

**THE INFLUENCE OF SOCIAL MEDIA ON THE DEVELOPMENT OF
SLANG AMONG EFL STUDENTS**

A JOURNAL ARTICLE

Submitted as a partial fulfillment of the requirement for the degree of sarjana pendidikan

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BY:

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**THE ENGLISH EDUCATION STUDY PROGRAM THE FACULTY OF TEACHER
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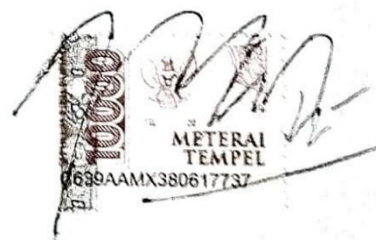
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THE INFLUENCE OF SOCIAL MEDIA ON THE DEVELOPMENT OF SLANG AMONG EFL STUDENTS

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Abstract: This study aims to explore the influence of social media on the development of slang usage among EFL (English as a Foreign Language) students, focusing on sixth-semester students of the English Language Education Department at FKIP UHAMKA. Using semi-structured interviews with five participant EFL students, the study explores the types of slang encountered on social media platforms and how these platforms shape students' understanding, usage, and attitudes toward slang. The findings reveal that platforms such as Instagram, TikTok, and X expose students to a wide variety of English slang, which they often integrate into their online and offline communication. Students view slang as an important aspect of modern communication, enabling them to stay updated with global trends and express identity, though some still prioritize formal grammar for academic purposes. The study concludes that social media acts as an informal learning environment that significantly supports language acquisition, especially in informal registers, and highlights the need for educators to balance formal instruction with awareness of contemporary language use.

Keywords: *Social Media, Slang, English as a Foreign Language (EFL), Informal language*

INTRODUCTION

Social media has transformed modern communication, especially among youth, who engage daily with platforms such as Instagram, TikTok, WhatsApp, and X. For EFL students, these platforms are not merely tools for social interaction but also environments where language learning occurs informally. According to Kadwa and Alshenqeeti (2020), social media has significantly reshaped the EFL learning landscape by providing accessible, engaging, and authentic exposure to English. Slang, as a rapidly evolving and informal linguistic form, is a prominent feature of this digital environment.

The informal and creative nature of slang provides EFL learners with new means of expression, peer affiliation, and cultural integration (Rustemovna, 2023). However, understanding and appropriately using slang can be challenging due to its contextual and dynamic nature. Social media exposes EFL students to trending expressions, often rooted in native-speaking contexts, which become embedded in students' lexicons and influence their communication styles.

This study focuses on students from the English Language Education Department of FKIP UHAMKA. It aims to explore how social media influences their understanding, use, and perception of slang, with the broader goal of informing educational practices in EFL contexts.

LITERATURE REVIEW

Definition of Social Media

Social media refers to internet-based platforms enabling users to create, share, and engage with content (Kaplan & Haenlein, 2010). It includes applications such as Instagram, TikTok, WhatsApp, and X, which facilitate global communication and rapid information exchange. These platforms encourage interactivity, foster user-generated content, and influence language practices among their users (Capriotti et al., 2024; Zhuang et al., 2023).

Definition of Slang

Slang is an informal, non-standard form of language used primarily within specific social groups to create identity and solidarity (Mattiello, 2008; Allan & Burridge, 2006). Slang evolves rapidly, influenced by cultural trends and digital media. Its use is often tied to creativity, social bonding, and rebellion against mainstream norms (Abushaev, 2023; Manurung et al., 2022).

English as a Foreign Language (EFL)

EFL refers to the teaching and learning of English in countries where English is not the primary language (Richards, 2010). In Indonesia, English is taught formally in educational institutions, and students often have limited exposure to English outside the classroom. Digital platforms offer opportunities for informal practice and immersion in English.

Impact of Social Media on Language Development

Social media significantly contributes to the development and dissemination of new linguistic forms, especially slang (Jackson, 2023; Panjaitan & Patria, 2024). For EFL learners, platforms like Instagram and TikTok serve as informal learning environments that expose them to real-life language use, including abbreviations, idioms, and colloquial expressions (Zainal & Rahmat, 2020).

Previous Studies

Several studies have investigated the influence of social media on slang and language learning. Mahardika (2023) compared perceptions of slang use between English majors and non-majors. Herlina et al. (2024) conducted a literature review on the emergence of internet slang, while Dembe (2024) explored how social media contributes to language evolution. Saputra and Salih (2023) studied slang's influence on Indonesian youth, and Kurniati (2021) examined EFL students' Instagram posts and their perceptions of slang's importance.

METHOD

This research adopts a qualitative ethnographic method to explore how EFL students experience and perceive the influence of social media on their use of slang. The study involved five sixth-semester students at FKIP UHAMKA's English Language Education Department.

Data were collected through semi-structured interviews conducted via Zoom from May 13-16, 2025. The interviews consisted of open-ended questions exploring students' daily social media use, language choices, exposure to slang, application of slang in conversation, and opinions on the educational value of slang. To ensure validity, the researcher applied member checking by sharing summaries of interview responses with each participant for verification. All participants approved the content without requesting changes.

FINDINGS AND DISCUSSION

Findings

Participants will be provided with a brief explanation of the interview's purpose at the beginning. They will be assured of the confidentiality of their responses and will be informed that the interview will last approximately 5 to 10 minutes. This questions was adapted by (Mahardika 2023)

1. What social media do you often use in your daily life?
2. How often do you use social media in a day?
3. What language do you use most often on social media? Do you use English? How often?
4. Do you often find slang words in English when using social media? Can you give an example?
5. Have you ever used the English slangs you find on social media in your conversations? In what context?
6. Do you think social media helps you learn English? If so, how?
7. Do you think it is important to learn slang? Why or why not?

The following section presents the interview findings gathered from five individuals who have responded to seven questions. These questions aimed to examine how social media contributes to the emergence and spread of slang expressions among students studying English as a Foreign Language (EFL). The responses provide an overview of participants' experiences, opinions, and observations regarding the linguistic impact of social media in their daily communication.

1. Social Media Usage

The first thing the researchers asked was what social media do you often use in your daily life. The participants reported a variety of social media platforms they frequently use. Participant 1 (P1) mentioned using Instagram, YouTube, and WhatsApp, while Participant 2 (P2) favored Instagram and TikTok. Participants 3 (P3) and 4 (P4) also included Platform X in their daily usage, highlighting the popularity of these platforms among EFL students. Participant 5 (P5) primarily used Instagram and WhatsApp. This variety reflects the multifaceted nature of social media engagement, which aligns with the findings of previous studies that emphasize the role of social media in shaping communication styles among youth (Smith et al. 2020).

2. Frequency of Use

The researcher asked the participants to how often do you use social media in a day. The frequency of social media usage varied significantly among participants. P1 reported spending 4 to 5 hours daily, while P4 indicated an astonishing 12 hours. P5 even mentioned using social media throughout the day, sometimes extending up to 24 hours. This high level of engagement is consistent with research by (Auxier and Anderson 2021) which found that young adults often spend substantial time on social media, impacting their language use and social interactions.

3. Language Preferences

The researcher asked what language do you use most often on social media, how often use English. When discussing language use on social media, participants exhibited a blend of Indonesian and English. P1 and P5 noted a combination of both languages, while P3 reported using English almost exclusively. P2 indicated a shift towards more consistent use of English after beginning studies in English Education. This trend aligns with the concept of code-switching, where bilingual individuals alternate between languages based on context (Gumperz 1982). The participants experiences reflect the dynamic nature of language use in digital communication, where informal language and slang often prevail.

4. Encountering Slang

The researcher asked them how often find slang words in English when using social media, and give an example. All participants acknowledged encountering slang on social media. P1 highlighted the term "On My Way," while P2 provided examples such as "Correct Me If I'm Wrong" (CMIW) and "Laugh Out Loud" (LOL). P3 mentioned terms like "No Cap" and "Sigma," indicating exposure to Western slang. This finding supports the notion that social media serves as a rich source of linguistic innovation, particularly slang, which is often not covered in formal education (Thorne and Lantolf 2006).

5. Usage of Slang in Conversations

The researcher asked in what context how ever used the English slangs you find on social media in conversations. The integration of slang into conversations varied among participants. P1 and P2 reported using slang in interactions with friends, while P4 noted a preference for slang over standard language. P5, however, mentioned using slang primarily in social media posts rather than spoken conversations. This reflects the context-dependent nature of slang usage, where informal language is more prevalent in casual settings (Jenkins, Baker, and Dewey 2017).

6. Learning English Through Social Media

The researcher asked them opinion about social media helps learn English. Participants unanimously agreed that social media has been beneficial for learning English. P1 emphasized the accessibility of English language content, while P2 noted the informal nature of slang, which is often absent from traditional education. P3 and P4 highlighted the role of social media in providing a platform for self-expression in English. This aligns with the findings of previous studies that suggest social media can enhance language learning by providing authentic contexts for language use (Godwin-Jones 2015).

7. Importance of Learning Slang

The researcher asked how it is important to learn slang. The participants expressed varying opinions on the importance of learning slang. P1 viewed it as less critical compared to formal grammar, while P2 and P3 emphasized its relevance in understanding contemporary culture and language evolution. P4 and P5 echoed this sentiment, suggesting that slang is essential for effective communication in modern society. This

perspective aligns with sociolinguistic theories that argue for the significance of informal language in understanding cultural nuances (Labov 1972).

The findings from this qualitative study illustrate the profound influence of social media on the development of slang among EFL students. Participants demonstrated diverse patterns of social media usage, language preferences, and the integration of slang into their daily conversations. The results underscore the importance of social media as a tool for language learning and cultural understanding, highlighting the need for educators to consider these platforms in language instruction. Future research could further explore the implications of slang usage on language proficiency and cultural identity among EFL learners.

Discussion

The results of this study demonstrate that social media has a substantial influence on the development of slang among EFL students. Participants reported frequent use of platforms such as Instagram, TikTok, WhatsApp, and X, all of which expose them to a diverse range of informal expressions and slang commonly used in native speaker communities. This aligns with the findings of (Zainal and Rahmat 2020) who argue that social media enhances learners' exposure to vocabulary outside the classroom environment, particularly informal registers.

Social media provides a rich and dynamic environment for language learning, often outside the bounds of traditional instruction. As noted by (Jackson 2023), social platforms contribute to the rapid evolution of language through user interaction, memes, and viral expressions, which serve as vehicles for new slang to spread and become normalized. In this context, slang is not merely peripheral but central to how youth construct identity and communicate within peer groups.

Participants in this study shared that they regularly encounter slang terms such as *LOL*, *POV*, *TBH*, *No Cap*, *Sigma*, and *Gonna*. These expressions are widely disseminated on social media, often originating from Western digital culture. As (Crystal 2003) notes, the global nature of the internet fosters the widespread diffusion of linguistic trends, leading to hybrid language practices that blend global (English-based) slang with local usage patterns. This was reflected in how students code-switched between Indonesian and English depending on platform, audience, or intent.

Slang was also identified as a key element in forming personal and cultural identity. Several participants mentioned that using slang made them feel "up to date" and "more connected to Gen Z culture." This supports (Bucholtz and Hall 2005) theory of identity construction through language, where the use of particular linguistic forms signifies social belonging and cultural alignment.

While most participants valued the ability to learn slang via social media, one respondent expressed a more cautious stance, emphasizing the importance of formal grammar over informal expressions. This suggests that while digital platforms offer rich input for informal learning, they must be balanced with instruction in

academic English. As highlighted by (Jenkins, J., Baker, W., & Dewey 2017), EFL instruction should develop learners' ability to shift registers depending on context, fostering pragmatic competence.

Furthermore, the study's findings reinforce the idea that learners are not just passive consumers of content but active participants in language development. (Keidar et al. 2022) assert that slang evolves through user innovation and community reinforcement, both of which are inherent to social media interactions. The constant engagement of EFL students in these spaces contributes to their linguistic creativity and adaptation.

From a pedagogical standpoint, these findings call for EFL educators to critically integrate social media awareness into language instruction. As (Godwin-Jones 2015) suggests, digital tools should not be seen as distractions but as resources that can be harnessed for language development. Educators should equip students with the skills to navigate both formal and informal registers, recognizing that contemporary language competence involves both.

CONCLUSION AND SUGGESTION

This study aimed to explore the influence of social media on the development of slang among EFL (English as a Foreign Language) students, focusing on sixth-semester students of the English Language Education Department at FKIP UHAMKA. The findings, derived from semi-structured interviews with five participants, provide important insights into how social media platforms contribute to language development, particularly in the informal register of English slang.

The results show that social media especially platforms like Instagram, TikTok, WhatsApp, and X plays a significant role in shaping students' language use. Participants reported frequent exposure to English slang and demonstrated an ability to understand and apply these expressions in both online and offline contexts. Slang terms such as *LOL*, *POV*, *No Cap*, and *TBH* were commonly encountered and used by students in daily communication, especially among peers.

It was also found that students perceive slang as a relevant aspect of English learning, not only as a linguistic tool but also as a means of expressing identity, keeping up with trends, and connecting with global youth culture. This highlights the dual function of slang as both a communicative resource and a cultural symbol. However, there is also awareness of the limitations of slang, particularly in formal academic or professional settings, suggesting the need for balanced language instruction.

Social media has proven to be an informal yet powerful learning environment, enabling students to engage with authentic English usage beyond the classroom. It encourages vocabulary expansion, cultural immersion, and pragmatic competence. Nevertheless, the study underscores the importance of pedagogical guidance in helping students navigate the informal language of digital spaces while maintaining proficiency in formal English.

In conclusion, the influence of social media on the development of slang among EFL students is both profound and multifaceted. Educators are encouraged to acknowledge this reality and integrate media literacy and informal language awareness into EFL curricula to better equip students for real-world communication. Future research may expand the participant pool or explore longitudinal effects of digital exposure on language proficiency and identity development.

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Lampiran 1

Protokol Wawancara

Judul Penelitian	: The Influence Of Social Media On The Development Of Slang Among Efl Students
Jenis Penelitian	: Kualitatif
Teknik Pengumpulan Data	: Wawancara Semi-Terstruktur
Waktu Wawancara	: Selasa, 13 Mei 2025-Jumat, 20 Mei 2025
Tempat Wawancara	: Zoom Meeting
Durasi	: ±05–15 Menit
Tujuan Observasi	: Menggali pendapat siswa pengaruh media sosial terhadap perkembangan bahasa slang di kalangan EFL students

- Peneliti memperkenalkan diri dan menjelaskan tujuan dari wawancara, yaitu untuk menggali persepsi siswa mengenai penggunaan video animasi dalam pembelajaran teks naratif.
- Peneliti menjelaskan sifat wawancara yang bersifat sukarela dan menjamin kerahasiaan identitas responden.
- Peneliti meminta izin untuk merekam proses wawancara guna keperluan dokumentasi dan analisis data.
- Peneliti mempersilakan responden untuk menjawab pertanyaan secara bebas dan terbuka, serta menjelaskan bahwa tidak ada jawaban benar atau salah.
- Peneliti mengucapkan terima kasih atas waktu dan partisipasi yang telah diberikan oleh responden.
- Peneliti menegaskan kembali bahwa seluruh data dari wawancara hanya akan digunakan untuk kepentingan akademik dan identitas responden tidak akan disebutkan secara langsung dalam laporan penelitian.

Daftar Pertanyaan Wawancara

1. Media sosial apa yang sering Anda gunakan dalam kehidupan

sehari-hari?

2. Seberapa sering Anda menggunakan media sosial dalam sehari?
3. Bahasa apa yang paling sering Anda gunakan di media sosial?
Apakah Anda menggunakan bahasa Inggris? Seberapa sering?
4. Apakah Anda sering menemukan kata-kata slang dalam bahasa Inggris saat menggunakan media sosial? Bisakah Anda memberikan contoh?
5. Apakah Anda pernah menggunakan kata-kata slang bahasa Inggris yang Anda temukan di media sosial dalam percakapan Anda? Dalam konteks apa?
6. Apakah Anda berpikir media sosial membantu Anda belajar bahasa Inggris? Jika ya, bagaimana?
7. Apakah Anda berpikir penting untuk belajar slang? Mengapa atau mengapa tidak?

Lampiran 2

Protokol Dokumentasi

Judul Penelitian	: The Influence Of Social Media On The Development Of Slang Among Efl Students
Nama Peneliti	: Tri Putra Pebriyan
Program Studi	: Pendidikan Bahasa Inggris
Instansi	: Universitas Muhammadiyah Prof. Dr. Hamka
Waktu Pelaksanaan	: Maret 2025
Lokasi	: Zoom Meeting

Tujuan Dokumentasi

Dokumentasi ini bertujuan untuk:

- Merekam dan mencatat seluruh rangkaian kegiatan wawancara penelitian.
- Menjamin validitas dan keabsahan data penelitian melalui bukti-bukti yang terdokumentasi.
- Menyimpan arsip lengkap aktivitas penelitian sebagai bahan pendukung laporan akhir.

Metode Dokumentasi

Dokumentasi dilakukan menggunakan beberapa metode sebagai berikut:

- Catatan Lapangan (Field Notes): Pencatatan hasil wawancara, serta respon mahasiswa selama wawancara.
- Dokumentasi Visual: Pengambilan foto, audio dan video sebagai bukti pelaksanaan penelitian.
- Log Harian Peneliti: Pencatatan waktu, tempat, dan detail aktivitas harian penelitian.
- Dokumen Administrasi: Surat izin, serta pertanyaan wawancara.

Tahapan Protokol Dokumentasi

- Pada tanggal 13 Mei 2025, Peneliti berkoordinasi dengan mahasiswa sebagai responden selama wawancara berlangsung. dan menjelaskan secara singkat prosedur penelitian.

- Wawancara penelitian dilaksanakan pada tanggal 13-15 Mei 2025, dengan pengambilan catatan lapangan, foto dan video sebagai dokumentasi.
- Peneliti menjelaskan kepada mahasiswa mengenai tujuan penelitian serta proses dokumentasi yang akan dilakukan.
- Wawancara dengan responden dilakukan secara online melalui platform Zoom pada tanggal yang telah dijadwalkan, dengan persetujuan dan izin rekaman dari responden.
- Selama wawancara online, peneliti melakukan perekaman video serta mengambil screenshot sebagai dokumentasi.
- Setelah kegiatan wawancara selesai, peneliti menyusun seluruh dokumentasi, dan mengarsipkan semua data serta dokumentasi dalam folder digital yang terorganisir.

Lampiran 3
Borang Isian Wawancara

Question 1: What social media do you often use in your daily life?

No	Answers
P1	Instagram, Youtube, Whattsap <i>Instagram, Youtube, Whattsap</i>
P2	Instagram and Tiktok <i>Instagram dan Tiktok</i>
P3	Youtube, Instagram, X <i>Youtube, Instagram, X</i>
P4	Instagram, Tiktok, X <i>Instagram, Tiktok, X</i>
P5	Instagram, Whattsap <i>Instagram, Whattsap</i>

Question 2: How often do you use social media in a day?

No	Answers
P1	On a daily basis, I tend to spend around 4 to 5 hours engaging with social media platforms <i>Sering, sehari hari saya menggunakan media sosial sekitar 4-5 jam saya menggunakan media sosial</i>
P2	Frequently, during almost every free moment, I spend 1 to 2 continuous hours scrolling through social media without interruption

	<i>Sering, hampir setiap saat waktu lenggang saya membuka media sosial, 1-2 jam tidak berhenti scroll sosial media</i>
P3	Social media usage is fairly frequent in my daily routine, with Application X as the primary platform I use, followed by Instagram and YouTube. This usage typically consumes around 2 to 3 hours per day <i>Lumayan sering, dan saya lebih sering menggunakan aplikasi X yang pertama lalu kedua instagram, dan terakhir youtube serta dapat memakan waktu 2-3 jam dalam sehari</i>
P4	My social media usage is relatively frequent, with Instagram being the most commonly used platform. On average, I spend approximately 12 hours per day on social media <i>Lumayan sering, saya lumayan sering menggunakan media sosial khususnya intagram yang paling sering saya gunakan dan dapat memakan waktu rata rata 12 jam dalam sehari</i>
P5	My use of social media is highly frequent, as I tend to remain engaged with it throughout the entire day. I often access social media during various daily activities, including meals, and in some instances, this usage may extend up to 24 hours <i>Sangat sering, saya bisa menghabiskan waktu seharian untuk menggunakan media sosial itu sendiri hampir di setiap aktivitas seperti saat makan pun saya menggunakan media sosial dan dapat di katakan menghabiskan waktu 24 jam untuk bermedia sosial</i>

Question 3: What language do you use most often on social media? Do you use English? How often?

No	Answers
P1	The language I use on social media is a mix of Indonesian and English. I use both languages to access information and stay updated with current news

	<i>Bahasa yang saya gunakan dalam media sosial adalah mix, saya menggunakan bahasa Indonesia serta menggunakan bahasa Inggris dalam bermedia sosial untuk menemukan sebuah informasi dan berita yang ada</i>
P2	After beginning my studies in English Education, I started using English more consistently on social media platforms. Before that, my language use on social media was a mix of Indonesian and English <i>Semenjak saya kuliah di Pendidikan Bahasa Inggris saya sudah sering menggunakan bahasa Inggris dalam platfrom sosial media, namun sebelum saya kuliah saya menggunakan bahasa yang mix antara bahasa Indonesia dan bahasa Inggris</i>
P3	The language I use on social media is almost entirely in English, including when writing captions and tweeting something on Platform X <i>Untuk bahasa yang saya gunakan dalam bermedia sosial adalah sudah menggunakan hampir sepenuhnya bahasa Inggris seperti menulis caption serta meng-tweet sesuatu di aplikasi X</i>
P4	When posting on social media, I often use English, such as when writing captions <i>Untuk memposting saya sering menggunakan bahasa Inggris contohnya seperti menulis caption di media sosial</i>
P5	My language use on social media is a combination of Indonesian and English. However, when posting stories or captions, I primarily use English <i>Saya menggunakan bahasa yang mix, yaitu bahasa Indonesia dan bahasa Inggris, namun jika saya memposting story atau caption saya cenderung menggunakan bahasa inggris</i>

Question 4: Do you often find slang words in English when using social media?
Can you give an example?

No	Answers
P1	I frequently come across content that features slang, with content creators often discussing and using slang terms. One such term I frequently encounter is 'On My Way.' <i>Saya sangat sering melihatnya, dan ada beberapa cukup melihat konten kreator yang membuat konten juga tentang slang, contoh kata slang yang sering saya jumpai yaitu "On My Way"</i>
P2	I frequently encounter slang terms on social media, such as 'Correct Me If I'm Wrong' (CMIW), 'Post a Picture,' 'No Offense,' and 'Laugh Out Loud' (LOL), among others <i>Sering, saya sering menemukan kata kata slang di dalam media sosial contohnya adalah Correct Me If Im Wrong (CMIW), Post a Picture, No Offense, Laugh Out Loud (LOL), etc</i>
P3	I often encounter slang, particularly on social media that is predominantly Western-oriented. Whenever Western influencers post or tweet something, they frequently use slang terms such as 'No Cap,' 'Sigma,' and others. <i>Sering, terutama media sosial saya dominasinya lebih ke arah barat, jadi jika ada influenser barat memposting atau meng-tweet sesuatu ada saja slang yang di gunakan, contoh nya No Cap, Sigma, etc</i>
P4	I frequently encounter slang terms on social media, such as 'Gonna,' 'Gotta,' and others <i>Lumayan sering saya temukan kata slang dalam sosial media contohnya Gonna, Gotta, etc</i>
P5	I frequently come across slang terms on social media, with one term I often use being 'Point of View' (POV) <i>Sangat sering saya menemukan kata kata slang dalam media sosial contoh kata slang yang seringa saya gunakan adalah Point OF View (POV)</i>

Question 5: Have you ever used the English slangs you find on social media in your conversations? In what context?

No	Answers
P1	At certain times, I use slang, particularly in various conversations with my friends <i>Beberapa waktu tertentu saya menggunakan bahasa slang, seperti di berbagai percakapan bersama teman saya</i>
P2	Currently, I often use slang expressions in daily conversations. In interactions with friends, I regularly insert slang terms like 'To Be Honest' (TBH) and 'For Real' (FR) into our conversations <i>Untuk saat ini saya sering menggunakan kata slang dalam percakapan, bahkan saat percakapan dengan teman, saya sering menyisipkan kata kata slang dalam percakapan tersebut seperti To Be Honest (TBH), For Real (FR)</i>
P3	I have used slang, particularly in group chats on WhatsApp, where I fairly often include slang expressions while chatting <i>Pernah, apalagi jika di whatsapp grup, saya lumayan sering menggunakan kata kata slang saat chattingan</i>
P4	I frequently use slang, and in fact, I tend to use slang more often than standard language when speaking with my friends, as it feels simpler and more efficient <i>Sering, justru saya lebih sering menggunakan kata slang daripada kata baku dalam percakapan ke teman saya karena lebih simpel dan efisien</i>
P5	I rarely use slang in spoken conversations. However, I tend to use slang more frequently when updating my status or posting content on social media <i>Untuk percakapan saya jarang sekali menggunakan kata slang itu sendiri, namun jika sayang update status atau memposting sesuatu di media sosial saya menggunakannya</i>

Question 6: Do you think social media helps you learn English? If so, how?

No	Answers
P1	It has been very helpful, as we now have wide access to English language learning through various sources such as short video clips and content creators who produce English-related content on social media <i>Sangat membantu, karena sekarang kita bisa banyak mengakses ilmu bahasa Inggris maupun itu dari video short clip atau konten creator yang memang membuat konten bahasa Inggris di media sosial</i>
P2	Social media has been extremely helpful, depending on how we choose to use it. I have gained a great deal of knowledge and information from social media, including slang. Since slang is considered informal or colloquial language, it is typically not taught in formal education settings <i>Sangat membantu sekali, menggunakan sosial media tergantung kitanya sendiri bagaimana kita memanfaatkan nya, dan banyak sekali ilmu ilmu atau informasi yang saya dapatkan di sosial media termasuk slang itu sendiri, karena slang bahasa gaul, jadi kita tidak bisa mendapatkannya di dalam pelajaran formal</i>
P3	It has definitely been helpful, as social media has become a space for me to express myself in English beyond the classroom, without limitations <i>Sudah pasti membantu, karena media sosial bagi saya sudah menjadi tempat untuk saya berekspresi bahasa Inggris itu sendiri selain disekolah dan tanpa ada batasan</i>
P4	Social media has been very helpful, as the algorithm on my accounts is now tailored to English-language content, such as vocabulary, grammar, and other related topics <i>Sangat membantu, karena sosial media saya algoritmanya sudah konten konten berbahasa Inggris seperti vocabulary, grammar, dan lainnya</i>

P5	Social media has been quite helpful, as many short clips present English language lessons in a way that I find easy to understand, whether through tutorials or educational content shared in those clips <i>Cukup membantu, karena di sosial media banyak short clip yang menampilkan pembelajaran bahasa inggris yang menurut saya itu mudah di mengerti dari tutorial atau konten yang ada di short clip itu sendiri</i>
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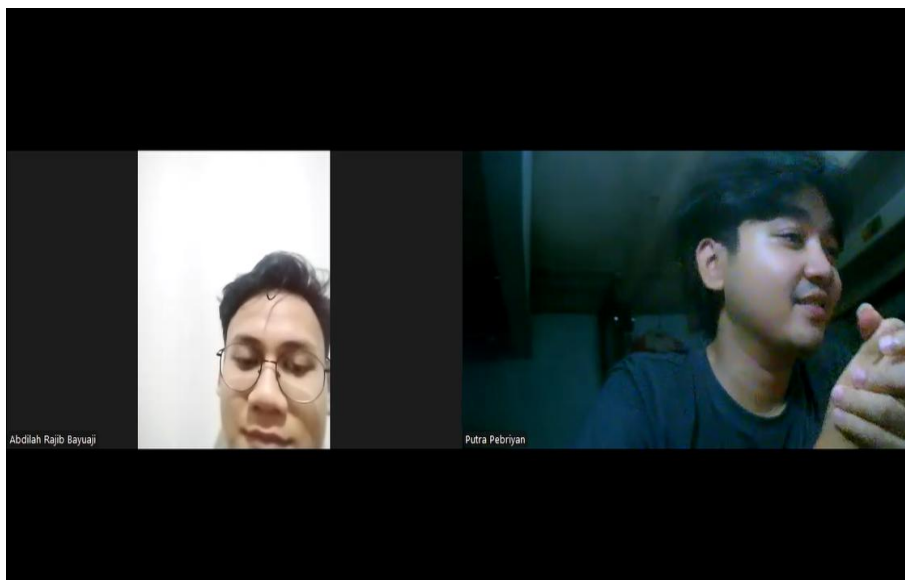
Question 7: Do you think it is important to learn slang? Why or why not?

No	Answers
P1	It is not of major importance, as slang is considered informal language used only in specific contexts. In contrast, learning grammar is far more essential, as it is frequently utilized in academic subjects and formal communication <i>Tidak terlalu penting, di karenakan slang hanya bahasa informal yang di gunakan untuk beberapa kondisi tertentu saja, berbeda dengan mempelajari grammar jauh lebih penting untuk di pelajari karena sering di gunakan dalam mata pelajaran</i>
P2	In my opinion, slang is important, especially since I belong to Generation Z, a group known for frequently creating new slang terms on social media. Additionally, using slang makes me feel more trendy and up-to-date with the evolution of language <i>Menurut saya, penting, karena saya termasuk gen z yang dimana generasi ini yang sering menciptakan slang slang baru di media sosial, lalu juga saat menggunakan kata slang, saya juga merasa keren serta up to date akan perkembangan bahasa</i>
P3	In my opinion, learning slang is important, as it also allows us to understand Western culture more deeply. In contrast, in schools or universities, the focus tends to be on formal language

	<i>Menurut saya penting, karena dengan kita mempelajari slang kita juga mempelajari budaya baratnya itu sendiri, sedangkan jika di sekolah atau kuliah lebih cenderung kita belajar bahasa formal</i>
P4	In my opinion, learning slang is important, as it helps us gain a deeper understanding of Western culture. In contrast, schools and universities typically focus more on formal language <i>Menurut saya penting, karena orang luar juga cenderung menggunakan kata slang itu sendiri daripada bahasa baku, karena memang lebih mudah di gunakan dan lebih efisien</i>
P5	In my opinion, it is important to learn slang, as it allows us to use more than just formal language in daily life, while also keeping us updated on the evolution of language in contemporary society <i>Menurut saya penting, karena supaya kita tidak hanya menggunakan bahasa formal saja di sehari hari, serta lebih up to date untuk perkembangan bahasa bahasa di jaman sekarang</i>

Lampiran 4

Dokumentasi Pendukung



Lampiran 5

Hasil Analisi Data

The following section presents the interview findings gathered from five individuals who have responded to seven questions. These questions aimed to examine how social media contributes to the emergence and spread of slang expressions among students studying English as a Foreign Language (EFL). The responses provide an overview of participants' experiences, opinions, and observations regarding the linguistic impact of social media in their daily communication.

1. Social Media Usage

The first thing the researchers asked was what social media do you often use in your daily life. The participants reported a variety of social media platforms they frequently use. Participant 1 (P1) mentioned using Instagram, YouTube, and WhatsApp, while Participant 2 (P2) favored Instagram and TikTok. Participants 3 (P3) and 4 (P4) also included Platform X in their daily usage, highlighting the popularity of these platforms among EFL students. Participant 5 (P5) primarily used Instagram and WhatsApp. This variety reflects the multifaceted nature of social media engagement, which aligns with the findings of previous studies that emphasize the role of social media in shaping communication styles among youth (Smith et al. 2020).

2. Frequency of Use

The researcher asked the participants to how often do you use social media in a day. The frequency of social media usage varied significantly

among participants. P1 reported spending 4 to 5 hours daily, while P4 indicated an astonishing 12 hours. P5 even mentioned using social media throughout the day, sometimes extending up to 24 hours. This high level of engagement is consistent with research by (Auxier and Anderson 2021) which found that young adults often spend substantial time on social media, impacting their language use and social interactions.

3. Language Preferences

The researcher asked what language do you use most often on social media, how often use English. When discussing language use on social media, participants exhibited a blend of Indonesian and English. P1 and P5 noted a combination of both languages, while P3 reported using English almost exclusively. P2 indicated a shift towards more consistent use of English after beginning studies in English Education. This trend aligns with the concept of code-switching, where bilingual individuals alternate between languages based on context (Gumperz 1982). The participants experiences reflect the dynamic nature of language use in digital communication, where informal language and slang often prevail.

4. Encountering Slang

The researcher asked them how often find slang words in English when using social media, and give an example. All participants acknowledged encountering slang on social media. P1 highlighted the term "On My Way," while P2 provided examples such as "Correct Me If I'm Wrong" (CMIIW) and "Laugh Out Loud" (LOL). P3 mentioned terms like

"No Cap" and "Sigma," indicating exposure to Western slang. This finding supports the notion that social media serves as a rich source of linguistic innovation, particularly slang, which is often not covered in formal education (Thorne and Lantolf 2006).

5. Usage of Slang in Conversations

The researcher asked in what context how ever used the English slangs you find on social media in conversations. The integration of slang into conversations varied among participants. P1 and P2 reported using slang in interactions with friends, while P4 noted a preference for slang over standard language. P5, however, mentioned using slang primarily in social media posts rather than spoken conversations. This reflects the context-dependent nature of slang usage, where informal language is more prevalent in casual settings (Jenkins, Baker, and Dewey 2017).

6. Learning English Through Social Media

The researcher asked them opinion about social media helps learn English. Participants unanimously agreed that social media has been beneficial for learning English. P1 emphasized the accessibility of English language content, while P2 noted the informal nature of slang, which is often absent from traditional education. P3 and P4 highlighted the role of social media in providing a platform for self-expression in English. This aligns with the findings of previous studies that suggest social media can enhance language learning by providing authentic contexts for language use (Godwin-Jones 2015).

7. Importance of Learning Slang

The researcher asked how it is important to learn slang. The participants expressed varying opinions on the importance of learning slang. P1 viewed it as less critical compared to formal grammar, while P2 and P3 emphasized its relevance in understanding contemporary culture and language evolution. P4 and P5 echoed this sentiment, suggesting that slang is essential for effective communication in modern society. This perspective aligns with sociolinguistic theories that argue for the significance of informal language in understanding cultural nuances (Labov 1972).

The findings from this qualitative study illustrate the profound influence of social media on the development of slang among EFL students. Participants demonstrated diverse patterns of social media usage, language preferences, and the integration of slang into their daily conversations. The results underscore the importance of social media as a tool for language learning and cultural understanding, highlighting the need for educators to consider these platforms in language instruction. Future research could further explore the implications of slang usage on language proficiency and cultural identity among EFL learners.

Lampiran 6

Keterangan Bimbingan SIBAK

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MEMBANGUN
PESANTREN SYIAH

 uhamka
UNIVERSITAS HIMPAN MAHASISWA KEMAHAMKA

 TRI PUTRA PEBRIYAN

 Beranda

 Bimbingan

 Data Mahasiswa

 Profil

 Password

Judul

cari judul bimbingan

+ Tambah

Tanggal	Judul	Deskripsi	Catatan	Status	
2024-10-28 22:34:55	Bimbingan 1	Mendiskusikan Judul penelitian	Bagi mahasiswa	Diterima	Chat Edit Hapus
2024-10-28 22:36:43	Bimbingan 2	Mengajukan judul tentative bersama dosen pembimbing	Bagi mahasiswa	Diterima	Chat Edit Hapus
2024-12-13 09:05:57	Bimbingan 3	Mengajukan Introdroduction dan melanjutkan progress ke bab 2 atau selanjutnya	Bagi mahasiswa	Diterima	Chat Edit Hapus
2025-01-03 10:28:27	Bimbingan 4	Progress menyelesaikan bab 2 dan bab 3	Bagi mahasiswa	Diterima	Chat Edit Hapus
2025-01-05 14:39:59	Bimbingan 5	Laporan serta Revisi keseluruhan Proposal yang sudah di buat hingga selesai	Bagi mahasiswa	Diterima	Chat Edit Hapus
2025-03-21 00:19:52	Bimbingan 6	Menyelesaikan bab 4 dan 5	Bagi mahasiswa	Diajukan	Chat Edit Hapus
2025-04-29 13:37:27	Bimbingan 7	Menyelesaikan bab 4 dan 5	Bagi mahasiswa	Diajukan	Chat Edit Hapus
2025-04-29 13:37:19	Bimbingan 8	Menyelesaikan bab 4 dan 5	Bagi mahasiswa	Diajukan	Chat Edit Hapus

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Halaman 1

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Version 1.0

Lampiran 7

Surat keterangan Izin Penelitian



UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Website : www.fkip.uhamka.ac.id Home page : www.uhamka.ac.id

Nomor : 01/FKIP/KM/2025
Lampiran : -
Perihal : Izin Penelitian

Jakarta, 17 Juni 2025

Yang terhormat,
Kaprodi Pendidikan Bahasa Inggris FKIP UHAMKA
Jl. Tanah Merdeka No. 20, RT. 11/RW. 2, Rambutan,
Kec. Ciracas, Kota Jakarta Timur
Daerah Khusus Ibukota Jakarta 13830

Assalamu'alaikum warahmatullahi wabarakatuh,

Pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Prof. DR. HAMKA mengharapkan kesediaan Bapak/Ibu kiranya berkenan untuk menerima dan memberikan izin kepada mahasiswa kami tersebut di bawah ini :

Nama Lengkap	: Tri Putra Pebriyan
Nomor Induk Mahasiswa	: 2101055075
Tempat, Tanggal Lahir	: Jakarta, 28 Februari 2003
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII Tahun Akademik 2024/2025
Nomor Telepon	: 085161086977
Alamat Lengkap	: Jl. Telaga Murni III RT 19 RW 01 No79 A Sunter Jaya, Tanjung Priok, Jakarta Utara

Untuk mengadakan *penelitian* dalam rangka penyusunan skripsi dengan judul **"The Influence Of Social Media On The Development Of Slang Among Efl Students"** guna memenuhi sebagian persyaratan untuk mendapat gelar Sarjana Pendidikan. Hasil penelitian ini tidak akan dipublikasikan, melainkan semata-mata hanya untuk kepentingan ilmiah.

Demikian permohonan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu diucapkan terima kasih.

Nasrun minallah wa fathun qarib,
Wassalamu'alaikum warahmatullahi wabarakatuh.

A.n. Dekan
Wakil Dekan I,

Dr. Ika Yatri, M.Pd.

Lampiran 8

Surat Keterangan Melaksanakan Penelitian



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Website : www.fkip.uhamka.ac.id Home page : www.uhamka.ac.id

Nomor : 01/FKIP/KM/2025
Lampiran : -
Perihal : Izin Penelitian

Jakarta, 17 Juni 2025

Yang terhormat,

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Assalamu'alaikum warahmatullahi wabarakatuh,

Pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Prof. DR. HAMKA mengharapkan kesediaan Bapak/Ibu kiranya berkenan untuk menerima dan memberikan izin kepada mahasiswa kami tersebut di bawah ini :

Nama Lengkap	: Tri Putra Pebriyan
Nomor Induk Mahasiswa	: 2101055075
Tempat, Tanggal Lahir	: Jakarta, 28 Februari 2003
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII Tahun Akademik 2024/2025
Nomor Telepon	: 085161086977
Alamat Lengkap	: Jl. Telaga Murni III RT 19 RW 01 No79 A Sunter Jaya, Tanjung Priok, Jakarta Utara

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Demikian permohonan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu diucapkan terima kasih.

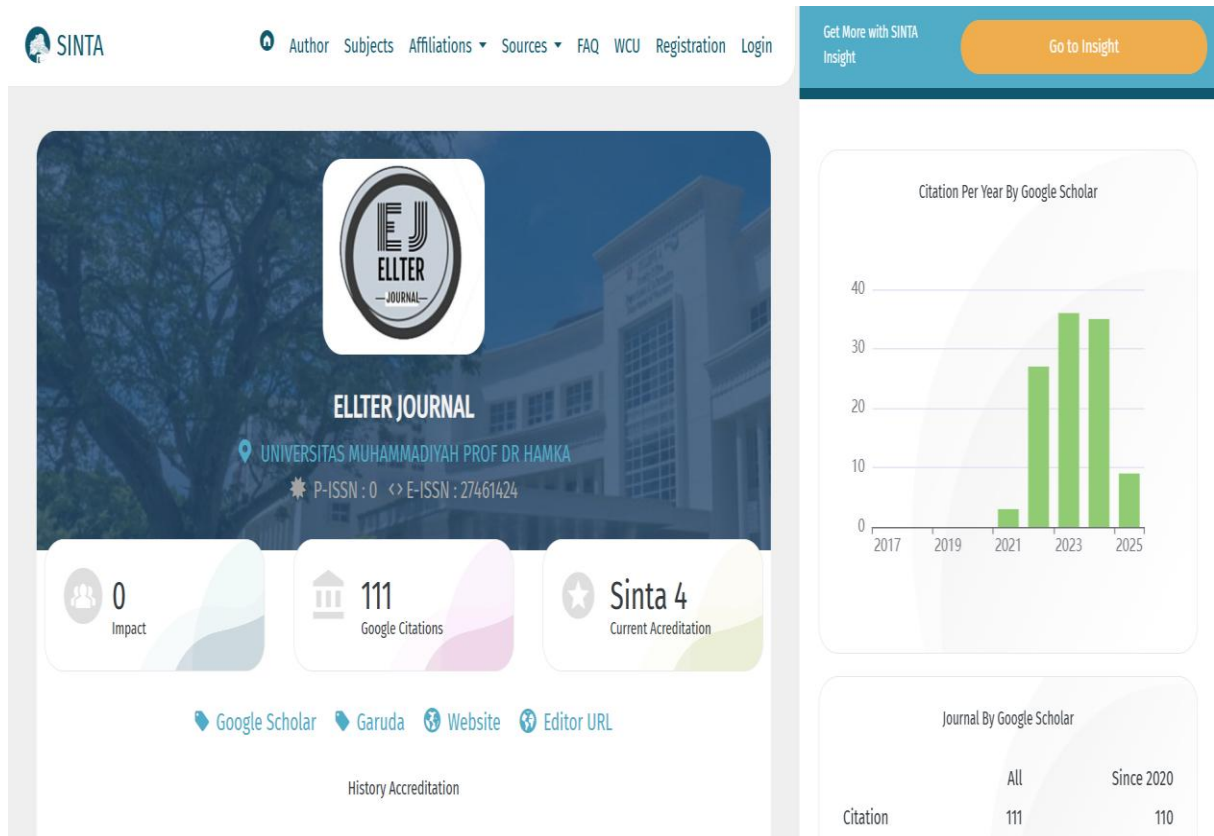
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Wassalamu'alaikum warahmatullahi wabarakatuh.

A.n. Dekan
Wakil Dekan I,

Dr. Ika Yatri, M.Pd.

Lampiran 9

Tangkapan Layar Jurnal dalam Laman SINTA



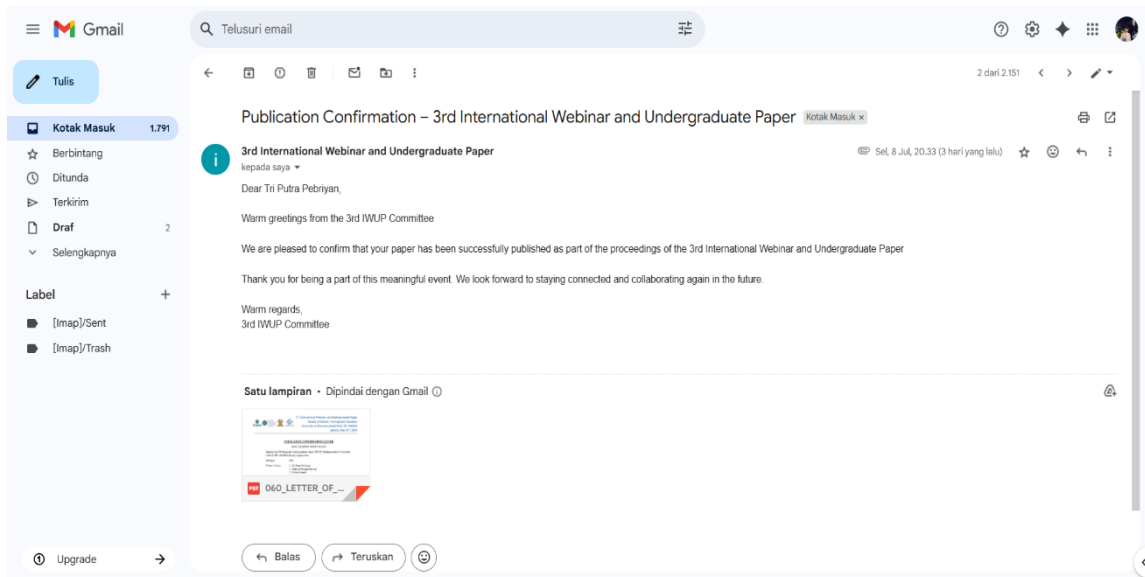
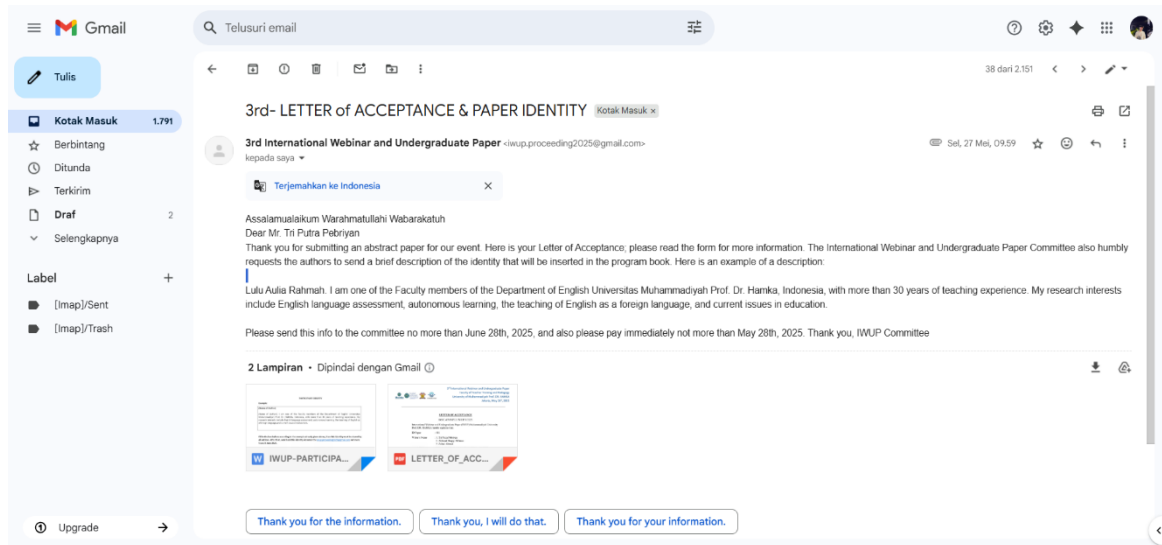
Lampiran 10

Sertifikat Akreditasi Jurnal



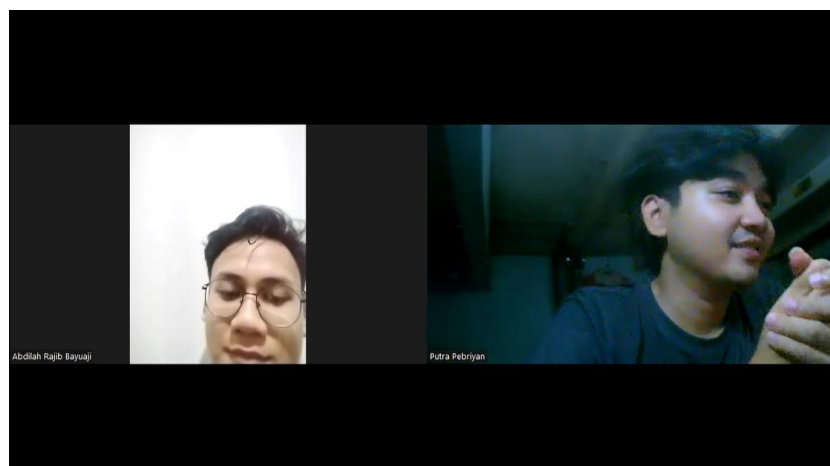
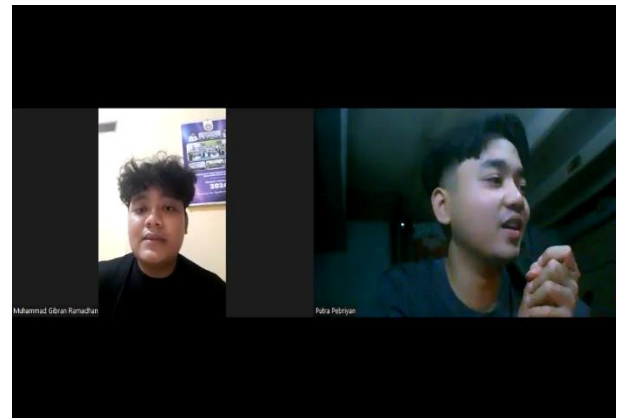
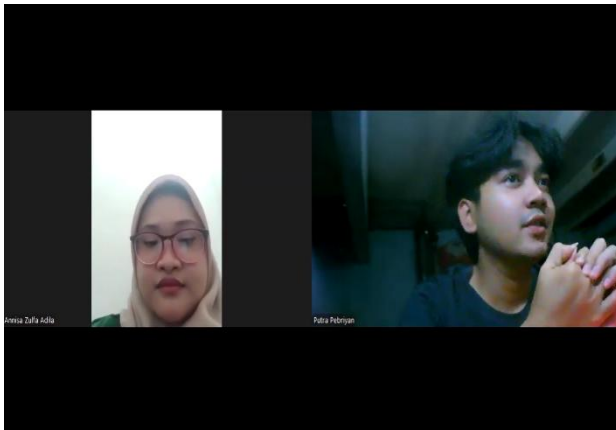
Lampiran 11

Bukti Peer Review Jurnal



Lampiran 12

Dokumentasi Penelitian



Link documentation :

https://drive.google.com/drive/folders/1RVgjCWP42XxpfBi-o9-xrfQUBmDTu2D9?usp=drive_link



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SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
Nomor: 1873/FKIP/KEP/2024

Tentang

PENGANGKATAN DOSEN PEMBIMBING SKRIPSI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
TAHUN AKADEMIK 2024/2025

Bismillahirrahmanirrahim,

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Prof. DR. HAMKA:

- Menimbang : a. Bahwa Kegiatan Penulisan skripsi bagi mahasiswa adalah salah satu syarat dalam menyelesaikan studi di Fakultas Keguruan dan Ilmu Pendidikan UHAMKA sesuai dengan ketentuan yang berlaku.
- b. Bahwa sebagaimana konsideran (a), dan dalam rangka penulisan dan bimbingan skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan UHAMKA dipandang perlu mengangkat Dosen Pembimbing Skripsi bagi mahasiswa yang telah memenuhi persyaratan dengan Keputusan Dekan.
- Mengingat : 1. Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tanggal 8 Juli 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Republik Indonesia Nomor 4 Tahun 2014, tanggal 30 Januari 2014, tentang Penyelenggaraan Perguruan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 Tanggal 24 Januari 2020 tentang Standar Nasional Pendidikan Tinggi;
5. Peraturan Menteri Pendidikan, Kebudayaan Riset, dan Teknologi Republik Indonesia Nomor 53 Tahun 2023 Tanggal 16 Agustus 2023 Tentang Penjaminan Mutu Pendidikan Tinggi;
6. Pedoman Pimpinan Pusat Muhammadiyah Nomor 02/PED/I.01.13/2012 tanggal 24 Jumadil Awal 1433 H/16 April 2012 M, tentang Perguruan Tinggi Muhammadiyah;
7. Keputusan Rektor UHAMKA Nomor 718/ A.01.01/ 2023 tanggal 17 Muharram 1445 H/4 Agustus 2023 M tentang pengangkatan Dekan FKIP Universitas Muhammadiyah Prof. DR. HAMKA masa jabatan 2023-2027;
8. Statuta Universitas Muhammadiyah Prof. DR. HAMKA Tahun 2013;
9. Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA Nomor 016/G.18.03/1997 tanggal 26 Rabiul Awal 1418 H/31 Juli 1997 M, tentang Pemberlakuan Ketentuan dan Peraturan – Peraturan IKIP Muhammadiyah Jakarta pada Universitas Muhammadiyah Prof. DR. HAMKA;

MEMUTUSKAN:

- Menetapkan :
Pertama : Mengangkat Dosen Pembimbing Skripsi mahasiswa Program Studi Pendidikan Bahasa Inggris FKIP UHAMKA sebagaimana tercantum dalam daftar lampiran.
- Kedua : Tugas Dosen Pembimbing Skripsi:
1. Membimbing dan mengarahkan kegiatan penelitian yang telah disetujui;
2. Memberikan masukan, arahan dan saran kepada mahasiswa yang berkaitan dengan penulisan dan penyelesaian skripsi;
3. Menandatangani skripsi yang telah selesai bimbingan untuk segera diadakan ujian sidang skripsi.
- Ketiga : Bagi mahasiswa yang akan melaksanakan pengambilan dan penelitian ke lapangan harus mengajukan surat permohonan penelitian terlebih dahulu dengan ketentuan yang bersangkutan telah memenuhi persyaratan administrasi akademik.
- Keempat : Seluruh biaya bimbingan dibebankan sepenuhnya kepada mahasiswa yang dialokasikan untuk itu.
- Kelima : Keputusan ini berlaku selama 6 (enam) semester sejak tanggal ditetapkan, jika sampai batas waktu yang telah ditentukan masih ada mahasiswa yang belum melaksanakan bimbingan, maka mahasiswa yang bersangkutan mengulang dengan pembimbing yang baru.
- Keenam : Surat keputusan ini disampaikan kepada pihak-pihak yang terkait untuk dilaksanakan sebagaimana mestinya.
- Ketujuh : Apabila dalam keputusan ini terdapat kekeliruan, maka akan diperbaiki sebagaimana mestinya.

Ditetapkan di : Jakarta
Pada tanggal : 6 Shafar 1446 H
9 September 2024 M

Dekan,




Purnama Syae Purrohman, M.Pd., Ph.D.

Salinan Keputusan ini disampaikan kepada:

1. Wakil Dekan I, II, III & IV
2. Ketua Program Studi Pendidikan Bahasa Inggris
3. Dosen Pembimbing Prodi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan UHAMKA

DAFTAR JADWAL SIDANG SKRIPSI

Prog. Studi : Pendidikan Bahasa Inggris

Periode Sidang : 20 Jun 2025 s/d 7 Ags 2025

NO	Tgl Sidang Jam Sidang Ruang Sidang	NIM - Nama Mahasiswa Judul skripsi	Dosen Pembimbing	Dosen Penguji
1	Jumat, 20 Jun 20 __ : __ - __ : __ R.	1901055051 - MILA ADINDA THE IMPORTANCE OF TEACHING ENGLISH PRONUNCIATION BY USING ENGLISH IN MIND TEXTBOOK	ZUHAD AHMAD, Drs., M.P -	TRI WINTOLO APOKO, Dr., SILIH WARNI, Ph.D.
2	Jumat, 20 Jun 20 __ : __ - __ : __ R.	2001055023 - GALUH APRILINA STUDENTS PERCEPTION OF THE USE OF SPOTIFY APPLICATION TO IMPROVE LISTENING SKILLS IN GRADE 10 OF SMAN 106 JAKARTA	AKHMAD HAQIQI MAMUN, D -	TRI WINTOLO APOKO, Dr., SUCIANA WIJIRAHAYU, D
3	Jumat, 20 Jun 20 __ : __ - __ : __ R.	2101055006 - ANNISA DEVITRIANA ENGAGING INTERACTIVE KAHOOT APPLICATION FOR VOCABULARY MASTERY AND STUDENTS MOTIVATION	SUCIANA WIJIRAHAYU, D -	ROSLAINI, Dr., M.Hum. AKHMAD HAQIQI MAMUN, D
4	Jumat, 20 Jun 20 __ : __ - __ : __ R.	2101055008 - NISA RAHMAWATI STUDENTS PERCEPTION IN LEARNING NARRATIVE TEXT USING ANIMATED VIDEOS	SISWANA, Dr., M.Pd. -	ROSLAINI, Dr., M.Hum. AKHMAD HAQIQI MAMUN, D
5	Jumat, 20 Jun 20 __ : __ - __ : __ R.	2101055016 - MUHAMMAD ISRAFIL GAME-BASED LEARNING TO PROMOTE STUDENTS ENGAGEMENT IN ENGLISH LANGUAGE LEARNING : A QUALITATIVE STUDY	ROSLAINI, Dr., M.Hum. -	SISWANA, Dr., M.Pd. ZUHAD AHMAD, Drs., M.P
6	Jumat, 20 Jun 20 __ : __ - __ : __ R.	2101055012 - WINDY INVESTIGATING EFL STUDENTS ANXIETY DURING CLASSROOM ENGLISH PRESENTATION: A MIXED-METHOD STUDY.	TRI WINTOLO APOKO, Dr., -	SISWANA, Dr., M.Pd. SUCIANA WIJIRAHAYU, D
7	Jumat, 20 Jun 20 __ : __ - __ : __ R.	2101055072 - ALYA NUR ALIFAH EXPLORING ENGLISH VOCABULARY LEARNING STRATEGIES OF STUDENTS IN A PRIVATE SENIOR HIGH SCHOOL IN EAST JAKARTA	SUCIANA WIJIRAHAYU, D -	SISWANA, Dr., M.Pd. ZUHAD AHMAD, Drs., M.P
8	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055075 - TRI PUTRA PEBRIYAN THE INFLUENCE OF SOCIAL MEDIA ON THE DEVELOPMENT OF SLANG AMONG EFL STUDENTS	AKHMAD HAQIQI MAMUN, D -	HERRI MULYONO, Prof., P ROSLAINI, Dr., M.Hum.
9	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055076 - SHINTIA AZZAHRA BUILDING VOCABULARY IN PRIMARY SCHOOL STUDENTS USING CONTEXTUAL TEACHING LEARNING MODEL	NITA KANIADEWI, M.Pd -	HERRI MULYONO, Prof., P ROSLAINI, Dr., M.Hum.
10	Rabu, 23 Jul 2025	2101055080 - DINDA RAHMALIA	HAMZAH PUADI ILYAS, Ph	HERRI MULYONO, Prof., P

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NO	Tgl Sidang Jam Sidang Ruang Sidang __ : __ - __ : __ R.	NIM - Nama Mahasiswa Judul skripsi EXPLORING FACTORS INFLUENCING READING SKILLS AND THEIR PERCEIVED IMPACT AT SMAN 3 RANGKASBITUNG IN THE 2024/2025 ACADEMIC YEAR	Dosen Pembimbing -	Dosen Penguji ROSLAINI, Dr., M.Hum.
11	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055067 - FAUZAN HASAN RIZKY THE USE OF GOOGLE TRANSLATE AI IN ENHANCING EFL STUDENTS WRITING SKILL	MARTRIWATI, M.Pd. -	HAMZAH PUADI ILYAS, Ph ZUHAD AHMAD, Drs., M.P
12	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055068 - NADYA MARSHALL AKTHA STUDENTS EXPERIENCES WITH AUDIO VISUAL MEDIA IN LEARNING ENGLISH VOCABULARY	NITA KANIADEWI, M.Pd -	HAMZAH PUADI ILYAS, Ph ZUHAD AHMAD, Drs., M.P
13	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055070 - ANGGI NURUL LATIFAH INVESTIGATING THE EFFECT OF DIGITAL GAME BASED LEARNING ON EFL STUDENTS MOTIVATION	RATIH NOVITA SARI, M.Pd -	HAMZAH PUADI ILYAS, Ph NITA KANIADEWI, M.Pd
14	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055085 - WILDA WIDIANA INVESTIGATING COLLEGE STUDENTS PERCEPTIONS OF QUIZZ AS AN EFFECTIVE LEARNING TOOL FOR THE ENGLISH FOR YOUNG LEARNERS SUBJECT IN THE ENGLISH DEPARTMENT	SILIH WARNI, Ph.D. -	ROSLAINI, Dr., M.Hum. SRI KUSUMA NINGSIH, M.
15	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2301059003 - DIAH AYU AMBARWATI EXPLORING THE RELATIONSHIP BETWEEN EFL STUDENTS HABIT OF LISTENING SPOTIFY SONGS AND THEIR VOCABULARY COMPETENCE	CAHYA KOMARA, S.Pd., M -	ROSLAINI, Dr., M.Hum. SRI KUSUMA NINGSIH, M.
16	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055045 - SALSABILAH MEANDA SUH ANALYSIS OF ENGLISH DESCRIPTIVE TEXTS IN A BATIK MUSEUM IN INDONESIA: LANGUAGE ACCURACY AND CULTURAL REPRESENTATION	SILIH WARNI, Ph.D. -	TRI WINTOLO APOKO, Dr., ZUHAD AHMAD, Drs., M.P
17	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055049 - HUWAIDA SYAUQI LABIBA EFL PRE-SERVICE TEACHERS MULTILINGUAL AWARENESS ON THEIR WILLINGNESS TO COMMUNICATE IN CLASSROOM AND DIGITAL ENVIRONMENT	HERRI MULYONO, Prof., P -	TRI WINTOLO APOKO, Dr., ZUHAD AHMAD, Drs., M.P
18	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055050 - INDAH AULIA SYARIFAH JUNIOR HIGHSCHOOL STUDENTS PERCEPTIONS OF WORDWALL GAME MEDIA ON THEIR EFFECTIVENESS IN LEARNING ENGLISH THROUGH READING COMPREHENSION	SILIH WARNI, Ph.D. -	TRI WINTOLO APOKO, Dr., ZUHAD AHMAD, Drs., M.P

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NO	Tgl Sidang Jam Sidang Ruang Sidang	NIM - Nama Mahasiswa Judul skripsi	Dosen Pembimbing	Dosen Penguji
19	Rabu, 23 Jul 2025 : - : R.	2101055013 - MAESARO EXPLORING THE EXPERIENCES DURING TEACHING INTERNSHIPS IN INDONESIA AND THAILAND: PERSPECTIVES ON INTERCULTURAL SKILLS	SUCIANA WIJIRAHAYU, D -	SISWANA, Dr., M.Pd. NURHANDAYANI SUPRAP
20	Rabu, 23 Jul 2025 : - : R.	2101055035 - HAYA AULIA EXPLORING PUBLIC SPEAKING ANXIETY: DOES GENDER REALLY MATTER?	RATIH NOVITA SARI, M.Pd -	MARTRIWATI, M.Pd. ANITA DEWI EKAWATI, S.
21	Rabu, 23 Jul 2025 : - : R.	2101055038 - TIARA MAHARANI PRE-SERVICE TEACHERS PERCEPTIONS OF KAHOOT!S AS A TEACHING TOOL DURING INTERNSHIPS.	SISWANA, Dr., M.Pd. -	SUCIANA WIJIRAHAYU, D NITA KANIADEWI, M.Pd
22	Rabu, 23 Jul 2025 : - : R.	2101055039 - SINTIA NOVITASARI EFL PRE-SERVICE TEACHER DIGITAL CREATIVITY AND THEIR WILLINGNESS TO LEARN IN AN INFORMAL DIGITAL LEARNING ENVIRONMENT	HERRI MULYONO, Prof., P -	SUCIANA WIJIRAHAYU, D MARTRIWATI, M.Pd.
23	Rabu, 23 Jul 2025 : - : R.	2101055042 - AISY NAN CENDIKIA EXAMINING THE EFFICACY OF THE PROJECT-BASED LEARNING IN ENHANCING ENGLISH-SPEAKING SKILLS AMONG STUDENTS	TRI WINTOLO APOKO, Dr., -	SISWANA, Dr., M.Pd. NURHANDAYANI SUPRAP
24	Rabu, 23 Jul 2025 : - : R.	2101055019 - HANIFAH KHAIRUNISA A DOUBLE-EDGED SWORD OF CHATGPT IN STUDENTS WRITING PROCESS HIGHLIGHTING BENEFITS AND POTENTIAL DANGERS	RATIH NOVITA SARI, M.Pd -	SUCIANA WIJIRAHAYU, D NITA KANIADEWI, M.Pd
25	Rabu, 23 Jul 2025 : - : R.	2101055024 - NISSA AMALIA ENGLISH STUDENTS PERCEPTIONS OF THE USE OF SOCIAL MEDIA IN ENGLISH LANGUAGE LEARNING	ZUHAD AHMAD, Drs., M.P -	AKHMAD HAQIQI MAMUN, D RATIH NOVITA SARI, M.Pd
26	Rabu, 23 Jul 2025 : - : R.	2101055028 - SHIFA ANANDA EXPLORING THE CHALLENGES OF SELECTING MULTIMODAL RESOURCES IN EFL PRE-SERVICE TEACHER TRAINING: AN INSIDERS PERSPECTIVE	NURHANDAYANI SUPRAP -	AKHMAD HAQIQI MAMUN, D TRI SETYANINGSIH, M.Pd.
27	Rabu, 23 Jul 2025 : - : R.	2101055031 - TIARA ALAMSYAH PUTRI THE INFLUENCE OF TEACHERS ATTITUDE TOWARDS THE STUDENTS MOTIVATION IN EFL CLASS	MARTRIWATI, M.Pd. -	AKHMAD HAQIQI MAMUN, D TRI SETYANINGSIH, M.Pd.
28	Rabu, 23 Jul 2025	2101055032 - TIARA MASRIFA	HERRI MULYONO, Prof., P	MARTRIWATI, M.Pd.

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NO	Tgl Sidang Jam Sidang Ruang Sidang __ : __ - __ : __ R.	NIM - Nama Mahasiswa Judul skripsi EFL PRE-SERVICE TEACHERS MULTILINGUAL AWARENESS AND THEIR WILLINGNESS TO LEARN ENGLISH IN AN INFORMAL DIGITAL LEARNING ENVIRONMENT	Dosen Pembimbing -	Dosen Penguji TRI SETYANINGSIH, M.Pd.
29	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055033 - SYARIFAH RANI GUNTAR EFL MATERIALS SELECTION FOR PRIMARY SCHOOL STUDENT IN AN INTERNATIONAL CONTEXT: A PRESERVICE TEACHERS REFLECTION	NURHANDAYANI SUPRAP -	MARTRIWATI, M.Pd. ANITA DEWI EKAWATI, S.
30	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055007 - PRISCA APRIANA HARAHA FROM INFORMATION SEEKING TO LESSON DESIGN : AN EFL PRE-SERVICE TEACHERS REFLECTION	NURHANDAYANI SUPRAP -	SUCIANA WIJIRAHAYU, D NITA KANIADEWI, M.Pd
31	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2001055037 - MUSTIKA DYAH WIDYASAR EXPLORATION OF LEARNING MOTIVATION AND READING COMPREHENSION OF ACCOUNTING STUDENTS USING QUIZZZ	SUCIANA WIJIRAHAYU, D -	SISWANA, Dr., M.Pd. NURHANDAYANI SUPRAP
32	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055001 - PUTRI KUSUMA NINGRUM THE IMPACT OF SOCIAL MEDIA ON ENGLISH LANGUAGE LEARNING: A MIXED-METHODS STUDY	TRI WINTOLO APOKO, Dr., -	SISWANA, Dr., M.Pd. NURHANDAYANI SUPRAP
33	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055003 - HANNIFIAH RAHMAH INVESTIGATING THE RELATIONSHIP BETWEEN STUDENTS HABIT OF SINGING ENGLISH SONGS WITH THEIR PRONUNCIATION ABILITY IN SENIOR HIGH SCHOOL IN EAST JAKARTA	SISWANA, Dr., M.Pd. -	ROSLAINI, Dr., M.Hum. NITA KANIADEWI, M.Pd
34	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055005 - GALIH RAZZAQ PURDIANAT EXPLORING COGNITIVE ASPECTS IN LESSON PLANS MADE BY PRE - SERVICE TEACHERS	SISWANA, Dr., M.Pd. -	SUCIANA WIJIRAHAYU, D NITA KANIADEWI, M.Pd
35	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055010 - LULA AULA DZUKHRIYAH INVESTIGATING PEER INTERACTION IN ENHANCING ENGLISH SPEAKING SKILLS AMONG SENIOR HIGH SCHOOL STUDENTS	SISWANA, Dr., M.Pd. -	TRI WINTOLO APOKO, Dr., NURHANDAYANI SUPRAP
36	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055011 - DINDA SEPIA TRIBUNGA EXPLORING STUDENT LEARNING STRATEGIES FOR OVERCOMING SPEAKING ANXIETY	SITI ITHRIYAH, M.Hum -	TRI WINTOLO APOKO, Dr., ANITA DEWI EKAWATI, S.
37	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	1901055099 - MOHAMMAD THORIQUN NA TEACHING PRACTICUM IN AN INTERNATIONAL HIGH SCHOOL: AN EFL PRE-SERVICE TEACHERS VOICES	NURHANDAYANI SUPRAP IR	SISWANA, Dr., M.Pd. ZUHAD AHMAD, Drs., M.P

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NO	Tgl Sidang Jam Sidang Ruang Sidang	NIM - Nama Mahasiswa Judul skripsi	Dosen Pembimbing	Dosen Penguji
38	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	1901055106 - MUHAMAD TAUFAN HABIB A AN ANALYSIS SPEAKING PROBLEM DIFFICULTIES OF JUNIOR HIGH SCHOOL STUDENTS	AKHMAD HAQIQI MAMUN, D IR	TRI WINTOLO APOKO, Dr., NURHANDAYANI SUPRAP
39	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	1901055136 - SAFIRA SEPTI DIANA A CORRELATION BETWEEN WORD CLASS MASTERYAND STUDENTS WRITING SKILL	NITA KANIADEWI, M.Pd -	TRI WINTOLO APOKO, Dr., ANITA DEWI EKAWATI, S.
40	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	1801055003 - REZZIE FAUZIYYAH STUDENTS METACOGNITIVE STRATEGIES USED IN ENGLISH READING COMPERHENSION	HENI NOVITASARI, M.Pd IR	SISWANA, Dr., M.Pd. ZUHAD AHMAD, Drs., M.P
41	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	1801055034 - YULIA INGGAR SARI A STUDY ON THE PERCEPTIONS OF INDIVIDUALS AGED 15-35 TOWARD THE USE OF YOUTUBE VIDEOS AS A TOOL FOR LEARNING ENGLISH	ZUHAD AHMAD, Drs., M.P -	SISWANA, Dr., M.Pd. NURHANDAYANI SUPRAP
42	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	1801055042 - DIAN ANGGI PRATIWI EXPLORING STUDENTS PERCEPTIONS OF DIGITAL MEDIA USE IN COLLABORATIVE GRAMMAR LEARNING	FIDANIAR TIARSIWI, S.Pd IR	ROSLAINI, Dr., M.Hum. TRI WINTOLO APOKO, Dr.,
43	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	1801055072 - WINDA APRIANI DIGITAL LEARNING OF ENGLISH : COLLEGE STUDENTS PERCEPTIONS FOR ENGLISH TEACHING LEARNING	MARTRIWATI, M.Pd. IR	SISWANA, Dr., M.Pd. ZUHAD AHMAD, Drs., M.P
44	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	1801055091 - RADEN HAZZARUL IRSYAD THE IMPACT OF GAMIFICATION ON VOCABULARY RETENTION: AN EMPIRICAL STUDY OF EFL STUDENTS PERCEPTIONS AT A BOARDING SCHOOL IN BOGOR	TRI SETYANINGSIH, M.Pd. IR	RATIH NOVITA SARI, M.Pd ZUHAD AHMAD, Drs., M.P
45	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055034 - SITI FAUZIYAH PSYCHOLOGICAL FACTORS ON STUDENT SPEAKING ENGLISH PROBLEMS AT SMAN 6 TAMBUN SELATAN	ROSLAINI, Dr., M.Hum. -	SILIH WARNI, Ph.D. TRI SETYANINGSIH, M.Pd.
46	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055020 - DETI PERMATASARI PRE-SERVICE TEACHERS CHALLENGES AND STRATEGIES IN TEACHING SPEAKING IN KRABI, THAILAND	RATIH NOVITA SARI, M.Pd -	SILIH WARNI, Ph.D. TRI SETYANINGSIH, M.Pd.
47	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055022 - SHAFIRA ADELFITA ANHA THE CORRELATION BETWEEN PLAYING ONLINE GAMES AND VOCABULARY MASTERY	NITA KANIADEWI, M.Pd -	SILIH WARNI, Ph.D. TRI SETYANINGSIH, M.Pd.

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NO	Tgl Sidang Jam Sidang Ruang Sidang	NIM - Nama Mahasiswa Judul skripsi	Dosen Pembimbing	Dosen Penguji
48	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055044 - LUTFIAH DAMAYANTI THE CORRELATION BETWEEN SLANG ON SOCIAL MEDIA AND ENGLISH LANGUAGE LEARNING IN TEENAGER	ANITA DEWI EKAWATI, S. -	MARTRIWATI, M.Pd. NITA KANIADEWI, M.Pd
49	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055037 - MUHAMMAD LUQMAN ARRA THE USE OF THE CAKE - LEARN ENGLISH APPLICATION IN TEACHING SPEAKING SKILLS TO SENIOR HIGH SCHOOL STUDENTS	SITI ITHRIYAH, M.Hum -	MARTRIWATI, M.Pd. NITA KANIADEWI, M.Pd
50	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055015 - DINDA ASYFA LUKMAN EXPLORING STUDENTS PERCEPTION OF LISTENING SKILL IN PUBLIC SPEAKING: A PRAGMATIC APPROACH TO CORRECTING CONSTRUCTIVE ERRORS	AKHMAD HAQIQI MAMUN, D -	RATIH NOVITA SARI, M.Pd ANITA DEWI EKAWATI, S.
51	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055052 - BASMA MA'ISYAH EFL PRE-SERVICE TEACHERS DIGITAL CREATIVITY AND THEIR WILLINGNESS TO USE DIGITAL MEDIA FOR TEACHING SPEAKING SKILL DURING TEACHING PRACTICUM	HERRI MULYONO, Prof., P -	ROSLAINI, Dr., M.Hum. SRI KUSUMA NINGSIH, M.
52	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055053 - KESHA KARINADHIRA THE INFLUENCE OF THE USE OF CODE-MIXING IN TEACHING BY ENGLISH TEACHERS (PERSPECTIVES FROM EFL TEENAGE STUDENTS)	ANITA DEWI EKAWATI, S. -	ROSLAINI, Dr., M.Hum. SRI KUSUMA NINGSIH, M.
53	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055054 - AMMARA NUR NASYWA DIGITAL LITERACY AND ITS IMPACT ON ENGLISH LEARNING COMPREHENSION: EVIDENCE FROM PRIVATE HIGHER EDUCATION INSTITUTIONS	SRI KUSUMA NINGSIH, M. -	MARTRIWATI, M.Pd. NITA KANIADEWI, M.Pd
54	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055056 - SEPTIAN MAULANA EXPLORING THE SUPPORTIVE CLASSROOM ENVIRONMENT IN RELATION WITH STUNDETS WILLINGNESS TO COMMUNICATE IN ENGLISH	NITA KANIADEWI, M.Pd -	ROSLAINI, Dr., M.Hum. SRI KUSUMA NINGSIH, M.
55	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055058 - KHANSA ANAURA IZDIHAR STUDENTS PERCEPTIONS OF SONGS IN DEVELOPING THEIR VOCABULARY ACHIEVEMENT	HENI NOVITASARI, M.Pd -	ROSLAINI, Dr., M.Hum. SRI KUSUMA NINGSIH, M.
56	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055062 - AMELIA PUTRI HIDAYAH EXPLORING THE USE OF SPOTIFY ON ENHANCING EFL STUDENTS VOCABULARY	TRI WINTOLO APOKO, Dr., -	HERRI MULYONO, Prof., P HENI NOVITASARI, M.Pd

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Periode Sidang : 20 Jun 2025 s/d 7 Ags 2025

NO	Tgl Sidang Jam Sidang Ruang Sidang	NIM - Nama Mahasiswa Judul skripsi	Dosen Pembimbing	Dosen Penguji
57	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055064 - SEPTIYANA NADIRA STUDENTS PERCEPTION OF DIGITAL LEARNING RESOURCES IN ENHANCING THEIR VOCABULARY-BUILDING SKILLS	SRI KUSUMA NINGSIH, M. -	HERRI MULYONO, Prof., P HENI NOVITASARI, M.Pd
58	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055065 - ASSYFA APRILIA SARI THE INFLUENCE OF DIGITAL LITERACY IN SOCIAL MEDIA USE ON HIGH SCHOOL STUDENTS INTRINSIC MOTIVATION IN EFL LEARNING	SRI KUSUMA NINGSIH, M. -	AKHMAD HAQIQI MAMUN, D SITI ITHRIYAH, M.Hum
59	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055066 - MUHAMMAD FUAD AKHYA THE EFFECTS OF QUIZZZ TOWARDS STUDENTS READING ABILITY AND THEIR LEARNING MOTIVATION	ROSLAINI, Dr., M.Hum. -	AKHMAD HAQIQI MAMUN, D SITI ITHRIYAH, M.Hum
60	Rabu, 6 Ags 2025 __ : __ - __ : __ R.	2101055082 - SEPHIA DIFA ADILA EXPLORING THE PSYCHOLOGICAL IMPACTS OFGOOGLE ASSISTANT UTILIZATION FOR EFL STUDENTS: A CASE STUDY	ROSLAINI, Dr., M.Hum. -	AKHMAD HAQIQI MAMUN, D SITI ITHRIYAH, M.Hum