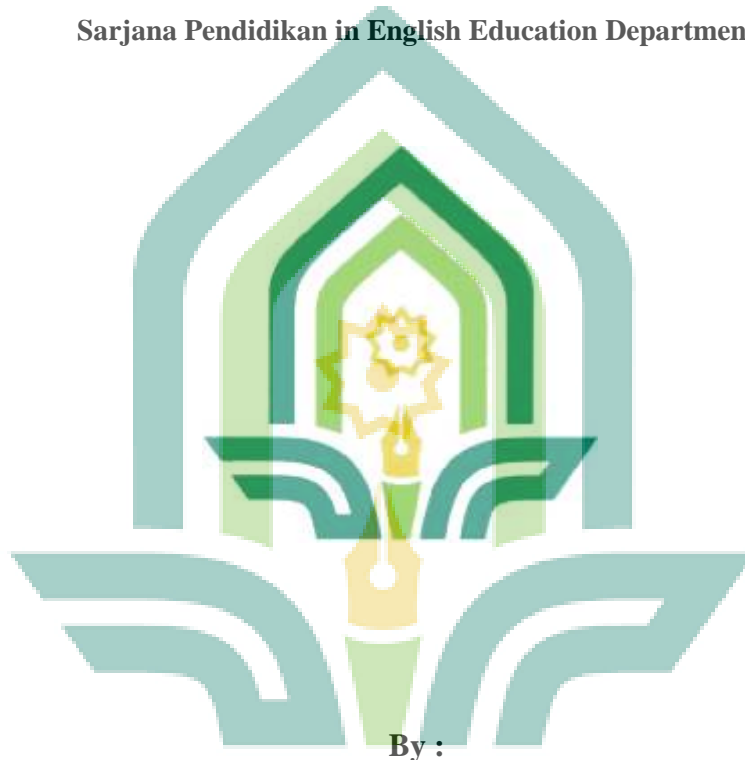


**STUDENTS' PERCEPTION ON USE OF “X”
AS A LEARNING MEDIUM TO ASSIST SPEAKING SKILLS:
A NARRATIVE INQUIRY**

A THESIS

**Submitted in Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan in English Education Department**



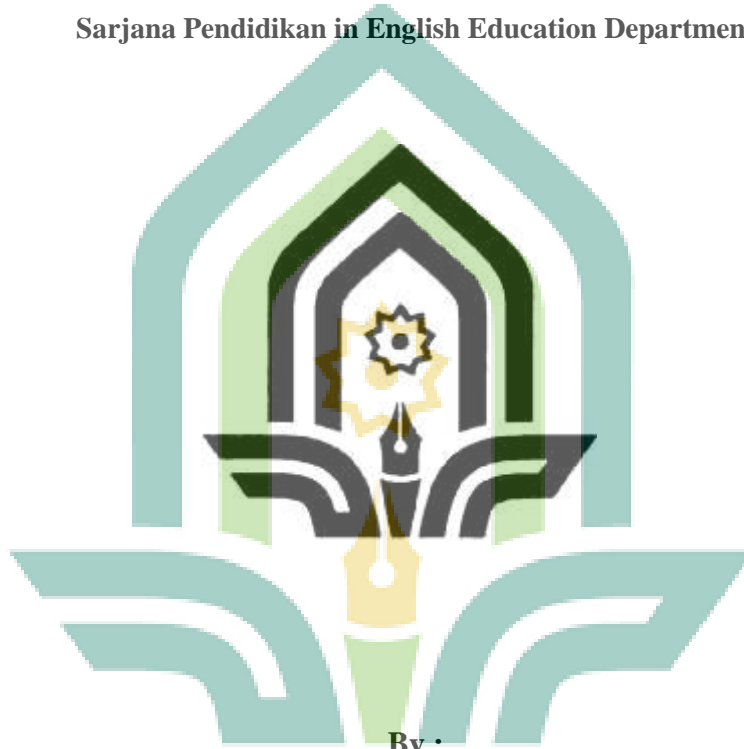
**By :
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2025**

SURAT PERNYATAAN KEASLIAN SKRIPSI

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Nama : Selviana

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Menyatakan bahwa yang tertulis dalam skripsi yang berjudul **“STUDENTS' PERCEPTION ON USE OF “X” AS A LEARNING MEDIUM TO ASSIST SPEAKING SKILLS: A NARRATIVE INQUIRY”** ini benar-benar karya saya sendiri bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku, baik Sebagian atau seluruhnya Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti ditemukan pelanggaran terhadap etika keilmuan, maka saya secara pribadi bersedia menerima sanksi hukum yang dijatuhkan.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 2 Juli 2025

Yang membuat pernyataan,



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Kepada

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

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di- Pekalongan

Assalamu'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan seperlunya, maka Bersama ini saya kirimkan naskah skripsi saudara :

Nama : Selviana

NIM : 2520050

Prodi : Tadris Bahasa Inggris

Judul : STUDENT PERCEPTION ON USE OF "X" AS A LEARNING MEDIUM TO ASSITS SPEAKING SKILLS

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H Abdurrahman Wahid Pekalongan untuk diajukan dalam sidang munaqasah

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 24 Juni 2025

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APPROVAL SHEET

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MOTTO

“Terkadang Allah menunda sesuatu yang indah untuk menjadikanya lebih indah”

(Ustadz Hanan Attaki)

“Allah tidak akan menyalahi janjiNya”

(QS. Ar-Rum;6)

“Come stop the crying, it’ll be alright”

(NIKI-You’ll Be in My Heart)



ABSTRACT

In the digital era, the integration of social media in education has opened new opportunities for language learning, particularly in improving speaking skills. This research explores students' perceptions of using "X Spaces," a live audio conversation feature on the X platform (formerly Twitter), as a medium to support English speaking practice. Using a qualitative narrative inquiry approach, the study involved five senior high school students in Pekalongan who have experience using X Spaces for learning purposes. Data were collected through semi-structured interviews and analyzed thematically.

The findings reveal that most students perceive X Spaces as an effective and enjoyable tool for practicing speaking. It offers flexibility, increases confidence, and fosters motivation through positive peer feedback. Students appreciated the informal and anonymous setting, which reduced speaking anxiety. However, some challenges such as lack of familiarity with the platform and fear of mispronunciation were also noted.

This study concludes that X Spaces has the potential to enhance speaking skills when supported with structured activities and proper guidance. It highlights the importance of digital literacy, emotional support, and strategic implementation in maximizing the educational use of social media. These insights are expected to inform educators in designing more innovative and student-centered speaking instruction.

Keywords: Students' perception, X Spaces, speaking skills, social media, narrative inquiry



ABSTRAK

Di era digital, integrasi media sosial dalam pendidikan telah membuka peluang baru untuk pembelajaran bahasa, khususnya dalam meningkatkan keterampilan berbicara. Penelitian ini mengeksplorasi persepsi siswa tentang penggunaan "X Spaces," fitur percakapan audio langsung di platform X (sebelumnya Twitter), sebagai media untuk mendukung praktik berbicara bahasa Inggris. Dengan menggunakan pendekatan penyelidikan naratif kualitatif, penelitian ini melibatkan lima siswa sekolah menengah atas di Pekalongan yang memiliki pengalaman menggunakan X Spaces untuk tujuan pembelajaran. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis secara tematis.

Hasil penelitian menunjukkan bahwa sebagian besar siswa menganggap X Spaces sebagai alat yang efektif dan menyenangkan untuk berlatih berbicara. Alat ini menawarkan fleksibilitas, meningkatkan kepercayaan diri, dan menumbuhkan motivasi melalui umpan balik positif dari teman sebaya. Siswa menghargai suasana yang informal dan anonim, yang mengurangi kecemasan berbicara. Namun, beberapa tantangan seperti kurangnya keakraban dengan platform dan ketakutan salah pengucapan juga dicatat.

Penelitian ini menyimpulkan bahwa X Spaces berpotensi meningkatkan keterampilan berbicara jika didukung dengan kegiatan terstruktur dan bimbingan yang tepat. Penelitian ini menyoroti pentingnya literasi digital, dukungan emosional, dan implementasi strategis dalam memaksimalkan penggunaan media sosial untuk pendidikan. Wawasan ini diharapkan dapat memberikan informasi kepada para pendidik dalam merancang pembelajaran berbicara yang lebih inovatif dan berpusat pada siswa.

Kata kunci: Persepsi siswa, X Spaces, keterampilan berbicara, media sosial, penyelidikan naratif

PREFACE

Praises and gratefulness are sent to Allah SWT who has showered His mercy and grace and granted the guidance, good health, and endurance to the author so that the process of writing a thesis entitled **“Student Perception Of Use Of “X” As A Learning Medium To Assist Speaking Skills”** can be completed. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfil one of the requirements for the final project course. This proposal can be completed because of the support of several parties. Therefore, on this occasion I would like to express my deepest gratitude to:

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CHAPTER I

INTRODUCTION

1.1 Background of Study

In today's digital era, social media has become an important platform for communicating and sharing information. One widely used platform is X, which offers various features for user interaction. One of the newest features that is attracting attention is "Spaces," which allows users to have live conversations in audio format. This feature allows users to interact in real-time, listen to other people's opinions, and practice speaking. X was founded by John Dorsey, Evan Williams, and Biz Stone in 2006. We can access X accounts not only via mobile phones but also via desktop computers and websites. The current menu on X is quite interesting because users can not only express their mood through writing but also in the form of audio using the X Space feature. Space is one of the menus available on X social media accounts, where this space aims to help users hold conferences, discussions, or just chat via live audio conversations.

According to Tamara (2021), X Spaces was developed during the pandemic, where people had difficulty interacting face-to-face. X Spaces users can share stories or information in real time because of its live audio nature compared to the reply and direct message features. So, the interesting thing when someone establishes interpersonal relationships via X Spaces is that they can interact intensely and in real time, have freedom of speech regarding topics of interest to the speaker and audience because there are no time limits, and

communication that is not hindered by time and place. In this X room menu, users can join, listen, and talk to other users directly at the same time.

For English language learners, speaking is an important skill that must be possessed, both in academic and professional contexts. However, not all students learning English have enough opportunities to practice speaking in a supportive environment. This is also confirmed by Shen (2019), who said these challenges might arise due to factors such as a lack of opportunities for English conversation, insufficient support from teachers, inadequate practical materials and resources, and a general lack of active engagement in classroom discussions. Therefore, using the Spaces feature on X can be an effective alternative for developing speaking skills, especially in sharing ideas, discussions, and increasing self-confidence when speaking in public. The researcher wants to explore the use of the spaces feature on social media.

Perception is a biological process that occurs in the human brain. This process concerns the reception of messages or information through the five senses: sight, hearing, smell, taste, and touch (Slameto, 2003). By understanding these perceptions, we can evaluate the effectiveness of the Spaces feature as a tool in developing speaking skills. It is hoped that this research can contribute to the development of learning methods that are more innovative and appropriate to students' needs in the digital era. The use of social media does not only act as a communication tool. However, social media also acts as a learning medium that can cause or provide many positive impacts for its users and the general public. Especially students and educators who can use social

media as a learning tool, such as increasing knowledge and sharing knowledge anywhere, anytime, and with anyone.

Based on pre-observations carried out by researchers who have practiced with students with the spaces feature. There is still a lack of interest in speaking; there are no opportunities available in the school environment for students, with the space feature available. Previous research conducted by several researchers only discussed the impact and perception of the use of social media as an English language learning medium in general, without any specific discussion. This research will focus on students' perceptions of using the space feature in the X application as a learning medium that helps students speak English.

The aim of this research is for the author to provide new information and facts about the perception of using the space feature on social media X, which is not just a communication platform but can function as an English language learning medium that can help their speaking skills.

1.2 Formulation of the Problem

Based on the background of the above problems, the formulation of the problems in this study is:

1. How do students perceive X as a Speaking learning media?
2. How do students perceive the use of the X space feature as a medium to learning speaking skills?

1.3. Aims of study

The purpose of this study is to gain a deeper understanding of students' perceptions of using X (formerly known as Twitter) as a medium to support their speaking skills. This research aims to explore how students respond to the integration of social media, particularly X, in the learning process, and how they experience its use in practicing and developing speaking abilities. Furthermore, the study seeks to examine how students perceive the specific use of the X Spaces feature, which allows for real-time audio interactions, as a tool that may contribute to building their confidence, fluency, and overall speaking competence in English.

1.4 Operational Definition

1.4.1 Student Perception

Defined as the students' interpretation and evaluation of their experiences, influenced by cognitive and emotional processes in response to the use of X as a learning medium (Robbins & Judge, 2019).

1.4.2 Learning Medium

The use of X as a learning medium in this study refers to how students utilize the X platform, especially the Spaces feature, to engage in English-speaking learning activities. Based on Greenhow and Gleason (2012), social media can serve as a participatory learning environment where students construct knowledge through digital interaction. In this context, the use of X is analyzed through students' involvement in tweeting in English, joining live discussions, and interacting with peers

or influencers in order to improve their communication skills. Data is gathered from student reflections and interview responses regarding how they access and engage with X for language learning purposes.

1.4.3 Speaking Skills

Speaking skill in this study refers to students' ability to verbally communicate ideas in English fluently, accurately, and confidently. According to Brown (2004), speaking involves several components such as pronunciation, fluency, vocabulary, grammar, and coherence. The improvement of speaking skills is measured based on students' self-assessments and qualitative reflections during interviews, focusing on their ability to express ideas, confidence in speaking, and perceived progress after using X Spaces as a speaking practice medium.

1.5 Significance of Research

In this study, there are two benefits, namely practical and theoretical:

1. Practical, with the existence of this research, it is hoped that it will be an information or learning method that is quite efficient for teachers in teaching English and can improve the quality of teaching and learning with a variety of media. This study contributes to the existing literature on digital learning and language acquisition by providing insights into how social media, particularly X, can be utilized as a tool for improving students' speaking skills. It expands on previous research by incorporating students' perceptions and real-life experiences with digital communication.

2. Theoretical, the findings of this study can help educators design innovative teaching strategies that incorporate X as a supplementary learning tool to enhance speaking skills. Additionally, students can benefit by recognizing new and engaging ways to practice English outside the classroom environment.



CHAPTER V

CONCLUSION

5.1. Summary of the Findings

This study aims to understand students' perceptions of using X as a medium for speaking learning, and the findings from interviews with students provide a rich and diverse picture of this phenomenon. In general, the research findings reveal that students have varying perceptions regarding their experiences, sources of information, and activities on the X platform in the context of speaking learning.

First, in terms of initial experiences, students used X to learn speaking at various times. The majority of students said that they began using X for this purpose in high school, demonstrating that this platform was adopted concurrently with students' official education. However, other kids began utilizing X to learn to speak at different times, indicating disparities in accessibility, awareness, or personal motivation.

Second, the information sources used to introduce students to X as a medium for learning to speak are various. Students gather information from a variety of sources, including influencers, teachers, and peers. This variation emphasizes the critical role of authority people and the social environment in introducing and validating the use of technology in language learning.

Third, students' activities in X are not always focused exclusively on speaking learning, but include various other activities such as searching for information, reading news, and sharing feelings. However, these activities can

provide indirect contributions to the development of language skills, such as increasing vocabulary, understanding context, and the ability to communicate in writing, which in turn can support speaking skills.

The findings of this study imply that the integration of digital platforms such as X Spaces into speaking learning not only aligns with students' digital lifestyles but also provides meaningful opportunities to enhance their speaking performance. This suggests that educational practitioners should consider leveraging such platforms in their instructional design to foster student engagement and confidence. Furthermore, the challenges encountered by students indicate a need for structured support and guidance, highlighting the importance of digital literacy and speaking anxiety management in language learning. These implications underline the relevance of adapting teaching methods to evolving technological tools in order to maximize student outcomes in the digital era.

Specifically, this study focuses on students' positive evaluations of X Spaces characteristics as an aid for improving speaking skills. Students reported that X Spaces was excellent in building self-confidence, giving opportunities for articulation practice, and establishing a positive and fun learning atmosphere. Collaborative engagement characteristics, peer feedback, and integration with students' digital lifestyles all contributed to X Spaces' attractiveness. However, this study also found some issues and challenges that students had when using X Spaces to practice speaking. These obstacles include trouble digesting English in real time, a lack of grasp of X

characteristics, and speaking nervousness. Finally, these findings overall confirm the potential of X as a relevant and engaging speaking learning medium for students. However, its effectiveness is greatly influenced by factors such as instructional design, student motivation, and ability to overcome challenges that arise.

5.2. Recommendation

Based on the findings and conclusions of this study, several recommendations are proposed to various parties with the aim of optimizing the use of X as a medium for learning speaking and overcoming the identified challenges. First, students are advised to take an active role in utilizing X Spaces as a means to improve their speaking skills. This includes structured and planned participation in discussions and speaking activities on the platform, as well as developing a good understanding of X Spaces features and effective strategies for engaging in them. In addition, students are encouraged to adopt a positive mindset towards mistakes, see them as an integral part of the learning process, and build confidence in speaking on X Spaces.

Second, to teachers, this study recommends the integration of X Spaces into the speaking learning curriculum as an additional tool that can enrich the learning environment. Teachers have an important role in designing structured speaking activities, providing clear guidance on the use of X Spaces, and creating a supportive and inclusive classroom atmosphere. Furthermore, teachers need to provide emotional support and constructive feedback to

students, helping them overcome speaking anxiety and maintain learning motivation.

Third, for further researchers, this study suggests several directions for further exploration. Experimental or quantitative research designs can be used to test the effectiveness of X Spaces in speaking learning more rigorously and measure the impact of specific interventions. Future research can also examine other factors that influence students' perceptions of X Spaces, such as learning styles, socio-cultural backgrounds, or language proficiency levels, to provide a more comprehensive understanding. In addition, the development and testing of a speaking learning model integrated with X Spaces can provide practical contributions to pedagogical innovation in the digital era.s



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