

**SURVEY OF K-POP STAN UNIVERSITY STUDENTS ON THE  
FACTORS THAT INFLUENCE ENGLISH SPEAKING FLUENCY  
THROUGH SOCIAL MEDIA**

**A Thesis**

Submitted as Partial Fulfillment of the Requirements  
For Getting *Sarjana Pendidikan* Degree of English Language Education Study Program



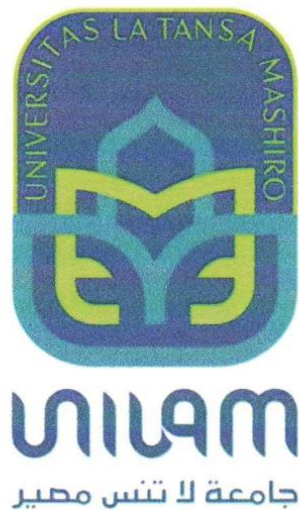
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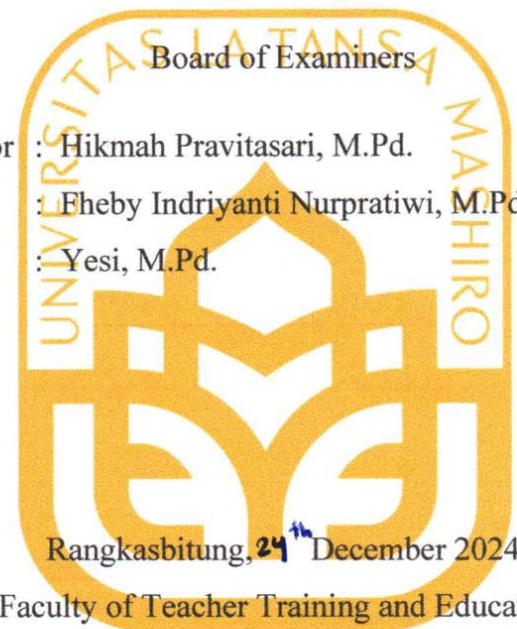

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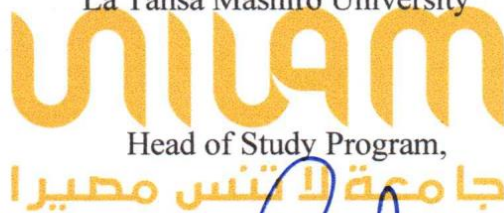
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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Rangkasbitung, 24<sup>th</sup> of December 2024

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## **MOTTO**

*“The eternal of dreams is when I still can't achieve happiness but try to chase it in every piece of moments, and I will have the eternal of dreams in my life forever underneath the milky way to be motivated to live in this cruel world.”*

## **DEDICATIONS**

Gratefully and thankfully, I dedicate this thesis to:

1. My eternal love, Allah SWT, who gives me the breath of life till this time and always protects me with all this Greatness.
2. My sincere beloved parents; my father Bawi Sabrawi, and my mother Sulastri, thanks for your advice, love, prayer, support, and always encourages me in finishing my study.
3. My supervisor, Hikmah Pravitasari, who gives me support, input, advice and helps me in finishing this thesis. Thank you very much Ma'am.
4. My dearest TOMORROW X TOGETHER and Moments of Alwaysness (MOA) community on Social Media who helps me to support and finish this thesis.

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Alhamdulillah Rabbil ‘Aalamiin, All praise be to Allah SWT the Almighty and the most Merciful, and peace be upon the beloved final prophet Muhammad SAW. In the first page of the paper, the researchers would love to give a great thanks to Allah SWT who has given health and the opportunity to design this paper. Besides, the researcher would like to say thank you to my lecturer Hikmah Pravitasari, M.Pd. who helped and guided the researcher in designing this research. Who not only guided, gave advice, supported, as well as criticized me in a very qualified manner, but also motivated me thoroughly with her leadership. I could learn much from her. This thesis is submitted to fulfill the final semester entitled “Survey of K-Pop Stan University Students on The Factors That Influence English Speaking Fluency Through Social Media.” Finally, I believe this thesis is far from perfect; however, it is hoped that it will be useful and contribute to the English teaching process, especially in teaching writing to University Students on Social Media students in this digital era. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Rangkasbitung, 24<sup>th</sup> of December 2024

Andina Nabilah Gustriani

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## **LIST OF KEY TERMS & ABBREVIATIONS**

K-POP	= Korean Pop
STAN	= Fan Account
MOA	= Moments of Alwaysness
TXT	= Tomorrow X Together
L2	= Second Language
EED	= English Education Department
Non-EED	= Non-English Education Department

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## **ABSTRACT**

This study investigated the factors affecting English fluency among K-Pop stan students who engage in active communication on social media. This research was conducted using quantitative methods by applying online surveys. The participants in this study were 160 students from the English education department and the non-English education department of 50 public and private universities in Indonesia. The findings revealed that four factors affected students' fluency in speaking English, such as; cognitive factors, affective factors, linguistic factors, and oral factors. The data was analyzed using descriptive and inferential statistics by using SPSS version 29.0 and 30.0. The study results of an online survey found that the biggest factors influencing students in speaking English was cognitive factors with 97.3% from English education students, meanwhile non-English education students were 84.5%. In the second place was affective factors with 93.3% from English education students, while from non-English education was 78.7%. Third were linguistic factors, showing a figure of 90.5% from the English education student and 78.7% from the non-English education student. The least percentage were from oral factors that got 89% scores from English education students and 76.5% from non-English education students. Therefore, from the linearity test of Chi-Square, this research found that a score  $>0.001$  means, four factors were average and categorized as factors that affected students in speaking English. The implication of this study is to provide great benefits for students to understand what should be improved and implemented in their speaking skills. This study mainly examined the factors that impact students' fluency in speaking English. However, this study's significant result factors of speaking fluency is feasibly valid for the context. The future studies might focus on speaking English skill strategies that assist students in overcoming these challenges.

*Keywords: Quantitative method; University Students; Speaking English Fluency; Online Survey; K-Pop Stan.*

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Social media is known as a medium that has no limits to access to anything. One of those accesses for social media can be used for learning. Learning on social media to utilize the English language skill, especially for speaking, is mostly used by university students. This phenomenon occurs with the huge number of university students who use social media facilities to learn speaking skills (Cao, 2020). The two main reasons for this phenomenon are first, on social media there are lots of applications that help university students to make it easier to learn speaking skills more effectively. Second, on social media, students will easily interact with foreigners who might be more fluent. Accordingly, it can make university students easier to learn more efficiently through social media and start learning the fluency of speaking English. To prove this phenomenon, Alalwan (2018) wrote that social media can be used for online learning and communication in learning more efficiently. The use of social media can enhance students' active learning and enable them to share learning resources, information, and discussions. There are applications that can involve extensive interaction for discussion, such as X, TikTok, Instagram and also Facebook. Maji et al. (2022) discovered that those applications are the most popular among university students to learn English speaking. Moorthy et al. (2019) identified that social networks allow EFL students to learn English speaking because there is an interactive connection between learners and native speakers in social media and increase their engagement.

Students who use social media as a means to communicate using English will tend to be more fluent in speaking because they will be more familiar with some English vocabulary from communicating with other students. The use of English in social media will have an impact on speaking skills, especially in fluency. Social media is used by several countries, therefore social media users mostly use English as a basic language. This makes students feel the need to learn English because they should use it on social media to communicate with others. There are some features of live and discord on social media applications. These features are suitable for students learning English because they will have an interaction with using English through the conversation. According to Corbett & Spinello (2020), increasing English language skills on social media will affect students' speaking fluency. Most students who have been on social media for a long time will experience increased progress on English speaking fluency. This is in accordance with Haleem et al. (2022) stated that learning through social media has significantly advanced the progress of speaking English. Education and technology can lead to holistic system level quality improvement and greater equity. Therefore, it is intended to explore the influence of social media as a digital platform that aids in enhancing the speaking skills of university students especially for speaking fluency.

Generally, fluency can be developed by growing a sense of habit in absorbing new words. This can be practiced by opening a live audio discord recording on social media this option is an effective choice because nowadays students prefer interacting on social media, it can develop good speaking fluency if the student communicating through English language in daily life. Champa et al

(2019) proved this statement that social media interaction can be the one factor that influences speaking skill ability and grows the fluency of students because of habits. Homayouni & Rahmani (2020) mentioned a brave statement about fluency, “natural language of English or habit use occurring when a speaker engages in interaction and does it every day so it is called a speaking fluency when the speaker can easily say something without hesitation and the vocabulary is correct”. Observing firsthand the vast majority of English-speaking social media users, one aspect of this issue that has garnered the most attention is the K-pop stans who are university students and who, despite English not being their first language, consistently create all of their content in English and speak it fluently.

Some universities and colleges in various countries such as Spain have found the same case that K-pop on social media could involve their students' speaking skill. Valerio-Ramos & Hernández-López (2023) investigated that university students in Spain tend to refuse to speak English. They feel uncomfortable in their Speaking English fluency because of the influence of local languages. However, when the students start to join the K-Pop community, they start improving their speaking English skill. The researchers quoted interaction with the K-Pop community showed to have a positive impact on vocabulary, receptive macro skills development and confidence on the participants' EFL learning. Another example came from university students in Bangladesh with the same problem. Mitu et al. (2020) found that students were unable to exchange their feelings, emotions, liking, and disliking everything in English. He used social media as a tool for improving his students on speaking English. After using social media

as a tool for learning spoken English, the teachers are more concerned with a positive attitude about how to use social sites effectively to enhance learners' L2 skills. The same case is also happening at Ajloun National University in Jordan. Al-Eiadeh et al. (2018) stated that the students who have a lack of speaking can get influenced easily to speaking English by using social media as a tool. Since social media is a comfort platform for students to communicate with others, they will feel more comfortable to understand the vocabulary because they are involved in the conversation. In Brazil, Stefania and Cho et al. (2024) found that TikTok can influence the speaking skills among university students. They can see the improvement of English speaking after using TikTok for learning to speak English. In Philippines University, Gia et al. (2022) found that young adults in Metro Manila got influenced to speaking English significantly by K-Pop idols on local advertisements through means of digital media platforms, specifically social media platforms such Facebook, Instagram, and Twitter.

From the various issues about improving English speaking skills using social media experienced by non-native English university students in different countries, this research will focus on Indonesian university students who used X application. Based on the researcher's experience, she was struggling to compose English in a conversation, she always found it difficult to find the right words to express but after joining as an active member of K-Pop stan community on X for 3 years she has an improvement on English speaking skill. She learned to speak English from the X application using the Space feature. While using the Space feature, she had the opportunity to actively speak in English with their K-Pop stan

community friends. She is using audio live features routine for 30 minutes per day and made her enjoy communicating using English. Use the audio live feature or space which indirectly helped improve her speaking English skills especially for fluency. The experience of improving speaking in the habit of using English on the internet is also approved by Suber (2024). Moreover, the results of the discussion with several other Indonesian university students who also joined the K-Pop stan on X platform felt the similar situation. The students agreed that communication K-Pop stan on X can influence their English speaking. Previously they had difficulty finding the right English words to talk in English and felt anxious and slow in choosing words. After they joined X, namely the K-Pop community, they experienced a 6 months routine once in a day using the audio live feature or space which makes them confident in speaking English. Because they have a lot of supportive friends who invite them to talk and get along with the conversation without getting judged. Moreover, they also improve their English vocabulary and grammar because they have heard the same sentence multiple times so they easily remember to put the right words into sentences. Another student from one of the universities in Indonesia also struggled to express her feelings into words when she was speaking English. She had an increase in English speaking progress after 2 years using the space feature or live audio to listen to K-Pop stans' conversations fluently for almost every night is likely 10-30 minutes per-day. She has made progress in speaking English for being active on X. She feels it is easier to express words; because in this K-Pop stan community can freely show their expression without feeling anxious. This is easily absorbed by listeners and does the same way

to express themselves in English. She also mentioned the fact that English is used in the songs and videos that K-Pop idols throughout the world distribute, which has an impact on students' capacity to learn to speak English. Therefore, this problem was interesting for further research. The aim of this research was to identify the factors that involved the K-pop stan students from speaking English fluently among university students in Indonesia.

## **1.2 Identification of the Problem**

Based on the research background that has been outlined above, the researcher identified issues that influence students to use the live audio feature to engage their fluency in speaking English, as follows:

- 1) Students in terms of speaking English anxiety had difficulty finding the right English words to talk in English because of fear of getting judged by anyone.
- 2) Students in terms of speaking English anxiety were so slow in choosing words because they had difficulty in choosing the right vocabulary while speaking.
- 3) Students in terms of speaking English anxiety had difficulty expressing English words because they had difficulty finding the right words to express their feelings and what they actually wanted to say in English.

## **1.3 Limitation of the Problem**

Based on the identification of the problem, this study focuses on the factors that influence English speaking fluency experienced by K-pop stan university students through social media.

#### **1.4 Formulation of the Problem**

The researcher formulated the research problem of this study is categorized as two aspects, as follows:

1. What are the factors that affect K-Pop Stan university students' speaking English fluency through social media?
2. Is there any comparison between students of English and non-English department speaking fluency factors?

#### **1.5 Objectives of the Study**

The objective of this study is categorized as two aspects, there are:

1. To find the factors that affect K-Pop stan university students' speaking English fluency through social media.
2. This research also focuses on finding a comparison between students of English and non-English departments in the factors of speaking fluency.

#### **1.6 Significance of the Study**

The result of this study expected to be beneficial for:

1. For English Educational Lectures

English Educational lectures can use social media as a tool or media for teaching English. The English lecturers can use social media to modify the medium of learning English for Speaking skill.

2. For university students

Social media can be used as a tool or media for learning and improving English autonomously. Students may enjoy learning English using social

media and will find it easier to understand the material while interacting with other people on the social media.

3. For the further researchers

For fellow researchers, the result of this study is hoped to enrich the literature available that covers the topic of speaking English fluency by finding the factor and effect from this research paper. Besides, this research paper only examines the basic factors that cause speaking fluency. Future researchers can develop the results of how speaking fluency can occur in students and find broader effects regarding speaking fluency.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Social Media Application**

Social media is a place for communication networking that can be done anywhere, people generally use social media for entertainment, personal interests, and even business. The breadth of social media can accomplish many things that cannot be achieved in real life situations. From originally a read-only resource, the internet has evolved into an interactive virtual environment that has changed communication (Li et al., 2023). These changes make virtual communication easier and more frequently used. Social media is now an extensive system of interactions where people from many places may interact (Appel et al., 2020). Social media is used as communication access to discuss many things and also information. This is also an opportunity for university students to interact and explore themselves to reach many possible things.

The largest number of social media users that more active is teenage to young adult age. According to Théry et al. (2018) stated the social media users are aged 18-25. The age of university students is also listed and recorded as the largest number of social media users. University students go online several times a day, while a little more than high school students go online as frequently who are more likely to report going online only after their school time. According to Sutherland & Jarrahi (2018), students spend their time on social media to surf the internet by using social media as a communication tool to talk to people closest to them and people from various countries. Over the past ten years, undergraduate university

students' use of social media has grown significantly. According to Kofi Armah & Van der Westhuizen (2019), a research study that extended 15 countries found that university students were the ones who increased the use of mobile computing devices like tablets and smartphones. Additionally, 67% of the students attributed their academic success to these technologies (Kofi Armah & Van der Westhuizen, 2019). A study of 3000 university students found that 90% of the university students used social media (Sietou, 2020). The popularity of social media among university students was further confirmed by a 2019 research conducted by Joint Information Systems Committee (Jisc), which found that 85% of students used the social networking site (Parr, 2023). Resource sharing was found to be the most significant factor influencing university students' social media usage, followed by perceived utility, perceived enjoyment, collaboration, and social impact (Sharma et al., 2019). This provides evidence that students prefer to use social media for entertainment or educational purposes, which has a different impact on students based on the way they use the social media itself.

As previously mentioned, students are the most active social media users, they communicate and disseminate information through written posts, photos, videos or even live reports. They do many things on social media as if social media is virtual life which also has to be kept up to date as reported by Ståhl & Kaihovirta (2019) that students prefer to share information about their daily lives through the post or story update feature. Now, there are many applications that are easy to share daily life with friends, but the ones students

choose are social media applications that are already well-known and have more than 100 million users per application (Urgen Pfeffer et al., 2023). Popular applications among students with the most users are Instagram, making them use English as a unifying language on social media. The use of English on social media has been designated as the international language of social media, as written in research by Olan et al. (2024), the unifying language on the internet is English. Students will use English for a wider reach through stories, posts, and also direct messages. Social media that receives information very quickly and can reach globally is Twitter, which has now changed its name to X (VanderWaal & Deen, 2018). It can be said that many students use X to provide the opportunity to communicate with each other more easily in global unlimited.

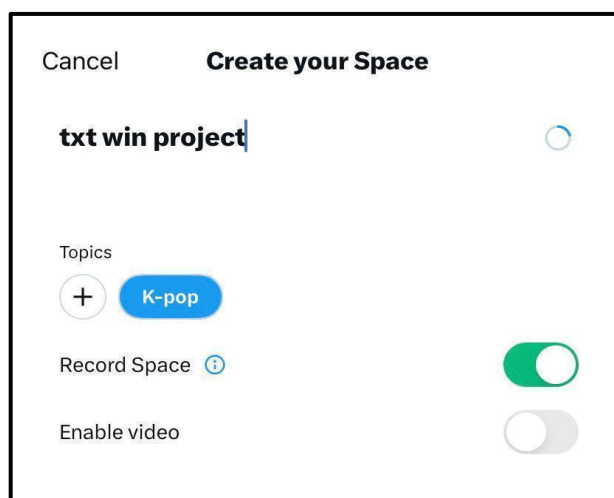
## **2.2 Kinds of X Social Media**

Social media users can install various types of applications and access them to communicate for free, and the social media with the most student users using English is X, it is supported by Malik & Haidar (2020) on their research, a social media that has been around since 2006, launched in July by Jack Dorsey. The use of English in X has become commonplace, X can be accessed by all foreign countries, therefore the unifying language is English. Saaty (2020) mentioned that X is a real-time information exchange network and microblogging service. So, it can be defined that X has the fastest interaction in this phase. Aldamen & Hacimic (2023) said many people got into a community on X to talk with someone who has the same preference as them. Parents, teens, even children are familiar with the internet. But for X, most of the users are students. They came to X to express

their ideas to talk with their internet friends through some features on X. Features in X that are widely used usually contain video content, photos, and written text and provide opportunities for others to interact with this content. According to Barnes (2018), the tool in social media called features that have a different function each depending on the social media. There are many sophisticated features that are suitable for learning English. Based on the usage of the features it can be very helpful for communicating further without being limited by space and time.

Kinds of features from X are just the same as another feature in every social media that have functions for communication but each of the applications have a unique performance. According to Awad et al. (2023) stated that the most basic feature on X is the DM or Direct Message which functions to send messages, second; Post feature to share the moment through picture and video or even just write the thoughts, and many other features that are similar with other social media platform, but this research will only focus on features that can improve speaking skills (Urgen Pfeffer et al., 2023). Features in X that can help university students improve their speaking skills are features that involve audio or live. According to Vinayagalakshmi (2024) explained on X application there are features that involve audio while live named Space, this feature is available for every user. The Space feature is known to be easier to use as a group, this statement is agreed by Pennington et al. (2023) that stated groups can talk easily by the audio feature space in time to time without limitation of citizens. Thus, it is very suitable to be used as a learning tool because students can ask native

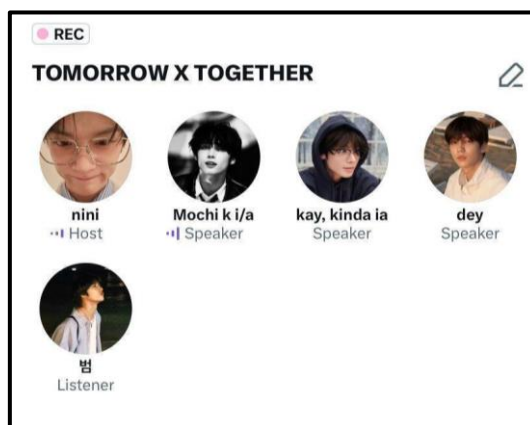
students who also join using this feature (Ståhl & Kaihovirta, 2019). Therefore this research will only focus on Space in the X application as a tool for improving the speaking fluency skill. Since Space can be customized to meet the needs, wants, motivations, and expectations of students, it appears to be one of the finest possibilities for enhancing speaking abilities.



**Figure 2.1 How to start a discussion in Space, X**

Spaces are a brand new way to have live audio conversations on X. Spaces are ephemeral, and it is easy to join one or start a space. Spaces are public, everyone can join on in several ways. Each space has a public link that a host, co-host, or listener can include in a post, or share via a Direct Message (Ante, 2022). Live spaces featuring a speaker or host of following or followed will appear at the top of the timeline, highlighted in purple circles as a sign. To start a space, long-press the compose button on the home of the timeline, then select the cluster of dots icon. The microphone will be off when the space but it will turn on if the user already clicks the button off on the microphone. Hosts can nominate up to two co-hosts, in addition to 10 speakers, within the space to

help moderate the conversation. Invite any current participant, or someone who is not mutual or following. Lousada (2020) explained scheduling a space in advance allows everyone to promote the upcoming conversation. Space also can record the moments, the recent update of space is recording the conversation. According to Ante (2022), space is used to discuss everything from serious issues to just having a light chat with mutual friends. Because it is easy to access, sometimes many spaces from abroad can also be seen on timeline and everyone is visible to enter these space sessions easily.



**Figure 2.2 Space start with 4 speakers and 1 listener**

With space, many people are starting to use this feature to chat about current issues and discuss them at the same time. There are a maximum of 15 people in the speaker mode in space (Özbaş Anbarlı, 2021). According to Takahashi (2019) the phenomenon of using English in this space often occurs not only in Europe but also in Asian countries, especially Indonesia. As mentioned on data based from Urgen Pfeffer et al. (2023), Indonesian people like to convey things through English in the Space on the X platform. An example of the phenomenon of the rise of social media using English is students who speak

during a live recording using English. This account is a K-Pop stan account, a TXT fan. She opened the live audio space on the basis of wanting to discuss the project that will be carried out at that time technically a TXT Concert, she offered several accounts to provide responses by asking who wanted to speak and she would allow them to speak, as long as the space lasted the account that opened the space explained in detail using English with the aim that non-Indonesian fellows would also want to know about the project being held. This did not happen once or twice, many more discussions using English took place at X through the feature space.

### **2.3 K-Pop Stan University Students**

Stan is the term for an account that focuses on a specific media or celebrity, hereinafter referred to as a focus interest person the term. Person behind the stan account is called fan, one of the most widely circulated examples on social media is K-Pop stans. They usually create a community based on their favorite idols, for examples; girl group stan, boy group stan, or even soloist stan. The K-Pop stan community has been extremely popular on X. According to Théry et al. (2018) based on data of X Monthly Record obtained from various K-Pop stan communities on the contrary in 2024 the culture of university students who become booth accounts is usually more serious about dedicating themselves to their idols, always supporting them in any activity or even creating events for their idols. Many university students actually contribute the largest part to provide support to idols (Batoul Touhami et al., 2018). The big contribution from students to K-Pop idols are; birthday project of Idol. Students will hold a big project that involves a lot of collaboration between fellow big

accounts, before this project is implemented students usually use space to discuss between countries using English as a unifying language. They will share tasks such as the editing team, promotion team and also the fundraising team for the birthday project of idols.



**Figure 2.3 TXT Yeonjun birthday project ad held by an Indonesian university student from several countries**

The second example is a concert event which is always led by university students. They hold projects for online concert events or prize distribution events which are better known as freebies when idols hold concerts. The event they organize is about their sense of support for idols and doing it optimally so discussion is needed and this involves a feature space before a direct face-to-face briefing.



**Figure 2.4 An Indonesian university student held a free gift for everyone who comes to the TXT Concert in Jakarta**

The third example of students' big involvement in the community is the way they promote idols to remind fellow booth accounts to vote and stream for the idol to win. Student accounts with large followers will continue to remind them to vote and stream regularly so that the idol can win the chart. In terms of positive student contributions to the K-Pop community, sometimes there are things that cause commotion, the use of space that should be used for discussions sometimes triggers inappropriate opinions and creates disputes between fellow K-Pop stans. For example, talking bad things about idols in an open space and this will trigger a commotion between communities from different idol stands.



**Figure 2.5 Soobin fans are mad after Soobin got hated**

As the example above shows a feeling of anger after the space ended because the host of the space was an antis or hater which made many parties unhappy with the opinion of the host of the space. This does not mean that space will always remain bad, since in space everyone has the right to have an opinion and have their own opinion so everyone is free to express themselves and space will be a positive thing if users of space also have positive opinions.

#### **2.4 English Speaking in Social Media Context**

English speaking on social media is when humans communicate with complex processes and understand how to communicate or speak in one direction. Speakers use conjunctions when they are going to talk to someone about something (Ge et al., 2018) Therefore, the speaker must be both a listener and speaker for communication to be effective. According to Onurlu & Olga Pilli (2024), English

speaking that occurs on social media is the activity of conveying information or something by verbally knowing the meaning of words. It can be concluded that the process of language creation and interaction can be called speaking. English speaking can happen in real or virtual life, the use of English through social media is also called virtual communication of English. Examples of English speaking on social media by opening a live broadcast, video call, or creating video content. However, English speaking produces direct communication, namely video calls and also opening live broadcasts. Haidar & Fang (2019) investigated the use of social media in speaking can be interpreted as social media has a big influence on the learning process or speaking for people who use it. It is because people will get used to using what language they often see and hear, like this social media which is accessed every day for its users. Likewise, Pakula (2019) explored that English speaking makes students more familiar with the correct pronunciation or new words in this language itself, and they can search for information or learn using this social media. Students can learn to know a lot of new vocabulary and also how to speak from their peers on social media.

English is a universal language, this happens everywhere, including on social media, in order to reach many people and be understood by others. According to Awad et al., (2023). English can be a solution for communicating. Communicating using English is something people do on social media to achieve something so they can understand each other. The use of English on social media occurs in the use of discord audio live where live broadcasters will use English to communicate between countries (Kim et al., 2021). The second example is written

by Appicharla et al. (2019) explained the use of English on Video in social media, usually content creators make videos using English to reach the target audience abroad. Abas & David (2019) said that using English on social media temporarily could improve speaking fluency. From several examples of explanations above, it is obvious that the usage of English language on social media could be one of the factors of fluency in speaking skills.

## **2.5 Factors of Speaking English Fluency**

As mentioned previously, the use of English on social media has often occurred. This does not rule out the possibility that some people are even used to using English on social media, even in real life. These habits arise because they are done and applied in daily use, making this habit an improvement in speaking fluency. Ge et al. (2018) stated that fluency is one of the key characteristics of communicative competence. It is also seen as an important indicator of progress in language learning and a condition for successful communication. Pangket (2019) argued that native English-speaking students can read fluently with good comprehension but may struggle with grammar exercises related to their reading. On the other hand, many EFL students have a good understanding of grammar but lack fluency. In this case, EFL students do not need more grammatical knowledge; they need to focus on improving their fluency by learning through audio and making the English language as a habit or routine that they usually do in a day. According to Shuib et al (2020), fluency refers to the use of naturally occurring language when a speaker engages in and maintains meaningful communication. The ability to speak fluently is considered important in the development of language learning because it shows

the speaker's ability to communicate effectively (Sellami & Gafsi, 2018). Speaking fluency is often used as a measure of success for students learning a foreign language. The main goal of communication is to ensure that the listener understands what the speaker is trying to convey. However, it can be challenging for teachers to help students improve their fluency in communication.

There are different understandings for the speaking fluency skill factor in university environments that study English further or also known as the English education department. Similarly, Hamad (2019) found that the excessive use of L1, lack of time to speak in speaking classes, instructors' techniques of teaching that are inefficient, insufficient exercises to develop speaking ability, fear of speaking English, and not using L1 when it is essential to clarify some issues were found to be the English speaking skills problems of English education department EFL students studying. Moreover, psychological factors are one of the factors that affect students' willingness to speak. Juhana (2020) proposed that among the psychological factors, fear of making mistakes, anxiety, shyness, lack of confidence, and lack of motivation are some of the main psychological factors that affect the students' performance as it comes from the individuals themselves. Therefore, psychological factors are one personal key factor that needs to be taken into account by teachers to understand why some students do not want to speak.

Meanwhile, the factors that influence speaking fluency in general among students in English education departments and non-English education departments

are similar. The theory about speaking fluency described by Pakula (2019) generally covers these issues. Influencing on speaking fluency is conversation that occurs naturally and orally between two or more people in real time. Some types of influences on speaking fluency are cognitive factors, linguistic factors, and emotional factors. The update from the recent research adapted two new factors he found and replaced the emotional factors since it is matched with the category level, the name of his recent factors are affective factors and oral factors (Pakula, 2019). The following is an explanation of each factor of speaking fluency.

### **1. Cognitive Factors**

Cognitive factors are the speaking process includes conceptualization, construction, and pronunciation (Pakula, 2019). Conceptualization involves the types of information selected to express meaning. Expression refers to the chosen speaker's ability to use appropriate words with appropriate grammar. Formation involves the speakers' ability to select appropriate words from grammatical structures. Pronunciation is the organ of speech pronounced by the speaker. In short, students' English proficiency may be affected.

### **2. Linguistic Factors**

Linguistic factors are the learners' speaking ability that must use appropriate language forms. Some elements of the linguistic element such as pronunciation, grammar and vocabulary are very important for students. They also need to focus on the talk time situation. Speaking requires not only knowing how to produce formal language but also knowing when, why, and how to produce words.

### **3. Affective Factors**

The Affective factors on speaking fluency hypothesis captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their affective factors. Affective factors are emotional and attitudes that people have about themselves which influence the ability to learn. They can have a negative or positive effect. Those attitudes that are not optimal for L2 acquisition will not only tend to seek less input but they will also have high or strong affective factors even if they understand the message, the input will not reach the part of the brain responsible for language acquisition or the language acquisition device. Some types of affective factors involved in learning a native language are emotions, self-confidence, empathy, attitudes, and motivation.

### **4. Oral Factors**

Oral factor is a typical emotion where a speaker can easily guess what they want to say without wasting time. The speakers have an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize the words of spoken language. Ability to respond the questions or remarks in a basic and light-hearted way. Response speaking refers to inadequate interaction from small conversation, very short talks, and the like. Students can share their genuine thoughts and ideas through the responsiveness of talking. Easily spot the issue from the conversation and get along through the conversation.

## 2.6 Review of Relevant Studies

The following are several previous studies that examined the issue of using social media as an alternative to increase English speaking fluency in the student community in different countries. The first study by Novianti, Ghufon, and Matin (2020). This study came from Spanish, entitled '*K-Popers and K-Drama Lovers' English Vocabulary Mastery*'. In this research, they gathered 100 people to become participants, namely university students from public universities who like K-Pop. This research uses quantitative surveys and interviews. This study uses mix-method design using sequential exploratory strategy which contain both qualitative and followed by quantitative data. In this research, the data is collected from questionnaires, interviews and vocabulary tests. This method of analysis is a constant comparative method from qualitative which could analyze the data by comparing each data with some categories and using inferential statistics for quantitative using Chi-Kuadrat method on SPSS version 17. The data from the interview was obtained from 40 students which were divided into two groups, 50 K-popper students and 50 K-drama lover students. The participants in this research are 100 K-Pop fans with 4 Interviews. The findings show that the techniques of K-popers and K-drama lovers used English subtitled videos/dramas, chatting with international fans and fangirling over their idols in English language articles to master English vocabulary. Besides, K-popers have higher mastery of English vocabulary than K-drama lovers. Then, the K-popers' higher mastery of English vocabulary is as high as their intensity of fangirling activities. The implications of

this research can be a knowledge for the teacher to give more attention in the learning variations or process of their students.

The second study was conducted by Malik & Haidar (2020), entitled '*English language learning and social media: Schematic learning on Kpop Stan Twitter*'. This study explored One such platform; Twitter and the fandom community; K-Pop stan. Within those fandoms, K-Pop fandom stands out because of the density of English as a second or foreign language speakers in this community. Taking 100 participants to take this community as its sample, this study explores the ways in which the non-native English speaking fandom members use English to communicate on this platform. Moreover, the study focuses on the interpretation and usage of meme discourse by these non-native English speaking members. Researchers took the results of surveys and interviews. The researchers processed the data using statistical analysis. The findings reveal that the fandom members learn memetic discourse by internalizing it in the form of schemas, which means that they learn the whole chunk of interaction rather than learning individual words. The study has also explored overall language-learning within this community, and has discussed the implications of fandom activities as potential learning aids.

The third research came from Khairin and Khalid (2020) investigated '*The Influences of Korean Wave Among Young Adult Malay Muslim Women*'. The participants were 120 Young Adults of Private University oh Muslim in Malaysia and 12 interviewed students. This study tested the cultivation theory as a powerful

media effect theory. It employed a mix method of quantitative and qualitative research design with the semi-structured in-depth interviews that were identified from the transcribed data media exposure towards the Korean wave and influences of the Korean wave information involving English language speaking skills. For data analysis, thematic analysis was used to analyze the data. The entire interview sessions were transcribed verbatim for further analysis. They collected the survey data to be observed and analyzed using statistical analysis. The findings of this study is a cultivation effect of the Korean wave on the respondents of the present study. The Korean wave has been well accepted by the respondents for many years because the message contents are related with their daily life. They learn the English language because it helps them to understand while talking about Korean idols. The findings also show that the respondents did not experience negative impacts from the Korean wave but other Korean fans are being said to be negatively influenced by the Korean wave.

The fourth study was conducted by Faiza from Indonesia in (2023). The title is '*Simulating English Learning in Global K-Pop Community on Twitter*' This study aims to explore the phenomenon of K-pop on Twitter that can be the platform of English learning. The data gathered included writing documents like K-pop tweets, unstructured interviews and survey results. The researcher focused more on taking data from K-poper who use English as EFL (English as a foreign language). Data collection was taken by interview & survey of poll from 100 students K-Poppers, observations and examination of K-pop tweets, including interactions among K-pop community on Twitter. K-pop Tweets were taken randomly with various topics

by taking screenshots. The interview was conducted by direct messages to some K-poppers who gave their consent to do the interview. The survey was executed by using Twitter's poll feature. Data analysis is carried out with a qualitative and quantitative mix method. Using statistical analysis and thematic analysis, the data was obtained from questionnaires and interviews, focused on finding the nature of the particular event in study. The finding of the study revealed that the interest of K-pop stimulates English learning for K-poper. English helps them to support and connect to their interests. The curiosity of K-pop encourages them to learn and improve English skills. It demands their self-learning in the process of improving English skill. English is a bridge to connect them with their K-pop idols. K-pop is boasting their interest in English rather than studying English in a classroom with a book.

The fifth research came from Indonesia by Prasetyo, Fauzi, and Putri (2023) examined '*K-Pop Fandoms Loyalist Phenomenon: Fans Participatory Branding on Social Media Content Practices Distribution in Indonesia*'. The participants were 150 from public university students. This research used survey questionnaires and interviews to collect data and uses natural language processing or NLP to process the data results. This article explores the ways that this new mode of social distribution is characterized by bottom-up grassroots aspects to the speaking skill. They analyzed the data using the programs IBM SPSS Ver. 26.0. The data was conducted frequency analysis to examine the demographic characteristics, and a reliability analysis Cronbach's alpha to test the reliability of the metrics. The procedures also included a correlation analysis and coefficient of determination

analysis. The findings of this research found that the Going Seventeen YouTube Content variable affected the Seventeen K-Pop Boyband Fan loyalty to 46% and the rest was influenced by other factors. In conclusion, as an exemplary cultural product, K-pop is creating fans as consumer-added value. It is necessary to establish fandom measures to integrate sustainable marketing promotion with the English language.

The sixth study was conducted by Suber (2024) from Vietnam entitled '*Exploring Language and Community through Social Media: How Culturally Diverse English Language Learners Use Social Media Apps to Connect, Find Community and Communicate with Korean Entertainment Fandoms*'. This research aimed to investigate how fans of Korean entertainment from various cultural backgrounds utilize social media (SM) platforms to engage with each other. Additionally, the study examined if these social media connections offer genuine opportunities for English language practice and learning for English language learners (ELL's). Through data collected via surveys and questionnaires and the analysis of online interactions, the study delved into the ways in which social media serves as a bridge for fans to exchange ideas and build a sense of community across diverse cultures. A combination of both inductive and deductive approaches was used to analyze the data taken from the Phase One survey and Phase Two questionnaire. For the survey, data was sorted and classified into 3 groups: Demographics, English language skills, and use of English on social media. The participants are 150 university students from different group categories on social media. The findings shed light on the significance of social media in fostering cross-

cultural connections and enhancing the fan experience within the global Korean entertainment community. Educators could use this as a gateway to integrate student interests into classroom activities for a dynamic and collaborative learning atmosphere. Although not ideal for academic English practice, social media communication provided an opportunity for ELL's to acquire useful informal communication in English.

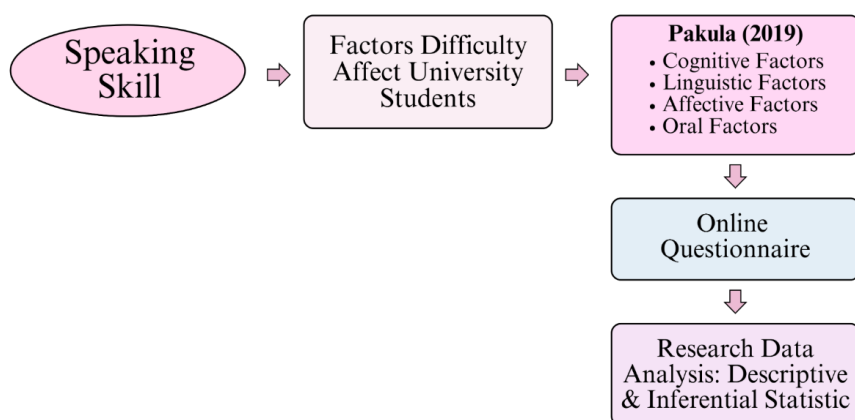
The last study was conducted by Aldayel, Pravitasari, and Azizi (2024) from Indonesia. The title is '*A Survey-Based Study on the Attitudes of Future English Teachers Towards Video Conferencing in Hybrid Learning.*' This research aims to examine the attitudes of future English teachers towards the use of video conferencing platforms in hybrid learning environments. Building upon the comprehensive attitude framework proposed by Garrett et al. (2003, p.3), which encompasses cognitive, affective, and behavioral components, they employed a quantitative research design with a survey approach. The study collected data through online questionnaires, and descriptive statistics are used for data analysis. The target population in this study were future English teachers of undergraduate programs at Indonesia University. The total population in this study was 55 students. The findings and subsequent discussion shed light on the pedagogical advantages of video conferencing tools, including popular platforms such as Google Meet and Zoom Meeting, in facilitating learning activities. The utilization of video conferencing platforms had positive impacts on the cognitive and affective attitudes of future English teachers, enriching their overall learning experience.

There are several similarities and differences between this study and previous studies. Generally focused, all these studies focus on the impact of how Korean culture could impact the improvement of English language from students. The difference with the last study issue was not mentioned about Korean culture impact Aldayel, Pravitasari, and Azizi (2024). Another similarity of those researches are the use of students at the university level to be participants of surveys. The X application used in the five previous studies focuses on audio live, while Prasetyo, Fauzi, and Putri (2023) study used YouTube. There are also differences in data collection techniques between the current study and previous studies. This study used a survey questionnaire just similar to previous studies. However, previous studies employed a variety of data collection techniques, such as interview, in-depth interview, observation group interviews and used natural language processing or NLP. Differences are also evident in data analysis. Novianti, Ghufron, and Matin (2020) used constant comparative method of analysis and inferential statistics analysis as data processing to get the result, by using mix-method design, the data was obtained from questionnaires and interviews. Malik & Haidar (2020) used descriptive statistical analysis similar to Aldayel, Pravitasari, and Azizi (2024). Khairin & Khalid (2020) used the thematic analytic data. Meanwhile, Faiza (2020) used statistical analysis and thematic analysis. Otherwise, Prasetyo, Fauzi, and Putri (2023) used IBM SPSS Ver. 18.0, the data was conducted frequency analysis to examine the demographic characteristics, and a reliability analysis Cronbach's alpha to test the reliability of the metrics. The procedures also included a correlation analysis and coefficient of determination analysis. The

variety is also spot on Suber (2024) used that the different data collection, the combination of both inductive and deductive approaches was used to analyze the data taken from the Phase One survey and Phase Two questionnaire. A similarity was seen in statistical analysis, as this technique was employed in three previous studies.

This current study was contained a variety in terms of participants which come from various private and public universities in Indonesia. It was different from previous research, which on average only took participants from 1 or 2 universities. This current study used 160 university students who actively contributed to the K-Pop community and frequently used space. Most of the six previous studies used mix method research design (survey-questionnaire, interview, and observation). This study used online questionnaires based on Pakula (2019), a theory about four factors of speaking fluency as data collection techniques.

## 2.7 Theoretical Framework



**Figure 2.6 Theoretical Framework of the Study**

This study was conducted at private and public universities in Indonesia who frequently used space as tools of their daily life. The researcher focused on the factors that affect the university students in speaking fluency. This research was based on the concept of Pakula (2019) that explained four factors of speaking fluency theory. There are four factors, namely Linguistic Factors, Cognitive Factors, Affective Factors, and also Oral Factors. This study was used an online questionnaire for data collection and also used descriptive analysis and inferential statistics for analyzing the research data to describe and conclude the factors that affect university students fluent in speaking.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This research used quantitative survey design. Quantitative research, as defined by Creswell et al. (2018) is any kind of study that collects numerical data and applies mathematical analysis to understand phenomena (in particular, statistics). Three different sorts of research designs that can be used with quantitative research in a variety of inquiries include experimentation, correlation, and survey design. Meanwhile, a survey design was implemented. In quantitative research, survey designs are methods where researchers use a sample or the complete population to administer a survey to describe the attitudes, opinions, behaviors, or characteristics of the population (Creswell et al., 2018). The survey design is used for this study due to be most relevant since it focuses on the fluency of the university students. Two main kinds of survey design were cross-sectional and longitudinal.

Survey research is a quantitative method in which a researcher asks a large group, or sample, of participants a set of preset questions. Hulland et al. (2018) explored that survey research is an exceptionally valuable strategy for attempting to characterize or explain the characteristics of a group. To get the quick way to get some broad information about one's target audience in order to get ready for this technique can also be used as a quick way to get some broad information about one's target audience in order to get ready for a more concentrated, in-depth study using time-intensive techniques to field the

research. Research variables is an attribute, trait, value of a person, object or activity that has certain variables set by the researcher to be studied and conclusions are drawn (Sugiyono, 2020). This study was used quantitative variables.

There are two research variables, namely the dependent variable and the independent variable. The dependent variable is a variable that depends on other variables, while independent variables is a variable that does not depend on other variables. Dependent variables are the main focus of attention study. According to Sugiyono (2020), the dependent variable is often mentioned as output variables, criteria, consequences or attachment variables. Variable dependent is a variable that influences or becomes as a result due to the presence of independent variables. In this research the dependent variable was: Speaking English Fluency (Y). The other variable category was an independent variable. The independent variable (X) was a variable that influences or which is the cause of the change and the emergence of the dependent variable (Sugiyono, 2020). There are two independent variables in this research; Space Audio Feature (X1) and K-Pop influence in University K-Pop Stan (X2).

### **3.2 Population and Sample**

The people who pique the attention of the researchers in extrapolating the study's findings are known as the population of research. According to Vespa et al. (2020), population can alternatively be defined as the total number of units (people, groups, events, things, or stuff) from which a sample was chosen for measurement. The collection or grouping of all the units to which the research

findings are to be applied was referred to as the population. Using the definition of population as a guide, it can state that it was made up of all the units to which study findings can be applied. Stated differently, a population was a collection of all the units that has the variable characteristic that is being studied and for which research findings can be applied generally (Hron et al., 2019). The population was used in this study was from 50 universities students of K-Pop stan, especially MOA who are actively using X. MOA is the fandom name of TXT (TOMORROW X TOGETHER). Based on Indonesian MOA Community, TXT has 39.7% followers from Indonesia which counted 158,805 in numbers.

A sample is a set of respondents (people) selected as representative individuals from a large population. Sampling definitions include the act, procedure, or method of choosing a sample (Vespa et al., 2020). According to Hron et al. (2019), the estimation of categories in a large population of frequent tasks in statistical survey analysis was called the proportion compositions, it can be described as a relationship between the width and depth. The proportion compositions for each characteristic are different for each number. There are 160 participants in this study. The total participants were divided into comparable or equal numbers to become proportional compositions. Participants were divided into 2 frequency compositions in which should be balanced in the matter of quantity/number of participants, 80 from the English study program (p) and 80 from the non-English study program (q). The difference in the number of compositions requires the appropriate formula to calculate the minimum sample size. The formula for calculating the minimum

sample size was an important step for the research or study because these sample sizes were very closely related to the level of error. Noordzij et al., (2021) stated that from the population, the researcher was drawing a sample. The number of samples was decided using the recent formula of Slovin (2018), as follows:

$$N = \frac{N}{1 + e^2} = \frac{158.805}{1 + (0.10)^2} = 158.805,2 = 15.8 = 160$$

Total of 160 participants from each university were recruited privately from online. The range of age of the participants were 18-24 years old. This criteria for participation were university students who currently had a stan account on X and part of K-Pop community called MOA (Moments of Alwaysness), to be known as the fandom name of K-Pop boy group TXT (Tomorrow X Together) of Indonesian university students that are actively used space and used English as their language to communicate with their community. 50% of participants were English major department students, and half of the participants were non-English major education students. Therefore, the researcher can describe the gap between the samples. This research involved participants were categorized as volunteers. The names and faces of the participants were not be shown. Therefore, every participant's personal data in this research was kept confidential, including their university and place, and there was no coercion to take part in this research. This research was carried out without coercion. Volunteers may not take part in this research at any time, and there was no coercion to take part in this research.

### **3.3 Data Collecting Technique**

Data collecting techniques in a study must be necessary to obtain real results from the research conducted. The data obtained supported the results of the research conducted. The more accurate the data obtained, the better the research be. On the other hand, if the data obtained was not accurate, then the research results were also not good. The data collection technique described more about the research instruments, data validity, and reliability in this research, which explained in more detail as follows.

#### **3.3.1 Instrument**

This study was used an online survey to collect the data. A questionnaire was a set of questions or items intended to obtain information from respondents regarding their beliefs or points of view. Collecting qualitative or quantitative data can be done using a questionnaire (Stockemer, 2018). There are several types of questionnaires, such as open, closed, and mixed questionnaires (Ahmad et al, 2019). The first was an open questionnaire. An open questionnaire was a research questionnaire that gave respondents the opportunity to write their personal opinions regarding the list of questions or statements listed. Second, a closed questionnaire was a research questionnaire with a list of questions or statements that are equipped with answer choices at once. Generally, this closed questionnaire was used answer choices, such as yes or no and so on. According to Dalati & Marx Gómez (2018). Research using closed questionnaires was quite effective because

respondents can immediately tick (√) in the answer column provided according to their choices. Third, mixed questionnaire was a research questionnaire with a combination of open and closed questionnaires. This research method was used to discuss the topic in more depth (Deme Belafi et al., 2018). Generally, this method was used to obtain a series of research data in the form of numbers.

This study was used online surveys that were developed in closed questionnaires to collect the data. Online surveys were developed on the Google Forms platform. Recruit participation by sending a Google Form link to their personal contact from university students in Indonesia. The target participants were 160 students from private and public universities in Indonesia of English education major and non-English education major in the MOA community on X.

### **3.3.2 Validity**

In natural language processing, the concept of prediction validity was vague and undefined. It is also not linked to a commonly used assessment metric, like recall in classification or precision in measuring prediction quality. This chapter's objective was to provide a precise explanation of the term "validity" in Natural Language Processing (NLP) and data science. To determine the validity of the data from the questionnaire, the researcher in this study used a validity test. The researcher used a Likert scale to measure the validity. According to Simms et al., (2019) the Likert Scale was a method for analyzing respondents'

attitudes, opinions, and recommendations regarding the subject in question. The researcher used a questionnaire and the method of collecting data with “A Likert scale 5”, introduced by Rensis Likert, source from Likert (2018). It was a way of bipolar scaling that assesses whether a remark was being received favorably or unfavorably. Researchers that study psychology, sociology, pedagogy, marketing, or other fields involving questionnaires were highly fond of this scale. Regarding a variety of statements involving an attitude, object, person, or event, respondents expressed their degree of agreement or disagreement. In terms of answering, it was the simplest type of questionnaire for the respondent. The Likert Scale response labels used in this case are outlined in the table using the five choices options format as per (Simms et al., 2019).

**Table 3.1 Likert Scale by Simms et al. (2019)**

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

A test called valid if the test measures what it was intended to measure (Kersey et al., 2018). If the results have reached categories that can be divided into several factors according to the Likert scale, then the variables to be measured are translated into indicator variables.

### **3.3.3 Reliability**

This study used a reliability test for finishing the examination of the data after finding the frequency of validity data. After using validity, the next step was to look for reliability. The definition of reliability according to Bandur (2018) stated that the consistency of a research process and results. The consistency of a research result employing multiple research methodologies under varied circumstances was known as reliability (place and time). Reliability specifically refers to the consistency of the answers to the questions in the questionnaire, meaning that true reliability evaluates the precision of the measuring scales used in the research instrument. Bujang et al. (2018) explained, Cronbach's alpha coefficient can be used as a measure of the reliability of research instruments which were carried out using online questionnaires. Bujang et al. (2018) stated that a good Cronbach's alpha coefficient must have a value above 0.70. However, a Cronbach's alpha value higher than 0.80 or even 0.90 is considered very good and indicates a high degree of consistency within the research instrument. Therefore, it was important to always check the alpha of Cronbach's value to ensure the accuracy of the data in research instruments. The researcher creates questions to include in the online survey. Online surveys were developed on the Google Forms platform. Recruit participation by sending a Google Form link to their personal contact from

university students in Indonesia. The target of participants were 160 students from private and public universities students in Indonesia of English education major and non-English education major on MOA community on X.

**Table 3.2 Internal Consistency of Cronbach's Alpha Coefficient by Bujang, Omar and Baharum (2018)**

No	Coefficient of Cronbach's Alpha	Reliability Level
1	More than 0.90	Excellent
2	0.80-0.89	Good
3	0.70-0.79	Acceptable
4	0.60-0.69	Questionable
5	0.50-0.59	Poor
6	Less than 0.59	Unacceptable

As explained above, according to Bujang et al. (2018) if the internal frequency is around  $>0.80$  it is indicated as good.

### **3.4 Data Analysis Technique**

This study was used a quantitative analysis technique. Quantitative data analysis is a systematic process of both collecting and evaluating measurable and verifiable data. It contains a statistical mechanism of assessing or analyzing quantitative data (Creswell et al., 2018) stated all the processes, techniques, findings, and conclusions are quantified as with this data analysis. There were two types of data analysis namely descriptive statistics and inferential statistics (James and Simister, 2020). The following was an explanation of each survey analysis data.

### **3.4.1 Descriptive Statistic**

This study was used a statistical descriptive method since this method was suitable for describing and summarizing information within the frame tables, graphs, or measurable measures such as mean, median, and mode. According to Al-Beraidi (2020) descriptive statistics could be a statistical method used to describe information in detail and efficiently, with the aim of providing a more effectively caught on depiction of the characteristics of the information. This method was often used to analyze data in the form of tables, graphs and measures of data centering such as mean, median, and mode. In calculating data using descriptive statistical methods, the researcher used tools such as Microsoft Excel to facilitate the process of calculating data. With this method, the researcher can analyze data more systematically and provide more accurate conclusions. Therefore, the statistical descriptive method was very suitable as a data analysis method in this study.

### **3.4.2 Inferential Statistic**

Statistical inferential methods can be used to effectively analyze data from online questionnaires. Online questionnaires are increasingly in demand in the current era because of the convenience and practicality they offer. According to Howell (2018) to obtain accurate and reliable information from the data obtained, appropriate analytical methods must be used. Was used sample descriptive statistics to infer (estimate) population characteristics was known as inferential statistics (McDermid et al., 2021).

The observed value was the sample, while the inferred value in the absence of observations was the estimated population. Therefore, the statistical inferential method was very suitable as a data analysis method in this study. Because this research used a survey, it is necessary to find a normality test to check whether the data distribution is normal or not, then used a linearity test to find the results whether the two comparison variables had a linear relationship or not. The following are explanations of normality and linearity tests.

### **1. Normality Test**

Descriptive statistics is well known using normality tests to reach the number. Shukla et al. (2018) said that normality tests can be used easily with the help of Excel. This typical analysis gives a rough idea of the normality of distribution and is used only if a rapid decision. This method was based on Standard Error (SE) of skewness and kurtosis. If the obtained data is represented by a bell-shaped curve, it can be classified as normal data. However, if the resulting curve is not normal, it is referred to as a negative skewness curve, as demonstrated in the study by Shadanala et al. (2019). There were many types of normality tests and the type of normality test that was most suitable for this research was Kolmogorov-Smirnov because this test was used to test normality in large samples ( $> 100$ ) discovered by Shadanala et al. (2019) Kolmogorov-Smirnov type calculations done with SPSS. This study used a Kolmogorov-

Smirnov of Goodness of fit test in normality test for analyzing the data that have been conducted and got the variable whether was normal distribution or not.

**Table 3.3 Column of frequency of Kolomogorov-Smirnov (Shadanala et al. 2019)**

Category	Statistic	Df	Sig.

After calculating the table as above, it can be found that the significance of the first hypothesis test was the largest  $FT - FS < Kolmogrov-Smirnov$  table value.

## 2. Linearity Test

The accuracy of the linearity test assessed the variety of variables, examining the linear relationship between independent and dependent variables to determine the relationship model (Lind et al., 2018). This study employed a linearity test using SPSS to analyze the variable diversity from the questionnaire. This research was conducted using Chi-Square to get the linearity of the data. According to Creswell et al. (2018), Chi-Square is a statistical test that compares observed results to determine relationship between variables to find the influence of study. Following the normality test results, this research necessitates a linearity test to refine the data. The data is then divided into two sets for linear calculations to determine their compatibility. This proven the factors that influence speaking fluency for students. In accordance with Ghozali (2018)

explained linearity test was used saw whether the specification of the model that used was correct or incorrect. This data was used Anova to calculate the data, if the significance value  $> 0.05$  it can be concluded that the two variables have a linear relationship but if the two variables had a linear relationship but if the significance value  $< 0.05$ , it can be concluded that the two variables do not has the relationship in linear. This test was used as a prerequisite in Pearson correlation or linear regression analysis. According to Sugiyono (2020) there were several levels of correlation between coefficient interval in the variables.

**Table 3.4 Interval of Correlation Coefficient of Variables by Sugiyono (2020)**

Correlation Categories	
0,00-0,199	Very Low
0,20-0,399	Low
0,40-0,599	Medium
0,40-0,799	Strong
0,80-1.00	Very Strong

The significance of correlation after testing between the independent variable and the dependent variable can be done by comparing the calculated  $r$  value in the correlation test with the  $r$  table determined through the  $r$  product moment values table. The correlation test was used to find out how strong the relationship was between the independent variable and the

dependent variable. It was known that if the correlation coefficient was significant, then the coefficient used calculating the coefficient of determination, namely the coefficient that used to measure the influence of the independent variable on the dependent variable.

## CHAPTER IV RESEARCH FINDING AND DISCUSSION

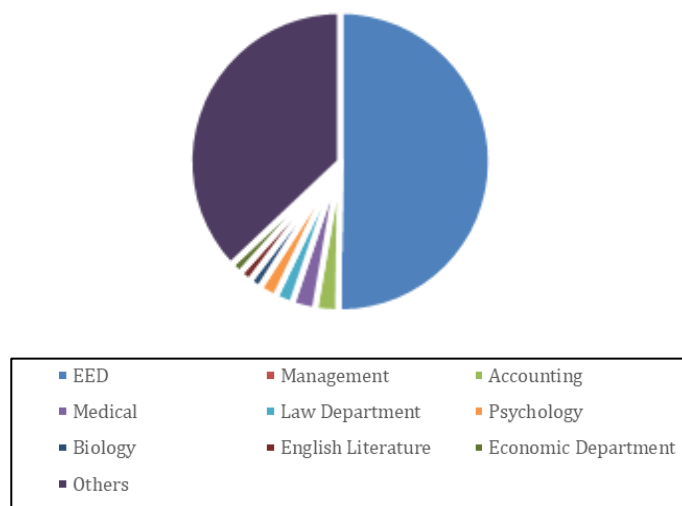
### 4.1 Research Finding

This chapter presents the findings and discussion of the research data from an online survey defined as descriptive statistics. The findings include the results of the descriptive analysis of the online questionnaire. Then, the factors of English-speaking fluency will be shown through the figure in this discussion. Based on the results of a survey that was conducted on research respondents for 2 weeks through an online survey using Google form, the following results were obtained:

#### 4.1.1 Descriptive Statistic

##### 1. Respondents' Demographic Information

##### a. Characteristics of Respondents Based on the Education Department



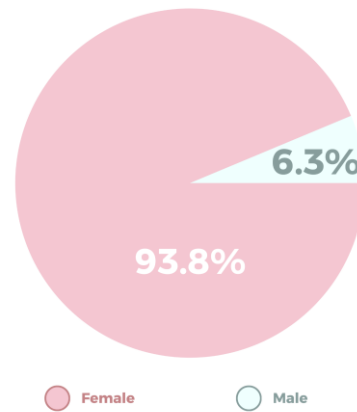
**Figure 4.1 Characteristics of Respondents Based on Education Department**

Based on the diagram above, an illustration was obtained from 50 public and private universities in which 80 students or 50% are

respondents from the English education department, while the other 80 students are from the non-English education department. Specifically, 11 (6.9%) students were from management, 4 (2.5%) students were from accounting, 4 (2.5%) students were from medical, 3 (1.9%) students were from law department, 3 (1.9%) students were from psychology, 3 (1.9%) students were from public health, 2 (1.3%) students were from biology, 2 (1.3%) were from English literature, 2 (1.3%) students were from economic department, and the other students were from communication, early childhood education, criminology, chemical engineer, biotechnology, engineering, Japanese education, physiology, food science, food technology, international relation, animal sciences, development economy, informatics engineering, communication science, industrial design, electricity engineer, actuarial science, Islam family law, information system, music, design & visual communication. Thus, it can be concluded that the respondents in this study are equal for both English education students and non-English education students after conducting the other department as categorized as a non-English department.

**b. Characteristics of Respondents Based on Gender**

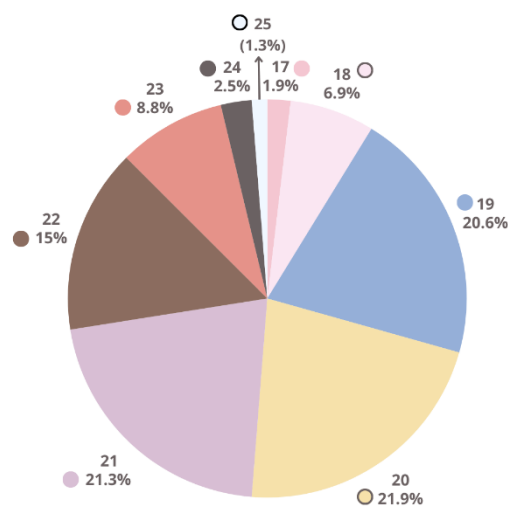
Based on the diagram on the Figure 4.2, an illustration showed that 150 students, or 93.8% are female respondents, while the remaining 10, or 6.3% are male respondents. Thus, it can be concluded that most respondents in this study were female.



**Figure 4.2 Characteristics of Respondents Based on Gender**

**c. Characteristics of Respondents Based on Age**

Based on the diagram above, an illustration was obtained that as many as 35 students, or 21.9% of respondents aged 20 years old, then for the second place obtained that as many as 34 students, or 21.9% of respondents aged 21 years old, the next data obtained that 33 students or 20.6% respondents aged 19 years old, while for the next data obtained that 24 students or 15% respondents aged 22.



**Figure 4.3 Characteristics of Respondents Based on Age**

The middle number of categories in this data obtained 14 students or 8.8% of respondents aged 23 years old, then the data obtained 11 students or 6.9% of respondents aged 18 years old. For the small number of categories in this data obtained 4 students or 2.5% respondents aged 24 years old, then this data also obtained 3 students or 1.9% respondents aged 17 years old, the last data or the smallest data obtained 2 students or 1.3% respondents aged 25 years old. Thus, it can be concluded that most respondents in this study were aged 20 years old, and the least students were aged 17 years old.

## **2. Result of Online Survey Based on Factors that Influence Speaking English**

This section provides a comprehensive and detailed description of the data pertaining to the results of a meticulously conducted survey, which was carried out by students who are actively engaged in utilizing the platform known as Space on X for the purpose of enhancing their English speaking skills. The factors had been formulated beforehand referring to Pakula (2019) theory, the factors measured include cognitive, linguistic, affective, and oral. This study also used 5 Likert scales based on Simms et al. (2019). There are 5 answer choices with different points, strongly agree gets 5 points, agree gets 4 points, neutral gets 3 points, disagree gets 2 points and strongly disagree gets 1 point. Based on the respondents' answers, it can be described as follows:

### a. Cognitive Factors

**Table 4.1 Cognitive Data Survey of Items English Education Department and Non-English Department**

Data Valid	Frequency			Percent			Valid Percent			Cumulative Percent		
	1	2	3	1	2	3	1	2	3	1	2	3
<b>English Education Department</b>												
SD	0	0	0	0	0	0	0	0	0	0	0	0
D	0	0	0	0	0	0	0	0	0	0	0	0
N	0	0	3	0	0	3.8	0	0	3.8	13.8	0	3.8
A	11	18	25	13.8	22.5	31.3	13.8	22.5	31.3	86.3	22.5	35.5
SA	69	62	52	86.3	77.5	65.0	86.3	77.5	65.0			
Total Res	80			100.0								
<b>Non- English Education Department</b>												
SD	0	0	0	0	0	0	0	0	0	0	0	0
D	2	2	3	2.5	2.5	3.8	2.5	2.5	3.8	2.5	2.5	3.8
N	10	11	22	12.5	13.8	27.5	12.5	13.8	27.5	15.0	13.8	31.5
A	36	45	33	45.0	56.3	41.3	45.0	56.0	41.3	60.0	72.5	72.5
SA	32	22	22	40.0	27.5	27.5	40.0	27.0	27.5			
Total Res	80			100.0								

Source: SPSS 29 output (Researcher's data 2024)

According to Table 4.1, the first statement, "I understand the conceptualization of the English topic". Most of them displayed strongly agreed responses with as many as 69 students (86.3%), while from the non-English education department were 36 students (60.0%), they gave the agreed response more than strongly agreed. Then, the English education students displayed 11 responses (13.8%) were chosen to agreed, while in the non- English education department, most of them displayed as many as 32 students (40.0%). The English education department had only displayed two categories of responses that strongly agreed and agreed, different from the

non-English education department who had another response, 10 students (15.0%) were gave the neutral responses, and the least number were 2 students (2.5%) that displayed a disagreement response.

Furthermore, according to Table 4.1, the second statement, "I can express the meaning of the word that matches the sentence when I'm speaking English,". Most of them gave strongly agreed responses, as many as 62 students (77.5%), while from the non-English education department, 22 students (27.5%) displayed the agreed response more than strongly agreed. Then, the English education students displayed 18 responses (22.5%) to choose agreed, while in the non-English education department, most of them gave as many as 45 students (56.3%). The English education department had only displayed two categories of response of strongly agreed and agreed, different from the non-English education department, who had another response, 11 students (13.8%) gave the neutral responses, and the least number was 2 students (2.5%) that gave a disagreed response.

For the next explanation. According to Table 4.1 on the next page, the third statement, about "I can arrange the procedures word-by-word when I'm speaking English". On Table 4.3 above, from the English education department, most of them displayed strongly agreed responses as many as 52 students (65.0%), while from the non-English education department were only 22 students (27.5%), the non-English students gave the agreed response more than strongly agreed. Then, the English education students were displayed 25 responses (31.3%) to choose to agreed, while in the non-

English education department, most of them gave as many as 33 students (41.3%). The English education students displayed 3 responses (3.8%) chosen to be neutral, while the non-English education department displayed 22 responses (27.5%) as neutral. The English education department had only given three categories of response that strongly agreed, agreed, and neutral, different from the non-English education department which had another response, 3 students (3.8%) displayed the disagreed responses as the least number.

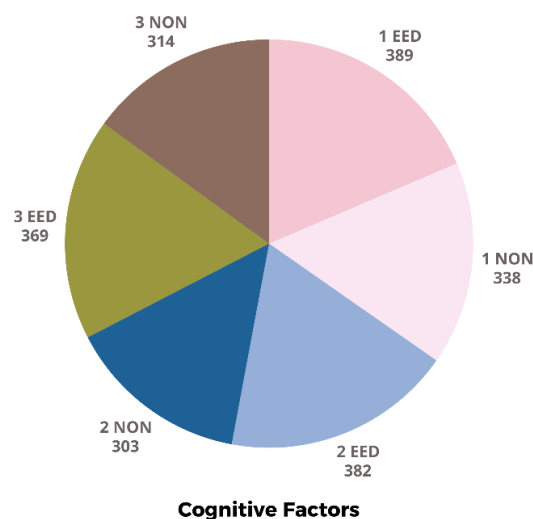
**Table 4.2 The Recapitulation of Respondents' Response about Cognitive Factors**

No	Statement	Cat	SA	A	N	D	SD	S	IDC %	Criteria
			5	4	3	2	1			
1	I understand the conceptualization of the English topic.	EED	69	11	0	0	0	389	97,3	Very Strong
		NON	32	36	10	2	0	338	84,5	Very Strong
2	I can express the meaning of the word that matches the sentence when I'm speaking English.	EED	62	18	0	0	0	382	95,5	Very Strong
		NON	22	45	11	2	9	303	75,7	Strong
3	I can arrange the procedures word-by-word when I'm speaking English.	EED	52	25	3	0	0	369	92,3	Very Strong
		NON	22	33	22	3	0	314	78,5	Strong

Source: SPSS 29 output (Researcher's data 2024)

For the recapitulation, the results of 3 statements about university students' cognitive factors on speaking fluency of using space in social media were shown in the Table 4.2 as follows: (1) The percentage result for

the first statement from English education department was 97.3% (Very Strong). In contrast, for the Non-English education department, it was 84.5% (Very Strong), indicating that most students agreed that they understood the conceptualization of the English topic. (2) The percentage result for the second statement from the English education department was 95.5% (Very Strong) while from the Non-English education department was 75.7% (Strong), indicating that most students agreed that they can express the meaning of the word that matches the sentence when they were speaking English. (3) The percentage result for the third statement from the English education department was 92.3% (Very Strong) whereas from the Non-English education department was 78.5% (Strong), indicating that most students concurred with the procedures verbatim while speaking English. Below is a pie chart figure of the Cognitive Factors recapitulation, it can be seen that the most results are from English Education students.



**Figure 4.4 Diagram Pie of Cognitive Factors**

## b. Linguistic Factors

In this step, the result of linguistic factors based on the data survey from English Education Department and non-English Education Department was compiled and shown in the table below.

**Table 4.3 Linguistic Data Survey of Items English Education Department and Non-English Department**

Data Valid	Frequency			Percent			Valid Percent			Cumulative Percent		
	1	2	3	1	2	3	1	2	3	1	2	3
<b>English Education Department</b>												
SD	0	0	0	0	0	0	0	0	0	0	0	0
D	0	0	0	0	0	0	0	0	0	0	0	0
N	4	11	4	5.0	13.8	5.0	5.0	13.8	5.0	5.0	13.8	5.0
A	30	34	38	37.5	42.5	47.5	37.5	42.5	47.5	42.5	56.3	52.5
SA	46	35	38	57.3	43.8	47.5	57.3	43.8	47.5			
Total Res	80			100.0								
<b>Non-English Education Department</b>												
SD	0	0	0	0	0	0	0	0	0	0	0	0
D	3	13	8	3.8	16.3	10.0	3.8	16.3	10.0	3.8	16.3	10.0
N	19	24	22	23.8	30.0	26.3	23.8	30.0	26.3	27.5	46.3	36.3
A	38	31	32	47.5	38.8	40.0	47.5	38.8	40.0			
SA	20	12	19	25.0	15.0	23.8	25.0	15.0	23.8			
Total Res	80			100.0								

Source: SPSS 29 output (Researcher's data 2024)

According to Table 4.3, the first statement, "I am able to pronounce the English word well when I'm speaking" From the English education department, most of them gave strongly agreed responses, as many as 46 students (57.5%), while from the non-English education department, only 20 students (25.0%), displayed the agreed response more than strongly agreed. Then, the English education students gave 30 responses (37.5%) to choose to agree, while in the non-English education department, most of

them gave as many as 38 students (47.5%). The English education students gave 4 responses (5.0%) to choose neutral, while the non-English education department displayed 19 responses (23.8%) as neutral. The English education department has only displayed three categories of responses that strongly agree, agree, and neutral, different from the non-English education department which had another response, 3 students (3.8%) gave the disagree responses as the least number.

For the second explanation. According to Table 4.3, the second statement, about "I am able to use grammar correctly when I'm speaking English directly". Starting from the English education department, most of them gave strongly agreed responses as many as 35 students (43.8%), while from the non-English education department, there were only 12 students (15.0%), who gave the agreed response more than strongly disagreed. Then, the English education students gave 34 responses (42.5%) to choose to agree, while in the non-English education department, most of them gave as many as 31 students (38.8%). The English education students gave 11 responses (13.8%) to choose neutral, while the non-English education department displayed 24 responses (30.0%) as neutral. The English education department has only given three categories of response that strongly agree, agree, and neutral, different from the non-English education department who had another response, 13 students (16.3%) displayed the disagree responses as the least number.

Furthermore, according to Table 4.3, the third statement, "I am able to use a variety of vocabularies (knowing the difference of verbs)". Starting from the English education department, most of them gave strongly agreed responses as many as 38 students (47.5%), then from the non-English education department there were only 19 students (23.8%), they displayed the agreed response more than strongly agreed. Then, the English education students also gave 38 responses (47.5%) chosen to agreed, while in the non-English education department, most of them gave as many as 32 students (40.0%). Lastly, from the English education students, they gave 21 responses (26.3%) to choose neutral, and for the non-English education department displayed 4 responses (10.0%) as neutral. The English Education Department provided respondents with a limited set of three categories for their responses, specifically designed as 'strongly agree,' 'agree,' and 'neutral.' In contrast, the Non-English Education Department offered a more diverse range of response options, which allowed for a broader spectrum of opinions. Notably, among the responses collected from the Non-English Education Department, a total of 8 students, representing (16.3%) of the participants, indicated that they disagreed with the statements marking this as the least frequent response category observed in the survey.

In order to provide a comprehensive recapitulation, the results about three specific statements regarding the linguistic factors that influence university students' speaking fluency while utilizing the Space feature showed on the Table 4.4 below.

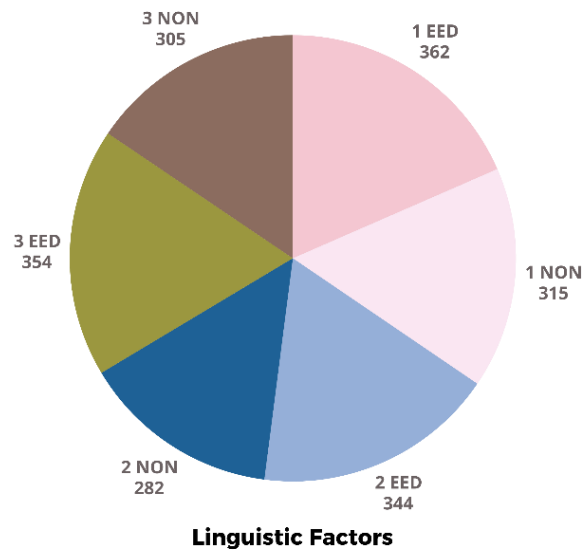
**Table 4.4 The Recapitulation of Respondents' Response about Linguistic Factors**

No	Statement	Cat	SA	A	N	D	SD	S	IDC %	Criteria
			5	4	3	2	1			
1	I am able to pronounce the English word well when I'm speaking.	EED	46	30	4	0	0	362	90,5	Very Strong
		NON	20	38	19	3	0	315	78,7	Strong
2	I am able to use a variety of vocabularies (knowing the difference of verbs).	EED	35	34	11	0	0	344	86	Very Strong
		NON	12	31	24	13	0	282	70,5	Strong
3	I am able to use grammar correctly when I'm speaking English directly.	EED	38	38	4	0	0	354	88,5	Very Strong
		NON	19	32	22	8	0	305	76,3	Strong

Source: SPSS 29 output (Researcher's data 2024)

Accordance to Table 4.4 (1) The percentage result for the first statement from English education department was 90.5% (Very Strong), for the Non-English education department was 78.7% (Strong), indicating that most students agreed that they able to pronounce the English word well when they were speak English. (2) The percentage result for the second statement from English education department was 86% (Very Strong), from the Non-English education department was 70.5% (Strong), indicating that most students were agreed that they able to use a variety of vocabularies and knowing the difference verbs. (3) The percentage result for the third statement from the English education department was 88.5% (Very Strong), from the Non-English education department was 76.3% (Strong), demonstrating that the majority of students

agreed that they were capable of using grammar appropriately while speaking English directly. Below is a pie chart figure of the recapitulation of linguistic factors, it can be seen that the most results are from English Education students.



**Figure 4.5 Diagram Pie of Linguistic Factors**

**c. Affective Factors**

In this particular stage of the analysis, the outcomes pertaining to the affective factors, derived from the comprehensive data survey conducted among the English Education Department and the Non-English Education Department, have been meticulously compiled and are presented in the table provided below.

**Table 4.5 Affective Data Survey of Items  
English Education Department and Non-English Department**

Data Valid	Frequency			Percent			Valid Percent			Cumulative Percent		
	1	2	3	1	2	3	1	2	3	1	2	3
<b>English Education Department</b>												
SD	0	0	0	0	0	0	0	0	0	0	0	0
D	0	0	0	0	0	0	0	0	0	0	0	0
N	8	3	0	10.0	3.8	0	10.0	3.8	0	10.0	3.8	3.8
A	36	21	15	45.0	26.3	18.8	45.0	26.3	26.3	55.5	30.0	30.0
SA	36	56	65	45.0	70.0	81.3	45.0	70.0	81.3			
Tota Res	80			100.0								
<b>Non-English Education Department</b>												
SD	1	4	1	1.3	5.0	1.3	1.3	5.0	1.3	1.3	5.0	1.3
D	12	7	4	15.0	8.8	5.0	15.0	8.8	5.0	16.3	13.8	6.3
N	23	17	11	28.7	21.3	13.8	28.7	21.3	13.8	45.0	35.0	20.0
A	31	29	23	38.8	36.3	28.7	38.8	36.3	28.7	83.8	71.3	48.8
SA	13	23	41	16.3	28.7	51.2	16.3	28.7	51.2			
Tota Res	80			100.0								

Source: SPSS 29 output (Researcher's data 2024)

According to Table 4.5, the second statement, "I usually use English when discussing K-Pop with my friends in community stan.". On Table 4.5 above, from the English education department, most EED students were gave strongly agreed responses, as many as 56 students (70.0%), while from the non-English education department, 23 students (28.7%) were given the agreed response more than strongly agreed. Then, the English education students displayed 21 responses (45.0%) chosen to agreed, while in the non-English education department, most of them were given as many as 29 students (36.3%). For the next, the English education students displayed 3 students (3.8%) chosen neutral while the non-English education students displayed 17 students (21.3%). The English education department had only

given three categories of responses that were strongly agreed, agreed, and neutral, different from the non-English education department, which had another response, 7 students (8.8%) displayed the disagreed responses, and the least number was 4 students (5.0%) that gave a disagreement response.

The third statement explained that according to Table 4.5, the third statement, "I feel motivated to speak English well every time I speak in front of my friends in community K-Pop stan,". On Table 4.5 above, from the English education department, most of them were gave strongly agreed responses, as many as 65 students (81.3%), from the non-English education department 41 students (51.2%), Then, the English education students displayed 15 responses (18.0%) chosen to agreed, while in the non-English education department, most of them gave as many as 23 students (28.7%). The English education department had only given two categories of response that strongly agreed and agreed, different from the non-English education department who had another response, 11 students (13.8%) displayed the neutral responses, then 4 students (5.0%), and the last number was 1 student (1.3) who chosen disagreed responses as the least number.

The results of 3 statements about university students' affective factors on speaking fluency of using space in social media are shown in the Table 4.6 as follows: (1) The percentage result for the first statement from English education department was 87% (Very Strong) while for the non-English education department was 71.5% (Strong), indicated that most students agreed that they feel confident when they were speaking English

with or without an audience. (2) The percentage result for the second statement from English education department was 94.7% (Very Strong) while from the Non-English education department was 84% (Very Strong), indicated that most students were agreed that they usually use English when discussing K-Pop with their friends in community stan. (3) The percentage result for the third statement from the English education department was 96,3% (Very Strong), from the Non-English education department was 84,7% (Very Strong), indicated that almost all of the students agreed that they felt motivated to speak English proficiently whenever they converse in front of their peers within the K-Pop stan.

**Table 4.6 The Recapitulation of Respondents' Response about Affective Factors**

No	Statement	Cat	SA	A	N	D	SD	S	IDC %	Criteria
			5	4	3	2	1			
1	I feel confident when I'm speaking English with or without an audience.	EED	36	36	8	0	0	348	87	Very Strong
		NON	13	31	23	12	1	286	71,5	Strong
2	I usually use English when discussing K-Pop with my friends in community stan.	EED	56	21	3	0	0	379	94,7	Very Strong
		NON	23	29	29	7	4	336	84	Very Strong
3	I feel motivated to speak English well everytime I speak in front of my friends in community K-Pop stan.	EED	65	15	0	0	0	385	96,3	Very Strong
		NON	41	23	11	4	1	339	84,75	Very Strong

Source: SPSS 29 output (Researcher's data 2024)

There is also a pie chart for the recapitulation of affective factors on the next page showing that the largest number is occupied by English Education students.

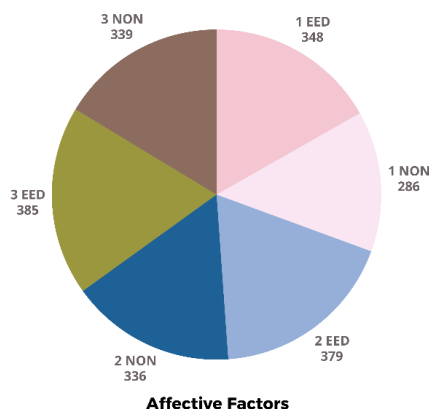


Figure 4.6 Diagram Pie of Affective Factors

d. Oral Factors

Table 4.7 Oral Data Survey of Items English Education Department and Non-English Department

Data Valid	Frequency			Percent			Valid Percent			Cumulative Percent		
	1	2	3	1	2	3	1	2	3	1	2	3
<b>English Education Department</b>												
SD	0	0	0	0	0	0	0	0	0	0	0	0
D	0	0	0	0	0	0	0	0	0	0	0	0
N	2	1	11	2.5	1.3	13.8	2.5	1.3	13.8	2.5	1.3	13.8
A	39	24	40	48.8	30.0	50.0	48.8	30.0	50.0	51.2	31.3	63.7
SA	39	55	29	48.8	68.8	36.3	48.8	68.8	36.3			
Total Res	80			100.0								
<b>Non-English Education Department</b>												
SD	0	0	0	0	0	0	0	0	0	0	0	0
D	6	5	6	7.5	6.3	7.5	7.5	6.3	7.5	7.5	6.3	7.5
N	23	21	29	28.7	26.3	36.3	28.7	26.3	36.3	26.3	32.5	43.8
A	30	28	32	37.5	35.0	40.0	37.5	35.0	40.0	73.8	67.5	83.8
SA	21	26	13	26.3	32.5	15.3	26.3	32.5	15.3			
Total Res	80			100.0								

Source: SPSS 29 output (Researcher's data 2024)

According to Table 4.7, the first statement, "I can clarify the meaning of sentences by using synonyms of English words so that what I say is clear and easy to understand,". On Table 4.7 above, starting from the English education department, they were given strongly agreed responses by as many as 39 students (48.8%), from the non-English education department 21 students (26.3%), they were given the agreed response more than strongly agreed. Then, the English education students displayed 39 responses (48.8%) chosen to agree, in the non-English education department, most of them were given as many as 30 students (37.5%). Next, the English education students displayed 2 responses (2.5%) while the non-English education students displayed 23 responses (28.7%) chosen neutral. The English education department had only given three categories of responses that strongly agreed, agreed, and neutral, different from the non-English education department who had another response, 6 students (7.5%) gave the disagreement as the least number.

The next explanation, according to Table 4.7 the second statement, "I am able to answer questions quickly and clearly about K-Pop or other things using English,". On Table 4.9 above, from the English education department, most of them were given strongly agreed responses by as many as 55 students (68.8%), from the non-English education department were 26 students (32.5%) given the agreed response more than strongly agreed. Then, the English education students displayed 24 responses (30.0%)

chosen to agreed, in the non-English education department, most of them gave as many as 28 students (35.0%). For the next, the English education students displayed 1 response (1.3%) chosen neutral while the non-English education students displayed 21 students (26.3%). The English education department had only given three categories of response that strongly agreed, agreed, and neutral, different from the non-English education department, which had another response, 5 students (6.3%) at the least number of disagree responses.

Furthermore, according to Table 4.7, the third statement, "I could easily spot the issue from the conversation without thinking too long while having a conversation". On Table 4.7 above, from the English education department, most of them were gave strongly agreed responses by as many as 65 students (81.3%), while from the non-English education department were 41 students (51.2%). Then, the English education students displayed 15 responses (18.0%) chosen to agree, while in the non-English education department, most of them gave as many as 23 students (28.7%). The English education students had two categories of response that strongly agreed and agreed, different from the non-English education department which had another response, 11 students (13.8%) displayed the neutral responses, then 4 students (5%), and the last number was 1 student (1.3%) who were chosen disagreed responses as the least number.

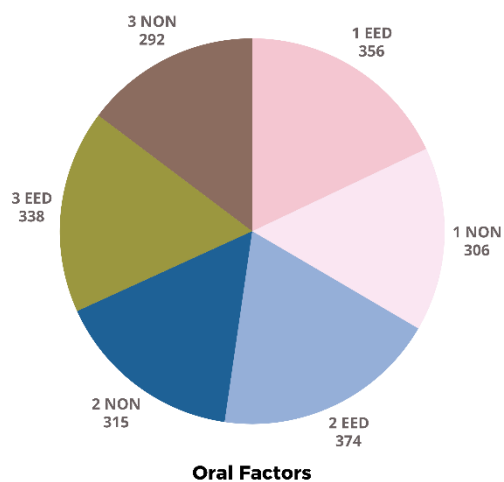
**Table 4.8 The Recapitulation of Respondents' Response about Oral Factors**

No	Statement	Cat	SA	A	N	D	SD	S	IDC %	Criteria
			5	4	3	2	1			
1	I can clarify the meaning of sentences by using synonyms of English words so that what I say is clear and easy to understand.	EED	39	39	2	0	0	356	89	Very Strong
		NON	21	30	23	6	0	306	76,5	Strong
2	I am able to answer questions quickly and clearly about K-Pop or other things using English.	EED	55	24	1	0	0	374	93,5	Very Strong
		NON	26	28	21	5	0	315	78,7	Strong
3	I could easily spot the issue from the conversation without thinking too long while having a conversation in English.	EED	29	40	11	0	0	338	84,5	Very Strong
		NON	13	32	29	6	0	292	73	Strong

Source: SPSS 29 output (Researcher's data 2024)

The results of 3 statements about university students' oral factors on speaking fluency of using space in social media are shown above, Table 4.8 as follows: (1) The percentage result for the first statement from English education department was 89% (Very Strong) while for the Non-English education department was 76.5% (Strong), indicated that most students were agreed that they can clarify the meaning of sentences by using synonym of English words so that what they say is clear and easy to understand. (2) The percentage result for the second statement from English education department was 93.3% (Very

Strong) while from the Non-English education department was 78.7% (Strong), indicated that most students were agreed that they able to answer questions quickly and clearly about K-Pop or other things using English. (3) The percentage result for the third statement from the English education department was 84,5% (Very Strong) difference from the Non-English education department was 73% (Strong), suggested that nearly all of students agreed that they could readily identify the issue throughout the conversation without prolonged contemplation while conversing in English. There is also a pie chart for the recapitulation of oral factors on the next page showing that the largest number is occupied by English Education students.



**Figure 4.7 Diagram Pie of Oral Factors**

The conclusion from the results that have been obtained the highest position in the factors that influence students in the process of speaking English fluency is cognitive factor by getting a perfect score or strongly

agree in all aspects of the category, showing a figure of 97.3% (Very Strong) while for the Non-English education department was 84.5% (Very Strong), this score shows that many students agree that they understand the conceptualization in cognitive factors that make them fluent in speaking English. Furthermore, at the second level there are affective factors that have 3 categories with perfect or very strong scores from English education students and strong scores from non-English education departments. The percentage result for the second statement or the second aspect in the affective factor from the English education department was 93.3% (Very Strong) while from the Non-English education department was 78.7% (Strong), this is evidence that affective factors also play an important role in fluency in speaking English in students. The factor that has the third level was the linguistic factor with a score percentage result for the first statement or first aspect of the English education department was 90.5% (Very Strong) while for the Non-English education department it was 78.7% (Strong). For the last level it still had a score above average because it gets an almost perfect score. There are still 2 categories with a very strong value from English education. It has the highest value of 89% (Very Strong) while for the Non-English education department it was 76.5% (Strong) in the first aspect or statement. From the results of the data that have almost perfect scores from all factors, it proved that respondents do have fluency in the aspect of cognitive factors, affective factors, linguistic factors, and oral factors that considered them to be fluent in speaking English.

#### 4.1.2 Inferential Statistic

This study was conducted utilizing a rigorous validity assessment, which revealed that the data is valid through the score of significance  $>0.001$ . This outcome indicates that the four factors examined in this research are indeed valid. Consequently, the data obtained can be confidently utilized for subsequent analyses.

##### 1. Reliability Statistic

In this step, in order to analyze whether the data gained is reliable or not. The researcher used test of Cronbach's Alpha, the result was shown below.

**Table 4.9 Reliability using Cronbach's Alpha**

Cronbach's Alpha	N of Items
.931	12

Source: SPSS 30 (Researcher's data)

Data above on the Table 4.9 is a result from reliability test. Reliability test that used in this study is Cronbach's Alpha with rules that must have a coefficient of score more than 0.50 to defined as reliable. In this study had the coefficient of data results as many as 0.931 which means reliable and defined as 'Excellent' category.

##### 2. Normality Statistic

In this study, it was found that the normality test was a test of the normality distribution research data. The normality test is carried out as one of the requirements for regression analysis, useful for observing the

collected data, had a normal distribution or not. In this study, it had been the normality test was carried out using graphical analysis and statistical analysis as follows on the next page.

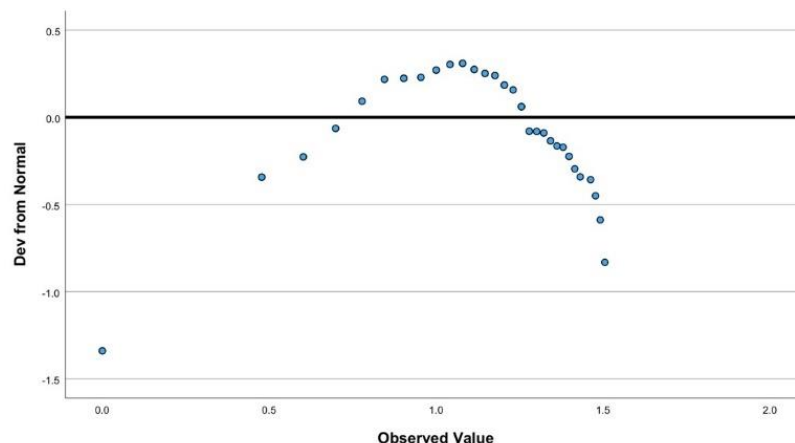
**Table 4.10 Normality Test**

Category	Statistic	df	Sig.
English Education Department	0.118	160	<,001
Non-English Education Department			

Source: SPSS 30 output (Researcher's data 2024)

The results of the normality test with *Kolmogorov-Smirnov* in Table 4.10 showed that the data on these variables had not normal distribution. The *Kolmogorov-Smirnov* results had significance of  $0,001 < 0.05$ . These results indicate that the variables in this study was not normally distributed due to the results obtained from this research showing many high values above 40, this causes the data to be non-normal because the distribution was not wide. The specific of the data result had been defined as negative skewness curve. There is also the formation of a curve from these results as follows.

Figure 4.8 is curve graph of normality derived from SPSS 30 output. Histogram graphs that are declared normal are histogram graphs that form bells and do not lean to the right or left. Lodico et al. (2010) mentioned in their book one of the characteristics of a normal curve is that the percentage of scores is always between the average and a certain distance above and below the mean.



**Figure 4.8 Curve Graph of Normality**

Source: SPSS 30 output (Researcher's data 2024)

From the results of the histogram graph from the Figure 4.8, it forms unperfect bell (bell shaped), meaning that the distribution of this research data was not normal since it has higher score than mean.

### 3. Linearity Test

This study was used linearity test to determine the data. This data uses the Chi-Square test because it only has one sample and the case of normality data has non-normal results. The data can be said to be linear if it had a linearity significance level smaller than 0.05 ( $p < 0.05$ ).

**Table 4.11 Linearity Test using Chi-Square**

Null Hypothesis	Test	Sig.	Decision	
Cognitive	One-Sample- Chi-Square Test	<,001	Rejected the null hypothesis.	
Linguistic				
Affective				
Oral				
<b>Result</b>	<b>Cognitive</b>	<b>Linguistic</b>	<b>Affective</b>	<b>Oral</b>
Total N	160			
Test Statistic	187.063	78.875	156.950	55.775
DoF	8	9	11	8
Asymptotic Sig.	<,001			

Source: SPSS 30 (Researcher's data)

From Table 4.11 above, it can be summarized that the linearity test results show that the count obtained from the linearity test of <,001 is smaller than

0.05. Therefore, it can be emphasized that the data was linear since. From these results, it was proven that there was a significant one sample Chi-Square by getting a value of  $<,001$ , which means that there was a very strong relationship that affected the one-sample variable. This also shows that the four factors have an influence on students' speaking fluency because they have the statement 'Rejected the null hypothesis.' Which is evenly distributed across cognitive, linguistic, affective, and oral factors.

#### **4.2 Discussion**

In this study, the reasons underline English education students' experiences of fluency in speaking English had been explored. Several factors contributing to fluency that students felt in speaking English had been identified, as elaborated by Pakula's theory (2019) which categorized factors affect students' speaking fluency into four factors, namely: cognitive factor, linguistic factor, affective factor, and oral factor. The data findings analysis in online questionnaires is defined to explore the result of the highest factors of students' influence in speaking English, and to identify the comparison between two categories, which were English education students and non-English education students. The data survey statistics were descriptive type that described as the final result.

The online survey on speaking fluency faced by English education and non-English education students revealed that cognitive factors (see Table 4.1) contributed a significant role in relation to these factors as the main cause of the speaking English fluency. Likewise, there were 3 aspects that separated into the statement. In cognitive aspects, all of the statements were categorized as very strong

or perfect scores. The first category is “conceptualization”, it displayed around 97.3% (Very Strong) students from the English education department and 84.5% (Very Strong) students from the Non-English education department who agreed that they understood the conceptualization of the English topic. Accordingly, it indicated that cognitive conceptualization category has affected students’ speaking English fluency. The second aspect category from cognitive factors were “expression” and the last aspect was “formation”. Previous research has also proven that cognitive factors have a greater influence on the development of students' speaking skills, such as Suber's research (2024), which has the same statement about cognitive factors having a higher influence on students' speaking fluency. In addition, the research by Ozbas (2021), which had the same results as this study, using the theory of Pakula and getting the results that cognitive is the highest pick factor because the score obtained is very strong. In contrast to Faiza's research (2023), which states that cognitive factors are not the main factor, in his research the cognitive aspect occupies the last position, and the first position is the affective factor. These two studies are sufficient to support that cognitive factors are the main aspects involved in the development of English fluency among students, as other respondents from other studies agreed that cognitive factors are very important.

For the second factor that had the highest score with the almost perfect category is affective factors (see Table 4.5). It was defined as the second highest factor in speaking fluency because 4 very strong categories were defined on it. This also showed that affective factors also occupy the second position of the main factors that cause fluency in speaking English. The score obtained from this factor

was 96.3% (Very Strong) of students from the English education department and 84.7% (Very Strong) of students from the Non-English education department, stating that the "motivation" category had a big effect on the fluency of speaking fluency in students. The second aspect that aimed to influence students from cognitive factors was "attitudes" and the third was "self-confidence" which both have very strong scores. Proving that affective factors were one of the biggest factors for students in speaking English fluency. There was a study that has the similar results, namely the study by Ghufron, and Matin (2020), which proved that one of the factors that influences the fluency of English speaking was the affective factor. In accordance to the study by Cho et al. (2020) which actually states that the affective factor is the highest pick or can be concluded as having much influence on the speaking fluency process. The affective component might be considered either a secondary impact or a primary category of factors affecting students' speaking fluency, in accordance with several study findings that are relevant to this matter.

The third most influential factor in increasing students of English-speaking fluency was linguistic factors (see Table 4.3). Getting a score of 90.5% (Very Strong) of students from the English education department and 78.7% (Strong) of students from the Non-English education department, the category "pronunciation" was the most important category that influences students in English fluency, followed by the aspects of "vocabulary" and "grammar" from affective factors which also had above average scores. The same as study by Malik & Haidar (2020), which also studied K-Pop stans on Twitter and obtained significant results that

prove that linguistics was the most important factor with the third order of influence on students' English fluency. The second study is from Haleem (2022), which states that students who have linguistic factors can be said to have the ability to be fluent in English. However, there was also research that had contrasting results that even state that linguistics was the main factor that causes students to be fluent in English, research by Prasetyo, Fauzi, and Putri (2023), proving that people who had good speaking skills are only people who had linguistic factors above average as factors with the first position. It may be inferred that linguistic characteristics significantly impact English speaking fluency, as evidenced by two studies that support this argument. Despite the presence of contrasting findings, these investigations nonetheless recognize linguistics as a factor influencing English speaking fluency.

In addition, oral factors (see Table 4.7) had the least effect on students' speaking skill fluency but still had strong and very strong categories. In an online questionnaire, this factor only received the approval of 93.5% response from the English education department and 78.7% students from Non-English education department agreed that the importance of oral factors in, this made the aspect of "ability to respond to the question" "easily spot the issue" occupies the least aspect in the influence of students' speaking fluency. The results of this problem were also supported by previous researchers Maji et al. (2022) revealed that student English speaking fluency also occurred through internal factors especially from understanding the conceptualization in cognitive factor and expressing the feeling through the words in affective factor had important aspects for the students'

speaking fluency. Besides, according to Lousada (2020) showed that cognitive factors are the highest aspect of students' speaking fluency.

Therefore, from the results of the online questionnaire, the most chosen part is the cognitive part with the type "conceptualization" because it gets the highest score from both parties, and from the affective type, the most chosen is "motivation" because this score is the highest score among the others, while from the linguistic factor there is "vocabulary" which is ranked at the top because many students agree with this choice. In the oral factor, the highest number is "ability to respond to the question" because many students choose this part. In conclusion, it can be concluded that the English speaking fluency factor which is the reason students can be fluent in English is because they understand "conceptualization", and they feel that using English will cause "motivation". Students also feel that they have enough "vocabulary" to speak English, and finally students who have the ability to speak fluent English are students who have "ability to respond to the question" of English topics in any way. The normality results conducted in this study indicate that the obtained data is not normal, the data has an uneven distribution and cannot form a perfect bell curve. Therefore, this data is categorized as having scores that are too high on the average of the respondents' results. This is similar to the research stated by Khatun (2021), which indicates that data with a non-normal distribution has substantial negative skewness due to having a distribution that is too high beyond the normal limits. It can be concluded that all factors have a significant impact. The results of the reliability data indicate that this study is considered reliable, as evidenced by the explanation in the descriptive statistics which states that all four

factors have average results. The linearity obtained from the results of this research data has a result of 'Rejected the null hypothesis,' which means that the four factors have a significant or high impact on the students' speaking fluency, in order cognitive factors, affective factors, linguistic factors, and oral factors.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 Conclusion**

The study emphasized factors affect students' speaking fluency. From the results of the data analysis, it was found that there were four aspects of different categories based on Pakula (2019) theory, such as cognitive factors, linguistic factors, affective factors, and oral factors that were the significant factors of students' English speaking fluency since all of them have the average point. Based on data obtained from an online survey, "cognitive factors" was the biggest influencing factor in affecting students' speaking English fluency. In this case, students were fluent in speaking English because they were able to use conceptualization on English topics when speaking. The second was "affective factors" which had the average score from both the English education department and the non-English education department. In this matter, students were fluent in speaking English because they felt motivated every time they heard their friends talking in English. Third, "linguistic factors" was the third average of the score in influencing factors that affected students' speaking English fluency. It can be inferred that students were fluent in speaking English because they had so much vocabulary mastery. The last factor was "oral factors", students' ability to speak English fluently since they were able to respond to the question orally without thinking too long. Accordingly, this study revealed that the order of factors influencing students' ability to be fluent in English is "cognitive factors", "affective

factors", "linguistic factors", and "oral factors" in which had major effect on students' fluency in speaking English. The limitations of this study are within the participants. The participant scope of this study was limited to the K-Pop community. This study only sampled universities in Indonesia, resulting in limited data. Thus, subsequent research could address this shortcoming. This study suggests that English proficiency may be at an average level, mainly due to the use of social media, particularly the live audio features. Therefore, this study has fulfilled the aim to discover the factors that affect students' fluency in speaking English. This study proved that discovering factors that have an effect on students' fluency in speaking English is important.

The findings regarding normality from this study reveal that the data collected does not conform to a normal distribution. Instead, it exhibits an uneven distribution pattern that fails to create a perfect bell curve. This irregularity suggests that the average scores of the respondents are disproportionately high. The data exhibiting a non-normal distribution often demonstrates significant negative skewness, primarily due to values that exceed the typical range. Consequently, it can be inferred that all examined factors exert a considerable influence on the outcomes. Furthermore, the reliability analysis of the data indicates that this study is deemed reliable, as supported by the descriptive statistics, which confirm that all four factors yield consistent average results. Additionally, the linearity assessment derived from the research data resulted in a 'rejection of the null hypothesis.' This outcome signifies that the four factors of cognitive, affective, linguistic, and oral play a crucial and substantial role in enhancing students' speaking fluency.

## 5.2 Recommendation

In this study, there are several recommendations that are directed to the English education students, the lecturers and for future researchers, as follows:

1. For the English Education Students
  - a. Students must be able to make social media a tool for learning, not just for entertainment pleasure. Using English on social media when the students join to discuss with audio live can help develop skills in English, especially speaking.
  - b. Students must learn to implement expressions into words, and understand word formation since they are still in the learning state. Therefore, when the students already implement it will help to build fluency in speaking English.
  - c. Students need to be more confident in speaking English, because they are actually in the learning stage, even if there are mistakes made, they can further improve the process of speaking. Moreover, if students learn to do so, it will be easier for them to become fluent in English.
  - d. Students must learn grammar, pronunciation and vocabulary in order to be able to speak fluently using linguistic factors. Having good grammar, clear pronunciation and a large vocabulary will make students more fluent in speaking English.

- e. Students must learn more deeply to understand the meaning of a sentence and its response directly. This will really help complete English-speaking fluency.

## 2. For the Lectures

- a. Lectures can help students to start using the online audio live feature for the tool of students' learning speaking English in the community that they could go in the conversation with in real time.
- b. Lectures can provide exercises that focus on improving students' learning to implement expressions into words, making students comfortable when they talk in English so the students will be more confident to talk in English while expressing themselves. Almighty, when the students have already implemented it, it will help them build fluency in their English speaking.
- c. Lectures can help students to build their grammar skills for learning so that they will be more comfortable speaking English because they will understand the meaning of the words then be able to respond to the conversation in English.

## 3. For the Future Researchers

This study is only limited to finding what factors affect students' fluency in speaking English. Moreover, as a suggestion for further research, researchers can find ways or solutions to deal with the problems that occur. This study's single quantitative data suggests future research should explore different approaches to better address this problem.

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# **APPENDICES**

## Appendix 1. Blueprint Online Questionnaire

### Blueprint Online Questionnaire

Title	:	Survey of K-Pop Stan University Students on The Factors That Influence English Speaking Fluency
Purpose	:	To find the factors that affect K-Pop stan university students' English speaking fluency through social media.

### Blueprint

Theory	Aspect		Item Number
Pakula (2019)	Cognitive factors	Conceptualization	1
		Expression	2
		Formation	3
	Linguistic Factors	Pronunciation	4
		Grammar	5
		Vocabulary	6
	Affective factors	Self-confidence	7
		Attitudes	8
		Motivation	9
	Oral factors	Make meaning clearer	10
		Ability to respond to the questions	11
		Easily spot the issue	12
Total			12

### Appendix 2. Details of The Statement.

Factors	Statement	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Cognitive Factors	1. I understand the conceptualization of the English topic.					
	2. I can express the meaning of the word that matches the sentence when I'm speaking English.					
	3. I can arrange the procedures word-by-word when I'm speaking English.					
Linguistic Factors	4. I am able to pronounce the English word well when I'm speaking.					
	5. I am able to use grammar correctly when I'm speaking English directly.					
	6. I am able to use a variety of vocabularies (knowing the difference of verbs).					
Affective Factors	7. I feel confident when I'm speaking English with or without an audience.					
	8. I usually use English when discussing K-Pop with my friends in community stan.					
	9. I feel motivated to speak English well everytime I speak in front of my friends in community K-Pop stan.					
Oral Factors	10. I can clarify the meaning of sentences by using synonyms of English words so that what I say is clear and easy to understand.					
	11. I am able to answer questions quickly and clearly about K-Pop or other things using English.					
	12. I could easily spot the issue from the conversation without thinking too long while having a conversation in English.					

**Appendix 3. Response from Online Survey Data**  
**English Education Department**

No.	Cognitive			Linguistic			Affective			Oral			Total	Value	%
	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3			
1	5	5	5	5	5	3	4	5	4	5	5	5	56	93	93,33
2	4	5	4	5	4	4	4	4	4	4	4	5	51	85	85
3	4	5	4	4	5	5	5	4	4	4	5	5	54	90	90
4	5	5	5	5	3	4	5	5	5	5	5	5	57	95	95
5	4	4	3	4	3	3	4	5	4	4	4	4	46	76	76,66
6	5	5	5	5	4	5	5	5	5	4	5	5	58	96	96,66
7	5	5	5	5	5	5	3	5	5	5	5	5	58	96	96,66
8	5	5	5	5	5	4	5	5	5	5	5	5	59	98	98,33
9	5	5	5	5	5	5	5	5	5	5	5	5	60	100	100
10	5	5	5	3	4	4	5	5	5	5	5	3	54	90	90
11	5	5	3	5	3	4	4	5	5	5	5	4	53	88	88,33
12	5	5	5	4	5	4	4	5	5	5	5	5	57	95	95
13	5	5	5	5	5	5	5	5	5	5	5	5	60	100	100
14	5	4	4	5	4	4	5	4	5	4	5	3	52	86	86,66
15	5	5	5	4	5	5	5	5	5	4	5	4	57	95	95
16	5	5	5	5	3	4	5	5	5	4	5	4	55	92	92,66
17	5	5	5	5	4	4	3	5	5	4	5	4	54	90	90
18	5	5	5	4	5	4	5	5	5	4	5	4	56	93	93,33
19	5	5	5	5	4	4	4	5	5	5	5	4	56	93	93,33
20	5	5	5	5	4	5	5	5	5	5	4	4	57	95	95
21	5	5	5	4	5	5	4	5	5	4	5	5	57	95	95
22	5	5	5	5	5	5	4	5	5	4	5	5	58	96	96,66
23	5	5	5	5	4	5	5	5	5	5	5	5	59	98	98,33
24	5	5	5	5	5	4	4	5	5	5	5	5	58	96	96,66
25	5	5	5	5	5	5	5	5	5	5	5	4	59	98	98,33
26	5	5	5	5	5	5	5	5	5	4	5	3	57	95	95
27	5	5	5	5	4	5	5	5	5	4	5	5	58	96	96,66
28	5	5	5	5	5	5	5	5	5	5	5	5	60	100	100
29	5	5	4	5	5	5	4	5	5	5	5	5	58	96	96,66
30	5	5	5	5	5	5	5	5	5	5	5	5	60	100	100
31	5	5	5	5	4	4	5	5	5	5	5	4	57	95	95
32	5	5	5	5	5	5	4	5	5	5	5	5	59	98	98,33
33	5	5	4	5	4	5	5	5	5	4	5	4	56	93	93,33
34	5	5	5	5	5	4	4	5	5	5	5	4	57	95	95
35	5	5	5	5	5	5	4	5	5	4	5	3	56	93	93,33
36	5	5	5	5	5	5	4	5	5	5	5	4	58	96	96,66
37	5	5	5	5	3	5	4	5	5	5	5	4	56	93	93,33
38	4	4	4	4	5	5	4	4	4	5	5	4	52	86	86,66
39	5	5	4	4	4	4	4	3	4	4	5	4	50	83	83,33
40	5	5	5	5	5	4	4	4	4	4	4	4	53	88	88,33

No.	Cognitive			Linguistic			Affective			Oral			Total	Value	%
	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3			
41	4	4	4	4	4	4	4	5	4	4	5	4	50	83	83,33
42	5	5	4	4	4	4	4	4	5	5	5	4	53	88	88,33
43	5	5	5	5	4	5	5	5	4	4	4	4	55	92	91,66
44	5	5	4	4	4	4	5	4	5	4	4	4	52	86	86,66
45	5	4	4	4	4	4	3	4	4	4	4	3	47	78	78,33
46	5	5	5	4	5	5	4	5	5	5	4	4	56	93	93,33
47	5	5	5	4	4	4	5	4	5	5	4	4	54	90	90
48	5	5	4	4	4	4	4	5	5	4	4	4	52	86	86,66
49	5	5	4	4	4	4	4	3	5	4	4	4	50	83	83,33
50	5	5	5	5	5	5	5	5	5	5	5	5	60	100	100
51	4	4	4	4	4	4	3	4	5	4	4	4	48	80	80
52	5	5	5	5	5	4	4	5	5	5	5	5	58	96	96,66
53	5	4	4	4	4	3	4	4	5	4	4	4	49	82	81,66
54	5	5	5	5	5	5	5	5	5	4	5	5	59	98	96,33
55	5	5	5	5	5	5	4	5	5	4	5	4	57	95	95
56	5	5	5	5	5	5	5	5	5	5	5	4	59	98	98,33
57	5	5	5	5	5	4	4	5	5	5	5	4	57	95	95
58	5	5	4	4	4	4	5	5	5	3	4	4	52	86	86,66
59	5	5	5	5	5	5	4	5	5	4	5	5	58	96	96,66
60	4	4	3	4	3	5	3	5	5	5	4	4	49	82	81,66
61	4	4	4	5	4	4	5	5	5	5	5	5	55	92	91,66
62	5	5	5	4	5	5	3	5	5	5	5	4	56	93	93,33
63	5	5	5	4	3	3	4	4	5	5	4	4	51	85	85
64	5	5	5	5	5	5	5	5	5	3	5	4	57	95	95
65	5	4	4	4	4	4	3	4	4	5	4	3	48	80	80
66	5	4	4	3	4	4	4	4	5	4	4	3	48	80	80
67	5	5	4	3	4	5	4	4	5	4	4	4	51	85	85
68	4	4	5	5	3	5	5	5	5	4	5	5	55	92	91,66
69	5	4	4	4	4	4	5	4	5	4	5	3	51	85	85
70	5	4	4	4	3	4	4	4	5	4	4	4	49	82	81,66
71	5	4	4	4	4	4	4	4	5	4	4	3	49	82	81,66
72	5	5	5	5	5	5	3	5	4	5	5	5	57	95	95
73	5	5	5	4	4	5	4	5	5	4	4	4	54	90	90
74	4	4	4	3	4	4	4	4	4	4	3	3	45	75	75
75	5	5	5	5	5	5	5	5	5	4	5	5	59	98	98,33
76	5	5	5	4	4	5	5	5	5	5	4	4	56	93	93,33
77	5	5	5	5	3	4	5	4	5	5	5	5	56	93	93,33
78	5	4	4	4	4	4	5	3	4	4	5	3	49	82	81,66
79	5	5	5	4	4	4	5	4	4	4	5	5	54	90	90
80	4	4	5	5	3	4	4	5	5	5	4	4	52	86	86,66

**Appendix 4. Response from Online Survey Data  
Non-English Education Department**

No.	Cognitive			Linguistic			Affective			Oral			Total	Value	%
	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3			
1	4	4	3	3	4	3	2	4	5	3	4	3	42	70	70
2	4	4	4	4	5	3	4	4	5	3	5	4	49	82	81,66
3	5	5	5	5	4	5	5	5	5	5	5	4	58	96	96,66
4	4	4	3	4	4	2	3	3	5	3	5	2	42	70	70
5	5	4	5	4	4	4	5	4	5	4	5	4	53	88	88,33
6	5	4	4	4	3	3	4	3	5	3	5	3	46	76	76,66
7	4	4	4	4	2	3	4	4	4	4	4	3	44	73	73,33
8	3	4	3	4	2	2	2	2	4	2	3	3	34	56	56,66
9	3	4	4	4	4	4	3	3	3	3	3	3	41	68	68,33
10	4	4	4	4	3	4	4	4	4	4	4	4	47	78	78,33
11	4	4	4	3	3	3	5	4	4	4	5	2	45	75	75
12	4	4	4	4	4	5	5	4	4	5	3	4	50	83	83,33
13	4	4	3	4	4	4	4	4	5	3	3	3	45	75	75
14	4	4	4	4	3	4	3	3	3	3	3	3	41	68	68,33
15	4	3	3	5	5	3	3	3	4	3	3	3	42	70	70
16	4	4	3	4	3	4	4	4	4	4	3	3	44	73	73,33
17	4	4	4	3	3	2	3	4	5	4	4	3	43	72	71,66
18	5	5	5	5	5	4	3	4	4	5	5	4	54	90	90
19	3	4	3	4	2	2	2	3	4	3	3	2	35	58	58,66
20	3	4	4	4	2	3	4	2	3	3	4	4	40	66	66,66
21	4	4	4	3	3	5	4	3	5	4	4	5	48	80	80
22	4	3	3	2	2	2	2	1	2	2	2	3	28	46	46,66
23	4	4	3	3	4	3	2	4	5	3	3	4	42	70	70
24	3	3	2	3	3	3	2	1	1	2	3	3	29	48	48,88
25	4	3	3	3	2	2	2	2	3	3	4	2	33	55	55
26	3	3	4	3	3	2	3	5	5	2	3	2	38	63	63,33
27	4	4	3	3	3	4	2	2	3	3	2	3	36	60	60
28	5	4	4	5	4	3	4	4	5	4	5	4	51	85	85
29	5	4	4	4	4	5	3	3	5	4	4	3	48	80	80
30	5	5	3	4	4	3	3	5	3	3	4	3	45	75	75
31	4	4	3	3	4	3	2	4	5	3	4	3	42	70	70
32	4	4	3	3	3	3	4	3	3	3	3	3	39	65	65
33	4	4	4	4	3	4	4	4	5	4	4	4	48	80	80
34	4	4	4	4	3	4	3	4	4	4	3	3	44	73	73,33
35	4	4	3	3	4	3	2	4	5	3	4	3	42	70	70
36	4	4	4	4	4	4	4	4	4	4	3	4	47	78	78,33
37	4	4	4	4	4	5	4	4	4	4	4	4	49	82	81,66
38	3	3	3	3	3	3	4	3	4	3	4	3	39	65	65
39	5	5	5	5	5	4	4	2	4	5	4	4	52	86	86,66
40	5	5	5	5	5	4	5	5	4	4	4	4	55	92	91,66

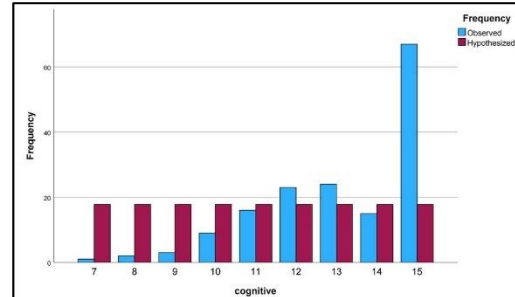
No.	Cognitive			Linguistic			Affective			Oral			Total	Value	%
	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3			
41	5	5	5	5	5	5	5	4	5	5	5	5	59	98	98,33
42	5	5	5	5	5	5	5	5	5	5	5	5	60	100	100
43	5	5	5	5	5	5	5	5	5	5	5	5	60	100	100
44	5	5	5	5	4	4	5	5	5	5	5	4	57	95	95
45	4	3	3	4	2	5	2	1	3	4	3	4	38	63	63,33
46	5	5	5	5	5	5	5	5	5	4	5	5	59	98	98,33
47	4	2	2	2	2	2	3	3	2	3	2	4	31	52	51,66
48	5	4	4	5	4	4	4	5	5	4	5	4	53	88	88,33
49	4	4	4	3	2	3	3	5	4	5	5	5	47	78	78,33
50	3	4	3	3	2	3	4	4	5	3	4	3	41	68	68,33
51	4	4	4	3	3	4	3	2	3	4	4	4	42	70	70
52	2	3	4	4	4	4	4	3	4	4	3	3	42	70	70
53	4	4	4	4	3	4	3	5	5	4	3	3	46	76	76,66
54	5	5	5	5	4	5	4	4	5	5	5	5	57	95	95
55	4	4	3	4	2	3	3	1	2	3	3	3	35	58	58,33
56	5	5	4	4	3	5	4	3	4	5	4	5	51	85	85
57	5	4	3	4	4	4	4	5	5	5	5	4	52	86	86,66
58	5	5	5	5	4	5	3	5	5	5	5	5	57	95	95
59	5	4	4	4	3	3	3	4	5	5	4	2	46	76	76,66
60	5	4	4	3	3	4	4	3	3	4	5	3	45	75	75
61	5	4	4	4	3	3	3	5	4	3	5	4	47	78	78,33
62	3	3	3	4	3	4	3	3	5	3	4	3	41	68	68,33
63	5	5	4	5	3	4	4	2	4	4	4	4	48	80	80
64	4	4	3	4	2	5	3	4	4	4	3	4	44	73	73,33
65	5	4	4	5	4	4	4	5	5	4	4	4	52	86	86,66
66	2	3	2	2	2	3	4	3	2	2	2	3	30	50	50
67	5	5	5	4	4	5	4	5	5	5	5	4	56	93	93,33
68	5	5	5	5	4	5	5	5	5	5	4	4	57	95	95
69	4	4	4	4	3	4	2	5	5	4	3	3	45	75	75
70	5	5	5	5	5	5	3	5	5	5	5	5	58	96	96,66
71	5	5	5	5	5	5	5	5	5	5	5	5	60	100	100
72	3	2	5	3	5	4	1	3	4	2	2	3	37	62	61,66
73	4	3	4	3	4	4	4	4	3	4	3	4	44	73	73,33
74	5	5	4	4	4	5	4	4	5	5	5	5	55	92	91,66
75	4	4	5	4	4	4	4	5	4	4	4	4	50	83	83,88
76	4	4	4	4	4	4	4	5	5	5	5	4	52	86	86,66
77	5	5	5	4	4	4	5	5	5	5	5	4	56	93	93,33
78	5	5	5	4	3	4	3	4	5	4	4	5	51	85	85
79	4	5	5	5	4	4	4	4	5	4	4	4	52	86	86,66
80	5	4	5	4	4	4	3	4	5	4	4	4	50	83	83,33

## Appendix 5. Linearity Test Result

### 1. Cognitive Factors

cognitive	
<b>One-Sample Chi-Square Test Summary</b>	
Total N	160
Test Statistic	187.063 <sup>a</sup>
Degree Of Freedom	8
Asymptotic Sig.(2-sided test)	<,001

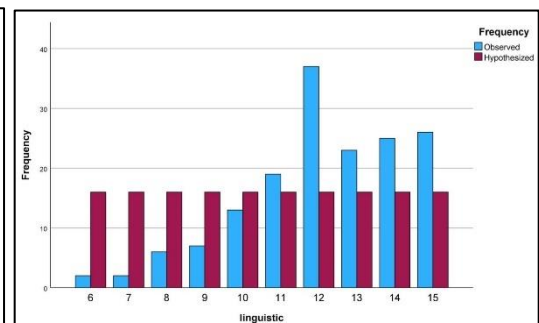
a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 17.778.



### 2. Linguistic Factors

linguistic	
<b>One-Sample Chi-Square Test Summary</b>	
Total N	160
Test Statistic	78.875 <sup>a</sup>
Degree Of Freedom	9
Asymptotic Sig.(2-sided test)	<,001

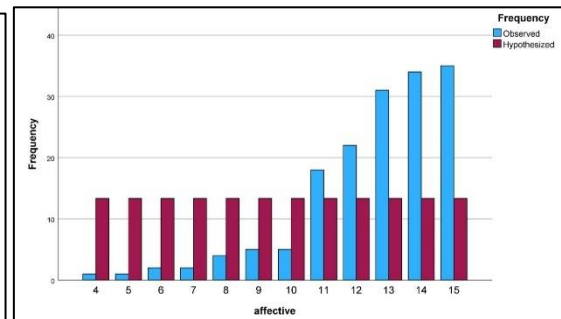
a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 16.



### 3. Affective Factors

affective	
<b>One-Sample Chi-Square Test Summary</b>	
Total N	160
Test Statistic	156.950 <sup>a</sup>
Degree Of Freedom	11
Asymptotic Sig.(2-sided test)	<,001

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 13.333.



### 4. Oral Factors

oral	
<b>One-Sample Chi-Square Test Summary</b>	
Total N	160
Test Statistic	55.775 <sup>a</sup>
Degree Of Freedom	8
Asymptotic Sig.(2-sided test)	<,001

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 17.778.

