course very developed in the world of technology, almost all people in the world use this technology. Mobile phones certainly have an important function for people to connect with each other. Not only mobile phones, the internet is also developing over time. The use of cellphones and the internet is closely related to each other and this has a huge impact on society.

B. Research Question

Based on the background that has been expressed, the problem formulation for the research to be carried out is as follows:

1. How do Students use social media to enhance their speaking skills ?
2. What are the main benefits students get from social media to enhance their speaking skills ?
3. What are the main Challenges students face when using social media to enhance their Speaking skills ?

C. Research Objectives

Based on the research question above, the objective are:

1. To Find how do students utilize use social media to enhance their speaking skills ? .
2. To find the Benefits when students access using social media to train students' speaking skill?
3. To Find out main challenges students face when using social media to enhance their speaking skills ?

D. Identification of the Problems

The writer want to know how to do students Using social media to itself their speaking skills and focuses on the benefits and challenges students of using Social media. Some of the identified problems such as:

1. Limited English Speaking Skills among Students

Many students still have difficulty in speaking English fluently and confidently.

2. Limited Time and Opportunities to Practice in the Classroom

The learning process in the classroom is often limited by time so that students do not have enough opportunities to practice their speaking skills actively.

3. Limited of Interesting and Interactive Speaking Practice Media

The learning media used in speaking activities tend to be monotonous and less challenging, so students feel bored and less motivated.

4. The Increased Use of Social Media by Students in Daily Life

Students today are very familiar with various social media platforms such as Instagram, TikTok, YouTube, and WhatsApp that can be utilized for learning.

5. Potential of Social Media as a Tool to Develop Speaking Skills

Social media has various features that allow students to speak, record voice, make videos and interact in English.

E. Limitations of the research

Based on the problem identification above, this study aims to measure the effect of using social media as a medium for learning speaking skills in the English study program at IAIN Curup, as well as the application of communicative learning media to support speaking practice activities in the learning process.

F. Significance of the Research

1. Theoritically

The Significance of this thesis is that it will help students learning English as a second language to get more additional references and inspiration in terms of practicing speaking skills.

By using social media, students can explore more learning that can improve speaking skills, as we know that there are many social media platforms that provide learning about speaking skills in English.

2. Pratically

From a practical perspective, the findings of this research are expected to provide meaningful contributions for both teachers and students in the English Tadris Study Program at IAIN Curup, particularly in the context of improving speaking skills through the use of social media

a) Teachers

This study is expected to serve as a reference for teachers in designing and implementing more engaging and interactive language learning activities. By utilizing social media as a learning medium, teachers can create opportunities for authentic speaking practice that goes beyond the boundaries of the classroom. Social media platforms can be used to facilitate student interaction, encourage real-time feedback, and promote consistent speaking practice in a more relaxed and familiar environment. Furthermore, this research highlights the potential for integrating social media into existing teaching methods to complement traditional

approaches. Teachers can adopt strategies such as using video challenges, voice recordings, or live discussions on social platforms to make learning more appealing, thereby increasing students' motivation and confidence in speaking English.

b) Students

For students, the outcomes of this research are expected to provide practical guidance in overcoming common difficulties in improving speaking skills. Through exposure to the strategies identified in the study, students can learn to take advantage of social media as a self-learning tool, enabling them to practice speaking both with and without direct tutor supervision. This is particularly beneficial for English Tadris students, as they are often required to demonstrate strong communication skills. By applying the approaches suggested in this study, students can develop greater autonomy in their learning process, gain access to a wide range of authentic language resources, and engage in meaningful interactions with peers or native speakers online. Ultimately, these practices can lead to improved fluency, pronunciation, and overall speaking confidence.

G. Definition of Key terms

1. Social Media

Social media refers to a collection of internet-based platforms and applications that allow users to create and share content or participate in

social networking. These platforms include tools such as video sharing, messaging, live streaming, and commenting features. In the context of this study, social media specifically refers to platforms like Instagram, YouTube, TikTok, and WhatsApp, which provide opportunities for students to engage in spoken English communication, either by creating content or interacting with others.

According to Kottler and Keller, social media is a medium that is used by consumers to share text, images, sound, video and information with others³. Taprial and Kanwar define social media as media that a person uses to be social, or get social online by sharing content, news, photos and others with others.⁴ Social media is the process of interaction between individuals by creating, sharing, exchanging and modifying ideas or ideas in the form virtual or network communication.⁵ Social media is something that can create various forms of communication and information for all who use it.

2. Speaking

Speaking are a fundamental component of language proficiency, involving the ability to communicate thoughts, ideas, and information orally in a clear, fluent, and coherent manner. This includes correct pronunciation, grammar, vocabulary usage, fluency, and confidence. In this study, speaking

³ Philip Kottler dan Kevin Lane Keller, *Handbook Of Research Of Effective Advertising Strategies In The Social Media Age*, (Cambridge: IGI Global, 2016), hlm. 338.

⁴ 2Varinder Taprial dan Priya Kanwar, *Understanding Social Media*, (London: Ventus Publishing ApS, 2012), hlm. 8.

⁵ Erwin Jusuf Thaib, *Problematika Dakwah Di Media Sosial*, (Sumatra Barat: Insan Cendekia Mandiri, 2021), hlm. 8

skills refer to students' ability to produce spoken English both in planned and spontaneous contexts, particularly through the use of social media tools.

Speaking is an activity carried out to be able to interact with other people. Speaking has an important function in processing and receiving information from others, both verbal and non-verbal messages⁶ Speaking ability is an ability that is considered difficult for foreign language learners, in general they will find it difficult to use the language appropriately in social interactions, they assume that good foreign language use is when they can use the language appropriately like native speakers.⁷

Speaking is one of the essential language skills, alongside listening, reading, and writing. It involves expressing thoughts, ideas, or emotions orally, and it plays a crucial role in communication. Effective speaking requires a combination of various elements, including vocabulary, grammar, pronunciation, and fluency.

To be proficient in speaking, individuals must practice regularly to develop confidence and clarity in expressing themselves. Good speaking skills are important not only in everyday conversations but also in formal settings like presentations, debates, or public speaking.

One key aspect of speaking is fluency, which refers to the ability to speak smoothly and without frequent pauses. Fluency comes with practice,

⁶ dhina Putri Maharani, "The English Speaking Program at Darul Hikmah Modern Islamic Boarding School Tawang Sari Tulungagung," Accesed , August 12, 2024.

⁷ Ridwan One, "Jack. C. Richard and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Teaching*. Cambridge: University Press," accessed August 12, 2024

and it's often influenced by a person's familiarity with the language and the topics they are discussing. Another important factor is pronunciation, as incorrect pronunciation can lead to misunderstandings.

In conclusion, speaking is a fundamental skill for effective communication, and mastering it requires consistent practice, attention to pronunciation, and adaptation to different speaking situations.

3. Skills

Skill is the ability a person has to do something. Skills can be acquired through training, experience, or habit. Skills can be an added value in professional aspects and determine the direction of life. Skills can be divided into two types, namely hard skills and soft skills. Both types of skills are equally important and complement each other in the world of work.

4. Students

The term students in this study refers to individuals currently enrolled in a formal educational institution particularly at the college level who are learning Speaking. These students regularly use social media in their everyday lives and are the main participants in the research.

5. Benefits

Benefits are defined as the positive effects or advantages gained by students as a result of using social media to enhance their English speaking ability. These may include increased exposure to English content, more

frequent speaking practice, improved self-confidence, enhanced motivation, and the ability to learn in a more flexible and engaging environment.

6. Challenges

Challenges refer to the barriers, limitations, or problems that students may face while using social media for speaking practice. These can include distractions from non-educational content, time mismanagement, lack of structure or feedback, technical problems (such as poor internet connection), and the potential for cyberbullying or privacy issues.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Speaking

Speaking is the ability to communicate orally using language, both verbally and nonverbally, in different contexts. Speaking can also be defined as the ability to express opinions, comment, ask and answer questions.

According to Collins The term speaking derived from the word “speak” which mean an oral communication between two or more persons to exchange ideas by talking together.⁸

According to Chaney speaking is .the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.⁹

Speaking is closely related to listening. Therefore, speaking ability can be influenced by things that are often listened to. One way to improve speaking is by watching movies or listening to music in English.

Speaking skill are often not given the opportunity to get special attention in the learning process. This is similar to the statement that speaking often gets the same treatment as other aspects of language. This is similar to the

⁸ Rahmawati, Siti. *The Role of Social Media in Improving Students' Speaking Skills. Jurnal Pendidikan Bahasa Inggris*, Vol. 3 No. 1, 2021, hlm. 15.

⁹ Chaney, A.L. & T.L. Burk. *Teaching Oral Communication in Grades K–8. Boston: Allyn & Bacon, 1998, hlm. 13.*

statement that speaking often receives the same treatment as other aspects of language¹⁰

Based on the research data conducted, there are many students who often find it difficult to develop speaking skill. This difficulty can be influenced by several things, including the ability to listen and understand. Therefore it can be assumed that students who are able to learn aspects of grammar, vocab, and even pronunciation are not necessarily able to communicate well. However, the lack of mastery in other aspects such as listening skill, vocabulary and grammar, is also a common cause of students' difficulties in communicating in a foreign language.¹¹

a. Scopes of Speaking

Several Scopes of speaking from various aspects include:

1) Concept Speaking

Speaking is a skill that becomes a goal in language learning. Talking is one way to be able to communicate with other people, speaking plays a very important role because it actively helps someone to interact with other people³⁶. The part of speaking is very closely related to how a person can interact socially with his environment, so language learning, especially in speaking skill, is the main concern that must get accuracy.

¹⁰ *Teaching Languages to Young Learners*, accessed February 12 August , 2024. <https://www.cambridge.org/core/books/teaching-languages-to-young-learners/24C0A04FF42B159B8A9650D4CEB83409>

¹¹ Chaney and Burk, *Teaching Oral Communication in Grades K-8*.

The concept of language learning must also be arranged systematically. With good learning arrangements, it can be assumed that the results given in language classes will also get maximum results. The right strategy should also be set for students so that they can provide support to understand the material well. The right atmosphere and learning strategies can help students develop ideas and increase self-confidence that is good enough to speak¹²

2) The purpose of Speaking

a) To Inform

The purpose of speaking in this context is to convey information or knowledge to the listener. The speaker acts as a source of information, delivering it clearly and accurately so the listener can understand. Examples A teacher explaining a lesson to students and a seminar speaker sharing insights on a particular topic.

b) To Entertain

Through speaking, the speaker can entertain the listener with expressions, stories, or emotions being conveyed. This process creates an enjoyable emotional connection between the speaker and the listener.

¹² Shima Kameli, Ghazali Bin Mostapha, and Roselan Bin Baki, "The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies," *Journal of Language Teaching and Research* 3, no. 1 (January 1, 2012): 23–29, <https://doi.org/10.4304/jltr.3.1.23-29>.

c) To Persuade

Speaking is also aimed at influencing or convincing the listener to accept opinions, ideas, or take specific actions. This involves using logical and emotional arguments to build the listener's trust.

Examples:

- 1) A salesperson persuading customers to buy a product.
- 2) An activist speaking to encourage people to join a social movement.

With these three purposes, speaking becomes an essential tool for communication in various aspects of daily life, both formal and informal. Everybody uses speaking to persuade to do something in a certain activity.

From the element explained above, speaking is a productive skill to develop students speaking, which is used in the lives of human language that have function to inform, entertain, and persuade the listeners.

b. Elements of Speaking

Speaking is an activity in which a person carries out the process of conveying meaning or messages to others. Therefore, in the process of speaking, it cannot be given carelessly. The speaker must pay attention to several important aspects and elements in the communication process, especially in the use of language. Some aspects that need to be considered are pronunciation, stress, and intonation patterns. Based on

the elements in education, there are several elements of speaking, namely¹³:

a) Pronunciation

According to the Oxford Dictionary, pronunciation is how someone speaks a word or language. Pronunciation deals with the sound of a word. Pronunciation is considered a difficult element to learn for foreign language learners.¹⁴

Differences in pronunciation can change the meaning and result in a message not being conveyed properly¹⁵ differences in the accent of the mother tongue and the foreign language cause the students' pronunciation difficulties. A message can be conveyed properly based on how he pronounces the meaning of the message. It is related to the quality of a person's pronunciation ability. Therefore, several aspects of pronunciation must be mastered by a foreign language learner, namely the articulation, intonation, rhythm, expressions and body language.

b) Grammar

Grammar is an arrangement of words that can convey meaning to someone, and grammar is a word order rule explaining the

¹³ Ade Prima Rora, "*The Components of Speaking Skill*," KEEP STRUGGLE , February 11, 2015, <https://adeprimarora.wordpress.com/2015/02/11/the-components-of-speaking-skill/>.

¹⁴ Oxford Learner's Dictionaries | Find Definitions, Translations, and Grammar Explanations at Oxford Learner's Dictionaries," accessed August 15 , 2024, <https://www.oxfordlearnersdictionaries.com/>.

¹⁵ Rora, "The Components of Speaking Skill."

relationship between words. With grammar, one can compose a sentence systematically and be understood by others. Grammar is an important element in speaking, so the meaning conveyed can be understood with well-organized grammar and grammar rules.

c) Vocabulary

Vocabulary is a word in a language known to be used to convey ideas in the communication process. Good vocabulary mastery will make someone successful in learning a language. Enriching the vocabulary in the foreign language being studied is very important, with good vocabulary skill mean that someone can understand the language well, and they can also easily accept the message or meaning conveyed by the speaker

d) Fluency

Fluency is a component that contains a person's creativity or skill in generating and developing an idea. Fluency is a person's ability to use language communicatively and accurately. Someone who can use language, convey messages, and interpret a sentence correctly can be construed that he has good language fluency.

e) Comprehension

Comprehension is a person's ability to receive and understand something well, then remember it well even though the incident has been completed. It can be simplified that comprehension is someone who can understand something that is conveyed properly.

Comprehension is how a speaker can understand the topic they are saying so that the message recipient can accurately represent the meaning.

Based on the description above shows that speaking requires elements that must be understood to carry out conversations in a foreign language.

2. Social Media

Based on Nabila et al Social media is an online media that operates with the help of web-based technology that makes changes in terms of communication which used to be one-way and turned into two-way or can be referred to as interactive dialog. Social media is a place, service, and tool that allows everyone to connect so that they can express and share with other individuals with the help of the internet. share with other individuals with the help of the internet.¹⁶

According to Ardiansah and Maharani Social media is a means or forum used to facilitate interaction between fellow users and has the nature of two-way communication, social media is also often used to build a self-image or profile of a person, and can also be used by companies as a marketing medium.¹⁷

a) Types of Social Media

¹⁶ Nabila, S., Fitria, T. N., & Harida, E. *The Role of Social Media in Communication Transformation. Jurnal Komunikasi dan Media*, Vol. 5, No. 2, 2020,

¹⁷ Ardiansah, M. R., & Maharani, P. D. *Pemanfaatan Media Sosial sebagai Sarana Komunikasi dan Promosi di Era Digital. Jurnal Ilmu Komunikasi*, Vol. 10, No. 1, 2021, hlm 20

The use of social media as a marketing medium can be done by uploading photos to social media accounts such as Instagram and then they can be seen by consumers who follow the Instagram account and etc. The following are some types of social media :

1) Social Network

These are platforms that allow users to interact and socialize with each other. Popular examples include Twitter, Instagram, WhatsApp, and TikTok, where users can share statuses, pictures, and videos, and connect with friends or other people around the world.

2) Media Sharing Network

This type of social media focuses on sharing visual content, such as photos and videos. Examples are YouTube, TikTok, Snapchat and Instagram. Users can upload, share and enjoy various visual content from other users.

3) Live Streaming

This social media allows users to broadcast videos live to an audience. Examples of these platforms include YouTube Live, Facebook Live, Instagram Live, TikTok Live, Twitch, and StreamYard. These are often used for live events, gaming, or other interactive sessions.

4) Blog Services

This type of social media serves as a personal journal that can be accessed online. Users can write and share their thoughts, experiences, or information in a longer written format.

5) Microblogging Services

This is a subcategory of social networks that allow users to share short content, usually in the form of text or images. A prime example is Twitter, where users share short updates and interact with followers.

3. Benefits

Benefits refer to positive outcomes or advantages gained by students or educators through the use of social media as a learning tool, one of the major benefits lies in the increased motivation and reduced anxiety. Students are more likely to speak when they are in a familiar, informal environment such as social media compared to traditional classroom settings.

Additionally, self-recording and vlogging on platforms like TikTok or YouTube allow students. Social media is a highly popular platform among students. Using social media encourages students to be more motivated and interested in practicing speaking because the content is interactive and relevant to their daily lives¹⁸

Students can receive immediate feedback from teachers, peers or native speakers via comment, messages, or voice recordings. This helps improve

¹⁸ Wang, S. (2019). *Enhancing speaking skills through social media platforms. International journal of educational technology*. 6(2), 45-53

speaking skills and intercultural understanding. Some of the benefits of using social media to practice speaking such as :

a) Increasing students motivations and engagement.

Social media platforms such as YouTube, TikTok, and Instagram provide entertaining and interactive learning environments.

Students tend to be more motivated to practice speaking through platforms they already enjoy using.

Visual and interactive content keeps learners more engaged and reduces boredom.

b) Providing Opportunities for Authentic Speaking Practice

Social media enables real-life speaking experiences through:

- 1) Video recordings,
- 2) Live streaming,
- 3) Voice notes,
- 4) Online group discussions or comment sections.

These tools help students practice pronunciation, intonation, spontaneity, and real-world communication skills.

c) Access to Global Language Communities

Through social media, students can:

- 1) Interact with native speakers and peers from around the world,
- 2) Follow foreign-language content (e.g., vlogs, podcasts),
- 3) Expose themselves to different accents, idioms, and cultural perspectives.

This exposure enhances natural speaking and intercultural communication skills.

d) Building Students' Confidence

Some students feel shy or anxious speaking in front of others. Social media offers a more private and controlled environment.

4. Challenges

Using social media involves risks to data privacy and security, which may cause concern among students and parents, not all students have sufficient access to device and stable internet connections .leading to unequal opportunities for using social media as a learning tool ¹⁹.

Not all content on social media is educational or accurate. Students might encounter incorrect information language use, which can negatively affect their speaking development

Detailed Explanation of the Challenges of Using Social Media for Speaking Skills:

a) Distractions and Lack of Focus

Social media platforms are filled with notifications, entertainment, advertisements, and unrelated content. Students can easily become distracted while using social media, especially when practicing speaking.

This kind of distraction reduces focus, leading to ineffective learning sessions.

¹⁹ Livingstone, S. & Third A (2017). *Children and young people's in the digital age : An emerging agenda. New media & Society* .19 (5) , 657-670.

b) Unequal Access to Technology (Digital Divide)

Not all students have the same access to devices, internet connectivity, or digital literacy. Some may struggle to participate in online speaking activities due to lack of equipment or unstable internet. This creates inequality in learning opportunities.

c) Overdependence on Informal Communication

When students rely too heavily on social media for speaking practice, they may. Use simplified or casual language all the time, Avoid academic or formal speaking structures, and Develop speaking habits that are not suitable for formal settings (e.g., presentations, interviews).

B. Review of Previous Study

First, the research entitled "Social Media Usage for Enhancing English Language Skill" The aim of this study is to find out students' intensity of using English-language social media content. The study was conducted by quantitative approach and survey method among the Senior High School students in Jakarta, Indonesia. Data analysis shows that as students' intensity who used English-language social media content is low. Students' perception of English skill in reading and writing is good, while students' perception of listening and speaking is still low. The intensity of using English-language social media content is positively and significantly related to students' perceptions of their ability to speak English including reading, writing, listening and speaking aspects. Hence, social media is needed to be

learning media for learning English language as a Foreign Language in Indonesia.²⁰

Second, the research entitled " Enhancing Medical Students' Communication Skill: Development and Evaluation of an Undergraduate Training Program " by Maria C Husberg et al. The study aims to improve communication skill used in the interview process. To find out whether the program being implemented was successful, the researcher will survey the form of a questionnaire to the course participants. The survey results showed that participants who participated in the course program experienced an increase in their speaking and communication skill. ²¹

²⁰ Anwas, E., Sugiarti, Y., Permatasari, A., Warsihna, J., Anas, Z., Alhapip, L., Siswanto, H. & Rivalina, R. (2020). *Social Media Usage for Enhancing English Language Skill*. International Association of Online Engineering. Retrieved September 20, 2024 from <https://www.learntechlib.org/p/216465/>.

²¹ Maria C Hausberg et al., "Enhancing Medical Studentss' Communication Skill: Development and Evaluation of an Undergraduate Training Program," *BMC Medical Education* 12, no. 1 (December 2012): 16, <https://doi.org/10.1186/1472-6920-12-16>

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the methodology that will be used to investigate the use of social media in enhancing students' speaking skills. Since this study aims to explore both the benefits and challenges associated with the use of social media for enhance speaking skills, a qualitative approach is deemed most appropriate. This chapter presents the research design, population and sample, data collection methods, and data analysis techniques.

A. Kind of The Research

The research will employ a qualitative descriptive design, which allows for an in-depth exploration of the students' experiences, opinions, and perceptions regarding the use of social media to enhance their speaking skills. A qualitative approach is chosen because it is particularly useful for understanding the context, experiences, and meanings that individuals attach to their interactions with social media in the process of language learning.

The qualitative stage of this study involved semi-structured interviews with selected students from the same participant group. This phase aimed to explore their reasons for using social media to improve speaking skills, with particular attention to perceived benefits, challenges, accessibility, convenience, emotional engagement, and external influences. According to Creswell, integrating quantitative data with qualitative insights enhances the

validity and depth of the research findings by combining statistical trends with personal perspectives.²²

This study applied a two-phase research approach, beginning with a questionnaire to identify general patterns among participants, followed by in-depth interviews to understand their individual experiences more thoroughly. Such an approach is appropriate for examining how and why social media influences speaking skill development among English Tadris students at IAIN Curup, offering both a broader overview and a deeper understanding of the phenomenon under investigation.

B. Subject Of The research

. Before conducting the research, the researcher carried out a preliminary survey to gain an initial understanding of the students' use of social media in learning English. The subjects of this research were students from the English Tadris Study Program (TBI) at IAIN Curup. Purposive sampling was used, a technique in which participants are deliberately chosen based on specific characteristics relevant to the research objectives. The sample was drawn from fourth-semester students who had experience in using social media as a tool for language learning. Based on the initial data collection using a questionnaire with 35 students from three different classes (A, B, and C), a total of around 15 students was selected as the final sample for further data collection through interviews and observation. The sampling technique used was purposive

²² Creswell, J. W. (2014). **Research Design: Qualitative, Quantitative, and Mixed Methods Approaches** (4th ed.). Thousand Oaks, CA

sampling, in which participants were chosen according to criteria relevant to the study such as :

1. Actively using social media for English Speaking Practice.
2. Willing to participate in depth-interviews.
3. Showing high engagement and selective responses in questionnaire.

The number of 15 respondents is considered sufficient for qualitative research because it allows the researcher to gather rich and meaningful data while also reaching data saturation, a condition where no new information or themes emerge.

According to the local area that will be the sample for this research selected through purposive sampling. This method ensures that participants are chosen based on specific characteristics that are relevant to the research, namely their engagement with social media for learning English, particularly speaking skills.

Table 3.
Subject of the research

| No | Class | Number of Students |
|-------|-------|--------------------|
| 1 | 4A | 17 Students |
| 2 | 4B | 17 Students |
| 3 | 4C | 20 Students |
| Total | | 54 Students |

The selection of participants in this study was based on several key considerations. First, their active engagement with social media for speaking practice allowed them to provide meaningful reflections on both the benefits

and challenges of using such platforms. Second, the insights gathered from these students are expected to contribute to the development of more effective speaking-focused learning strategies within the Tadris English program.

C. Data Collection Methods

In addition to the questionnaire, the researcher conducted interviews to collect more in-depth qualitative data. Participants were selected from those who had completed the questionnaire and showed significant engagement with social media for speaking practice. The interviews aimed to explore students' real experiences, including the benefits they perceived, the challenges they faced, and how they used specific platforms in their speaking development. The interview process was conducted in a flexible manner; some were held face-to-face, while others were conducted online via WhatsApp voice or video calls, depending on participants' availability.

As Creswell states, interviews in qualitative research allow the researcher to explore participants' experiences and perspectives in detail, enabling a deeper understanding of the phenomenon under study. These interviews provided rich narratives and contextual insights that helped clarify and expand upon the qualitative findings.²³

Previously, the researcher wanted to see how many students used social media to practice speaking skills. The researcher made observations before the study by distributing survey questionnaires to collect initial data regarding the

²³ Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson Education.

use of social media in speaking skills, this questionnaire was addressed to students with the following criteria.

1) Select potential respondents for interviews

To effectively address the research questions, it is essential to identify and select respondents who possess relevant experience, insights, or knowledge related to the topic under investigation. This study employed purposive sampling, a non-probability sampling technique commonly used in qualitative research, wherein respondents are deliberately chosen based on specific criteria relevant to the research objectives.²⁴

2) Identify platforms frequently used

Refers to the process of recognizing and determining which digital platforms (such as social media, communication apps, or learning tools) are most commonly utilized by a specific group of users in this case, students. This identification process is important in order to understand user behavior, preferences, and trends in digital engagement, especially when related to specific skills such as speaking in a foreign language.

3) Understand the benefits and challenges using social media

The use of social media among students is widespread and shows potential as a complementary tool for speaking practice. The findings highlight the importance of integrating familiar digital platforms into language learning strategies to enhance engagement and provide more opportunities for students to use the target language in real contexts.

²⁴ * Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods* (3rd ed.). SAGE Publications

The questionnaire for survey was distributed online using google form completed 35 students. The results helped in identifying 15 students for further interviews and observation. The selection process focused on individuals who are capable of providing rich, detailed, and meaningful information that contributes directly to answering the research questions. Key considerations in selecting potential interviewees included:

- a) Relevance to the research topic, based on their experiences or roles;
- b) Availability and willingness to participate in the interview process;
- c) Ability to reflect critically and articulate their perspectives.

By targeting participants who meet these criteria, the study aims to gather data that is not only contextually grounded but also diverse in perspective. This aligns with the qualitative research goal of gaining a deep understanding of complex issues through the lived experiences of individuals²⁵.

Furthermore, selecting respondents in this manner enhances the credibility and richness of the data, supporting a more nuanced interpretation of the phenomena being studied²⁶.

1. Interviews

Before conducting the interviews, the researcher carried out a preliminary survey using a questionnaire in order to identify potential participants and obtain initial information related to the research

²⁵ Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). SAGE Publications.

²⁶ Mason, J. (2017). *Qualitative Researching* (3rd ed.). SAGE Publications.

focus.”Semi-structured interviews be conducted with selected students via WhatsApp (Chat/Vn/Call) . The interviews focus on the students’ experiences in using social media platforms (such as YouTube, Instagram, TikTok, etc.) to enhance their speaking skills. The questions will explore the students’ perceptions of the benefits and challenges they encounter when utilizing social media for language learning. The interview explains through WhatsApp text messages or voice notes , based on the participants’ preference. With the participants' consent, the responses will be saved and used for research purposes.

2. Observation

In Addition to interviews ,the researcher also employed observation as a techniques to collect data. This observation aimed to directly examine how students utilize social media for speaking practice. It invovled monitoring students interactions on platforms such as Tiktok, Instagram or youtube where they may post videos, go live, send voice notes, or participants in online. .

The observation was conducted in the form nonparticipant onlien observation,focusing on digital content or online activities related to English speaking practice. The oserved data included the types of speaking activites (e,g video creation,voice recording,or texts),frequency

of use ,participation online communities, and the way students responded to feedback from their audience or peers.²⁷

The observation was carried out after the interview sessions. The researcher could gain a better understanding of each participants behavior,preffered platforms,and types of speaking acctivities prior to the observation. Comducting interviews beforehand allowed the observation process to be more focused and relevant, targeting specific aspect mentioned by the participants. This approach also strengthens the validity of data by comparing interviews findings with direct advice of students social media activities.

D. Data Analysis Techniques

The data collected through, interviews, and observations will be analyzed using thematic analysis, which involves identifying and analyzing themes and patterns within the data. The following steps will be followed in the analysis:

1. Transcription

The data collected throught inteviews whether conductedt, audio voice notes,video calls ,or text based chats will be trancribed. The researcher will carefully tranccribe relevant content,ensuring that the participants ideas, expressions, and perpectives are accurately captured.

²⁷ Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.)*. Pearson Education.

For voice notes ,the audio will be playde back multiple time to ensure that all spoken content is recorded precisely.for chat based interviews,the entire conversations will be documented and organized chronologically ,preseving the original context and meaning of the participants responses.

This transcription processis essentisl to prepare the date for further analysis,allowing the researcher to identify key patterns themes,and categories related to the use social media in developing students speaking skills ²⁸

2. Interpretation

The final step involves interpreting the key patterns or main topics identified in light of the research questions. The researcher will discuss how these findings reflect the students' experiences in using social media to improve their speaking skills and provide insights into how social media can be more effectively integrated into language learning programs.

E. Instrument of The research

1. Interview Guide

- a) A semi-structured interview guide will be developed to explore students' experiences in using social media to enhance their speaking skills.

A semi-structured interview guide is research tool commonly used in qualitative studies to explore participants' perspectives, experiences, and insights. Unlike structured interviews, which follow a rigid set of

²⁸ Creswell J .W (2012) *Educational Research : Planning,Conducting,and Evaluating Quantitative and Qualitative Research (4th ed.)* Boston : Pearson Education,Inc,Page 237-238

questions, semi-structured interviews offer flexibility, allowing interviewers to adapt their questions based on the conversation while ensuring that key topics are covered.

- a) The interview guide will contain open-ended questions related to students' engagement with social media platforms, perceived benefits, challenges, and their impact on speaking confidence
- b) The interviews will be audio-recorded for accurate transcription and analysis.

The researcher prepared several questions to complement the results of interviews and observation checklists. for this interview the researcher prepared 5 questions prepared for the student as follows:

Table 3
Blueprint Benefits Using Social Media

| No | Indicators | Sub– Indicators | Question | Respond |
|----|---------------------------------|--|--|---------|
| 1. | Increasing Student's Motivation | 1. Social media motivates students to speaking | 1. In what ways does social media motivate you to practice your speaking skills ? 2. What are your thoughts on how social media affect Your motivation to speak or use English? | |

| | | | | |
|----|---|--|--|--|
| | | 2. Social media provide interactive learning environment ? | <p>1. Have you ever felt you gained something valuable from using social media? It could be information, a skill, or a new insight</p> <p>2. If so, How social media able to provide the interactive learning environment?</p> | |
| 2. | Providing opportunities for authentic speaking practice | Social media provide authentic speaking Practice | <p>1. Nowadays, social media is everywhere and really part of our daily lives, right? We often use it not just for fun but also to learn new. Can you share your experience about how social media offers opportunities for authentic speaking practice?</p> <p>2. How does social media provide authentic speaking practice ?</p> | |

| | | | | |
|----|---|---|--|--|
| 3. | Acces to Global Language Communities | 1. Social media enchances natural speaking practice | <p>1. Social media has become a vast platform that allows us to communicate with people from different countries and cultures. Because of this diverse interaction, many feel that social media helps in practicing speaking naturally. How social media can enhance your natural speaking practice ?</p> <p>2. Social media platforms have changed the way people communicate, especially in language learning. They offer many chances to listen to real conversations and practice speaking in everyday contexts. Because of this, many learners find themselves speaking more naturally when</p> | |
|----|---|---|--|--|

| | | | | |
|--|--|--|---|--|
| | | | <p>using social media compared to traditional learning methods.</p> <p>2. How has your experience with social media influenced the way you practice speaking naturally?</p> | |
| | | 2. Social media enhances interactual communication | <p>1. Social media is now often used for real conversations, like in comments, messages, or live videos. It helps people talk and respond to each other more easily. How much do you think social media helps you improve your interactional communication? Can you explain it ?</p> <p>2. When using social media, people can practice speaking, listening, and responding in real time. This helps improve how they</p> | |

| | | | | |
|----|-----------------------------------|---|---|--|
| | | | <p>interact in conversations. Can you share how social media has helped you communicate better with others in conversations?</p> <p>2. How social media able to enhance your interactural communication ?</p> | |
| 4. | Building Students Speaking Skills | Social media buliding students confidence | <p>1. Nowdays social media has a become a common platform for students to express their thoughts ,share opinions,or ever practice speaking in front of audience,either through videos, posts or comments. In you opinion How do you feel when you express your ideas on social media, can you share an experence whre social media helped (or didn't help) you feel more confidence ?</p> <p>2. can you explain how</p> | |

| | | | | |
|--|--|--|-------------------------------------|--|
| | | | social media build you confidence ? | |
|--|--|--|-------------------------------------|--|

Table 3.1
Blueprint Benefits Using Social Media to Answer
Research Question Number 2

| No. | Indicators | Sub-indicators | Questions | Respond |
|-----|------------------------|---|---|---------|
| 1. | Containing Distraction | 1. Social media contains of distraction | <p>1. As we know, social media is full of different types</p> <p>Of content funny videos, trending news, music, and much more. While it can be entertainingentertaining and even educational, sometimes it can also take our attention away from things we need to focus on, like learning or speaking practice. I'd like to hear your thoughts about this . Can you describe a time when social media made it harder for you</p> | |

| | | | |
|--|--|---|--|
| | | <p>to stay focused? What happened? does it bother you ?</p> <p>2.Can you share some situations where social media made it harder for you to focus on your speaking practice?</p> <p>1. Many students say that its hard focused when there are constant notifications or interesting content on social media it's easy to get disctracted ,especially when trying to study or speak in english can you describe when your focus change when you're using social media while trying to study or practice soeaking ?</p> <p>2. What are some ways social media has distracted your focus ? in what ways can social media reduce your focus ? can you tell me</p> | |
|--|--|---|--|

| | | | | |
|----|--|------------------------------------|---|--|
| | | | ? | |
| 2. | Lack of internet technology access | Lack off internet connectivity | <p>1. Using social media for learning or practicing speaking often requires good internet and technology access . however not everyone has the same level of access ,which can sometimes cause diffullities. How Important is technology access for social media use ?</p> <p>2. How does technology access ato hinder your speaking practice in social media ?</p> | |
| 3. | Depending a lot on informal communaction | Overdependence on informal setting | <p>1. Social media is often used in a more casual or informal way, especially when students interact through chats, comments, or videos. While this can make communication feel easier and more</p> | |

| | | | | |
|--|--|--|---|--|
| | | | <p>relaxed, it might also affect how formal language is used in learning situations. I'd like to ask your thoughts about this.</p> <p>To what extent does social media over depend on informal communication?</p> <p>2. How does social media over depend on informal communication ?</p> | |
|--|--|--|---|--|

2. Observation Checklist

An Observation Checklist is a tool used to help someone observe and record specific behaviors, actions, or events in a structured way. It's like a list where you can tick off items or make notes about what you see. This tool is commonly used in various fields, including education, healthcare, and research, to ensure that observations are consistent and focused on the right aspects.

- a) An observation checklist will be used to systematically record interactions on social media platforms (e.g., TikTok, YouTube, Instagram) related to language learning.

b) The checklist will include aspects such as frequency of posting videos, engagement with other learners, participation in language challenges, and use of interactive features for speaking practice. These instruments will help ensure that the study captures rich, qualitative data on students' use of social media for enhance their speaking skills

Observations are made when students use social media in learning activities or speaking practice (ex. making videos, voice notes, live streaming, or group discussions)

Table 3.2

This Observation checklist guidance is designed to answer the research questions number 3

| No. | Aspects Observed | Indicators | Statements | Checklist | Description |
|-----|-------------------------------|---|--|-----------|-------------|
| 1. | Frequency of use social media | Students regularly access social media in daily life | The student uses a specific platform frequently for speaking | | |
| 2. | Platform preference | Students prefer a specific platform for speaking practice | The student records speaking videos (monologue/dialogue) | | |
| 3. | Type of Speaking Activities | Students engage in speaking-related activities | The student participates in live sessions or | | |

| | | | | | |
|----|------------------------|---|--|--|--|
| | | (e.g., recording, live talk) | voice chats | | |
| 4. | Confidence Level | Students speak without hesitation or nervousness | The student appears confident while speaking in videos or during tasks | | |
| 5. | Improvement in fluency | Students show better fluency compared to previous performance | The student speaks more fluently and with better vocabulary | | |

3. Instrument Validation

To ensure the validity of the instruments, the researcher consulted one validator. The validator was a lecturer in English Education who examined the content validity of the interview guideline and the observation sheet, ensuring that the instruments were relevant to the research objectives. The feedback and suggestions from the validator were used as the basis for revising and improving the instruments before they were implemented in the field.

CHAPTER IV FINDING AND DISCUSSION

In this section, the researcher presents all the data that were found and analyzed. Since two instruments were used in this research interviews and observations the findings are organized accordingly to reflect the results gathered from both methods.

A. Findings

The interviews were conducted online via WhatsApp , using three modes: text chat, audio messages, and video calls, depending on the participants' availability and preference. A total of 15 students from semester 4, class A to C , were involved in the initial stage. From this group, 5 students were purposively selected as the main sample each representing class A, B, and C to provide in depth data.

The interview questions were divided into two sessions, focusing on two main aspects: The benefits and The challenges of using social media to enhance students' speaking skills. Observations were carried out after the interviews to validate and complement the interview data by analyzing the participants' actual use of social media platforms such as TikTok, Instagram, and YouTube.

1. Benefits Using Social Media to enhance Students Speaking Skills

To answer the first research question, “What are The Benefits students get from using social media to itself their speaking skills ?” the researcher used a qualitative collect data with interview guide using Whatsapp on June 2025.

This section presents the findings related to the first research question: "What are the benefits of using social media to itself students speaking skills?" The data was gathered through semi-structured interviews with five selected students who shared their experiences using various social media platforms such as YouTube, TikTok, and Instagram as tools for practicing English speaking this question to answer the first research question.

1) Social media motivates students to speaking.

Respondents from all three classes expressed that they felt highly motivated to practice speaking English after observing confident users on platforms like TikTok and YouTube. Several students mentioned being inspired by creative content and aspiring to improve their English to be like those users.

Many students reported feeling more motivated to speak in English when using social media platforms. This motivation stems from seeing others confidently express themselves in English online.

The findings revealed that social media plays a significant role in motivating students to improve their English speaking skills. Although the total number of participants who completed the interview process was 15, This selection was made based on purposive sampling, focusing on students who provided the most complete, diverse, and reflective responses relevant to the research objective after being exposed to various content on platforms like YouTube, TikTok, and Instagram.

Most respondents reported that social media motivates them to practice speaking English. The inspiration came from observing confident speakers and creative content on platforms like TikTok, Instagram, and YouTube. Seeing peers or influencers actively use English encouraged students to emulate their behavior

(R1) mentioned, *“Social media motivates me a lot when I see people making videos to learn English by confidently speaking and creating interesting content.”*

This statement illustrates that watching peers or content creators practice English publicly serves as a motivational model, showing that speaking English is both possible and socially rewarding.

Similarly, (R2) said, *“Social media motivated me when I watched videos on YouTube. It made me want to practice my speaking skills too.”*

This indicates that inspirational content can lead to action, where students do not just consume but are triggered to emulate the behavior they observe.

In conclusion, the data suggests that social media acts as a motivational tool by providing students with accessible role models, regular exposure to spoken English, and interactive environments that encourage them to participate actively. The motivational aspect is closely tied to students' emotional engagement, interest in content, and identification with content

creators, all of which promote more frequent and confident English speaking practice.

2) Social media provide interactive learning environment.and Providing opportunities for authentic speaking practice

Before diving into the responses, it is important to understand that social media platforms do not only serve as entertainment tools, but also act as interactive learning environments. For many students, these platforms offer access to real-time language input and active speaking experiences. Through videos, comments, live chats, and even self-created content, students are exposed to real-world English that encourages them to mimic, respond, and engage in ways that reflect natural communication. This environment provides more than passive learning—it allows for authentic speaking opportunities that are often missing in traditional classroom settings.

R3 stated, “I’ve tried to respond to trending topics in English by making my own short videos. It’s like practicing real conversation.

R4 explained, “When I practice speaking while watching English news or reaction videos, I try to answer or comment just like I would in real life.”

R5 mentioned, “I use Instagram reels and practice by repeating what they say. It feels like a mini-dialogue.”

Their responses reveal that social media serves as an engaging and motivating environment for language use, providing not only authentic

speaking opportunities but also access to interactive features, diverse language input, and a global audience. The findings are grouped thematically to show how social media benefits students in building confidence, enhancing interaction, and supporting natural language production outside formal classroom settings.

3) Acces to Global Language Communities

Some students used social media to join English-speaking communities and challenges, interacting with people from different countries. This not only expanded their vocabulary but also enriched their cultural understanding. abulary but also deepen their intercultural understanding, which is essential for effective language learning and glob

R) explained, “When I use social media, I can talk with people from other countries. It’s fun and helps me learn new cultures too.”

Highlights that social media supports language learning beyond grammar and vocabulary by exposing learners to cultural aspects. Engaging in conversations with international users not only improves speaking skills but also enriches cross-cultural understanding, making the practice more meaningful and enjoyable.

R3 stated : “ I made friends from Thailand and the Philippines just by joining English-speaking groups online.”

It means *R3’s involvement in online groups shows the power of community-based learning on social media.* These peer-to-peer interactions simulate real-life communication scenarios and create a

supportive environment where students can use English (authentically and spontaneously).

From the participants' responses, it's clear that social media really gives students real chances to practice speaking. They can talk to people from different countries, join English challenges, take part in group discussions, or even just casually chat in DMs. All these experiences help them become more confident and used to speaking English in natural situations. So, social media isn't just for fun it also works as a cool and effective tool for improving speaking skills in a real, enjoyable way.

4) Social Media Builds Confidence

Confidence is a crucial factor in language learning, especially when it comes to speaking. Many students feel nervous or shy to speak English in front of others, which can hold back their progress. Social media offers a unique space where learners can practice speaking at their own pace, observe others, and receive positive feedback without the pressure of a formal classroom. This environment helps students gradually build their self-confidence and feel more comfortable expressing themselves in English. The following responses illustrate how social media has contributed to boosting students' speaking confidence.

R1 explained, "At first, I was shy to speak English, but after posting my first video, I received support and encouragement. Now, I feel more confident."

R3 stated, “Sometimes I used to be shy, but when I watch others speak, it makes me confident to try.”

The interview data revealed that social media plays a significant role in motivating students to practice speaking English. Several respondents explained that watching confident English speakers on platforms like YouTube, TikTok, and Instagram inspired them to try speaking themselves. This suggests that exposure to real users and relatable content can encourage language learners to practice in a more enjoyable and informal environment.

Furthermore, social media’s interactive features, such as comments and group discussions, allow students to engage with others, ask questions, and receive immediate feedback. One respondent noted that they have learned new vocabulary and how to use it in real conversations, showing that interaction outside the classroom and fosters authentic learning experiences.

Respondents also reported that imitating English scripts from videos helped them practice pronunciation and sentence structure naturally. This mimicking of real-life content allows for more authentic speaking practice, bridging the gap between passive learning and active language use..

Based on the interview results from three different classes (A, B, and C), it can be concluded that all respondents experience similar positive

impacts of using social media for improving speaking skills. Social media content provides motivation, a fun and interactive environment, authentic practice opportunities, access to global communities, and contributes to building students' confidence. Although each student uses different platforms and styles, the flexibility and informality offered by social media significantly support their speaking development.

2. Challenges students face when using social media to enhance their speaking skills.

While social media brings many benefits for language learners, such as increased confidence and access to authentic speaking opportunities, students also face several challenges in using these platforms effectively. Based on the interview responses, three key issues were frequently mentioned: distractions that reduce focus, poor internet connectivity, and the overuse of informal or casual language. These challenges can impact the consistency, quality, and formality of students' speaking practice. Below are the specific challenges experienced by respondents, grouped into sub-themes, along with their individual responses and interpretations.

1) Social Media Reduces Students Focus when Learning Speaking

One of the main challenges students face when using social media to practice speaking is maintaining focus. Social media platforms are designed to be entertaining, which often leads learners to become distracted by unrelated content. This distraction reduces the time and concentration devoted to actual speaking practice, making it harder for

students to achieve their learning goals. The following responses illustrate how this issue affects students differently.

R4: "It's easy to lose track of time on social media. I waste more time scrolling than actually practicing."

R5 : "I wanted to practice speaking, but ended up chatting with friends instead. It's hard to stay focused."

Based on the respondents' answers, it is clear that social media's entertainment-driven design often distracts students from their speaking practice. Even with good intentions to learn, learners find themselves diverted by videos, memes, and notifications, which reduces their focus and productivity. This challenge highlights the need for students to develop better self-discipline and for educators to guide learners on managing distractions while using social media as a learning tool.

2) Lack of internet technology access and Connectivity

Another significant challenge reported by students is poor internet connectivity. Since social media-based speaking practice often requires stable connections for streaming videos, uploading recordings, or participating in live sessions, unreliable internet can disrupt the learning process. This technical barrier leads to frustration and reduced motivation, as students are unable to fully engage in speaking activities such as a respondent answer :

R1: "I feel lazy to practice when the internet is slow, especially when videos take too long to load."

R3: “If the connection is bad, I can’t upload my speaking videos properly, so I give up.”

R4: “Bad internet ruins my motivation because the video pauses and the learning flow is gone.”

Respondents revealed that unstable or slow internet connections significantly hinder their ability to use social media effectively for speaking practice. Frequent buffering, video freezing, and connection drops cause frustration, disrupt the learning flow, and sometimes lead students to quit practicing altogether. This challenge emphasizes the importance of accessible and reliable internet infrastructure to support digital language learning, especially in contexts where online platforms are essential for authentic speaking opportunities.

3). Depending a lot on informal communication and Overdependences

Many students reported that the informal nature of language on social media influences their speaking habits. Exposure to slang, abbreviations, and casual expressions commonly used online can make students comfortable with informal English, but it may also hinder their ability to use formal or academic language when necessary. This sub-theme explores how social media’s casual communication style impacts students’ speaking skills. The following responses highlight their experiences :

R1: “I use informal English like ‘gonna’ or ‘wanna’ because I see it a lot on Instagram and TikTok.”

R3: "Slang from social media makes my English sound fun, but I'm afraid it's not good for academic use."

R5: "Because of social media, I've developed a habit of speaking too casually, which isn't always appropriate in class."

The findings suggest that while social media encourages students to speak more freely, it also exposes them to informal language that may not be suitable for formal or academic settings. Most respondents admitted becoming accustomed to casual expressions, slang, or abbreviated phrases they see online. This can limit their vocabulary range and reduce their awareness of appropriate speaking styles in different contexts. Therefore, although social media supports speaking fluency, it may unintentionally lead to overuse of informal language unless balanced with proper academic practice.

Based on the responses, it is clear that although social media offers many benefits, students still face several challenges when using it to improve their speaking skills. Common issues include distractions from entertainment content, poor internet connectivity, and the overuse of informal language and slang. These factors can reduce students' focus, lower their motivation, and impact their ability to practice formal speaking appropriately. Overall, while social media is a helpful tool, students need strategies to stay focused, manage technical problems, and balance casual interaction with proper language use.

3. How do students use media social to enhance their Speaking skills

Following the completion of in-depth interviews with selected respondents, this study also conducted a direct classroom observation to validate and enrich the qualitative data previously obtained. Observation, as a non-intrusive method, allows the researcher to witness and record actual behavior, classroom practices, and student interactions in a natural setting. According to Creswell observation is a fundamental component of qualitative research as it provides real-time insights that participants may not fully express in interviews or surveys²⁹.

In this study, the observation focused on how students used social media tools during English speaking practice activities. Attention was given to how frequently students engaged with platforms like TikTok, Instagram, YouTube, or AI chat tools, as well as their behavioral responses such as confidence, focus, collaboration, and spontaneity when incorporating digital tools into speaking tasks.

Through this process, the researcher aimed to compare actual classroom behavior with students' stated experiences from the interviews, thereby identifying potential gaps or consistencies between perception and practice. The observation findings are presented thematically in the sections that follow and are discussed in relation to the interview data :

²⁹ Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research** (4th ed.). Boston: Pearson Education.

| No. | Aspect Observed | Indicators | Checklist | Description |
|-----|---------------------------|--|-----------|---|
| 1 | Frequency of Use | Students regularly access social media | ✓ | From the interviews section researcher found almost students log in to Tiktok,Instagram /Youtube almost every day |
| 2 | Platform Preference | Prefer certain platforms for speaking practice | ✓ | Mainly uses Tiktok to record short speaking videos |
| 3 | Type of Speaking Activity | Engage in speaking –related activities | ✓ | Uploads videos an joins live discussion in English |
| 4 | Confidence Level | Speak without hesitation | ✓ | Students looks confident while speaking in recorded videos |

Based on the results of observations and interviews conducted with students, several key findings emerged regarding the use of social media as a tool for practicing English speaking skills. These findings include the frequency of use, platform preferences, types of speaking activities, and students' confidence levels when speaking.

B. Discussion

This section presents the discussion of the findings obtained from interviews with five selected participants. The research employed a qualitative method using semi-structured interviews to explore students' perceptions of the benefits and challenges of using social media to enhance their speaking skills in English. The selection of participants was done using purposive sampling, a technique that allows the researcher to intentionally choose individuals who have relevant experience and are able to provide rich information related to the research focus (Palinkas et al., 2015)³⁰

The fifteen respondents involved in this study were students who actively use social media platforms for language learning purposes. Their experiences were analyzed thematically and interpreted in relation to existing theories and literature. The discussion highlights the key themes that emerged from their responses, including the role of social media in providing authentic speaking opportunities, boosting confidence, supporting cultural interaction, and the

³⁰ Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). **Purposeful sampling for qualitative data collection and analysis in mixed method implementation research**. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544.

challenges that may hinder learning progress. By comparing the interview data with relevant scholarly work, this section aims to provide a deeper understanding of how social media contributes to the development of students' speaking abilities, and what limitations need to be addressed for more effective use.

1. The Benefits of Using Social Media

1.1. Social Media Increases Motivation

From the responses, it is evident that social media platforms play a motivating role in encouraging students to practice English. Several respondents explained how engaging with English-speaking content online, such as videos and challenges, inspired them to speak more. For instance, R1 mentioned that repeating English scripts from videos helped him feel as if he was speaking in a real situation. Similarly, R2 and R3 found it helpful to mimic native speakers or participate in trending topics, while R5 found value in interacting with Instagram reels. These activities triggered students' interest and made the speaking practice more dynamic, authentic, and self-driven.

This finding aligns with previous studies that emphasize the motivational benefits of using technology in language learning. Social media's fast-paced, visual, and participatory nature provides learners with content that feels current and entertaining, making them more willing to engage.

1.2. Social Media Offers Global Interaction Opportunities

Another major benefit that emerged from the interviews is that social media enables learners to interact with people from different countries. This cross-cultural communication provides authentic and meaningful speaking opportunities. R1 shared an experience of joining an English challenge on TikTok and receiving comments from international users, which excited and encouraged him. R3 and R4 also reported making friends or having conversations through English-speaking groups or comment sections.

This supports the idea that language learning is not limited to vocabulary and grammar, but also involves understanding cultural contexts. Social media helps learners develop not only fluency but also cultural awareness, which is essential for real-world communication.

1.3. Social Media Builds Confidence

Many respondents expressed that their confidence in speaking English improved because of social media. R1 explained that although he was shy at first, the positive feedback from his first video gave him a confidence boost. R2 and R3 mentioned that seeing others speak English on social platforms inspired them to try speaking themselves, while R4 and R5 emphasized the importance of seeing other non-native speakers perform confidently

The process of producing content, receiving encouragement, and seeing relatable role models contributed to reduced anxiety and

greater self-belief. These insights support the claim that digital environments can offer safe spaces for learners to express themselves and grow more confident over time.

2. The Challenges of Using Social Media

Espite the numerous benefits of using social media as a tool for language learning, students often face various challenges that can hinder their progress. These challenges may arise from technological limitations, distractions, or difficulties in maintaining motivation and focus. Understanding these obstacles is crucial to develop strategies that can help learners maximize the potential of social media for improving their speaking skills.

2.1. Difficulty Maintaining Focus

Although social media can be useful, it also presents several distractions. Respondents reported that they often opened apps like TikTok with the intention of practicing English but ended up watching unrelated videos. For instance, R2 said that she lost focus after being sidetracked by funny content. This shows that while social media offers valuable tools for language learning, its design for entertainment can reduce the effectiveness of focused study sessions.

This finding highlights a common concern about digital distractions, where educational goals may clash with the entertainment-driven

algorithms of social platforms. Students need strong self-regulation to ensure they stay on task.

2.2. Poor Internet Connectivity

Another challenge is technical specifically, slow or unstable internet connections. R3 mentioned that when the video stops due to buffering, he quickly loses interest and motivation to continue. For learners who rely on streaming or real-time interaction (like live chats or video calls), a poor connection can severely hinder practice and reduce enthusiasm.

This aligns with prior studies that stress the importance of infrastructure and access in digital learning. Without reliable internet, students miss out on the immediacy and flow of real-time communication, which are crucial for developing speaking skills.

2.3. Too Casual Language Exposure

A further concern is the informal style of language used on most social media platforms. R1 noted that he became used to slang and casual expressions from online content. While this type of language may be appropriate for everyday conversation, it may not be suitable for academic or professional settings. This raises the issue of appropriateness in language use. Social media often exposes learners to non-standard forms of English, which may limit their ability to adapt to formal communication contexts. Educators need to help students

balance their exposure to casual and formal English, depending on their language goals.

In conclusion, the findings reveal that social media plays a dual role in students' English speaking development. On the one hand, it encourages motivation, builds confidence, and provides authentic and global speaking opportunities. These benefits make it a valuable tool for informal language learning and practice.

On the other hand, students also face real challenges, including distractions, poor internet access, and overexposure to casual language, which can hinder their progress. Therefore, while social media holds significant potential, its use for language learning must be supported by awareness, structure, and self-discipline. Teachers can play a role in guiding students to use social media effectively and critically for educational purposes.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This Final Chapter aims to identify the benefits and challenges in using social media and to find out how students utilize the use of social media on speaking skills. This study used the interview method as a data collection technique. The data obtained from the survey first using a questionnaire before entering into data collection and then analyzed qualitatively to reveal the use of social media on the learning of speaking skills. The researcher identified five types of benefits and challenges that emerge in students' use of social media for speaking practice.

A. Conclusion

These findings are categorized based on how students engage with social media and the types of learning experiences they encounter. The five categories include motivational benefits, authentic speaking opportunities, global language interaction, technical challenges, and informal language exposure. Additionally, the study revealed a unique combination of factors occurring simultaneously, referred to as "multi-impact usage." This refers to students experiencing more than one type of benefit or challenge within a single social media interaction. These combinations take several forms, such as motivational-authentic, global-technical, and informal-authentic, depending on how students respond to content and interaction features on platforms like TikTok, Instagram, and YouTube.

Meanwhile, multi-impact use of social media refers to the occurrence of more than one benefit or challenge experienced by students within a single

speaking activity. These impacts are interconnected and contribute to a more complex learning experience. Each combination of benefits and challenges reflects a distinct pattern that enriches the student's engagement with speaking practice. These combinations illustrate how motivational, technical, interactive, and emotional factors can complement and reinforce each other in shaping the student's learning outcomes. Overall, multi-impact usage demonstrates that students' speaking development is not influenced by a single factor alone, but by multiple overlapping elements such as confidence, access to authentic content, internet stability, and informal expression. This layered experience allows students to build their speaking skills in more dynamic, personalized, and context-sensitive ways, even without formal instruction.

Based on the findings and discussions in the previous chapter, this research concludes that social media plays a significant role in enhancing students' speaking skills. The use of platforms such as TikTok, YouTube, and Instagram provides students with authentic speaking opportunities, exposure to global communication, and a more engaging learning environment.

In summary, while social media offers several benefits in enhancing English speaking skills, its effectiveness highly depends on how students manage distractions, balance formal and informal communication, and utilize technology access efficiently.

B. Suggestions

Based on the findings and conclusions previously discussed, several suggestions can be offered for future research as well as for teaching practices in speaking classes.

First, for future researchers interested in studying the use of social media in the context of language learning, it is recommended to expand the scope of research to other language skills such as reading, listening, and writing. Exploring how social media influences these skills could provide a more comprehensive understanding of its overall impact on second language acquisition.

Second, this study introduced the concept of multi-impact usage, referring to the simultaneous presence of multiple benefits and/or challenges experienced by students when using social media for speaking practice. Since this concept is not yet widely discussed in previous studies, further research is encouraged to explore its patterns, implications, and practical relevance in different educational and digital contexts.

Third, for English lecturers and teaching practitioners, the integration of social media in speaking classes should be done thoughtfully. Teachers are encouraged to use social media-based activities to increase student engagement, provide authentic speaking opportunities, and enhance learners' confidence. However, they must also guide students in managing distractions

and using language appropriately, especially in balancing informal and formal communication styles.

Lastly, for students, the use of social media should be approached as a learning tool rather than just a source of entertainment. By becoming more intentional in how they use platforms like TikTok, YouTube, and Instagram, students can maximize the benefits for their speaking development such as improved fluency, vocabulary, and intercultural communication while minimizing potential drawbacks like distraction or overuse of informal expressions.-

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A P P E N D I C E S

Appendix 1

Interview Result Preliminary Explanation

RESPONDENT 1

| No | Responses | Sub-Indicator | Interpration/ Analysis |
|----|---|---|--|
| 1. | <p>- “ <i>Social media motivates me a lot when I see people making videos to learn English by confidently speaking and creating interesting content</i>”</p> <p>- “ <i>I think social media really helps boost my motivation. I know that English is used in real life by many people around the world, not just in school and social media also shows that it is very important</i>” .</p> | Social media motivates students to speaking | The responses show that social media helps students feel more motivated to learn English. When they see people confidently speaking and making interesting content, it inspires them to practice too. Social media also shows that English is important. |
| | <p>- “ <i>Yes, through social media I learn a lot of new vocabulary, pronunciation, and I can learn how to read English well and correctly</i></p> <p>- “ <i>Because of social media I can interact with others through comments, videos, and chat.</i>”</p> | Social media provide interactive learning environment | Social media supports English learning by helping users improve vocabulary, pronunciation, and reading skills, while also encouraging interaction through comments, videos, and chats |
| | | | |

| | | | |
|----|--|---|---|
| 2 | <p><i>* I have done shadowing techniques from social media, where I was given the opportunity to repeat what has been said from the video correctly and well.</i></p> <ul style="list-style-type: none"> <i>• Social media provides a lot of practice media, such as providing running text to read and also like to do real discussion exercises in turn with the text that is already available</i> | Social media provide authentic speaking | Social media supports speaking practice by providing shadowing opportunities and interactive learning tools, such as running text for reading and turn-taking discussion exercises using available scripts |
| 3. | <p><i>- “in a way when I watch short videos or attend live talks where people speak in a relaxed and natural manner. This helps me mimic their pronunciation, intonation and sentence flow.”</i></p> <ul style="list-style-type: none"> <i>• My experience is that I often repeat what I hear in videos or record myself saying phrases I learn from social media. This helps me speak more naturally, not just grammatically.”</i> | Social media enhances natural speaking practice | Social media helps me speak more naturally by exposing me to relaxed, real-life conversations through videos and live talks, which I often mimic or repeat to improve my pronunciation, intonation, and sentence flow |
| | <p><i>- “ A lot, especially, respond politely and understand different communication styles”</i></p> <p><i>- For example, when I join English discussions on Instagram Live or comment on YouTube videos, I learn how to interact naturally, stay on topic, and keep the conversation going.</i></p> | Social media enhances interactual communication | Social media helps me understand different communication styles and respond politely by joining English discussions or commenting on videos, which trains me to interact naturally, stay on topic, and maintain the flow of conversation. |

| | | | |
|---|---|---|--|
| 4 | <p>- <i>"I was nervous and shy at first, and the first time I gave my opinion I was afraid of being wrong, but people responded positively and even corrected me in a kind way.</i></p> <p>- <i>"That is, by providing opportunities to speak without pressure and support, like a discussion without being immediately judged.</i></p> | Social media buliding students confidence | Social media builds my confidence to speak by offering a supportive environment where I can express my opinions without pressure, and even when I make mistakes, people respond positively and kindly. |
|---|---|---|--|

RESPONDENT 1 (CHALLENGES USING SOCIAL MEDIA)

| No | Responses | Sub Indicators | Interpratation/Analysis |
|----|---|-------------------------------|--|
| 1. | <p><i>* Yes, I was practicing English pronunciation but kept getting notifications.</i></p> <p><i>* While using language apps, I often get distracted by chat or other entertainment content.</i></p> | Media contains of distraction | Social media can be distracting during English practice, as notifications and entertainment content often interrupt my focus, especially when using language apps. |

| | | | |
|----|--|--|---|
| | <p><i>- I start watching educational videos but then get drawn into entertainment content.</i></p> <p><i>- Notifications, scrolling feeds, and the desire to multitask between learning and entertainment apps.</i></p> | Social media reduce the students focus | It's easy to lose focus on social media because I often start with educational content but end up distracted by entertainment, notifications, and the urge to multitask between apps. |
| 2. | <p><i>- Very important, without good internet cannot access real-time conversations or interactive content that makes language learning effective.</i></p> <p><i>- Poor internet , buffering videos, and the inability to participate in real-time language exchanges.</i></p> | Lack off internet connectivity | A stable internet connection is essential for effective language learning on social media, as poor internet causes buffering and prevents access to real-time conversations or interactive content. |
| 3. | <p><i>- In general, social media platforms are designed for quick and casual interactions.</i></p> <p><i>-Social media encourages short messages, a casual tone, and visual communication through memes and emojis</i></p> | Overpendences on Informal Setting | Social media promotes quick, casual communication by encouraging short messages, informal language. |

- RESPONDEN 2 (BENEFITS)

| No | Responses | Sub-Indicator | Interpratation/ Analysis |
|----|---|---|--|
| 1. | <p>- “ <i>Social media motivates me practive my speaking skills by giving me a platform to practice</i>”</p> <p>- “<i>I think social media has a big impact for me to push my practice speaking skills</i>”</p> | Social media motivates students to speaking | The responses show that social media helps students feel more motivated to learn English. When they see people confidently speaking and making interesting content, it inspires them to practice too. Social media also shows that English is important. |
| | <p>- “ <i>Yes, I have. I learned many things from my social media,like how to speak better in english, how to edits videos and ets.</i>”</p> <p>- “ <i>\ social medai is interactive I can also talk with people from other countries and helps me learn in a fun way. Nor boring</i> “</p> | Social media provide interactive learning environment | Social media motivates the students to practive speaking bo providing platform. |
| | | | |
| 2 | <p>* <i>Yes, I have a friend from another country and we often chat on telegram sometimes we do voice messages in speaking english. “</i></p> <p>* <i>Its feel natural and fun,not like a test</i>”</p> | Social media provide authentic speaking | Having a friend |
| 3. | - <i>i often watch short videos on TikTok or YouTube where people speak in English in a casual way. it</i> | Social media enchances natural | Social media also teaches me how to speak politely, |

| | | | |
|---|--|--|---|
| | <p><i>shows me how to use simple and natural words</i></p> <p><i>.- in social media i can learn how to speak politely, how to express my feelings, or how to respond in different situation</i></p> <p>• <i>My experience is that I often repeat what I hear in videos or record myself saying phrases I learn from social media. This helps me speak more naturally, not just grammatically.”</i></p> | speaking practice | express my feelings, and respond well in different situations |
| | <p><i>- “ i also learn new words and better ways to say things. it feels more natural than just practicing alone or reading from a book. ”</i></p> | Social media enhances interactural communication | Natural English by watching casual videos and picking up new words and better ways to say things—it feels more natural than just practicing alone or reading from a book. |
| 4 | <p><i>- “ at first, i felt nervous and shy when i posted something in English. i was afraid people would judge me. but i think making small mistakes is okay, and i still learn use English. “</i></p> <p><i>- “social media helps build my confidence because i can practice speaking and writing in front of others”</i></p> | Social media buliding students confidence | Social media helps build my confidence in using English by allowing me to practice speaking and writing in public, even though I was nervous at first |

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RESPONDENTS 2 (CHALLENGES)

| No | Responses | Sub Indicators | Interpratation/Analysis |
|----|---|--|--|
| 1. | <p><i>“Yes, I was practicing English pronunciation but kept getting notifications. * While using language apps, I often get distracted by chat or other entertainment content.</i></p> | Media contains of distraction | Social media contains many distractions, such as constant notifications and entertainment content, which often interrupt my focus while practicing English. |
| | <p>- <i>“ I start watching educational videos but then get drawn into entertainment content. “</i></p> <p>- <i>“Notifications, scrolling feeds, and the desire to multitask between learning and entertainment apps.”</i></p> | Social media reduce the students focus | A stable internet connection is essential for effective language learning on social media, as poor internet causes buffering and prevents access to real-time conversations and interactive content. |

| | | | |
|----|--|--------------------------------|--|
| 2. | <p><i>* Very important, without good internet cannot access real-time conversations or interactive content that makes language learning effective.</i></p> <p><i>* Poor internet , buffering videos, and the inability to participate in real-time language exchanges.</i></p> | Lack of Internet Connectivity | |
| 3 | <p><i>In general, social media platforms are designed for quick and casual interactions.</i></p> <p><i>Social media encourages short messages, a casual tone, and visual communication through memes and emojis.</i></p> | Overpences on informal Setting | <p>Informal Communication Style:</p> <p>Social media platforms support quick and casual communication by encouraging short messages, informal tone, and visual elements like memes and emojis, which create a relaxed environment for language practice.</p> |

- **RESPONDENTS 3 (BENEFITS)**

| NO | Responses | Sub Indicators | Interpratation/Anlysis |
|----|--|---|---|
| 1. | <p><i>Social media motivates me by showing many other users who are confident and also have a good understanding of speaking, with that I am also motivated to improve my speaking skills.</i></p> <p><i>in my opinion social media give me a lot of positive things that make me want to improve my speaking skill. for example banyak sekali video yang di buat semenarik mungkin hingga membuat saya interested to try and practice my English.</i></p> | 1. Social media motivates students to speaking | Social media acts as both a motivational tool and a learning resource, offering inspiration, practical examples, and opportunities to engage in discussions, all of which help you. |
| | <ul style="list-style-type: none"> <i>definitely yes.because there are many videos which people make in the most interesting and unique form possible, which provides new information</i> <i>The media questions provide several ways, one of which is a discussion group that allows me to discuss with other students.</i> <i>I can interact directly with them through the comments column or</i> | Social media provide interactive learning environment | |
| | | | |
| 2. | <i>* Social media offers real-time communication that allows me to practice speaking naturally and</i> | Social media provide authentic speaking practice | Social media gives you the chance to practice speaking in everyday |

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| | <p><i>responsively, and also provides access to various sources so I can improve my speaking ability is good.</i></p> <ul style="list-style-type: none"> <i>• Social media offers me the opportunity to practice speaking in everyday contexts, such as interesting topics or sharing personal experiences. social media also increases my confidence in speaking.</i> | | <p>contexts such as discussing interesting topics or sharing personal experiences. This helps increase your confidence ispeaking.</p> |
| 3. | <p><i>* my experience using social media to improve my speaking skills is, i use the c.ai tool which helps me speak authentically. they give us the opportunity to chat with friends, and we can also choose what character we want.</i></p> <ul style="list-style-type: none"> <i>• social media offers the opportunity to speak directly, which gives immediate feedback, as it should. so you can practice authentically and also get direct feedback.</i> | Social media enchances natural speaking practice | Social media serves as a powerful tool for improving speaking skills by offering real-time communication, interactive tools, and access to various learning resources. It allows you to practice in authentic contexts, receive immediate feedback, and boost your confidence. Additionally, social media plays an important role in enhancing international communication, |
| 4. | | Social media buliding students confidence | |

- RESPONDENTS 3 CHALLENGES

| NO. | Responses | Sub Indicators | Interpratation /Analysis |
|-----|---|-----------------------------|---|
| 1. | <p><i>“ Yes, sometimes social media makes it difficult for me to focus, for example, when I have an assignment but I prefer to scroll</i></p> | 1. Social media contains of | Social media acts as both a motivational tool and a learning resource, offering |

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| | <p><i>through TikTok and it distracts me from my assignment.</i></p> <p><i>Yes, I have. When I'm about to practice speaking, I suddenly think about opening social media. But then I get so engrossed in scrolling that it's hard to focus again. Sometimes I also feel inferior when I see other people speaking so fluently.</i></p> <p><i>I've definitely had this happen. I initially intended to open social media to find speaking practice resources, but over time I ended up looking at other, unrelated content. I lost focus, and my practice time ended up wasted.</i></p> <p><i>Honestly, it happens so often. Social media offers so many distractions, like notifications that pop up suddenly when you're seriously studying or practicing speaking. Then, you just intend to open it for a moment, but end up scrolling.</i></p> | <p>distraction</p> <p>2. . Social media reduce the students focus</p> | <p>inspiration, practical examples, and opportunities to engage in discussions, all of which help you improve your English speaking skills.</p> |
| 2. | <p><i>“ It's very important. Without access to technology like a smartphone or laptop, and a stable internet connection, we can't access social media smoothly. All activities on social media, such as creating content, watching videos, all require technology.</i></p> <p><i>• If the internet is slow or there is no supporting device, it is clearly</i></p> | <p>Lack off internet connectivity</p> | <p>Social media can be a major distraction, often interfering with your ability to focus on important tasks like studying or practicing speaking. The constant pull of engaging content and notifications makes it challenging to stay on track,</p> |

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| | <i>an obstacle, for example, when I want to watch a video of someone talking, it lags, which will make me less in the mood to continue</i> | | sometimes leading to wasted time and a decrease in motivation, especially when comparing yourself to others. |
| 3. | <p><i>Quite a distance. Most people use casual language, abbreviations, or emojis to communicate. So, communication on social media is now more informal, even on otherwise serious topics.</i></p> <p><i>Social media relies too much on informal communication as most of its users prefer to use casual language, abbreviations, emojis or memes when interacting.</i></p> | Overdependence on informal setting | The availability of reliable technology and internet access is essential for using social media effectively. Issues like slow internet or poor devices can interrupt the experience, causing frustration and reducing motivation to continue learning or engaging with content. |

- RESPONDENTS 4

| NO | Responses | Sub Indicators | Interpratation/Anlysis |
|----|--|--|--|
| 1. | <p><i>• social media motivated me when i watching videos in youTube. practice your speaking skills it make me to practice my second skills because of watch videos on YouTube talk or Instagram and they use English so I'll be like them”</i></p> <p><i>I use social media everyday tahts make me more itrresting to imorive my speaking skills and improve my motivated because I want to be a english “ teacher</i></p> | 1. Social media motivates students to speaking | Wacthing videos makes me more motivated. |

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| | <p><i>"Yes, I've learned many new English words and how to use them in daily conversation."</i></p> <p><i>"By joining discussions in the comment section or group chats, I can ask questions and get responses from other users."</i></p> | Social media provide interactive learning environment | |
| 2. | <p><i>"I often send voice messages in English to friends on Telegram. It feels like real conversation, not just practice."</i></p> <p><i>"It gives direct feedback and real-time responses, so I can adjust my speaking like in real life."</i></p> | Social media provide authentic speaking practice | Social media gives you the chance to practice speaking in everyday contexts such as discussing interesting topics or sharing personal experiences. This helps increase your confidence ispeaking. |
| 3. | <p><i>* my experience using social media to improve my speaking skills is, i use the video game in social media “</i></p> <p><i>“ directly, which gives immediate</i></p> | Social media enhances natural speaking practice | It allows you to practice in authentic contexts, receive immediate feedback, and boost your confidence. Additionally, social |

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| | <i>feedback, as it should. so you can practice authentically and also get direct feedback.”</i> | | media plays an important role in enhancing international communication, |
| 4. | <p><i>–“My feelings when expressing ideas on social media ,sometimes I feel nervous and afraid and sometime I also fun to be able to share new ideas with others now</i></p> <p><i>-Social media can be a useful source of information and learning, especially when used positively to seek knowledge and support.</i></p> | Social media building students confidence | Confidences its very important to our students to make their freely expressing with other. |

RESPONDENT 4 CHALLENGES

| NO. | Responses | Sub Indicators | Interpratation /Analysis |
|-----|---|---|---|
| 1. | <p><i>“ When I use social media such as instagram many unimportant ads pop up, that’s make me losing my focus” .</i></p> <p><i>• Yes, I have sometimes open social media Ijust looking a messages not for learning “.</i></p> | 1. Social media contains of distraction | Sometimes social media is not used properly, especially for learning. |

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| | <p><i>*“ when I open my phine for learning sometimes my mother or my sisters disturb me and make me angry “</i></p> <p><i>* sorry in this part I cannot answer”</i></p> | <p>2. . Social media reduce the students focus</p> | |
| 2. | <p><i>“ of course its very important. All activities on social media, such as creating content, watching videos, all require technology.</i></p> <p><i>•, it is clearly an obstacle, for example, when I want to watch a video of someone talking, it lags, which will make me less in the mood to continue</i></p> | Lack off internet connectivity | <p>Social media can be a major distraction, often interfering with your ability to focus on important tasks like studying or practicing speaking. The constant pull of engaging content and notifications makes it challenging to stay on track, sometimes leading to wasted time and a decrease in motivation, especially when comparing yourself to others.</p> |
| 3. | <p><i>•. Most people use casual language, abbreviations, or slangs especially on Tiktok</i></p> <p><i>*i ‘m boring when im too long listening podcast in english ,that’s make my kuota internet off and I don’t wanna practice my speaking again”</i></p> | Overdependence on informal setting | <p>. Issues like slow internet or poor devices can interrupt the experience, causing frustration and reducing motivation to continue learning or engaging with content.</p> |

- RESPONDENTS 5

| No | Responses | Sub-Indicator | Interpratation/ Analysis |
|----|---|---|---|
| 1. | <p>- <i>“ Social media make me interested to uisng it because I always using social media in daily live that make me want to a new experiences to found e learning practice speaking in english “</i></p> <p>- <i>“I think social media has a big impact for us because in this worl many people using social media</i></p> | Social media motivates students to speaking | people confidently speaking and making interesting contentt. |
| | <p>- <i>“ Yes, I have in social media we can foun a interactive learning to studying “</i></p> <p>- <i>“ With social media I can interactive with my friendly from singapore because her always using in english that make me want to try speaking in english fluently”</i></p> | Social media provide interactive learning environment | Social media motivates the students to practive speaking bo providing platform. |
| | | | |
| 2 | <p><i>* Yes, of course I thins using a naturally speaking it's a good ideas,because in others people that's make it easy to understand what are they saying example our friend. “</i></p> <p><i>* Its feel natural I like that.</i></p> | Social media provide authentic speaking | We can found a new friends |

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| 3. | <p><i>- i often watch live on TikTok where people speak in English in a casual way. it shows me how to use simple and natural words</i></p> <p><i>.- in social media i can learn how to express my feelings, or how to respond in different situation</i></p> <p><i>• My experience is that I often repeat what I hear in videos or record myself saying phrases I learn from social media. This helps me speak more naturally, not just grammatically.”</i></p> | Social media enhances natural speaking practice | Express my feelings, and respond well in different situations |
| | <p><i>- “ i also learn new words and better ways to say things. it feels more natural than just practicing alone or reading from a book.”</i></p> | Social media enhances interactual communication | Natural English by watching casual videos and picking up new words and better ways to say things—it feels more natural than just practicing alone or reading from a book. |
| 4 | <p><i>- “ at first, i felt nervous and shy when i posted something in English. i was afraid people would judge me. but i think making small mistakes is okay, and i still learn use English. “</i></p> <p><i>- “social media helps build my</i></p> | Social media buliding students confidence | Social media helps build my confidence in using English by allowing me to practice speaking and writing in public, even though |

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| | <i>confidence because i can practice speaking and writing in front of others”</i> | | I was nervous at first |
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RESPONDENTS 5 CHALLENGES

| NO. | Responses | Sub Indicators | Interpratation /Analysis |
|-----|--|---|--|
| 1. | <p><i>“ I think many ditsraction from social that make me feel confusing and boring”</i></p> <ul style="list-style-type: none"> <i>• Yes, I have. to Sometimes I also feel inferior when I see other people speaking so fluently.</i> <p><i>* over time I ended up looking at other, unrelated content. I lost focus, and my practice time ended up wasted.</i></p> | 1. Social media contains of distraction | Social media acts as both a motivational tool and a learning resource, offering inspiration, practical examples, and opportunities to engage in discussions, all of which help you improve your English speaking skills. |
| | <p><i>* when you're seriously studying or practicing speaking. Then, you just intend to open it for a moment, but end up scrolling.</i></p> | 2. . Social media reduce the students focus | |
| 2. | <p><i>“ It's very important. Without access to technology like a smartphone or laptop, and a stable internet connection, we can't access social media smoothly. All activities on social media, such as creating content,</i></p> | Lack off internet connectivity | Social media can be a major distraction, often interfering with your ability to focus on important tasks like studying or practicing |

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| | <p><i>watching videos, all require technology.</i></p> <p><i>• If the internet is slow or there is no supporting device, it is clearly an obstacle, for example, when I want to watch a video of someone talking, it lags, which will make me less in the mood to continue</i></p> | | <p>speaking. The constant pull of engaging content and notifications makes it challenging to stay on track, sometimes leading to wasted time and a decrease in motivation, especially when comparing yourself to others.</p> |
| 3. | <p><i>• Quite a distance. Most people use casual language, abbreviations, or emojis to communicate. So, communication on social media is now more informal, even on otherwise serious topics.</i></p> <p><i>* Social media relies too much on informal communication as most of its users prefer to use casual language, abbreviations, emojis or memes when interacting.</i></p> | Overdependence on informal setting | <p>The availability of reliable technology and internet access is essential for using social media effectively. Issues like slow internet or poor devices can interrupt the experience, causing frustration and reducing motivation to continue learning or engaging with content.</p> |

- RESPONDENTS 6 (BENEFITS)

| No. | Responses | Sub-Indicator | Interpretation / Analysis |
|-----|--|--|---|
| 1 | <p><i>Social media has a very important influence on improving my speaking skills. I practice through TikTok and YouTube because of the many tips and educational content available that inspire me to improve my speaking. I also use apps that support my speaking skills, helping me gain confidence to speak in front of people.</i></p> | Social media motivates students to speak | <p>Social media provides inspiration, tips, and resources that significantly improve speaking ability and boost confidence.</p> |

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| 2 | <i>Social media provides a lot of valuable information and new insights, especially for practicing my speaking skills in English. Platforms like Facebook, Instagram, and HelloTalk allow me to find friends from abroad to practice communication. Educational content helps improve pronunciation and makes learning more engaging.</i> | Social media provides interactive learning environment | Social media offers interactive opportunities with native and non-native speakers, making speaking practice more engaging and easier to understand. |
| 3 | <i>Initially shy due to poor grammar, vocabulary, and pronunciation, I began replying to tweets from foreigners and later tried voice calls with native speakers. Over time, I became more confident, even speaking in front of the class.</i> | Social media provides authentic speaking practice | Social media allows learners to interact with native speakers, overcome fear, and improve fluency through real communication and challenges. |
| 4 | <i>Social media allows me to interact directly with native speakers, receive immediate feedback, and understand pronunciation variations. I also use AI to find conversation topics and practice daily with peers.</i> | Social media enhances natural speaking practice | Social media offers real-life conversational practice, helping learners speak more naturally compared to traditional methods. |
| 5 | <i>Social media connects me with people from various cultures, expanding my perspective and improving communication skills. I often receive feedback that helps me understand how my messages are perceived.</i> | Social media enhances interactional communication | Social media promotes intercultural communication, feedback exchange, and confidence in expressing ideas. |
| 6 | <i>At first, I felt shy about expressing my ideas, but seeing confidence-building tips on social media encouraged me to share more. Now I feel accepted and valued when expressing myself online.</i> | Social media builds students' confidence | Social media helps build self-confidence by offering a supportive platform for sharing opinions and receiving feedback. |

- RESPONDENT 6 CHALLENGES

| No. | Response | Sub Indicators | Interpratation/Anlysis |
|-----|---|---|---|
| 1. | <p>a. <i>Social media distracts me when I'm tempted to open the app to study, but end up getting caught up in entertaining content. “</i></p> <p>b. <i>“Ultimately, my study time is reduced and my practice is delayed.</i> <i>.”</i></p> <p><i>“ Notifications, comments, and aimless scrolling disrupt my concentration and make my study time ineffective.”</i></p> | <p>Social Media Contains of Distraction</p> <p>Social Media Reduce the Students Focus</p> | <p>The responses reflect a common challenge faced by students when using social media for academic purposes:</p> <p>Platforms like YouTube and Instagram can quickly capture attention with unrelated videos or posts, making students forget their original purpose.</p> |
| 2. | <i>“ Access to technology is crucial because it enables internet connection, the use of social media applications, and supports efficient and rapid</i> | Lack of Internetc Connectivity | Access to technology is essential for using social media as a learning tool. Without devices and internet |

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| 3. | <p><i>digital interaction and learning.</i> “</p> <p><i>-Lack of internet or technology access limits my speaking practice because it is difficult to access</i></p> <p><i>“- Social media relies heavily on informal communication because its language style is relaxed, responses are quick, and it emphasizes everyday interactions over formal language structures “</i></p> <p><i>·</i></p> <p><i>-Social media relies too heavily on informal communication “</i></p> | Overdependences Infomal Setting | <p>connection, students are unable to reach English learning content. This reliance means that limited access to technology becomes a challenge, especially for students who depend on social media more than traditional resources like books.</p> <p>Social media is widely used in informal communication, making it a convenient tool for daily interaction. However, relying too much on social media may lead to negative effects, such as addiction and reduced face-to-face communication skills. This overdependence on informal settings can limit students’ ability to practice structured or formal speaking situations.</p> |
|----|--|------------------------------------|--|

RESPONDENTS 7 (BENEFITS)

| NO | Responses | Sub Indicators | Interpratation/Anlysis |
|----|--|---|--|
| 1. | <p><i>“ Social media motivates me because I see others confidently speaking, so I want to try too ”</i></p> <p><i>-It really helps. Seeing people speak English makes me want to improve and be like them.</i></p> | Social media motivates students to speaking | Make Students more confident and want to try practice speaking |
| | <p><i>“ yes, I’ve learned new vocabulary and speaking tips. ”</i></p> <p><i>“ I can ask questions, join live sessions, and join discussions directly”</i></p> | Social media provide interactive learning environment | |
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| 2. | <i>“ I once made a short video in English and uploaded it as practice”</i> | Social media provide authentic speaking practice | Social media gives you the chance to practice speaking in everyday contexts such as discussing interesting topics or sharing personal experiences. |
| 3. | <i>“ I often watch native speakers, so I get used to natural expressions” .</i> <i>“ I learn to speak in a more relaxed and natural way not too formal” .</i> | Social media enhances natural speaking practice | Social media serves as a powerful tool for improving speaking skills by offering real-time |
| 4. | <i>“ I felt nervous at first, but after some posts, I became more confident.”</i> <i>“ I got positive feedback, and it made me want to keep trying” .</i> | Social media buliding students confidence | |

- RESPONDEN 8 (BENEFITS AND CHALLENGES)

| No. | Responses | Sub Indicators | Interpratation/Analysis | / |
|-----|--|---|--|---|
| 1 | a. <i>“Social media motivates me to practice English through videos. By watching English videos, I try to repeat the scripts of the videos I've watched “</i> b. <i>“Social media gives me positive impacts when learn English. Through social media, I can found new knowledge about English, such as new vocabularies.”</i> | Social Media motivates Students to Speaking | Social media motivates learners to practice speaking by watching and repeating English videos, which helps improve their fluency. It also provides new vocabulary and positive learning experiences. Overall, social media supports both motivation and skill development in English speaking. | |

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|----|--|---|---|
| | <p>a. <i>“Yes, I have. That is information, example new vocabularies”</i></p> <p>b. <i>“Social media can be a platform for one-way or two-way communication. So, we can learn English simply by watching videos or communicating with others using social media”</i>.</p> | <p>Social Media Provide Learning Environmental</p> | <p>The responses indicate that social media offers a valuable learning environment by providing new information, such as vocabulary. It supports both one-way learning through watching videos and two-way interaction through communication with others, making it an effective platform for practicing English.</p> |
| 2. | <p>a. <i>“ Yes, I can. I usually try to find new insight or information directly from native speaker when I use social media.”</i></p> <p>b. <i>“ Social media is provide around the world. So, I can learn English and get information directly from native speaker by using it. From my experience, sometimes I don't know how to pronounce word or speak about something in front of people. So, I usually use social media to find any information about that I don't know.”</i></p> | <p>Social Media Provide Authentic Speaking Practice</p> | <p>The responses show that social media enables authentic speaking practice by allowing learners to access and interact with native speakers worldwide. This direct exposure helps students gain real insights and improve their English speaking skills in genuine contexts.</p> |

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| 3. | a. <i>“ Social media increase my speaking practice through videos.</i> <i>I usually watch videos about information directly from native speaker that give advice how to</i> | Social Media Enhances natural speaking practice | social media enhances natural speaking practice by providing real-life, native speaker content and creative learning methods. Learners feel that social media makes it easier to understand and apply speaking |
| | <i>speak or improving English.”</i> | | |
| | b. <i>“ From my experience, learn from social media is helpful.</i> | | |
| 4. | <i>Through social media, sometimes I understand some points faster than in class. This happens because learning on social media is more creative, such as illustrating live situations.”</i> | Social Media Enhances interactional communication | skills naturally, often more effectively than traditional classroom settings. |
| | a. <i>“ Social media is so helpful for me. Using social media makes me used to hearing English vocabulary and conversations, making it easier for me to use and understand English in my environment class when we use English in communication.”</i> b. <i>“ By using social media, I get more new vocabularies and new information about English. So, sometimes I can get confident to speak in English when I know and understand what topic in</i> | | Social media helps improve interactional communication by exposing learners to real English conversations. Regular exposure to vocabulary and spoken content makes it easier to understand and participate in class discussions. Knowing the topic also helps students feel more confident to speak in English during interactions. |

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| | <i>conversation”</i> | | |
| 5. | <p>a. <i>“ I’m not someone who actively uploads social media content, so I feel shy and nervous when posting something. Therefore, posting something forces me to be confident. ”</i></p> <p>b. <i>“ Social media forces me to be confident when I express something. So, before I express something, I usually find more information that can increase my confident when I need to express, present something.”</i></p> | Social media Building Students Confidences | Using social media encourages students to build confidence by pushing them to express themselves publicly. Even for those who feel shy, the process of preparing to post or present something leads them to seek information and practice more, which gradually strengthens their confidence in speaking. |

- RESPONDENT 8 CHALLENGES

| No. | Response | Sub Indicators | Interpratation/Anlysis |
|-----|--|--|---|
| 1. | <p>a. <i>“ Yes, using social media makes me harder to stay focus. Because there are lot different information and different contents in social media, it makes me enjoy the content and forget my purpose “</i></p> <p>b. <i>“ When I open YouTube or Instagram, I usually find content that interests me so I continue watching and forget my purpose.”</i></p> | Social Media Contains of Distraction | Social media can reduce students’ focus during learning, especially when exposed to various unrelated and entertaining content. Platforms like YouTube or Instagram often lead users to shift attention from learning to browsing, causing them to forget their original purpose. |
| | | | |

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| | <p>a. <i>“ Same with part one answer. My focus change when I find interesting content. ”</i></p> <p>b. <i>“ Social media distract me by using interesting content. So that, that I forget my goal. ”</i></p> | Social Media Reduce the Students Focus | <p>Social media often distracts learners by presenting various engaging content that shifts their focus away from learning goals. Platforms like YouTube and Instagram can quickly capture attention with unrelated videos or posts, making student</p> |
| | | | s forget their original purpose. This constant exposure to entertaining content lowers concentration and disrupts speaking practice or study sessions. |
| 2. | <p>a. <i>“ Technology is so important for acces social media. Because, without technology, we can't acces social media. For example, we can't acces Instagram without device(handphone, etc) and internet. ”</i></p> <p>b. <i>“ I usually use social media to find information about English. So, if there is condition makes me can't acces social media, it can be challenges for me when learn English because I don't have many books as my sources ”</i></p> | Lack of Internetc Connectivity | <p>Access to technology is essential for using social media as a learning tool. Without devices and internet connection, students are unable to reach English learning content. This reliance means that limited access to technology becomes a challenge, especially for students who depend on social media more than traditional resources like books.</p> |
| 3. | <p>a. <i>“ Social media is always use on informal communication. It can be see from how people use</i></p> | Overpendences Informal Setting | <p>Social media is widely used in informal communication,</p> |

| | |
|---|---|
| <p><i>social media in everyday life and depend on it."</i></p> <p>b. <i>" Social media is useful in informal communication. Because social media makes people easier to communicate. But, sometimes social media can bring negative effect such addictive social media and decrease communication skill because people have less directly communication."</i></p> | <p>making it a convenient tool for daily interaction. However, relying too much on social media may lead to negative effects, such as addiction and reduced face-to-face communication skills. This overdependence on informal settings can limit students' ability to practice structured or formal speaking situations.</p> |
|---|---|

- RESPONDENTS 9 FROM CLASS C

| No. | Response | Sub Indicators | Interpratation/Anaylis |
|------------|---|---|--|
| 1. | <p>a. <i>" Social media motivates me because I see others confidently using English in daily conversations, vlogs, and memes. This inspires me with the thought, "If they can do it, why not me?"</i></p> <p>b.<i>" Using English through social media becomes part of my daily routine and helps me connect with global communities, which boosts my confidence and consistency in practicing" .</i></p> | Social Media motivates Students to Speaking | <p>Social media serves as a strong motivational factor by providing examples of confident English speakers in everyday contexts, which inspires learners to emulate them. It also helps integrate English into daily life beyond formal education, turning language practice into a regular routine. Furthermore, social media connects learners with global communities, enhancing their confidence and consistency in using English.</p> |

| | | | |
|----|---|--|--|
| | <p>a. <i>“ Yeah, i’ve learned so many things just from scrolling social media. for example, i picked up new vocabulary and slang in english from watching short videos, or even tips on how to improve my pronunciation. sometimes i even learn how to structure my speaking better just by watching how people explain things clearly on tiktok or youtube.</i></p> <p>b. <i>“ social media is interactive because we’re not just watchin, we can also comment, ask questions, or join discussions. for example, when someone posts a video teaching english expressions, people in the comments usually share their own examples or ask for clarification, and that makes it feel like a two-way learning process. some creators even reply directly, so it feels like a mini classroom but more casual and fun.”</i></p> | <p>Social Media Provide Interactive Learning Environment</p> | <p>Social media serves as a valuable learning resource where learners can acquire new vocabulary, slang, pronunciation tips, and speaking structure through passive watching. Additionally, its interactive features such as commenting, asking questions, and joining discussions create a dynamic two-way learning environment..</p> |
| 2. | <p>a. <i>“ive actually had some real experiences with that. i used ometv and talk with random people from different countries using english. it really felt like a natural conversation because i didnt know what topic would come up, so i had to think and respond quickly, just like in real life.”</i></p> | <p>Social media provide authentic speaking practice</p> | <p>The responses highlight that social media platforms offer authentic and spontaneous speaking practice through real-time interactions. Using tools like Ometv, students experience conversations that mimic real-life unpredictability,</p> |

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| | | | requiring them to think |
| | <p><i>b. “ social media provides authentic speaking practice by giving us realtime interactions. i joined international tiktok lives and it felt interactive, even though its through comments, its still a way to communicate with real people using real language.”</i></p> | | quickly and respond naturally. This reflects the development of fluency and spontaneity in speaking. |
| 3. | <p><i>a. “Social media helps me speak more naturally because i watch short videos in english. i try to repeat what they say or speak like them. it helps me practice real english. like i said before, i learned by ometv too, i have to answer fast and dont plan too much, so it feels like real conversation”</i></p> <p><i>b.” I get used to hearing how people really talk. i learn slang, tone, and everyday words. it makes me more confident to speak in a natural way.</i></p> <p><i>a. “ Social media helps me a lot. i often reply to comments or chat with people in english. it teaches me how to start, continue, and end a conversation naturally. i also</i></p> | Social media enchances natural speaking practice | Social media provides real, spontaneous speaking practice through live interactions and chatting with people worldwide. This helps learners respond quickly and naturally, boosting their fluency and confidence in using English in authentic situations. |

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| | <p><i>learn how to respond politely or casually, depending on the situation”</i></p> <p><i>b. “ it gives me many chances to interact. i can ask questions, answer, give opinions, or just have small talks in english”</i></p> | <p>Social media enhances interactual communication</p> | <p>Social media offers learners frequent chances to practice real conversational skills, adapting their language to different contexts. This interactive environment helps improve both speaking fluency and social communication skills in English.</p> |
| 4. | <p><i>a. “ I feel more confident when i share my ideas on social media, especially in english. one time i commented on twitter(x) posted using English, and people replied nicely. that made me feel like my english was good enough to be understood. since then, im not too shy to speak or write in english online.”</i></p> <p><i>b. “Social media gives me a chance to try without feeling judged. when people respond positively or even just like my comment, i feel encouraged. it helps me believe that i can really use english in real life, not just in class.”</i></p> | <p>Social media buliding students confidence</p> | <p><i>Social media boosts learners’ confidence in using English by providing positive feedback and a judgment-free space. Receiving encouraging responses helps reduce their shyness and strengthens their belief that they can communicate effectively in real-life situations beyond the classroom.</i></p> |

RESPONDENT 9 CHALLENGES

| No | Responses | Sub Indicators | Interpratation/Analysis |
|----|--|---|--|
| 1. | - Yes. there were times when | 1. media contains of | Social media can be a |
| | | | |
| | i planned to study or practice | | major source of |
| | <p>speaking, but ended up scrolling through short videos for way too long. it distracted me and totally messed up my focus.</p> <p>- sometimes i prepare to record myself speaking, but then get distracted by random notifications or trending videos. that ruins the mood and delays the whole practice.</p> <p>- it usually shifts the moment i open social media with good intentions (like finding english content) but then i get lost in unrelated stuff. my attention drifts and i lose the motivation to continue.</p> <p>- social media is designed to keep us engaged, so even short browsing turns into hours. the endless content and notifications constantly pull attention away from learning or speaking goals.</p> | <p>distraction</p> <p>2. Social media reduce the students focus</p> | <p>distraction, interrupting learners' focus and disrupting their study or speaking practice. The platform's engaging design and constant notifications make it difficult to stay motivated and stick to learning goals.</p> |

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| 2. | <p><i>- Technology access is extremely important because social media platforms depend entirely on internet connection and proper devices. without access, its almost impossible to participate in online speaking activities, watch educational content, or interact with others</i></p> <p><i>- Without good internet or proper devices, i cant join live sessions, upload videos, or even load content smoothly. it holds me back from practicing speaking regularly, and makes me feel disconnected from opportunities to improve.</i></p> | Lack off internet connectivity | Technology and reliable internet are fundamental for benefiting from social media as a language learning tool. Limited access restricts students' ability to engage in speaking practice and educational content, negatively impacting their learning consistency and motivation |
| 3. | <p><i>- Social media heavily relies on informal communication. most conversations use slang, abbreviations, or casual language, which can make it hard to switch to formal or proper speech when needed</i></p> <p><i>- The content on social media is mostly informal, people rarely use full grammar or proper vocabulary. it affects how we speak and write outside social media too</i></p> | Overdependence on informal setting | The informal nature of social media language may influence learners' speaking and writing styles, potentially making it difficult for them to use formal English appropriately. |

RESPONDEN 10 BENEFITS

| NO | Responses | Sub Indicators | Interpratation/Anlysis |
|----|--|---|--|
| 1. | <ul style="list-style-type: none"> • <i>"I like watching English speaking videos and I try to copy how they talk. It makes me excited to practice on my own."</i> | 1. Social media motivates students to speaking | Wacthing videos makes me more motivated. |
| | <p><i>"I think social media gives extra motivation because we can see real people using English confidently</i></p> | | |
| | <ul style="list-style-type: none"> • <i>"Yes, I've learned many new English words and how to use them in daily conversation."</i> <p><i>"By joining discussions in the comment section or group chats, I can ask questions and get responses from other users."</i></p> | Social media provide interactive learning environment | |
| 2. | | | |
| | <ul style="list-style-type: none"> • <i>Social media offers me the opportunity to practice speaking in everyday contexts, such as interesting topics or sharing personal experiences. social</i> | Social media provide authentic speaking practice | Social media gives you the chance to practice speaking in everyday contexts such as discussing interesting |

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| 3. | <i>media also increases my confidence in speaking.</i> | Social media enhances natural speaking practice | topics or sharing personal experiences. This helps increase your confidence in speaking. |
| | <i>* my experience using social media to improve my speaking skills is, i use the c.ai tool which helps me speak authentically. they give us the opportunity to chat with friends, and we can also choose what character we want.</i> | | It allows you to practice in authentic contexts, receive immediate feedback, and boost your confidence. Additionally, social media plays an important role in enhancing international communication, |
| 4. | <i>“ When I watching something and I try to practice my englihs that’s make me more condident “</i> | Social media buliding students confidence | |

- RESPONDENT 11 – BENEFITS

| No. | Responses | Sub-Indicator | Interpretation / Analysis |
|-----|---|--|---|
| 1 | <i>Watching English live streams on Instagram motivates me to comment and interact in real time with native speakers.</i> | Social media motivates students to speak | Live interactions encourage immediate practice and boost speaking confidence. |
| 2 | <i>I follow English learning pages where followers correct each other's sentences in the comments.</i> | Social media provides interactive learning environment | Peer feedback promotes collaborative learning and correction. |
| 3 | <i>Joining spontaneous Q&A sessions on Instagram Live forces me to think and answer quickly in English.</i> | Social media provides authentic speaking practice | Real-time speaking situations simulate natural conversation pressure. |
| 4 | <i>Observing native speakers in casual live chats helps me adjust my speaking style to sound more</i> | Social media enhances natural speaking practice | Exposure to unscripted dialogue improves fluency. |

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| | <i>natural.</i> | | |
| 5 | <i>Through commenting on various topics, I've learned how to adapt my tone depending on the audience.</i> | Social media enhances interactional communication | Adapting tone builds communication versatility. |
| 6 | <i>Positive replies from native speakers on my comments gave me courage to join more live discussions.</i> | Social media builds students' confidence | Encouragement from authentic interactions increases self-esteem. |

- RESPONDENT 11 – CHALLENGES

| No. | Responses | Sub-Indicator | Interpretation / Analysis |
|-----|--|--------------------------------------|---|
| 1 | <i>Sometimes during Instagram Lives, I get distracted by reading unrelated comments instead of focusing on the host.</i> | Social media contains distraction | Extra stimuli in live chats can divert focus. |
| 2 | <i>I occasionally pause my live interaction to check another app, breaking my speaking flow.</i> | Social media reduces students' focus | App switching interrupts conversation rhythm. |
| 3 | <i>Low-quality connection causes delays when I try to answer live questions.</i> | Lack of internet connectivity | Delays reduce interactivity and engagement. |
| 4 | <i>Frequent casual chatting online makes me slip into slang during formal speech.</i> | Overdependence on informal setting | Slang overuse affects formal communication readiness. |

- RESPONDENT 12 – BENEFITS

| No. | Responses | Sub-Indicator | Interpretation / Analysis |
|-----|---|--|--|
| 1 | <i>TikTok videos with English-speaking challenges push me to join trends by recording my own responses.</i> | Social media motivates students to speak | Participation in trends fosters regular speaking practice. |

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| 2 | <i>In Discord study groups, members take turns leading voice discussions.</i> | Social media provides interactive learning environment | Role rotation develops leadership and active listening. |
| 3 | <i>TikTok duets allow me to reply to prompts from native speakers as if having a real conversation.</i> | Social media provides authentic speaking practice | Interactive video formats mimic dialogue flow. |
| 4 | <i>Discord voice channels keep me speaking casually while gaming with international friends.</i> | Social media enhances natural speaking practice | Mixing leisure and language use increases spontaneity. |
| 5 | <i>I can easily jump into any discussion topic and adapt my responses based on others' reactions.</i> | Social media enhances interactional communication | Real-time reaction adaptation sharpens conversational agility. |
| 6 | <i>When my videos receive positive engagement, I feel more confident to post again.</i> | Social media builds students' confidence | Feedback loop motivates sustained learning effort. |

- RESPONDENT 12 – CHALLENGES

| No. | Responses | Sub-Indicator | Interpretation / Analysis |
|-----|--|--------------------------------------|---|
| 1 | <i>While recording a TikTok challenge, I get distracted by trending videos in my feed.</i> | Social media contains distraction | Entertaining feeds pull focus from learning goals. |
| 2 | <i>Discord notifications from unrelated servers sometimes make me lose focus during voice chats.</i> | Social media reduces students' focus | Unrelated alerts break concentration. |
| 3 | <i>Poor mic quality on Discord sometimes makes my speech unclear to others.</i> | Lack of internet connectivity | Technical issues lower conversation quality. |
| 4 | <i>I use too much gaming slang with friends, which feels odd in academic discussions.</i> | Overdependence on informal setting | Specialized slang limits broader communication style. |

- RESPONDENT 13 – BENEFITS

| No. | Responses | Sub-Indicator | Interpretation / Analysis |
|-----|--|--|---|
| 1 | <i>Facebook study groups post weekly speaking tasks that I record and submit.</i> | Social media motivates students to speak | Regular tasks establish consistent practice habits. |
| 2 | <i>Zoom meetups organized via Facebook events let me interact directly with other learners.</i> | Social media provides interactive learning environment | Face-to-face online sessions promote deeper interaction. |
| 3 | <i>I joined a mock interview session streamed on Facebook Live.</i> | Social media provides authentic speaking practice | Simulated formal settings prepare learners for real interviews. |
| 4 | <i>Watching casual group discussions in Facebook rooms improved my conversational timing.</i> | Social media enhances natural speaking practice | Group dynamics training enhances turn-taking skills. |
| 5 | <i>By engaging with people from various industries, I've expanded my vocabulary in different fields.</i> | Social media enhances interactional communication | Domain-specific vocabulary strengthens communication range. |
| 6 | <i>Constructive critique from group moderators helped me handle feedback confidently.</i> | Social media builds students' confidence | Learning to accept feedback strengthens resilience. |

- RESPONDENT 13 – CHALLENGES

| No. | Responses | Sub-Indicator | Interpretation / Analysis |
|-----|--|--------------------------------------|---|
| 1 | <i>While attending a Facebook Live class, I end up browsing my news feed instead.</i> | Social media contains distraction | Parallel browsing reduces focus on main activity. |
| 2 | <i>During group discussions on Zoom, I sometimes check Facebook Messenger, missing key points.</i> | Social media reduces students' focus | Split attention leads to missed learning moments. |

| | | | |
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| 3 | <i>Unstable video quality in Zoom sessions makes lip-reading and comprehension harder.</i> | Lack of internet connectivity | Visual disruptions hinder listening and speaking practice. |
| 4 | <i>Casual chatting in Facebook groups makes me insert informal words into formal writing.</i> | Overdependence on informal setting | Habitual casual tone influences formal expression. |

- RESPONDENT 14 – BENEFITS

| No. | Responses | Sub-Indicator | Interpretation / Analysis |
|-----|---|--|---|
| 1 | <i>YouTube pronunciation tutorials inspire me to practice until I can match the instructor's example.</i> | Social media motivates students to speak | Clear goals improve pronunciation accuracy. |
| 2 | <i>Podcast comment sections allow me to ask questions directly to the host or listeners.</i> | Social media provides interactive learning environment | Interactive Q&A fosters active engagement. |
| 3 | <i>Participating in podcast listener call-ins gave me real conversation opportunities.</i> | Social media provides authentic speaking practice | Live contribution enhances quick thinking. |
| 4 | <i>Listening to casual podcasts with native hosts teaches me natural idioms and expressions.</i> | Social media enhances natural speaking practice | Idiomatic knowledge supports natural conversation flow. |
| 5 | <i>Discussing podcast topics with other listeners in group chats strengthens my ability to debate politely.</i> | Social media enhances interactional communication | Practicing structured arguments boosts communication skills. |
| 6 | <i>Positive acknowledgment from podcast hosts motivated me to speak up more often.</i> | Social media builds students' confidence | Recognition from respected sources reinforces self-assurance. |

- RESPONDENT 14 – CHALLENGES

| No. | Responses | Sub-Indicator | Interpretation / Analysis |
|-----|--|--------------------------------------|--|
| 1 | <i>While learning on YouTube, I sometimes get caught up in unrelated recommended videos.</i> | Social media contains distraction | Video recommendations can sidetrack learning intentions. |
| 2 | <i>Reading podcast comments mid-discussion distracts me from the ongoing topic.</i> | Social media reduces students' focus | Divided attention impacts comprehension. |
| 3 | <i>Podcast live call-ins sometimes drop due to weak connection.</i> | Lack of internet connectivity | Dropped calls interrupt speaking opportunities. |
| 4 | <i>Casual conversation style from podcasts sometimes slips into my formal presentations.</i> | Overdependence on informal setting | Colloquial habits affect formal speech delivery. |

- RESPONDENT 15 – BENEFITS

| No. | Responses | Sub-Indicator | Interpretation / Analysis |
|-----|--|--|---|
| 1 | <i>HelloTalk's daily speaking prompts keep me motivated to record voice replies every morning.</i> | Social media motivates students to speak | Daily tasks encourage consistent speaking. |
| 2 | <i>I exchange voice notes on WhatsApp with my language partner abroad.</i> | Social media provides interactive learning environment | One-on-one exchanges personalize the learning experience. |
| 3 | <i>I joined a pronunciation challenge on HelloTalk where we had to imitate native recordings.</i> | Social media provides authentic speaking practice | Repetition of native input improves accent accuracy. |
| 4 | <i>Casual chats on WhatsApp help me speak naturally without overthinking grammar.</i> | Social media enhances natural speaking practice | Relaxed environments reduce speaking anxiety. |
| 5 | <i>I learned how to respond politely in different contexts by chatting with older native speakers.</i> | Social media enhances interactional communication | Intergenerational communication expands adaptability. |
| 6 | <i>Hearing my own voice improve in</i> | Social media builds | Self-monitoring |

| | | | |
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| | <i>recordings gave me more courage to speak publicly.</i> | students' confidence | progress boosts self-belief. |
|--|---|----------------------|------------------------------|

- RESPONDENT 15 – CHALLENGES

| No. | Responses | Sub-Indicator | Interpretation / Analysis |
|-----|---|--------------------------------------|--|
| 1 | <i>When using HelloTalk, I sometimes end up chatting about non-English topics for too long.</i> | Social media contains distraction | Topic drift reduces time spent on target language. |
| 2 | <i>I open other social media apps while waiting for voice replies, losing momentum.</i> | Social media reduces students' focus | Multitasking disrupts learning continuity. |
| 3 | <i>Weak internet sometimes cuts my WhatsApp voice messages halfway.</i> | Lack of internet connectivity | Incomplete messages hinder clear communication. |
| 4 | <i>Using too many abbreviations in chats makes my formal writing awkward.</i> | Overdependence on informal setting | Text-speak habits transfer into formal language use. |

Validator Letter

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Masita Arianie, M.Pd

Instansi : IAIN Curup

Jabatan : Dosen

Telah membaca instrument penelitian berupa lembar interview dan lembar analisis dokumen yang akan digunakan dalam penelitian skripsi dalam judul "*Using Social Media to Itself Students Speaking Skills : The Benefits and Challanges*" oleh peneliti:

Nama : Fanzia Arpemi Santia

Nim : 21551016

Program Studi : Tadris Bahasa Inggris

Setelah memperhatikan instrument yang telah dibuat, maka masukan untuk instumen tersebut adalah:

Instrument harus dirancang / dibuat berdasarkan teori yang kuat.

Instrument juga harus dibuat dengan bahasa yang jelas.

Curup, Juni 2025
Validator

Masita

Masita Arianie, M.Pd
NIP: 199103122025212009

SK Pembimbing



KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI CURUP FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 446 Tahun 2025

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI INSTITUT AGAMA ISLAM NEGERI CURUP

- | | |
|---------------|--|
| Menimbang | : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ; b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ; |
| Mengingat | : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ; 2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup; 3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup; 4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi; 5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026. 6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup 7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup. |
| Memperhatikan | : 1. Permohonan Saudara Fanzia Arpemi Santia tanggal 27 Mei 2025 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi 2. Berita Acara Seminar Proposal Pada Hari Jumat, 7 Maret 2025 |

M E M U T U S K A N :

- | | |
|-----------------------|--|
| Menetapkan Pertama | : 1. Dr. Prihantoro, SS., M.Pd 19750820 200801 1 004 2. Jumatul Hidayah, M.Pd 19780224 200212 2 002 |
|-----------------------|--|

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Fanzia Arpemi Santia

N I M : 21551016

JUDUL SKRIPSI : Using Social Media to Itself Students Speaking Skills
(The Benefits and Challenges)

- | | |
|---------|--|
| Kedua | : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ; |
| Ketiga | : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ; |
| Keempat | : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ; |
| Kelima | : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ; |
| Keenam | : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ; |
| Ketujuh | : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ; |

Ditetapkan di Curup,
Pada tanggal 28 Mei 2025

Dekan

Sutarto

Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Seksi yang bersangkutan;

Sk Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI CURUP FAKULTAS TARBIYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

IAIN CURUP

Nomor : I.115 /in.34/FT/PP.00.9/08/2025
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

4 Agustus 2025

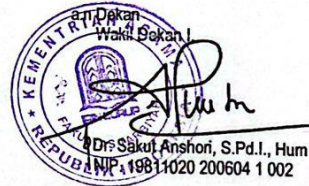
Kepada Yth. Rektor IAIN Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Fanzia Arpemi Santia
NIM : 21551016
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : Using Social Media to Itself Students Speaking Skills (The Benefits and Challenges)
Waktu Penelitian : 29 Juli 2025 s.d 29 Oktober 2025
Lokasi Penelitian : Prodi TBI IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih



Tembusan : disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

DOCUMENTATION

