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# UNCOVERING SOCIAL MEDIA PREFERENCE OF NON-EFL/ESL STUDENTS IN ENGLISH LEARNING AT HIGHER EDUCATION

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## ABSTRACT

Social media, an Internet-based technology, enables students to receive and share information, leading to an upsurge in English learning. Facebook, Instagram, TikTok, and YouTube are some of the student's most popular social networking apps for students. Thus, the present research was conducted to expose non-EFL/ESL university students' preferences in learning English. A mixed- method research design was used to process the research, and an open-ended questionnaire (Quanti) and semi-structured interview (Quali) were employed. Using purposive sampling, 77 students participated voluntarily, and the data were analyzed using descriptive statistics and thematic analysis. The findings revealed that YouTube was the most preferred platform, the second most favourable and most favourable, and Instagram and Facebook were the least preferred. The preferences were determined according to the enjoyment, system quality, information quality, interactivity, perceived usefulness and satisfaction of the applications. The present research is beneficial as evidence for an upcoming study comparing the effectiveness of these social media platforms for future English education, especially the features and exploring the users' belief in utilizing the devices.

**Keywords:** Non-EFL/ESL university students; social media; preference; English instruction

## ABSTRAK

*Media sosial adalah teknologi berbasis internet yang memungkinkan siswa untuk menerima dan berbagi informasi yang mengarah pada peningkatan pembelajaran bahasa Inggris. Facebook, Instagram, TikTok, dan YouTube adalah beberapa aplikasi jejaring sosial yang paling populer di kalangan mahasiswa. Oleh karena itu, penelitian ini dilakukan untuk mengetahui preferensi mahasiswa Non-EFL/ESL dalam belajar bahasa Inggris. Desain penelitian mix-method digunakan untuk memproses penelitian ini dengan menggunakan kuesioner terbuka (Quanti) dan wawancara semi-terstruktur (Quali). Menggunakan sample purposif, 77 siswa berpartisipasi secara sukarela dan data dianalisis menggunakan statistik deskriptif dan analisis tematik. Temuan ini mengungkapkan bahwa YouTube adalah yang paling disukai di antara platform lainnya, TikTok adalah yang kedua yang disukai, diikuti oleh Instagram dan Facebook adalah yang paling tidak disukai. Preferensi ditentukan berdasarkan kenikmatan, kualitas sistem, kualitas informasi, interaktivitas, persepsi kegunaan dan kepuasan pada aplikasi. Penelitian ini bermanfaat sebagai bukti untuk penelitian yang akan datang dalam membandingkan keefektifan platform media sosial ini untuk pendidikan bahasa Inggris di masa depan, terutama dalam hal fitur dan mengeksplorasi kepercayaan pengguna dalam menggunakan perangkat tersebut.*

***Kata Kunci:** Mahasiswa non-EFL/ESL; media sosial; preferensi; pengajaran bahasa Inggris*

# INTRODUCTION

Social media has become a central component of our daily lives and have garnered significant attention for their potential to be used in language acquisition, whether through computers or mobile devices such tablets or phones and it is used by many people of all ages, demonstrated by the progressive growth in the number of social media users (Bentz et al., 2021; Siongers & Spruyt, 2024). Numerous social media apps with different features and goals have been released recently. User of social media may communicate and exchange information in virtual communities and networks. Studies have addressed the accessibility of social media and the novel opportunities it has presented. Social media platforms allow users to share knowledge with others all over the world; Facebook, Instagram, TikTok, and YouTube are some of the most popular social networking apps (Paliath & Evangeline, 2022; Smith et al., 2021; Wong, 2023). Social media usage in the classroom can develop community among students and help them connect, which improves material learning; it gives students the chance to broaden their learning environment, investigate new materials, and utilize it as a tool to promote cooperation, leverage academic achievement and improve communication skill among learning communities. Also, social media is an Internet-based technology that is used to create and share online information, which aids in the sharing, cooperation, and involvement of media and information (B et al., 2023; Ghimire & Secondary, 2022; Smith et al., 2021; Syahputra, 2023).

At higher education context, English language teaching is an important part of international communication and education because it is widely spoken and utilized as a lingua franca in most regions of the world. According to Ghafoor and Ashraf (2023), English language instruction can be done in a variety of contexts, including classrooms, online or distance learning, and language schools. It is often guided by licensed and experienced English language teachers who ready to use a variety of teaching techniques and materials such online learning to help students learn, including textbooks, multimedia resources, and language software (Defianty et al., 2023). It is considered as soft skills that will enhance leaners for professional development and help them to collaborate effectively with others, resolve disagreements, and form positive connections. Moreover, In the usage of social media in the field of teaching and learning since it helped students develop a common platform for English learning to the worldwide network (Pratama, 2020). Through the provision of enough resources and a collaborative atmosphere, social media facilitates the improvement of the four language acquisition skills of English: listening, speaking, reading, and writing (Handayani et al., 2020). Dunakhir (2023) studied accounting students of the importance of English learning. The study shown that English skills provide various benefits to non-English university students, including increased employment, improved communication skills, coping with globalization, understanding words and concepts, and recognizing learning problems.

Studies on social media applications revealed that they effect various variables; communication aptitudes, motivation, academic progress, social interaction, etc. Studies of Facebook indicated it allows students to easily interact with classmates and boost their language learning remotely. Students view Facebook as both a social network and a learning platform, allowing them to readily share academic sources and engage in intellectual discussions with their (Börekci & Aydin, 2020; Ulla & Perales, 2021). Research on Instagram illustrated that students' learning activity organized on Instagram boosted students' motivation and fostered learning, demonstrating a positive attitude. Learning through the social network Instagram has the potential to be used in education to enhance student participation (Živojinović et al., 2023). TikTok, on the other hand, perceived usefulness and satisfaction impact TikTok users' propensity to continue engaging with higher education content. This study said TikTok should create features

that fit with user preferences for accessing higher education content (Gunawan Pasaribu & Rio Naibaho, 2021; Rahimullah et al., 2022). Lastly, watching English on YouTube was to discover new learning tools, find motivation to learn English, and gain cultural understanding. After watching the videos on YouTube, students were more likely to like and share them with their peers. Although informal learning on YouTube is more flexible, interesting, and interactive than formal classroom learning (Wang & Chen, 2020).

Furthermore, the preference theory studies the fundamental aspects of individual choice behavior, (B et al., 2023; Campus & Campus, 2020; Milla & Mataruna-dos-santos, 2019) such as how to identify and quantify an individual's preferences over a set of alternatives, and how to construct appropriate preference representation functions for decision making. An important feature of preference theory is that it bases on rigorous axioms which characterize individual's choice behavior. These preference axioms are essential for establishing preference representation functions, and provide the rationale for the quantitative analysis of preference. Preference theory provides the foundation for economics and the decision sciences. A basic topic of microeconomics is the study of consumer preferences and choices (Kreps, 1990; Hsu & Lin, 2021). According Rahimullah et al., (2022), there are two components of benefits when user utilize digital device: 1) Information system success model (ISSM), it can assist identify areas for improvement and positive system outcomes. It uses six aspects to assess the success of information systems: system quality, information quality, utilization, user satisfaction, individual impact, and organizational impact, which are stated to be interconnected. An information system's success can be measured by system quality, information quality, usage, user happiness, individual impact, and organizational impact. The interrelationships between these characteristics are critical for monitoring, analyzing, and reporting on the success of an information system. 2) Expectation confirmation model (ECM) is a theoretical model that only considers post-consumption factors. It emphasizes the importance of analyzing post-consumption expectations as they may differ from pre-consumption levels. The ECM incorporates perceived utility to express post-consumption expectations. Research has shown that perceived usefulness, expectation fulfillment (confirmation), and satisfaction have a significant impact on users' intention to continue using educational content.

The omnipresent of various social media platforms benefits students for their English education and its utilization have considered as complementary learning resources. At university level, English language is beneficial in order to be socially engage with peers, improve academic achievement, leverage professional development and enhance communication skills (Karim et al., 2023). Nonetheless, numbers of past research merely focused on exploring college students used of social media to boost academic performance, communication aptitudes, self-esteem, and social life in general (Butt, 2020; Wang & Chen, 2020).

Studies revealing non-English field students used of social media remain unexplored, besides, understanding how the students' preference occur with the change of technology, personal development, and social trends still topical. In addition, diverse geographic context and diverse education system are needed to be understand which may contribute to college students' preference of social media. Investigating role of social media technology and features can provide a fresh insight of students' willingness to use. It can also offer an understanding how algorithm-driven content references that shape students' platform preferences and usage patterns.

Thus, it is pivotal to track university student's intention to use such as media social. The purposed of this study was to map non-EFL/ESL students' learning preferences on social media (Facebook, Instagram, TikTok, and YouTube) in learning English language; it explored which social media that students prefer for studying English at higher education in Indonesia and Malaysia setting.

## METHODS

### *Research design*

This study utilized a mixed-method research design. It gives a different view of the respondents to the observed object. Mixed methods research combines and integrates qualitative and quantitative research approaches in a single research topic, and it is required to understand a phenomenon better and react to research questions (Grønmo, 2019; Guan et al., 2023). The researcher conducted an online questionnaire to acquire quantitative data about the respondents' attitudes toward EFL/ESL student's students' social media usage preference. In contrast, semi-structured interviews are used to collect student's perceptions for the qualitative information.

The researcher used an explanatory parallel design (one of the primary data analyses for mixed-method research) to collect and analyze the data. According to Bajaj et al. (2021), one primary reason for this approach is that one data collection method has strengths that compensate for the limits of the other and that collecting both quantitative and qualitative data leads to a more comprehensive understanding of a study subject. The researcher used this design to collect quantitative and qualitative data concurrently and separately. The researcher then integrated and contrasted the findings to conclude. The researcher mixed qualitative and quantitative research approaches to demonstrate and validate qualitative findings with quantitative data.

### *Research site and participants*

The respondents of the present research were 77 non-EFL/ESL students who studied at several higher educations in Indonesia and Malaysia, who were chosen based on purposive sampling: social media users, non-EFF/ESL students, and enrolled as university students in Indonesia and Malaysia. The student's characteristic information is as follows in Table 1.

**Table 1**. The student's characteristic information

| Variable | Category | f | % |
|---|---|---|---|
| Gender | Male | 20 | 26.0 |
| | Female | 57 | 74.0 |
| Age | 18-30 | 65 | 84.4 |
| | 31-60 | 12 | 15.6 |
| Level of study | Bachelor | 49 | 63.6 |
| | Master | 24 | 31.1 |
| | PhD | 4 | 5.2 |
| Program | Social Science | 25 | 32.5 |
| | Education | 16 | 20.8 |
| | Science | 12 | 15.6 |
| | Humanity | 11 | 14.3 |
| | Engineering | 6 | 7.8 |
| Nationality | Others | 7 | 9.1 |
| | Indonesia | 45 | 58.4 |
| | Malaysia | 32 | 41.6 |

*Data collection and analysis*

The first instrument to collect the data was a questionnaire. It is an online form developed using Google Forms. The questionnaire questions were adapted from the conceptual and theoretical framework used in the study. The questionnaire was also designed to ask for demographic information of the respondents, which comprises gender, age, level of study, institution, and significance. The questionnaire comprised 16 questions: the first four were for background information, and the rest aimed to answer the research purpose. The question focused on social media preferences among the participants, such as Facebook, Instagram, TikTok, and YouTube and the composition was based on the conceptual framework employed in the study.

Meanwhile, the interview consisted of 5 open-ended questions emphasizing the students' perceptions of their preferences toward social media applications. Some respondents were chosen to answer the interview questions. The interview was conducted in English using an online platform and in real time.

Descriptive statistical analysis was used to calculate the questionnaire's percentage, mean, and standard deviation. The responses were gathered, labelled and transferred using SPSS software version 26. First, the researcher keyed in demographic information to explore the percentage of each item. Next, the researcher calculated the values in descriptive statistics and constructed a table that constituted the frequency and percentage for every item. Finally, a table and a graph were tabulated to summaries students' preference for social media applications for English learning. As for the interview, the researcher highlighted the main points from the responses given by the interviewees and did the thematic analysis. Keynotes were divided into themes emphasizing students' perceptions of their preferences on social media usage for language learning.

# FINDINGS AND DISCUSSION
## *Findings*

This study used 12 questions (item) from the questionnaire for quantitative data to identify the preference on social media of non-EFL/ESL students. The online Google Form survey was distributed to 77 non-EFL/ESL students from all public universities, and the results were analyzed using Statistical Package for the Social Sciences (SPSS). The 1 to 5 questions unveiled a pervasive engagement with social media among the surveyed students, as 100% reported having social media accounts and using them to learn English (See Table 2 and Figure 1).

<div align="center">

**Table 2**. Social media usage of students

| Item | Frequency (f), Percentage (%) | |
|---|---|---|
| | **Yes** | **No** |
| 1. Having social media | 77 (100) | 0 (0) |
| 2. Facebook | 26 (33.8) | 51 (66.2) |
| 3. Instagram | 59 (76.6) | 18 (23.4) |
| 4. TikTok | 38 (49.4) | 39 (50.6) |
| 5. YouTube | 71 (92.2) | 6 (7.8) |

</div>

**Figure 1**. Students' usage of social media
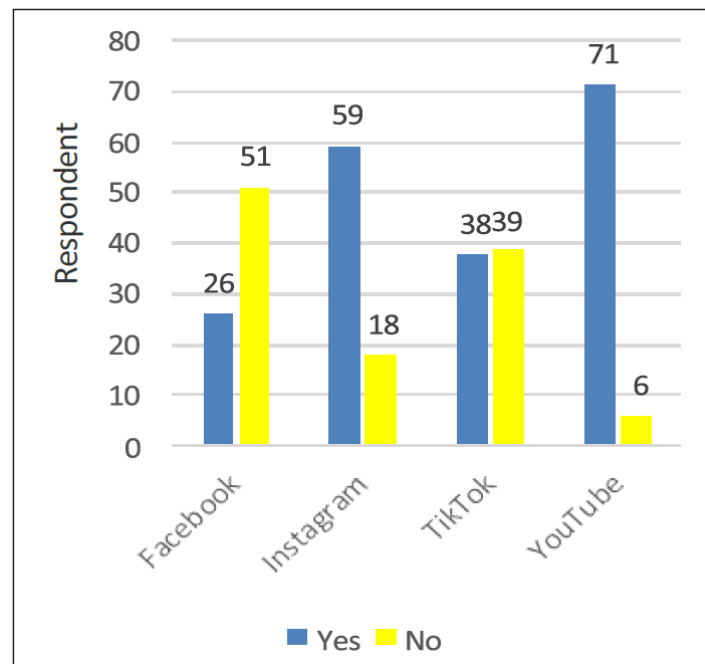


Based on the data, YouTube emerges as the dominant force in this landscape, with an overwhelming (92.2%) of respondents utilizing the platform for learning English. The platform's popularity suggests that its diverse content, ranging from tutorial videos to language learning channels, resonates strongly with students seeking educational resources. Following closely behind, Instagram stands out as the second most favoured platform for language learning, capturing students' attention (76.6%). Instagram's visual and interactive nature likely contributes to its appeal in fostering language acquisition. In contrast, Facebook, while still drawing a substantial portion of users (33.8%), appears to have a more minor impact on English language learning compared to other platforms. Additionally, it is intriguing that the usage is almost evenly split, with (50.6%) responding negatively. This suggests a degree of polarization regarding TikTok's perceived effectiveness as a language acquisition tool.

On one hand, qualitative data gathered from the interview instrument reveals that the students chose a specific application for their English learning for several reasons, for instance:

"…So, the content creator will take the opportunity to produce interesting video and fyp at that time. YouTube can give me enjoyment and satisfaction while learning English, like speaking tutorial" Student 2.

"…Actually, it is more like indirect when I use this media social it improves my English" Student 4.

"I used Instagram. It is because the learning videos are short and convenient, help me with to learn vocab". Student 5

Moreover, the 6 to 12 questions (items) were constructed to explore students' intention to use social media constantly to learn English. The data obtained were descriptively analyzed to identify frequency and percentage.

**Table 3**. Students' social media preference

| Item | Frequency (f), Percentage (%) | | | |
|---|---|---|---|---|
| | **FB** | **IG** | **TK** | **YT** |
| 1. Frequently used | 3 (3.9) | 20 (26.0) | 19 (24.7) | 35 (45.5) |
| 2. Enjoyment | 5 (6.5) | 21 (27.3) | 21 (27.3) | 30 (39.0) |
| 3. System quality | 4 (5.2) | 16 (20.8) | 11 (14.3) | 46 (59.7) |
| 4. Information quality | 6 (7.8) | 20 (26.0) | 13 (16.9) | 38 (49.4) |
| 5. Interactivity | 5 (6.5) | 25 (32.5) | 21 (27.3) | 26 (33.8) |
| 6. Perceived sefulness | 5 (6.5) | 17 (22.1) | 13 (16.9) | 42 (54.5) |
| 7. Satisfaction | 5 (6.5) | 16 (20.8) | 17 (22.1) | 39 (50.6) |

*Hypothesis testing*

As from item 6, the Non-parametric Test, specifically the Chi-Square Test for Goodness of Fit. According to Abdul Aziz et al. (2022; p. 191), this statistical method is particularly suited for analyzing categorical data, which aligns with the nature of the study's variables—students' preferences among different social media platforms.

The interpretation of the hypothesis testing involves the comparison of the calculated significance value to a predetermined significance level, commonly denoted as alpha (α). If the calculated significance value is less than the chosen significance level, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted. Stated hypothesis:

H0: In general population, there is no significant different in students' preference among social media platforms.

H1: In general population, there is a significant different in students' preference among social media platforms.

The utilization of SPSS software Statistics 26.0 facilitates the execution of the Chi- Square Test for Goodness of Fit, enabling the researcher to determine whether any observed differences in social media preferences are statistically significant. The outcomes are presented as follows.

**Table 4**. Frequency of Social Media Preference.

| | Observed N | Expected | Residual |
|---|---|---|---|
| Facebook | 3 | 19.3 | -16.2 |
| Instagram | 20 | 19.3 | .8 |
| TikTok | 19 | 19.3 | -.2 |
| Youtube | 35 | 19.3 | 15.8 |
| Total | | 77 | |

| Social_Media | |
|---|---|
| Chi-Square | 26.636a |
| Df | 3 |
| Asymp. Sig. | .000 |

a. 0 cells (0.0%) have expected frequencies less than
5. The minimum expected cell frequency is 19.3.

The presented test statistics reveal in Tables 3 and 4 the outcomes of a Chi-Square Test conducted to assess the significance of differences in social media preferences among respondents. The Chi-Square value is computed as 26.636 with degrees of freedom (df) equal to 3. The associated asymptotic significance value (Asymp. Sig.) is reported as .000. This significance value indicated the probability of obtaining a Chi-Square value as extreme as the one observed, assuming the null hypothesis of no association between the variables. Importantly, the notation "a" signifies that 0 cells, accounting for 0.0% of the total, have expected frequencies less than 5, with the minimum expected cell frequency being 19.3. The Chi-Square value of 26.636, in conjunction with the degrees of freedom (df) of 3, is crucial for determining the statistical significance of the observed differences in social media preferences. The significance value of .000 is below common alpha levels (such as 0.05), indicating a highly statistically significant result; therefore, reject H0 at α=0.05 level of significance. In practical terms, this implies that there is a significant difference in students' preferences among the various social media platforms considered in the study, whereas YouTube was considered the most preferred among the respondents.

Moreover, the 7 to 12 questions (item) purposed to determine students' preferences based on two aspects of the social media application: the information system success model (ISSM) and expectation confirmation model (ECM), as explained as follows.

*Information System Success Model (ISSM)*

As the data shown in Figure 2, the data underscores a distinct preference for YouTube over other platforms, namely Facebook, Instagram, and TikTok, as users assess the elements of Enjoyment, System Quality, and Information Quality.

**Figure 2.** Students' preference based on ISSM
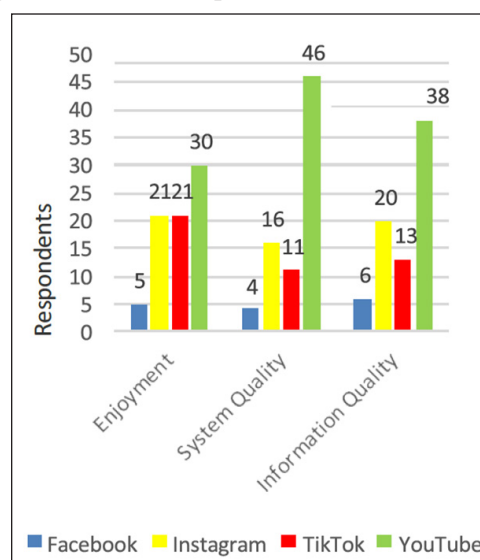
In terms of Enjoyment, the graph showcases significantly higher bars for YouTube, indicating that respondents find this platform particularly engaging and enjoyable compared to its counterparts. The elevated bar height reflects a consensus among participants that YouTube offered a more enjoyable experience within the context of information system use. The aspect of System Quality was notably dominated by YouTube, with its graph towering above the others. It suggested that users perceive YouTube as having superior system quality, which may encompass attributes such as ease of navigation, reliability, and overall functionality. The clear distinction in bar heights underscores the distinctiveness of YouTube in providing a robust and high-quality system for information access and learning. Likewise, the data related to Information Quality reinforces the trend, with YouTube again emerging as the preferred platform. The elevated bar for YouTube signifies that respondents believe this platform delivers high- quality and informative content compared to the other social media platforms considered in the study.

In line with the data from other instrument which one of the interviewed students narrated;

"I often used YouTube, when I study English. I listen to songs and watch movies to learn some vocabulary…" Student 3

Overall, the visual representation of the bar graph not only highlights the dominance of YouTube in terms of Enjoyment, System Quality, and Information Quality but also emphasizes the contrast with other platforms. This insight into participants' responses provides valuable information for understanding which social media platform was perceived as most successful in the Information System Success Model context. The findings suggested that, for the surveyed individuals, YouTube stand out as the preferred platform for a positive, high-quality, and informative learning experience within the realm of information systems.

*Expectation Confirmation Model (ECM)*

The bar graph vividly illustrates the outcomes of the Expectation Confirmation Model. Notably, YouTube emerged as the preeminent platform, surpassing Facebook, Instagram, and TikTok in terms of user experiences, as Figure 3 demonstrates.

**Figure 3.** Students' preference based on ECM
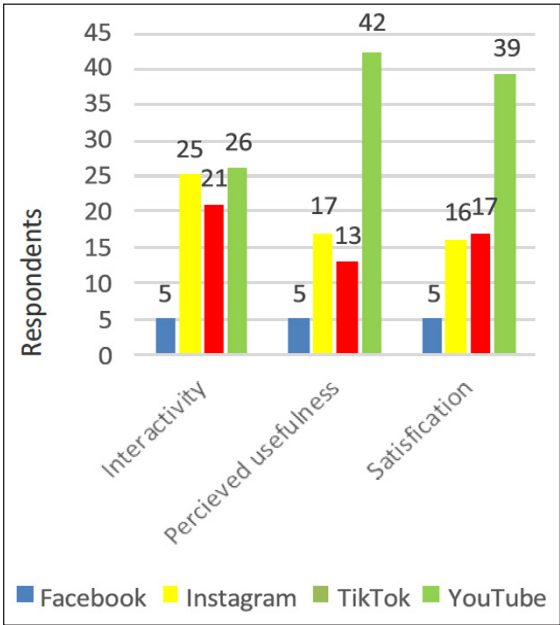
In the dimension of Interactivity, the bar corresponding to YouTube stands prominently higher than its counterparts, underscoring users' consensus that YouTube offers a more interactive and engaging experience. The elevated position of YouTube suggested that respondents perceive this platform as particularly effective in facilitating dynamic interactions, discussions, or feedback within the context of the Expectation Confirmation Model. Similarly, when evaluating Perceived Usefulness, YouTube again took the lead with a significantly elevated bar, indicating that respondents found this platform to be the most useful among the social media options. The graph reflects a clear preference for YouTube in delivering content and features that align with users' expectations and needs, reinforcing its perceived utility. The dimension of Satisfaction echoes the trend, with the bar for YouTube towering above the rest. This suggests a high level of user satisfaction with YouTube as a social media platform within the framework of the Expectation Confirmation Model. Users appeared to derive a fulfilling and satisfactory experience from their interactions and engagements on YouTube. As stated by the students:

"I use YouTube. It gives a complete explanation for me to learn. To access and the content takes just a few minutes to understand. It also has many tutorial videos…" Student 5

"The application is very convenient to use anywhere. Can rate 7 out of 10 in satisfaction" Student 7

In summary, the visual representation of the bar graph emphasizes the prominence of YouTube in terms of Interactivity, Perceived Usefulness, and Satisfaction. The graph not solely showcases the superiority of YouTube over other platforms but also provides valuable insights into users' expectations and confirmations regarding their experiences on social media. The findings suggest that, according to participants in the survey, YouTube excels in delivering an interactive, useful, and satisfying user experience within the Expectation Confirmation Model framework.

*Discussion*

This study encompassed non-EFL/ESL students' preference on social media for their language learning at higher education. First, the finding revealed the students' usage of social media; the quantitative data indicated that all of the participated students utilize social media to learn English, although not using all of the applications in one device or mobile phone. In qualitative data, the students implied that the utilization was due to advantageous of the applications to leverage English aptitudes. Similarly, the study conducted by Paliath and Evangeline (2022) discovered that social media can help students and teachers overcome the barriers of foreign language learning and instruction. While the use of mobile applications in learning English as a foreign language is unquestionably successful and efficient, it needed to be altered in design and implementation to meet the individual demands of students. Moreover, the main purposed of the present research was to exposure the student preference on social media, therefore, based on questionnaire and the outcome of the hypothesis testing using SPPS Software, it uncovered that the most preferred social media by the participants in the study was YouTube (45.5%), followed TikTok (24.7%), Instagram (26.0%), and Facebook (3.9%) become the less platform preferred by the students and it showed a significant different. It highlights on the students' perception on their social media preferences.

From the interview session with the respondents, most of them mentioned, social media is useful to study English. The result was in line with research by Handayani et al., (2020), the results of the questionnaire revealed that 69 students, or 83% of the total participants, chose

YouTube as the most popular application for learning English, followed by Instagram (65%) and other applications (42%). Student felt that learning English by watching videos in YouTube increase their Vocabulary. Also parallel with earlier study, outlined that the majority of students liked YouTube social media, video features, ease of access, and the number of followers (501-750) (B et al., 2023).

Another important discovery was to unveil the reasons behind the students' intention in using the social media platforms and it was navigated by conceptual formwork employed in the study which based two aspects (ISSM and ICM) (Rahimullah et al., 2022). According to Information System Success Model in both quantitative and qualitative data, most students prefer YouTube that can bring enjoyment to the users. They agreed that the application is very convenient to use anywhere and the videos are interesting and enjoyable. For the system quality, one of the respondents said that through YouTube, they can easily search for the content that they want, add to their account page and download to save to their devices. In the same vein, earlier study found that when multimedia is absorbed in the field of education, it will give birth to a concept of a combination of education and entertainment that is edutainment (education + entertainment) (Dreon et al., 2011; Wang & Chen, 2020). English on YouTube was used to discover new learning resources, find the appeal of learning English, and gain cultural information. After watching the videos on YouTube, students were more likely to like and share them with their peers.

Furthermore, learning English on YouTube was regarded as more flexible, entertaining, and interactive than traditional learning in the classroom (Wang & Chen, 2020). In interview the students also declared that they can acquire knowledge in different languages and cultures through YouTube. It also helped them to develop their public speaking skills and self-confidence. As in the Expectation Confirmation Model which focuses on interactivity, usefulness and satisfaction. Social media, especially YouTube allowed users to see and mimic native speakers; it can be a helpful tool for language learners. The Users frequently produced videos displaying various languages and pronunciation practices. By making their own videos or interacting with language- focused content, students can practice listening and speaking skills while also keeping up with accounts linked to their target language. On one hand, the students also mention other application like TikTok app motivate students to learn, and overcome boredom (Gunawan Pasaribu & Rio Naibaho, 2021; Omar & Dequan, 2020) In addition, though Facebook was least preferred by the students as an application to learn English, some respondents stated in the interview that Facebook is a convenient and useful platform specifically to read articles. similar to Ulla and Perales (2021) which found that Facebook was used to maintain academic discussion and share knowledge among classmates. The information that they received when reading the articles helped to widen their vocabulary and improving their grammar.

Social media is informal style of learning that can be both a benefit and a drawback at the same time (Maretha et al., 2022). On the one hand, it helps students acquire language more naturally by immersing them in real-world language use. However, there is a chance that it will come across non-standard language, which can be dangerous, particularly when academic norms call for a more official and standardized usage of English. Nevertheless, it is crucial to take into account social media is limits as a teaching tool. The genuineness of the language used on these sites could also expose users to slang, colloquialisms, and informal terms that do not conform to traditional academic English. In addition, social media may not be as useful as it may be as a tool for language acquisition because of its potential for distraction and lack of controlled learning conditions.

## CONCLUSIONS AND SUGGESTION

After conducting a thorough investigation on non-EFL/ESL students' social media preference on English language learning in higher education, it is crystal clear that the many preferences demonstrated by non-EFL/ESL students regarding on Facebook, Instagram, TikTok, and YouTube highlighted the various ways that technology and language learning are intertwined. Every platform has distinct qualities that might affect various aspects of language acquisition, demonstrating how flexible learners can be in using a variety of media to expose themselves to new languages. The study's key findings shown that YouTube was the most favorable platform employed by the respondents in the study, this due to the various advantageous of its features which offer enjoyment, system quality, information quality, interactivity, perceived of usefulness, and satisfaction. This, therefore, illustrates how language acquisition is a dynamic process in which learners can benefit greatly from informal and authentic language use in everyday situations.

However, this research is imperfect with several limitations. First, the expand participant and setting that solely on small number of respondents in two countries; it will fruitful discovery if the research gain wide respondents with diverse geographical contexts. Second, the present research emphasized more on the positive features of the social media application without exploring the drawbacks features of the platform which may contribute to the students' preference. Another shortcoming is the lack of research evidence on a social media platform such as Instagram in order to explore more on students' perception on it.

The outcome of the research contributes to understand social phenomena on students' learning behavior with the technology-based learning. It will create curated content, support online language communities, include social media into official curriculum, and offer advice on appropriate usage appears as a roadmap for optimizing the integration of social media into language learning. This study provides a baseline investigation that encourages more research and creativity to fully realize the promise of social media in promoting English proficiency among non-EFL/ESL students, as technology continues to reshape the educational landscape. Future research should investigate new social media trends, how social media specifically affects different language skills, and how long-term exposure to social media affects language development. Finally, for non-EFL/ESL students in higher education, this research offers a thorough grasp of the complex interaction between social media preferences and language enhancement. The results add to the current conversation on language learning with technology by highlighting the necessity of a methodical, fair, and flexible approach to successfully include social media into language instruction.

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