

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings section is systematically presented to address the statistical prerequisites and the two established research questions of this study. This section begins with the preliminary analysis of the instrument quality, followed by the statistical prerequisite tests, and concludes with the specific analyses for both research questions.

1. Instrument Quality Analysis

Before conducting further inferential statistical computations to test the hypothesis, the quality of the self-constructed research instrument was rigorously evaluated. This preliminary evaluation involved testing the construct validity and internal consistency reliability of the items across all questionnaire sections using the final dataset of 103 respondents. For a sample size of $N = 103$, the critical r_{table} threshold value at a 5% significance level ($\alpha = 0.05$) is determined to be 0.195. Meanwhile, the minimal acceptable coefficient threshold for an instrument section to be deemed reliable is 0.60.

a. Validity Test Results

Construct validity testing was conducted to examine whether each individual item within the questionnaire sections accurately measures the intended psychological or behavioral construct. This was achieved by calculating the Pearson Product-Moment Correlation coefficient (r_{count}) for each item against the total score of its respective section via SPSS. An item is statistically declared valid if its r_{count} exceeds the r_{table} threshold of 0.195. The summarized empirical results of the validity analysis are detailed in Table 1.

Table 1: Summary of Instrument Validity Test Results

Research Variable / Section	Number of Items	Range of r_{count}	r_{table} Value	Status
Exposure to Social Media (Variable X)	10 Items	0.495 – 0.721	0.195	All Items Valid
Pragmatic Awareness Test (Variable Y)	10 Items	0.210 – 0.774	0.195	All Items Valid
Helpful Content Features (Section 3)	10 Items	0.511 – 0.742	0.195	All Items Valid

As displayed in Table 1, the statistical computation reveals that all 30 items distributed across the three sections possess an r_{count} value substantially higher than the critical r_{table} threshold of 0.195. Specifically, the correlation coefficients for the ten items of Variable X range from 0.495 to 0.721, the ten test items of Variable Y range from 0.210 to 0.774, and the ten perception items of Section 3 range from 0.511 to 0.742.

Consequently, every single item in the instrument is empirically declared valid and eligible for further inferential analysis. The detailed item-by-item correlation matrix output from SPSS is provided in Appendix X.

b. Reliability Test Results

Reliability testing was performed to evaluate the internal consistency and measurement stability of the questionnaire items. In this study, the internal consistency of the Likert-scale sections (Variable X and Section 3) was computed using the Cronbach's Alpha formula. Concurrently, the reliability of the dichotomous Multiple-Choice Discourse Completion Test (Variable Y) was measured using the Kuder-Richardson 20 (KR-20) formula. The summary of the reliability coefficients is presented in Table 2.

Table 2: Summary of Instrument Reliability Test Results

Research Variable / Section	Statistical Method	Reliability Coefficient	Standard Threshold	Status
Exposure to Social Media (Variable X)	Cronbach's Alpha	0.843	≥ 0.60	Highly Reliable
Pragmatic Awareness Test (Variable Y)	Kuder-Richardson (KR-20)	0.777	≥ 0.60	Reliable
Helpful Content Features (Section 3)	Cronbach's Alpha	0.845	≥ 0.60	Highly Reliable

Table 2 details the consistency metrics across the instrument components. The statistical analysis demonstrates that Variable X and Section 3 achieved high Cronbach's Alpha coefficients of 0.843 and

0.845, respectively. Furthermore, the dichotomous Pragmatic Awareness Test (Variable Y) yielded a KR-20 reliability index of 0.777. In accordance with standard measurement theories, coefficients exceeding the 0.60 threshold indicate acceptable and stable internal consistency. Because all calculated coefficients in this study substantially surpass the academic baseline of 0.60, the overall research instrument is confirmed to possess strong measurement reliability and stability for further empirical testing. The authentic reliability statistics tables generated from SPSS are attached in Appendix Y.

2. Statistical Prerequisite Test

Before performing the primary inferential analysis to test the research hypothesis, a statistical prerequisite test must be conducted to ensure the appropriateness of the chosen analytical method. In accordance with the data analysis framework established in Chapter III, a normality test was performed to evaluate whether the data scores for both the independent variable (Exposure to Social Media) and the dependent variable (Pragmatic Awareness in Listening) follow a normal distribution. The normality of the data was evaluated using the One-Sample Kolmogorov-Smirnov test via SPSS. The statistical criteria dictate that if the asymptotic significance value (Asymp. Sig. 2-tailed) is greater than 0.05 ($p > 0.05$), the data are considered normally distributed; conversely, a value less than 0.05 ($p < 0.05$) indicates a non-

normal distribution (Sugiyono, 2019). The empirical results of the normality computation are presented in Table 3.

Table 3: One-Sample Kolmogorov-Smirnov Normality Test Results

Normal Parameters / Cues		Total Exposure Score (Variable X)	Total Pragmatic Awareness Score (Variable Y)
N		103	103
Normal Parameters	Mean	27.0000	7.7476
	Std. Deviation	4.52661	2.36692
Most Extreme Differences	Absolute	.078	.203
	Positive	.063	.171
	Negative	-.078	-.203
Kolmogorov-Smirnov Z		.796	2.057
Asymp. Sig. (2-tailed)		.550	.000

a. Test distribution is Normal.

Based on the empirical data displayed in Table 3, the One-Sample Kolmogorov-Smirnov test yields two distinct results for the research variables. For the independent variable, the Total Exposure Score (Variable X), the asymptotic significance value is 0.550. Since this value is substantially higher than the alpha level of 0.05 ($0.550 > 0.05$), the data for Variable X are officially declared to be normally distributed. In contrast, the dependent variable, the Total Pragmatic Awareness Score (Variable Y), obtained an asymptotic significance value of 0.000. Because this value is less than the standard significance threshold ($0.000 < 0.05$), the normality assumption for Variable Y is statistically violated, indicating that the pragmatic listening test

scores are not normally distributed. According to quantitative research paradigms, when a dataset violates the prerequisite assumption of normality, parametric statistics, such as Pearson's Product-Moment Correlation and parametric linearity tests, cannot be validly applied to the data. Therefore, as deliberately planned and justified in Chapter III, the inferential analysis to answer the first research question directly shifted to a non-parametric approach, specifically utilizing Spearman's Rank Correlation (r_s), which does not require the assumption of normal data distribution or strict parametric linearity.

3. Analysis to Answer Research Question 1

The first research question of this study aims to examine whether there is a statistically significant correlation between university students' exposure to conversational English content on social media and their pragmatic awareness in listening. To test the statistical significance of this relationship, the null hypothesis (H_0) and the alternative hypothesis (H_1) were formulated as follows:

- Null Hypothesis (H_0): There is no significant correlation between students' exposure to conversational English content on social media and their pragmatic awareness in listening.
- Alternative Hypothesis (H_1): There is a significant correlation between students' exposure to conversational English content on social media and their pragmatic awareness in listening.

As justified by the normality test results in the preceding section, the inferential analysis was executed using Spearman's Rank Correlation (Spearman's rho) as the non-parametric statistical technique. The coefficient matrix generated from the SPSS computation is displayed in Table 4.

Table 4: Results of Spearman's Rank Correlation Analysis

Correlation Variables		Total Exposure Score (Variable X)	Total Pragmatic Awareness Score (Variable Y)
Total Exposure Score (Variable X)	Correlation Coefficient	1.000	.293**
	Sig. (2-tailed)	.	.003
	N	103	103
Total Pragmatic Awareness Score (Variable Y)	Correlation Coefficient	.293**	1.000
	Sig. (2-tailed)	.003	.
	N	103	103

. Correlation is significant at the 0.01 level (2-tailed).

Based on the empirical statistical data presented in Table 4, the correlation analysis reveals two critical values for interpreting the relationship between the independent and dependent variables. First, the asymptotic significance value Sig. (2-tailed) is 0.003. In quantitative data interpretation, the hypothesis testing decision is determined by comparing the p-value with the standard alpha level ($\alpha = 0.05$). Because the obtained significance value is lower than the significance threshold ($0.003 < 0.05$), the null hypothesis (H_0) is successfully rejected, and the alternative hypothesis (H_1) is formally accepted. This empirical result demonstrates that there is a statistically

significant correlation between university students' exposure to conversational English content on social media and their pragmatic awareness in listening.

Second, the correlation coefficient (r_s) value between Variable X and Variable Y is 0.293. The positive mathematical sign of the coefficient indicates a positive direction of the correlation. This directional trend implies that an increase in students' frequency and intensity of interacting with conversational English content on digital platforms is generally accompanied by an increase in their scores on the pragmatic listening awareness test. To determine the strength of the relationship, the coefficient value is evaluated against standard statistical classification scales where a correlation coefficient value falling within the range of 0.20 to 0.399 is classified as a low or weak correlation. Therefore, while the relationship between university students' social media exposure and their pragmatic listening awareness is statistically highly significant and reliable due to the low p-value (0.003), the overall strength of the correlation remains in the weak category. This statistical finding directly resolves the first research question, providing empirical evidence that casual digital language exposure relates positively to receptive pragmatic competence in an EFL context.

4. Analysis to Answer Research Question 2

The second research question of this study aims to determine which specific features of conversational English content on social media are perceived by university students as most helpful in developing their pragmatic awareness in listening. To achieve this objective, a descriptive statistical analysis was performed on the ten Likert-scale items within Section 3 of the questionnaire. The responses were scored on a 4-point scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree).

The empirical metrics, including the minimum, maximum, mean, and standard deviation for each item, were computed using SPSS. To provide a clear overview, the items have been organized and ranked based on their calculated mean scores, as shown in Table 5.

Table 5: Descriptive Statistics and Ranking of Perceived Helpful Features

Item Code	Descriptive Statement	N	Min	Max	Mean	Std. Dev	Rank
S3_Q6	Watching gestures and facial expressions in videos helps me clarify the pragmatic meaning of the spoken words.	103	2	4	3.37	.524	1
S3_Q2	Paying attention to the speaker's varied tone and intonation helps me identify their hidden emotions or emphasis.	103	2	4	3.35	.555	2
S3_Q8	Observing how speakers address each other (e.g., "bro," "dude," "sir") helps me identify the level of	103	1	4	3.33	.617	3

	closeness/distance between them.						
S3_Q9	Reading the comments section helps me understand the audience's reaction, which clarifies whether the speaker's message is intended as a joke, a complaint, or an invitation.	103	2	4	3.33	.531	4
S3_Q10	Captions, on-screen text, or editing effects help me "notice" important pragmatic points that I might miss by just listening.	103	2	4	3.29	.588	5
S3_Q5	Identifying cultural references in the content helps me understand the background values that influence the conversation.	103	2	4	3.23	.528	6
S3_Q7	Noticing filler words (e.g., "you know," "like," "I mean") helps me follow the flow and hesitation of the speaker's thoughts.	103	1	4	3.22	.576	7
S3_Q4	Observing how creators make requests or apologies helps me understand the levels of politeness in different social situations.	103	2	4	3.21	.498	8
S3_Q1	Learning idioms and informal expressions through social media helps me understand the "naturalness" of the speaker's message.	103	1	4	3.14	.595	9
S3_Q3	Exposure to humor and sarcasm makes me more sensitive to when a speaker means the opposite of what they actually say.	103	1	4	3.07	.598	10

As presented in Table 4.5, the descriptive trend shows that all ten features evaluated in the questionnaire received exceptionally positive scores from the 103 respondents. Every single item achieved a mean score substantially above the theoretical midpoint of 2.50, ranging from 3.07 to 3.37. Mean scores falling above 3.00 on a 4-point scale indicate a high level of agreement among participants. This descriptive uniformity proves that the students generally perceive all the multimodal features of digital conversational content as highly effective scaffolds for their pragmatic listening comprehension.

A detailed look at the rankings reveals that visual and paralinguistic elements are considered the most influential assets. Item S3_Q6, which addresses the role of watching gestures and facial expressions to clarify the pragmatic meaning of spoken words, secured the highest position (Mean = 3.37; Std. Dev = .524). This is closely followed by Item S3_Q2 in the second rank (Mean = 3.35; Std. Dev = .555), which highlights the importance of paying attention to the speaker's varied tone and intonation to identify hidden emotions or emphasis.

Additionally, sociopragmatic cues and interactive features also scored highly. Item S3_Q8 (observing forms of address such as "bro" or "dude" to identify closeness/distance) and Item S3_Q9 (reading the comments section to clarify whether the message is a joke, complaint, or invitation) shared a tied

position in the third and fourth ranks with an identical mean score of 3.33. This indicates that students heavily rely on interactive social cues and community context to process implied messages.

Conversely, Item S3_Q3, which focuses on how exposure to humor and sarcasm helps notice when a speaker means the opposite of what they actually say, yielded the lowest mean score in this section (Mean = 3.07; Std. Dev = .598). Even though it sits at the bottom of the table, a mean of 3.07 still reflects a solid positive agreement, meaning that students still find it helpful, though slightly less critical compared to direct visual and auditory markers.

In conclusion, the descriptive findings show that while all digital features provide valuable support, visual cues (gestures and facial expressions) and prosodic features (tone and intonation) are perceived by EFL university students as the most powerful tools for improving their pragmatic awareness during informal listening activities.

B. Discussion

This section provides a deeper theoretical interpretation and contextualization of the empirical data presented in the findings. The discussion is structured into two main sub-sections, each directly addressing the established research questions of this study by linking the statistical outcomes with relevant theories and previous empirical studies.

1. The Significant Correlation between Social Media Exposure and Pragmatic Awareness in Listening

The statistical computation utilizing Spearman's Rank Correlation demonstrates a positive and highly significant relationship between university students' exposure to conversational English content on social media and their subsequent pragmatic awareness in listening. Because the significance value successfully rejects the null hypothesis, this empirical outcome confirms that casual digital immersion positively links with receptive pragmatic competence within an English as a Foreign Language (EFL) context. The positive direction of this relationship implies that an increase in students' frequency and intensity of interacting with conversational English content on digital platforms is generally accompanied by an upward trend in their ability to decode non-literal, implied meanings in spoken English.

This directional trend strongly supports the foundational tenets of usage-based and incidental learning theories, which suggest that consistent exposure to authentic and naturally occurring language input triggers implicit acquisition and fosters communicative competence. In the traditional Indonesian EFL setup, learners frequently suffer from an impoverished environment and limited opportunities to engage in authentic communication outside the classroom boundaries. Social media platforms overcome this geographical limitation by serving as a global, informal language laboratory

where students are continuously exposed to real-life conversational registers, such as diverse accents, spontaneous interactions, and colloquial expressions. As argued by Fatima (2025), engagement with streaming networks facilitates extensive narrative immersion and exposure to vernacular English, which helps transition learners from simply recognizing grammatically structured textbook audio to processing real, living English. This multi-sensory digital socialization space provides a rich context where language is instinctively linked with situational cues, thereby enabling a more intuitive understanding of communication dynamics.

However, the statistical analysis also indicates that the overall strength of this positive correlation remains in the weak or low category. This modest relationship can be interpreted through several critical cognitive and pedagogical lenses. First, informal social media interaction operates predominantly as an incidental learning environment where the learners' attention is primarily focused on meaning, plot progression, or entertainment value rather than explicit linguistic and pragmalinguistic forms. As maintained by Taguchi (2019), while digital spaces offer rich socialization input, mere exposure without explicit pedagogical guidance or structured attention direction tends to result in a slower and less robust development of pragmatic competence. This line of argument is further supported by Khadangi Barani and Mousapour Negari (2023), who emphasize that while exposure to audio-

visual materials significantly enhances receptive awareness over time, casual or passive consumption without targeted task engagement limits the depth of pragmalinguistic internalisation. Furthermore, as demonstrated in the audio-visual input experiments by Majuddin (2020), incidental gains from digital media occur incrementally and are highly bound to the level of attentional resources allocated by the learners during the viewing process.

Second, this weak correlation is also reflective of the historical state of EFL listening instruction in the Indonesian higher education context. Historically, listening instruction in Indonesian universities heavily prioritizes literal comprehension, such as identifying explicit main ideas, factual details, or specific grammatical structures, while paying less attention to sociopragmatic nuances like implied meanings, sarcasm, or tone. Consequently, as noted by Kusumaningputri (2020), even when students spend significant hours consuming English videos, their subsequent performance on advanced pragmatic tests remains modest because they have not been trained to actively employ metacognitive strategies to notice and decode non-literal intentions. Passive background consumption does not automatically translate into deep pragmatic intake unless accompanied by active, conscious noticing.

In comparison with previous literature, these findings substantiate and add quantifiable weight to the qualitative claims made by Putri (2024) and Almehmadi (2024), who asserted that regular interaction with English conversational content on digital platforms increases students' awareness of politeness strategies, turn-taking, and speech acts. By utilizing a correlational survey design, this study successfully advances their descriptive work by providing concrete, statistically reliable evidence that social media exposure directly links with the receptive pragmatic skills of EFL learners. Additionally, this evolutionary pathway aligns with the developmental patterns observed by Jin, Yang, and Lee (2025), who noted that while interlanguage pragmatic competence advances in parallel with general language proficiency, it remains a heterogeneous and uneven process across different speech act subtypes. Ultimately, the statistical resolution of the first research question provides empirical confirmation that while casual digital language exposure functions as a valuable, motivation-rich complement to formal education, it operates as an auxiliary socialization space that requires strategic pedagogical integration to optimize its true linguistic potential.

2. Perceived Helpful Features of Conversational English Content on Social Media

The descriptive trends observed in the perception scale demonstrate an exceptionally high consensus among university students regarding the efficacy of digital conversational features. Rather than viewing social media content as mere auditory text, the respondents heavily perceive these digitized, multimodal formats as crucial learning scaffolds that facilitate their receptive pragmatic comprehension. This uniform agreement strongly indicates that when language learners operate in an informal digital space, the multifaceted orchestration of visual, prosodic, and technical elements provides a rich matrix of contextual information that traditional, scripted classroom audio often lacks.

A detailed evaluation of the student preferences reveals that visual and sensory cues are perceived as the most powerful assets for clarifying pragmatic meaning. Specifically, watching the physical gestures and facial expressions of speakers in videos secured the absolute highest ranking of agreement. This prominent preference strongly reinforces the cognitive mechanics of the Noticing Hypothesis, which posits that language input can only transition into internalised intake once it is consciously noticed by the learner. In a fast-paced digital register, continuous and dynamic visual input provides the broadest support for listeners. These non-verbal visual cues allow learners to "see beyond the words," bridging the gap between literal expressions and implied

intentions, thereby significantly alleviating the cognitive processing load during real-time listening activities.

Ranked closely behind visual cues, paying close attention to the speaker's varied tone and intonation was perceived as the second most influential feature. This high consensus underscores the critical function of prosodic features in top-down discourse processing. Unlike monotonic, structured textbook recordings, natural conversational clips on social media expose learners to authentic emotional inflections and prosodic variations. According to Xing (2026), pitch accenting and prosodic phrasing are highly related to reconstructing sentence structures and interpreting communicative intentions from a top-down perspective. By identifying these acoustic shifts in pitch and emphasis, EFL students are better equipped to notice hidden emotions, trace the flow of spontaneous thoughts, and capture the unstated emphasis embedded within conversational speech.

Furthermore, interpersonal markers and sociopragmatic cues also received a highly positive consensus from the students. Observing the specific terms of address that creators use to communicate with each other (such as "bro," "dude," or "sir") was heavily valued as a tool to determine social distance. In pragmatic theory, successful comprehension requires an active decoding of how socio-interpersonal variables shape an utterance. As established by Alqurashi (2022), linguistic choices and communication

strategies are fundamentally rooted in the existing relationships between interlocutors, which are governed by social power and social distance. By noticing these casual or formal forms of address, students can easily decipher the level of closeness, familiarity, and vertical hierarchy between speakers, which directly helps them judge the social appropriateness of the interaction.

Interestingly, technical and interactive platform tools were also highly perceived as vital collaborative scaffolds. Reading the audience's comments section shared an identical high position of agreement with the observation of address terms. This unique finding demonstrates that social media literacy extends beyond the video itself, transforming the platform into a shared learning space. Reading the comments section functions as a form of collaborative scaffolding where students can evaluate the external reactions of the wider community. This peer-driven context helps learners validate their own interpretations and clarify whether an ambiguous spoken message was genuinely intended as a joke, a complaint, or a casual invitation. In tandem with the community comments, the utilization of on-screen captions, subtitles, and digital editing effects was also highly recognized as an influential asset. In a multimodal environment, on-screen text features serve as an essential visual scaffold that directly assists language literacy development. As synthesized by Wi and Boers (2025), the multimodal nature of audiovisual input, especially when enhanced with on-screen text, holds significant potential for developing

multifaceted vocabulary knowledge. Captions allow students to execute speech segmentation by connecting fleeting, rapid spoken sounds with their corresponding written forms. This explicit graphic reinforcement ensures that learners can successfully "notice" and retain critical formulaic phrases and pragmatic markers that they might otherwise miss by just listening to the raw, uncaptioned audio track.

Conversely, the item focusing on direct exposure to humor and sarcasm yielded the lowest relative mean score in this section. Although it still maintained a solid positive agreement overall, its position at the bottom of the descriptive table highlights the unique interpretive difficulty that non-literal language poses. Humor and sarcasm represent highly sophisticated dimensions of pragmatic competence that require a deep, shared sociocultural baseline. This finding directly aligns with Nasrullah et al. (2025), who reported that Indonesian second language learners frequently struggle to understand English humor due to deep differences in pragmatic conventions, limited direct exposure, and a lack of familiar cultural cues. Sarcasm often dictates that a speaker means the absolute opposite of what is literally spoken. Therefore, without an explicit cultural background, Indonesian EFL students find it considerably harder to utilize abstract humor independently as a straightforward tool for comprehension compared to more visible and

immediate perceptual markers like a change in physical facial expression or a shift in vocal tone.

In conclusion, the discussion of the second research question fully resolves the problem by demonstrating that a multimodal digital environment is highly valued by university students. A combination of dynamic visual gestures, prosodic tone changes, and interactive technical scaffolds like captions and comments works collectively to draw the learners' conscious attention to implicit meanings, perfectly illustrating the cognitive frameworks of receptive pragmatic development.