THE IMPACT OF SOCIAL MEDIA ON PRAGMATIC UNDERSTANDING AMONG STUDENTS AT THE UNIVERSITY OF MUHAMMADIYAH TANGERANG

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A B S T R A K

Penelitian ini mengeksplorasi bagaimana media sosial mempengaruhi pemahaman pragmatis mahasiswa di Universitas Muhammadiyah Tangerang (UMT). Penelitian ini meneliti bagaimana platform seperti Instagram, WhatsApp, Telegram, dan TikTok mempengaruhi kemampuan mereka untuk menggunakan bahasa secara efektif dalam situasi sosial yang berbeda. Dengan melakukan tinjauan literatur dan penelitian kualitatif yang melibatkan wawancara dan kuesioner dengan 17 mahasiswa yang mempelajari pendidikan bahasa Inggris, penelitian ini mengidentifikasi bahwa platform media sosial ini berkontribusi dalam meningkatkan keterampilan pragmatis melalui interaksi bahasa yang informal dan beragam. Temuan ini menunjukkan pandangan positif tentang bagaimana media sosial membantu dalam menafsirkan makna yang tersirat, terlibat dalam interaksi yang beragam, dan meningkatkan kesadaran akan norma-norma sosio-pragmatis. Studi ini menyimpulkan dengan mengadvokasi integrasi media sosial ke dalam pendidikan bahasa untuk meningkatkan pembelajaran secara keseluruhan dan kompetensi pragmatis, mendorong lembaga pendidikan untuk memanfaatkan alat ini untuk lingkungan belajar yang lebih interaktif dan efektif.

A B S T R A C T

This research explores how social media affects the pragmatic comprehension of students at the University of Muhammadiyah Tangerang (UMT). It examines how platforms like Instagram, WhatsApp, Telegram, and TikTok influence their ability to use language effectively in different social situations. By conducting a literature review and qualitative research involving interviews and questionnaires with 17 students studying English education, the study identifies that these social media platforms contribute to improving pragmatic skills through informal and diverse language interactions. The findings indicate a positive view of how social media helps in interpreting implied meanings, engaging in varied interactions, and raising awareness of socio-pragmatic norms. The research ends by recommending the incorporation of social media in language education to enhance overall learning and pragmatic competence, encouraging educational institutions to utilize these tools for more interactive and effective learning environments.

INTRODUCTION

Social media has become an important means of communication and connection for university students, especially those at the University of Muhammadiyah Tangerang. It serves a variety of objectives, including maintaining in touch with loved ones, exchanging information, and absorbing news. Despite its obvious advantages, some have expressed concerns about its influence on pupils' pragmatic knowledge and ability to utilize language successfully in various social circumstances. Nonverbal

indications such as tone and facial expressions are sometimes absent in social media conversations, posing a risk of confusion. Furthermore, the casual and shortened language used on these platforms may not transition well into official situations, such as academic work or job interviews. This study aims to explore the connection between these students' social media usage and their pragmatic comprehension.

According to (Mirzaei et al., 2016), that social media and computer-based communication can enhance pragmatic understanding, particularly in grasping implicatures—implied meanings in conversation. Their research indicates that technology can positively influence students' ability to interpret implied messages in social contexts. Social media interactions can train students in understanding everyday conversational implicatures, enhancing their pragmatic skills. Therefore, social media, when used effectively, can support comprehensive learning and the development of pragmatic competence among students.

As stated by (Lantz-Andersson, 2018), highlights that social media shifts student interaction to an informal communicative space, helping to enhance pragmatic comprehension in a second language. Social media enables diverse language interactions that make social sense, allowing students to engage in activities that utilize language pragmatically. These interactions help prepare students for using a second language outside the classroom, enhancing their socio-pragmatic skills. Social media integrated into language teaching methodologies can significantly aid in the development of these skills, providing students with a broader perspective on various social contexts.

As explained by (Narayan et al., 2018), that pragmatic knowledge increases substantially when social media is used in a learning environment. Social media facilitates collaborative learning from diverse sources, transforming the learning experience. The portability of social media through mobile devices offers students flexibility and authenticity in learning beyond physical spaces. Proper technological scaffolding and pedagogical approaches can enrich the learning experience, enhancing students' pragmatic understanding. This integration broadens the scope of pragmatic learning, aligning it with real-life experiences.

Studies by (Khasanah, 2019), further revealing that social media significantly influences students' pragmatic understanding. Khasanah found differences in communication behaviors between online and offline settings, with students employing compensatory strategies to convey pragmatic meaning despite some limitations. Students' communication on social media is characterized by conciseness, language variance, and visual expressions, reflecting their adaptation to different contexts. Social factors such as age, gender, and social status also impact their pragmatic interactions. Overall, social media shapes students' pragmatic skills, affecting both formal and informal language use (Hasan & Idrees, 2020).

In conclusion, social media is a double-edged sword for university students. While it offers valuable opportunities for enhancing pragmatic understanding, it also presents challenges that need to be addressed. This study aims to investigate these concerns and explore the relationship between social media use and pragmatic understanding among students at the University of Muhammadiyah Tangerang. Awareness of social media's impact on pragmatic knowledge can guide educational institutions in creating policies and instructional programs that support students' academic and personal development.

RESEARCH METHODOLOGY

This study was done utilizing qualitative methodologies. According to (Sugyono, 2016), qualitative research methods are philosophically oriented research methods that explore the circumstances of scientific objects (experiments) using the researcher as the instrument. Data collecting techniques and qualitative analysis place a higher focus on meaning. The study's participants were sixth-semester English education students from the University of Muhammadiyah Tangerang. The sample includes 17 students enrolled in the English education study program. Data were gathered via interviews and questionnaires. The instrument will include specific questions about students' pragmatic knowledge, how often they use social media, and the relationship between social media use and pragmatic understanding among students at the University of Muhammadiyah Tangerang.

RESULTS AND DISCUSSION

Results

The interviews and questionnaires done as part of this study gave useful insights into how social media affects pragmatic comprehension among UMT students. Nearly half of respondents (47.1%) strongly agreed that social media may be a beneficial instrument for improving pragmatic knowledge

among UMT students, with another 41.2% agreeing. Only 11.8% of respondents remained indifferent on this subject, demonstrating that social media exerts a positive influence on enhancing students' pragmatic skills.

Discussion

The findings are consistent with previous study (Mirzaei et al., 2016), which stresses the favorable impact of technology, especially social media, on students' capacity to comprehend implicit meanings in social interactions. The large number of respondents who believe social media is good at improving pragmatic comprehension lends credence to the idea that digital communication platforms can play an important role in language skill development.

Moreover, the results of the study resonate with the research (Lantz-Andersson, 2018), highlighting how social media platforms create informal communicative spaces that aid in the development of pragmatic understanding in second language learners. The positive responses from the respondents regarding the role of social media in improving their awareness of socio-pragmatic norms and conventions align with Lantz-Andersson's emphasis on the benefits of diverse language interactions facilitated by digital platforms.

The interviews revealed that 76% of students expressed that engaging in social media interactions has helped them become more aware of socio-pragmatic norms and conventions in language use. These results align with the research conducted by (Hasan & Idrees, 2020), it investigates the socio-pragmatic aspects of social media remarks about online learning. Students' enhanced awareness of socio-pragmatic features as a result of social media interactions demonstrates the platform's significance in exposing them to a variety of linguistic settings and communication styles.

Furthermore, the positive responses from 72% of students who mentioned that social media has made their language learning experiences more interactive and engaging support the research by (Fiallos et al., 2021), which discusses the educational benefits of digital platforms in enhancing learning experiences. The student's perception of social media as a tool for interactive learning underscores the potential of integrating digital platforms to create dynamic and engaging language learning environments.

In conclusion, the interviews and questionnaires revealed a widespread consensus among UMT students on the good influence of social media on pragmatic understanding. The high percentage of respondents who believe social media is effective for improving pragmatic skills, raising awareness of socio-pragmatic norms, and creating interactive learning experiences highlights the potential of digital platforms to support comprehensive language learning and the development of pragmatic competence among students. These findings underscore the need to utilize social media technologies for language instruction to create engaging and effective educational settings.

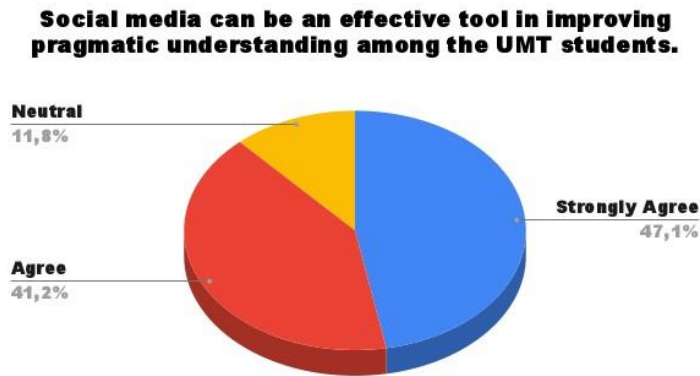**Figure 1.** Interview with UMT students

Social media can be an effective tool in improving pragmatic understanding among the UMT students.

Neutral
11,8%

Strongly Agree
47,1%

Agree
41,2%

Figure 2. Percentage of questionnaire results

CONCLUSION

The study indicates that social media significantly improves the pragmatic understanding of students at the University of Muhammadiyah Tangerang (UMT), with 88.3% of respondents recognizing its effectiveness. Platforms like Instagram, WhatsApp, Telegram, and TikTok offer diverse, informal communicative spaces that enhance socio-pragmatic skills by exposing students to varied language interactions, helping them grasp implied meanings and social norms. This finding supports existing research that highlights how social media can transform traditional education into more engaging, student-centered approaches. The study emphasizes the importance of incorporating social media into language instruction to foster engaging learning environments, improving students' ability to navigate both formal and informal language use. Despite some challenges, the advantages of social media in developing pragmatic competence and overall communicative skills are significant, making it crucial for educational institutions to integrate these tools into their curricula for comprehensive language learning and effective communication in a digitalized world.

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