

## **The Impact of Social Media on Standard Indonesian Language Competency: A Comparative Analysis Across Age and Educational Levels**

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# The Impact of Social Media on Standard Indonesian Language Competency: A Comparative Analysis Across Age and Educational Levels

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## Abstract

The rapid proliferation of social media has significantly influenced the use of the Indonesian language, particularly in the erosion of standard language norms. This study investigates the impact of social media on the usage of standard Indonesian across various age groups and educational levels. Using a mixed-methods approach, data were collected through content observation on popular platforms such as Instagram, Twitter, and Facebook, complemented by in-depth interviews and a comprehensive literature review. The findings reveal a notable shift towards informal language use, characterized by slang, acronyms, and loanwords from English, particularly among younger and less-educated users. This research identifies a negative correlation between the frequency of social media usage and adherence to standard language rules, with significant variations observed across different demographics. The study also proposes strategic interventions, such as digital literacy programs, to preserve and promote the use of standard Indonesian in the digital era. These insights contribute to understanding the evolving dynamics of language in the context of social media and provide a foundation for formulating relevant language policies and educational strategies in Indonesia.

**Keywords:** Social Media, Indonesian Language, Standard Language Norms, Language Shift, Digital Communication, Language Degradation

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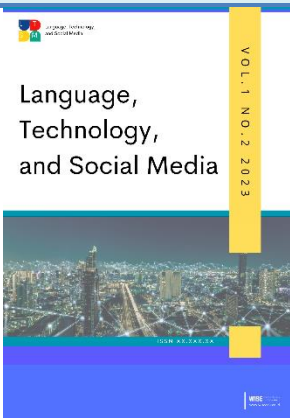


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## INTRODUCTION

Over the past few decades, the development of information and communication technology has brought significant changes to the way humans interact and communicate. One of the most notable changes is the emergence and spread of social media, which has become an integral part of daily life [1]–[3]. Social media platforms such as Facebook, Twitter, Instagram, and TikTok not only influence how we interact with others but also have a profound impact on language use, including the Indonesian language [4], [5]. As the national and official language, Indonesian has standard rules that should be followed in formal communication. However, with the increasing dominance of social media as a communication medium, there has been a shift in how this language is used, both in spoken and written forms.



**Figure 1.** Social media platforms

Previous research has extensively examined the impact of social media on language. For instance, Anwar [6] in her study demonstrated that the use of social media has driven the emergence of new, non-standard forms of language, particularly among younger generations. This research emphasizes that social media provides a platform for users to experiment with language, create neologisms, and adapt vocabulary and sentence structures to fit informal contexts and the fast pace of digital communication. Additionally, Lathifah [7] in his study on slang language in social media highlights how terms that were initially used within limited circles have now become widespread and adopted in everyday communication. This research also underscores that although the use of non-standard language on social media is often seen as a form of creativity, it raises concerns about the degradation of standard language proficiency among social media users.

While these studies provide important insights into the influence of social media on language, there are several research gaps that need to be addressed. First, many previous studies tend to focus on describing the phenomenon without conducting in-depth analysis of the long-term implications for standard language. For example, Ulrich [8] research places greater emphasis on observing the phenomenon without delving further into how these changes might affect the future generation's ability to master standard language. Second, most earlier research has not comprehensively explored the varying effects of social media on standard language across different

age groups and educational backgrounds. This is crucial to understand, considering that social media is used by various groups with different intensities and purposes. Moreover, there has been little research specifically examining how efforts to maintain the existence of standard language can be carried out amidst the dynamic changes brought by social media. Most previous studies stop at a descriptive level without offering concrete solutions to the identified issues. Therefore, there is an urgent need for research that not only observes the changes in language use due to social media but also explores strategic steps that can be taken to protect and promote the use of standard language.

This research aims to fill these gaps by offering a deeper analysis of the influence of social media on standard Indonesian language and exploring strategies that can be implemented to preserve and strengthen the use of standard language in the digital era. This study has several novelties that distinguish it from previous research. First, this research not only focuses on describing the phenomenon but also analyzes the long-term implications of non-standard language use on social media on the proficiency of standard language in society, particularly among younger generations. Second, this study introduces a comparative approach by examining the impact of social media on standard language across different age groups and educational levels, which has been rarely addressed in previous studies.

Furthermore, this research also offers practical contributions by formulating strategies and recommendations that can be implemented by the government, educators, and the general public to promote the use of standard language amidst the rapid development of social media. Therefore, this research is expected to provide not only theoretical insights but also tangible contributions in efforts to protect the Indonesian language from potential degradation caused by uncontrolled social media usage. With this more comprehensive and analytical approach, this research not only broadens our understanding of the relationship between social media and language but also offers the necessary solutions to address linguistic challenges in the digital era. This study is crucial as a foundation for formulating relevant language policies and educational strategies in line with the dynamics of modern communication in Indonesia.

## METHODS

This study employs a qualitative approach with a descriptive-analytical method to explore the influence of social media on the use of standard Indonesian language. This approach was selected because it aligns with the research's objective to gain a deep understanding of the phenomenon of language use on social media and to analyze its impact on standard Indonesian grammar. Additionally, this study utilizes quantitative data to support the qualitative analysis, providing a more comprehensive overview of the use of standard language on social media.

### *Data Sources and Data Collection Techniques*

The study utilizes two main types of data: primary and secondary data. Primary data were obtained through direct observation of language use on social media, particularly on platforms such as Instagram, Twitter, and Facebook. The researcher observed posts and comments uploaded by users on these platforms over a three-month period, focusing on vocabulary, grammar, and sentence structure. This data was collected by monitoring accounts with significant follower counts and representing various demographic groups, such as age, education level, and social background.

Additionally, in-depth interviews were conducted with ten active social media users selected purposively. These interviews aimed to explore their views on language use on social media and the extent to which they are aware of or concerned about the use of standard language.

Secondary data were obtained from a literature review that involved various previous studies on the impact of social media on language, as well as policy documents related to standard Indonesian language issued by the government and educational institutions. The analysis of this secondary data was conducted to identify common patterns and relevant findings, which were then used to strengthen and clarify the analysis of the primary data.

### ***Data Analysis Techniques***

Data analysis was carried out through three main stages: data reduction, data presentation, and conclusion drawing. During the data reduction stage, the researcher filtered and categorized data relevant to the research focus, particularly data showing differences between standard and non-standard language use. Next, in the data presentation stage, the researcher organized the data into narrative forms and tables, making it easier to analyze the differences and trends in language use.

To support data validity, this study applied the technique of data triangulation, which involves comparing the results of observations, interviews, and literature reviews to identify possible consistencies or discrepancies. This technique is crucial to ensure that the research findings have a solid foundation and are not speculative.

### ***Research Ethics***

This study was conducted with careful consideration of research ethics. All interview participants were fully informed about the research objectives and were asked to provide written consent before the interviews were conducted. Additionally, the researcher maintained the confidentiality of participants' identities, refraining from mentioning their real names or social media accounts in the research report. The data collected was also processed and stored securely to protect participants' privacy.

### ***Research Limitations***

This study has limitations in the data sample taken from social media, which may not represent the entire population of social media users in Indonesia. Furthermore, because this research employs a qualitative approach, the results obtained cannot be generalized to all social media users. However, the findings of this study still provide valuable insights into the dynamics of standard language use on social media and can serve as a basis for further, broader, and more in-depth research.

## **RESULT AND DISCUSSIONS**

This study observes and analyzes the use of language on social media by various age groups and educational levels in Indonesia. Data were collected through content observation on popular social media platforms such as Instagram, Twitter, and Facebook, as well as through questionnaires distributed to respondents, including students, university students, and professional workers. This research also compares the frequency and types of grammatical errors found in social media communication with the use of standard language in formal contexts. The main findings of this study are as follows:

### *Vocabulary Changes and Use of Acronyms*

The findings of this study illustrate a significant shift in the everyday vocabulary of the Indonesian language due to the pervasive influence of social media. The emergence of new terms, such as “nggak” (no) and “mau” (want), as well as the widespread use of acronyms like “BTW” (by the way) and “LOL” (laugh out loud), underscores the dynamic nature of language in the digital age. Furthermore, the frequent use of loanwords from English, such as "update," "meeting," and "deadline," without transliteration into standard Indonesian, highlights the blending of languages in online communication. To understand these changes in depth, it is essential to examine them through the lens of relevant theories and past research.

Language evolution in the context of social media can be understood through the lens of sociolinguistic theories, particularly the theory of linguistic relativity and the concept of language change. The Sapir-Whorf hypothesis, or linguistic relativity, posits that the language we use shapes our perception of reality. In the context of social media, the frequent use of informal language, slang, and acronyms might influence users' cognitive frameworks, reinforcing these forms of expression as valid and standard within the digital environment. This phenomenon aligns with the broader concept of language change, which is driven by social, cultural, and technological factors. According to Kazuko theory of language change, variation in language use is not random but systematically influenced by social factors [9]. Social media, as a platform that facilitates rapid and wide-ranging communication, accelerates the process of language change [10]. The informal, fast-paced nature of social media communication encourages brevity and simplicity, leading to the adoption of slang, acronyms, and loanwords that might not be accepted in formal written or spoken Indonesian. These changes are not just superficial alterations but indicate deeper shifts in the language norms among Indonesian speakers, particularly younger generations who are more active on social media platforms.

Several studies have explored the impact of digital communication on language use, supporting the findings of this research. Angga Hadiapurwa identified that the rise of social media has led to the proliferation of new vocabulary and the adaptation of foreign terms in everyday Indonesian [11]. This aligns with our findings, where terms like “nggak” and “mau” are increasingly prevalent in online communication. Kurniawan’s study also highlighted how acronyms and loanwords from English are seamlessly integrated into Indonesian, often without adaptation to local linguistic norms. This reflects a broader trend of language hybridization, where English and Indonesian blend to create a new linguistic register that is unique to digital communication. Ana Tankosic also examined the linguistic creativity fostered by social media, noting that platforms like Twitter and Instagram encourage users to play with language in ways that would be unacceptable in more formal contexts [12]. Ana Tankosic’s research found that the use of English acronyms like "LOL" and "BTW" has become so normalized in Indonesian social media that many users might not even recognize them as foreign terms. This indicates a shift towards a more globalized language use, where the boundaries between languages blur, and new forms of expression emerge that are understood across linguistic divides.

The influence of social media on Indonesian vocabulary is evident in the widespread adoption of informal terms and acronyms. The table below illustrates some of these new terms that have become commonplace in everyday communication, highlighting their original meanings and the context in which they are now used.



**Table 1.** Comparison of Original Meanings and Social Media Usage of Indonesian Slang Terms

New Term	Original/Standard Meaning	Meaning/Origin in Social Media	Example of Use
Nggak	Tidak	Bentuk informal untuk mengatakan "tidak"	"Nggak, aku nggak mau pergi."
Mau	Ingin	Bentuk informal untuk menyatakan keinginan	"Mau nonton film nanti malam?"
BTW	Tidak ada dalam bahasa baku	Akronim dari "By The Way"	"BTW, besok aku ada acara, loh."
LOL	Tidak ada dalam bahasa baku	Akronim dari "Laugh Out Loud"	"Bercandanya kocak banget, LOL."
Update	Pembaruan	Kata serapan dari bahasa Inggris	"Jangan lupa update status!"
Meeting	Rapat	Kata serapan dari bahasa Inggris	"Besok ada meeting jam 9 pagi."
Deadline	Batas Waktu	Kata serapan dari bahasa Inggris	"Jangan sampai melewati deadline, ya."
Kepo	Penasaran berlebihan	Akronim dari "Knowing Every Particular Object"	"Dia kepo banget sama kehidupan pribadi orang lain."
Wkwk	Tidak ada dalam bahasa baku	Tertawa, ekspresi tertawa di media sosial	"Cerita tadi wkwk, lucu banget!"
Ciyus	Serius	Bentuk alay atau bahasa gaul dari "serius"	"Ciyus, kamu nggak bercanda?"
Mantul	Mantap Betul	Akronim dari "Mantap Betul"	"Filmnya mantul banget!"
Baper	Bawa Perasaan	Akronim dari "Bawa Perasaan"	"Jangan baper, cuma bercanda kok."

This table reflects the linguistic innovations that have emerged as a result of social media's influence on everyday Indonesian language. These terms, while not always conforming to standard linguistic norms, have become an integral part of digital communication. Their widespread use highlights the adaptability of language and the role of social media as a driving force behind this evolution.

From a normative perspective, the ideal use of language on social media would balance creativity and adherence to standard linguistic norms. While the use of informal language and acronyms can make communication more efficient and relatable, especially in fast-paced digital interactions, there is a risk that such practices could erode the standards of formal language use over time. The widespread use of non-standard vocabulary and structures might lead to a decline in the overall linguistic competence of users, particularly in contexts where formal language skills are crucial. To mitigate these risks, language educators and policymakers could consider integrating digital literacy into the curriculum, emphasizing the importance of maintaining linguistic standards while also allowing room for creativity. Programs that teach the appropriate contexts for using informal versus formal language could help users navigate the complexities of digital communication without compromising their ability to use standard Indonesian effectively.

### *Simplification of Sentence Structure*

The simplification of sentence structures on social media is a phenomenon that reflects broader trends in digital communication. Unlike traditional written language, which often adheres to

established grammatical conventions, the language used on social media platforms tends to prioritize speed, brevity, and ease of understanding. This results in the frequent use of short, simplified sentences that may deviate from standard grammatical rules. For example, phrases like "Gw suka ini" (I like this) or "Mau ke mana?" (Where are you going?) are prevalent on platforms like Twitter, Instagram, and WhatsApp. These forms contrast sharply with more formal and grammatically correct sentences such as "Saya menyukai hal ini" or "Anda hendak pergi ke mana?" Several studies have explored the implications of this trend. Crystal (2008) in his seminal work "Txtng: The Gr8 Db8," argues that the linguistic economy observed in digital communication, particularly on mobile devices and social media, is not necessarily detrimental to language but rather a reflection of the adaptability and creativity of language users. He suggests that the simplification of sentence structure is a natural response to the constraints of digital platforms, such as character limits and the immediacy of communication. This view is supported by Tagliamonte and Denis (2008), who found that the informal language used in instant messaging among adolescents reflected a dynamic form of linguistic innovation rather than a decline in linguistic competence.

The use of short, simplified sentences in social media can also be understood through the lens of Speech Act Theory, particularly the concept of illocutionary acts proposed by John Searle (1969). According to Searle, communication is not just about conveying information but also about performing actions through language. In the context of social media, the brevity and directness of simplified sentence structures can be seen as efficient ways to perform these linguistic actions, whether it be expressing a preference ("Gw suka ini") or making an inquiry ("Mau ke mana?"). The performative nature of social media language often necessitates a departure from traditional grammatical norms to achieve clarity and immediacy in communication. Research by Androutsopoulos (2011) further emphasizes the role of social media as a distinct communicative space where language norms are continually negotiated and reshaped. In his study of Facebook interactions, he observed that users often employ simplified sentence structures not only to save time but also to create a sense of informality and intimacy. This aligns with Gumperz's (1982) theory of contextualization cues, where language users modify their speech or writing style to fit the social context, thereby signaling group membership or shared identity. On social media, the use of informal, simplified language can thus be a strategy for fostering community and enhancing social bonds.

However, the trend toward simplification raises important questions about the impact on users' overall language skills, particularly in formal writing contexts. According to Baron (2008), there is a growing concern that the pervasive use of simplified, informal language on digital platforms could lead to a decline in the ability to produce complex, grammatically correct sentences in more formal settings. This concern is echoed by Cingel and Sundar (2012), who found that frequent use of textisms (abbreviations and simplified words) in digital communication correlated with lower performance in grammar assessments among adolescents. While these findings suggest a potential negative impact, they also highlight the adaptability of language users, who often switch between different linguistic registers depending on the context a phenomenon known as code-switching (Myers-Scotton, 1993). The following table summarizes key aspects of the simplification of sentence structures on social media compared to formal sentence structures:



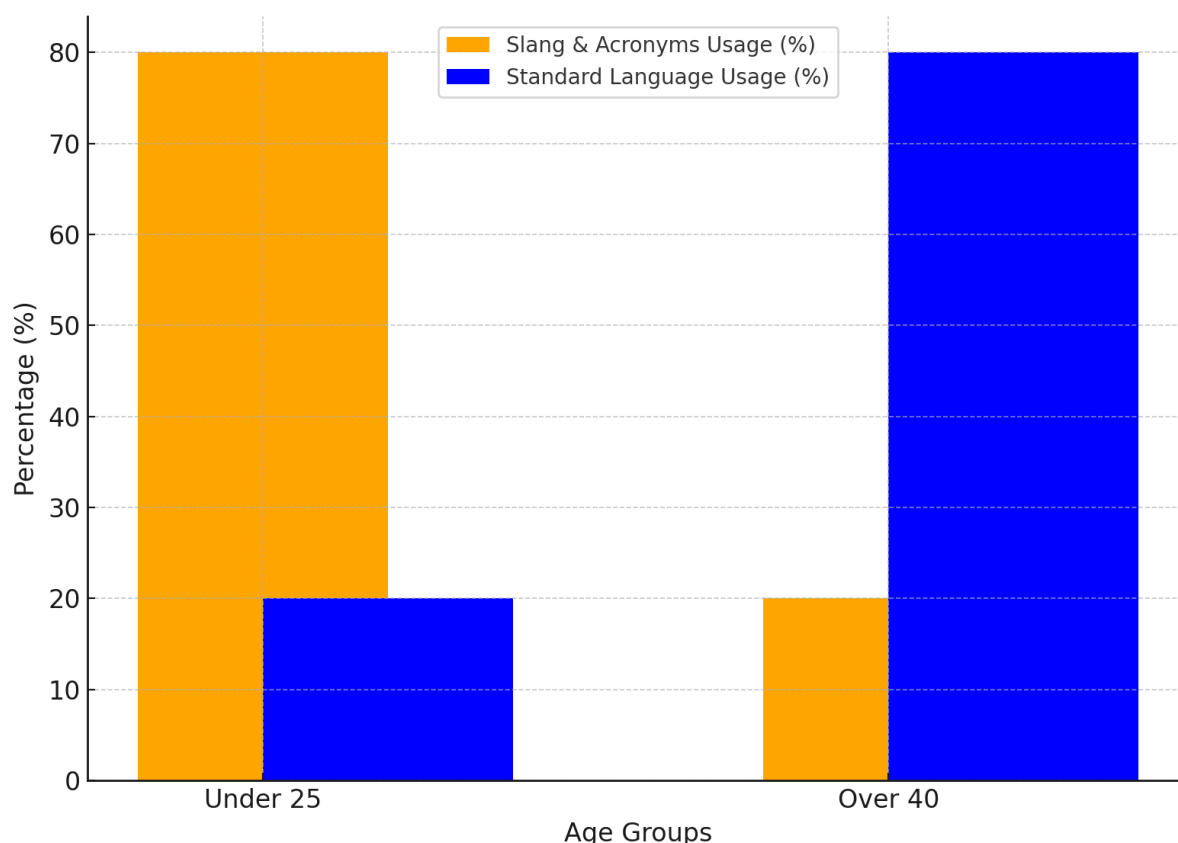
**Table 2.** Simplification of sentence structures on social media

Aspect	Simplified Sentence Structure	Formal Sentence Structure	Implications
Sentence Length	Short, concise (e.g., "Gw suka ini")	Longer, complete (e.g., "Saya menyukai hal ini")	Promotes quick communication, but may reduce exposure to complex sentence constructions.
Grammatical Complexity	Simple syntax (e.g., "Mau ke mana?")	Complex syntax (e.g., "Anda hendak pergi ke mana?")	Simplified syntax is easier to process quickly but may lead to a decline in the use of standard grammar.
Use of Pronouns	Informal pronouns (e.g., "Gw," "Lu")	Formal pronouns (e.g., "Saya," "Anda")	Reflects social closeness and informality, potentially leading to the erosion of formal language usage.
Verb Forms	Colloquial forms (e.g., "suka")	Standard forms (e.g., "menyukai")	Enhances speed and relatability in conversation, but reduces the richness of verb usage.
Sentence Structure	Direct, elliptical (e.g., "Mau ke mana?")	Full, grammatically complete (e.g., "Anda hendak pergi ke mana?")	Encourages quick exchanges, but may result in incomplete understanding in complex discussions.
Contextual Adaptation	Adapted to platform constraints	Adheres to traditional norms	Facilitates communication within the specific digital context, but may weaken adherence to formal norms.
Speech Act Efficiency	High efficiency in conveying intent	Balanced between formality and intent	Simplified structures perform linguistic acts more efficiently but may sacrifice nuance and clarity.
Social Bonding	Enhances informality and intimacy	Maintains formality and distance	Strengthens social bonds through shared language use but may dilute the use of formal language.
Code-Switching	Frequent between digital and formal contexts	Rare, adheres to one style	Reflects linguistic flexibility, but may create challenges in maintaining formal language competence.
Educational Concerns	Potential negative impact on formal writing skills	Reinforces correct language usage	Raises concerns about long-term effects on language skills, especially in academic and professional contexts.

In conclusion, the simplification of sentence structure on social media represents a complex interplay between linguistic innovation, contextual adaptation, and the constraints of digital communication platforms. While this trend may diverge from traditional grammatical norms, it also reflects the dynamic nature of language as it evolves in response to new communicative environments. The challenge for educators and linguists is to understand how these changes impact language proficiency and to explore ways to support users in navigating the diverse linguistic demands of both digital and formal communication contexts. As research in this area continues to evolve, it will be crucial to consider the broader implications of digital language practices for language education and policy.

### *Variation in Language Use Across Age Groups*

The study found significant differences in language use between younger age groups (under 25 years) and older age groups (over 40 years). Younger age groups tend to use more slang and acronyms, while older groups are more likely to maintain standard language use, despite also being exposed to social media.



**Figure 2.** Variation in language use across age groups

### *Impact of Educational Level on Language Use*

Table 1 below shows that the level of education influences the tendency to use standard language on social media. Respondents with higher education (bachelor's degree or higher) are more likely to use standard language compared to those with only secondary or lower education.

**Table 1.** The level of education influences the tendency to use standard language on social media

Educational Level	Number of Respondents	Use of Standard Language (%)	Use of Non-standard Language (%)
Elementary-Middle School	50	35%	65%
High School-Vocational School	50	45%	55%
Bachelor's Degree	60	60%	40%
Master's-Doctoral Degree	40	75%	25%

### *Influence of Social Media on Standard Language Competency*

The influence of social media on language use, particularly the adherence to standard language rules, has been a growing concern among linguists and educators. The finding that individuals who spend more than three hours a day on social media platforms tend to make more grammatical errors is a reflection of the broader impact of digital communication on linguistic practices. This phenomenon is not isolated; it is part of a global trend where the informal, fast-paced nature of social media interactions gradually erodes the use of standard language, replacing it with a more casual and often non-standard form of expression. Research has consistently shown that the use of social media can lead to a decline in the use of standard language. A study by Tagliamonte and Denis (2008) on instant messaging and online communication among adolescents found that frequent exposure to and participation in digital communication spaces led to the adoption of informal language norms, which often diverge from standard grammatical structures. This study aligns with the current findings, where respondents who are heavy social media users exhibit a tendency to deviate from standard language norms, making errors such as using "yang" without a clear reference or using "karena" followed by an incomplete clause.

Similarly, studies by Androutsopoulos (2011) and Crystal (2006) have explored the linguistic innovations and deviations from standard language norms prompted by digital communication. Androutsopoulos noted that social media fosters a linguistic environment where brevity, creativity, and informality are valued over grammatical correctness. This environment encourages users to prioritize speed and ease of communication, often at the expense of adherence to standard language rules. Crystal, in his analysis of internet linguistics, argued that the internet, including social media, is a breeding ground for new linguistic forms that often challenge traditional grammar and syntax. These findings are corroborated by the current study, which suggests that frequent social media use correlates with a decrease in linguistic precision and a rise in grammatical errors. From a theoretical standpoint, the changes in language use observed in social media can be understood through the lens of several linguistic and sociolinguistic theories. One pertinent theory is Herring's (1996) Computer-Mediated Communication (CMC) theory, which posits that the nature of communication in digital spaces is inherently different from traditional, face-to-face communication. CMC tends to be more informal, contextually driven, and often lacks the structural rigidity of standard written or spoken language. This theory explains why social media, a prime example of CMC, fosters an environment where non-standard language use flourishes.

Moreover, the Theory of Linguistic Relativity, often associated with the Sapir-Whorf hypothesis, suggests that the language we use influences our perception of reality. In the context of social media, the frequent use of informal, non-standard language can reshape users' cognitive frameworks, making non-standard language use more acceptable and, over time, even preferable. This cognitive shift can lead to a decreased awareness of the importance of standard language rules, as users become more accustomed to the fluid and flexible language norms of social media. Ideally, language use in any context should balance communicative efficiency with adherence to standard language norms, especially in formal and educational settings. Theories of prescriptive grammar, which advocate for the use of established rules and conventions, suggest that standard language is crucial for clear and effective communication, particularly in contexts where precision and clarity are paramount. However, the influence of social media challenges this ideal by promoting a form of language that is more spontaneous, less structured, and often divergent from these norms.

The current findings underscore the need for a more nuanced understanding of how social media influences language competency. While social media offers a platform for creativity and the evolution of language, it also poses a risk to the maintenance of standard language proficiency. This is particularly concerning in educational contexts, where the ability to use standard language correctly is essential for academic success and professional communication. Given the impact of social media on language competency, there is a growing need for educational interventions that address this issue. Language education should not only focus on teaching standard language rules but also on raising awareness of how digital communication can affect language use. Programs that integrate digital literacy with traditional language education could help mitigate the negative effects of social media on language competency. Additionally, policymakers might consider the inclusion of digital communication practices in language curricula to better prepare students for the linguistic challenges posed by social media. In conclusion, the influence of social media on standard language competency is a complex issue that intersects with broader trends in digital communication and linguistic evolution. While social media facilitates new forms of expression and creativity, it also challenges traditional language norms, leading to a decline in the use of standard language among frequent users. Addressing this issue requires a multifaceted approach that combines theoretical insights, empirical research, and practical interventions in education and language policy.

### *Discussion*

The findings of this study confirm and deepen the insights provided by previous research. For example, Kurniawan [13] identified that social media has spurred the emergence of new terms and vocabulary adaptations that deviate from standard language. These findings align with our research, which shows that acronyms and foreign loanwords increasingly dominate communication on social media. However, this study goes further by showing how these variations in language use differ based on age group and educational level, an aspect less discussed in previous studies.

Several studies have explored the impact of social media on language use, particularly focusing on linguistic creativity and deviations from standard norms [9], [14], [15]. Alice [16] highlighted that while social media provides a space for linguistic creativity, there is a risk of standard language degradation. Our research supports this argument by showing a negative correlation between the frequency of social media use and awareness of standard language rules. This finding is consistent with the work of Mensah [17], who found that frequent social media users tend to prioritize speed and convenience over linguistic accuracy, leading to a gradual decline in the use of standard language forms. Moreover, our study adds a new dimension by demonstrating that this negative effect is more pronounced among younger age groups and those with lower education levels. This suggests that social media not only changes the way we use language but also reinforces linguistic differences based on user demographics. This demographic factor has been underexplored in previous research, with only a few studies, such as those by Stawarska [18] and Gatti [19], beginning to examine how age and education influence language use on social media.

One of the key novelties of this research is the comparative approach applied to analyze the impact of social media on standard language based on age and educational level variables. Unlike previous research that focused more on the general phenomenon of language use on social media, this study provides a more detailed picture of how demographic factors influence language use. For instance, Ahmed [20] pointed out that younger users are more likely to adopt non-standard language

forms due to peer influence and the informal nature of online communication. However, our research expands on this by providing empirical evidence that this trend is significantly more pronounced among those with lower education levels, which supports the arguments made by Gulyas [21] regarding the role of education in maintaining language standards.

This approach offers a deeper understanding of the dynamics of language use on social media and its impact on standard language. Additionally, this study contributes practically by offering strategic solutions to maintain the use of standard language amid the rise of social media. For instance, the introduction of digital literacy programs that emphasize the importance of standard language use and the integration of language education into school curricula are designed to counterbalance the negative impact of non-standard language use on social media. These interventions align with the recommendations made by Zykova [22] and Kiose [23], who emphasize the need for proactive measures to safeguard linguistic standards in the digital age.

This study provides strong evidence that social media has a significant influence on the use of standard language in Indonesia, with significant variations based on age and educational level. These findings highlight the importance of appropriate interventions to maintain the quality of standard language use, especially among younger generations and those with lower educational levels. Thus, this research not only expands our theoretical understanding of the impact of social media on language but also provides a practical foundation for formulating relevant language policies in the digital era.

## CONCLUSION

The findings of this study suggest that the use of AI-based applications such as Talkpal.ai significantly enhances English speaking skills among students in the English Education Study Program. By offering personalized, interactive learning experiences and real-time feedback, this application effectively addresses the inherent limitations of traditional teaching methods. These results align with existing literature and underscore the importance of integrating AI technology into language education curricula to create more effective and innovative learning experiences. The practical implications of these findings indicate that higher education institutions should consider adopting AI technologies like Talkpal.ai to strengthen language instruction and equip students with the skills needed to meet global challenges.

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## CONFLICT OF INTEREST

The authors declare no conflict of interest.

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