

CHAPTER II

LITERATURE REVIEW

A. Description of Basic Theory

1. The concept of Passive Exposure

a. Definition of Exposure

Exposure refers to an individual's experience of encountering information or stimuli from their surrounding environment. In the context of language learning, exposure can be understood as learners' experiences of coming into contact with English through various various sources that stimuli can be heard, observed, or read. Rather than occurring only in formal classroom settings, exposure often takes place naturally through everyday activities such as listening to music, watching movies, reading online content, playing games, or scrolling through social media. Therefore, language exposure is not limited to formal classroom instruction but can also occur naturally as part of learners' daily activities.

According to Gass et al. (2020), language exposure provides learners with linguistic input needed for learners to gradually construct their knowledge of the target language. Likewise, Al-Zoubi (2018) explains that continuous exposure to authentic English allows learners to experience the

language beyond the classroom and supports language development through repeated encounters in everyday situations. This relationship between exposure and language development can be further understood through Krashen's theory of second language acquisition, particularly the Input Hypothesis. Krashen emphasizes that language acquisition occurs when learners are exposed to comprehensible input, or language input that can be understood while containing linguistic elements slightly beyond their current level of competence.

Therefore, exposure is not merely contact with the target language, but also provides the linguistic input through which language acquisition may gradually occur. In this study, Krashen's perspective serves as the broader theoretical foundation for understanding how passive English language exposure may contribute to students' language development. Within this broader perspective, exposure does not necessarily have to occur through intentional learning activities. English language exposure is generally classified into two forms, namely active English language exposure and passive English language exposure. This classification is based on learners' level of

involvement and intention while encountering the target language. Although both forms provide opportunities to receive English input, they differ in how learners engage with the language and the role they play during the learning process.

Active English language exposure occurs when learners intentionally seek opportunities to engage with English in order to improve their language ability. In this form of exposure, learners consciously direct their attention toward the language and actively participate in learning activities, such as speaking, writing, discussing ideas, communicating with others, completing language exercises, or practicing English through digital platforms. Learners are not only exposed to English but also actively process and produce the language to achieve specific learning goals. Because of this intentional involvement, active exposure has frequently been associated with improvements in productive language skills, vocabulary acquisition, listening comprehension, speaking fluency, and overall English proficiency (Lai et al., 2022). In other words, English serves as both the object of learning and the medium through which learners actively develop their language competence.

In contrast, passive English language exposure occurs when learners encounter English without deliberately intending to learn the language. According to Sockett (2014), this form of exposure takes place while learners are primarily engaged in activities unrelated to language learning, such as seeking entertainment, communicating with others, or accessing information. During these activities, English appears naturally through videos, songs, captions, subtitles, comments, podcasts, or other digital content, allowing learners to receive language input incidentally. Unlike active exposure, learners are not required to produce the language or consciously practice English. Instead, they mainly act as receivers of authentic language input that repeatedly appears in their daily digital environments.

Pikhart and Botezat (2021) argue that this continuous incidental exposure enables learners to gradually become familiar with English vocabulary, pronunciation, expressions, and patterns of language use, even though improving their English is not their primary objective. In relation to Krashen's Input Hypothesis, passive exposure provides a context in which learners may encounter language input

naturally and repeatedly without deliberately engaging in formal language learning. Thus, Sockett's concept explains the nature of passive exposure, while Krashen's theory provides the broader explanation of how the input encountered through such exposure may contribute to language acquisition.

Although active and passive English language exposure both contribute to language learning, The focus is not on whether students intentionally study English, but on how English becomes part of their everyday—digital experiences and how they experience the language encountered through those activities.

b. Forms of Passive English Language Exposure

Passive English language exposure may occur through different forms depending on how learners receive English input in their daily lives. Since passive exposure emphasizes receiving rather than producing the language, learners mainly encounter English through receptive language input. In digital environments, particularly through social media, this input is commonly received through auditory exposure and visual exposure. From Krashen's

perspective, both forms can function as sources of language input because learners encounter English through spoken and written forms. These allow learners to encounter authentic English naturally while engaging in everyday digital activities without deliberately intending to learn the language. As a result, learners continuously receive English input as part of their routine use of social media, making passive exposure an integral part of their daily digital experiences (Gass et al., 2020).

From Krashen's perspective, both auditory and visual exposure can function as sources of language input. The first form is auditory exposure, which refers to learners' experiences of encountering spoken English through listening activities. In this form, learners receive language input by listening to English that naturally appears in digital content rather than by actively participating in communication. Auditory exposure commonly occurs when learners watch YouTube videos, TikTok videos, Instagram Reels, podcasts, movies, television series, interviews, or listen to English songs while using digital platforms. Through repeated encounters with spoken English, learners gradually become familiar with pronunciation, intonation, vocabulary,

expressions, and the natural rhythm of the language used in authentic communication. Pujadas and Munoz (2023) found that exposure to audiovisual English content can contribute to learners' vocabulary development, particularly when words are encountered together with visual information during video viewing. In relation to Krashen's perspective, repeated encounters with understandable spoken English may provide learners with opportunities to process language input naturally within meaningful contexts.

The second form is visual exposure, which occurs when learners encounter English through written or visual texts during their everyday digital activities. Rather than intentionally reading English to study the language, learners naturally come across captions, subtitles, comments, hashtags, memes, online articles, news, and other written content while browsing social media. These repeated encounters enable learners to become increasingly familiar with English vocabulary, common expressions, and sentence patterns in meaningful contexts. Baureh and Neman (2025) found that platforms such as TikTok, Instagram, and YouTube provide opportunities for EFL learners to encounter English vocabulary

through everyday interactions with digital content. Their findings suggest that informal and multimodal exposure to social media content can support incidental vocabulary learning, particularly through video-based content that provides contextual and visual information. From Krashen's perspective, visual exposure can provide comprehensible language input when learners are able to understand the meaning of written English through context, accompanying visuals, or familiar linguistic elements.

Overall, passive English language exposure through social media occurs through both auditory and visual forms that complement one another in providing authentic language input. While auditory exposure enables learners to become familiar with spoken English, visual exposure provides opportunities to encounter written English in meaningful contexts. Together, these forms create continuous opportunities for learners to experience English naturally during their everyday use of social media without intentionally engaging in language learning. These forms of Passive English Language exposure provide opportunities for learners to experience authentic English naturally. Within

Krashen's theoretical framework, such encounters are relevant because they provide potential language input, while the perspectives on incidental learning help explain why language-related development may occur even when students are not intentionally studying English.

b. The Role of Language Exposure in English Language Learning

Language exposure plays a central role in English language learning because it provides learners with opportunities to encounter the target language. Gass et al. (2020) explain that language exposure provides learners with linguistic input that contributes to the development of their language knowledge, while Al-Zoubi (2018) emphasizes the importance of continuous exposure to the target language beyond formal classroom instruction. The relationship between exposure and language development is primarily explained through Krashen's Input Hypothesis. According to Krashen, acquisition occurs when learners receive comprehensible input, meaning language that they can understand while containing linguistic features slightly beyond their current competence. Therefore, continuous exposure to meaningful and understandable English provides

learners with opportunities to gradually develop their linguistic system.

Montrul (2023) further explains that differences in the amount and quality of exposure can influence learners' opportunities for language development. Thus, exposure can be viewed as the condition through which language input becomes available to learners, while acquisition refers to the gradual development that may result from processing meaningful input. The role of language exposure can also be related to incidental learning. Learners do not always need to intentionally study a linguistic item for it to become part of their language knowledge. Sockett (2014) explains that learners may encounter English naturally while engaging in activities that are not primarily intended for language learning, while Pikhart and Botezat (2021) highlight the opportunities provided by digital environments for continuous exposure to authentic English.

Franca's perspective supports the explanation of how learning may emerge incidentally from exposure, while Krashen's theory provides the overarching explanation of how meaningful input contributes to acquisition. Language exposure also provides opportunities for incidental vocabulary acquisition. Vocabulary learning can occur through incidental

encounters with unfamiliar words in meaningful contexts, while repeated encounters with the same words can increase the likelihood of vocabulary learning (Schmitt & Schmitt, 2020; Webb, 2020). This process is particularly relevant to passive exposure through social media because students may encounter the same English words and expressions across different videos, captions, comments, and other content without intentionally memorizing them.

Furthermore, exposure contributes to learners' awareness of spoken English. Continuous auditory exposure allows learners to encounter pronunciation, intonation, rhythm, accent variation, and natural speech patterns. Exposure to authentic spoken English can give learners more opportunities to become familiar with natural speech patterns and different ways of using spoken English. However, not all language input is processed in the same way. Attention plays an important role in how learners process language, while motivational and affective factors can influence their engagement with language learning (Pei & Zhang, 2023; Yu et al., 2022). Therefore, exposure should not be viewed as an automatic process in which all input is directly acquired. Instead, learners may differ in what they notice, understand, remember, and use, even when

they are exposed to similar English content. Overall, language exposure functions as an important source of English input and provides opportunities for acquisition, incidental learning, vocabulary development, and increasing familiarity with authentic English.

2. Social Media as a Digital Learning Environment

a. Definition of Social Media

Refers to digital platforms that enable users to create, share, and interact with content as well as communicate with others in virtual environments. Rodríguez Gutiérrez (2023) explains that social media provides a space for users to communicate, share information, and interact with others through digital platforms. Similarly, Naya et al. (2024) highlight the role of social media in enabling users to create and share user-generated content, particularly through platforms such as Instagram.

The role of social media as a learning environment can be further explained through Connectivism. Siemens' Connectivism theory proposes that learning in the digital age occurs through connections among information, people, digital resources, and networks. Knowledge is not necessarily located in one place but can be distributed across multiple nodes. Learning therefore involves

recognizing connections and navigating information networks. This perspective is relevant to social media because students encounter English through multiple interconnected sources. A student may follow an English-speaking creator, encounter related videos through recommendations, read comments from other users, search for unfamiliar vocabulary, and encounter the same language again on another platform. In this process, learning opportunities emerge from connections between different digital sources.

In the context of language learning, social media also functions as a source of passive language exposure, where learners are frequently exposed to language input without necessarily producing or actively using the language. Through activities such as scrolling content, watching videos, reading captions, and observing interactions between users, learners receive continuous exposure to English in both written and spoken forms. This form of exposure occurs incidentally as part of everyday digital activity, rather than through intentional learning. Chik (2021) notes that informal digital environments such as social media provide learners with opportunities for sustained exposure to authentic language use, even

when they are not actively engaged in language production.

b. Types of Social Media

This study focuses on TikTok, YouTube, and Instagram because these platforms provide students with rich opportunities for passive English language exposure

TikTok is a short-video platform characterized by rapidly changing audiovisual content, captions, sounds, subtitles, and algorithm-based recommendations. Fadillah and Ekowijayanto (2026) indicate that TikTok provides opportunities for informal English exposure through short, multimodal, and interactive videos. Students may encounter English vocabulary, expressions, and spoken language while using the platform, even when they are not intentionally searching for English-learning content.

YouTube is a video-sharing platform that offers both short and long-form content, including educational videos, entertainment content, vlogs, and tutorials. YouTube provides more extended exposure to spoken English compared to other platforms, allowing learners to listen to different accents, speech rates, and communicative styles. Because users often

consume content for entertainment or information purposes, language exposure on YouTube generally occurs in a passive form, where learners receive input without necessarily engaging in deliberate language learning. Godwin-Jones (2023) emphasizes that YouTube supports language development through sustained multimodal exposure, combining audio and visual input that enhances comprehension.

Instagram is a photo and video-sharing platform that emphasizes visual-based communication through posts, captions, stories, and short-form videos (reels). In terms of language exposure, Instagram provides learners with continuous passive input through English captions, hashtags, comments, and short audiovisual content. The multimodal nature of Instagram allows learners to encounter English in various informal and authentic contexts. Almohesh and Altamimi (2024) explain that Instagram can provide learners with opportunities for informal English exposure through its digital content, allowing them to encounter and learn English vocabulary during their everyday use of the platform.

Overall, TikTok, YouTube, and Instagram function as major sources of passive English

language exposure because learners are continuously exposed to English input while engaging with content for entertainment, social interaction, or information purposes rather than explicit language learning.

c. Social Media as a Source of English Language Exposure

Social media platforms such as TikTok, YouTube, and Instagram can be understood as digital environments that provide continuous opportunities for language exposure, particularly in English. In the context of language learning, these platforms function as spaces where learners are exposed to language input through everyday digital activities such as watching videos, reading captions, viewing comments, and interacting with content. This exposure generally occurs in a passive manner, meaning that learners receive language input without necessarily intending to study or analyze the language. In this sense, social media serves as a natural source of language input embedded in daily online behavior.

Based on these concepts, passive exposure through social media is important because it provides learners with repeated contact with authentic language use. Digital platforms are widely recognized

as environments that support informal and incidental learning through continuous exposure to real communicative language. As stated by Chik (2021), informal digital environments enable learners to engage with language in everyday contexts where learning occurs naturally rather than through formal instruction.

Another important concepts aspect is that social media exposure is inherently multimodal. Platforms such as TikTok, YouTube, and Instagram integrate visual, auditory, and textual modes within a single interaction. This multimodal input supports comprehension by allowing learners to connect meaning through different channels simultaneously. Godwin-Jones (2023) emphasizes that video-based platforms provide rich multimodal input that enhances meaning-making and supports language development in informal context.

In addition, social media platforms function as spaces that promote incidental language learning through repeated exposure to input. Learners are frequently exposed to vocabulary and expressions in various contexts such as short-form videos, captions, and online discussions. This repeated exposure contributes to the gradual development of lexical

familiarity. Webb et al. (2023) explain that incidental vocabulary learning can occur through repeated encounters with unfamiliar words during language exposure. Repeated exposure can help learners gradually develop their knowledge of vocabulary and improve their ability to recognize and understand words.

Furthermore, passive exposure through social media contributes to the development of language awareness. Through continuous interaction with English content, learners begin to recognize recurring patterns in vocabulary, grammar, and pronunciation without explicit instruction. Almoresh and Altamimi (2024) highlight that Instagram can provide opportunities for informal English learning through exposure to digital content. Its use can support vocabulary learning as learners encounter English during their everyday interactions with the platform. The phenomenon can be more specifically explained through the concept of Informal Digital Learning of English (IDLE). IDLE refers to learners' informal engagement with English through digital technologies outside formal language-learning contexts. In IDLE, learners may engage with English through activities such as watching videos, listening to music,

communicating online, browsing websites, or participating in social media activities. The primary purpose of these activities does not necessarily have to be language learning.

Overall, social media can be viewed as a conceptual source of passive English language exposure that operates through continuous, incidental, and multimodal input. It provides learners with repeated opportunities to encounter authentic English in naturalistic digital contexts, thereby supporting the gradual development of language familiarity and comprehension.

3. Students' experiences with social Media for English

a. Definition of Students' experiences

Students' experiences refer to the ways in which learners encounter, perceive, interpret, and respond to particular situations or phenomena. Kusmiatun et al. (2024) explain that students' experiences in technology-based learning environments involve their direct interaction with digital platforms and the challenges and benefits they encounter during online learning. Mahdi and Dewi (2025) similarly emphasizes that students' experiences with digital environments involve how

learners interact with technology and interpret the opportunities and challenges arising from those interactions. Therefore, examining students' experiences enables researchers to gain a deeper understanding of how learners navigate and interpret a phenomenon within their everyday contexts.

In the context of this study, students' experiences refer to the lived accounts of eighth-semester students at UINFAS Bengkulu regarding their passive English language exposure through social media platforms such as YouTube, TikTok, and Instagram. These experiences include the types of English content they encounter, how they understand the language, how frequently they encounter it, what they notice, and what benefits or challenges they perceive.

Students' experiences can also be viewed through the relationship between learners and their digital environment. Manca (2020) explains that digital learning experiences are shaped by interactions between learners, technologies, information, and social environments. Therefore, students' experiences are not determined solely by the content available on social media but also by how students interact with and interpret that content.

From Krashen's perspective, these experiences involve learners' encounters with language input. However, the experience of receiving input may differ between learners because not all students encounter the same content or understand it in the same way. Therefore, students' experiences provide an important perspective for examining how the theoretical concept of language input is manifested in real-life digital environments.

b. Dimension Shaping Digital Language Experiences

Students' experiences of passive English language exposure are influenced by several dimensions. These include the accessibility of digital technology, the nature of the content encountered, learners' purposes for using social media, their attention to English, and their ability to understand the language.

Technical accessibility is an important dimension because stable internet access and suitable devices determine students' ability to access digital content continuously. When access is stable, students have more opportunities to encounter English videos, captions, comments, and other forms of input. When

access is interrupted, opportunities for continuous exposure may be reduced.

The nature of digital content also influences students' experiences. TikTok, YouTube, and Instagram provide different types of audiovisual and written content. Godwin-Jones (2023) emphasizes that multimodal digital environments combine different forms of information, while Kohnke & Moorhouse (2021) highlight the role of digital technologies—in facilitating interaction and engagement in learning, these characteristics may influence how students understand and respond to English.

Learners' purposes for using social media also shape their experiences. Some students may primarily use social media for entertainment, others for information, communication, or personal interests. Through IDLE, these ordinary activities can become opportunities for informal English learning when students encounter English while engaging in them.

Connectivism explains another dimension of students' experiences, namely the connections students develop with digital sources. Students may follow different creators, communities, and accounts and may move between platforms based on their

interests. Therefore, their English exposure is influenced by the individual digital networks they develop.

Krashen's theory provides the overarching explanation for how these experiences relate to language acquisition. The different dimensions influence the opportunities students have to encounter and understand English input. Thus, students' experiences are shaped not only by exposure itself but also by the characteristics of the digital environment and the conditions under which input is received.

c. Students' Experiences of Passive English Language Exposure Through Social Media

Students' experiences of passive English language exposure through social media refer to the ways in which learners naturally encounter and experience English while engaging in their everyday use of platforms such as YouTube, TikTok, and Instagram. Rather than taking place through structured instructional activities, these experiences emerge during routine digital practices, including watching videos, browsing social media feeds, reading captions, and viewing comments.

In these situations, English is encountered as part of the content students consume for

entertainment, communication, or information, rather than as material intentionally selected for language learning. Consequently, passive English language exposure through social media represents an authentic aspect of students' daily digital lives, where language learning may occur incidentally alongside their regular online activities. As Manca (2020) explains, social media environments create opportunities for learning that arise from learners' participation in authentic online practices rather than from formal instructional settings.

Another important characteristic of Students' Experiences of passive English language exposure through social media is the variety of English input available across different social media features. Unlike conventional learning materials that often rely on written texts alone, platforms such as YouTube, TikTok, and Instagram present information through the integration of spoken language, written captions, subtitles, visual images, music, animations, and other interactive features. This combination allows learners to receive English input through multiple channels simultaneously, making it easier to interpret meaning by connecting linguistic forms with visual and contextual information.

Godwin Jones (2023) notes that multimodal digital environments enrich language exposure by combining auditory and visual input, thereby creating more meaningful opportunities for language engagement. Likewise, Kohnke & Moorhouse (2021) argue that the interactive and multimodal characteristics of social media support informal encounters with authentic language in everyday communication.

Although students may spend time on the same social media platforms, their experiences of passive English language exposure are not necessarily the same. Students' experiences are influenced by various contextual factors that shape how they encounter and interpret English content on social media. These factors include the availability of internet access, the purposes for which students use social media, their level of attention to English content, and the extent to which they connect informal exposure with what they learn in formal educational settings.

As a result, passive English language exposure should be understood as a dynamic experience that varies across individuals rather than as a uniform process. Ellis (2020) emphasizes that the

effectiveness of language exposure depends not only on the availability of input but also on the conditions under which learners process that input. Therefore, students' experiences of passive English language exposure through social media are shaped by the interaction between the digital environment and learners' individual circumstances, making each learner's experience unique.

B. Some Related Previous Studies

This section presents several previous studies that are relevant to the present research. The selected studies discuss topics related to English language exposure through social media and students' experiences in English language learning. These previous studies are used as references to support the present research on students' experiences of passive English language exposure through social media.

The first previous study was conducted by Basongan et al. (2024) entitled *The Impact of Social Media Towards Students English Speaking Skills*. The study aimed to investigate the influence of social media on students' English speaking development. Employing a qualitative approach, the researchers collected data through interviews and observations involving university students. The findings revealed that students frequently encountered authentic

English content while using social media in their daily lives. This continuous exposure enabled students to interact with English naturally beyond the classroom and become more familiar with its use in everyday communication. The study concluded that social media provides meaningful opportunities for students to engage with English through their daily online activities.

This study is relevant to the present research because both studies discuss English language exposure through social media among university students. Both also recognize social media as a platform that allows students to encounter authentic English in their everyday activities. However, the previous study focused on the influence of social media on students' English speaking skills, whereas the present study explores students' experiences of passive English language exposure through social media. Rather than examining language performance, the present study focuses on how students experience passive English language exposure through YouTube, TikTok, and Instagram in their daily lives.

Another previous study was conducted by Baureh & Neman (2025) entitled *Learners' Perceptions of Social Media-Based Vocabulary Acquisition among EFL University Students*. The study aimed to explore how university students acquired English vocabulary through social media. Using a qualitative descriptive approach, the researchers collected

data through interviews with EFL students to investigate their experiences of interacting with English content on platforms such as TikTok, Instagram, and YouTube. The findings showed that students frequently encountered English vocabulary while using social media in their daily activities. Continuous exposure to authentic English content enabled students to become more familiar with English words and expressions in meaningful contexts, making social media an important source of informal English language exposure.

This study shares a similar focus with the present research in examining English language exposure through social media among university students. In addition, both acknowledge social media as an environment where students naturally encounter English content during their everyday activities. However, Baureh & Neman (2025) focused on students' vocabulary acquisition through social media, whereas the present study explores students' experiences of passive English language exposure through social media. The present research does not specifically examine vocabulary development but focuses on how students experience passive English language exposure through platforms such as YouTube, TikTok, and Instagram.

A related study was conducted by Faruq and Fitriah (2025), entitled *Social Media as a Tool for Vocabulary Learning: Students' Reflections in a Qualitative Study*. who

investigated the use of social media as a source of English vocabulary learning among EFL students. The study aimed to examine how social media facilitates students' exposure to English in informal learning contexts. Using a qualitative approach, the researchers collected data from university students through interviews to explore their interactions with English content on social media. The findings indicated that students regularly encountered English while watching videos, reading captions, and browsing social media platforms. These experiences provided opportunities for students to engage with authentic English outside the classroom and supported their familiarity with English expressions used in everyday communication.

The findings of this study are closely related to the present research, as both recognize social media as a source of authentic English language exposure. In both studies, students encounter English as part of their daily online activities rather than solely through formal classroom instruction. Nevertheless, Faruq & Fitriah (2025) placed greater emphasis on vocabulary learning through social media. The present study, on the other hand, is concerned with exploring students' experiences of passive English language exposure through YouTube, TikTok, and Instagram, including how they naturally encounter and experience English during their everyday use of these platforms.

Similarly, Ningrum & Apoko (2025) conducted a study entitled *The Impact of Social Media on English Language Learning: A Mixed-Methods Study*. The study aimed to investigate the impact of social media on English language learning among high school students. Adopting a mixed-methods approach, the researchers collected data through questionnaires and semi-structured interviews involving high school students. The findings indicated that social media provided students with continuous opportunities to encounter authentic English through platforms such as YouTube, TikTok, Instagram, and Twitter.

Although this study differs in several aspects from the present research, both acknowledge social media as an important source of English language exposure. Ningrum & Apoko (2025) focused on the impact of social media on English language learning among high school students using a mixed-methods approach. Meanwhile, the present study adopts a qualitative approach to explore the experiences of eighth-semester students at UINFAS Bengkulu regarding passive English language exposure through social media. Rather than investigating the impact of social media on learning outcomes, this study seeks to understand how students naturally experience English exposure while using YouTube, TikTok, and Instagram in their daily lives.

The last previous study reviewed in this research was conducted by Anggraini (2026) entitled *Students' Perceptions, Practices, and Challenges of Using Instagram and TikTok for English Language Learning*. The study aimed to investigate how university students used Instagram and TikTok to support their English language learning outside the classroom. Adopting a qualitative approach, the researcher collected data through interviews to explore students' experiences of interacting with English content on both platforms. The findings showed that Instagram and TikTok provided students with continuous opportunities to encounter authentic English through videos, captions, comments, and other digital features. These interactions allowed students to engage with English more frequently as part of their daily social media activities.

Compared with the present research, this study shares a similar interest in social media as a source of English language exposure. Both studies involve university students who encounter English while using social media in their daily activities. However, Anggraini (2026) focused on students' intentional use of Instagram and TikTok for English language learning. In contrast, the present study investigates students' experiences of passive English language exposure, where English is encountered naturally without a deliberate intention to learn while using YouTube, TikTok, and Instagram.

Overall, the previous studies indicate that social media has become an important source of English language exposure in both formal and informal learning contexts. The reviewed studies have discussed English language exposure through social media from different perspectives, including its role in English language learning, vocabulary acquisition, speaking development, and students' experiences of interacting with English content. Although each study has a different focus, all of them highlight that social media provides students with opportunities to encounter authentic English beyond the classroom.

Building upon these previous studies, the present research focuses specifically on students' experiences of passive English language exposure through social media. Unlike previous studies that primarily examined the educational use or impact of social media, this study seeks to explore how eighth-semester students at UINFAS Bengkulu experience passive English language exposure during their everyday use of YouTube, TikTok, and Instagram. Therefore, the present research is expected to enrich the existing literature by providing a deeper understanding of students' everyday experiences of passive English language exposure through social media.

C. Conceptual Framework

1. Independent Variable

Passive English Language Exposure refers to students' exposure to English while using social media and online video platforms in their daily lives. This exposure takes place through activities such as watching English videos, listening to podcasts or songs, reading captions, subtitles, comments, and other English-language content. Since students frequently engage with these platforms, passive English language exposure becomes a common part of their everyday digital activities and serves as the main focus of this study.

2. Dependent Variable

Students' Experiences of Passive English Language Exposure describe how students experience English exposure through social media in their daily lives. These experiences involve the platforms they use, the types of English content they access, the forms of passive exposure they encounter, as well as the benefits and challenges they experience while engaging with English-language content. Exploring these experiences helps provide a deeper understanding of how passive English language exposure occurs among university students.

3. Social Media as a Source Passive English Language Exposure

Social media has become one of the most accessible sources of English-language content for university students. Platforms such as YouTube, TikTok, and Instagram provide various types of English content that students can access anytime as part of their daily routines. As students spend time on these platforms, they are exposed to English in different forms, making social media an important environment for passive English language exposure and the context explored in this study.

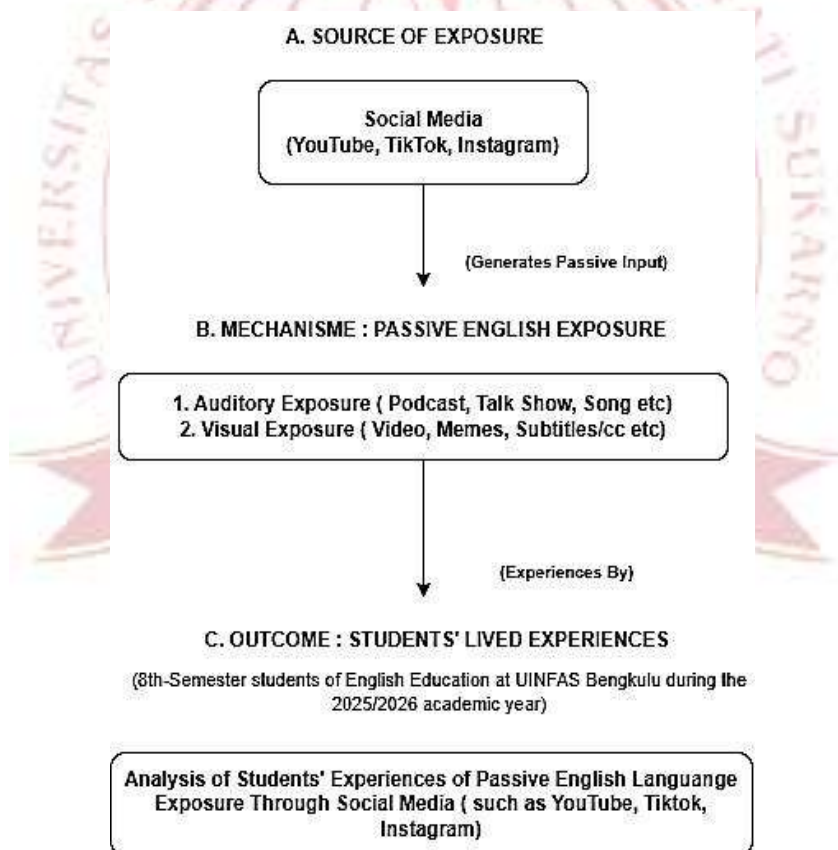


Figure 2.1 Conceptual Framework