

A PHENOMENOLOGICAL ANALYSIS OF NON-ENGLISH MAJOR STUDENTS EXPERIENCE IN LEARNING ENGLISH THROUGH SOCIAL MEDIA

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Abstract: This study explores how non-English-major students engage with English on social media as part of Informal Digital Learning of English (IDLE). Using a qualitative phenomenological approach, data from semi-structured interviews reveal that students acquire English naturally through daily exposure. Digital features such as subtitles, translation tools, and AI support comprehension and confidence, highlighting social media as a meaningful and personalized informal learning environment.

Keywords: Informal Digital Learning of English (IDLE), social media, phenomenology, learner autonomy, non-English major students

INTRODUCTION

Despite years of formal instruction, many non-English major students still struggle to develop meaningful English proficiency, raising critical questions about the effectiveness of classroom-based learning (Dardjito et al., 2023). In the Indonesian context, this issue is further reflected in relatively low English proficiency levels compared to other countries in Asia (Melvina & Julia, 2021). Ironically, while formal education often fails to provide sufficient exposure and practice, students are continuously encountering English outside the classroom through social media platforms such as YouTube, Instagram, and TikTok, which offer abundant, authentic, and engaging language input in their daily lives (Murtiningrum et al., 2025). This paradox suggests that language learning is no longer confined to structured educational settings but is increasingly embedded in everyday digital practices.

The rapid development of digital technology has transformed language learning into a more flexible, learner-driven process. This transformation is reflected

in the emergence of Informal Digital Learning of English (IDLE), where learners engage with English independently through online activities driven by personal interests rather than formal instruction (Lee & Lee, 2021). Through activities such as watching videos, scrolling through social media, and interacting with online content, learners are exposed to authentic language use in real-world contexts. Previous studies have shown that such exposure can enhance learners' motivation, autonomy, and overall language development (Dashti & Abdulsalam, 2025; Hidayat et al., 2022). Moreover, continuous interaction with digital content enables learners to develop familiarity with vocabulary, pronunciation, and everyday expressions in a more natural and engaging way.

However, despite the growing recognition of IDLE, most existing studies rely heavily on quantitative approaches that focus on measurable outcomes, such as language proficiency gains or frequency of platform use (Lee & Sylvén, 2021). While these studies provide valuable insights into the effectiveness of digital learning, they tend to overlook how learning is actually experienced, interpreted, and constructed by learners in their daily lives. Consequently, the complex, personal, and often invisible processes through which learners make meaning from English input in digital environments remain insufficiently explored. Without understanding these lived experiences, the role of social media in language learning risks being oversimplified and reduced to statistical generalizations.

This gap is particularly important in contexts like Indonesia, where non-English major students rely heavily on informal learning opportunities to supplement limited classroom exposure. Understanding how these learners engage with, interpret, and benefit from social media is essential for capturing the full potential of digital learning environments. Therefore, this study aims to explore how non-English major students experience English learning through social media as part of Informal Digital Learning of English (IDLE) and to examine how digital features shape their engagement and meaning-making processes in everyday contexts.

METHOD

This study employed a qualitative research design using a descriptive phenomenological approach based on Moustakas (1994) to explore the lived experiences of non-English major students in learning English through social media as part of Informal Digital Learning of English (IDLE). This approach was chosen to understand how participants interpret and make meaning of their informal learning experiences in digital environments.

The participants of this study were four non-English major students from private universities in Malang, Indonesia. All participants had actively engaged with social media platforms such as YouTube, Instagram, and TikTok for more than one year as part of their English learning practices. They were selected using purposive sampling to ensure that each participant met the research criteria.

Data were collected through in-depth semi-structured interviews conducted between January and February 2026. Each participant was interviewed twice, with each session lasting approximately 30–60 minutes. The first interview was conducted face-to-face, while the second interview was conducted online to gain deeper insights and clarification. The interviews were conducted primarily in Indonesian to ensure participants' comfort and clarity. All interviews were audio-recorded with participants' consent and transcribed verbatim for analysis.

The data were analyzed using thematic analysis following Braun and Clarke's (2006) six-step framework. This process involved familiarization with the data, generating initial codes, identifying themes, reviewing themes, defining themes, and producing the final report. This method enabled the researcher to identify patterns and interpret meanings within participants' lived experiences.

To ensure the trustworthiness of the study, member checking (Guba & Lincoln, 1985) was conducted by allowing participants to review and confirm the accuracy of the interview transcripts. Ethical considerations were also maintained by ensuring voluntary participation, confidentiality, and anonymity through the use of participant codes (P1–P4).

FINDINGS

This chapter presents the findings of the study obtained through thematic analysis. The data were analyzed through open coding, axial coding, and selective coding. During the axial coding stage, several categories emerged from participants' interview responses. These categories were further refined during selective coding, resulting in seven themes that explain students' experiences in Informal Digital Learning of English (IDLE). The themes are organized based on the two research questions. Themes 1–4 address Research Question 1, while Themes 5–7 address Research Question 2.

RQ1: How do non-English major students use social media as a tool for Informal Digital Learning of English?

This research question explores how non-English major students use social media as an informal space to learn English in their daily lives. RQ1 focuses on how students access authentic input, learn new vocabulary, and engage with English through social media, highlighting the role of digital platforms as informal learning environments beyond the classroom.

Informal English Learning through Daily Social Media Use

The findings reveal that social media functions as an informal learning environment where participants are exposed to English through everyday digital activities. All participants reported using platforms such as YouTube, Instagram, and TikTok to consume various English-language content, including podcasts, gaming streams, memes, and talk shows. Learning occurred naturally during daily scrolling and was perceived as enjoyable rather than obligatory.

Excerpt 1:

“I use YouTube, Instagram, and TikTok every day. I have been doing so for a long time, since around 10th grade, approximately six and a half years ago. The content includes streaming clips, English memes, and English podcasts. I chose social media because it is easily accessible, offers a wide space, and allows greater freedom of expression. With social media, I have become more accustomed to hearing English and understanding many new vocabulary words.” (Interview, Januari 2026, P1)

Similarly, another participant, P2, emphasized that social media provided greater freedom compared to formal learning contexts:

Excerpt 2:

“In my opinion, social media feels freer and more expansive, providing more avenues for learning. Unlike formal learning, which often has many restrictions, such as strict grammar requirements and prohibitions on certain words, informal spaces allow learners to explore language more freely. In this context, language use does not always have to follow grammatical rules perfectly, because as long as the listener understands the meaning of the communication, the main purpose of language is still achieved. This is in line with the view that language continues to evolve. Meanwhile, English language learning in the context of education and teaching tends to be more structured and form-oriented.” (Interview, February 2026, P2)

Participants also described gaining vocabulary and exposure to everyday English expressions through short videos and gaming content. For instance, P3 explained that watching streams and Reels frequently introduced new vocabulary, which they later searched for independently.

Excerpt 3:

“From those comments, I often find new vocabulary. Sometimes when I watch Reels or gaming streams, I always discover at least one new word. When that happens, I usually search for the meaning myself. From just one word, it can lead to many others, so watching Reels and streams gradually adds to my vocabulary.” (Interview, February 2026, P3)

These findings indicate that social media provides continuous English exposure in informal contexts, allowing learners to develop familiarity with vocabulary and pronunciation without structured instruction.

Gaining Authentic English Input through Videos, Streams, and Short Clips

Participants also reported gaining authentic English input through digital content. They were exposed to communication styles, accents, and everyday expressions through videos, streams, and short clips. P2 explained enjoying observing how people communicate in English with different accents, which helped broaden their understanding of pronunciation variations and informal speech patterns.

Excerpt 4:

“I enjoy observing how people communicate in English with different accents through talk shows and online videos. Listening to various speakers helps me become more familiar with pronunciation patterns and informal expressions.” (Interview, Januari 2026, P2)

Meanwhile, P3 reported frequently encountering new vocabulary through gaming streams and Instagram Reels, noting that unfamiliar words were often learned incidentally while watching content for entertainment.

Excerpt 5:

“Sometimes, when I watch Reels every day, I always find something new—at least one new word. When that happens, I usually search for the meaning myself. From just one word, it can lead to many others. So, watching Reels and gaming streams gradually adds to my vocabulary.”
(Interview, January 2026, P3)

English Learning as an Interest-Driven Daily Habit

The third theme illustrates that participants perceived English learning as a personal habit rather than a formal academic activity. English exposure was naturally integrated into their daily routines through watching videos, listening to music, and browsing social media, allowing learning to occur incidentally alongside entertainment and leisure activities. Instead of viewing English as a subject that required structured study, participants experienced learning as an ongoing process embedded in their everyday digital practices.

Excerpt 6:

“I think learning English is already a habit for me. I don’t really see it as studying anymore because it happens naturally in my daily activities, like watching videos or scrolling social media. So, I don’t consider it learning in a formal sense, but more as a habit that I do every day without feeling pressured.” (Interview, January 2026, P2)

This perception indicates that learning English gradually became part of the participants’ daily routines rather than a formal academic activity. Through repeated exposure to videos or social media, participants engaged with English naturally, without feeling pressured to study. This habitual interaction helped them become more familiar with English over time.

Autonomous Learning Practices Using Subtitles, Comments, and AI

This theme revealed that participants’ autonomous and self-directed learning in IDLE occurred through daily activities. Rather than following structured lessons, this learning process occurred naturally during their daily activities, as they selected preferred content, sought meaning independently, and practiced pronunciation through imitation. P1 reported using translation features on Instagram, TikTok, and YouTube, and also using the comment section when encountering unfamiliar vocabulary.

In some cases, participants also mentioned practicing speaking with friends, although this was not a dominant activity. This indicates that learners were not only passively consuming content but also occasionally engaging in more active language use. This reflects how IDLE supports self-directed learning, allowing learners to develop language skills naturally through daily digital activities.

Excerpt 7:

“If I don't know the meaning, I use the translation feature or look it up in the comments. I also practice speaking English with my friends.”
(Interview, January 2026, P1)

Excerpt 8:

“I often use AI to look up the meaning of slang or new words that I encounter on social media. That's because there are so many abbreviations and slang terms nowadays that can be confusing. Once I know the meaning, I try to use them myself so I can get used to them. In addition, I also practice speaking on my own, sometimes talking loudly or reading English texts.” (Interview, Januari 2026, P4)

Overall, the findings show that social media plays an important role as an informal environment for learning English among non-English major students. Through daily engagement with platforms such as YouTube, Instagram, and TikTok, participants were exposed to authentic English input, including vocabulary, pronunciation, and everyday expressions. Learning occurred naturally through activities such as watching videos, gaming streams, and scrolling through short clips. In addition, participants demonstrated autonomous learning behaviors by using digital tools such as subtitles, translation features, comments, and AI to understand unfamiliar words and expressions. These findings suggest that social media supports continuous, interest-driven English learning outside formal classroom settings. However, the findings show that students' engagement was mostly limited to passive activities such as watching videos and reading comments. There was limited evidence of spoken interaction, as participants rarely used features that involve direct speaking communication.

RQ2: What roles do social media play in supporting the participants' Informal Digital Learning of English?

This research question examines how specific features of social media support participants' informal English learning. RQ2 focuses on how social media provides immediate support, facilitates self-correction, and helps learners continue engaging with English content independently, highlighting the role of technology in supporting vocabulary development and ongoing informal learning processes.

Technology-Mediated Vocabulary Development

The findings show that technology played a significant role in supporting vocabulary development. Participants relied on subtitles, comment sections, translation tools, and AI applications to clarify unfamiliar words and expand lexical knowledge. P3 stated that comments often helped them discover new vocabulary.

Excerpt 9:

“From those comments, I often find new vocabulary. Sometimes when I watch Reels or gaming streams, I always discover at least one new word. When that happens, I usually search for the meaning myself. From just one word, it can lead to many others, so watching Reels and streams gradually adds to my vocabulary.” (Interview, February 2026, P3)

Another participant, P4, reported using AI tools to understand slang and new expressions, particularly informal language that was not commonly addressed in formal classroom instruction. These practices illustrate how learners utilized digital resources as immediate support systems to overcome comprehension difficulties and deepen their understanding of authentic language use.

Excerpt 10:

“When I find slang words or expressions that I don’t understand, I usually ask AI about their meanings. It really helps because I can get instant explanations, especially for informal language that is not usually taught in class.” (Interview, February 2026, P4)

Digital Scaffolding for Listening and Pronunciation

This theme illustrates that participants used social media features to improve listening comprehension and pronunciation. Subtitles helped learners understand spoken English and recognize written word forms, while comments provided additional clarification. P1 shared that:

Excerpt 11:

“Subtitles help me understand the content of the video and clarify the pronunciation of the words spoken. So, when I watch English videos, I usually turn on subtitles to understand the meaning. If there is unfamiliar vocabulary, I look it up in the comments because other people have sometimes already explained it. From reading those comments, I also often discover new words. So, besides the video itself, I also learn from the subtitles and comments, because they really help me understand English.” (Interview, February 2026, P1)

The P1 statements show subtitles and comment sections function as digital scaffolding that supports the participant's comprehension and pronunciation. By activating subtitles and referring to comments when encountering unfamiliar vocabulary, the participant was able to clarify meaning and expand vocabulary through social media interaction. For example, P3 argued that:

Excerpt 12:

"I always turn on English subtitles so I can better understand what the streamer is saying. Sometimes it's hard to understand just by listening, especially when the pronunciation is fast. With subtitles, I can see how to read the words. Then, if there are words I don't understand, I read other people's comments or look up the meaning myself. From those comments, I often find new vocabulary that I didn't know before. So, besides watching games, I also learn English from the subtitles and comments." (Interview, Januari 2026, P3)

Based on the P3 excerpt, subtitles and comment sections support the participant in improving listening comprehension and developing vocabulary. Using subtitles enables a clearer understanding of spoken English and helps identify written word forms, while comments offer further clarification and introduce unfamiliar vocabulary. This highlights the role of social media features as digital scaffolding that facilitates informal English learning, especially in strengthening listening ability and broadening lexical competence.

Immediate Feedback and Self-Correction through Digital Tools

The final theme highlights how digital tools enabled immediate feedback and self-correction during informal learning. Participants instantly searched for meanings using translation features, comment sections, or AI whenever they encountered unfamiliar vocabulary. P4 stated that:

Excerpt 13:

"I often use AI to look up the meaning of slang or new words that I don't understand, especially when I find them in videos or social media. It helps me because the explanation is fast and easy to understand. Once I know the meaning, I try to use the words myself, for example in chatting or commenting, so I can get used to them and remember them better." (Interview, January 2026, P4)

In general, these findings indicate that digital technologies play an important role in supporting participants' informal English learning. Through features such as subtitles, comment sections, translation tools, and AI applications, learners were able to clarify unfamiliar vocabulary, understand pronunciation, and receive immediate

explanations when encountering difficulties. These digital resources functioned as supportive learning tools that helped participants comprehend authentic English content while engaging with social media. In addition, the availability of instant feedback encouraged learners to actively search for meanings, experiment with new expressions, and gradually incorporate them into their own language use. This demonstrates that technology not only facilitates access to authentic input but also enables learners to regulate and support their own learning process in informal digital environments.

DISCUSSION

This chapter discusses the findings by relating them to previous research and theoretical perspectives on IDLE. The discussion is organized according to the research questions and the three themes identified in Chapter 4.

The Experiences of Using Social Media as Tools for Informal Digital Learning of English

The findings indicate that participants engaged in IDLE through everyday social media use. English exposure occurs naturally while participants scroll through videos, gaming streams, memes, and short clips for entertainment. Rather than perceiving these activities as formal learning, participants encountered English incidentally while scrolling and consuming digital content for personal enjoyment. This finding is supported by the IDC theory, which suggests that when learning is driven by personal interest and repeatedly practiced in daily routines, it develops into habitual behavior supported by emotional satisfaction, allowing learning to become an integrated part of the learner's life rather than a formal academic task (Chen et al. 2020).

These findings align with the concept of Informal Digital Learning of English proposed by Sockett (2014), who emphasizes that learners can acquire language incidentally through frequent contact with English in online environments. Continuous exposure also encourages sustained engagement, as learners are motivated by entertainment rather than instructional demands.

Participants reported gaining authentic language input from digital content, including exposure to diverse accents, communication styles, and everyday expressions. Through watching streamers, talk shows, and short videos, learners observed how English is used in real-life contexts rather than textbook-based settings.

This suggests that language learning occurred as a by-product of daily media consumption. Such incidental exposure allowed learners to gradually become familiar with vocabulary, pronunciation, and common expressions without academic pressure. This authentic input also helped participants develop awareness of pronunciation variation and conversational language. Exposure to different accents broadened

learners' understanding of spoken English and increased familiarity with informal expressions. These experiences suggest that social media provides meaningful language input that supports listening comprehension and cultural awareness.

Participants' experiences further indicate that informal learning through social media allows them to develop language skills at their own pace. These findings align with Lai and Wang (2025) who state that IDLE allows learners to develop language skills incidentally through exposure to authentic online content. Moreover, continuous exposure to diverse accents and real-life communication styles reflects authentic language use, which plays an important role in developing receptive skills such as listening comprehension and vocabulary acquisition. As Rusgandi et al. (2019) state, that Youtube is the important role in helping them improve their speaking skills. One participant admitted that following people on social media enriched her vocabulary mastery beyond what she gained in formal classrooms (Anggraini et al., 2022). These findings further suggest that social media platforms provide rich linguistic input that encourages sustained engagement with English, thereby fostering learners' confidence and familiarity with everyday language use beyond formal classroom boundaries.

Another important finding is that participants perceived English learning as a personal habit embedded in their daily routines. Activities such as watching videos, listening to music, and browsing social media became regular sources of English exposure. Learning was not viewed as a formal task but as part of everyday digital life. This habitual engagement supports gradual improvement through repeated interaction with English across multiple contexts and content types. As learners encounter English consistently in their everyday digital routines, language exposure becomes naturalized rather than deliberately structured. When language learning is integrated into lifestyle practices, learners are more likely to sustain long-term exposure and maintain intrinsic motivation, as learning occurs incidentally alongside entertainment and personal interests. This finding reflects (Benson, 2012) view that informal learning environments promote learner autonomy by allowing individuals to control when, how, and what they learn, thereby fostering a sense of ownership over the learning process.

By experiencing English as a habitual activity rather than an academic obligation, participants demonstrated sustained engagement that facilitated continuous language development. This habitual exposure enabled them to repeatedly encounter vocabulary, expressions, and pronunciation patterns, gradually strengthening their linguistic awareness over time. Moreover, the absence of formal pressure encouraged experimentation and risk-taking, allowing learners to interact with English more freely without fear of making mistakes. Such conditions are supported by Reynolds (2025) that contributes to a supportive learning ecology where progress emerges organically through repeated and meaningful interactions,

highlighting how informal learning embedded in lifestyle can serve as a powerful driver for long-term language growth.

The study also reveals that participants demonstrated strong autonomy in managing their learning processes. Rather than relying on formal instruction, they independently selected content, searched for word meanings, practiced pronunciation, and engaged in speaking activities through friends or communities. These practices illustrate self-directed learning behaviors characteristic of IDLE environments. Participants actively controlled their learning strategies based on their personal needs and interests, showing that language development occurred through individual initiative rather than teacher guidance. This autonomy allowed learners to explore English freely and adapt their learning approaches according to the challenges they encountered.

This result supports Zadorozhnyy and Lee (2025) who emphasize that learner autonomy is a key element in informal digital learning contexts. Participants' use of AI tools, translation features, and imitation strategies indicates active engagement with language input and reflects their willingness to take responsibility for their own learning.

Moreover, describing English learning as a habit highlights the integration of language learning into daily routines, which facilitates sustained exposure and gradual improvement over time. Retnowati et al., (2016) state that the habit of listening to English through digital media can help develop students' speaking skills in a fun and relaxed way. Although most learning activities focused on receptive skills such as listening and reading, some participants attempted to compensate by practicing speaking with peers or joining communities. This suggests an awareness of the importance of productive language use and a desire to balance input with output. Overall, as previous studies have shown, these findings demonstrate that social media enables learners to become more independent, reflective, and proactive in developing their English skills outside formal educational settings (Wijayatiningsih & Erito, 2025).

The Roles of Social Media in Supporting Learners' Informal Digital Learning of English

Digital tools such as subtitles, comment sections, translation features, and AI applications played a significant role in supporting participants' vocabulary development by offering immediate linguistic assistance during content consumption. Rather than interrupting their activities to consult traditional dictionaries, learners relied on these embedded tools to clarify unfamiliar words and discover new expressions in real time. This instant access to meaning enabled learners to expand their lexical knowledge seamlessly while remaining engaged with authentic English content.

Vocabulary learning therefore occurred contextually, as learners encountered words in meaningful situations and independently searched for explanations based on personal needs. Recent studies confirm that technology-mediated environments facilitate vocabulary acquisition by offering multimodal input and personalized assistance. For instance, (Babazade, 2024) found that digital and gamified learning tools enhance vocabulary development by promoting learner engagement and self-directed exploration. Similarly, (Chen et al., 2010) argues that mobile and digital technologies facilitate vocabulary learning by providing just-in-time support, allowing learners to access meanings precisely when comprehension difficulties arise. Overall, these findings suggest that digital environments promote vocabulary acquisition by embedding learning within authentic interaction, reinforcing the idea that informal, technology-mediated exposure can serve as a powerful mechanism for long-term lexical development.

The findings further demonstrate that social media features such as subtitles, comment sections, translation tools, and AI applications function as digital scaffolding that supports informal English learning. These features helped participants clarify meaning, improve listening comprehension, recognize written word forms, and expand vocabulary. By using these tools, learners were able to overcome language difficulties independently and gain immediate assistance when encountering unfamiliar expressions. This digital support encouraged continuous engagement with English content and reduced frustration during the learning process, making language exposure more accessible and manageable in everyday contexts.

This finding corresponds with Vygotsky's concept of scaffolding, where external support enables learners to perform beyond their current ability (Chuang & Heng, 2025). In digital environments, subtitles and comment sections act as mediated tools that assist learners in constructing meaning from authentic content. Participants' reliance on translation features and AI applications also reflects how technology provides personalized support tailored to individual learning needs. Previous studies (e.g., Irgin & Bilki, 2024) have similarly reported that online affordances enhance learners' engagement and comprehension by offering instant explanations and peer

input. Therefore, social media not only delivers language content but also creates interactive learning spaces that facilitate gradual language development, particularly in listening skills and vocabulary growth, while fostering learner independence.

Immediate Feedback and Self-Correction in Informal Digital Learning in English

The final theme highlights how digital tools provided immediate feedback that enabled self-correction during informal learning. Participants instantly searched for meanings using AI applications, translation features, or comment sections whenever they encountered unfamiliar vocabulary. Rather than postponing comprehension or disengaging from content, learners were able to resolve linguistic difficulties in real time, allowing them to sustain interaction with English input without disruption.

This immediate clarification supported learners in independently addressing gaps in understanding, reinforcing autonomy, and promoting continuous learning. Instant feedback functioned as on-demand scaffolding, helping learners notice errors, refine interpretations, and confirm meanings while remaining immersed in authentic contexts. Such conditions foster a learner-centered environment in which individuals actively monitor their own comprehension and make adjustments based on personal needs. However, learners' engagement was primarily limited to receptive activities such as watching, reading, and interpreting content, with little evidence of active language production.

This finding is consistent with Zoghlami et al., (2021), who argue that online learning knowledge enhances learner engagement by providing immediate access to explanations, peer input, and interactive feedback. Through these digital supports, learners gain greater confidence in navigating English input and correcting misunderstandings autonomously. Over time, repeated experiences of self-correction strengthen learners' metacognitive awareness, as they become more attentive to language form and meaning. Moreover, the availability of instant feedback encourages learners to take risks and experiment with language without fear of making mistakes, as errors can be quickly clarified through digital resources. This process gradually builds self-efficacy and reinforces independent learning habits, highlighting how informal, technology-mediated environments can cultivate sustained engagement and support long-term language development.

CONCLUSION AND SUGGESTIONS

This study reveals that non-English major students learn English naturally through social media as part of Informal Digital Learning of English (IDLE). Learning occurs through daily digital activities such as watching videos, scrolling content, and interacting with online media, without relying on formal instruction.

This indicates that social media functions as a meaningful learning space that supports autonomous and self-directed learning.

In addition, digital features such as subtitles, translation tools, comment sections, and AI applications play an important role in supporting vocabulary development and comprehension. These tools provide immediate access to meaning and enable learners to receive instant feedback, which helps them maintain engagement and perform self-correction during the learning process.

However, the findings also show that students tend to engage more in passive activities, such as watching and reading, rather than actively using English. This suggests that although social media offers strong potential for interactive and communicative learning, it is not fully utilized by learners, particularly in developing productive skills like speaking.

Therefore, lecturers are encouraged to integrate social media into classroom learning by connecting formal instruction with students' digital experiences. Students should also become more aware of their learning practices and be more active in using English. Future research is recommended to explore strategies that promote more interactive learning and to use additional methods, such as observation, to gain deeper insights into students' informal learning experiences.

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