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EKOLOGI MEDIA DIGITAL DAN KETERAMPILAN KOMUNIKASI BISNIS SISWA BAHASA INGGRIS TERAPAN

DIGITAL MEDIA ECOLOGY AND BUSINESS COMMUNICATION SKILLS OF APPLIED ENGLISH STUDENTS

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ABSTRACT

This study investigates the relationship between the intensity of English-language social media use and the digital business communication competence of Business English Communication (BEC) students at the Faculty of Language and Literature, Universitas Negeri Makassar. Framed within the media ecology perspective, this quantitative correlational research employed proportional stratified random sampling. A total of 82 respondents from Semesters 2, 4, and 6 participated. Data were collected via a validated 30-item Likert-scale questionnaire and analyzed using Pearson correlation and simple linear regression. Results reveal a strong and significant positive correlation (r = 0.582, p < 0.001) between intensity of English-language social media use and digital business communication competence. The coefficient of determination (R2 = 0.339) suggests 33.9% of variance in communication competence is explained by social media use intensity. The regression equation Y = 12.72 + 0.523X indicates each unit increase in social media intensity yields a 0.523-point increase in communication competence. These findings support media ecology theory and carry implications for curriculum development in applied English programs in Eastern Indonesia.

Keywords: Business English Communication; digital media ecology; media ecology; social media; UMKM.

ABSTRAK

Penelitian ini mengkaji hubungan antara intensitas penggunaan media sosial bahasa Inggris dengan keterampilan komunikasi bisnis digital mahasiswa di program studi Applied English (Business English Communication/BEC) Fakultas Bahasa dan Sastra Universitas Negeri Makassar. Studi korelasi kuantitatif ini menggunakan kerangka teoritis ekologi media dengan teknik pengambilan sampel acak bertingkat proporsional. Sebanyak 82 mahasiswa dari semester 2, 4, dan 6 berpartisipasi sebagai responden. Data dikumpulkan melalui kuesioner skala Likert yang divalidasi (30 item) dan dianalisis menggunakan korelasi Pearson dan regresi linier sederhana. Hasil penelitian menunjukkan hubungan positif yang kuat dan signifikan (r = 0,582; p < 0,001) antara intensitas penggunaan media sosial bahasa Inggris dan keterampilan komunikasi bisnis digital. Koefisien penentuan R2 = 0,339 menunjukkan bahwa 33,9% dari varians keterampilan komunikasi bisnis digital dijelaskan oleh intensitas penggunaan media sosial bahasa Inggris. Persamaan regresi Y = 12,72 + 0,523X menunjukkan bahwa setiap peningkatan satu poin dalam intensitas penggunaan media sosial bahasa Inggris meningkatkan skor keterampilan komunikasi bisnis sebesar 0,523 poin. Temuan ini mendukung teori ekologi media dan berimplikasi pada pengembangan kurikulum program studi bahasa Inggris terapan di Indonesia Timur.

Kata Kunci: Komunikasi Bahasa Inggris Bisnis; ekologi media digital; ekologi media; media sosial; UMKM.

1. PENDAHULUAN

The development of the digital media ecosystem has fundamentally changed the way humans communicate, learn, and do business. From a media ecology perspective, each medium is not merely a means of conveying messages, but actively shapes the way its users think and act (McLuhan, 1964; Postman, 1985). Wijaya et al. (2024) noted that social media users in Indonesia have reached 191.4 million or 68.9% of the total population, dominated by Generation Z, the current student population. This condition confirms that social media is not

just a communication platform, but has transformed into a daily life ecosystem that organically shapes the communication patterns, learning styles, and ways of thinking of the younger generation.

Amidst increasing global demands, business communication skills in English have become crucial symbolic capital for economic actors and students entering the workforce (Bourdieu, 1986). The Applied English or Business English Communication (BEC) study program at the Faculty of Languages and Literature, Makassar State University explicitly targets graduates with superior business English competency and an entrepreneurial spirit. However, outside the formal curriculum, students are actively exposed to the English-language media ecology through TikTok, Instagram, YouTube, and LinkedIn, which offer massive and contextual business, entrepreneurship, and marketing content. Apoko and Waluyo (2025) in their study of 108 EFL students in Jakarta found that 63.89% of students used social media intensively to learn English, and platforms such as Instagram, TikTok, and YouTube were seen as interactive tools that facilitate authentic communication and improve speaking, writing, and vocabulary skills. Meirbekov et al. (2024) confirmed that visual content-based platforms such as Instagram and TikTok have been shown to significantly facilitate informal language learning outside the classroom.

Several previous studies provide strong empirical support. Muftah (2024) in a Scopus-indexed study proved that the use of social media has a significant positive impact on various English language skills, including communication. Karim (2022) in a study published by Wiley Open Access found a significant positive correlation between social media use and the improvement of students' English skills. Lee (2023) analyzed the affordances of language learning on Instagram and TikTok, finding that learner agency and student creativity result in authentic and meaningful language learning experiences. Abdullah et al. (2023) in the Arab World English Journal (Scopus) showed that TikTok was positively received as an English learning tool by students. Kyarto et al. (2025) proved that Instagram-based English content can provide very positive cognitive, affective, and conative responses to learners. Ulum et al. (2025) showed that the integration of digital technology, including social media, in project-based learning in higher education significantly increases student engagement and communication competence.

However, specific studies on the relationship between the intensity of English-language social media consumption and digital business communication skills in the context of the BEC program in Eastern Indonesia are still very limited. This gap is increasingly important to fill considering that Makassar as an economic hub of Eastern Indonesia requires human resources who are not only fluent in English, but also able to utilize digital media ecology for business communication purposes and MSME development (Apoko & Waluyo, 2025; Wijaya et al., 2024). The novelty of this research lies in: (1) the integration of media ecology theory with the study of English-language business communication competency, (2) the specific context of Eastern Indonesia that has not been widely studied, and (3) its relevance to the development of the digital MSME ecosystem in Makassar City. The purpose of this study is to examine and analyze the relationship and influence of the intensity of English-language social media use on the digital business communication skills of BEC FBS UNM Makassar students.

2. METODE PENELITIAN

This study uses a quantitative approach with a correlational design. The study population was all active students of the BEC Study Program, FBS UNM, from semesters 2, 4, and 6, with a

total population of 160 students (semester 2: 60 people, semester 4: 60 people, semester 6: 40 people). The sampling technique used proportional stratified random sampling based on the Slovin formula with a margin of error of 10%, resulting in a minimum sample of 62 respondents. Questionnaires were distributed to the entire population to optimize the response rate, and 82 respondents completed the questionnaire completely (a response rate of 51.25%).

The research instrument was a Likert scale questionnaire (1-5) consisting of 30 items, including: (1) Part A: demographic data and social media usage (3 multiple choice items), (2) Part B: Variable X -- Intensity of English Social Media Usage (10 items), and (3) Part C: Variable Y -- English Digital Business Communication Skills (10 items). The questionnaire was distributed via Google Form to the WhatsApp Group of students each semester. Variable X was measured through four indicators: frequency of following English business accounts, intensity of watching and reading business content, active involvement in English language interactions, and application of content in real contexts. Variable Y was measured through four indicators: ability to produce English business content, business presentation and pitching competencies, professional correspondence competencies, and confidence in international business platforms.

Data analysis was carried out in stages: (1) reliability test using Cronbach's Alpha, (2) normality test using Kolmogorov-Smirnov, (3) descriptive statistical analysis, (4) Pearson correlation test, and (5) simple linear regression analysis. All analyses were performed computationally using Python (SciPy and Pandas libraries) and verified manually (Sugiyono, 2019; Field, 2018).

3. HASIL DAN PEMBAHASAN

3.1. Respondent Profile

This study involved 82 students from the Faculty of Social and Political Sciences (FBS) of Universitas Negeri Malang (UNM) as respondents. Table 1 presents the demographic profile and characteristics of the respondents' social media usage.

Table 1. Profile of Research Respondents (n = 82)

No	Characteristics	Category	f	%
1	**Gender**	Woman	60	73,2
		Man	22	26,8
2	**Semester**	Semester 2	32	39,0
		Semester 4	17	20,7
		Semester 6	23	28,1
		Semester 8	10	12,2
3	**Main Platforms**	TikTok	42	51,2
		Instagram	25	30,5
		YouTube	11	13,4
		Other	4	4,9
4	**Duration/Day**	30 minutes - 1 hour	30	36,6
		> 3 hours	18	22,0
		< 30 minutes	13	15,9
		1-2 hours	11	13,4
		2-3 hours	10	12,2

Based on Table 1, respondents were predominantly female students (73.2%). TikTok was the most dominant English-language social media platform (51.2%), followed by Instagram (30.5%) and YouTube (13.4%). The dominance of TikTok and Instagram reflects a shift in the media ecology among Generation Z, empirically confirmed by Apoko and Waluyo (2025) in the context of Indonesian higher education, where EFL students widely view these platforms as interactive tools that facilitate authentic English-language communication. Kyarto et al. (2025) also confirmed that Instagram-based content can have a significant learning impact on cognitive, affective, and conative aspects. Most respondents consumed English-language content for 30 minutes to 1 hour per day (36.6%), with 22.0% consuming more than 3 hours per day, indicating a relatively high level of exposure to the English-language media ecology. Lee (2023) suggests that this level of exposure is sufficient to build meaningful language learning affordances.

3.2. Instrument Reliability Test

The instrument reliability test used the Cronbach's Alpha formula. The test results are presented in Table 2.

Table 2. Results of Instrument Reliability Test

Variables	Number of Items	Cronbach's Alpha	Information
X - Intensity of English-Language Social Media Use	10	**0,912**	Very Reliable
Y - English Digital Business Communication Skills	10	**0,914**	Very Reliable

Table 2 shows that the instrument Variable X obtained a Cronbach's Alpha value of 0.912 and Variable Y of 0.914. Both values are above the threshold for very good reliability (alpha > 0.90), so all research instruments are declared highly reliable (Nunnally & Bernstein, 1994). The high alpha value indicates very strong internal consistency of the instrument, in line with standards used in similar research in the field of communication and language education (Wijaya et al., 2024; Karim, 2022).

3.3. Data Normality Test

Normality tests were performed using the Kolmogorov-Smirnov (KS) method to verify the assumption of a normal distribution as a prerequisite for parametric analysis. The test results are presented in Table 3.

Table 3. Results of the Kolmogorov-Smirnov Normality Test

Variables	KS Statistic	p-value	Distribution
X - Social Media Intensity	0,1018	0,340	Normal
Y - Business Communication Skills	0,0917	0,468	Normal

Based on Table 3, the distribution of Variable X Score has a KS value of 0.1018 with p = 0.340, and Variable Y Score has a KS value of 0.0917 with p = 0.468. Since both p values are > 0.05, the data for both variables are declared normally distributed. By fulfilling the normality assumption, the use of parametric statistical tests in the form of Pearson correlation and simple linear regression can be justified methodologically (Field, 2018; Sugiyono, 2019).

3.3.1.1. Descriptive Statistics of Variable X

Table 4 presents descriptive statistics per item of Variable X (Intensity of Use of English-Language Social Media).

Table 4. Descriptive Statistics of Variable X - Intensity of Use of English-Language Social Media

Item	Statement	Mean	SD	Category
B1	Following English-language business accounts on social media	**3,30**	1,04	High
B2	Watch digital marketing strategy videos in English	**3,32**	1,05	High
B3	Reading English business posts on social media	**3,70**	0,93	High
B4	Using English content as a business reference	**3,66**	0,98	High
B5	Looking for English business tutorials on social media	**3,55**	0,98	High
B6	Interact in English on the business accounts you follow	**2,98**	1,03	Currently
B7	Save English business content to study	**3,73**	1,03	High
B8	Applying English business terms in real communication	**3,55**	0,93	High
B9	Social media ecosystem helps understand global digital business	**3,70**	0,94	High
B10	Consciously choose English language content to learn business	**3,77**	0,95	High
Total	**Average Score of Variable X**	**35,24**	7,37	**High**

Based on Table 4, the average total score of Variable X is 35.24 (SD = 7.37) out of a maximum score of 50, falling into the High category. Nine out of ten items fall into the High category, except for item B6 "Interacting in English on business accounts" (mean = 2.98). The highest items are B10 (mean = 3.77) and B7 (mean = 3.73), reflecting students' high awareness of selecting and saving relevant English-language content. This pattern -- where consumption is high but active interaction is still limited -- aligns with the findings of Apoko and Waluyo (2025) that most students (51.85%) only "sometimes" actively use English when interacting on social media, despite their very high consumption of English-language content. Lee (2023) refers to this phenomenon as an imbalance between available affordances and actually utilized affordances. Muftah (2024) identified that the main barrier to the transition from passive consumption to active interaction was low confidence in communicating in the target language, a finding consistent with the score on item B6 in this study.

3.4. Descriptive Statistics of Variable Y

Table 5 presents descriptive statistics per item of Variable Y (Digital Business Communication Skills in English).

Table 5. Descriptive Statistics of Variable Y - English Digital Business Communication Skills

Item	Statement	Mean	SD	Category
C1	Create persuasive product/service captions in English	**3,05**	0,86	Currently
C2	Business presentation or pitching in English	**2,95**	0,91	Currently
C3	Reply to foreign clients' messages or emails in a professional manner	**3,23**	0,84	Currently
C4	Creating English promotional video scripts for MSMEs	**3,20**	0,91	Currently
C5	Using English digital business terms (ROI, etc.)	**3,09**	0,86	Currently

C6	Compiling a business proposal or company profile in English	**3,16**	0,81	Currently
C7	Negotiating with foreign business partners in English	**2,90**	0,95	Currently
C8	Confidence in international business platforms (LinkedIn/Upwork)	**3,07**	0,93	Currently
C9	Analyzing international brand communication strategies on social media	**3,07**	0,83	Currently
C10	Business communication skills are evolving with the use of social media	**3,44**	0,92	High
Total	**Average Score of Variable Y**	**31,16**	6,62	**Medium-High**

Based on Table 5, the average total score for Variable Y is 31.16 (SD = 6.62) out of a maximum score of 50, falling into the Medium-High category. Only item C10 reached the High category (mean = 3.44), while the lowest items were C7 "Negotiating with foreign business partners" (mean = 2.90) and C2 "Presentation or business pitching" (mean = 2.95). Karim (2022) in his quantitative study found that productive skills such as speaking and negotiating in English were the slowest to develop through social media exposure compared to receptive skills such as reading and listening. This is consistent with Postman's (1985) argument that media ecology shapes receptive competencies faster than productive competencies. Kyarto et al. (2025) also found that conative responses that encourage concrete actions require additional stimulation through active content and environmental design.

3.5. Pearson Correlation Test and Linear Regression Analysis

A Pearson correlation test was conducted to test the hypothesis: there is a significant relationship between the intensity of English-language social media use (X) and digital business communication skills (Y) among BEC FBS UNM students. A simple linear regression analysis was conducted to measure the magnitude of the effect. The results are presented in Table 6.

Table 6. Results of Pearson Correlation Test and Simple Linear Regression Analysis

Parameter	Mark	p-value	Information
Pearson Correlation Coefficient (r)	**0,582**	0,000	Significant (p < 0.001)
Coefficient of Determination (R2)	**0,339**	-	33.9% of the variance in Y is explained by X
Regression Coefficient (b)	**0,523**	0,000	Significant (p < 0.001)
Permanent	12,72	-	The value of Y when X = 0
Regression Equation	**Y = 12.72 + 0.523X**	-	Linear prediction model

Based on Table 6, the Pearson correlation coefficient r = 0.582 with p = 0.000 (p < 0.001; n = 82) indicates a strong and significant positive relationship between the intensity of English-language social media use and the digital business communication skills of BEC FBS UNM students. H0 is rejected and H1 is accepted. The R2 value = 0.339 indicates that 33.9% of the variance in digital business communication skills is explained by the intensity of English-language social media use. The regression equation Y = 12.72 + 0.523X shows that every one-point increase in intensity increases the business communication skills score by 0.523 points.

These findings support the media ecology perspective of McLuhan (1964) and Postman (1985) that media actively shapes the competence of its users. Muftah (2024) in his Scopus study confirmed that social media use has a significant impact on various dimensions of English language proficiency, including communication skills—completely consistent with the findings

of this study. Apoko and Waluyo (2025) reinforced these findings with a directly relevant Indonesian context: EFL students who intensively used English-language social media reported significant improvements in learning strategies, engagement, and language learning outcomes. This aligns with Krashen's (1985) comprehensible input theory that intensive exposure to the target language in meaningful contexts effectively enhances language competence. Meirbekov et al. (2024) from Education and Information Technologies (Springer/Scopus Q1) proved that Instagram and TikTok excel in encouraging informal language learning that takes place in a fun and sustainable way. Karim (2022) quantitatively found a significant positive correlation between the intensity of social media use and students' English skills, and Ulum et al. (2025) confirmed that digital platforms support the improvement of students' communication competencies through active involvement in project-based learning ecosystems.

Although the relationship was strong, the R2 value of 0.339 indicates that 66.1% of the variance in business communication skills is still influenced by other factors. Apoko and Waluyo (2025) identified that the main challenges in utilizing social media for English learning include inaccurate information, limited active use of English, and a lack of structural guidance from formal educational environments—factors that also explain the gap between passive consumption (B6, mean=2.98) and productive competency (C7, mean=2.90) found in this study. Wijaya et al. (2024) emphasized that learning readiness, time intensity, and motivation jointly determine the effectiveness of digital media-based learning. This gap needs to be bridged through a curriculum that encourages students to actively produce English-language business content on digital platforms, in line with the recommendations of Ulum et al. (2025) regarding a technology-based, student-centered approach in higher education.

4. PENUTUP

This study concludes that there is a strong and significant positive relationship between the intensity of English social media use and the digital business communication skills of BEC FBS UNM Makassar students ($r = 0.582$; $p < 0.001$; $n = 82$). The intensity of English social media use contributes to explaining 33.9% of the variance in digital business communication skills with a regression equation of $Y = 12.72 + 0.523X$. TikTok, Instagram, and YouTube are the main digital media ecology of informal business English learning for BEC students, consistent with global findings on the dominance of these platforms (Apoko & Waluyo, 2025; Meirbekov et al., 2024; Lee, 2023; Karim, 2022). This finding strengthens the theoretical framework of media ecology (McLuhan, 1964; Postman, 1985) and is in line with empirical research on the role of digital media in shaping communication competence (Kyarto et al., 2025; Ulum et al., 2025; Wijaya et al., 2024; Muftah, 2024).

Three practical recommendations are proposed. First, the UNM Business Communication (BEC) study program is advised to explicitly integrate English-language social media into the curriculum through an English for Digital Business Communication course that requires students to produce and distribute English-language business content on digital platforms. Apoko and Waluyo (2025) recommend that this integration be accompanied by a constructivist and connectivist approach that encourages authentic English-language collaboration and interaction. Second, a project-based learning strategy is needed that encourages active student involvement in the English-language business media ecosystem, in line with the student-centered approach recommended by Ulum et al. (2025). Third, the results of this study can

form the basis for curriculum policies to strengthen the position of BEC UNM as a program that bridges business English competency with the needs of digital MSMEs in Eastern Indonesia.

The limitations of this study lie in the sample size of a single study program and the self-report method. Future research is recommended to expand the sample across study programs, integrate mediator variables such as learning motivation and digital literacy (Muftah, 2024; Lee, 2023), and use mixed methods—as implemented by Apoko and Waluyo (2025)—for a more comprehensive understanding of the media ecology and business communication competencies of applied English language students in Indonesia.

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