THE IMPACT OF SOCIAL MEDIA MICROLEARNING ON SPEAKING SKILLS OF FIRST-SEMESTER ENGLISH EDUCATION STUDENTS

THESIS

Presented to in partial fulfilment of the requirement

For Bachelor degree of English Education

by :

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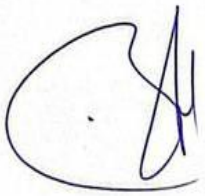	
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DEDICATION

This thesis is special dedicated to:

1. My beloved parents , with their unconditional love, prayers, educated me with kindness, accompanied me in everything, always prayed for my success, and are the biggest support and motivation for me so that I can achieve this thesis in completing a bachelor's degree in the filed they recommended for a more directed and promising future.
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The researcher is very aware that this thesis still requires improvement. So, suggestions and criticism will be very valuable for the progress of this thesis and future discoveries.

Ponorogo, 27 January 2026

Researcher

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ABSTRACT

Sekar Mayang Fitria Budianto. The Impact Of Social Media Microlearning On Speaking Skills Of First-Semester English Education Students. Thesis. English Education Department. Advisor 1 Dr. Bambang Harmanto, S.Pd., M.Pd., Advisor 2 Dr. Ana Maghfiroh, M.Pd., B.I.

This study aims to: (1) Explore how social media based microlearning is perceived to influence first semester English Education students speaking skills, particularly in terms of speaking confidence and fluency, (2) Examine first semester English Education students perceptions of the use of social media based microlearning in learning speaking, (3) Identify the challenges experienced by first semester English Education students when using social media based microlearning for speaking practice.

This study employed a qualitative research design with a narrative approach to investigate the impact of social media microlearning on the speaking skills of first-semester English education students. This study takes place at Muhammadiyah University of Ponorogo, focusing specifically on the English Education Department. This study employed three stages of data collection to obtain comprehensive and credible qualitative data, namely questionnaire distribution, classroom observation, and semi-structured interviews. The research instruments used in this study were designed to support the three stages of data collection, namely semi-structured interview, and classroom observations checklist. The data analysis in this study followed an interactive qualitative data analysis model consisting of data reduction, data display, and conclusion drawing and verification.

This study concludes that social media based microlearning have an impact on speaking skills among first semester English Education students, especially in speaking confidence, speaking fluency, and willingness to speak Future researchers are suggested to explore social media based microlearning using different contexts, levels, and research designs.

Keywords: social media microlearning, speaking skills, speaking confidence, fluency, first semester EFL students