

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter gives a brief explanation of some theories and relevant research studies that will support this research.

#### **2.1 Informal Language in EFL**

According to Muslimawati (2019), informal language refers to the language used in casual situations without strict adherence to rules and hierarchies. It is commonly employed in daily communication and interactions, promoting interactive conversations and making speakers feel more comfortable. Similarly, Purwati (2020) explains that people tend to use informal language in familiar circumstances, such as discussions with close friends, where they may pay extra attention to the structure of their words to avoid being misunderstood.

Moreover, the use of informal language also facilitates the ease of learning the target language for English as a Foreign Language (EFL) students. This is because informal language is widely used in daily conversations and readily available outside the classroom. Additionally, Makstrom (2019) emphasizes the significance of exposing students to real-world situations in the use of the target language. By training students to utilize the language for communication beyond the confines of the classroom, they can engage in authentic communication and gain practical experience, thereby developing a deeper understanding of the language in real-life contexts.

In contrast to informal language, formal language is typically used in formal situations such as schools, seminars, offices, and other professional settings. When using formal language, speakers are more cautious about sentence structure, word choice, pronunciation, and politeness (Muslimawati, 2019). The use of formal language restricts flexibility and spontaneity in language production. This form of learning entails the regular administration of exams and tests, which help instill discipline among students toward a shared goal. Through

a well-structured timetable, students develop teamwork and social interaction skills within this learning approach (Kumar, 2022).

There are numerous informal ways for students to learn a language, including engaging in interactions with others and being exposed to the language through technology and media (Taher & Tam, 2012). Through communication with native speakers and other individuals, learners have the opportunity to absorb and retain various aspects of the language. Informal language learning typically takes place outside the formal classroom setting. However, it is also possible for informal language learning to occur within a classroom environment, as long as the learning is not structured or confined to traditional classroom-based methods (Taher, Tam, & Marziyeh, 2014).

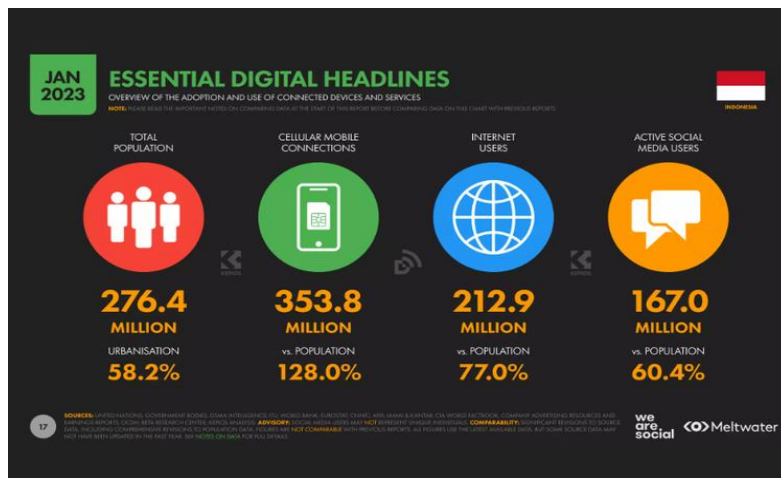
Bin-Hady and Al-Tamimi (2021) define informal learning as an unstructured and spontaneous process that occurs naturally and incidentally, without any specific method, at any time and in various ways. It can happen individually or in collaboration with others. EFL students have multiple sources from which they can acquire informal language, including communication apps for interacting with native speakers, media platforms like television, games, overhearing conversations in public, and even through social media. Chusanachoti (2009) discovered in their study that students engaged in daily activities and routines, such as listening to music, watching television, reading books, and using social media, to improve and practice their English outside the classroom. In essence, informal language learning occurs during the course of students' everyday activities or routines, where they enjoy using English.

## **2.2 Social Media as a Medium to Acquire Informal Language**

The term "social media" is composed of two words: "social" and "media/network." The word "social" refers to the interaction and relationships within society, where individuals connect and spend time with others from around the world. The word "media/network" pertains to a group of

interconnected computer systems (Eren, 2012; Beal, 2015). According to Haenlein (2010), social media encompasses a range of internet applications that allow for the creation and sharing of various content worldwide. Social media has emerged as a result of the development of information and communication technology (ICT) tools that are widely used by people of different ages and backgrounds to communicate and interact. In Indonesia, the use of social media has experienced significant growth in recent years. Data from Data Reportal (2023) indicates that out of a total population of 276.4 million, there are 212.9 million internet users in Indonesia, with 60.4% of them utilizing social media platforms such as WhatsApp, Instagram, TikTok, Facebook, Twitter, and more.

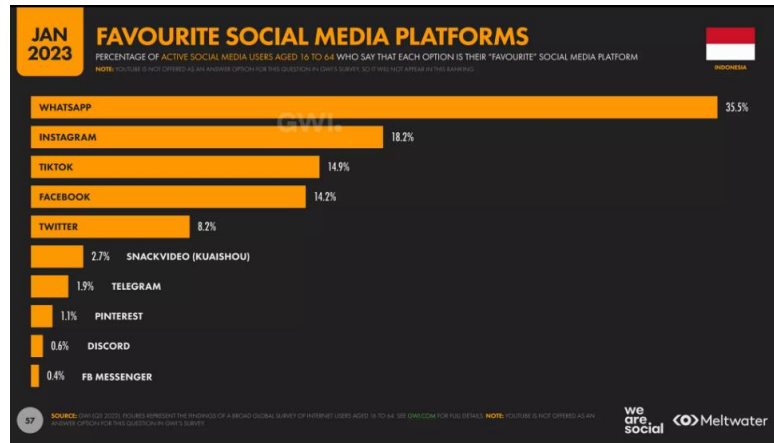
Here are some data statistics that showing the number of population and internet users in Indonesia as well as the most favourite social media platforms.



Source : datareportal

Figure 2.1 Total Internet Users in Indonesia

Furthermore, datareportal also show the data of favourite social media platforms in Indonesia. The data show that WhatsApp is the favourite social media platforms, second is Instagram and the third is Tiktok.



Source : datareportal

Figure 2.2 Favourite Social Media Platforms in Indonesia

According to the data, there are many types of social media that can be used for free and easily registered in the past decade, such as WhatsApp, Instagram, TikTok, Facebook, Twitter, etc. These social media platforms possess several characteristics, including interactivity, knowledge and content sharing, ease of use, and fast sharing of the latest information (Chou, 2014; Al Arif, 2019). Manning (2014) also explained the general characteristics of social media. First, social media provides a form of participation. While social networking sites like Instagram and TikTok allow you to passively view other people's posts, it often requires creating a profile that allows potential interactions to be initiated. Second, social media encourages interaction. These interactions can involve finding friends, family, or new acquaintances with similar interests. In an EFL environment, students can interact and share English with speakers of English as their first or second language. Overall, Instagram and TikTok have become prominent tools for EFL students to enhance their language acquisition journey. Liany (2021) stated that social media included Instagram and Tiktok can fulfill the needs of students who want to learn and enhance their English language skills outside the formal university classroom environment.

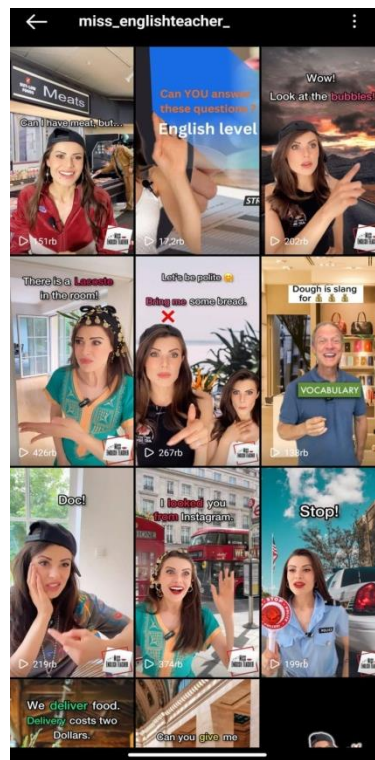
These platforms offer engaging and dynamic environments that enable students to practice various language skills, interact with English-speaking communities, and stay up to date with contemporary language use. According to Altam (2020), Instagram can enhance students' speaking abilities with classmates and lecturers. Instagram also helps in expanding vocabulary and improving students' pronunciation and grammar skills. In addition to its numerous benefits, excessive use of social media causes students to forget about limiting their usage, leading to neglect of other activities and disregard for their health. Jalal (2012), excessive scrolling on social media has the potential to influence gene functioning in the human body, resulting in diminished immune and hormone levels, as well as impaired arterial function. Moreover, further explanation about Instagram and TikTok will be clarified below.

### **2.1.1 Instagram**

Instagram is commonly used as a social media platform for acquiring informal English skills. It helps develop descriptive language abilities and enhances cultural awareness and competence (Lomicka and Lord, 2009). In the past, information was primarily accessed through books, magazines, and newspapers, but digital technology has made all that information easily available online. Social media networks have simplified the process of sharing and exchanging information.

A preliminary study conducted among university students in the English Education Department indicates a lack of interest in reading English books in the library, engaging in English discussions with peers, or utilizing other media like television or educational videos for language learning. However, it has been observed that many students in this department prefer to use social media platforms such as Instagram and TikTok to find English words and sentences that they can incorporate into their language usage.

Instagram provides students with the opportunity to access new information in the form of photos and videos. According to Instagram Press, there are 40 billion photos and videos posted on the platform every day. It has become increasingly common for individuals to document and share their behaviors or actions on social networks (Okada et al., 2017). Through Instagram, students can access various learning materials, including English learning accounts that offer educational videos. By watching these videos, students are exposed to new vocabulary and slang indirectly. Additionally, students can engage in one-way interaction with native speakers through Instagram's live features.



Source : *instagram @miss\_englishteacher\_*

Figure 2.3 Instagram account native speakers

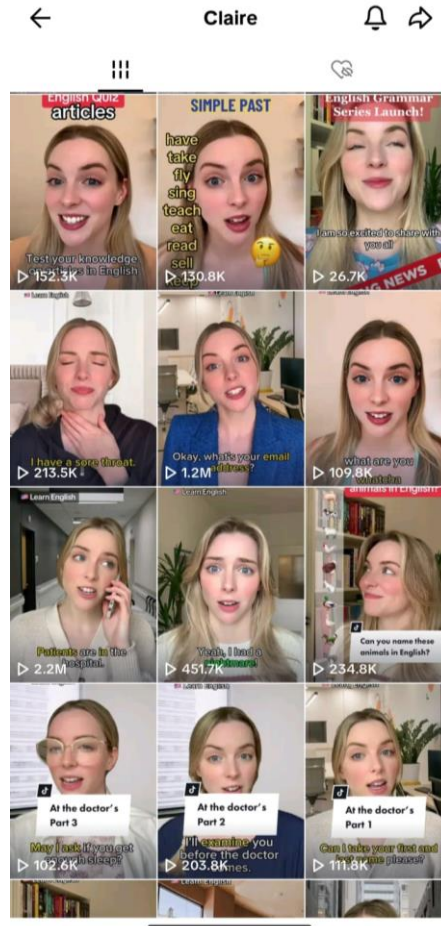
### **2.1.2 TikTok**

TikTok is a popular social media platform that originated in China and was launched in September 2016. It allows users to create, watch, and share short-duration music videos on their smartphones. Xiuwen and Razali (2021) describe TikTok as a platform where users can create, watch, and share videos up to three minutes in length. According to data from the TikTok team, the platform has amassed over 800 million users. In 2023, it was one of the most widely used applications, with users spending an average of 41 minutes per day on the platform. As the majority of TikTok users fall between the ages of 14 and 30, the app can serve as an informal learning tool for this demographic.

Indeed, TikTok has expanded its features to include educational content, providing users with the opportunity to learn informally on the platform. Users can engage in role-playing or practice their English speaking skills through the creation and sharing of short videos. Rahmawati and Anwar (2022) highlight the user-friendly interface of TikTok, which allows for easy video creation, editing, and sharing. Users can also comment on and share content within the TikTok community, fostering interaction and engagement. The use of TikTok social media can affect a person's self-confidence, especially teenagers (Adawiyah, 2020). These features contribute to an interactive and engaging learning experience, promoting language acquisition through the consumption and creation of educational content on TikTok.

Students can learn through TikTok by watching videos of native speakers and imitating the way foreigners speak. Additionally, they can learn new things through the duet challenge feature available on TikTok. This is useful for practicing their speaking skills. One of the significant advancements is TikTok's commitment to expanding its investments in the field of education. The video content, as demonstrated by YouTube and numerous other platforms, serves as a potent educational medium that engages the current user base of the app and offers additional prospects for others to utilize it (Lunden, 2020). This

demonstrates that TikTok serves as a valuable platform for students to acquire new knowledge in their lives, particularly as an online learning method. Not only can they utilize TikTok for various purposes, but it also offers them a beneficial means of gaining knowledge.



Source : Tiktok @englishteacherclaire

Figure 2.4 Tiktok account native speakers

Absolutely, TikTok provides a range of features that can support informal language learning and promote positive educational use. As mentioned by Khlaif and Salha (2021), TikTok's user-friendly interface allows users to easily create, edit, and share short videos, while also enabling interactions such as commenting and sharing within the TikTok community. The research conducted by Xu, Yan,

and Zhang (2019) highlights TikTok's role as a platform for sharing knowledge and delivering innovative teaching methods, which can enhance students' motivation and interest in learning through short videos. This suggests that TikTok has the potential to be a valuable resource for informal language learning. Moreover, Zaitun, Hadi, and Indriani (2021) emphasize that TikTok's interactive nature can contribute to boosting students' confidence in studying English. The practicality and educational benefits of the TikTok application have been noted by Pratiwi, Ufairah, and Sopiha (2021), who argue that it makes learning English easy and enjoyable. Taken together, these studies demonstrate that TikTok offers a range of features that support informal language learning and encourage positive utilization of the platform for educational purposes.

### **2.3 Perceptions of EFL Students' towards Social Media as a Medium to Acquire English Informal Language**

Perception is a biological phenomenon occurring within the human brain, involving the reception of messages or information through the five senses: vision, hearing, smell, taste, and touch (Slameto, 2003). Perception involves the process of summarizing and interpreting information received by an individual, enabling them to respond either positively or negatively to that information. Thus, perception primarily relates to the connection between a person and their environment through the senses. Upon sensing an object in the environment, it undergoes processing to extract its meaning. Therefore, perception can be understood as the mental outcome of a specific situation (Jalaludin, 2003). In summary, perception is the way humans interpret information utilizing their senses. When presented with an object, individuals employ their senses and cognitive faculties to observe it, ultimately interpreting the information, assigning it meaning, and triggering their positive or negative responses.

In the 2.0 era, social media is now a platform that makes it easier for people to find the latest information, its use is easier and more flexible. One of

them is social media to support students as an informal language learning media. According to Aloraini & Cardoso (2020) studies on learners' perception of social media learners' attitudes towards them are positive. For instance, Lee and Markey (2014) investigated students' perceptions of using different SM (i.e., Twitter, blogs, and podcasts) and found that students rated these tools highly (4.5 out of 5), with approximately 60% of students showing positive attitudes towards their pedagogical use.

The literature indicates that L2 students also hold positive perceptions towards the pedagogical use of SM. For instance, Bani-Hani et al. (2014) investigated how Arabic speaking EFL students perceived the use Facebook for learning. Results indicated that most students (88%) viewed this application positively, and felt that it contributed to their improvement in writing and vocabulary. Interestingly, 91% of respondents indicated that they carefully edited their posts for spelling and grammar before publishing them to enhance the quality of their writing.

Other studies report mixed findings in student perceptions, influenced by proficiency level. Gamble and Wilkins (2014), for example, investigated Japanese EFL students' attitudes towards the use of Facebook. The participants displayed negative attitudes towards completing language learning activities on Facebook. However, the qualitative analysis of interviews revealed more positive attitudes, contradicting their quantitative findings. It remains unclear whether such findings are generalizable to other cultural contexts, such as the Saudi context, addressed by this study.

In another studies, Safitri and Suriaman (2022) investigated how students perceived learning English using social media. The results are social media has potential to use as a media in English language teaching. The features and their familiarity with students can be beneficial for teachers to develop students' English competence. Because of the limited time available for classroom

learning, further research is necessary to explore students' perceptions of using social media for informal language.

Based on the explanation above, a study on perspective of EFL students' towards social media as a platform to acquire English informal language is important to be investigated since writer need to know perspective EFL students' toward social media as a medium English infromal language. Therefore, this study was conducted to provide valuable information about how EFL students perceptions and how students' acquire informal language through social media.

## **2.4 Previous Study**

There are several studies have been conducted that related with this research. The first related study was done by Degner, Moser, and Lewalter (2022) entitled “Digital Media in Institutional Informal Learning Places: A Systematic Literature Review”. The goal of this study to ensure learning success in unstructured learning environments such as museums, support the informal learning process on different levels is indicated. Besides, this study covers three basics issues: First, what are the general characteristics of digital media investiagted in IILP; Second, what are the functions of digital media investigated in IILP that are relevant for learning; and Third, what outcomes were measured related to informal language learning with digital media in IILP. This study investigates the functions of digital media that are relevant for learning in IILP. It suggests that digital media in IILP have mainly focused on information retrieval, but collaboration functions have been explored to a small extent. The study identifies and analyzes the outcomes associated with informal learning using digital media in IILP.

The second one was investigated by Ngan et al.,(2016) with a study entitled “Supporting Informal Language Learning and Integration with a Gamification Mobile Application”. The goals of this study to provide an overview of the Moin mobile application and its objectives. The results of this

study acknowledges gamification as a method to increase motivation for using the application. By incorporating game-like elements, the researchers aimed to make the application more engaging and encourage prolonged use. While the study suggests that the designed application is likely to have positive effects, the actual benefits have not been demonstrated yet. Only brief usability tests have been conducted with the target group, indicating the need for future research to explore the prolonged use of the application and its effects on informal learning.

The third study entitled “Television Series Inside the EFL Classroom: Bridging the Gap between Teaching and Learning Informal Language through Subtitles” by Frumuselu et al.,(2015). This study was investigated to explore the impact of subtitled TV series on informal and conversational speech, including slang, phrasal verbs, and colloquial expressions. The focus is on how learners in higher education engage with and learn from these aspects of language. The results reveal the statistically significant differences found in the study between the two groups, along with the lack of interaction between the two subtitle conditions and learners' prior proficiency level, further supports the belief that intralingual subtitles are more beneficial than interlingual subtitles for higher education students. This conclusion holds true even for students with low language levels at the beginning of the intervention. However, it is noted that the influence of learners' language proficiency on their post-test performance should be further analyzed, as the current study did not include conclusive procedures to test the effect of proficiency on learners' response to the treatment.

Another study was done by Sharma (2018) entitled "Saudi Students' Perspective on Social Media Usage to Promote EFL Learning" with the objective of exploring the viewpoints of Saudi students regarding the use of social media for English as a Foreign Language (EFL) learning. The research employed a survey study design to examine the utilization of social media platforms for English language learning. The study involved sixty Saudi students who were enrolled in English as a foreign language courses at Jazan University. Data was

collected through a questionnaire, and basic statistical analysis techniques were applied to analyze the data. The findings revealed that the students expressed positive attitudes towards the utilization of social media for language learning purposes. They reported that learning English through social media is fun, boosts self-confidence, reduces anxiety, user-friendly, and has interesting features that do not easily bore students. Additionally, social media can be used anywhere and anytime without time limitations. They can watch videos and listen to music to improve their listening skills and learn many new vocabulary words. As a result, it can be concluded that the use of social media platforms has beneficial effects on the language learning process.

Last study was done by Muetia Safitri (2021) entitled “Students’ Perception of The Use of Social Media for Learning English” with the objective of exploring the use of social media for learning English based on students’ perception. The research employed a survey study design to know students’ perception on the use of social media for learning English including students’ behaviors in using social media, the advantages of employing social media, and challenges of using social media for learning English. The study involved eighty three students on the eleventh-grades. Data was collected through a questionnaire and interview. The findings revealed that students are happy and enjoy using social media as a learning tool. Additionally, social media provides various English language content for them to learn from. Moreover, students can choose which content they prefer and focus on the skills they want to improve. As long as students can access what they like, such as movies, songs, beauty content, or gaming content. There are also challenges they face while using social media as a learning tool for English, such as the constraint of having a sometimes poor signal. As a result, the use of social media can support students to develop and improve their English.

## **2.5 Conceptual Framework**

Informal language is a style of communication that is typically used in everyday, casual conversation. It includes colloquialisms, slang, idioms, contractions, abbreviations, and may often ignore grammar and punctuation rules. According to Zadorozhnyy & Yu (2020) informal language learning as a self-directed and self-guided process that occurs based on the individual intentions of students. Informal language can vary greatly depending on the context, culture, and even the individual. It is often more personal, conversational, and relaxed than formal language. It is generally used in personal emails, texts, casual speech, and social media posts.

In social media platforms like Instagram and TikTok can be effective tools for informal learning. They can provide access to a wide range of content and information in different formats – from text and images, to short videos and live streams. Based on the framework below, the researcher chose TikTok and Instagram as platforms to understand their perspectives on the use of social media, such as benefits, challenges, and to find out how they learn English through TikTok and Instagram.

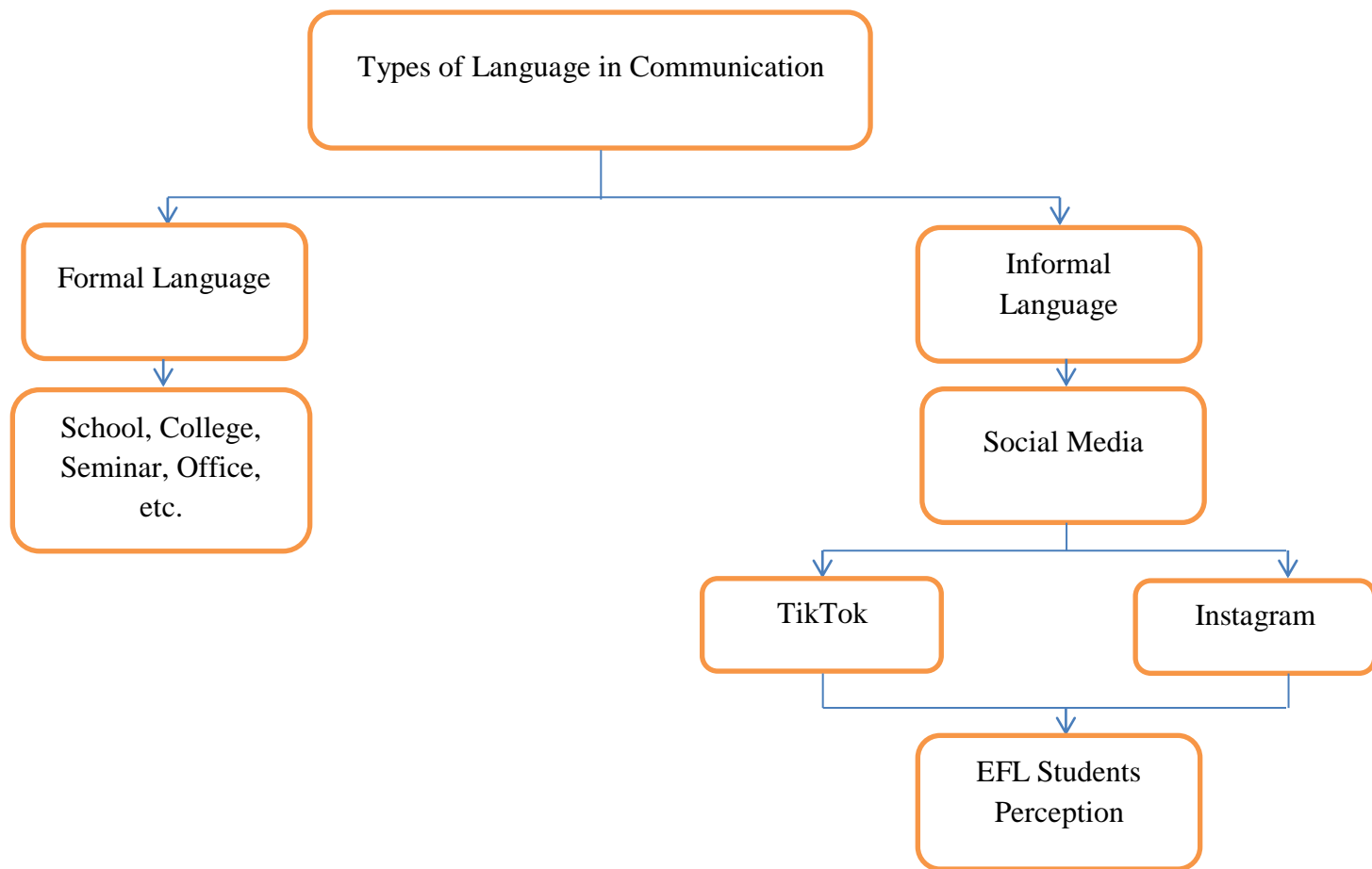


Figure 2.5 Conceptual Framework