

CHAPTER V

CLOSURE

A. Conclusion

Based on the empirical findings and theoretical discussions analyzed in this study, the conclusions are formally presented to directly resolve the two established research questions:

- **Social Media Exposure and Pragmatic Awareness in Listening**

There is a statistically significant and positive correlation between university students' exposure to conversational English content on social media and their pragmatic awareness in listening. The positive direction of this relationship indicates that an increased frequency and intensity of digital media consumption are structurally linked to a better performance in decoding non-literal, implied meanings in spoken English. However, the overall strength of this correlation falls into the weak category. This modest relationship demonstrates that while casual social media immersion serves as a meaningful contributor to receptive competence, it operates predominantly as an incidental learning environment that cannot fully substitute for structured, explicit pragmatic development within formal higher education.

- **Perceived Helpful Features of Conversational Content**

Regarding the specific elements that support oral comprehension, university students strongly perceive multimodal features in digital content as highly effective learning scaffolds. More specifically, paralinguistic and visual cues are deemed by learners as the most powerful cognitive anchors for receptive pragmatic processing. Watching physical gestures and facial expressions is ranked as the most helpful asset, followed closely by paying close attention to the speaker's varied tone and intonation. Furthermore, interactive digital scaffolds—such as observing casual forms of address to judge interpersonal distance and reading the community comments section to evaluate audience reactions—provide vital contextual and collaborative support that enables students to actively notice and clarify implicit sociopragmatic cues during informal listening activities.

B. Suggestions

Reflecting upon the conclusions and limitations of this study, several practical and theoretical suggestions are proposed for educators, university students, and future researchers:

1. For English Educators and Lecturers

Since casual social media exposure significantly correlates with pragmatic awareness, lecturers should actively bridge the gap between informal digital spaces and formal instruction. It is highly suggested to integrate authentic multimodal materials—such as English vlogs, podcasts, and casual interviews—into higher education listening curricula. Furthermore, instead of focusing solely on literal listening tasks (e.g., extracting explicit details), educators should design pedagogical activities that explicitly guide students to "notice" sociopragmatic variations, including emotional tones, conversational gestures, and interpersonal power dynamics.

2. For University Students

EFL university students are encouraged to maximize their digital screen time by transitioning from passive "hearing" to active, metacognitive "listening". When consuming conversational English content on platforms like YouTube, TikTok, or Instagram, students should pay conscious attention to non-verbal cues such as physical expressions, sarcastic inflections, and informal address terms. Additionally, students can strategically utilize captions and community comment sections as temporary digital scaffolding to clarify ambiguous or implied cultural messages.

3. For Future Researcher

This study is limited to a correlational survey design focusing on university students within South Kalimantan. Therefore, future researchers are suggested to expand the geographical scope and sample size to enhance the generalizability of the findings. Methodologically, future studies could employ a mixed-methods design—incorporating qualitative instruments such as semi-structured interviews or stimulated recall tasks—to explore the deep cognitive mechanisms of how EFL learners process multimodal pragmatic cues in real-time listening (Creswell & Creswell, 2018). Lastly, conducting experimental research to test the direct effectiveness of utilizing social media content in teaching explicit pragmatics would be a highly valuable advancement in this field.