

THE ANALYSIS OF THE USE OF SOCIAL MEDIA IN ENHANCING STUDENTS' SPEAKING SKILLS

Mutmmainatul Mardiyah

Universitas MH. Thamrin

Mimifatchan95@gmail.com

<p>Keywords: Social Media; Speaking Skills; FTI Trisakti University Students</p>	<p>Abstract: This study examines the behavior of students from the Faculty of Industrial Technology at Trisakti University in using social media platforms to improve their English-speaking skills. It investigates the frequency, purpose, and impact of social media on their learning process. A mixed-methods approach was employed, combining quantitative surveys and qualitative interviews. Data collection involved distributing questionnaires to 30 randomly selected respondents via Google Forms and conducting interviews. The collected data were processed according to research protocols and analyzed using multiple linear regression in SPSS 20. The results highlight key trends in student engagement, challenges encountered, and strategies for more effective use of social media for language learning. Factors such as frequency, purpose, accessibility, interactive learning, distractions, and limited feedback were found to significantly influence students' use of social media to develop their English-speaking skills.</p>	
Submitted: 02-01-2025	Revised: 03-01-2025	Accepted: 03-01-2025

INTRODUCTION

The advent of social media has revolutionized communication and learning processes globally. For students, especially non-native English speakers, platforms like YouTube, Instagram, and TikTok offer accessible resources to improve their language skills. However, the effectiveness of social media as a tool for learning English-speaking skills remains underexplored in the context of the Faculty of Industrial Technology. This study aims to bridge this gap by analyzing students' behavior and their perceptions of social media's role in enhancing speaking skills.

Social media platforms have become valuable tools in education due to their interactive and user-friendly nature. Research indicates that these platforms foster an informal learning environment that encourages language practice through videos, posts, and live sessions. Speaking is a critical component of language proficiency. Challenges faced by learners include lack of confidence, limited vocabulary, and inadequate practice opportunities. Digital tools, particularly social media, have been recognized as effective in addressing these barriers. Understanding students' behavior—including frequency, motivation, and preferences—is essential to design effective interventions.

Prominent theories underpinning this study include Vygotsky's Social Constructivism, which highlights the importance of social interaction in learning, and Bandura's Social Learning



Theory, emphasizing learning through observation and imitation. These frameworks provide insight into how students engage with social media content to improve speaking skills.

The concept of motivation has been interpreted differently by various scholars. Hammer (2001) views motivation as an "internal factor" driving an individual to act. Similarly, Arno describes it as the state in which a person starts, sustains, and directs behavior towards achieving a specific goal. Wlodkowski (2008) refines this perspective, defining motivation as the mechanism that initiates and sustains behavior, gives it direction, and influences the selection of actions. Parsons, Hinson, and Brown (2001) further underscore its importance in education, arguing that motivation and learning are equally essential. While learning imparts new knowledge and skills, motivation propels individuals to participate in the learning process actively.

Motivation to learn a second language arises from various factors, including the desire to interact with speakers of the language or integrate into a community where the language is spoken. Emotional and affective factors often play a significant role in this process. Motivation is generally divided into two categories: intrinsic and extrinsic. Intrinsic motivation, as described by Wayan Suryasa (2017), refers to the internal drive to learn something because it is deemed valuable or necessary. This form of motivation is characterized by a voluntary and self-initiated effort. Factors influencing intrinsic motivation include personal goals, needs, and age. On the other hand, Arnold (2001) defines extrinsic motivation as the drive to achieve external rewards or avoid penalties. This type of motivation relies on outside incentives, such as grades, teacher approval, or societal expectations, to encourage learning. External factors impacting extrinsic motivation include the influence of teachers, peers, parents, available facilities, and allocated study time.

The role of a teacher in motivating students to use social media for learning speaking skills is crucial. Teachers act as facilitators, guiding students to utilize these platforms effectively while fostering their interest and confidence in the learning process. Some key aspects of a teacher's role are providing guidance and structure, encouraging active participation, building motivation, providing feedback, promoting digital literacy, creating a supportive environment, and incorporating cultural context. Teachers help students identify relevant social media resources (e.g., language learning channels, apps, or discussion groups). They can design structured activities, such as creating video challenges, joining live speaking sessions, or engaging in collaborative projects on platforms like Instagram or YouTube. Teachers motivate students to actively engage with content by practicing speaking skills rather than passively consuming videos or posts. For example, assigning tasks like recording and sharing a speech or participating in comment threads in English promotes practical use of the language. Teachers influence both intrinsic and extrinsic motivation. By highlighting the benefits of speaking skills for personal and professional growth, they boost intrinsic motivation. Offering tangible rewards, recognition, or feedback on social media activities serves as extrinsic motivation. Constructive feedback is vital for improvement. Teachers can monitor students' performance in social media-based activities and offer personalized insights on areas like pronunciation, fluency, and vocabulary. Teachers ensure students are equipped to navigate social media responsibly, teaching them to discern credible resources, avoid distractions, and use these platforms ethically. A teacher's encouragement helps students overcome fear of making mistakes in public forums. This builds their confidence to speak in a second language. Teachers can use social media to expose students to diverse cultural content, helping them understand context, idiomatic expressions, and appropriate language use. While social media provides a



dynamic and interactive space for learning, the teacher's role is pivotal in channeling students' efforts, keeping them motivated, and ensuring the learning process is productive and aligned with educational goals. By acting as mentors, teachers can bridge the gap between technology and effective language acquisition.

The students of FTI, Trisakti University also have some challenges that they must face on their use of social media in their speaking skills, namely: frequency, purpose, accessibility, interactive learning, distractions, and limited feedback.

METHOD

This research employs a mixed-methods approach that combines quantitative surveys and qualitative interviews. The participants consist of 30 undergraduate students from the Faculty of Industrial Technology, Trisakti University. Data collection involves the use of online questionnaires to gather quantitative information on factors such as usage frequency, preferred social media platforms, and perceived benefits. Additionally, semi-structured interviews with the same 30 students were conducted to gain deeper insights into the challenges and experiences they face.

The primary aim of this study is to obtain accurate and reliable data regarding how FTI students at Trisakti University utilize social media to enhance their English-speaking skills. Specifically, the study seeks to provide a descriptive analysis of students' motivation and social media use for learning English-speaking skills. The research explores key influencing factors, including frequency of use, purpose, accessibility, interactive learning, distractions, and limited feedback.

The main instrument for data collection is a survey, implemented via a Google Forms questionnaire to ensure accessibility for participants. The survey aims to examine in detail the patterns and behaviors of students using social media for English-speaking skill development. A Likert scale is utilized within the questionnaire for precise measurement, as outlined in the accompanying table.

Tabel 1 Skala Likert

Assessment Criteria	Rating Scale
Strongly Agree	5
Agree	4
Netral	3
Disagree	2
Strongly Disagree	1

In this study, data analysis involves calculating the percentage of the collected scores. The respondents' average scores are then evaluated by comparing them to the criteria outlined in the percentage assessment table, as shown below:

Table 2 Percentage Assessment

Percentage	Category
0-20	Very Low
21-40	Low
41-60	Moderate
61-80	High
81-100	Very High



RESULT AND DISCUSSION

Result

This section outlines the study's findings, including descriptive statistics and analysis results on how FTI students at Trisakti University utilize social media to improve their English-speaking skills. The research focuses on two primary variables: social media usage and English-speaking proficiency, specifically among FTI students. Previous studies have highlighted various factors influencing student motivation, emphasizing the role of social media in their language development. Based on the gathered questionnaire data, key factors such as frequency, purpose, accessibility, interactive learning, distractions, and limited feedback were identified as influencing students' use of social media for enhancing their English-speaking skills. These elements provide valuable insights for FTI students at Trisakti University in improving their proficiency in English speaking.

The first finding is the frequency of using social media for learning English-speaking skills. It is vital for continuous improvement. Regular engagement ensures that students maintain momentum, stay motivated, and develop the confidence and fluency needed for effective communication. Teachers and students should aim to incorporate frequent, meaningful interactions with English content on social media into their learning routines. The second finding is the purpose of using social media. It significantly influences the effectiveness of developing English-speaking skills. A clear, goal-oriented approach to social media usage ensures that learners maximize its potential as a language learning tool. The third finding is accessibility to social media. It is a critical factor in enhancing English-speaking skills because it determines how easily learners can engage with language learning resources. High accessibility facilitates continuous learning and offers a range of opportunities to improve speaking skills. The fourth finding is interactive learning. It is highly important when using social media to develop English-speaking skills because it engages learners actively, fosters real-world communication, and accelerates skill development. Social media platforms inherently encourage interaction, making them ideal tools for language acquisition. The fifth finding is distractions from social media. It can significantly impact the effectiveness of using it to develop English-speaking skills. While social media offers valuable resources for learning, its unstructured and entertainment-driven nature often leads to reduced focus and diminished learning outcomes. The sixth finding is limited feedback from social media. It can negatively impact the development of English-speaking skills because effective language learning relies on timely and constructive input. Feedback helps students identify and address their weaknesses, refine their speaking abilities, and gain confidence in their communication.

Discussion

This study identified several factors that motivated students to use social media for learning English-speaking skills. Numerous studies have explored student motivation for learning English. For instance, Wagiyo (2018) found that respondents lacked intrinsic motivation, as they had not yet recognized the future significance of English, such as expanding knowledge, securing quality employment, accessing information, and achieving success in various domains. Similarly, Deldeniya Madhubashini (2018) examined students' motivation to learn other languages, revealing that students were highly motivated both intrinsically and extrinsically to learn English, with intrinsic motivation slightly outweighing extrinsic motivation.

The frequency of using social media plays a critical role in developing English-speaking skills, in which 92% of the students who have regular engagement with social media platforms provide



consistent exposure to the language and opportunities to practice. Frequent use of social media allows students to encounter the English language in various contexts, such as videos, posts, live streams, and conversations. This exposure helps improve vocabulary, pronunciation, and understanding of language nuances. Regular interaction with English-speaking content on social media helps students form habits that reinforce language learning. Daily practice enhances fluency and confidence in speaking. Platforms like Instagram Live, YouTube Live, or Clubhouse enable learners to participate in real-time discussions and interactions. Frequent participation sharpens listening and speaking skills through active engagement. Social media offers a wide variety of content tailored to different learning levels. Frequent usage allows students to explore content that matches their proficiency and gradually progress to more advanced levels. The more often students use social media to practice English, the more comfortable they become. Regular exposure reduces fear of making mistakes and builds the confidence needed for real-world conversations. Repetition is essential for language retention. Frequent exposure to phrases, expressions, and conversations helps reinforce previously learned material, making it easier to recall during speaking. Improving Cultural Competence. Social media connects students with people from diverse backgrounds. Frequent interactions improve not only language skills but also cultural understanding, which is vital for effective communication.

The purpose of using social media for developing English-speaking skills is as important as the frequency of its use. Respondents answered that 87.6% of them set purposes for it. A well-defined purpose ensures that learners focus on meaningful content, actively engage in speaking activities, and tailor their experience to achieve their language learning goals. To maximize the benefits, students should align their social media usage with clear objectives and strategic practices. When students use social media with the purpose of improving speaking skills, they are more likely to engage with targeted content, such as pronunciation tutorials, speaking exercises, or conversational videos. Without a clear purpose, learners may become distracted by unrelated content, reducing the time spent on meaningful practice. Purpose-driven usage allows students to set specific goals, such as improving fluency, learning idiomatic expressions, or mastering conversational skills. These goals help students stay motivated and track progress, creating a structured learning experience. A clear purpose encourages students to actively engage with social media features, such as commenting, participating in live sessions, or joining discussion groups. Active participation provides opportunities for real-time interaction, improving speaking confidence and fluency. Different purposes, such as preparing for an interview, enhancing academic performance, or socializing in English, guide students to seek content that matches their specific needs. This tailored approach ensures that the time spent on social media directly contributes to skill development. Purpose-driven usage promotes the effective utilization of social media tools like voice chat apps, language exchange platforms, and online speaking clubs. These tools offer immersive experiences that are directly aligned with speaking practice. Without a defined purpose, students may passively consume content, which is less effective for improving speaking skills. Purposeful usage encourages active engagement, such as repeating dialogues or mimicking accents, leading to better outcomes. A clear purpose provides direction and motivation, ensuring that students remain consistent in their efforts to practice and improve. It also helps students prioritize language learning amidst other distractions on social media.

Respondents answered that 84% of them have the accessibility of social media. It is essential for leveraging its potential as a tool for learning English-speaking skills. By ensuring students



can easily access resources, interact with content, and practice speaking in flexible and affordable ways, social media becomes a powerful platform for language acquisition. Prioritizing accessibility allows more learners to benefit from its interactive and immersive opportunities. Social media provides access to an extensive library of free and diverse resources, such as tutorials, conversation videos, podcasts, and live sessions. Easy access ensures that students can explore content at their convenience, making language practice more flexible and consistent. Accessible social media platforms bridge geographical barriers, allowing students from different regions to connect with native speakers or join global language communities. This exposure enhances pronunciation, cultural understanding, and conversational fluency. Social media's accessibility allows students to practice speaking skills anytime, anywhere, without the constraints of formal classroom settings. This flexibility empowers students to create their schedules, ensuring that even those with busy lifestyles can engage in regular practice. Many social media platforms offer free or low-cost resources, making them accessible to students with limited financial means. This affordability enables a wider audience to access quality language learning tools and practice environments. Social media platforms provide accessible interactive features like live chats, video calls, and discussion forums that facilitate real-time speaking practice. Easy access to such features encourages learners to actively engage in conversational practice, improving their speaking fluency. High accessibility enables spontaneous engagement with English content, such as commenting on videos or participating in live discussions. This spontaneity promotes natural language use, mimicking real-life conversational scenarios. Accessibility ensures that students with varying levels of digital literacy or technology access can still benefit. Features like mobile compatibility and user-friendly interfaces make social media easy to use for a broad audience.

68% of respondents answered that interactive learning is a cornerstone of using social media effectively to develop English-speaking skills. By actively engaging students, providing real-time feedback, and simulating real-world communication, interactive learning accelerates language acquisition and builds confidence. Leveraging social media's interactive features can transform language learning into a dynamic, engaging, and productive experience. Interactive activities such as live chats, video calls, and collaborative projects keep students engaged compared to passive consumption of content. Engagement through interaction increases motivation, as students feel more involved and invested in the learning process. Interactive learning enables students to receive immediate feedback on their speaking skills from peers, teachers, or native speakers. Constructive feedback helps students identify areas for improvement, such as pronunciation, grammar, and fluency, and adjust their approach accordingly. Interactive features on social media, like participating in live discussions, joining speaking groups, or commenting on videos, encourage learners to actively use English rather than passively observing. Interactive learning mirrors real-world scenarios where language is used in conversations, debates, or collaborative tasks. This practical application helps students adapt to real-life situations, improving their ability to use English effectively in diverse contexts. Interaction on social media fosters the development of key communication skills, such as listening, responding, and adapting speech based on the audience. Students practice not only language mechanics but also social and cultural nuances critical for effective communication. Social media facilitates peer-to-peer interaction through group activities, language exchange partnerships, or collaborative content creation. Learning from peers creates a supportive environment where students can share knowledge, correct each other, and progress together. Interactive learning accommodates various learning preferences, such as visual, auditory, or kinesthetic styles, through multimedia content and dynamic activities. This



diversity ensures that students can engage in ways that best suit their individual needs. Regular interaction in a low-pressure, informal environment helps learners overcome anxiety about speaking English. Social media provides opportunities to practice speaking in a supportive community, gradually building confidence.

Distractions from social media can significantly impair the process of developing English-speaking skills by reducing focus, practice time, and engagement in active learning. 56.8% of the respondents answered that to mitigate these effects, they set clear boundaries, use tools to block distractions, and create structured learning plans to ensure their time on social media is productive and aligned with their language-learning goals. Distractions, such as unrelated content, notifications, or entertainment videos, can consume the time learners intend to spend on practicing English. Less time dedicated to focused practice results in slower progress in developing speaking skills. Constantly switching between learning content and unrelated distractions can fragment attention, making it harder to retain information. Effective language learning, particularly speaking skills, requires consistent focus and immersion, which distractions undermine. Social media distractions often lead to passive content consumption, such as scrolling through feeds or watching unrelated videos, instead of actively engaging in speaking practice. Active participation, like joining conversations or repeating phrases, is crucial for building speaking proficiency. Frequent distractions disrupt the continuity and consistency of learning sessions, preventing learners from establishing a regular practice routine. A disrupted routine makes it harder to build habits essential for skill development, such as daily speaking practice. Exposure to non-educational content can make learners feel overwhelmed or lose motivation to focus on their language-learning goals. Distractions can shift the student's purpose from skill improvement to entertainment, delaying progress. Learning English-speaking skills requires concentration to internalize vocabulary, grammar, and pronunciation. Distractions reduce the depth of learning, leading to poor retention and frequent forgetting of key language concepts. Time spent on distractions could be better used in interactive activities like live chats, voice conversations, or joining speaking groups. Reduced interaction limits the opportunities for real-time practice and constructive feedback. Exposure to a large volume of irrelevant content can overwhelm the brain, making it difficult to focus on language tasks. Cognitive overload hinders the ability to process and practice new language skills effectively.

56.4% of the respondents answered that limited feedback from social media impacts English-speaking skills by preventing timely error correction, hindering progress, and reducing confidence. To overcome this, students seek interactive platforms that offer opportunities for real-time feedback, such as language exchange programs or virtual speaking clubs, and consider integrating other feedback-rich methods like professional coaching or peer evaluations into their learning process. Without adequate feedback, learners may not realize they are making mistakes in pronunciation, grammar, or word choice. Errors left uncorrected over time can become habitual, making it harder to achieve fluency and accuracy. Feedback serves as a guide for improvement, showing students what to focus on next. A lack of feedback may leave students unaware of their progress or areas needing improvement. This stagnation can hinder their ability to advance to higher levels of speaking proficiency. Students often rely on external validation to gauge their speaking abilities. Limited feedback can leave them uncertain about their performance and hesitant to use English in real-life situations. This lack of confidence may reduce their willingness to practice speaking, further slowing progress. Feedback helps tailor learning experiences to individual needs. For instance, a teacher or peer might identify



specific pronunciation issues or suggest exercises to improve fluency. Limited feedback from social media may result in generic content consumption that does not address unique learner challenges. Without feedback, learners must rely on self-assessment, which can be inaccurate. They may overestimate their abilities or overlook critical areas for improvement. Misjudging their skill level can lead to frustration or complacency. Social media platforms often prioritize content sharing over meaningful interactions. Limited opportunities for two-way communication restrict students from engaging in dialogues where feedback can be provided. This lack of engagement can diminish the benefits of interactive learning, which is crucial for speaking skill development. Feedback is particularly important for improving pronunciation and reducing accents. Without someone to provide corrections, learners might struggle to achieve clarity and natural intonation. Limited feedback from automated tools or non-native speakers on social media can also hinder proper accent development. Speaking skills go beyond vocabulary and grammar; they involve tone, rhythm, and cultural nuances. Limited feedback makes it challenging to improve these subtler aspects of communication. Students may miss opportunities to develop a natural conversational flow and adaptability in discussions.

Data on students' use of social media to enhance their speaking skills were collected through a questionnaire completed by 30 FTI students at Trisakti University. The questionnaire comprised 42 statement items, each offering five response options. Each statement was scored on a scale of 1 to 5.

Table 3 Elements in Using Social Media for Speaking Skills

NO.	Elements of Using Social Media	Average value	Category
1	Frequency	4.60	Very high
2	Purpose	4,38	Very high
3	Accessibility	4,20	Very high
4	Interactive Learning	3,40	Very high
5	Distraction	2.84	High
6	Limited Feedback	2.82	High
AVERAGE		3.70	Very high

An analysis of the score distribution on students' use of social media for improving their speaking skills indicates that, overall, social media usage in this context is above average among FTI students at Trisakti University. The level of social media usage is particularly high, with an average score of 3.70. This suggests a positive correlation: the greater the students' use of social media, the better their English-speaking skills tend to be.

CONCLUSION

This study highlights the significant role of social media in enhancing the English-speaking skills of FTI students at Trisakti University. The findings reveal that factors such as frequency, purpose, accessibility, interactive learning, distractions, and limited feedback significantly influence students' use of social media for language development.

Frequent and purposeful use of social media is essential for continuous improvement, fostering motivation, confidence, and fluency in communication. Accessibility to social media ensures students can easily engage with language resources, while interactive learning promotes active participation and real-world communication, accelerating skill development. However,



distractions and limited feedback present challenges, as they can undermine focus and hinder constructive progress.

To maximize the potential of social media as a language-learning tool, students and educators should focus on creating structured, goal-oriented approaches, leveraging interactive features, and addressing the challenges of distractions and feedback limitations. By doing so, FTI students can further enhance their English-speaking proficiency and achieve greater success in their language-learning journey.

REFERENCES

- Anwas, E. O. M., Sugiarti, Y., Permatasari, A. D., Warsihna, J., Anas, Z., Alhapip, L., Siswanto, H. W., & Rivalina, R. (2020). Social media usage for enhancing English language skill. *International Journal of Interactive Mobile Technologies*, 14(7), 41–57.
- Arnold, J. (2001). *The role of affect in language learning*. Cambridge University Press.
- Bandura, A. (2001). *Social learning theory*. Prentice-Hall.
- Ehsan, N., & Nasri, M. (2019). The impact of social media on EFL learners' speaking skill. *Journal of Applied Linguistics and Language Research*, 6(3), 1–17.
- Hammer, P. (2001). Motivation in language learning: An internal perspective. *Language Studies Quarterly*, 17(3), 45-52.
- Inayati, N. (2015). English language teachers' use of social media technology in Indonesian higher education context. *Asian EFL Journal*, 17(4), 6–36.
- Jalal, A. Z. (2012). The Use of social networking in education: Challenges and opportunities. *World of Computer Science and Information Technology Journal*, 2(1), 2221–2741.
- Parsons, R. D., Hinson, S. L., & Brown, D. S. (2001). *Educational psychology: A practitioner-researcher model of teaching*. Wadsworth Publishing.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wayan Suryasa, I. (2017). Intrinsic motivation in language learning: A case study. *Journal of Language and Linguistic Studies*, 13(1), 100-115.
- Wagiyo, R. (2018). The impact of motivation on English language learning among non-native speakers. *Language and Society Journal*, 22(2), 56-68.
- Wlodkowski, R. J. (2008). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults*. Jossey-Bass.
- Zam Zam Al Arif, T. (2019). The use of social media for English language learning: an Exploratory study of EFL university students. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(2), 224–233.

