The Influence of Brain Rot on Speaking Learning Strategies among Junior High School Students

Risma Novita Sari
Universitas Negeri Yogyakarta, Indonesia

Purwanti Widhy Hastuti
Universitas Negeri Yogyakarta, Indonesia

Rozanah Katrina Herda
Universitas Negeri Yogyakarta, Indonesia

Elizaveta Evgenievna Ivashova
Moscow City University (Samara Campus), Russia

Abstract

The massive growth of technology has transformed the learning environment for young generations. This (new) learning environment offers both benefits and challenges, such as brain rot phenomenon. Brain rot refers to cognitive decline, resulting from excessive screen time and overconsumption of short-duration content. Thus, this study examines whether brain rot affects speaking learning strategies among junior high school students, who are part of Gen Alpha and born as digital natives. A mixed-methods approach was applied, involving 64 students who completed questionnaires, followed by interviews with six participants. The findings indicate that students' brain rot levels are generally low to moderate, while their speaking learning strategies are at moderate levels, with higher use of metacognitive and socio-affective strategies compared to cognitive strategies. Linear Regression analysis shows that brain rot has a significant and negative effect on speaking learning strategies, explaining 19.6% of the variance. The interviews confirm that excessive screen time leads to cognitive fatigue and cognitive load. These results highlight the need for teachers and parents to monitor students' digital media use.

Keywords

Brain Rot, Digital Media, ELT, Gen Alpha, Speaking Learning Strategies.

Introduction

Technological advancement and digitalization have brought advantages and disadvantages in various fields. Digital media has become an important part of daily life for young people, particularly among Gen Z and Gen Alpha. While it offers benefits, its overuse is considered to interfere with the brain's processing capacity (Yilmaz & Aktürk, 2025). This situation has contributed to digital addiction and excessive screen time, which are correlated with symptoms of brain rot.

Brain rot itself is not an official medical term, but it is commonly associated with neurodegenerative diseases, cognitive decline, and structural change in the brain. It can also disrupt social cognition, emotional

regulation, and interpersonal communication (Yilmaz & Aktürk, 2025). The concept of brain rot has emerged as a sociolinguistic phenomenon in the digital age. Tan (2024) explained that brain rot is not only associated with cognitive decline but also with the distinctive linguistic creativity of Gen Z and Gen Alpha. It reflects a set of phrases, memes, and slang that spread rapidly within digital platforms, particularly TikTok and YouTube (Fadhillah et al., 2024). There are some popular brain rot words meshed into digital content, such as *skibidi*, *sigma*, *rizz*, and *ohio*. Although these words seem nonsensical, they represent a form of digital vernacular that captures the humor, identity, and worldview of younger generations.

Brain rot phenomenon gained public attention since the term 'brain rot' was announced as Oxford's Word of the Year 2024 (Oxford, 2024). It has been considered a growing problem among the young generations. Youth's habits, such as doomscrolling (a habit of continuously scrolling through negative or distressing news) and spending excessive time on social media, can lead to mental confusion, drowsiness, reduced attention span, and cognitive deterioration (George et al. 2024). Moreover, social media addiction and *Fear of Missing Out* (FOMO) syndrome make this issue even worse (Özpençe, 2024). Supporting this concern, Hutton et al. (2020) found that children who spent more time with screen-based media had weaker connections in the brain's white matter, which is important for language, literacy, and critical thinking skills. This weakening of white matter pathways can impair the efficient transfer of information within the brain, leading to difficulties in learning, problem-solving, and communication, thereby potentially affecting a child's overall intellectual growth and future opportunities.

Consequently, brain rot phenomenon poses a serious threat to the teaching and learning process. Previous studies have found a significant correlation between short video consumption and reduced attention span, which in turn lowers academic performance (Gong & Tao, 2024). Similarly, in the context of English Language Teaching (ELT), Shu (2023) reported that overuse of social media among English as a Foreign Language (EFL) students strongly correlates with reduced language acquisition, increased foreign language anxiety, and academic burnout. These findings highlight the destructive impact of excessive digital media exposure on students' cognitive development, language skills, and overall academic well-being.

In addition, Metruk (2022) identified challenges in integrating smartphones into ELT classrooms, including concentration disorders, inadequate teacher and student preparedness, and unequal development of the four language skills (listening, reading, writing, and speaking). These challenges suggest that digital media can contribute to cognitive overload and a shortened attention span, which are recognized as symptoms of brain rot. In line with Abidin's (2023) study on mobile-assisted vocabulary learning, distractions from social media, entertainment apps, and notifications significantly divert students' attention, limiting their ability to meet the learning objectives within ELT classrooms. Therefore, these findings demonstrate that excessive or unmanaged use of digital media can undermine the quality and efficiency of language acquisition.

On the other hand, researchers argued that social media usage has positive impacts on second language learning. It can improve students' language skills, particularly speaking skills (Dashti & Abdulsalam, 2025). For instance, social media platforms, such as YouTube and Instagram, provide authentic materials that stimulate listening and speaking practice, which can improve students' speaking scores (Herawati & Efendi, 2024; Nur et al., 2021). Similarly, Azizah and Supeno (2024) highlight that social media fosters communication, motivation, and peer interaction among learners, while giving cultural immersion to boost learners' confidence and fluency in speaking. These findings reflect the dual role of technology integration in language learning, where benefits exist alongside weaknesses.

Despite its implementation offering advantages, the disadvantages of digital media usage in ELT classrooms must be considered to maximize the effectiveness of digital pedagogy practices. Moreover, among the four language skills, speaking is considered a fundamental component of communication (Akhter, 2021). For many learners, speaking might be one of the most difficult language activities as it requires real-time retrieval and production of vocabulary, grammar, and pronunciation, which can be challenging under pressure and with limited practice. Additionally, developing speaking skills requires not only continuous practice but also the use of appropriate learning strategies (Akhter, 2021; Herda et al., 2024; Tavil, 2010).

Thus, to achieve communicative competence, speaking needs to be integrated with listening and supported by strategies that enhance learning outcomes. Understanding the influence of brain rot on speaking strategies is essential since speaking plays a distinctive role among the four language skills. It demands the integration of vocabulary, grammar, pronunciation, and discourse organization under time pressure. When students experience symptoms of brain rot, such as reduced attention span and cognitive overload, these impairments are likely to appear in speaking performance. Previous studies have shown that learners with higher speaking proficiency tend to employ a greater variety of learning strategies, including cognitive, metacognitive, and social and affective strategies, than those with lower proficiency (Gani et al., 2015). Similarly, Siddiqui (2014) emphasized that speaking serves as a primary indicator of language learning success, as it reflects learners' ability to apply linguistic knowledge in authentic communication.

Considering the growing discussion on how excessive digital media use affects attention span, cognitive development, and language learning, there remain limited studies examining how brain rot and digital addiction affect speaking learning strategies in ELT contexts, particularly among Gen Alpha learners in Indonesian educational settings. This gap highlights the need for further research to understand how digital consumption patterns influence students' speaking strategies. Therefore, the present study aims to discover whether brain rot influences students' speaking learning strategies in ELT classrooms, particularly among junior high school students, who are part of Gen Alpha and born as digital natives. It also seeks students' perceptions of brain rot and their strategies for learning to speak. Besides, it offers valuable insights for educators, since without a clear understanding of how brain rot influences students' speaking strategies, they may continue to incorporate digital media without addressing its cognitive risks, potentially undermining communicative competence development.

Method

This study employed an explanatory sequential mixed-methods design, in which quantitative data were collected and analyzed first, followed by qualitative interviews to further explain and elaborate on the quantitative findings. The qualitative findings were used to explain students' lived experiences of brain rot and to clarify how it influenced their speaking learning strategies.

The quantitative data were collected from questionnaires, which were adapted from the Brain Rot Scale (Yilmaz & Aktürk, 2025) and Speaking Learning Strategies (Basalama et al., 2020; Purwanti et al., 2021). Both are in a Likert 5-point. The Brain Rot Scale consisted of 18 items. While Speaking Learning Strategies consisted of 25 items. The classification of both questionnaire items is presented in Table 1.

Table 1. Questionnaire Items Classification

Variable	Indicator	Items Number
Brain Rot	Cognitive Load	1, 2, 3, 4, 5
	Cognitive Fatigue	6, 7, 8, 9, 10, 11
	Emulation	12, 13, 14, 15
	Depersonalization	16, 17, 18
Speaking Learning Strategies	Cognitive	19, 20, 21, 22, 23, 24, 25, 26, 27
	Metacognitive	28, 29, 30, 31, 32, 33, 34, 35
	Socio-Affective	36, 37, 38, 39, 40, 41, 42, 43

The instrument validity was checked to determine the validity of each item. Two items of cognitive strategies were invalid and excluded from the analysis. The reliability of the questionnaires was tested using Alpha Cronbach formula, and the results show both Brain Rot Scale and Speaking Learning Strategies were reliable ($\alpha > 0,7$), as can be seen in Table 2.

Table 2. Reliability Statistics

Variable	Cronbach's Alpha	N of items
Brain Rot (X)	0.859	18
Speaking Learning Strategies (Y)	0.861	23

The participants of this study were 64 students in the seventh grade of one junior high school in Yogyakarta (Indonesia), as detailed in Table 3. The questionnaires were distributed via Google Forms, and the data were analyzed using IBM SPSS 22 to determine the effect of Brain Rot on Speaking Learning Strategies using simple linear regression. Then, six participants were interviewed to gain in-depth insight, and thematic saturation was achieved.

Table 3. Participants' Demographic Information

Demographic Information	Category	Frequency (f)	Percentage (%)
Gender	Male	31	48.44
	Female	33	51.56
Age	11 years old	1	1.56
	12 years old	29	45.32
	13 years old	33	51.56
	14 years old	1	1.56

Findings & Discussion

Understanding the influences of brain rot on students' speaking learning strategies requires both quantitative and qualitative evidence. Quantitative data provide an overview of students' brain rot levels and the extent to which these levels influence their learning strategies. Additionally, qualitative data reveal how students perceive and respond to the effects of brain rot in their daily lives. The synthesis of these findings provides more comprehensive evidence of the relationship between digital media exposure and language learning strategies, offering an insightful perspective into EFL classrooms.

The Influence of Brain Rot on Students' Speaking Learning Strategies

To determine whether brain rot influences students' speaking learning strategies, the researchers adapted questionnaires developed by Yilmaz and Aktürk (2025) for the Brain Rot scale and Basalama et al., (2020) and Purwanti et al. (2021) for Speaking Learning Strategies. The Brain Rot scale is categorized into three levels: 18 – 42 (low), 43 – 66 (moderate), and 67 – 90 (high). While Speaking Learning Strategies is categorized into 23 – 53.67 (low), 53.68 – 84.34 (moderate), and 84.35 – 115 (high). The results were analyzed using IBM SPSS 22, presented in Tables 4, 5, and 6.

Table 4. Descriptive Statistics of the Questionnaires

	N	Minimum	Maximum	Mean	Std. Deviation
Brain Rot	64	21	57	42.34	8.452
Cognitive Strategies	64	16	34	24.67	3.838
Metacognitive Strategies	64	11	40	27.73	4.405
Socio-Affective Strategies	64	10	40	26.97	4.656
Speaking Learning Strategies (Total)	64	42	103	79.38	10.916

As can be seen in Table 4, students' brain rot levels are low to moderate (M = 42.34, SD = 8.452). At the same time, students' overall speaking learning strategies are moderate (M = 79.38, SD = 10.916). Specifically, the use of metacognitive (M = 27.73) and socio-affective strategies (M = 26.97) is higher than cognitive strategies (M = 24.67). Although the students demonstrated moderate levels of speaking learning strategies, the linear regression result showed a negative relationship between brain rot and speaking learning strategies, which is presented in Tables 5 and 6.

Table 5. Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	**Std. Error**	**Beta**		
1 (Constant)	103.614	6.347		16.325	.000
Brain Rot	-.572	.147	-.443	-3.893	.000

Dependent Variable: Speaking Learning Strategies

Table 5 shows that brain rot has a significant influence on speaking learning strategies (p = 0.000, p < 0.05). The influence is negative, which means that an increase in the coefficient value of brain rot variable will decrease speaking learning strategies by 0.572 score units. Thus, the higher the level of brain rot experienced by students, the lower the speaking learning strategies they use because brain rot, which can be understood as cognitive decline or decreased mental engagement, negatively impacts their ability to process, retain, and apply new language information. When students experience this decline, their cognitive resources become limited, making it more difficult for them to actively participate in speaking activities or employ effective strategies such as practice, self-correction, or contextual learning. Consequently, they may feel less confident and motivated to practice speaking, resulting in a decreased use of strategies that could otherwise enhance their language proficiency. This creates a cycle where diminished cognitive engagement hampers strategy use, which in turn further impairs speaking development. However, brain rot only accounts for 19.6% of the variation in speaking learning strategies, as shown in Table 6. There are still other factors that contribute to speaking learning strategies outside of brain rot variables that need to be identified.

Table 6. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.443[a]	.196	.183	9.864

Predictors: (Constant), Brain Rot

This finding provides empirical support for the existing literature that highlights the cognitive decline because of digital media overuse. It aligns with Mishra and Mishra's (2024) argument that overexposure to digital media causes cognitive overload, reduces attention span, and limits learners' working memory, which is required for processing complex ideas and producing meaningful speech. Similarly, Yousef et al. (2025) argued that excessive consumption of low-quality content leads to lowered focus and inadequate learning behaviors. When students spend a lot of time exposed to digital content, their cognitive capacities deteriorate, and they struggle to concentrate on complex academic tasks, such as speaking English. Although the statistical analysis demonstrates a significant negative influence of brain rot on speaking learning strategies, it cannot fully capture the nuances of this effect. Therefore, qualitative evidence is needed to complement these results by providing insights into students' experiences and perceptions.

Students' Perceptions of Brain Rot and Their Speaking Learning Strategies

To further explore the brain rot phenomenon, interviews were conducted with 6 of 64 participants. The results reveal that four students spent around 4 – 6 hours using their smartphones, while two students spent about 2 – 3 hours a day. They consumed various content, including short videos (entertainment), cartoons, films, music, learning materials, and games such as Roblox and Mobile Legends. Several students reported experiencing dizziness, sore eyes, mental fatigue, and a loss of focus after spending hours in front of their smartphones.

For instance, a student stated during the interview:

> *"Saya sering merasa pusing dan sakit mata setelah main HP" – IS.*
>
> *(I often feel dizzy and have sore eyes after using my phone.)*

Another student admitted experiencing difficulty focusing in the classroom due to intrusive recall of the online content.

> *"Saya kadang-kadang suka tertawa sendiri, jadi susah fokus belajar karena teringat konten yang ditonton tadi" – LK.*
>
> *(I sometimes laugh by myself and find it hard to focus on learning because I keep remembering the content I watched).*

Such statements indicate that students experience symptoms of brain rot, particularly cognitive load and cognitive fatigue. Yilmaz and Aktürk (2025) defined cognitive load as excessive mental burden caused by processing too much information that hinders focus and memory, while cognitive fatigue is the result of mental exhaustion that reduces cognitive performance and motivation. If these conditions continue to happen, students' academic performance is going to drop.

Interestingly, a student reported being familiar with the term "brain rot" and its negative effects, which led him to reduce blindly scrolling on social media and instead spend more time watching educational videos on YouTube and TikTok.

> *"Saya sudah tahu apa itu brain rot dan dampaknya. Jadi kalau saya lebih sering nonton video-video pelajaran seperti matematika dan fisika di YouTube. Saya juga sering menirukan orang ngomong pakai Bahasa Inggris di TikTok" – AA.*
>
> *(I already know about brain rot and its effects, so I prefer watching learning videos, such as mathematics and physics, on YouTube. I also often imitate people speaking English on TikTok.)*

This statement supports the quantitative findings that a few students experience a low level of brain rot. In the meantime, most of them experienced a low to moderate level (M = 42.34). It also explains how students use active strategies in their speaking, particularly shadowing, which has been proven effective for improving speaking skills (Putri et al., 2024). Other students mentioned applying cognitive strategies, such as watching films or listening to music.

> *"Saya biasanya nonton film atau mendengarkan lagu-lagu berbahasa Inggris" – IS.*
>
> *(I usually watch films or listen to English songs).*

This finding forward Herawati and Efendi's (2024) study, who reported that exposure to authentic materials can help in speaking practice. In addition, the use of films and music can improve English proficiency, particularly speaking skills (Fakhrurriana et al., 2024; Sasmita & Inayah, 2024). However, some students admitted that they rarely use memory-based strategies, such as listing new vocabulary, memorizing, and then applying it in speaking. The lower memory-based strategies indicate the negative impact of brain rot on executive functions, as Yousef et al. (2025) explained that brain rot impairs executive functioning skills, such as memory, planning, and decision-making. Instead, most of the students preferred metacognitive and socio-affective strategies.

For example, a student explained:

> *"Saya sering main game dan ngomong Bahasa Inggris dengan teman bule dari Filipina" – TI*
>
> *(I often play games and speak to my friend from the Philippines).*

It supports Azizah and Supeno's (2024) study, who argued that digital media fosters communication and gives cultural immersion to boost confidence and fluency in speaking. While another student said:

> *"Saya lebih suka belajar speaking itu sama orang bule langsung, contohnya lagi main di mall lalu ketemu orang bule, biasanya saya ajak ngobrol" – JF.*
>
> *(I prefer to learn to speak with native speakers. For instance, when I go to the mall, I see foreigners, and then I invite them to a conversation).*

This statement validates the quantitative findings that students highly use metacognitive and socio-affective strategies rather than cognitive strategies. The use of metacognitive strategies helps students organize their ideas before communication, monitor fluency during speech, and reflect on mistakes afterward (Purwanti et al., 2021). While socio-affective strategies reflect the learners' need for social reinforcement in maintaining motivation.

The result of this study reveals that students frequently used both metacognitive and socio-affective strategies to organize ideas, maintain motivation, and overcome anxiety when speaking. It supports Basalama et al. (2020) and Purwanti et al. (2021), who found that learners who plan their speaking and collaborate with peers tend to achieve better fluency and confidence. However, the negative influence of brain rot on speaking strategies indicates that digital fatigue and distraction can disrupt the effectiveness of these strategies. Indeed, according to some experts, excessive screen exposure and multitasking reduce focus, self-regulation, and emotional control, which often leads to shallow communication (Mishra & Mishra, 2024; Owens, 2025; Yousef et al., 2025). These conditions influence students to become easily exhausted, less focused, and less connected with others.

In summary, the students demonstrated moderate levels of speaking learning strategies. More significantly, the statistical analysis indicates that brain rot has a negative impact on speaking learning strategies. If this condition is ignored, students' brain rot level may worsen, which in turn further reduces the effectiveness of their speaking learning strategies. It suggests that cognitive fatigue, reduced attention span, and digital distraction may hinder students' ability to employ effective speaking learning strategies. These findings extend beyond previous studies by providing empirical evidence that excessive exposure to digital media is associated with both cognitive outcomes and strategic behaviors in EFL speaking.

Pedagogical and Practical Implications

The results of this study emphasize the necessity for educators to integrate technology into EFL classrooms in a more balanced and mindful approach. Teachers should be equipped with digital literacy knowledge and consider designing technology-assisted activities that prioritize engagement, such as guided speaking tasks, reflective practice, and monitored interaction. Additionally, collaboration between teachers and parents also plays an important role in supporting students' cognitive well-being.

Some practical strategies can be applied by teachers and parents in monitoring students' use of digital media both in and beyond the classroom, including: 1) limiting screen time to prevent overexposure and dependence on digital devices; 2) curating digital content to ensure it is educational, age-appropriate, and beneficial for students' development; 3) encouraging engagement in non-digital activities to foster creativity and social skills; and 4) creating supportive social environments that promote mindful and balanced technology use through setting boundaries, open communication, and modeling healthy behavior. These strategies help students develop a healthy relationship with technology, enhance their overall well-being, and ensure that digital tools serve as a supplement rather than a substitute for real-world interactions

and experiences. It aligns with Mishra and Mishra's (2024) suggestions on how to combat brain rot, such as digital detox, mindfulness practices, cognitive exercise, prioritize sleep, manage stress, and stay socially engaged. By applying these strategies, it aims to prevent increased levels of brain rot, which could decrease students' learning strategies.

Conclusion

This study shows that students in this age group, who are often associated with Gen Alpha, experienced brain rot levels mostly at low to moderate levels, equivalent to their speaking learning strategies, which are at a moderate level. Among the strategies, metacognitive and socio-affective were used more frequently than cognitive strategies. Likewise, the quantitative analysis confirmed that brain rot has a significant and negative influence on speaking learning strategies, explaining 19.6% of the variance. The qualitative findings further reveal that excessive screen time leads to fatigue, distractions, and reduced focus. These findings highlight the contrasting role of digital media, which can provide authentic input and opportunities to learn speaking, but uncontrolled use contributes to cognitive fatigue and lower speaking learning strategies. Therefore, teachers and parents need to monitor students' digital habits and encourage the use of constructive strategies to improve speaking skills. Moreover, integrating digital literacy into EFL classrooms and designing learning activities that balance technological use can help minimize the risks of brain rot. Addressing this issue is not only significant for students' language development but also for teachers to develop more adaptive teaching strategies that respond to the challenges of digital learning environments.

References

Abidin, A. (2023). Screen distractions and vocabulary gains in Memrise mobile-assisted vocabulary learning (MAVL) setting. *Journal on english as a foreign language, 13*(2), 524-551. https://doi.org/10.23971/jefl.v13i2.6500

A. Gani, S., Fajrina, D., & Hanifa, R. (2015). Students' Learning Strategies for Developing Speaking Ability. *Studies in English Language and Education, 2*(1), 16–28. https://doi.org/10.24815/siele.v2i1.2232

Akhter, S. (2021). Exploring the Significance of Speaking Skill for EFL Learners. *Sir Syed Journal of Education & Social Research, 4*(3), 1–9.

Azizah, S., & Supeno, B. (2024). The Use of Social Media in Improving English Speaking Skills (Literature Review 2014 – 2024). *International Journal of Applied Educational Research (IJAER), 2*(3), 191–208. https://doi.org/10.59890/ijaer.v2i3.1981

Basalama, N., Bay, I. W., & Abubakar, A. (2020). Student's Learning Strategies in English Speaking Class. Jambura *Journal of English Teaching and Literature, 1*(1), 27–39. https://doi.org/10.37905/jetl.v1i1.5636

Dashti, F., & Abdulsalam, H. M. (2025). The influence of social media applications on learning English as a second language. *Heliyon, 11*(2), e41874. https://doi.org/10.1016/j.heliyon.2025.e41874

Fadhillah, N., Siregar, E. A., Lestari, U. H. P., Rahman, F., & Khalsiah, K. (2024). Society 5.0 in education: interactive learning through digital media integration on teaching speaking. *Scope: Journal of English Language Teaching, 9*(1), 392-402. http://dx.doi.org/10.30998/scope.v9i1.24084

Fakhrurriana, R., Rahmaddian, A. M., Aunillah, H. N., & Herdina, G. (2024). Utilizing Films in EFL Classroom for Learning Speaking: A Study at English Major. *IREELL: Indonesian Review of English Education, Linguistics, and Literature, 2*(1), 13–27. https://doi.org/10.30762/ireell.v2i1.2765

George, A. S., George, A. H., Baskar, T., & Karthikeyan, M. M. (2024). Reclaiming our minds: mitigating the negative impacts of excessive doomscrolling. *Partners Universal Multidisciplinary Research Journal, 1*(3), 17-39. https://doi.org/10.5281/zenodo.13737987

Gong, Q., & Tao, T. (2024). The relationship between short video usage and academic achievement among elementary school students: The mediating effect of attention and the moderating effect of parental short video usage. *PLOS ONE, 19*(11), e0309899. https://doi.org/10.1371/journal.pone.0309899

Herawati, P., & Efendi, Z. (2024). Social Media Influences for the English Students' Speaking Ability at SMP Negeri 1 Kuala Batee. *Action Research Literate, 8*(7), 1778–1783. https://doi.org/10.46799/arl.v8i7.463

Herda, R. K., Fitrianingsih, I., & Kaur, D. (2024). Targeted feedback for Indonesian-speaking classrooms in higher education context: A perspective from educators' lens. *Feedback Research in Second Language, 2.* https://doi.org/10.32038/frsl.2024.02.03

Hutton, J. S., Dudley, J., Horowitz-Kraus, T., DeWitt, T., & Holland, S. K. (2020). Associations Between Screen-Based Media Use and Brain White Matter Integrity in Preschool-Aged Children. *JAMA Pediatrics, 174(*1), e193869. https://doi.org/10.1001/jamapediatrics.2019.3869

Metruk, R. (2022). Smartphone English Language Learning Challenges: A Systematic Literature Review. *Sage Open, 12*(1). https://doi.org/10.1177/21582440221079627

Mishra, S., & Mishra, K. K. (2024). Brain Rot: The Cognitive Decline Associated with Excessive Use of Technology. *International Journal of Research Publication and Reviews, 5*(12), 1625–1630. https://doi.org/10.55248/gengpi.5.1224.3566

Nur, A. A., Larekeng, S. H., & Sianna, S. (2021). The library research; the effectiveness of social media on EFL learners speaking skill. *La Parole: Journal of Language Teaching and Pedagogy, 4*(2), 104–122. https://doi.org/10.31850/laparole.v4i2.1119

Owens, E. (2025). 'It speaks to me in brain rot': Theorising 'brain rot' as a genre of participation among teenagers. *New Media & Society.* https://doi.org/10.1177/14614448251351527

Oxford. (2024). *'Brain rot' named Oxford Word of the Year 2024.* Oxford University Press.

Özpençe, A. İ. (2024). Brain Rot: Overconsumption of Online Content (An Essay on the Publicness Social Media). *Journal of Business Innovation and Governance, 7*(2), 48–60. https://doi.org/10.54472/jobig.1605072

Purwanti, S. E., Sudra, F., & Pratiwi, S. (2021). Students' Learning Strategies in Developing Speaking Skill at English Study Program Islamic University of Indragiri. *J-SHELVES OF INDRAGIRI (JSI), 2*(2), 98–109. https://doi.org/10.32520/jsi.v2i2.1560

Putri, N. A., Girsang, S. E. E., & Damanik, I. J. (2024). The Use of Shadowing Technique To Improve Students' Speaking Skills In SMA YPK Pematangsiantar. *Bilingual: Jurnal Pendidikan Bahasa Inggris, 6(*2), 130–141. https://doi.org/10.36985/daayr938

Sasmita, T. A., & Inayah, R. (2024). The Use of Song in Teaching Speaking for Primary School Students. *Project: Professional Journal of English Education, 7*(4).

Shu, J. (2023). EFL learners' problematic use of social media usage, classroom anxiety, perfectionism, and language attainment: correlations and perceptions. *BMC Psychology, 11*(1), 443. https://doi.org/10.1186/s40359-023-01419-5

Siddiqui, F. H. (2014). Capitalizing on Speaking Skill of EFL Learners for the Language Literacy. *International Journal of Applied Linguistics & English Literature, 3*(2), 47–52. https://doi.org/10.7575/aiac.ijalel.v.3n.2p.47

Tan, M. (2024). The Rise of "Brain Rot": A Sociolinguistic Perspective on Gen Z and Gen Alpha's Digital Vernacular. Bild-Lida.Ca. https://bild-lida.ca/educationalsociolinguistics/uncategorized/the-rise-of-brain-rot-a-sociolinguistic-perspective-on-gen-z-and-gen-alphas-digital-vernacular/

Tavil, Z. M. (2010). Integrating listening and speaking skills to facilitate English language learners' communicative competence. *Procedia - Social and Behavioral Sciences, 9,* 765–770. https://doi.org/10.1016/j.sbspro.2010.12.231

Yilmaz, E., & Aktürk, A. (2025). Brain Rot: A Scale Development Study. *Research on Education and Psychology, 9*(1), 5–28. https://doi.org/10.54535/rep.1666895

Yousef, A. M. F., Alshamy, A., Tlili, A., & Metwally, A. H. S. (2025). Demystifying the New Dilemma of Brain Rot in the Digital Era: A Review. *Brain Sciences, 15*(3), 283. https://doi.org/10.3390/brainsci15030283

Corresponding author: Risma Novita Sari
Universitas Negeri Yogyakarta, Indonesia.
Email: rismanovita.2022@student.uny.ac.id