

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussion of this study, it can be concluded that the eighth-semester students of the English Education Department at UIN Fatmawati Sukarno Bengkulu experienced passive English language exposure as a natural and continuous part of their everyday social media activities. The students encountered English through TikTok, Instagram, and YouTube, particularly through audio-visual content, spoken language, music, captions, subtitles, quotations, comments, and other written forms. The exposure generally occurred incidentally because the students primarily used social media for entertainment, relaxation, and personal interests rather than for formal English learning. The findings also showed that social media algorithms and students' interactions with content contributed to repeated encounters with English-language and international content. Through these repeated encounters, the students gradually became more familiar with English vocabulary, expressions, pronunciation, and different varieties of English. Although the exposure was initially passive, some students responded actively by repeating English expressions, singing English songs, replaying videos, saving content, reading comments, and searching for meanings when they became interested in particular content. Thus, passive English exposure through

social media was not simply an inactive process but could develop into occasional active engagement with English.

Regarding the second research question, the study concluded that passive English language exposure through social media provided several benefits as well as challenges for the students. The main benefits included increased familiarity with English vocabulary and internet slang, greater listening and pronunciation experience, a more flexible and relaxed environment for encountering English, and broader exposure to international content and different varieties of English. These benefits occurred through repeated and contextualized encounters with English in students' everyday digital activities. However, the students also experienced challenges, particularly unfamiliar vocabulary, fast speech, different accents, slang, non-standard expressions, and complex content that sometimes made comprehension difficult. To deal with these difficulties, the students used several strategies, such as interpreting meaning from visual and contextual clues, checking comment sections, using translation tools, replaying videos, and saving content for later. These findings indicated that although passive exposure could not guarantee complete understanding of English, it provided meaningful and continuous opportunities for students to encounter and process English outside the formal classroom environment.

Overall, this study concludes that social media functioned as a complementary informal environment for English language exposure among the eighth-semester students at UIN Fatmawati Sukarno Bengkulu. The students did not primarily use social media as a formal learning platform, yet their everyday digital activities created repeated opportunities to encounter English naturally. The combination of frequent exposure, personal interest, contextual support, and students' individual responses allowed passive exposure to contribute to their familiarity with English and informal understanding. At the same time, the challenges found in the study demonstrated that social media exposure should complement rather than replace structured English learning. Therefore, passive English language exposure through social media can be considered a meaningful additional source of English input that extends students' opportunities to experience English beyond the classroom.

B. Suggestions

Based on the conclusions of this study, several recommendations are proposed for students, English lecturers, and future researchers:

1. For English Department Students

- a. **Mindful Digital Habits:** Students are encouraged to recognize their daily social media scrolling as a valuable informal learning environment. Transitioning from

passive consumption to intentional engagement (e.g., changing device language settings to English, actively commenting in English, or summarizing interesting posts) can further boost productive skills.

- b. **Diverse Content Consumption:** Students should intentionally follow varied international creators across different regions to expose themselves to a broader range of accents, academic topics, and authentic language contexts.

2. For English Lecturers and Educators

- a. **Bridging Informal and Formal Learning:** Lecturers can leverage students' digital interests by incorporating popular social media formats (such as short reel analysis, podcast clips, or trending memes) into formal classroom activities to increase engagement.
- b. **Critical Language Awareness:** Educators should guide students in distinguishing between informal internet slang/non-standard grammar used on social media and formal academic English required for scientific writing and professional communication.

3. For Future Researchers

Scope and Methodology Expansion: Future studies could extend this exploratory research by employing quantitative or mixed-methods.

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