

**STUDENTS' PERCEPTION OF SOCIAL MEDIA AS A TOOL FOR
LISTENING SKILL**

THESIS

**Submitted to Fulfill
One of Requirements
to Obtain a Degree of Sarjana Pendidikan (S.Pd.)**



By

SUCI RAMADANI
NIM.2088203027

**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF EDUCATION AND VOCATIONAL STUDIES
UNIVERSITAS LANCANG KUNING
PEKANBARU
APRIL 2026**

ABSTRACT

Suci Ramadani, 2026 : Students' Perception of Social Media As a Tool for
Listening Skill

One of the most crucial language skills to acquire, particularly in English, is the capacity to listen. Nowadays, social media can assist people become more fluent in English. There are many social media platforms that can be used as tools for learning listening skills, including TikTok, Instagram, YouTube, and so on. This study aims to determine students' perceptions of the use of social media as a tool for learning listening skills. This study used a descriptive quantitative research method with a survey design. The sample used consisted of 67 English education students in their 3rd and 5th semesters at the Faculty of Education and Vocational Studies Universitas Lancang Kuning in November 2025. The instrument used in this study was a questionnaire, which was processed using SPSS version 25. The results showed that students' perceptions were classified as moderate ($M=3.24$). In this category, it was found that social media was perceived as fairly easy to use, easily accessible, and provided content that was relevant enough to support listening learning. However, students also recognize several challenges, such as potential distractions and lack of focus on learning. It can be concluded that students' perceptions of the use of social media as a tool for listening skills are at a moderate level overall.

Keywords : Students' Perception, Social Media, Listening Skill

ABSTRAK

Suci Ramadani, 2026 : Persepsi Mahasiswa terhadap Media Sosial sebagai Alat untuk Keterampilan Mendengarkan

Salah satu keterampilan bahasa yang paling penting untuk dikuasai, terutama dalam bahasa Inggris, adalah kemampuan mendengarkan. Saat ini, media sosial dapat membantu orang menjadi lebih lancar dalam berbahasa Inggris. Ada banyak platform media sosial yang dapat digunakan sebagai alat untuk belajar keterampilan mendengarkan, termasuk TikTok, Instagram, YouTube, dan sebagainya. Penelitian ini bertujuan untuk menentukan persepsi mahasiswa terhadap penggunaan media sosial sebagai alat untuk belajar keterampilan mendengarkan. Penelitian ini menggunakan metode penelitian kuantitatif deskriptif dengan desain survei. Sampel yang digunakan terdiri dari 67 mahasiswa pendidikan bahasa Inggris pada semester ke-3 dan ke-5 di Fakultas Pendidikan dan Vokasi Universitas Lancang Kuning pada November 2025. Alat yang digunakan dalam penelitian ini adalah kuesioner, yang diolah menggunakan SPSS versi 25. Hasil menunjukkan bahwa persepsi mahasiswa diklasifikasikan sebagai sedang ($M=3.24$). Dalam kategori ini, ditemukan bahwa media sosial dianggap cukup mudah digunakan, mudah diakses, dan menyediakan konten yang cukup relevan untuk mendukung pembelajaran mendengarkan. Namun, mahasiswa juga menyadari beberapa tantangan, seperti potensi gangguan dan kurangnya fokus pada pembelajaran. Dapat disimpulkan bahwa persepsi siswa terhadap penggunaan media sosial sebagai alat untuk mengembangkan keterampilan mendengarkan berada pada tingkat sedang secara keseluruhan.

Kata Kunci : *Persepsi Mahasiswa, Sosil Media, Keterampilan Listening*

HALAMAN PENGESAHAN

Judul : Students' Perceptions of Social Media as a Tool for
Listening Skill
Nama : Suci Ramadani
Nim : 2088203027
Program Studi : Pendidikan Bahasa Inggris

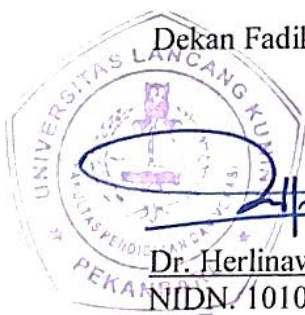
Disetujui Pembimbing



Destina Kasriyati, S.Pd., M.Pd
NIDN.1019128802

Diketahui,

Dekan Fadiksi,



Dr. Herlinawati, S.S., M.Ed
NIDN.1010037901

Ketua Program Studi,



Refika Andriani, S.Pd.I., M.Pd.
NIDN.1008088603

EXAMINERS' APPROVAL

A thesis entitled :

Students' Perceptions of Social Media as a Tool for Listening Skill

Has been examined on February 11, 2026

Approved by,

Advisor : Destina Kasriyati, S.Pd., M.Pd


()

Examiner I : Dr. Herdi, M.Pd


()

Examiner II : Refika Andriani, S.Pd.I., M.Pd.


()

PERNYATAAN KEASLIAN TULISAN

Dengan ini saya menyatakan bahwa :

- a. Karya tulis ini, dengan judul “Students' Perceptions of Social Media as a Tool for Listening Skill” adalah asli karya saya sendiri dan belum pernah diajukan untuk mendapatkan gelar Sarjana Pendidikan (S.Pd) di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Vokasi Universitas Lancang Kuning Pekanbaru.
- b. Karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan oleh orang lain kecuali dikutip secara tertulis dengan jelas sesuai dengan aturan pengutipan dan dicantumkan sebagai referensi pada halaman daftar pustaka.

Demikianlah pernyataan ini saya buat, apabila ditemukann penyimpangan dan ketidak benaran dari pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Pekanbaru, 11 Februari 2026

Saya yang menyatakan,



Suci Ramadani
NIM. 2088203027

ACKNOWLEDGMENT

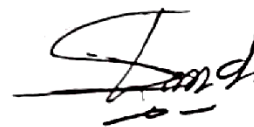
First and foremost, I would like to thank Allah SWT, for providing health and opportunity during my studies. So that I may complete one of the last requirements for a Bachelor Degree (S.Pd.) in English Language Education Faculty of Education and Vocational Studies Universitas Lancang Kuning, Pekanbaru, Riau, I can finish this thesis. This thesis is arranged for giving information about a research entitled “Students’ Perception of Social Media As a Tool for Listening Skill”.

I recognize that I cannot accomplish this thesis without the assistance of others; many individuals are assisting and supporting me from the beginning to the completion of the study. Therefore as the researcher, I would want to express my heartfelt gratitude and admiration to the following individuals:

1. My Advisor, Destina Kasriyati, S.Pd., M.Pd for the time, great ideas, guidance, advices, critics, encouragement, motivation and suggestion to complete this thesis. Thank you so much for your thoughtfulness. It is a privilege to have had such a giving, modest, and sincere counsel as her. Thank you for your time, constructive thoughts, support, inspiration, and recommendations to help me complete this thesis.
2. The examiners who have given contributions and suggestions on this thesis, Dr. Herdi, M.Pd and Refika Andriani, M.Pd
3. The Head of the Study Program of English Education has always given me occasions in running the examination process of this thesis, Refika Andriani, M.Pd.
4. Dr. Herlinawati, S.S., M.Ed. as a Dean of Faculty of Education and Vocational Studies Universitas Lancang Kuning.
5. The Rector of Universitas Lancang Kuning, Prof. Dr. Junaidi, S.S., M.Hum., Ph.D

6. Many thanks to all the English Language Education professors who have put in numerous hours, insights, expertise and useful teachings during my studies.
7. For all my research participants, thank you for your help and attentions.
8. My beloved parents, Jeffryandi and Zahara, who always give me love, prayers, support and advice. I really want to say thankful to my lovely brother and sister Septina Resti Ayu and Seno Lesmana, I love you so much.
9. I would like to thank my partner Ikhsanil Fajri for his support, patience, care, and encouragement throughout the process of writing this thesis. His support has been a source of motivation for me to continue working hard to complete this thesis to the best of my ability.
10. And finally, I would like to thank myself for my perseverance, patience, and efforts in completing this thesis, even though the process took longer than planned. The completion of this thesis proves that with commitment and perseverance, every process can ultimately be successfully completed.

Pekanbaru, 11 Februari 2026



Suci Ramadani
NIM.2088203027

TABLE OF CONTENTS

	Pages
ABSTRACT	i
ABSTRAK	ii
HALAMAN PENGESAHAN.....	iii
EXAMINERS' APPROVAL	iv
SURAT PERNYATAAN	v
ACKNOWLEDGMENT	vi
TABLE OF CONTENT	vii
LIST OF TABLE	x
LIST OF FIGURE	xi
LIST OF APPENDICES	xii
CHAPTER I	1
INTRODUCTION.....	1
A. Background of The Problem	1
B. Identification of The Problem	4
C. Limitations of the Research	5
D. Formulation of the Research	5
E. Purpose of the Research	5
F. Important of the Research	5
1. Theoretical Context	5
2. Practical Context	5
G. Definition of Key Terms	6
a. Perception	6
b. Social Media	6
c. Listening	7
CHAPTER II	9
REVIEW OF RELATED LITERATURE	9
A. Review of Related Theories	9
a. Perception	9
b. Social Media	10
1. The Definition of Social Media	10
2. Types of Social Media	11
3. The Advantages of Social Media	12
c. Listening Skill	13
1. The Definition of Listening Skill	13
2. Macro and Micro Listening Skill	14
3. Assessment of Listening Skill	15

B. Review of Related Findings	16
C. Conceptual Framework	19
CHAPTER III	20
RESEARCH METHODOLOGY	20
A. Research Design.....	20
B. Research Setting	20
C. Population and Sample	20
D. Research Instrument	21
E. Data Collection Technique.....	22
F. Data Analysis Technique	22
CHAPTER IV	25
FINDINGS AND DISCUSSION	25
A. The Research Findings	25
a. Perceived Ease of Use and Accessibility	26
b. Motivation and Enjoyment in Learning Listening.....	28
c. Opportunities for Listening Skill Development.....	30
d. Engagement and Content Relevance	33
e. Challenges and Drawbacks	35
f. Preference and Awareness of Features	38
B. Discussion	42
CHAPTER V	47
CONCLUSION AND SUGGESTION	47
A. Conclusion	47
B. Suggestion	47
REFERENCES	48
APPENDICES	52

LIST OF TABLES

	Pages
Table 3.1 Research Population.....	21
Table 3.2 The Indicators of Questionnaire.....	21
Table 3.3 Interpretation of Mean Score.....	24
Table 4.1.Social Media Often Use by The Students.....	25
Table 4.2. Perceived Ease of Use and Accessibility.....	26
Table 4.3. Descriptive Statistic Score of Table 4.2.....	27
Table 4.4. Motivation and Enjoyment in Learning Listening.....	28
Table 4.5. Descriptive Statistic Score of Table 4.4.....	29
Table 4.6. Opportunities for Listening Skill Development.....	30
Table 4.7. Descriptive Statistic Score of Table 4.6.....	32
Table 4.8. Engagement and Content Relevance.....	33
Table 4.9. Descriptive Statistic Score of Table 4.8.....	34
Table 4.10. Challenges and Drawbacks.....	35
Table 4.11. Descriptive Statistic Score of Table 4.10.....	36
Table 4.12. Preference and Awareness of Features.....	38
Table 4.13. Descriptive Statistic Score of Table 4.12.....	39
Table 4.14 Research Findings.....	40

LIST OF FIGURE

	Page
Figure 1. Descriptive Statistic Analysis.....	23

LIST OF APPENDICES

	Pages
Appendix 1. Screenshot on WhatsApp.....	52
Appendix 2. Questionnaire.....	53
Appendix 3. Diagram of Google Form results.....	54
Appendix 4. Research Permit.....	62

CHAPTER I

INTRODUCTION

A. Background of The Problem

One of the language skills that needs to be acquired is listening, particularly when it comes to English. According to Br Perangin angin et al. (2021), listening skills are included in receptive skills which is useful as a communication strategy that allows listeners to conceive, construe, and appraise what they hear. As a result, it is crucial to develop and master listening skills through a variety of activities, including viewing movies, listening to music, and so forth. Students need to be aware of what they hear and integrate the new knowledge they learn from listening exercises with what they already know. As listeners, students also need to understand the meaning that the speaker wants to convey as well as understand the language spoken. However, the sounds and images in the video can help them in their listening practice.

According to Tyagi (2013), listening skills involve psychological engagement with the speaker and hearing others speak. Listening becomes more meaningful when listeners comprehend spoken language as an interconnected process. Listening also includes the ability to connect the information learned with prior knowledge so that the listener can understand the speech in more depth. As a result, listeners' listening skills will become more effective if they can understand spoken language as an interconnected process that forms a unified meaning.

Another researcher Bano (2017), noted that listeners must know and understand the speaker's accent, pronunciation, grammar, vocabulary, and message. To be an effective listener, one must be able to recognize and understand various elements of spoken communication, such as the accent of the speaker, the way each word is pronounced, and the grammatical rules that make up the sentence structure. In addition, listeners should have a good understanding of the vocabulary used so that

they can understand any terms or expressions that may come up in conversation.

Social media's existence has been demonstrated to assist pupils, as they reap several advantages from it and it also positively impacts their English language proficiency (Iswahyuni, 2021). Difficulties in understanding listening materials are generally caused by several factors, such as poor recording quality, cultural differences, various accents, use of unfamiliar language, and the length and speed of the audio heard (Gilakjani & Sabouri, 2016). These elements may cause the listener to lose concentration and make it harder to understand what is being spoken. Furthermore, particularly for foreign language learners who are still in the early or intermediate stages of language acquisition, the inability to recognize specific important words or sentence patterns might make it more difficult to understand the speech's content.

In the world of education, the importance of technology is very helpful for the success of education, both in supporting learning facilities and in obtaining information so that educators can compete with the outside world. Although social media was not directly created for educational purposes, it has attracted the attention of educators, especially in the field of English language teaching. Social media has become a powerful interaction platform, facilitating collaboration and changing the way humans interact with information and knowledge. In the context of education, social media has great potential to be applied as a creative collaboration tool in the learning process (Pusporini et al., 2022). As people around the world spend many hours on social media, social media is now an essential part of our lives.

According to Shin (2018), social media also serves as a means to build communities where individuals can find support and share experiences. With these platforms, users can engage in meaningful discussions, broaden their horizons, and form mutually supportive networks. In addition, social media provides a space for individuals to

express themselves creatively, whether through writing, images or videos, thus creating more complex and diverse identities. Thus, social media is not only a communication tool, but also a platform for self-development, collaboration, and the formation of a richer social identity.

Several ELT studies investigating social media found that, in addition to providing opportunities for students to be exposed to the English language world, social media helps to reduce students' affective filters. Social media is also known as a negative psychological factor such as anxiety, lack of motivation, boredom, and frustration, which have a great impact on students' language learning process (Zayed & Al-Ghamdi, 2019). According to Batubara et al. (2023), social media, especially YouTube, plays a significant role in helping students learn listening skills. However, previous studies have been limited in focusing on students' perceptions of the use of social media as a tool for improving listening skills, as many studies have emphasized experimental approaches and academic performance.

Technology can have a significant impact on English language teaching as it can provide fun learning opportunities for students and help them to improve their English language skills. Affective factors such as low self-confidence, boredom, and frustration while learning English have substantial impact on students learning process.

Based on the information obtained, listening lessons in class in semester 2 are supported by clear audio quality, often using American English accents that are easy to understand, not British English which may be considered more difficult by some students. This shows the efforts of lecturers to present materials that are accessible to learners. The media commonly used in class are speakers and infocus, which indicates that learning still relies heavily on physical facilities in the classroom. From observation, students tend to prefer listening to very clear audio, which emphasizes their need for clarity of sound and articulation in listening materials. Interestingly, despite their popularity among language learners,

the use of podcasts or music for listening practice is relatively rare among them. Along with the rapid development of information technology, social media has become an integral part of students' daily lives. Platforms such as Facebook, YouTube, and Instagram are commonly used by students in the context of their listening learning. The presence of these platforms shows great potential as a source of rich and authentic listening materials. The content on social media is often presented in an engaging format, varying in accent, speaking rate and topic, reflecting the natural use of English.

Although interest in using social media for English language learning is increasing, few research have looked into how students perceive its utility in building listening skills. The majority of extant research focuses on enhancing speech or writing abilities, frequently using experimental methodologies to measure performance. What is sometimes overlooked is a better knowledge of students' viewpoints, the challenges they confront, and the elements they find valuable when using social media for listening practice. This study aims to address this gap by examining the perspectives of English language students on social media as a tool for listening skills.

Based on the explanation above, the author is interested in conducting a research entitled “STUDENTS’ PERCEPTION OF SOCIAL MEDIA AS A TOOL FOR LISTENING SKILL”.

B. Identification of The Problem

As mentioned above, Listening skills remain a challenge for many students, mainly due to factors such as differences in accent, speaking speed, poor audio quality, and unfamiliar vocabulary. Although social media platforms such as YouTube, TikTok, and Instagram provide rich and diverse authentic material, their use for listening learning has not been maximized.

C. Limitations of the Research

Based on the problem identification above, the researcher limits the study by focusing on the perceptions of English education students' regarding the use of social media as a tool for listening skill.

D. Formulation of the Research

Regarding the problems rose in the background, this research has answered the question: How is the students' perceptions of social media as a tool for listening skill?

E. Purpose of the Research

The purpose of this research is to find students' perceptions of social media as a tool for listening skill at Faculty of Education and Vocational Studies, Universitas Lancang Kuning.

F. Important of the Research

The results of the study are expected to provide information for :

1.Theoretical Context

This research is expected to be a reference and information material in providing an understanding of student perceptions of the use of social media as a tool for listening skill in students of the Faculty of Teacher Training and Vocational Studies, Universitas Lnacang Kuning.

2.Practical Context

This can be used as a benchmark to analyze the perceptions of English language education students towards the use of social media as a tool for listening skill

G. Definition of Key Terms

A. Perception

The way people understand and make meaning of the data they collect from their environment using their senses of sight, hearing, touch, taste and smell is referred to as perception. It involves the cognitive process of interpreting sensory information and the physical act of receiving it.

Perception is a psychological process that involves selecting, organizing, and interpreting sensory input in order to create a meaningful understanding of the environment. According to the Encyclopedia of Autism Spectrum Disorders, perception refers to “the selection, organization, and interpretation of external information coming from the senses up to a complete representation of a stimulus” (Springer, 2021).

In fields such as psychology, neuroscience, philosophy, and cognitive science, perception is very important because understanding how people see and interpret data can help understand human behavior and cognition. Also, because perception affects how communication is perceived and understood by different audiences, it is critical in a variety of real-world applications, such as marketing, design, education, and communication.

Students' perceptions of teaching methods or subject matter can affect their motivation and learning outcomes. For example, if students see learning as a fun experience, they are more likely to be actively engaged and learn better.

B. Social Media

Social media is a technology platform that enables dynamic social interaction and builds extensive social networks. The platform allows users to create, share, and share information,

concepts, and various other types of content with online communities.

The use of social media has significant effects on society, individuals, and even the world as a whole. Some positive effects of social media use include increased connectivity, access to information, and participation in social life; however, there are also negative effects of social media use, such as the spread of misinformation, privacy, and psychological effects.

Social media has an increasingly important role in education, offering a range of benefits and opportunities to enhance teaching and learning. Social media provides a space for students to collaborate on group projects, share ideas and give each other feedback. This facilitates active learning and increases student engagement.

C. Listening

A key component of language learning is listening, which entails actively taking in, deriving meaning from, and reacting to spoken or nonverbal cues. It calls for both the cognitive processes of deciphering and comprehending the information communicated as well as the ability to hear noises.

Sevik (2012) asserts that understanding speech and deriving its meaning—rather than concentrating only on the language form itself—is the main goal of listening. This viewpoint emphasizes how crucial it is to comprehend the intended message when communicating and how crucial listening is to successful language learning.

Furthermore, because it promotes the growth of both linguistic and communication skills, excellent listening is essential for language acquisition. Top-down strategies like using language

context and past knowledge, as well as bottom-up strategies like word-by-word sound decoding, are all part of the listening process.

In conclusion, listening is an intricate and dynamic activity that is essential to language acquisition. It integrates a number of environmental and cognitive elements to support communication and comprehension.

CHAPTER V

CONCLUSION AND SUGESSTION

A. Conclusion

Based on the results of data analysis from questionnaires distributed to third and fifth semester students of the English Education Study Program at Universitas Lancang Kuning, it can be concluded that students' perceptions of the use of social media as a tool for listening skills are at a moderate level overall. They acknowledge that platforms such as TikTok, Instagram Reels, and YouTube offer high accessibility and increase motivation and enjoyment of learning, especially through song-based content and short videos that are relevant to the interests of the younger generation. This can be seen from the positive responses to opportunities to enrich vocabulary, recognize accents, and understand general information, which make listening exercises feel more natural and enjoyable than conventional methods. However, this moderate view also reflects real obstacles to independent use, such as distractions from notifications and irrelevant content, as well as difficulties adjusting to the speed of speech or the level of difficulty of the material. Although students recognize the potential of supporting features such as playback speed settings, their preferences still lean toward more structured formal classroom learning.

B. Suggestion

Lecturers are advised to integrate social media in a structured manner into the listening curriculum through TikTok/Instagram Reels content curation assignments accompanied by retelling exercises and playback speed training, students are encouraged to create educational playlists and apply note-taking to transform passive exposure into active learning, while subsequent researchers can develop classroom intervention studies with pre-post tests to examine the actual effectiveness of this hybrid approach in the context of English language learning.

REFERENCES

- Anggianita, S., Yusnira, Rizal, M., S, (2020). Persepsi Guru Terhadap Daring di Sekolah Dasar Negeri 013 Kumantan. *Journal of Education Research*, 1(2) 177-182.
- Aryadoust, V. (2013). Impact of test method on the listening sub-skills measurement: A structural equation modeling approach. *Language Testing*, 30(1), 89–114.
- Bano, F. (2017). Towards understanding listening comprehension in efl classroom: the case of the Saudi learners. *English Language Teaching*, 10(6).
- Batubara, I. M. F., Pramasta, W., & Rahmani, E. F. (2023). Investigating The Use of Social Media to Learn Listening Skill in Academic Context. *Journal of English as a Foreign Language Education*, 4(1).
- Br Perangin angin, E. F. S., Silaban, M. C. A., & Purba, R. (2021). Improving student's listening skills using tiktokat smp swasta amalyatul huda Medan. *Jurnal Ilmiah Profesi Pendidikan*, 6(4), 650–656.
- Cahyono, A., S. (2016). Pengaruh Media Sosial Terhadap Perubahan Sosial Masyarakat di Indonesia. *JURNAL PUBLICIANA FAKULTAS ILMU SOSIAL DAN ILMU POLITIK*, 140-157.
- Cahyono, A., S. (2018). Dampak Media Sosial Terhadap Permasalahan Sosial Anak. *JURNAL PUBLICIANA FAKULTAS ILMU SOSIAL DAN ILMU POLITIK*, 89-99.
- Coombe, C., Davidson, P., O'Sullivan, B., & Stoyhoff, S. (2012). *The Cambridge Guide to Second Language Assessment*. Cambridge University Press.
- Dung, P., T., T. (2021). The effects of Audiovisual Media on Students' Listening Skills. *International Journal of TESOL & Education*. 1(1) 13-21.
- Ermawati, Husaini, A., & Pakkawaru, I. (2020). Pengaruh Penggunaan Media Sosial Terhadap Keputusan Pembelian Kuota Internet Pada Mahasiswa Fakultas Ekonomi dan Bisnis Islam IAIN Palu. *Jurnal Ilmu Ekonomi dan Bisnis Islam- JIEBI*, 2(1) 37-56.
- Hardiana, F. (2019). *The Use of Social Media Among English Education Students For Solving Problems in Completing Their Skripsi*.

- Hidayat,A.(2013).The use of songs in teaching students' listening ability. Journal of English and Education1 (1)21-29
- Iswahyuni, D. (2021). Embracing social media to improve efl learners' english skill. PROJECT (Professional Journal of English Education), 4(4).
- Liedfray, T., Waani, F., J., & Lasut, J., J. (2022). Peran Media Sosial Dalam Mempererat Interaksi Antar Keluarga Di Desa Esandom Kecamatan Tombatu Timur Kabupaten Minahasa Tenggara. Jurnal Ilmiah Society, 2(1) 1-13.
- Nurpahmi, S. (2015) IMPROVING LISTENING SKILL BY ACTIVATING STUDENTS' PRIOR KNOWLEDGE. ETERNAL (English, Teaching, Learning and Research Journal) (2015) 1(1) 28-38.
- Oxford, R. L., & Burry-Stock, J. A. (1995). Assessing the use of language learning strategies worldwide with the ESL/EFL version of the Strategy Inventory for Language Learning (SILL). System, 23(1), 1-23.
- Parampreet, K., Jill, S., & Vikas, Y. (2018). Descriptive statistics. International Journal of Academic Medicine, 4(1) 60-63.
- Pusporini, W., Septiani, D., & Lestari, T. (2022). Analisis Penguasaan Literasi Digital Mahasiswa. Wacana Akademika: Majalah Ilmiah Kependidikan, 6(1), Article 1.
- Purbohastuti, A., W. (2017). Efektivitas Media Sosial Sebagai Media Promosi. Tirtayasa EKONOMIKA, 12(2) 212-231.
- Pratiwi, D., A., D. (2024). Students' Perception on the Use of Social Media to Promote Their Listening Skill. Retain: Journal of Research in English Language Teaching. 12 (03) 36-43.
- Sari, N., P., & Susilowati, S. (2019) IMPROVING LISTENING SKILL USING LEARN ENGLISHBY LISTENING APPLICATION. PROJECT (Professional Journal of English Education) 2(4):455.
- Sekeon, E., Rombepajung, P., & Kumayas, T. (2024). STUDENTS' PERCEPTION TOWARD ENGLISH SONG AS A LEARNING MEDIA OF LISTENING COMPREHENSION. JoTELL: Journal of Teaching English, Linguistics, and Literature, 1(1), 23-43.

- Şevik, M. (2012). Developing young learners' listening skills. *Kastamonu Educational Journal*, (1), 327–340.
- Shin, D. S. (2018). Social media & English learners' academic literacy development. *Multicultural Education*, 25(2), 13–16.
- Simbolon, M (2008). Persepsi dan Kepribadian. *EKONOMIS: Jurnal Ekonomi dan Bisnis*, 2(1) 52-66.
- Solihat, D., & Utami, L. P. (2014). Improving students' listening skill by using English songs. *English Review : Journal of English Education*, 3(1), 81-90.
- Springer. (2021). *Perception*. In F. R. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*. Springer. https://doi.org/10.1007/978-3-319-91280-6_648
- Sugiyono. (2015). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif dan Kualitatif dan R&A*. Bandung: ALFABETA.
- Sugiyono. (2020). *Metode Penelitian Kualitatif*. Bandung: ALFABETA.
- Tarigan, I., M., Harahap, M., A., K., Sari, D., M., Sakinah, R., D., & Ausat, A., M., A. (2023). *Understanding Social Media: Benefits of Social Media for Individuals*. *Jurnal Pendidikan Tambusai* 7(1) 2317-2322.
- Tyagi, B. (2013). Listening : an important skill and its various aspects. *The Criterion An International Journal in English*, 12.
- Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language Teaching*, 40(3), 191–210.
- Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and Learning Second Language Listening: Metacognition in Action*. Routledge.
- Widada, C., K. (2018). Mengambil Layanan Manfaat Media Sosial Dalam Pengembangan Layanan. *Journal of Documentation and Information Science*, 2(1) 23-30.
- Wilson, J. J. (2018). *Teaching Listening*. Wiley Online Library. <https://onlinelibrary.wiley.com/doi/10.1002/9781118784235.eelt0571>

Zayed, J & Ghamdi, H., A. (2019). *The Relationships Among Affective Factors in Learning EFL : A Study of the Saudi Setting*. Journal : English Language Teaching, 12(9) 105-121.