



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS SRIWIJAYA  
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KEPUTUSAN  
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS SRIWIJAYA  
No. 0785/UN9.FKIP/TU.SK/2021

TENTANG  
PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STRATA-1 (S-1)  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA

**DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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3. Permen Ristekdikti No. 12 Tahun 2015,  
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5. Kepmenkeu RI No. 190/KMK.05/2009,  
6. Kepmenristekdikti RI No. 32031/M/KP/ 2019,  
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**MEMUTUSKAN**

Menetapkan : KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA TENTANG PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STRATA-1 (S-1) PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA.

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Judul Skripsi : Teachers' and Learners' Perceptions toward Using Social Media for Developing Oral Proficiency of English Education Study Program in Sriwijaya University

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5. Yang bersangkutan

**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**

**2023**

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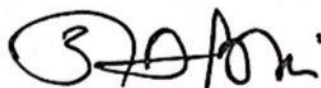
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**TEACHERS' AND LEARNERS' PERCEPTIONS TOWARD THE  
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STUDENTS OF THE ENGLISH EDUCATION STUDY  
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**Palembang, 22 June 2023**

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## DECLARATION

I, the undersigned,

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Student's Number : 06011381722051

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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  
06011381722051

## **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.

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

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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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**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**

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**ABSTRACT**

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 and What is the teachers' perception of using social media as a tool for oral development proficiency in students of the English Language Education study program at Sriwijaya University The present study employed a quantitative research approach using questionnaires. This study was a correlational study of Teachers' and Learners' Perceptions toward the Use of Social Media to Develop the Oral Skills of Students. Two kinds of participants answer the questionnaire, namely: (1) Lecturers and (2) Students. Calculations and analysis show that the use of social media as a replacement for the less category reached 46.7%, which supports this. This is consistent with earlier research showing that social media could only partially replace teachers. They were using the media as a replacement is still seen as challenging to put into practice. During the COVID-19 pandemic, social media was used as a stand-in for face-to-face learning since teachers and students can use websites and curriculum tools that enable distance learning in the English education study program.

**Keywords :** *perception, development, oral skill, social media*

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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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# Appendices

## Appendix C Letter of Appointment of Thesis Advisor



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
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3. Permen Ristekdikti No. 12 Tahun 2015,  
4. Permenristekdikti No. 17/2018,  
5. Kepmenkeu RI No. 190/KMK.05/2009,  
6. Kepmenristekdikti RI No. 32031/M/KP/ 2019,  
7. Keputusan Rektor Unsri No. 0241/UN9/KP/2017

### MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA TENTANG PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STRATA-1 (S-1) PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA.

KESATU : Menunjuk/Mengangkat Saudara:  
Eryansyah, M.A., Ph.D.

Berturut-turut sebagai pembimbing I dan pembimbing II skripsi mahasiswa

Nama : Ade Putri Larasati  
Nomor Induk Mahasiswa : 06011381722051  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

*pbingplg*

Judul Skripsi : Teachers' and Learners' Perceptions toward Using Social Media for Developing Oral Proficiency of English Education Study Program in Sriwijaya University

KEDUA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini dibebankan kepada anggaran biaya Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya dan/atau dana yang disediakan khusus untuk itu.

KETIGA : Keputusan ini berlaku sejak tanggal ditetapkan sampai dengan tanggal 31 Juli 2021, dengan ketentuan bahwa segala sesuatu akan diubah dan/atau diperbaiki sebagaimana mestinya, apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di : Indralaya  
Pada tanggal : 18 Februari 2021  
DEKAN,



**SOFENDI**  
NIP 196009071987031002

Tembusan :

1. Rektor Universitas Sriwijaya
2. Wakil Dekan II FKIP Unsri
3. Kajar P. Bahasa dan Seni FKIP Universitas Sriwijaya
4. Koordinator Prodi Pendidikan Bahasa Inggris FKIP Universitas Sriwijaya
5. Yang bersangkutan

*pbingplg*



## Appendix D Letter of Research Permission From FKIP



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,  
RISET, DAN TEKNOLOGI  
UNIVERSITAS SRIWIJAYA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Raya Palembang-Prabumulih Indralaya Ogan Ilir 30662, Telp: (0711) 580085  
Laman : [www.fkip.unsri.ac.id](http://www.fkip.unsri.ac.id), Pos-el : [support@fkip.unsri.ac.id](mailto:support@fkip.unsri.ac.id)

Nomor : 0200/UN9.FKIP/TU.SB5/2022  
Perihal : Mohon Izin Penelitian

29 Januari 2022

Yth. Dekan Fakultas Ilmu Komputer  
Universitas Sriwijaya

Dalam rangka penyelesaian Program Strata-1 (S-1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya, kami mohon bantuan kiranya dapat mengizinkan mahasiswa :

Nama : Ade Putri Larasati  
NIM : 0601138172201  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

untuk melaksanakan penelitian di Program Studi Teknik Informatika Fakultas Ilmu Komputer Universitas Sriwijaya mulai tanggal 07 Februari 2022 sampai dengan tanggal 26 Februari 2022.

Penelitian tersebut dilaksanakan dalam rangka penulisan skripsi yang berjudul *"Teachers' and Learners' Perceptions toward the Use of Social Media to Develop Oral Skills of Students of the English Education Study Program in Sriwijaya University."*

Demikian, atas perhatian dan kerjasama yang baik diucapkan terima kasih.

a.n. Dekan  
Wakil Dekan Bidang Akademik,

Dr. Ismet, M. Si  
NIP 196807061994021001

Tembusan:










1. Dekan FKIP (sebagai laporan)
2. Koordinator Prodi Teknik Informatika Fasilkom
3. Koordinator Prodi Pendidikan Bahasa Inggris FKIP Universitas Sriwijaya

PBing\_Plg

## Appendix E Thesis Consultation Card

### THESIS CONSULTATION CARD

Name : Ade Putri Larasati  
 Student's number : 06011381722051  
 Study Program : English Education  
 Department : Language and Arts Education  
 Thesis Title : 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  
 Advisor : Eryansyah, MA., PH.D.

No.	Aspect(s) Consulted	Advisor Comment(s)	Date and Signature	
			Date	Signature
1	Chapter I	Start writing background of the study	March 20th, 2021	
2	Chapter I	1. Revise background of the study 2. Find article related to the study	April 2nd, 2022	
3	Chapter I	1. Revise thesis title 2. Start writing chapter II & III	May 10th, 2022	
4	Chapter I	Revise as suggested	January 12th, 2023	
5	Chapter III	Revise as suggested	January 16th, 2023	
6	Chapter I & III	Revise as suggested	February 22nd, 2023	
7	Chapter I & II	Revise as suggested	May 5th, 2023	
8	Chapter I - III	Revise as suggested	May 16th, 2023	
9	Chapter I - III	1. Revise significance of the study 2. Fix the grammar 3. Revise research design, data	May 20th, 2023	

		collection, and data analysis 4. Create a questionnaire in the form of G-Form as soon as possible		
10	References	1. Make sure you use referencing style APA 7th edition. 2. Fix the grammar	May 23th, 2023	BAH
11	Research	Do the research and start writing chapter IV	May 30th, 2023	BAH
12	References	Make sure you use referencing style APA 7th edition.	June 6th, 2023	BAH
13	References	1. Writing chapter 2. Fix the grammar	June 13th, 2023	BAH
14	Final from 1 to 5	Revise as suggested	June 20th, 2023	BAH