

**EFL STUDENTS' PERCEPTION ON THE USE OF SOCIAL
MEDIA TO IMPROVE THEIR ENGLISH-SPEAKING SKILLS:
A SURVEY IN ENGLISH STUDY PROGRAM OF UNJ**



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***A Skripsi in Partial Fulfillment of the Requirements for the Degree of Sarjana
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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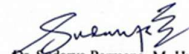
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ABSTRACT

Chafidha Torenia Wibowo. 2025. *EFL Students' Perception on The Use of Social Media to Improve Their English-Speaking Skills: A Survey in English Study Program of UNJ.* Skripsi, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Integrating social media into language learning environments has gained significant attention due to its potential to enhance language acquisition and communication skills among students. This study aims to investigate the perspectives of EFL (English as a Foreign Language) students on using social media to improve their English-speaking skills at the English Department of Universitas Negeri Jakarta (UNJ). An explanatory sequential design was employed for this research, utilizing a mixed-method approach. Data was collected through surveys, with questionnaires and interviews as the research instruments. The study involved 100 students enrolled in the UNJ English program, with five of them selected for interviews. Theory of Planned Behavioural (Ajzen, 2020) was applied to understand the students' perceptions regarding the beliefs and behaviours associated with using social media to enhance their speaking skills. The results of the study show that YouTube is the most popular social media for improving English speaking skills, followed by TikTok and Instagram. According to the results, most students use social media to improve their English-speaking skills by watching videos, listening attentively, and repeating what the speaker says. Most students agreed that using social media offers several benefits, including improved English-speaking skills, ease of use, and access to a wide range of quality learning resources. However, they also highlighted some challenges, such as getting distracted by non-educational content, the lack of immediate feedback, and network connectivity issues.

Keywords: *EFL students' perceptions; social media; English speaking skills.*

ABSTRAK

Chafidha Torenia Wibowo. 2025. *EFL Students' Perception on The Use of Social Media to Improve Their English-Speaking Skills: A Survey in English Study Program of UNJ.* Skripsi, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Integrasi media sosial ke dalam lingkungan pembelajaran bahasa telah menarik perhatian karena potensinya untuk meningkatkan penguasaan bahasa dan keterampilan komunikasi di kalangan siswa. Penelitian ini bertujuan untuk menyelidiki perspektif siswa EFL (Bahasa Inggris sebagai Bahasa Asing) dalam penggunaan media sosial untuk meningkatkan keterampilan berbicara bahasa Inggris mereka di Jurusan Bahasa Inggris Universitas Negeri Jakarta (UNJ). Desain sekuensial eksplanatif digunakan untuk penelitian ini, dengan menggunakan pendekatan metode campuran. Data dikumpulkan melalui survei, dengan kuesioner dan wawancara sebagai instrumen penelitian. Penelitian ini melibatkan 100 siswa yang terdaftar dalam program Bahasa Inggris UNJ, dengan lima di antaranya dipilih untuk wawancara. Theory of Planned Behavioural (Ajzen, 2020) diterapkan untuk memahami persepsi siswa mengenai keyakinan dan perilaku yang terkait dengan penggunaan media sosial untuk meningkatkan keterampilan berbicara mereka. Hasil penelitian menunjukkan bahwa YouTube adalah media sosial paling populer untuk meningkatkan keterampilan berbicara bahasa Inggris, diikuti oleh TikTok dan Instagram. Menurut hasil penelitian, sebagian besar siswa menggunakan media sosial untuk meningkatkan keterampilan berbicara bahasa Inggris mereka dengan menonton video, mendengarkan dengan saksama, dan mengulangi apa yang dikatakan pembicara. Sebagian besar siswa setuju bahwa penggunaan media sosial menawarkan beberapa manfaat, termasuk peningkatan kemampuan berbahasa Inggris, kemudahan penggunaan, dan akses ke berbagai sumber belajar berkualitas. Namun, mereka juga menyoroti beberapa tantangan, seperti terganggu oleh konten non-edukasi, kurangnya umpan balik langsung, dan masalah konektivitas jaringan.

Kata kunci: *Persepsi siswa EFL; media sosial; keterampilan berbicara bahasa Inggris.*

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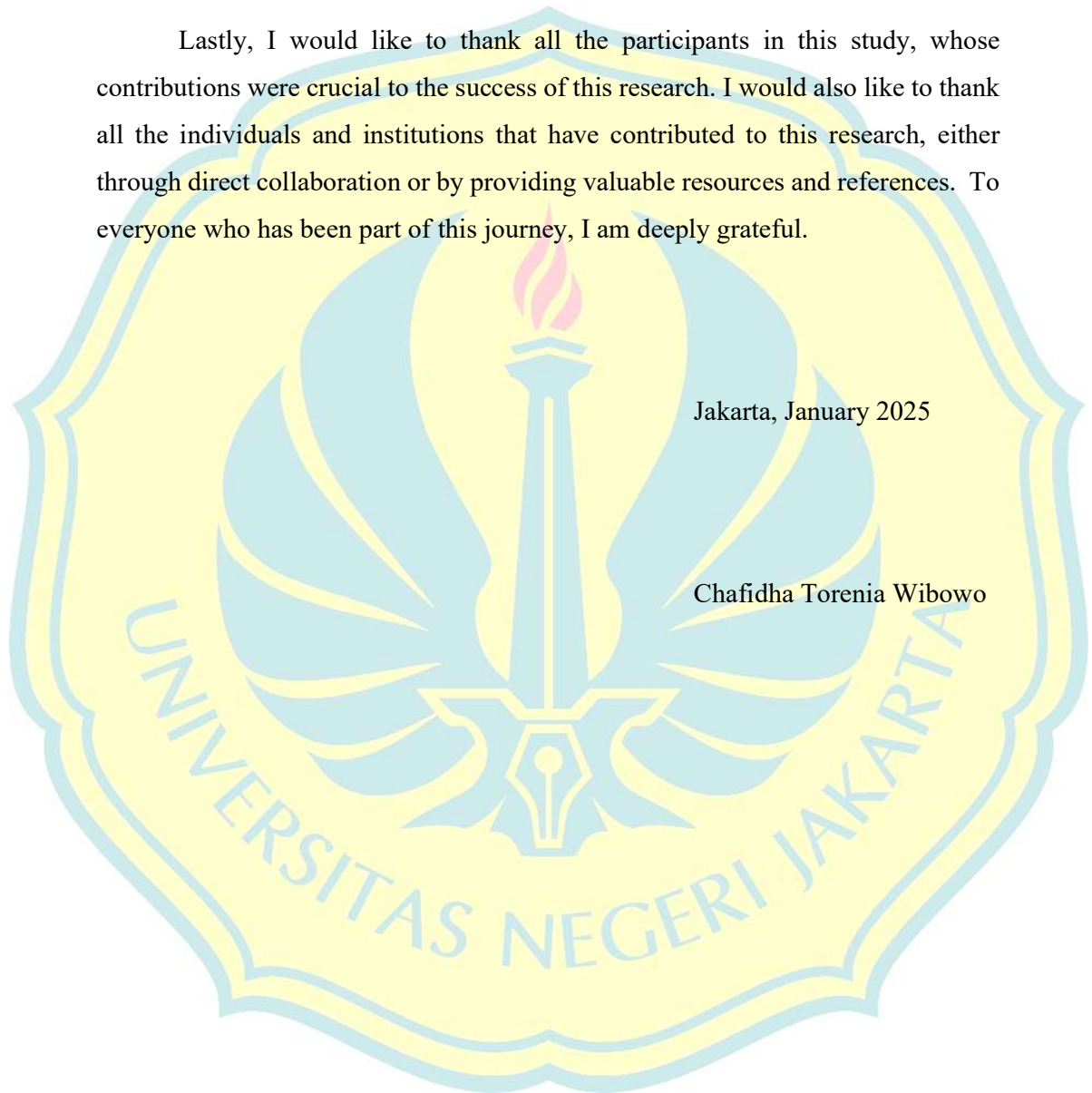
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Jakarta, January 2025

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