

**EXPLORING STUDENT'S PERCEPTIONS TOWARDS
SOCIAL MEDIA TO IMPROVE ENGLISH LISTENING
SKILLS IN AN ACADEMIC CONTEXT**



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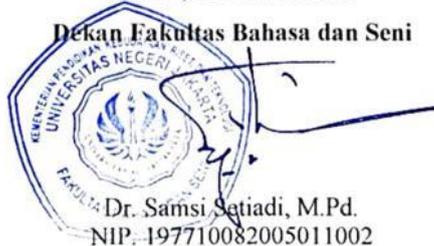

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Aisya Wafiq Nurazizah

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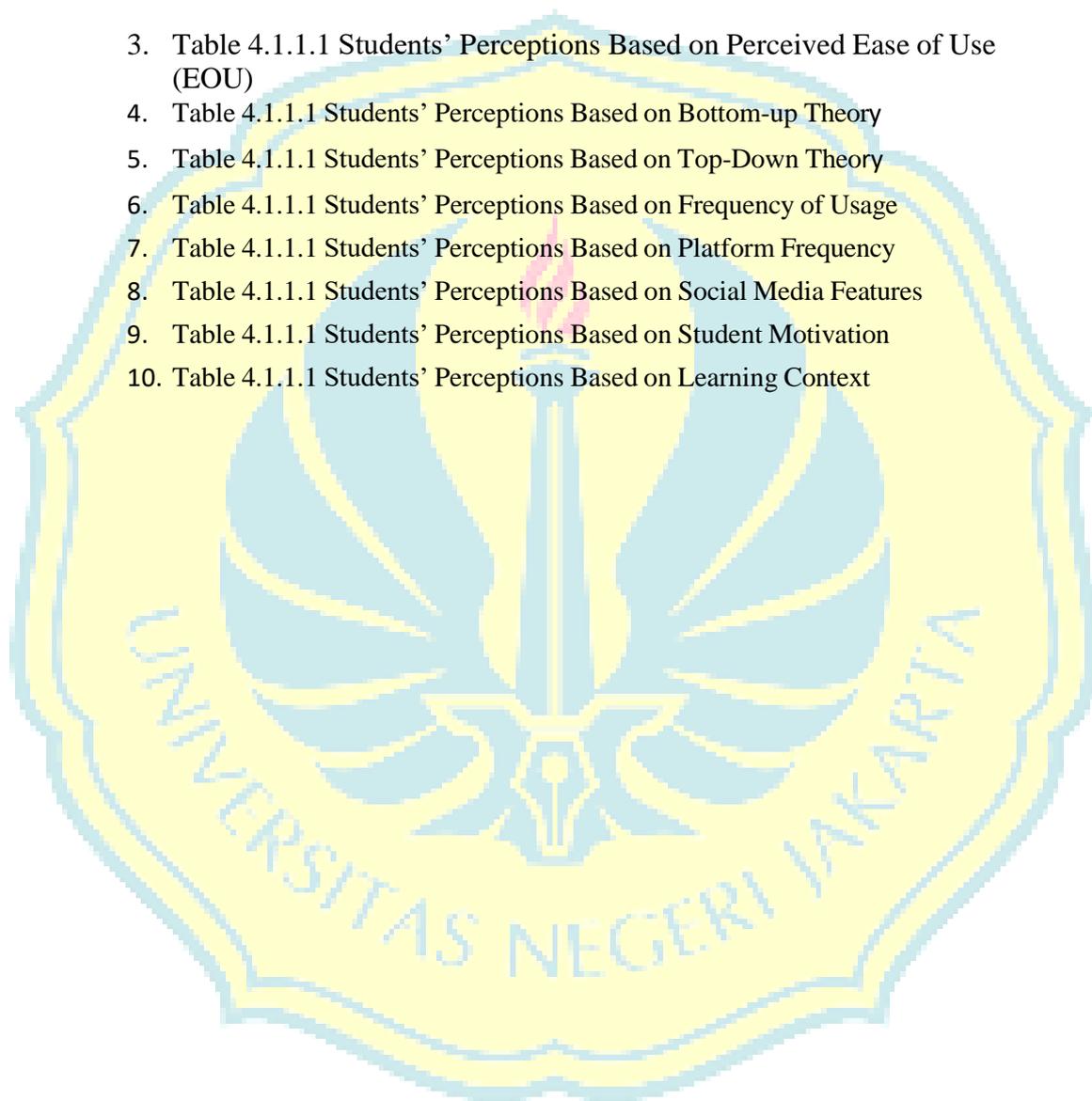
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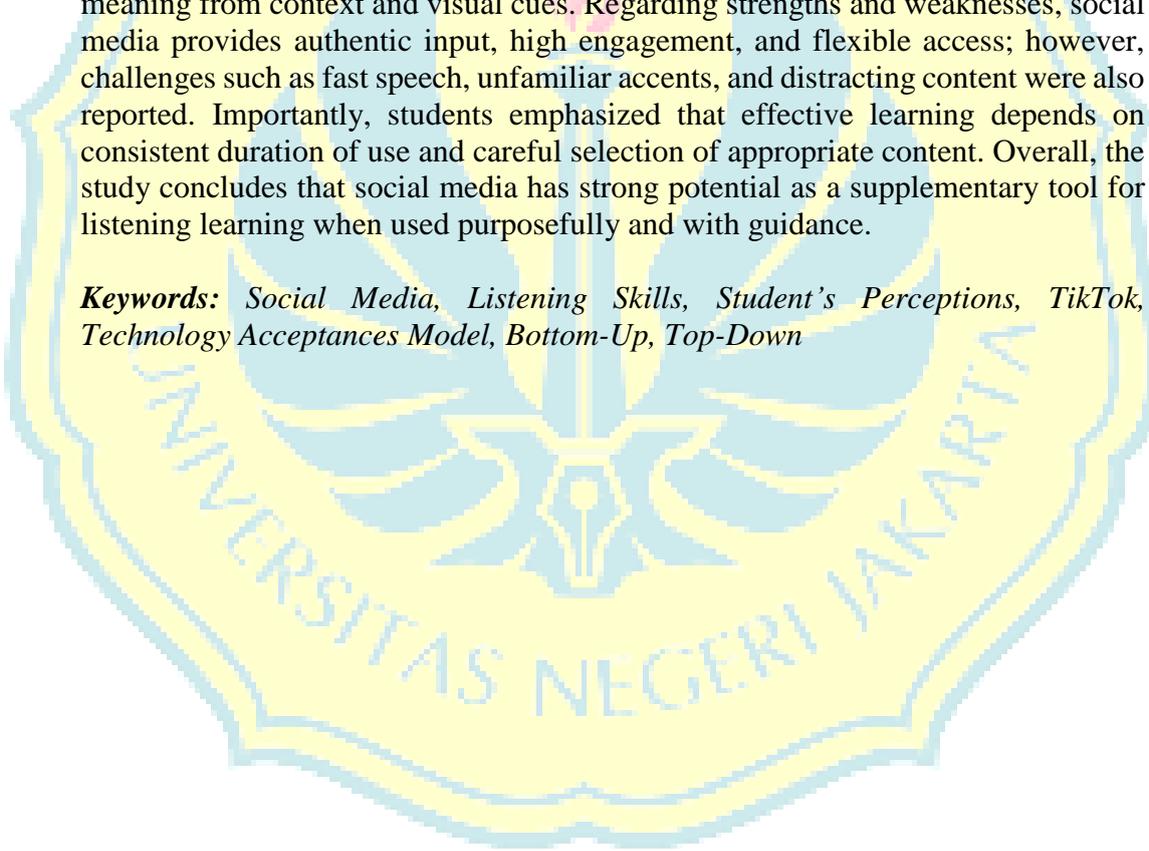


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ABSTRACT

This study explores students' perceptions of the use of social media platforms TikTok, Instagram, and YouTube in improving English listening skills and examines the strengths and weaknesses of using these platforms for listening practice. A mixed-method approach was employed, involving a questionnaire distributed to 215 seventh-grade junior high school students and follow-up interviews with seven selected participants. The analysis was guided by the Technology Acceptance Model (TAM), focusing on Perceived Usefulness (PU) and Perceived Ease of Use (EOU), as well as bottom-up and top-down listening theories. The findings indicate that students generally perceive social media as useful and easy to use for listening learning, with TikTok being the most frequently used platform (82.3%). Students applied bottom-up strategies such as focusing on pronunciation, vocabulary, and repetition, and top-down strategies such as guessing meaning from context and visual cues. Regarding strengths and weaknesses, social media provides authentic input, high engagement, and flexible access; however, challenges such as fast speech, unfamiliar accents, and distracting content were also reported. Importantly, students emphasized that effective learning depends on consistent duration of use and careful selection of appropriate content. Overall, the study concludes that social media has strong potential as a supplementary tool for listening learning when used purposefully and with guidance.

Keywords: *Social Media, Listening Skills, Student's Perceptions, TikTok, Technology Acceptances Model, Bottom-Up, Top-Down*



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ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa terhadap penggunaan media sosial TikTok, Instagram, dan YouTube dalam meningkatkan kemampuan listening Bahasa Inggris serta mengidentifikasi kekuatan dan kelemahan penggunaan media sosial sebagai sarana latihan listening. Penelitian ini menggunakan pendekatan mixed method dengan penyebaran kuesioner kepada 215 siswa kelas VII SMP dan wawancara lanjutan terhadap tujuh siswa terpilih. Analisis data didasarkan pada Technology Acceptance Model (TAM), khususnya Perceived Usefulness (PU) dan Perceived Ease of Use (EOU), serta teori listening bottom-up dan top-down. Hasil penelitian menunjukkan bahwa siswa memiliki persepsi positif terhadap penggunaan media sosial karena dinilai bermanfaat dan mudah digunakan, dengan TikTok sebagai platform yang paling sering digunakan (82,3%). Siswa menerapkan strategi bottom-up seperti memperhatikan pelafalan, kosakata, dan pengulangan, serta strategi top-down seperti menebak makna berdasarkan konteks dan visual. Dari sisi kekuatan dan kelemahan, media sosial menyediakan input autentik, meningkatkan motivasi belajar, dan fleksibel diakses, namun juga menghadirkan kendala seperti Final Nurazizah kecepatan bicara yang tinggi, aksan yang tidak familiar, serta konten yang mengganggu fokus belajar. Selain itu, siswa menegaskan bahwa keberhasilan belajar listening sangat dipengaruhi oleh durasi penggunaan yang

Kata Kunci: Media Sosial, Listening, Persepsi Siswa, TAM, Bottom-Up, Top-Down

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