

**THE CORRELATION BETWEEN UNIVERSITY STUDENTS'
EXPOSURE TO CONVERSATIONAL ENGLISH CONTENT ON
SOCIAL MEDIA AND THEIR PRAGMATIC AWARENESS IN
LISTENING**

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
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EXPOSURE TO CONVERSATIONAL ENGLISH CONTENT ON
SOCIAL MEDIA AND THEIR PRAGMATIC AWARENESS IN
LISTENING**

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ABSTRACT

Rizkhi Faizal Akbar. 2026. The Correlation between University Students' Exposure to Conversational English Content on Social Media and Their Pragmatic Awareness in Listening. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dra. Andi Irlina, M.Hum.

Keywords: Conversational English Content, Digital Exposure, Pragmatic Awareness in Listening, YouTube, Multimodal Scaffolding.

This study investigates the correlation between university students' exposure to conversational English content on social media (specifically focusing on YouTube) and their pragmatic awareness in listening, alongside identifying the specific multimodal features perceived as most helpful for their comprehension. Utilizing a quantitative approach with a correlational survey design, data were collected via an online questionnaire on Tally Form from 103 higher education students in South Kalimantan selected through purposive sampling. The instruments comprised an exposure frequency scale, a 10-item video-based Multiple-Choice Discourse Completion Test (MDCT) to measure pragmatic listening awareness, and a descriptive perception scale. The inferential statistical analysis using Spearman's Rank Correlation revealed a statistically highly significant and positive correlation between social media exposure and pragmatic listening awareness ($r_s = 0.293$, $p = 0.003$), though the strength of the relationship falls into the weak category due to the incidental nature of casual digital input. Descriptively, the respondents reached a high consensus that multimodal digital features function as vital learning scaffolds, with visual cues such as watching gestures and facial expressions (Mean = 3.37) and paralinguistic variations like paying attention to tone and intonation (Mean = 3.35) ranked as the most influential assets. These findings imply that while casual digital immersion provides an accessible socialization space that positively supports receptive pragmatic competence, it operates best when balanced with structured pedagogical intervention. English educators are thus encouraged to integrate authentic digital genres into listening curricula and explicitly guide learners to notice implicit sociopragmatic cues.

ABSTRAK

Rizkhi Faizal Akbar. 2026. *The Correlation between University Students' Exposure to Conversational English Content on Social Media and Their Pragmatic Awareness in Listening*. Skripsi. Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Dra. Andi Irlina, M.Hum.

Kata kunci: Konten Bahasa Inggris Percakapan, Paparan Digital, Kesadaran Pragmatik dalam Mendengarkan, YouTube, Perancah Multimodal.

Penelitian ini menyelidiki hubungan antara paparan mahasiswa terhadap konten percakapan bahasa Inggris di media sosial (khususnya berfokus pada YouTube) dan kesadaran pragmatik mereka dalam mendengarkan, serta mengidentifikasi fitur multimodal spesifik yang dianggap paling membantu dalam pemahaman mereka. Menggunakan pendekatan kuantitatif dengan desain survei korelasional, data dikumpulkan melalui kuesioner online di *Tally Form* dari 103 mahasiswa perguruan tinggi di Kalimantan Selatan yang dipilih melalui teknik purposive sampling. Instrumen penelitian terdiri dari skala frekuensi paparan, Tes Penyelesaian Wacana Pilihan Ganda (MDCT) berbasis video sebanyak 10 butir soal untuk mengukur kesadaran mendengarkan pragmatik, dan skala persepsi deskriptif. Analisis statistik inferensial menggunakan Korelasi Peringkat Spearman menunjukkan adanya hubungan yang sangat signifikan secara statistik dan berkorelasi positif antara paparan media sosial dan kesadaran mendengarkan pragmatik ($r_s = 0.293$, $p = 0.003$), meskipun kekuatan hubungan tersebut masuk dalam kategori lemah karena sifat input digital kasual yang berbasis pembelajaran insidental. Secara deskriptif, responden mencapai konsensus yang tinggi bahwa fitur digital multimodal berfungsi sebagai perancah pembelajaran yang vital, dengan isyarat visual seperti memperhatikan gestur dan ekspresi wajah (Mean = 3.37) serta variasi paralinguistik seperti memperhatikan nada dan intonasi (Mean = 3.35) menempati peringkat sebagai aset yang paling berpengaruh. Temuan ini menyiratkan bahwa meskipun imersi digital kasual menyediakan ruang sosialisasi yang mudah diakses dan mendukung kompetensi pragmatik reseptif secara positif, lingkungan ini berjalan paling optimal jika diseimbangkan dengan intervensi pedagogis yang terstruktur. Pengajar bahasa Inggris disarankan untuk mengintegrasikan genre digital autentik ke dalam kurikulum mendengarkan dan secara eksplisit membimbing pembelajar untuk menyadari isyarat sosiopragmatik yang tersirat.

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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Rizkhi Faizal Akbar

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