

CHAPTER 1

INTRODUCTION

A. The Background of the Study

Social media has undergone significant transformation since its inception in the 1960s. The Bulletin Board System (BBS) marked the beginning, followed by Prodigy (1984) and America Online (AOL, 1991). The launch of (in 1997) pioneered modern social networking. Subsequent platforms like Friendster (2002), MySpace (2003), Facebook (2004), Twitter (2006), and Instagram (2010) revolutionized online interaction. Recent entrants like Snapchat (2011), TikTok (2016), and Discord (2015) have further expanded social media's scope. Today, over 4.9 billion internet users and 3.8 billion social media users worldwide attest to its profound impact on communication, networking, and business.

In Indonesia, social media usage is growing rapidly. According to Hootsuite's data, in 2024, Indonesia has 139 million social media users (49.9% of the total population). This indicates that nearly half of Indonesia's population utilizes social media in their daily lives. Social media usage in learning refers to the integration of platforms like Facebook, Instagram, Twitter, and YouTube into educational activities to facilitate access to resources, promote collaboration, and increase learner motivation. These platforms provide authentic language materials, interactive communication tools, and opportunities for peer learning, which can positively influence students' attitudes toward studying English.

Social media platforms provide an engaging and interactive learning environment, allowing students to participate in discussions, share resources, and gain access to authentic materials, which collectively enhance their intrinsic and extrinsic motivation to learn English. The integration of social media tools in education promotes collaborative learning by enabling students to engage in group activities, interact with peers and instructors, and practice language skills in real-world contexts.

Social media has become a significant tool for language learning, especially among students. To explore this phenomenon, we interviewed two learners who actively use platforms like Instagram, YouTube, and TikTok to improve their English. These students, both from different academic disciplines, shared how social media provides access to authentic language materials and fosters an engaging environment for practicing listening, speaking, and vocabulary acquisition. For them, the casual nature of social media makes learning feel less like a chore and more like an enjoyable activity.

Yantrapkom N and Wong P (2018:798-821) while social media usage for learning provides numerous benefits, such as accessibility and engagement, challenges like distractions and lack of real-time feedback from instructors need to be addressed for effective implementation. Interest and motivation, as key drivers of learning, are significantly enhanced through targeted and guided use of social media in language courses, fostering a deeper connection to the material.

This research was conducted at SMAIT Plus Ar-Rasyid. It is located at Jl. Raya Batulicin Km.251 Segumbang, Tanah Bumbu Regency, South Kalimantan. Data was taken in June 2025 after the class promotion exam schedule was completed. Considering that the use of Instagram and TikTok in Indonesia is substantial, the researcher chose to narrow down the subjects by taking respondents from 29 tenth-grade students at SMAIT Ar-rasyid.

A preliminary investigation was carried out with two students in SMAIT Ar-Rasyid and shared their experiences using social media to learn English. Student with initial S making a statement utilizes Instagram and TikTok to follow accounts that post English tips and watch videos with native speakers, emphasizing how these platforms provide real-life language exposure in an informal and engaging way. They noted that this approach helps them learn natural phrases and improve listening skills. However, Student S admitted struggling with distractions, often losing focus while scrolling, and occasionally encountering inaccurate content online.

Similarly, Student with initial M uses TikTok for quick, creative language tips and Reddit for participating in forums where they can practice writing and interact with other learners. They find social media motivating because it's flexible and interactive, offering learning opportunities anytime. However, Student M highlighted the lack of structured content, making it difficult to follow a clear learning path. Both students agreed that while social media enhances their language exposure and enjoyment, it works best as a supplemental tool rather than a primary resource for learning English.

Despite these benefits, the students acknowledged challenges in relying solely on social media for language learning. One common issue is the lack of structured content, which sometimes makes it difficult to achieve specific learning objectives. Additionally, distractions and the need to verify information from unverified sources were recurring concerns. These insights underline the potential of social media as a supplemental tool for language.

The current research highlights how social media platforms, such as Facebook, Instagram, and YouTube, enhance learning motivation and provide access to authentic language materials. However, there is limited exploration of how these platforms address the diverse needs of learners from various socio-economic and cultural backgrounds in real-world applications. Theoretical studies emphasize the positive impact of social media on motivation and collaboration. In practice, however, many educators struggle to implement social media effectively due to a lack of digital literacy, training, or institutional support. This discrepancy reveals a need for practical guidelines to bridge the theory-practice divide.

Social media has emerged as a dynamic tool for enhancing English language learning, primarily due to its interactive and engaging nature. Platforms such as Instagram, Facebook, and YouTube offer students access to authentic content, such as videos, articles, and discussions in English, which can help improve their language skills in real-life contexts. Additionally, social media fosters motivation by creating opportunities for collaboration and communication with native speakers or peers globally, enabling learners to practice the language in

meaningful ways. Despite its evident potential, further research is essential to understand how to maximize these benefits effectively.

Learning motivation is a crucial factor in the learning process. Highly motivated individuals tend to be more active, diligent, and consistent in their studies, including in mastering English as a foreign language. However, enhancing students' motivation remains a relevant challenge, particularly in a technological era where digital platforms are often used more for leisure than for educational purposes.

Previous studies have shown that social media can support learning, but most of them are still general in scope and have not specifically examined the combined use of Instagram and TikTok in relation to students' motivation in learning English. Moreover, there is a lack of research that focuses on the correlational relationship between these two variables in local contexts, such as among Indonesian students.

In today's digital era, social media platforms such as Instagram and TikTok have become an integral part of students' daily lives. These platforms are not only used for entertainment purposes but also serve as informal sources of learning, particularly in acquiring English language skills. This phenomenon shows that learning no longer occurs solely in formal classroom settings, but can also take place casually through exposure to English content on social media. Meanwhile, learning motivation is a crucial factor in the success of acquiring a foreign language. According to Robert C Gardner (1985), motivation in language learning refers to "the combination of effort plus desire to achieve the goal of learning the language, and favorable attitudes toward learning the language". This definition highlights that motivated students are more likely to engage actively and persist in the learning process. Therefore, it is important to investigate whether there is a correlation between students' use of social media and their motivation to learn English. This research is relevant because it offers insight into how social media may influence students' psychological engagement in language learning and can serve as a foundation for teachers and educators to develop more effective and contextually appropriate teaching strategies.

Moreover, this study aims to fill a gap in the existing literature, which still lacks specific exploration of the relationship between English learning motivation and the use of widely popular platforms such as Instagram and TikTok.

The development of information technology has brought significant changes to the lives of adolescents, particularly with the emergence of social media. Today, almost every teenager has access to the internet and actively uses platforms such as Instagram, TikTok, YouTube, and WhatsApp in their daily lives. Social media has become an integral part of their routines, not only for communication but also for sharing experiences and entertainment.

This phenomenon shows that social media is not only a tool for social interaction but also serves as a space for informal learning. Many adolescents rely on social media to find information, understand school materials through educational videos, and join online learning communities. This indicates a shift from conventional learning methods to more digital and flexible approaches.

However, it cannot be denied that excessive use of social media also poses challenges to adolescents' learning processes. Time spent browsing entertainment content often reduces their focus on schoolwork. Distractions from notifications, messages, or viral trends can lower concentration and interfere with time management.

In addition, the phenomenon of multitasking, where adolescents study while simultaneously accessing social media, affects the effectiveness of their learning. Research shows that digital multitasking can reduce long-term memory retention, making it harder for students to absorb knowledge effectively. Thus, social media plays an ambivalent role: supporting learning on one hand while hindering it on the other.

The influence of social media on adolescents' learning can be understood through Albert Bandura's Social Learning Theory. This theory explains that individuals learn through observation, imitation, and modeling of others' behaviors. In the context of social media, adolescents often imitate learning

strategies, study habits, or even motivation from influencers, educators, or peers they observe on digital platforms.

Through social media, adolescents can observe how others solve problems, explain concepts, or apply specific learning strategies, then adopt these methods in their own study routines. For instance, TikTok videos that demonstrate creative techniques to memorize English vocabulary can motivate adolescents to adopt such methods. This illustrates the relevance of Bandura's theory in explaining how social media impacts adolescents' learning.

This phenomenon can also be explained by Bandura's Social Cognitive Theory, which emphasizes reciprocal interactions between personal factors (thoughts, motivation), environmental factors (social media, peers), and behavior (learning). In this perspective, adolescents' learning patterns are shaped both by internal factors such as interest and by external influences such as the content they consume online.

For example, when a teenager has a strong interest in English and finds engaging content on YouTube that aligns with their learning goals, their motivation to learn increases. Conversely, if they are more exposed to irrelevant entertainment content, their focus on studying decreases. Hence, Social Cognitive Theory helps explain how the interaction between personal factors and digital environments shapes learning behaviors.

From an educational perspective, social media can actually be integrated into learning strategies. Teachers can utilize these platforms to design engaging tasks, such as video-based assignments, online discussions, or digital content creation projects that foster students' creativity. This integration bridges adolescents' digital world with academic learning.

Nevertheless, proper guidance and supervision are still needed to ensure that social media is used in a balanced and productive way. Teachers and parents play crucial roles in helping adolescents filter useful content and limit excessive usage. Without appropriate control, social media can easily turn into a distraction that hinders learning progress.

By understanding these theories and phenomena, it is clear that social media plays a dual role in adolescents' lives: as a resource that can enhance learning while simultaneously being a potential distraction. Therefore, achieving balance in its use is key to optimizing its benefits.

Research on the influence of social media on adolescents' learning is crucial to conduct. The findings can provide deeper insights into how social media shapes learning patterns, motivation, and academic achievement. Furthermore, such research is expected to contribute to the development of modern learning strategies that are compatible with the needs of the digital generation.

Therefore, this study seeks to address an important research gap: the limited number of studies that investigate the correlational relationship between the use of social media (Instagram and TikTok) and students' motivation in learning English. This research is expected to contribute to filling that gap and provide valuable insights for educators in utilizing social media as an effective learning strategy. Therefore, this study will be presented under the title "**The Correlation Researc Between Students' Learning English Motivation and The Use Of Social Media (Instagram and Tiktok)**".

B. The Identification of Problem

1. The increasing use of social media among Indonesian students is not yet optimally utilized to support English language learning.
2. Platforms like Instagram and TikTok show potential to boost motivation but also pose challenges such as distractions, lack of structure, and unreliable content.
3. There is limited research, especially in local contexts, that specifically examines the correlation between social media use and students' motivation in learning English.

C. Scope and Limitation

Study is limited to examining the correlation between the use of social media specifically Instagram and TikTok and students' motivation in learning

English. The type of motivation discussed includes both intrinsic and extrinsic motivation. The subjects of this study are limited to 29 tenth-grade students of SMAIT Plus Ar-Rasyid in Tanah Bumbu, South Kalimantan. This research does not investigate the direct impact of social media on students' English language proficiency, nor does it consider other external factors beyond the predetermined variables.

D. Research Questions

1. To what extent does student's use of social media influence their motivation to learn English?
2. Is there a positive or negative correlation between the frequency of social media use and student's English learning motivation?
3. What role does social media play in enhancing or hindering students' motivation to learn English?

E. Objective of Study

1. To determine the extent to which students' use of social media affects their motivation to learn English.
2. To identify whether there is a positive or negative correlation between the frequency of social media use and students' motivation in learning English.
3. To explore the role of social media especially Instagram and TikTok in enhancing or hindering students' motivation to learn English.

F. Significance of Study

The significance in this research can be seen from two sides, namely as follows :

1. Theoretical Significance

- a. Advancement of learning theory: this study enriches language learning theory by exploring social media's impact on motivation.
- b. Understanding learning psychology: findings provide insights into learning psychology, particularly motivation and technology use.

- c. Contribution to media learning theory: this research expands understanding of social media's role in learning.

2. Practical Significance

- a. Development of effective learning strategies: results help educators create social media-based learning strategies.
- b. enhanced learning motivation: this study improves English language learning motivation among students through social media.
- c. Curriculum development: findings inform English language curriculum development incorporating social media technology.

G. Definition of Keyterms

1. Social Media (Instagram and Tiktok)

Lewis B.K (2010:1-23) defines social media is a label for digital technologies that enable people to connect, interact, produce, and share messages. Different definition from Andreas and Michael define that social media is a group of internet-based applications built on the ideological foundations of Web 2.0, which allow the creation and exchange of user-generated content.

Based on various definitions, social media can be summarized as a tool for sharing photos, videos, and audio, enabling communication, interaction, and connection among users through the internet.

2. Motivation

Huang and Wang Y (2023:85-99) define learning motivation is an internal drive within students to achieve a specific goal. Meanwhile Monika and Adman A (2021:22-33) define learning motivation is the condition where students have a drive to engage in certain activities. From several definitions, motivation to learn can be concluded as a driving force to achieve goals with enthusiasm, derived from both internal (intrinsic) and external (extrinsic) sources.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the results of the study entitled “The Correlational Research Between Students’ Learning English Motivation and the Use of Social Media (Instagram and TikTok)”, the following conclusions can be drawn:

1. There is a positive and significant correlation between the use of social media (Instagram and TikTok) and students’ motivation to learn English, as indicated by the Pearson correlation coefficient of $r = 0.637$ with a significance level of $p = 0.000$ ($p < 0.01$). This suggests that students who intensively use social media tend to have higher motivation in learning English.
2. The findings support the theory that a pleasant, contextual, and interest-based learning environment can increase students’ willingness, engagement, and interest in learning, as stated by Sardiman (2018). In this study, social media served as such an environment by providing authentic and engaging English content.
3. Qualitative data from interviews with an English teacher also confirmed the quantitative results. According to the teacher, social media use contributes positively to students’ confidence and interest in learning English, particularly when properly supervised and integrated into the learning process.
4. Teachers play an important role in maximizing the benefits of social media by providing attractive educational content and collaborating with students in its use as a learning medium.

Therefore, it can be concluded that the use of social media, particularly Instagram and TikTok, can be an effective medium to enhance students’ motivation in learning English when guided by teachers and aligned with educational objectives.

B. Suggestion

Based on the results and conclusions of this study, several recommendations can be proposed for teachers, students, and future researchers:

1. For teachers: Teachers are encouraged to utilize social media platforms such as Instagram and TikTok as complementary tools in English learning activities. Teachers can create and share engaging educational content that is relevant to students' interests to further increase their motivation and participation in learning English.
2. For students: Students are advised to take advantage of social media not only for entertainment but also as a medium for learning English. Students should actively seek and engage with English-related content to enhance their interest, confidence, and skills in the language.
3. For schools: Schools are recommended to develop policies and programs that integrate the use of social media into the English curriculum while still maintaining guidance and monitoring to ensure its positive and educational use.
4. For future researchers: Future research may expand the sample size and include more diverse educational levels to increase the generalizability of the findings. Researchers may also explore other variables, such as students' achievement or specific language skills, in relation to social media use.

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