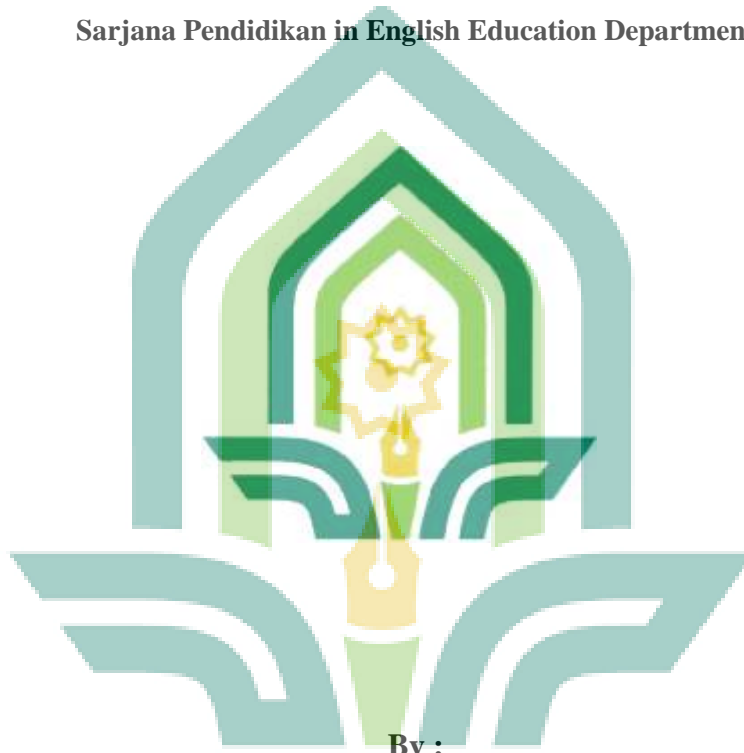# STUDENTS' PERCEPTION ON USE OF "X"
AS A LEARNING MEDIUM TO ASSIST SPEAKING SKILLS:
A NARRATIVE INQUIRY

A THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of

Sarjana Pendidikan in English Education Department

By :

Selviana

SN. 2520050

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY

K.H. ABDURRAHMAN WAHID PEKALONGAN

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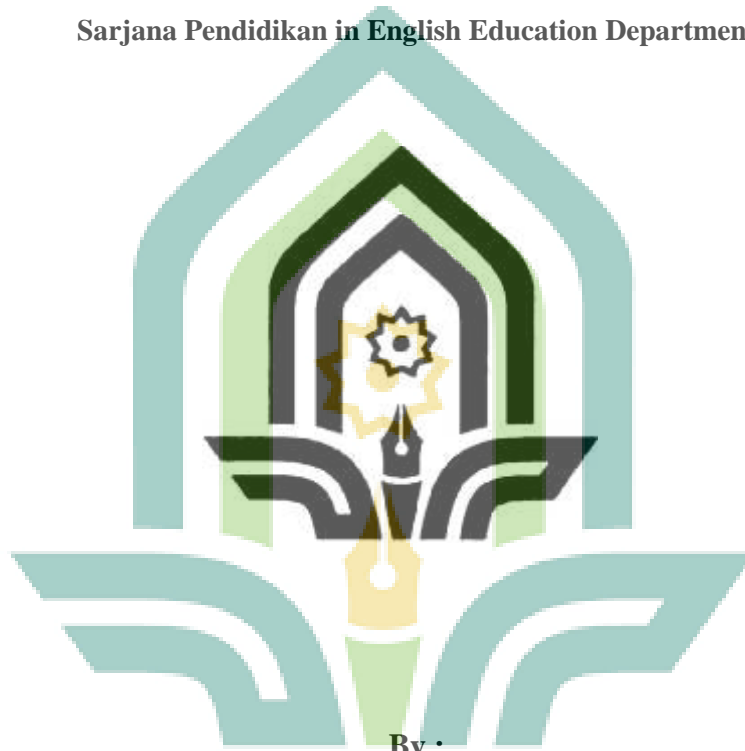Sarjana Pendidikan in English Education Department

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2025

SURAT PERNYATAAN KEASLIAN SKRIPSI

Dengan ini saya

Nama : Selviana

NIM : 2520050

Program Studi : Tadris Bahasa Inggris

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 kelimuan, 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,

Selviana
NIM. 2520050

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NOTA PEMBIMBING

Kepada

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

UIN K.H Abdurrahman Wahid Pekalongan

Ketua Program Studi Tadris Bahasa Inggris

di- Pekalongan

Assalamu'alaikum Wr.Wb.

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

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

Pembimbing

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Name : Selviana

NIM : 2520050

Title : Student Perception On Use Of "X" As A Learning Medium To Assist Speaking Skill

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"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

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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 percieve 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 II

LITERATURE REVIEW

2.1 Literature Review

2.1.1 Definition of Perception

Perception is a biological process that occurs in the human brain. This process pertains to the reception of messages or information through the five senses: sight, hearing, smell, taste, and touch, according to Slameto (2003). The process of perception entails the synthesis of information from an individual and its subsequent interpretation, to elicit a response that is either favorable or unfavorable. Therefore, perception is fundamentally the relationship between an individual and their environment through the senses. Upon perceiving an object in its environment, the individual processes it to derive its meaning.

Mad et al. (2020) approached the concept of perception from the perspective of the Technology Acceptance Model (TAM), which states that perception is formed through two main indicators: perceived usefulness and perceived ease of use. This model asserts that the more students believe in the benefits and ease of use of a technology, the more likely they are to use it consistently in the learning process. In other words, positive perceptions of technology can increase student engagement and active participation in digital learning environments.

Furthermore, perception is defined as the interpretation of an object, event, or information that is grounded in the life experience of the

individual performing the interpretation. The experiences will be interpreted by the brain as specific impressions, which may vary among individuals. Consequently, according to Jalaludin (2003), it can be posited that perception is the outcome of an individual's cognitive processes within a specific context. In essence, perception is defined as the process of interpreting information through the faculties of human perception. When confronted with an object, individuals utilize their senses and cognitive abilities to observe and interpret its characteristics. This interpretation then serves as the basis for individuals' responses, which may be positive or negative.

According to Thoha (2003), the process of perception is comprised of multiple stages. The process of perception is initiated when an individual encounters stimuli from their surroundings. Subsequently, it is captured by sensory apparatus and transmitted to the brain. The interpretation of the stimulus is based on the individual's motivation and personality. Subsequently, the information is perceived by the individual in the form of feedback to the stimulus. In a similar vein Walgito (2004) posited that the perception process is executed through a series of steps. The application of external stimuli, such as those provided by the object, has been demonstrated to enhance sensory perception. The stimulus to this phenomenon originates from both internal and external sources within the individual. Subsequently, the stimulus is transferred to the primary nervous system, which is situated within the brain.
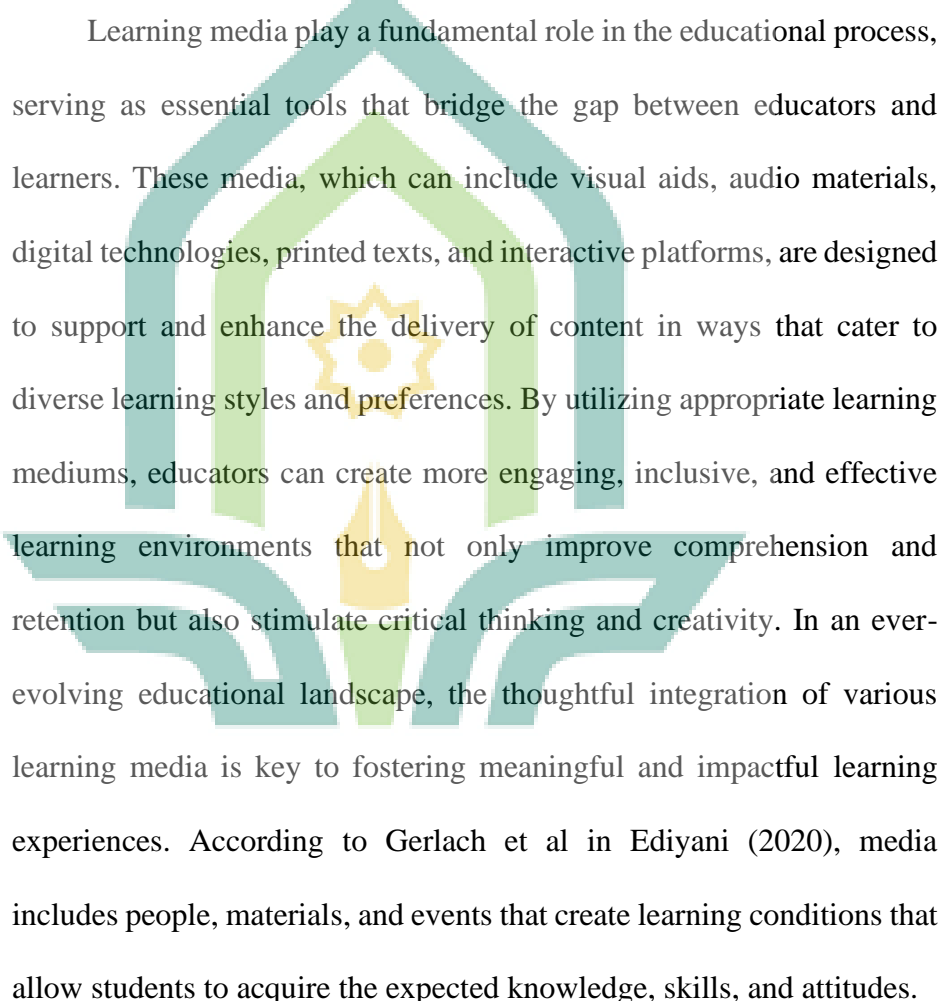
Subsequently, the brain processes the stimulus, thereby enabling the individual to become aware of the object received by sensory tools. Furthermore, he underscored the notion that when an individual perceives an object, they require attention while observing it.

According to Iska (2006), the factors that influence perceptions can be categorized as follows: first, selective attention. In the course of human experience, a multitude of stimuli are encountered, yet not all of these stimuli elicit a response. Accordingly, the human organism is capable of focusing or giving attention to any given stimulus. The subsequent factor to be considered is that of the individual's values, needs, and past experiences. It is an stablished fact that each individual's background and values influence their perception process. The third characteristic of the object is defined by its physical properties, including its motion, the sounds it produces, its size, and its proximity to other objects. It has been demonstrated that objects of a greater magnitude tend to be perceived as more intriguing than those of a smaller magnitude. According to Walgito (2004), three factors influence perception. The first of these is a strong stimulus. It is imperative that the individual be made aware, thereby enabling them to directly perceive it. The presence of a clear stimulus has been demonstrated to exert an influence on perception. The second is the study of physiology and psychology. Physiology is the study of the structure and functions of the human body, while psychology is the study of the human mind, including its processes, structures, and

behaviors. Finally, the environment is a salient factor in this analysis. The situation that elicits a response also exerts an influence on perception, particularly in the case of human subjects. In this case, the social backgrounds of the individuals in question vary, resulting in divergent perceptions.

2.1.2 Learning Medium

Learning media play a fundamental role in the educational process, serving as essential tools that bridge the gap between educators and learners. These media, which can include visual aids, audio materials, digital technologies, printed texts, and interactive platforms, are designed to support and enhance the delivery of content in ways that cater to diverse learning styles and preferences. By utilizing appropriate learning mediums, educators can create more engaging, inclusive, and effective learning environments that not only improve comprehension and retention but also stimulate critical thinking and creativity. In an ever-evolving educational landscape, the thoughtful integration of various learning media is key to fostering meaningful and impactful learning experiences. According to Gerlach et al in Ediyani (2020), media includes people, materials, and events that create learning conditions that allow students to acquire the expected knowledge, skills, and attitudes.

In addition, media in learning can be in the form of graphic, audio, visual media, to digital-based multimedia. Dewi (2019) states that

effective utilization of learning media can increase student motivation and improve their understanding of the material being studied.

Additionally, according to The Association for Education Communications and Technology (AECT), learning media is defined as all forms used to disseminate information in the process of interaction between educators and learners. Therefore, learning media is not only an auxiliary tool in teaching but also an important element in achieving learning objectives effectively.

The use of learning media has several important roles in the learning process, including increase student motivation - Interesting media can make students more enthusiastic in understanding the material ease understanding of abstract concepts, visualization through media such as video or animation helps students understand difficult concepts; 3) increase interaction in learning, interactive media can create a more communicative and participatory learning environment; 4) helps overcome time and space limitations, digital based media allows students to learn anywhere and anytime; 5) according to Prasasti (2019), the development of digital technology has opened up opportunities for teachers to utilize the internet and various digital platforms as innovative learning media.

Before developing learning media, several criteria need to be considered so that the media used is in accordance with learning needs. According to Ediyani (2020), the criteria for selecting good learning

media include: 1) in accordance with learning objectives, the media must support the achievement of competencies set out in the curriculum; 2) easy to use by teachers and students, media that is too complex can make it difficult to use in the learning process; 3) attract and motivate students, innovative media can increase students' active participation in learning; 4) effective in conveying information, media should be able to present material clearly and not confuse students; 5) flexible and usable in various conditions - Media should be accessible on a variety of devices and can be used in a variety of learning methods, both face- to-face and online.

2.1.3 "X" as learning media

Information and communication technology (ICT) is increasingly playing an important role in education, including in English language learning. According to Hattem & Lomicka, 2016), the application of ICT in education allows students to access various learning resources more easily. X as one of the social media platforms has been widely used in the academic world due to its ability to provide quick access to information and encourage interaction between users. In the context of language learning, X serves as a tool to improve students' understanding of English materials through online discussions, information sharing, and interaction with other users who use English according to Schreiner (2018). X is not only a social communication platform but also provides opportunities for students to practice reading, writing, and expanding

their vocabulary through the wide range of text-based content on the platform stated by McCorkle & Payan (2017)

According to Sudiran (2020), in the journal entitled " revealed that X has a positive impact on the development of students' English language skills. There are three main aspects that make X effective in language learning: 1) improving communication skills in English Through interaction with other users on X, students can practice speaking and writing skills more actively; 2) expanding vocabulary, students can acquire new vocabulary through various posts, discussions and trending topics on X; 3) improving translation skills, X allows students to read and understand texts in English and translate them into Indonesian and vice versa.

Previous studies have also shown that X can be used as a tool in improving academic skills, including reading and writing skills. Chawinga (2016). In addition, Erdem and Kibar (2014) emphasized that X helps students access academic information that can support their understanding of various English concepts. X provides various benefits in the English language learning process, including: 1) fast and flexible access to information, X allows students to get the latest information about English anytime and anywhere Rossi and Giglietto (2016); 2) interactive learning environment, X creates a community of learners who can share information and discuss learning materials according to Rossi and Giglietto (2016); 3) encouraging motivation to learn students feel

more motivated to learn English when using a platform that they find interesting and relevant to their daily lives Waterloo (2018).

X is also considered an effective tool in supporting blended learning strategies according to Prestridge (2014). Students who utilize X in English language learning show significant improvement in their understanding of language structure and vocabulary usage according to Sudiran (2019)

2.1.4 Speaking

Speaking is one of the key skills in language learning that enables individuals to express ideas, feelings, and information in social interactions. Brown and Abeywickrama (2019) defines speaking as an interactive process of creating meaning, which involves the production, reception, and processing of information. And Luoma (2004) adds that speaking is a meaningful form of communication, which involves not only choosing the right words, but also understanding the context and situation of communication.

In the context of English as a Foreign Language (EFL), speaking is very important for students as it enables them to communicate effectively in the classroom as well as in real life. Sari and Margana (2019) emphasize that speaking is a skill that must be developed because it is the main tool in communication.

Speaking skills are one of the important aspects in mastering a foreign language. According to Kürü (2021), speaking is not only about

forming grammatically correct sentences, but also includes aspects of mechanics, function, pragmatics, as well as social interaction. Therefore, learning English as a foreign language (EFL) should pay special attention to speaking skills so that students can communicate fluently and effectively.

Brown (2004) classifies speaking skills into several main components, namely:1) pronunciation, the ability to pronounce words correctly and clearly; 2) grammar, the proper use of language structures in speaking; 3) vocabulary, the ability to use a variety of vocabulary in speaking; 4) fluency, the ability to speak without many pauses or errors; 5) comprehension, the ability to understand and respond in conversation. (Brown & Abeywickrama, 2019)

According to Kürü (2021), many students measure their success in learning a foreign language by their ability to speak fluently in daily communication. Therefore, language learning methods should emphasize the development of speaking skills as one of the main objectives.

2.2 Previous Study

Sunday (2021) was revealed in the journal entitled "Use of Twitter Technology in Educational Learning." The objectives of this study emphasize the contributions of X to personal and educational learning experience, and its adoption for professional development in the 21st century. The sources of data collection were adopted in the paper review. In spite of the shortcomings of X

technology. The major results revealed that the use of X technology is becoming a common practice among students and professional development of educators across the world. Recommendations include the need for a sustained campaign of the use of X technology in institutions of learning across the world, especially in developing countries, and the pedagogical adoption of X for professional development of the future of education, as opposed to traditional method of teaching.

Rohr (2022) revealed in the journal entitled "Examining the Use of X in Online Classes: Can X Improve Interaction and Engagement?". This study aims to evaluate whether X can improve student interaction and engagement in asynchronous online classes. Using pre- and post-semester surveys of students, the results showed that although not widely used, some students felt X helped them connect with the material and classmates. However, students' perceptions varied, and many did not see significant benefits. The authors conclude that the successful use of X depends on clear implementation that is relevant to learning.

Heron et al (2021) in their Journal entitled "How Dialogic is the Online Space? A Focus on English Speaking Skills." The study investigated the affordances of teaching speaking online, a relatively unexplored area. Fifty-two language teachers in higher education contexts internationally completed a survey. Drawing on a framework of dialogic teaching, the findings show that teaching speaking online offers some unexpected affordances relating to the dialogic teaching principle of supportive teaching. In addition, teachers

reported being able to use the online space for purposeful planning of online lessons. However, the online space is less conducive to enabling reciprocal, deliberative, and cumulative classroom talk, key features of higher education discourses. The paper suggested practical recommendations for how to ensure that dialogic teaching dimensions are not lost in an online space.

Ismail (2022) revealed in the Thesis entitled" "Students Perceptions on The Use of Twitter In Learning Vocabulary At The Fourth Semester Of English Educations Program of IAIN Prepare" they study was aimed to describes the Students perceptions using X to learning vocabulary, the participants of the research consisted of 62 Students populations and the sample 25 consisted students for the research. Research method using qualitative descriptive. The data collected through interview. The results revealed the use of the X very effective. Students perceptions are simple, free and accessible.

2.3 Conceptual Framework

In the digital era, the use of social media is growing and has an impact on various aspects of life, including education. One of the widely used platforms is X, which not only serves as a means of communication but can also be utilized as a learning medium. In the context of language learning, particularly speaking skills, X offers various interactive features that allow students to engage in conversations, discussions, and speaking exercises in the target language. Therefore, this study aims to explore students' perceptions of using X as a learning medium to improve speaking skills.

This research is based on several relevant theories, one of which is Bandura and Hall (2018) Social Learning Theory, which states that individuals learn through interaction and observation in a social environment. X, as a social media platform, allows students to interact with peers, teachers, and native speakers of the target language, so learning can occur naturally through social interaction. In addition, the Theory of Constructivism developed by Vygotsky (2018) also supports the idea that learning occurs through interaction with others and is supported by the community. In this case, X provides a space for students to build language understanding collaboratively through discussion and speaking practice. In addition, the concept of Digital Learning Theory is also relevant, as it highlights how digital technology can increase engagement and effectiveness in learning.

X has various features that can be utilized in speaking and learning. Tweets and threads allow students to express their thoughts in the form of short texts, practicing their ability to construct effective and communicative sentences. In addition, the X Spaces feature, which allows live audio conversations, can be used as a means for students to practice their speaking skills directly with a wider audience. Through this feature, students can speak in the target language, listen to other speakers, and gain experience in spontaneous communication.

However, in its use as a learning medium, X also has advantages and challenges that can affect its effectiveness. Some of the advantages that students can get from using X as a learning medium include high accessibility,

flexibility in learning, increased motivation, and the opportunity to interact with native speakers or the global community using the target language. X also allows students to practice speaking in a more relaxed and informal setting compared to traditional classes. However, there are some challenges that need to be considered, such as the limitation of the number of characters in tweets, the lack of direct feedback from teachers or linguists, and the potential distraction of non-academic content circulating on this platform.

Furthermore, this study will explore how X contributes to the development of students' speaking skills. One aspect that will be analyzed is how students' engagement in discussions and interactions on X can improve their confidence in speaking. In addition, this study will also look at how the use of X Spaces can assist students in practicing live speaking and how they respond to the experience in improving their communication skills.

In conclusion, this study will provide an overview of the effectiveness of X as a learning medium in improving students' speaking skills, as well as identify factors that support and hinder its use. The results of this study are expected to provide implications for educators and students in optimizing the use of social media as a tool in language learning, as well as providing insight into how digital technology can be used to support a more interactive and effective learning process.
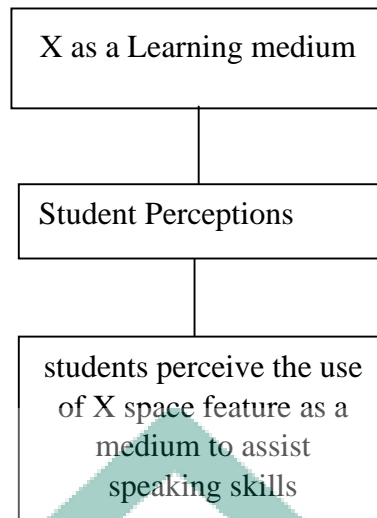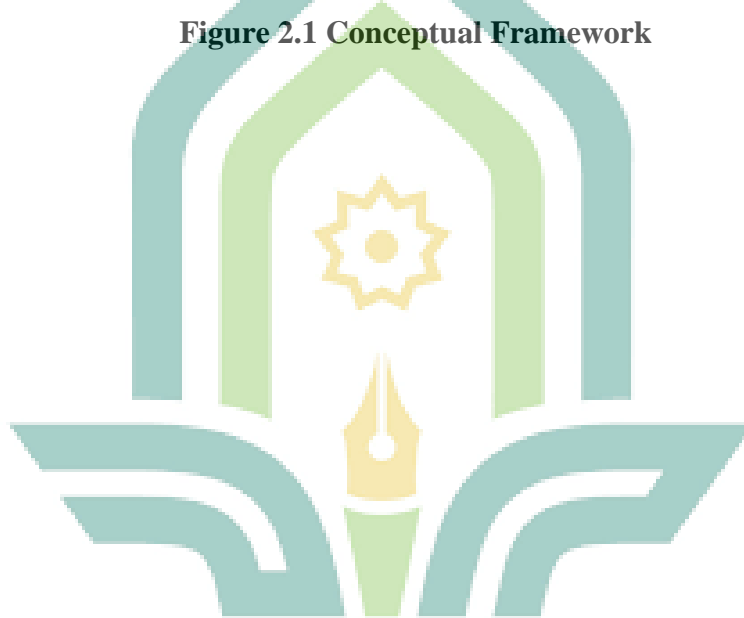
X as a Learning medium

Student Perceptions

students perceive the use of X space feature as a medium to assist speaking skills

Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research used a qualitative research analyze the students' difficulties during conversation practice in one of the high schools in Pekalongan. The research uses the narrative inquiry. This is a way of conducting research that focuses on interpretive reflection about one's own life story and reliving one's life story in a communication context based on statement Clandinin and Connelly (1990). The selection of narrative inquiry is based on the need for qualitative data. This method was chosen because the researcher aimed to delve into the students' perceptions who have faced English-speaking. By exploring their narratives, the researcher hopes to gain insights and learn from what the participants have gone through.

3.1.1 Setting and participants

In this research, subjects refer to students one of High School in Pekalongan, grade 11 Economics, with a total of 36 students, 16 males and 18 females who have experience using X spaces as learning. The research subjects were seblected based on their suitability with the research objectives as well as their ability to provide in-depth information related to the topic under study. This research uses a qualitative method with an interview approach, where the selection of subjects is done deliberately in one place.

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The subjects in this study are High School students who have experience in using X as a learning medium to improve speaking skills. They are students who actively use X in academic and non-academic contexts, especially in speaking practice, discussion, or interaction in language. The research subjects were selected from various study program backgrounds to get diverse perspectives regarding the effectiveness and challenges of using X in learning speaking skills.

This research involved 5 senior high school students in class XI in English subjects. Participants consisted of male and female student who were 15-18 years old. To collected the data using semi structure interviews, observation.

With this approach, the research aims to explore a deeper understanding of how students utilize X space as a means to improve their speaking skills, the factors that support or hinder its use, and their perceptions of the effectiveness of social media as a language learning tool.

3.1.2 Data Collection

In the data collection process, the researcher will apply the qualitative interview method to gain an in-depth understanding of the causal factors and strategies in overcoming the obstacles experienced by the author. The researcher chose to use semi-structured interviews, as this method is very effective in obtaining comprehensive data. Semi-structured interviews allow researchers to design questions more

flexibly, ask additional relevant questions, provide clarification, and confirm participants' answers. According to Adams (2015), semi-structured interviews are a conversation-based assessment technique conducted with one respondent at a time. It combines closed and open-ended questions and allows for further exploration of the participant's reasoning or way of responding to a particular topic. Each participant will be interviewed in a single session of approximately 20 to 40 minutes, which is conducted face-to-face to ensure more effective interaction. In addition, participants are given the freedom to choose the language used during the interview, either Javanese, English, or Bahasa Indonesia, with the aim of creating a more comfortable atmosphere so that participants can express their views more freely.

3.1.3 Data Trustworthiness

Researchers use triangulation techniques to determine the truth or validity of the data that has been obtained. According to Patton (1999), triangulation can be interpreted as checking data from various sources, in various ways, and at different times. In the triangulation technique, source verification involves testing data from various informant sources from which the data is collected. To ensure data validity, the researcher employed triangulation techniques, specifically observational triangulation. This technique involves comparing observation results with data from other sources, such as interviews and documentation. The goal is to check the consistency of findings obtained in the field.

Observations are combined with other methods, such as interviews or document studies, to test data consistency. Observations are also conducted as validation using different techniques to assess the accuracy of the data.

3.2 Data Analysis

The researcher employ thematic analysis to analyze the data. Thematic analysis is a method used to identify, analyze, and report patterns (themes) within data Braun and Clarke (2006). The data analysis process begins with transcribing the data collected through interviews so that it can be immediately analyzed. The second stage involves generating initial codes. Initial codes refer to the semantic content of the data, identifying the most basic segments of information that can be meaningfully evaluated. The third phase focuses on identifying themes, where the analysis shifts to broader patterns, organizing codes into potential themes, and grouping relevant coded data under the identified themes. The fourth stage is reviewing themes. During this phase, it may become evident that some candidate themes are not true themes due to insufficient or overlapping data, or they may need to be merged with other themes. The fifth stage involves defining and naming the themes. In this phase, researchers refine and define the themes for analysis by identifying their essence and capturing specific aspects of the data within them. The final stage is preparing a report.

3.3 Research Schedule

Table 3.1 Research Schedule

No	Activities	January 2025	February 2025	March 2025	April 2025	May 2025	June 2025	July 2025
1.	Submission of research topic	■						
2.	Research topic approval	■						
3.	Writing research proposal		■					
4.	Proposal approval			■				
5.	Seminar proposal examination			■				
6.	Conducting and writing the research				■	■	■	
7.	Estimation of thesis examination							■

CHAPTER IV

FINDING AND DISCUSSION

4.1. Findings

This subchapter presented the findings from interviews with students. The students talked about their perceptions of using X as a learning medium to support speaking skills. The findings were organized into two main sections. The first section was about students' general perceptions of X as a medium for learning to speak. The second section was about students' specific perceptions of X Spaces features in the context of learning to speak. The presentation of these findings aimed to provide a comprehensive overview of students' experiences, views, and attitudes related to using the X platform in English language learning, which would form the basis for further discussion in the following subchapter.

4.1.1. Students' Perception of X as a Speaking Learning Media

To provide a clearer overview of the students' responses, the following table summarizes the key themes from the interviews with all five participants, including their experiences, sources of introduction to X, activities, perceptions of X Spaces, challenges, and emotional responses.

Table 4.1
Students' Perception of X as a Speaking Learning Media

No	Theme	Result	Informant
1	The first time used X to learn *speaking*	SMA	Ritna, Cahaya, and Eren
		Mid High School	Harum
		2019	Ghazali
2	Who introduced X as a learning medium?	Influencer	Ritna
		Friend	Eren
		PPL Teacher	Ghozali
		High School Teacher	Harum
		Miss Selvi	Cahaya
3.	Student activities in X related to learning *speaking*	Searching for information	Ritna
		Read the news	Ghozali
		Read the latest viral news	Eren
		Read the latest news and share your feelings through *x*	Harum
		tweets about daily activities	Cahaya
4.	*Affictive attitude toward X*	The student overcame initial awkwardness and grew confident and comfortable using Twitter for speaking.	Ritna
		Twitter is easy to use anytime, but students hesitate to record their voice due to fear of mispronunciation.	Harum
		Twitter feels more enjoyable due to relaxed practice and supportive peer responses	Cahaya
		Feedback from peers and teachers boosts confidence, motivation, and a sense of appreciation	Eren
		Twitter builds confidence, enables flexible learning, and fosters pride through positive feedback	Ghozali
5.	*The attraction and excitement of learning speaking via X*	The excitement can be seen from the X user themselves	Ritna
		The responden has a less favorable perception of using X as a learning	Ghazali

		medium due to infrequent or lack of familiarity with the platfrom.	
		Its fun, because my friends at X help and correct me if I make a mistake pronouncation.	Eren
		Its fun because we can play cellphone but while learing.	Harum
		Fun because we can learn speaking without having to show your face or video	Cahaya

The findings from the interviews revealed diverse student perceptions regarding the use of X as a medium for learning speaking, as reflected in the variety of their experiences, sources of information, and activities on the platform. First, regarding the time when students first started using X to learn speaking, the majority of students, including Ritna, Eren, Harum, and Cahaya, stated that their experience of learning speaking through X began in Senior High School (SMA). Ritna briefly stated,

"SMA" (Ritna, May 27th, 2025, Researcher Translation)

Eren also confirmed the same thing,

"SMA" (Eren, May 27th, 2025, Researcher Translation)

Harum gave more specific details,

"The first time I studied was in high school, I think it was around the middle of when I entered high school" (Harum, May 27th, 2025, Researcher Translation)

Cahaya is the same,

"1st grade high school" (Cahaya, May 27th, 2025, Researcher Translation)

Meanwhile, there is one student, Ghazali, who has a different experience. Ghazali admitted that he started using X to learn speaking in 2019,

"2019" (Ghazali, May 27th, 2025, Researcher Translation)

This time difference sheds light on the range of students' early experiences with X as a language learning tool, which may be influenced by factors such as technology accessibility or knowledge of X's potential as a learning medium. According to these comments, high school is a frequent starting point for students to begin incorporating X into their speaking curriculum. However, Ghazali is an exception, with his experience beginning in 2019 indicating a slightly more mature understanding of the benefits of the X application for English learning, as well as early adoption of the platform by individuals with a particular interest in technology or independent language learning.

Second, the interview data revealed a variety of sources that introduced students to the use of X to improve their speaking skills. Ritna stated that she received information from influencers.

"Influencer" (Ritna, May 27th, 2025, Researcher Translation)

Ritna got information from influencers, who highlighted the role of social media in disseminating information related to learning. Meanwhile, Ghazali stated that he was introduced by an intern teacher at his school,

"from pre-service teacher" (Ghazali, May 27th, 2025, Researcher Translation)

Eren got the information from his own friend,

"My friend, Sis, was the first to introduce me to English learning, especially speaking, at X" (Eren, May 27th, 20 25, Researcher Translation)

Harum learned about X as a medium for learning speaking from his own teacher,

"Teacher in high school"(Ritna, May 27th, 2025, Researcher Translation)

Meanwhile, Cahaya gets information from her own apprentice teacher,

"Miss Selvi" (Cahaya , May 27th, 2025, Researcher Translation)

The variety of sources of information shows that students find the potential of X as a learning medium through various channels, both from public figures on social media, teachers at school, and peers. Students get information about X as a speaking learning medium from various sources, which shows the important role of both authority figures and the social environment in the introduction of this technology.

Third, the interview findings show various activities carried out by students at X. Ritna stated that she uses X to search for various information,

"Searching for information" (Ritna, May 27th, 2025, Researcher Translation)

Information seeking activities can enrich students' vocabulary and knowledge about various topics, which in turn can increase their confidence in speaking. As is the case with Ghazali who uses X to read various news,

> *"Reading news" (Ghazali, May 27th, 2025, Researcher Translation)*

Eren also does similar activities,

> *"Reading the latest viral news" (Eren, May 27th, 2025, Researcher Translation)*

In addition, Harum expanded the scope of its activities by,

> *"reading the latest news and sharing feelings through tweets". (Harum, May 27th, 2025, Researcher Translation)*

Meanwhile, Cahaya has a different focus,

> *"tweeting about daily activities"(Cahaya, May 27th, 2025, Researcher Translation)*

Fourth, in this interview, several elements of attitudes were found from the informants about the use of Twitter as a medium for learning speaking. Ritna said that at first using Twitter was difficult but in the end it was comfortable and learning to use Twitter was very enjoyable.

> *"At first I felt a bit awkward and hesitant because I had never used Twitter to learn. But after trying it a few times, I started to feel happy because it turned out to be more fun and not too stiff like in class. I also felt more confident to write and record my speaking because it could be seen by many people, so I wanted to give my best" (Ritna, May 7th, 2025)*

This variety of activities demonstrates how students use X for a number of goals, which are not always directly related to speaking learning but can have an indirect impact on language development.

4.1.2 Students' Perceptions of X Spaces Features in Speaking Learning

To gain a deeper understanding of how students perceive the features of X Spaces in the context of speaking learning, the following table presents a summary of their responses. This includes their views on the effectiveness of the feature, the level of excitement and interest, the challenges they encountered, their emotional responses during speaking activities, and their overall judgment on the suitability of X Spaces as a speaking learning medium.

Table 4.2
Students' Perceptions of X Spaces Features in Speaking Learning

No	Theme	Results	Informant
1	The effectiveness of the X Spaces features in helping speaking skills	Helps learn good and correct articulation	Ritna
		Less helpful, because it is rarely used for learning, usually for ordinary discussions	Ghazali
		Quite helpful, glad there was a session*speaking* which is held *influencer*	Eren
		Yes, study*speaking*with more*enjoy*	Harum
		Helpful, because in*space*can chat and learn together	Cahaya
3.	Difficulties and challenges faced by students	Trying to process English	Ritna
		Not understanding the features on Twitter	Ghazali
		A little nervous during the session*speaking*	Eren
		Not really understanding some of the features in X	Harum
		Pronunciation is not correct and is often corrected	Cahaya
4.	Students' feelings (shame, fear, confidence) when	Ever (felt ashamed)	Ritna
		Scared, because I can't speak English, especially*speaking*	Ghazali

		Don't be shy or afraid, "just hit and run"	Eren
	learning *speaking* by X Spaces features	No, because in X it only displays sound so it's more confident and fun.	Harum
		No, because his face is not visible.	Cahaya
5	Suitability of X Spaces features as a learning media *speaking*	Suitable, because you can get new information and sentences	Ritna
		Less suitable, more suitable for discussion	Ghazali
		It's really suitable if you've found a supportive study buddy.	Eren
		Great, because X Spaces is usually for casual discussions and it turns out to be fun for learning too.	Harum
		Suitable, because it's fun to study in *space*	Cahaya

This section presents the results of the interviews focusing on students' perceptions of X Spaces features as a tool in the development of their speaking skills. The findings cover the aspects of effectiveness, attractiveness, challenge, emerging feelings, as well as the suitability of the X Spaces feature as a speaking learning medium.

The majority of participants in this study showed a significant positive perception of the effectiveness of the X Spaces feature in assisting the development of their speaking skills. This perception was not only limited to increasing confidence, but also touched on fundamental aspects of speaking mastery. For example, participant Ritna explicitly stated about the X spaces feature as follows:

"... helps us learn how to articulate properly." (Ritna, May 27, 2025, Researcher Translation).

This indicates that using X Spaces provides students with an opportunity to practice clear pronunciation, which is a crucial component of language fluency. This emphasis on good articulation aligns with the goal of speaking instruction, which focuses not only on fluency, but also on phonetic accuracy. Ritna's focus on good articulation highlights the importance of the X Spaces feature in providing students with opportunities to hone their speaking skills at a micro level. Clear and accurate pronunciation is an integral part of effective oral communication, and X Spaces seems to facilitate targeted practice in this area.

Furthermore, the view of participant Harum who stated that with X Spaces, she can be more comfortable.

"learning speaking with more enjoyment," (Harum, May 27th 2025, Researcher Translation)

This finding suggests that the learning experience is indeed enjoyable and not boring. This "enjoy" aspect is critical in the realm of language learning motivation, where a positive and less formal environment can mitigate the psychological challenges frequently associated with the process of acquiring a foreign language, particularly in speaking exercises. This positive atmosphere fosters students' active engagement and encourages experimentation with the language without undue pressure. Participant Cahaya further substantiated this perspective by asserting that X Spaces proved to be highly beneficial.

"It helps, because in the space we can chat and learn together," *(Cahaya May 27th 2025, Researcher Translation)*

This emphasizes the collaborative interaction aspect that is intrinsic to this feature. The ability to interact directly with peers or other participants creates a constructivist learning environment, where language knowledge and skills are built together through discussion and exchange of ideas.

Support for its effectiveness also came from participant Eren who mentioned that this feature helped him,

"quite helpful especially when there are speaking sessions hosted by English learning influencers" (Eren, May 27th 2025, Researcher Translation)

This emphasizes the importance of external influencers or facilitators in using the platform for educational objectives, showcasing X Spaces' flexibility as a learning tool that can be integrated into a wide range of educational activities. Influencer-facilitated environments can provide structure and guidance that may not be present in random interactions, which enhances student learning outcomes.

However, this study also noted a different view from Ghazali's participants who felt that X Spaces,

"... was less helpful because it was rarely used for formal learning" (Ghazali May 27th 2025, Researcher Translation)

The argument is based on the observation that the feature is more commonly used for general conversation than for formal learning. This viewpoint is significant because it indicates how effective it is of using

X Spaces is determined not only by the feature itself, but also by the specific goal of use and the regularity with which students participate in the environment. This means that if the room is not explicitly designed for speaking practice, or if students infrequently use it, the feature's learning potential may be ignored. This emphasizes the importance of planned activity design and clear direction in order to maximize X Spaces' effectiveness as a spoken learning medium.

The attractiveness and fun aspects of learning speaking through X Spaces are also an important focus in students' perceptions, which significantly affect their motivation and engagement. Participant Eren stated that

> *"...it felt really exciting because there were some support assistance and pronunciation corrections given by fellow users in X Spaces"* May 27th 2025, Researcher Translation)

This supportive learning environment creates a safe space for students to practice without fear of judgment, where mistakes are seen as a natural part of the learning process rather than failure. This is in line with the affective filter hypothesis in second language acquisition, where low levels of anxiety can facilitate more effective language acquisition. The reciprocal interaction of constructive correction from peers enriches the learning experience and encourages continuous improvement.

Furthermore, the appeal of X Spaces also lies in its integration with students' digital lifestyles. Participant Harum highlighted that learning to speak through X was very enjoyable, he stated,

"It's fun because it's like playing with a cellphone but while studying." (Harum May 27th 2025, Researcher Translation)

This statement indicates that the use of platforms that are familiar and frequently used in students' daily lives can erode the boundaries between recreational and educational activities. The concept of "edutainment" has proven effective in increasing intrinsic motivation, because learning no longer feels like a burden but rather as an activity that is fun and relevant to their interests. This felt was also reinforced by Cahaya, who expressed their excitement in

"learning to speak without having to show our faces or videos, sis." (Cahaya May 27th 2025, Researcher Translation)

Despite the positive perceptions and strong appeal, participants also identified some significant difficulties and challenges they faced while learning to speak at X Spaces. One of the main challenges expressed by participant Ritna was the effort to try to speak, she said

"it is challenging when trying to process English while speaking" (Ritna May 27th 2025, Researcher Translation)

This challenge reflects the complexity of the encoding process, where students must quickly formulate their ideas into appropriate English grammatical structures and vocabulary in the context of real-time conversation. This ability requires deep language proficiency as well as cognitive speed, which is often a barrier for foreign language learners, especially at the beginning to intermediate levels.

In addition, technical challenges related to platform mastery also emerged as a barrier. Ghazali and Harum participants explicitly admitted that they stated,

> *"don't understand the features on Twitter" (Ghazali May 27th 2025, Researcher Translation)*

> *"don't really understand some of the features on X." (Harum May 27th 2025, Researcher Translation)*

Lack of digital literacy or familiarity with the X Spaces user interface may hinder full participation and optimization of the features available for learning. This suggests that, despite the platform's digital-native essence, initial guidance on navigating and utilizing specific features for educational purposes may be necessary for students to maximize the learning potential offered.

On the other hand, the emotional aspect is also a challenge that cannot be ignored. Participant Eren mentioned that there was,

> *"a little nervousness during my speaking session." (Eren May 27th 2025, Researcher Translation)*

Nervousness or speaking anxiety is a common phenomenon in foreign language learning. Although X Spaces offers visual anonymity that can reduce shyness, the pressure of speaking directly in front of others (even just your voice) can still trigger nervousness. Furthermore, Cahaya's participants highlighted the challenge, namely,

> *"the pronunciation is not correct and is often corrected," (Cahaya May 27th 2025, Researcher Translation)*

Which, although important for improvement and a form of constructive feedback, can be a source of anxiety for some students. Too much correction, especially when not delivered in a supportive manner, can potentially reduce confidence and motivation to continue practicing. Therefore, addressing these challenges requires a holistic approach, including improving language skills, familiarity with the platform, and strategies to manage speaking anxiety.

Students' feelings, be it embarrassment, fear of making mistakes, or level of confidence, are crucial psychological dimensions that greatly influence participation and success in speaking learning, especially in an environment like X Spaces. Reactions to potential mistakes or judgments varied among the participants in this study. Participant Ritna honestly admitted that she had felt embarrassed.

> *"ever" (Ritna May 27th 2025, Researcher Translation)*

While Ghazali stated that he faced fear.

> *"scared because I speak English, let alone speak" (Ghazali May 27th 2025, Researcher Translation)*

This is because he feels that he has not mastered English well, especially in the context of speaking. This speaking anxiety is a common phenomenon that often becomes a barrier for foreign language learners, where the fear of making grammatical errors, mispronouncing, or being seen as not fluent can prevent them from actively participating.

However, interestingly, the dominant view among participants indicated an increase in self-confidence or at least a decrease in anxiety levels when practicing speaking in X Spaces. Participant Eren boldly stated that

> *"I'm not embarrassed or afraid to crash into people, I just enter," (Eren May 27th 2025, Researcher Translation)*

This shows a proactive attitude and courage in trying even though it is not perfect. This attitude indicates an environment that facilitates risk-taking in language use. Similar things were conveyed by participants Harum and Cahaya,

> *"I don't feel embarrassed because in X Spaces because it only displays sound so it's more confident and fun" (Harum May 27th 2025, Researcher Translation)*

> *"his face is not visible." (Cahaya May 27th 2025, Researcher Translation)*

This aspect of visual anonymity is a crucial factor that significantly reduces public speaking anxiety. When the pressure to maintain physical appearance or body language is removed, students can focus more on verbal expression and message content, thereby increasing comfort and willingness to practice. This visually non-intimidating environment allows students to experiment with language without the burden of non-verbal judgment, which in turn can gradually build their confidence and promote more active participation in speaking practice. This supports the idea that reducing the affective filter through a safe and supportive environment can facilitate language acquisition.

4.2 Discussion

This sub-chapter presents an in-depth discussion of the findings presented in the previous sub-chapter. This discussion aims to interpret the meaning of the findings in the context of a broader study, namely students' perceptions of the use of X as a medium for speaking learning. These findings were analyzed and linked to relevant theories, previous studies, and established conceptual frameworks, to provide a comprehensive understanding of the phenomenon being studied. The implications of these findings for learning practices and further research directions were also discussed in this sub-chapter.

4.2.1 Students' Perception of X as a Speaking Learning media

This section discusses how research findings related to students' perceptions of using X as a medium for speaking learning can be interpreted through the lens of relevant learning theories, namely Social Learning Theory, Constructivism Theory, and Digital Learning Theory. Bandura and Hall (2018) stated that Social Learning Theory emphasizes that individuals learn through interaction and observation in a social environment. The finding that students learn from influencers and peers in X Spaces directly supports Social Learning Theory (Bandura & Hall, 2018), which states that learning occurs through observation and imitation. In this context, students learn not only from teachers but also from other models in the digital environment, which expands their learning resources. Constructivism Theory states that learning occurs through interaction with others and is supported by a community

(Vygotsky, 2018). Meanwhile, Digital Learning Theory highlights how digital technology can increase engagement and effectiveness in learning (Prasasti, 2019). In addition, factors that influence students' perceptions of X Spaces were also explored.

The study's findings indicate that students had diverse experiences when utilizing X to learn to speak. Some pupils have been using X since high school, while others simply started in 2019. This version is related to the notion of Digital Learning Theory, which highlights the relevance of accessibility and technological adoption in learning. According to Prasasti (2019), advancements in digital technology have created chances for instructors to use the internet and various digital platforms as innovative learning material. In this case, the ease of access to X and understanding of its potential as a learning tool can influence when students begin utilizing it to learn to speak.

The sources of information about X as a medium for learning speaking also vary, from influencers to teachers. This is relevant to Social Learning Theory, which states that individuals learn through interaction and observation in a social environment. Bandura and Hall (2018) emphasize that students can learn through interactions with peers, teachers, and even public figures on social media. In this context, X provides a platform where students can observe and imitate the use of English in various contexts, as well as interact with native speakers or other learners.

Student activities at X are likewise broad, and not usually centered on language instruction. However, activities such as searching for information, reading news, and communicating sentiments can all help to enhance language abilities indirectly. This is consistent with Constructivism Theory, which holds that learning is an active process of acquiring information through experience and interaction with the environment. Vygotsky (2018) contends that learning occurs via interaction with others and is facilitated by the community. In this setting, X allows students to collaborate on language knowledge through conversation, information exchange, and social contact, all of which can help them develop speaking abilities.

Meanwhile, students' perceptions of X as a medium for learning speaking are also influenced by various complex and interacting factors. Slameto (2003) stated that perception is a biological process that occurs in the human brain in response to information received through the five senses. In this context, students' previous learning experiences with technology and social media can shape how they perceive X. If students have positive experiences with digital platforms in learning, they may be more likely to see X as an effective tool for improving speaking skills. Conversely, negative experiences or lack of experience can create resistance or skepticism.

Students' motivation to learn speaking and their engagement on the X platform also play an important role in how they perceive the value of

X as a learning tool. Dewi (2019) found that the use of effective learning media can increase students' motivation and their understanding of the material being studied. If students are motivated to improve their speaking skills and actively participate in activities on X, such as discussions or X Spaces, they may have a more positive perception of the platform.

In addition, contextual factors such as the ease of use of X Spaces, the quality of interactions with other users, and the relevance of the content to students' learning needs can also influence their perceptions. If students feel that X Spaces is easy to navigate, interactions with other users are helpful and supportive, and the content available is relevant to their learning goals, they are likely to have more positive perceptions. Conversely, technical difficulties, negative interactions, or irrelevant content can reduce students' positive perceptions of X as a medium for speaking learning.

These findings suggest that teachers and curriculum designers should not only recognize the value of digital platforms like X but also actively incorporate them into speaking instruction. Leveraging students' familiarity with social media can improve their engagement and motivation in language learning. Additionally, since students are influenced by a range of sources—from peers to influencers—educators can design socially-driven and collaborative learning strategies that align with students' digital habits. Understanding these perceptions helps

bridge the gap between formal language education and the informal digital environments students are already immersed in.

The research findings concerning students' affective attitudes toward the use of X in speaking learning reveal interesting dynamics highly relevant to language acquisition theories. Ritna shared her experience that she "initially felt a bit awkward and hesitant when asked to use Twitter for speaking activities. However, after trying it a few times, she started to feel happy because it turned out to be more fun and not too stiff like in class. I also felt more confident to write and record my speaking because it could be seen by many people, so I wanted to give my best." This transformation in Ritna's feelings directly supports Krashen's (1985) Affective Filter Hypothesis. This hypothesis posits that a low level of anxiety can facilitate more effective language acquisition because linguistic input can be processed better. The informal and relaxed environment offered by X, unlike formal classrooms, proved effective in lowering this affective filter, allowing students to take greater risks in speaking practice. Furthermore, Eren stated, "When I get responses, I feel appreciated. It makes me more confident and want to keep learning." Meanwhile, Ghazali remarked, "It helps me feel more confident. Learning is also more flexible, and I feel proud when people appreciate it." Both their expressions underscore the importance of positive feedback and social validation. This is consistent with Social Learning Theory (Bandura & Hall, 2018), which emphasizes that

learning occurs not only through direct experience but also through observation and reinforcement from the social environment. The feelings of appreciation and pride arising from interactions on X serve as strong motivators, fostering increased confidence and sustained language practice. Harum, on the other hand, despite acknowledging X's ease of use, "admitted a reluctance to record voice due to fear of mispronunciation." This indicates that even though digital platforms offer convenience, emotional challenges such as speaking anxiety related to pronunciation accuracy can still be a barrier that needs to be addressed. Cahaya also described her learning experience as "more relaxed, not as tense as in class. Especially when I get good responses—it makes me more excited." This shows that social affirmation plays a role in motivating students and enhancing their emotional connection to learning.

The aspect of attraction and excitement in learning speaking through X also provides crucial insights into digital era learning motivation. Harum vividly illustrated the concept of edutainment by stating, "It's fun, because we can play with our phones but while learning." This demonstrates how learning can be integrated with recreational activities familiar to students. This phenomenon aligns with Digital Learning Theory, which emphasizes the importance of engaging and relevant learning design to enhance student involvement. When learning no longer feels like a burden but rather an entertainment,

students' intrinsic motivation to participate and experiment with the language significantly increases. Moreover, Cahaya highlighted a crucial advantage of the visual anonymity offered by X with her statement, "Fun, because we can learn speaking without having to show your face or video." The ability to practice speaking solely through voice can drastically reduce performance anxiety and shyness, especially for students who are introverted or lack confidence in public settings. This creates a safer space for taking risks in language production, thereby encouraging more active participation. Eren also found it exciting because "my friends at X help and correct me if I make a mistake in pronunciation." This highlights the appeal of peer support and constructive feedback. However, the success in creating this excitement is not universal. Ritna believed that "The excitement can be seen from the X users themselves," indicating that individual motivation and initiative play significant roles. Meanwhile, Ghazali held "a less favorable perception because [he] rarely used the platform," underscoring the crucial role of platform familiarity and active participation. Any learning medium (Arsyad, 2017), regardless of its effectiveness, requires users' willingness to explore and utilize it consistently for its full learning potential to be realized. This suggests that, although X offers appealing features, appropriate facilitation and encouragement for active engagement remain essential.

4.2.2 Student Perceptions of X spaces feature in learning Speaking

This discussion analyzes in depth the implications of the research findings for the practice of teaching and learning speaking skills, by reviewing how these findings support, enrich, or even provide new nuances to previous studies and relevant theories.

The research findings that consistently show the majority of students' positive perceptions of the effectiveness and appeal of X Spaces in speaking learning are a strong indication of the transformative potential of this platform in language education. This perception is not merely an acceptance of technology, but rather an active interpretive process in which students identify the value and benefits of X Spaces based on their sensory and cognitive experiences, as described by Slameto (2003) and Jalaludin (2003) in the definition of perception in Chapter 2. Participant Ritna's explicit statement that X Spaces "helps us learn how to articulate well and correctly" highlights the contribution of this feature to the phonetic aspect of speaking skills, which is a crucial component in language fluency (Brown, 2004). This supports the idea that X Spaces can function as an effective learning medium, as defined as a tool that bridges educators and learners to improve content delivery and student understanding, as well as being able to increase motivation (Arsyad, 2017). This perception is reinforced by a previous study by Sunday (2021), which confirmed that the use of technology X does contribute to students' personal and professional learning experiences.

Support for the effectiveness of X Spaces is further strengthened by findings regarding the fun and collaborative learning experience. Harum's statement that he can "learn speaking more enjoyably" and Cahaya who feels that X Spaces "helps, because in the space we can chat and learn together", directly resonate with the principles of Constructivism Theory (Vygotsky, 2018). Vygotsky argues that learning is a social process that occurs through interaction with others and is supported by a community. X Spaces, by enabling real-time audio discussions, creates a "zone of proximal development" where students can learn from and with their peers, building understanding and language skills collaboratively. This also strengthens the argument of Digital Learning Theory that digital technology has the capacity to increase engagement and effectiveness of learning. Furthermore, the role of external influencers or facilitators in organizing speaking sessions, as expressed by eren "...quite helpful especially when there are speaking sessions organized by English learning influencers", shows the adaptability of X Spaces as a learning tool that can be integrated with various educational initiatives. This is in line with the view that X can support vocabulary learning and understanding of English language materials through online discussions (Azhari, 2018; Rahayu, 2018), and can expand vocabulary (Sudiran, 2020), strengthening its role as a multifunctional ICT in language education.

The aspect of the attraction and excitement felt by students when learning to speak in X Spaces is a key finding that provides profound psychological implications. Support and pronunciation correction from fellow users (Eren: "... felt very exciting because there were some support and pronunciation corrections given by fellow users in X Spaces") creates a supportive and low-threat learning environment. Furthermore, the ability to "learn speaking without having to show our faces or videos, sis" (Cahaya) and the feeling of "more confidence and fun" (Harum) because only showing voices, directly reduces speaking anxiety. This phenomenon is very consistent with the affective filter hypothesis (Krashen, 1985), which states that a low affective filter (reduced anxiety) facilitates better input and ultimately, more effective language acquisition. This is a crucial solution for students who tend to be shy or afraid of making mistakes (Ritna, Ghazali) when practicing speaking in a more conventional environment. This feature offers risk-taking opportunities in language use that may not be available in face-to-face situations, thereby encouraging active participation in practicing speaking skills which are the foundation of communication (Brown, 2007; Nunan, 2003).

However, the findings also reveal some challenges that require attention in practical implementation. Difficulty in "trying to process English while speaking" (Ritna) highlights that even though the platform is available, the process of encoding and oral output still requires strong

linguistic and cognitive competencies. This challenge relates to the aspects of fluency and coherence in speaking skills (Richards & Renandya, 2002). Technical challenges related to understanding feature X (Ghazali: "don't understand the features on Twitter"; Harum: "don't really understand some of the features on X") indicate the importance of digital literacy and comprehensive early guidance. Without adequate understanding of the platform, learning potential cannot be maximized. Nervousness (Eren: "just a little nervous when I want to speak") and concerns about "not pronouncing it correctly and being corrected often" (Cahaya) indicate that constructive and supportive feedback is very important. Although correction is part of learning, the method of delivery must prevent increasing anxiety. The study by Heron et al. (2021) also noted that online speaking instruction, while offering opportunities, was less conducive to in-depth, reciprocal and cumulative classroom conversations, suggesting that X Spaces may be more effective as a complement than a substitute for structured classroom interactions.

The difference in Ghazali's perception that X Spaces is "...less helpful because it is rarely used for formal learning" compared to the positive views of the majority, reaffirms that the effectiveness of learning media is highly dependent on instructional design and individual motivation. If activities in the space are not explicitly focused on speaking practice or if students are less motivated to use it educationally, the potential of X Spaces will not be fully realized. This view is in line

with the study of Rohr et al. (2022) which emphasizes that successful use of X requires clear implementation and relevance to learning objectives. This underscores the need for clear facilitation and structured activities to optimize the use of X Spaces in developing students' speaking skills.

The implications of these findings for speaking teaching and learning practices are significant. First, teachers can consider X Spaces as an innovative tool to create a more engaging, dynamic, and less stressful speaking learning environment. Utilizing this feature can be a practical solution to overcome common challenges such as lack of opportunities to practice speaking and low student interest, which are often obstacles in teaching English. Teachers can design structured speaking activities such as debate sessions, role-plays, or discussions on topics relevant to students' interests, which utilize the audio format of X Spaces. Second, these findings show great potential for collaboration between formal and informal education. Teachers can adopt an influencer-facilitated learning model or even collaborate with online language communities on X Spaces to broaden students' exposure to the language and native speakers, in line with the Social Learning Theory (Bandura & Hall, 2018) which emphasizes learning through observation and social interaction. Third, to overcome the identified challenges, teachers need to provide initial guidance on the use of X Spaces features and effective strategies for speaking in a digital context. It is also important for teachers to provide supportive feedback or pronunciation

correction to maintain students' confidence, ensuring that correction serves as a motivational tool, not a source of anxiety. Thus, the integration of X Spaces into the speaking curriculum requires careful planning, adaptive pedagogical support, and a deep understanding of the dynamics of digital interactions to maximize the learning potential it offers, encouraging improvements in the quality of language teaching that is more varied and relevant to the digital era.

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

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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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