

**TEACHERS' AND LEARNERS' PERCEPTIONS TOWARD
THE USE OF SOCIAL MEDIA TO DEVELOP ORAL
SKILLS OF STUDENTS OF THE ENGLISH EDUCATION
STUDY PROGRAM AT SRIWIJAYA UNIVERSITY**

A Thesis By:

Ade Putri Larasati

Student Number: 06011381722051

English Education Study Program

Language and Art Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

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DECLARATION

I, the undersigned,

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Certify that the thesis entitled "Teachers' and Learners' Perceptions Toward the Use of Social Media to Develop Oral Skills of Students of the English Education Study Program at Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, 8 Juli 2023

The Undersigned



Ade Putri Larasati
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DEDICATIONS

I dedicated this thesis to the most kindhearted woman I've ever met, to the woman who raised me fiercely to be strong, this is for you, mama.

I dedicated this thesis to my one and only first love, to the man who taught me to be more patient, this is also for you, ayah.

I dedicated this thesis to the very best friend of mine, to them who stayed by my side despite all the circumstances and cheer me up, to my beloved little sister and brother.

ACKNOWLEDGEMENT

Throughout the writing of this thesis, I have received a great deal of support and assistance.

First, I would like to thank my supervisor, Sir Eryansyah, MA., PH.D., whose guidance was very helpful for me in finishing this thesis. Your insightful feedback, suggestions, and guidance have pushed me to sharpen my thinking and work harder to finish this thesis.

Second, I would like to acknowledge my colleagues from SEESPA 2017 and SEESPA 2018 for their wonderful collaboration to participate in this study.

Third, I would like to thank my parents for their wise counsel and support. You are always there for me. Finally, I could not have completed this thesis without the support of my best friends, Azzahra Nanda Islami and also Cek Din. I want to thank you for your patient support so that I could finish this thesis.

Lastly, I hope this thesis will be useful to all people who need it.

Palembang; 8 Juli 2023

The Writer,

A handwritten signature in black ink, consisting of several overlapping loops and a final flourish, positioned above the printed name.

Ade Putri Larasati

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CHAPTER I

INTRODUCTION

This chapter presents (1) the background of the study, (2) the problem of the study, (3) the objective of the study and (4) the significance of the study.

1.1 Background of the Study

Nowadays, the internet is primarily a computer-based unit of the field of life that transforms people to form, provide or exchange information, thoughts, and pictures/recordings with completely different friends or relatives. The web-based social network is assumed to take great work in aggressive and innovative numbers during this time. Many social media tools, such as Facebook, WhatsApp, Twitter, Instagram, and YouTube, are commonly used at the university level for students' learning. This is clear from the implications of past analytical research and the practical perceptions of the various dynamic users of Facebook, WhatsApp and very different internet-based living devices that affect a country's learning ability at the school level entirely.

Most minors at the school level use very different internet-based life instruments for social relations, ubiquity, social relations and English learning functions. Many analysts worry that in countries with the most social media users, such as Facebook, Twitter, Instagram, YouTube, WhatsApp, and Skype, excessive use of social media lead to laziness to addiction, and some are even anti-social in the real world. Even for children or students, social media is daily use that can impact not being confidence to socialise in class, anxiety if standing in front of the course and stress if facing real life.

Web-based life assumes essential work in more than one English proficiency or competence. However, it takes rare jobs in four basic language skills, for example, standardisation in, Speaking, Reading and Writing. What else builds English jargon and competency structure in a sincere approach? The most important part of a web-based living resource in learning English is to make EFL students free to try to standardise, speak, and read carefully. All this does at home, on the road or outdoors without hassle.

Life becomes straightforward by taking advantage of innovations. One of the most remarkable advances that have changed the world is the internet, whose ability to make an impact is prominent. People use online-based tools to do daily exercises such as studying, interacting with friends and reading the news. Electronic correspondence via e-mail, chats, and SMS through mobile devices (smartphones, laptops and tablets.) are things that individuals or students need to manage daily. Social media is a medium to socialise with each other, and writing writers done online allows humans to interact without being limited by space and time. Through conventional and social associations, for example, kin such as physical and situational conditions. We are also connected by harmony, common meeting and the same perspective (Azadi et al., 2018).

The spread of social media, which is popular among students and even educators, is not a few who use it as an effective tool to facilitate learning. Thus, most educators accept that the main point behind language learning is speaking quickly and precisely, which implies that understanding the language should not build the assumption that one knows the language (Ehsan Namaziandost et al., 2019). The student should attain an extraordinary level of proficiency in all four language skills, including speaking. After all, speaking in an unfamiliar language is not a simple task and is undoubtedly not as simple as speaking a native

language. In response, many researchers accept that the proper use and beneficial reconciliation of ICT and web-based living in study spaces can reduce barriers that prevent EFL students from dominating speech.

How does social media affect human thinking and learning? To evaluate the conclusions made by previous studies, the writers make three presumptions conducted by past researchers that were identified and described in this section. The first is how this research can help EFL students find the right atmosphere to speak and improve their speaking skills through social media. This work includes additions, various solutions and artistic concepts related to using ICT to strengthen students' speaking skills (Namaziandost et al., 2019). Second is how the students can utilise social media. Then they will effectively share information related to the subject with each other and get input from their peers, especially from those educators. It is a learner-focused helpful methodology for them as they will take advantage of their vast insights, acquire new learnings, and get help harmonising their thinking. The third is regarding the fundamental problem of this research; it is crucial to remember that the experience of speaking any language is essential because it fulfils the need for correspondence: all people use this language to share their experiences, thoughts and experiences. Transmission through language discourse, especially English, is the world's primary language. EFL students in Asian countries are among the first to speak English as a language (Namaziandost et al., 2019). They want all opportunities to improve their speaking experience because English, the first foreign language to learn, is mainly taught as spoken structure and language structure. Indeed, the need to improve the speaking skills of English as a Foreign Language (EFL) students has been a driving force behind the researcher's curiosity and interest in conducting this study. The significance of speaking skills in language learning cannot be understated, as oral communication is a fundamental aspect of effective language proficiency. To help them use social media

to talk to many people worldwide using English as the correspondence language. From here, we must understand whether social media affects the speaking experience of students and teachers or not.

1.2 The problem of the study

The research problem formulates in the following questions:

- How do students perceive social media as a tool for oral development proficiency in students of the English Language Education study program at Sriwijaya University?
- What is the teacher's perception of using social media as a tool for oral development proficiency in students of the English Language Education study program at Sriwijaya University?

1.3 The objective of the study

Based on the problem stated, the objective of this study is as follows:

- To determine students' perceptions of using social media to develop oral skills in the English Language Education study program at Sriwijaya University.
- To discover the teacher's perception of using social media as a tool for oral development of the English Language Education study program at Sriwijaya University.

1.4 Significance of the Study

This research will help determine how teachers and students perceive using social media to develop oral skills. This research also expects to provide information about the views of teachers who use social media as their teaching tool or material to improve the development of their students' oral skills to communicate in English, likewise about students' views on the use of social media as the development of oral skills used by students themselves and those

obtained from their teachers. Ultimately, the authors hope this research can contribute to further research in different contexts.

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