

ABSTRACT

Nurul Kamariah., 2025, "*Penelitian Korelasional Antara Motivasi Belajar Bahasa Inggris Siswa dan Penggunaan Media Sosial (Instagram dan TikTok)*", Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Nahdlatul Ulama, Kalimantan Selatan. Pembimbing (1).

Penelitian ini bertujuan untuk menguji korelasi antara penggunaan platform media sosial—khususnya Instagram dan TikTok—dengan motivasi belajar Bahasa Inggris siswa kelas X SMAIT Ar-Rasyid. Latar belakang penelitian ini berakar pada meningkatnya penggunaan media sosial di kalangan siswa, yang seringkali menyebabkan gangguan dan berkurangnya fokus akademik. Namun, media sosial juga menawarkan potensi manfaat pendidikan, terutama dalam pembelajaran bahasa.

Dengan menggunakan pendekatan korelasional kuantitatif, penelitian ini melibatkan penyebaran kuesioner untuk mengukur dua variabel: penggunaan media sosial dan motivasi belajar Bahasa Inggris, yang mencakup indikator kemauan, minat, dan keterlibatan. Hasil analisis korelasi Pearson menunjukkan hubungan yang signifikan dan positif antara penggunaan media sosial dan motivasi belajar bahasa Inggris, dengan koefisien korelasi $r = 0,637$ dan tingkat signifikansi $p = 0,000$ ($p < 0,01$).

Temuan ini menunjukkan bahwa siswa yang sering berinteraksi dengan konten bahasa Inggris di Instagram dan TikTok cenderung memiliki motivasi yang lebih tinggi dalam mempelajari bahasa tersebut. Lebih lanjut, penelitian ini mendukung penelitian sebelumnya yang menunjukkan bahwa media sosial dapat meningkatkan penguasaan kosakata, keterampilan berbicara, dan kepercayaan diri dalam komunikasi bahasa Inggris. Oleh karena itu, terlepas dari potensi kekurangannya, media sosial—jika digunakan secara konstruktif—dapat berfungsi sebagai alat pelengkap yang relevan dan efektif dalam pendidikan bahasa Inggris modern.

Kata Kunci: Media Sosial, Motivasi Belajar

STATEMENT OF AUTHENTICITY

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Declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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**THE CORRELATIONAL RESEARC BETWEEN STUDENTS'
LEARNING ENGLISH MOTIVATION AND THE USE OF SOCIAL
MEDIA (INSTAGRAM AND TIKTOK)**

AN UNDERGRADUATE BACHELOR

Presented to

Nahdatul Ulama University South of Kalimantan

In partial fulfillment the requirements for the degree program

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ENGLISH EDUCATION DEPARTMENT**

JULY 2025

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ABSTRACT

Nurul Kamariah, 2025, "Correlational Research Between Students' English Learning Motivation and Social Media Use (Instagram and TikTok)", Thesis, English Language Education Department, Faculty of Teacher Training and Education, Nahdlatul Ulama University, South Kalimantan. Advisor (1).

This study aims to examine the correlation between the use of social media platforms—specifically Instagram and TikTok—and the English learning motivation of tenth-grade students at SMAIT Ar-Rasyid. The background of this research is rooted in the increasing use of social media among students, which often causes distraction and reduced academic focus. However, social media also offers potential educational benefits, particularly in language learning.

Using a quantitative correlational approach, this study involved distributing questionnaires to measure two variables: social media use and English learning motivation, which includes indicators of willingness, interest, and engagement. The results of the Pearson correlation analysis showed a significant and positive relationship between social media use and English learning motivation, with a correlation coefficient of $r = 0.637$ and a significance level of $p = 0.000$ ($p < 0.01$).

These findings indicate that students who frequently interact with English content on Instagram and TikTok tend to have higher motivation to learn the language. Furthermore, this study supports previous research showing that social media can improve vocabulary mastery, speaking skills, and confidence in English communication. Therefore, despite its potential drawbacks, social media—when used constructively—can serve as a relevant and effective complementary tool in modern English language education.

Keywords: Social Media, Learning Motivation