



Analysis Of English Use on Social Media in Generation Z Students Study on Students of Vocational High School (Rural Area)

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Article Info	Abstract
Received: 2026-04-07 Revised: 2026-05-19 Accepted: 2026-06-30 Keywords: <i>Generation Z, social media, English learning, Informal Digital Learning of English (IDLE), rural area</i> DOI: 10.24256/ideas.v14i1.11409 Corresponding Author: Aldin Ramdani aldin.ramdani@umbs.ac.id University of Muhammadiyah Brebes	<i>Generation Z is a digital native generation that has grown up along with the development of information and communication technology, especially social media, which has significant implications for the shift in the English learning paradigm from formal to informal. This study aims to examine the pattern of the use of social media as an alternative learning space for Generation Z students in rural areas. Despite the growing body of research on social media-assisted language learning, most studies have focused on urban students or university contexts, leaving limited evidence from rural vocational schools where access to authentic English-speaking environments remains restricted. Therefore, students of Vocational High School were selected because they represent Generation Z learners in rural areas who rely heavily on digital platforms to access English-language input. This study uses a quantitative descriptive approach with a cross-sectional survey design to map the perception, intensity of use, and form of student involvement in English learning activities mediated by social media algorithms. Algorithm-mediated learning refers to language exposure that occurs through personalized content recommendations generated by social media algorithms such as TikTok's For You Page (FYP) and Instagram Reels. Data were collected from 22 students through a closed-ended questionnaire based on the Likert scale and observation of digital activities. The findings revealed high levels of exposure to English-language content ($M = 4.36$; 87.2%) and</i>

strong interest in learning English through social media (M = 4.57; 91.4%). The results show that social media is used as a means of self-taught learning and project-based learning mediated by algorithms such as platforms such as TikTok and Instagram.

1. Introduction

The transformation of digital technology in the last two decades has fundamentally reconstructed the learning paradigm, shifting the boundaries between formal classrooms and limitless digital environments. This technology integration does not only change the medium of material delivery, but also reshapes the ecosystem of interaction, information accessibility, and cognitive strategies of students in navigating an increasingly digitized and data-based learning environment (Bond et al., 2022; OECD, 2023). This phenomenon demands a redefinition of 21st-century learning competencies, where digital literacy and adaptive abilities are the main pillars for students to remain relevant amid global dynamics mediated by information technology (UNESCO, 2023; European Commission, 2022).

Generation Z, as a *native digital* entity growing up in a globally connected technology ecosystem, theoretically has an intuitive proximity to digital devices. However, the latest literature confirms that the high intensity of exposure to technology does not automatically transform into critical digital literacy competencies or systematic learning efficacy. Gaps in the quality of technology utilization, lack of pedagogical support, and disparities in access to infrastructure remain the main determinants that determine the success of digital learning (World Bank, 2022; OECD, 2023). Therefore, the claim about the natural advantages of this digital generation needs to be empirically tested, especially in the context of education in areas with significant resource limitations.

The evolution of contemporary social media platforms such as Instagram, YouTube, Facebook, X (Twitter), and TikTok has gone beyond their functions as mere virtual entertainment spaces or conventional social interaction channels. These platforms have now mutated into complex and algorithmic-based digital ecosystems, where computing systems actively curate, personalize, and mediate every flow of information received by users. In this context, the process of knowledge acquisition, including language learning that takes place in the digital space, is no longer neutral or random. Instead, the process is heavily influenced by *machine learning* mechanisms that determine the frequency, relevance, and type of content consumed repeatedly by students. This creates an automated personalized learning environment, where algorithms act as 'invisible curators' that continuously supply linguistic input based on the user's digital preferences

and behaviours, thus forming informal learning patterns that are unique and different from formal curricula in schools.

In the context of learning English as a Foreign Language (EFL), social media has been widely explored as an instrument to increase motivation, provide authentic exposure, and encourage cross-cultural interaction. However, the majority of previous studies are still stuck in research loci in urban areas or higher education institutions that have digital access stability and a capable supporting ecosystem. There is a significant gap in the literature on how vocational school students in rural areas, such as at Vocational High School, Brebes, navigate their limited physical access through the mediation of social media algorithms. In rural areas, geographical barriers and a lack of an *English-speaking environment* often make digital platforms not just an additional option, but a key infrastructure that compensates for the lack of authentic and interactive formal learning resources.

The *novelty* of this research lies in the effort to dissect how vocational school students in rural areas navigate the algorithmic system of social media as an autonomous English learning strategy. In contrast to previous studies that tended to focus on the quantity of use, this study specifically analysed the dynamics of learning in a digital ecosystem that has been personalized by technology. Thus, this study places social media not just as a communication tool, but as a *crucial bridging tool* in reducing the gap in access to linguistic inputs between rural and urban areas in Indonesia

Literature Review

1. Characteristics of Generation Z Learning in Language Learning

Generation Z has consistently shown a preference for a learning environment that is visual, interactive, and flexible. Exposure to technology from an early age causes conventional one-way learning styles to often fail to maintain their focus and interest. In line with the study of Sujani et al. (2025), Generation Z tends to have a tendency for visual learning styles to be more dominant than auditory, so traditional lecture methods are less optimal. Social media responds to this challenge by providing dynamic audiovisual content, authentic text, and open discussion spaces (Kukulka-Hulme, 2012). Through digital platforms, exposure to English occurs naturally and contextually, which in turn supports the process of *incidental learning* or accidental language acquisition through the consumption of daily content (Krashen, 1982).

2. Social Media in the *Informal Digital Learning of English (IDLE)* Ecosystem

The use of social media has been proven to increase students' motivation and active involvement in the English learning process (Putri & Amri, 2019; Susanti & Asyhar, 2020). This phenomenon is closely related to the concept of *Informal Digital Learning of English (IDLE)*, where independent digital activities transform into autonomous means of language acquisition. Through interactions in

cyberspace, such as commenting or participating in online discussions, students slowly build their communicative competencies through real practice. In this ecosystem, social media not only serves as a source of information input, but also as a practice space that allows students to transform from mere content consumers to active language producers.

3. The Compensatory Function of Social Media in Rural Areas

In the context of rural areas, social media performs a crucial compensatory function to bridge the limited access to formal educational resources and the lack of a native speaker environment. In areas with limited facilities, digital platforms act as the primary infrastructure that provides exposure to authentic and varied content that is often not fully accommodated in the mainstream curriculum (Wilson et al., 2025). Social media facilitates learners to interact with global communities, effectively reducing geographical barriers and creating supportive independent learning spaces (Azzahra et al., 2025).

Furthermore, interactive features such as *captions*, comment columns, and *reels* allow students in rural areas to transform from passive consumers to active language producers (Ilmita et al., 2025). The utilization of platforms such as Instagram and TikTok provides opportunities for students to practice their English language skills in an autonomous real-world context (Safitri et al., 2022). However, the effectiveness of using social media as a *bridging tool* is highly dependent on students' self-control and digital literacy skills to filter content that is relevant to learning goals.

Previous studies consistently report that social media contributes positively to English language learning by increasing exposure, motivation, and learner autonomy (Putri & Amri, 2019; Susanti & Asyhar, 2020; Safitri et al., 2022). However, most of these studies were conducted in urban settings or higher education contexts. Limited attention has been given to vocational school students in rural areas, where digital platforms may serve as an alternative source of authentic language exposure.

Although social media has been widely examined in English language learning, little is known about how rural vocational school students utilize algorithm-driven social media environments as informal English learning spaces. This gap is particularly important because rural students often face limited opportunities to engage with authentic English outside the classroom.

2. Method

This study uses a quantitative descriptive approach to analyze the pattern of social media use as an English learning space for Generation Z students in rural areas. This approach was chosen because the focus of the research lies in the objective mapping of perceptions, intensity of use, and forms of student involvement in informal learning activities mediated by social media algorithms.

The research design applied is a *cross-sectional survey*, where data collection is carried out in a certain time to describe the actual conditions and behavioural tendencies, motivation, and confidence levels of students in interacting using English in the digital space.

The subject of this study involves students of Vocational High School, Brebes, who represent the characteristics of learners in rural areas with limited access to the English-speaking environment directly. The selection of locations was carried out by *purposive sampling* based on these geographical and demographic criteria. A total of 22 students classified as Generation Z became active respondents in this study. All participants were confirmed as active users of various social media platforms, such as Instagram, TikTok, YouTube, and Facebook, which are the main bases of their daily activities. The sample consisted of 22 students; therefore, the findings should be interpreted as context-specific and not generalized to all rural vocational school students in Indonesia.

Data were collected using a closed-ended questionnaire instrument designed with a choice of 5 Likert scales, (Strongly agree, agree, neutral, disagree, and strongly disagree) to elicit a firm response from participants. This instrument consists of 14 statements developed based on the concept of *Informal Digital Learning of English (IDLE)*, *learner autonomy* theory, and motivation in language learning. The details of the statement include six main indicators, namely the intensity of social media use, the frequency of content exposure, active involvement (reading, writing, commenting), learning motivation, perception of ease, to psychological aspects such as confidence and language anxiety.

Table 1. Research Likert Scale

Score	Categories
5	Strongly Agree (SS)
4	Agree (S)
3	Neutral (N)
2	Disagree (TS)
1	Strongly Disagree (STS)

Table 2. Score Interpretation

Mean Range	Categories
4,21 – 5,00	Very High
3,41 – 4,20	Height
2,61 – 3,40	Medium

1,81 – 2,60	Low
1,00 – 1,80	Very Low

The data collection process was carried out through the distribution of questionnaires directly to respondents at the time that had been agreed with the school. The researcher provides direct assistance during the filling process to ensure that each participant understands the intent of each statement in the questionnaire, thereby minimizing bias or misinterpretation. This step is taken to ensure the validity of the primary data obtained before entering the processing stage, considering that the instrument has gone through a conceptual review to ensure the suitability of the content with the research objectives.

The data analysis technique used is descriptive statistics by calculating the average, frequency distribution and percentage of each response item. This analysis is aimed at identifying the general trend of using social media as a learning space, describing motivational profiles, as well as assessing students' perceptions of the contribution of digital platforms in improving their vocabulary skills. The results of the analysis are then presented systematically in the form of percentage tables to facilitate the interpretation of response patterns and provide a comprehensive overview of the phenomenon of informal language learning in rural areas.

Prior to data collection, the questionnaire underwent expert judgment by two lecturers specializing in English Language Education to establish content validity.

In addition to the questionnaire, non-participant observations were conducted to examine students' patterns of interaction with English-language content on social media platforms. Observation notes were used as supplementary data to support the interpretation of survey findings.

3. Result

The results of the study showed that social media was used by students as a means of learning English informally at Vocational High School, Brebes.

Table 3. Results of Descriptive Analysis of the Use of Social Media as an Informal Space for English Language Learning in Generation Z Students in Rural Areas

Yes	Research Indicators	Statement / Instrument Statement	Average	Score
1	Intensity of social media use	I use social media every day as part of my digital activities.	4,00	Height
2	Intensity of social media use	I spend quite a lot of time using social media in my daily life.	4,21	Very High
3	Frequency of	I often see or come across	4,36	Very

	exposure to English-language content	English-language content while using social media.		High
4	Frequency of exposure to English-language content	Social media brings me together with a variety of English-language content such as videos, captions, or comments.	4,29	Very High
5	Interest in English	English-language content on social media made me feel interested in learning English.	4,43	Very High
6	Interest in English	Viewing English-language content on social media makes learning English feel more interesting.	4,57	Very High
7	Perception of ease of understanding English	I find it easier to understand English when I see or hear content on social media.	4,29	Very High
8	Perception of ease of understanding English	Explaining or using English on social media helps me understand the meaning of a new word or sentence.	4,43	Very High
9	Motivation to learn through social media	Social media has made me more motivated to learn English independently.	3,75	High
10	Motivation to learn through social media	I was encouraged to search for or watch more English-language content on social media.	3,40	Medium
11	Engagement in informal learning	I sometimes try to understand, translate, or imitate English expressions that I encounter on social media.	4,15	Height
12	Engagement in informal learning	I used to use English when commenting, writing captions, or interacting on social media.	3,60	High
13	Perception of the value of English for the future	I believe that English language skills are important for my future education.	4,17	Height
14	Perception of the value of English for the future	I believe that English skills will help me get better career opportunities.	4,40	Very High

Based on the results of the descriptive analysis in the table, in general, students show a high level of social media use in their daily activities. The social

media use intensity indicator shows an average value of 4.00 and 4.21 which are in the high to very high category. These findings indicate that social media has become an integral part of the digital lives of Generation Z students.

In the indicator of the frequency of exposure to English content, the average score reached 4.36 and 4.29 which were included in the very high category. This shows that students are consistently exposed to various English-language content through social media such as videos, captions, and comments. This repeated exposure has the potential to support the process of incidental learning, which is the process of acquiring language that occurs indirectly through interaction with digital content.

The indicator of interest in English also shows very high average values, namely 4.43 and 4.57. This data shows that English-language content that appears on social media is able to increase students' interest in learning English. In other words, social media not only functions as an entertainment medium, but also as a stimulus that can increase students' learning engagement with foreign languages.

Furthermore, on the indicator of perception of ease of understanding English, students gave a very positive response with an average score of 4.29 and 4.43. This shows that students feel that English-language content presented on social media is relatively easy to understand, likely because it is supported by visual, audio, and contextual elements that use language that are more authentic than formal learning in the classroom.

However, on the indicators of motivation to learn through social media, the average score was in the high and medium category, namely 3.75 and 3.40. These results show that although students are often exposed to English-language content, not all students are actively encouraged to use social media as a means of directed learning. Thus, learning motivation still needs to be strengthened through pedagogical strategies that can direct students' digital activities into more structured learning activities.

In the indicators of involvement in informal learning, the average scores of 4.15 (high) and 3.60 (high) indicate that some students have started to engage in learning activities such as trying to understand, translate, or imitate English expressions found on social media. However, involvement in language production, such as writing comments or captions in English, is still not fully optimal.

Finally, the indicator of perception of English values for the future shows an average score of 4.17 and 4.40 which is in the high to very high category. This shows that students have a strong awareness of the importance of English language proficiency for their future education and career opportunities. This positive perception is an important capital in supporting the success of English learning in the digital era.

Overall, these findings show that social media has significant potential as an informal digital learning space that can support English learning for Generation Z students, especially in rural areas that have limited access to a direct English-

speaking environment. However, the right pedagogical approach is needed to optimize this potential so that exposure to digital content is not only consumptive, but also able to increase students' active involvement in the use of English.

To analyse the percentage, the average Likert score can be converted with the following formula:

$$\text{Persentase} = \frac{\text{Rata-rata skor}}{5} \times 100\%$$

Yes	Indicator	Average	Percentage	Categories
1	Intensity of social media use	4,00	80,0%	Height
2	Intensity of social media use	4,21	84,2%	Very High
3	Frequency of exposure to English-language content	4,36	87,2%	Very High
4	Frequency of exposure to English-language content	4,29	85,8%	Very High
5	Interest in English	4,43	88,6%	Very High
6	Interest in English	4,57	91,4%	Very High
7	Perception of ease of understanding English	4,29	85,8%	Very High
8	Perception of ease of understanding English	4,43	88,6%	Very High
9	Motivation to learn through social media	3,75	75,0%	Hight
10	Motivation to learn through social media	3,40	68,0%	Medium
11	Engagement in informal learning	4,15	83,0%	Height
12	Engagement in informal learning	3,60	72,0%	Height
13	Perception of the value of English for the future	4,17	83,4%	Height
14	Perception of the value of English for the future	4,40	88,0%	Very High

The result of converting the average score into a percentage showed that most of the indicators were in the high to very high category (80–91%). The indicator with the highest percentage is the statement that viewing English-language content on social media makes English learning feel more interesting with a score of 91.4%, which shows that social media has a strong attraction in increasing students' interest in learning English.

The indicator of the frequency of exposure to English-language content also showed very high percentages, namely 87.2% and 85.8%, which indicated that students were consistently exposed to English-language content in their digital

activities. This high exposure has the potential to support the process of language acquisition indirectly through interaction with digital content.

In the indicators of the perception of ease of understanding English, the percentages reached 85.8% and 88.6%, which shows that students feel that English content on social media is relatively easy to understand. This is likely influenced by the characteristics of digital content that are visual, contextual, and communicative.

However, the indicators of motivation to learn through social media show a relatively lower percentage compared to other indicators, namely 75% and 68%. This indicates that although students are often exposed to English-language content, not all students actively use social media as a means of directed learning.

Meanwhile, indicators of the perception of the importance of English for the future show high to very high percentages (83.4% and 88%), which indicate that students have a strong awareness of the strategic value of English language proficiency for education and future career opportunities.

Overall, this percentage analysis shows that social media has great potential as an informal English learning space for Generation Z students, especially in increasing language exposure, interest in learning, and understanding of the context of language use in daily life.

Table 3. The Impact of Social Media on Language Skills

Yes	Skill Aspect	General Indicators	Average	Categories
1	Vocabulary	Social media helped me discover, understand, and use new vocabulary	4,36	Very High
2	Listening	Social media helps me understand English video/audio	4,29	Very High
3	Speaking	Social media helped me to be more confident and fluent in English	4,14	Height
4	Reading	Social media helps me understand English texts/captions	4,22	Very High
5	Writing	Social media helped me compose sentences and write in English	4,05	Height

Vocabulary obtained the highest score (4.36), indicating that exposure to social media content effectively enriches students' vocabulary. Listening is also very high (4.29), which shows a large contribution from video or audio-based content. Reading is in the very high category (4.22), mainly because students often read captions, comments, and short texts. Speaking (4.14) and Writing (4.05) are

in the high category, but relatively lower than the receptive aspect (listening & reading). This suggests that productive skills still require more structured training. Total Mean: Category: Very High

This means that in general, social media has a very strong positive impact on the development of students' English skills.

Table 4. *Affective Factors in the Use of English*

Yes	Factors	Average	Categories
1	Confident in English	3,86	Height
2	Fear of making mistakes when using English	3,5	Medium
3	Difficulty understanding vocabulary	3,36	Medium

Despite high motivation, there are still affective barriers, especially fear of being wrong and vocabulary difficulties. This shows that there is a gap between motivation and full confidence in real practice.

4. Discussion

The results of the study show that the high intensity of social media use among students of Vocational High School has transformed into a significant informal learning space. This phenomenon emphasizes the application of *the concept of Informal Digital Learning of English (IDLE)*, where independent activities outside the classroom are positively correlated with increased student confidence (Lee, 2022). This high accessibility proves that geographical barriers in rural areas can be mitigated by the abundance of content on digital platforms such as TikTok and Instagram. Social media serves as a crucial complementary instrument for learners who have limited language exposure in their physical environment (Wilson et al., 2025). Thus, digital technology acts as a bridge that bridges the gap between urban and rural areas.

Another crucial point in these findings is the role of platform algorithmic systems such as *For You Page (FYP)* and *Reels* that act as invisible curators. The data shows that there is a massive *incidental learning* process, where the linguistic input received by students is very personal and relevant to their interests. This supports Krashen's (1982) theory that the most optimal language acquisition occurs when learners focus on the meaning of emotionally appealing content. Students perceived that social media algorithms frequently recommended English-language content based on their previous viewing behavior. However, the present study did not directly examine algorithmic mechanisms; therefore, these findings should be interpreted as students' perceptions rather than objective measurements of algorithm performance.

In addition to passive consumption, students' active involvement in writing *captions* and comments shows strong *active language engagement*. Activities in the authentic context of social media encourage the use of more contextual language than structured exercises in the classroom (Zheng & Yu, 2022). Students tend to be more courageous to experiment with new vocabulary when they feel they are in a supportive digital community (Ilmita et al., 2025). This interactive feature allows students in rural areas to transform from mere consumers to active language producers. This proves that social media provides a space for practice that was previously difficult to obtain in a linguistically homogeneous rural environment.

From the affective aspect, students' intrinsic motivation was found to increase because social media provides an autonomous and non-intimidating learning environment (Alghamdi, 2023). Students feel that learning through digital media is much more relevant to their identity as Generation Z than conventional methods. However, there was a paradoxical finding that despite the increase in self-confidence, most respondents still felt foreign *language anxiety*. This anxiety arises especially when they have to interact in a virtual public space that can be judged by a wide audience (Liu & Shirley, 2022). This shows that the digital space still presents social challenges that require mental readiness from its users. Although students reported high exposure to English-language content, motivation scores were comparatively lower than exposure and interest indicators. This finding suggests that frequent exposure alone does not automatically translate into sustained learning motivation. Many students may engage with English-language content primarily for entertainment purposes rather than for intentional language learning. Furthermore, affective barriers identified in this study, such as vocabulary difficulties and fear of making mistakes, may limit students' willingness to participate actively in English-language interactions on social media. As a result, while social media successfully provides linguistic input, additional pedagogical support may be needed to transform passive exposure into more purposeful and sustained learning engagement.

The use of social media as a *bridging tool* has been proven to be able to effectively reduce the gap in education quality between rural and urban areas. These findings indicate that the limitations of facilities in rural schools can be compensated through the strategic use of digital technology by students. However, the sustainability of this informal learning pattern still requires self-control and strong digital literacy from each individual (Azzahra et al., 2025). Without the ability to evaluate content, students are at risk of exposure to the use of non-standard language or inaccurate information. Therefore, strengthening digital literacy is an absolute requirement for this potential for learning autonomy to yield positive results.

The role of teachers in vocational schools remains very relevant to direct this potential for independent learning in a more systematic direction. Teachers can act as facilitators who integrate students' digital trends into learning materials in the

formal classroom. The synergy between formal and informal learning will create a more comprehensive learning experience for students in rural areas. This research confirms that social media is no longer just an entertainment platform, but an inclusive future education ecosystem. This approach is expected to be a reference for the development of a more adaptive English teaching strategy in Indonesia.

The use of social media as a learning instrument in vocational schools is in line with the Concept of *Social Media Assisted Language Learning* (SMALL) which has been proven to be able to increase student involvement more deeply. These findings suggest that visual platforms such as Instagram and TikTok not only improve receptive abilities such as reading, but also strengthen interaction between students with authentic material (Tarigan et al., 2022). The use of information technology has become very crucial in the Society 5.0 era, where students are required to have global competitiveness through adaptive foreign language mastery (Putri et al., 2022). The integration of social media in the teaching and learning process has been proven to encourage students to be more active so that their learning achievement tends to increase significantly (Murni, 2022). Therefore, social media has transformed from just a communication platform to a dynamic digital language laboratory for Generation Z.

However, the effectiveness of using social media as an independent learning space must be accompanied by awareness of digital *citizenship*. Participatory practices on social media require students to have wise navigation skills so that the interactions that occur remain within a positive educational corridor (Gleason & von Gillern, 2018). Although the internet provides unlimited access, teachers play an important role as media practitioners to mitigate the risk of using technology that is contrary to curricular goals (Murni, 2022). Students' ability to evaluate content and maintain digital communication ethics is a determining factor for the success of language acquisition in virtual public spaces. Thus, pedagogical assistance is still needed to ensure that the freedom to learn on social media continues to make a measurable academic contribution to students in rural areas.

This study has several limitations. First, the sample size was relatively small ($n = 22$), which limits the generalizability of the findings. Second, the study relied primarily on self-reported questionnaire data, which may be influenced by response bias. Third, the research employed a descriptive survey design; therefore, causal relationships between social media use and English learning outcomes cannot be established. Future studies may involve larger samples and mixed-method approaches to obtain deeper insights.

5. Conclusion

This study concludes that social media has a significant role as an informal English learning space for Generation Z students in rural areas, especially at SMK Muhammadiyah 01 Paguyangan, Brebes. The results of the analysis showed that

the intensity of social media use by students was in the high to very high category, which shows that digital platforms have become an integral part of their daily lives. The high frequency of exposure to English-language content through social media such as videos, captions, and comments contributes to the process of incidental learning, where students acquire vocabulary and language understanding indirectly through interaction with digital content.

The findings of the study also show that social media can increase students' interest in learning English and make it easier for them to understand the use of language in a more authentic context. Percentage analysis showed that most of the indicators were in the high to very high category (80–91%), which confirms that social media has a strong appeal as an alternative learning medium. In addition, the impact of social media on language skills is also quite significant, especially in the aspects of vocabulary, listening, and reading, which are in the very high category. Meanwhile, productive skills such as speaking and writing have also increased, although they are still in the high category and require more structured training.

However, the study also found that social media-directed learning motivation is still in the moderate category, which suggests that not all students consciously use social media as a systematic means of learning. In addition, affective factors such as fear of making mistakes and difficulty understanding certain vocabulary are still obstacles to active use of English, even though students' confidence levels are in the category of being quite high.

Overall, this study confirms that social media has great potential as an inclusive digital-based English learning space, especially for students in rural areas who have limited access to a direct English-speaking environment. Therefore, a more strategic integration is needed between formal learning in the classroom and informal learning through social media. Teachers play an important role as facilitators who can direct students' digital activities into a more structured learning experience, while strengthening digital literacy and awareness of communication ethics in virtual public spaces. With the right approach, social media can serve as an effective digital language laboratory to improve students' English competence in the digital age.

Future research should investigate the relationship between social media exposure, learner motivation, and language achievement using larger samples and inferential statistical analyses. Qualitative approaches may also provide deeper insights into how students interact with algorithm-driven English-language content.

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