
THE RELATIONSHIP BETWEEN THE USE OF SOCIAL MEDIA AS AN ENGLISH LEARNING MEDIA AND THE LEARNING MOTIVATION OF THE ELEVENTH GRADERS

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ABSTRACT: This research explores the impact of social media on learning motivation among eleventh-grade students at SMA PUSRI Palembang. The data was taken by involving 84 students as samples. The data was using a Social Media Questionnaire and Students' Learning Motivation. By comparing the characteristics of social media questionnaire responses and students' learning motivation, the study aimed to determine the relationship between social media usage and learning motivation. Correlation analysis revealed a robust positive association between students' learning motivation and their use of social media for English learning. The correlation coefficient (*r-value*) of 0.925 exceeded the critical threshold (*r-table*) of 0.212, signifying statistical significance. It indicates a substantial link between social media as an English learning tool (X) and students' learning motivation (Y). Furthermore, the regression analysis demonstrated the significant impact of social media on students' motivation to learn. The significance level (alpha) was less than 0.05, and the t-value of 22.016 exceeded the required t-table value of 1.663. In summary, social media has significantly enhanced students' motivation to learn English at SMA PUSRI Palembang.

Keywords: *English, social media, students, students' learning motivation*

HUBUNGAN ANTARA SOSIAL MEDIA SEBAGAI MEDIA PEMBELAJARAN BAHASA INGGRIS DAN MOTIVASI BELAJAR SISWA PADA SISWA KELAS 11 DI SMA PUSRI PALEMBANG

ABSTRAK: Penelitian ini mengeksplorasi dampak media sosial terhadap motivasi belajar di antara siswa kelas sebelas di SMA PUSRI Palembang. Dengan membandingkan karakteristik respon kuesioner media sosial dan motivasi belajar siswa, penelitian bertujuan untuk menentukan hubungan antara penggunaan media sosial dan motivasi belajar. Analisis korelasi mengungkapkan hubungan positif yang kuat antara motivasi belajar siswa dan penggunaan media sosial dalam pembelajaran Bahasa Inggris. Koefisien korelasi (nilai-r) sebesar 0,925 melebihi ambang batas kritis (nilai-r tabel) sebesar 0,212, menunjukkan signifikansi statistik. Sebagai hasilnya, hipotesis nol (*H₀*) ditolak demi hipotesis alternatif (*H_a*), mengindikasikan adanya hubungan yang signifikan antara media sosial sebagai alat pembelajaran Bahasa Inggris (X) dan motivasi belajar siswa (Y). Selain itu, analisis regresi menunjukkan dampak signifikan media sosial terhadap motivasi siswa untuk belajar. Tingkat signifikansi (alpha) kurang dari 0,05, dan nilai t sebesar 22,016 melampaui nilai t-tabel yang diperlukan sebesar 1,663. Secara keseluruhan, media sosial telah secara signifikan meningkatkan motivasi siswa untuk belajar Bahasa Inggris di SMA PUSRI Palembang.

Kata Kunci: *bahasa Inggris, sosial media, motivasi belajar siswa*

INTRODUCTION

Language is a complex communication system through which individuals may express their thoughts, ideas, and feelings. Language, according to Kridalaksana (2011, 24), is a sign system sound that members of a society use to vocally communicate, collaborate, interact, and identify themselves. It is a crucial instrument for human connection and is used in many aspects of life, including education, employment, and social relationships. Language consists of both verbal and nonverbal components that enable individuals to transmit meaning in spoken, written and visual forms. Social media, as a platform, can make use of all these aspects.

Social media has gained in popularity among language learners as a viable tool for language acquisition and practice because of the advancement of digital technology (Junco, Heiberger, & Loken, 2011). Because of its prominence as a worldwide language, English has received special attention when it comes to the use of social media platforms for language acquisition.

Social media platforms' meteoric ascent has transformed global communication and interaction. Millions of individuals throughout the world regularly use social media services like as WhatsApp, Facebook, TikTok, and Instagram (Statista, 2021). Users of these platforms may interact with others, exchange information, and engage in a variety of activities, such as language learning. The rise of social media has had a significant influence on language acquisition. Social media, according to educators and students alike, has the potential to be a useful instrument for language practice and acquisition (Junco et al., 2011). Language learners can use social media to access a variety of learning tools, communicate with native speakers, and receive real and engaging language input (Benson, 2011).

Learners may engage with a varied range of language inputs and practice language skills in several contexts since social media platforms are multimedia-rich, including videos, photographs, and audio (Thorne, 2008). Furthermore, everyone on the world utilizes social media to share their hobbies, activities, and even their expertise. In Indonesia, WhatsApp is the most popular chat network, closely followed by Meta (Instagram and Facebook). However, TikTok has grown rapidly in Indonesia over the last four years, with 35 million users, or 44% of the Indonesian population. However, Telegram remains one of the most popular platforms in Indonesia, with over 40 million users across the country (OOSGA, 2022). In Indonesia, age from 13-17 that use social media is almost 5-6% from total population (OOSGA, 2022). Its mean there is a huge number of social media users from high school students in Indonesia. Most of them use social media just for have fun and don't use it for educational purposes.

Motivation is essential in language learning because it impacts learners' participation, effort, and accomplishment. Motivated language learners are more persistent, proactive, and resourceful in their learning efforts. They demonstrate increased attention, enthusiasm, and self-efficacy, all of which can lead to improved language learning results. According to Dornyei (2001), motivation is crucial to the success and durability of language acquisition. Teachers and instructors may create interesting and encouraging language learning environments by understanding how students use social media and how it effects their motivation to study. Motivating students to actively participate in the learning process is a significant challenge in education since student motivation has a significant influence on academic performance and accomplishment (Pintrich & Schunk, 2012). Understanding the influence of technology-mediated learning

settings on student motivation is vital since technology continues to play an important role in education, particularly in the context of language acquisition (Kabilan, Ahmad, & Abidin, 2010).

SMA PUSRI Palembang is a Senior High School that was founded in 2001 (Kemendikbud, 2023). Since the school's inception, they have achieved several goals, ranging from regional to nationwide competition. This school has about 400 students in the academic year 2023/2024 till June 2023. Since 2010, this school has used technology such as a computer lab, an LED projector, and other media learning tools. Since it aims to provide students with the capacity to use technology for educational purposes, SMA PUSRI wants students to understand how far their knowledge can go in this current era with technology (PUSRI, 2023).

According to all the explanations above, the researchers were interested in observing the correlation between the use of social media as an English Learning medium and students' learning motivation in SMA PUSRI Palembang. This research entitled "The Relationship between the Use of Social Media as an English Learning Media and Students' Learning Motivation of the Eleventh Graders of SMA PUSRI Palembang."

METHODOLOGY

The correlation research design was employed by the researchers in this study. Correlational research, according to Ary et al (2010, p. 349), is non-experimental research that is comparable to ex post facto research in that both use data acquired from pre-existing factors. In neither type of study, the variables are manipulated. They vary in that ex post facto research uses selected variables to compare two or more existing groups, whereas correlational research examines the correlations between two or more variables in a single group. The correlational research design is used in this study to evaluate the link between the usage of social media as an English learning media and students' learning motivation.

This study conducted the relationship between social media as English Learning Media and students' learning motivation. The research design included a combination of self-report questionnaires to assess social media usage and learning motivation, as well as statistical analyses such as correlation analysis and regression analysis to explore the relationship between these variables (Hair et al., 2019).

The current study's correlational research approach allows the researchers to acquire significant insights into the potential relationship between social media usage for English learning and student motivation levels. These findings may assist educators and policymakers in understanding the usefulness of incorporating social media platforms into language learning techniques, as well as the impact on students' overall learning outcomes and motivation.

Babbie (2016) contributed to this understanding by defining the population as the complete set of individuals or items from which samples could be drawn for a study. This definition highlighted the diversity and comprehensiveness of the population under investigation.

Table 1. The Population of Research

No.	Class	Number of the Students
1	XI IPA 1	29

2	XI IPA 2	26
3	XI IPA 3	27
4	XI IPA 4	28
5	XI IPS 1	29
6	XI IPS 2	25
	Total	164

Creswell (2012) defines a sample as a subset of the target population that the researcher intends to investigate to generalize about the target population. The researcher took the sample using probability sampling as a strategy. A probability or random sample, which is drawn at random from the larger population, will be advantageous if the researchers need to generalize because it seeks representativeness of the larger population (Cohen, Manion, & Marrison, 2007). In this research, the sample was the eleventh grade from IPA 1, IPA 2, and IPS 1 students of SMA PUSRI Palembang which consisted of 84 students. The following table presents the population of this study.

Table 2. The Sample of Research

No.	Class	Number of the Students
1	XI IPA 1	29
2	XI IPA 2	26
3	XI IPS 1	29
	Total	84

1. Techniques in Collecting the Data

1.1. Social Media Questionnaire

Creating a social media use questionnaire for the study on the relationship between the use of social media as an English learning medium and students' learning motivation necessitated a rigorous approach to verify the instrument's validity and reliability. To do this, Likert scales were used as a standard approach for gauging participants' replies on a four-point scale ranging from "strongly disagree" to "strongly agree." Likert scales provided a controlled and quantitative method in which participants could express their ideas and attitudes about social media usage and learning motivation with varied degrees of agreement (DeVellis, 2017).

The researchers also conducted with a small sample of participants to gather feedback on the clarity and effectiveness of the questionnaire's items and Likert scale responses. This iterative process of refinement enhances the questionnaire's reliability and validity, making it a robust tool for investigating the correlation between social media usage and students' learning motivation (Pallant, 2016). Moreover, the students' score of social media questionnaire then was analysed by using the final score category of the Social Media Questionnaire. Table 3 show the final score categories:

Table 3. The Final Score Category of The Social Media Questionnaire

No	Range of Final Score	Categories
1	A (90-100)	Excellent
2	B (80-89)	Good
3	C (70-79)	Enough

4	D (<70)	Less
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In Table 3 above, it explains that the students who get the range score 90-100 are categorized into “Excellent”, range score 80-89 are categorized into “Good”, range score 70-79 are categorized into “Enough”, and last range score <70 are categorized into “Less”.

1.2. Students’ Learning Motivation Questionnaire

Utilizing Likert scales in this questionnaire allows participants to rate the frequency and effectiveness of each motivational strategy on a four-point scale, providing valuable quantitative data to assess the prevalence and impact of different motivational approaches in the learning context (DeVellis, 2017). Questionnaire of Students’ Learning Motivation is a specific type of questionnaire designed to assess various strategies or techniques that individuals employ to enhance their motivation for students’ learning.

Respondents are asked to indicate the extent to which they use or engage in these strategies on a Likert scale or through other response formats. Moreover, the student’s score of the social media questionnaire then was analyzed by using the final score category of the Social Media Questionnaire. Table 4 shows the final score categories:

Table 4. The Final Score-Category of Students’ Learning Motivation

No	Range of Final Score	Categories
1	A (90-100)	Excellent
2	B (80-89)	Good
3	C (70-79)	Enough
4	D (<70)	Less

Table 4 above explains that the students who get a range score 90-100 are categorized into “Excellent”, range scores 80-89 are categorized into “Good”, range scores 70-79 are categorized into “Enough”, and the last range score <70 are categorized into “Less”.

FINDINGS AND DISCUSSION

The researchers utilized SPSS version 25 and a Google Form to assess the data and determine the impact of social media on students' studying motivation. The normalcy test, correlation analysis, and regression analysis were all conducted by the researchers.

Social Media Questionnaire

From the data that has been acquired from Google Form by the writer, the 84 students from SMA PUSRI Palembang have collected the answers from 20 questions with 4 Likert Scales. (4=Strongly Agree (SA), 3=Agree (A), 2=Disagree (D), 1=Strongly Disagree (SD)).

Table 5. Social Media Questionnaire Result (In Percentage)

No.	Statement	1	2	3	4
1	I like using social media to learn.	-	-	34.5%	65.5%
2	Social media enable me to understand the lesson better.	-	8.3%	26.2%	65.5%
3	Using social media in the learning process suits me.	2.4%	10.7%	64.3%	22.6%
4	It is easy to use social media in an English learning classroom.	1.2%	9.5%	59.5%	29.8%
5	Using social media to support the English learning process is a good idea to do.		4.8%	54.8%	40.4%
6	English learning through social media helps me study even better.		4.8%	64.2%	31.0%
7	English learning in social media facilitates me to have better students-teachers communication.		9.5%	71.4%	19%
8	The Internet facilitates me to communicate with my friends and my teacher.		2.4%	63.1%	34.5%
9	The use of social media distracts me from completing English tasks.	7.1%	38.1%	39.3%	15.5%
10	I enjoy using social media to discuss English schoolwork.		2.4%	67.8%	29.8%
11	Social media motivates me to study English.		4.8%	51.2%	44%
12	Social media helps me focus on my English lessons.		15.5%	58.3%	26.2%
13	Social media helped me improve my English academic achievement.	1.2%	15.5%	58.3%	25%
14	The use of social media in the teaching and learning process impacts my English grades.	3.5%	6%	64.3%	26.2%
15	English learning in social media is very effective because I can understand the lesson well.		6%	61.9%	32.1%
16	English learning in social media and group assignments can be done easily.		8.3%	72.7%	19%
17	I like to use Instagram as an English learning medium.		17.9%	54.8%	27.4%
18	I like to use TikTok as an English learning medium.	1.2%	8.3%	50%	40.5%
19	I like to use Facebook as an English learning medium.	23.8%	53.6%	15.5%	7.1%
20	I like to use YouTube as an English learning medium.	2.4%	6%	59.5%	32.1%

As shown by the data above, over 70% of students strongly agree that social media has numerous influences on their learning, especially English lessons (Questionnaire 1 to 16). According to the data above Instagram, TikTok, and YouTube were effective as their media for learning English (more than 80% of students strongly agree). However, Facebook was not effective as their media to learn English. Only 23% of students said it was effective. The score has been calculated by the researcher by their speaking ability with the score components like their pronunciation, fluency, content, and relevance to the topic. Based on the data that has been gathered by the researcher, the score was good to excellent categories. The data is shown in Table 6.

Table 6. Score of Social Media

Categories	Score	Social media	
		Frequency	Percentage
Excellent	90-100	7	8.33%
Good	80-89	77	91.67%
Enough	70-79	-	-
Less	<70	-	-

Total	84	100%
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Based on the data above, students who got 90-100 (Excellent) are only 7 students (8.33%) and got 80-89 (Good) are 77 students (91.67%). In conclusion, it revealed that from Social Media questionnaire, good categories were the most obtained by the students.

Students' Learning Motivation

From the data that has been collected from Google Form by the researchers, the 84 students from SMA PUSRI Palembang have been collected the answer from 20 questionnaires with 4 Likert Scales; (4=Strongly Agree (SA), 3=Agree(A), 2=Disagree (D), 1=Strongly Disagree (SD)).

Table 7. Students' Learning Motivation Questionnaire (In Percentage)

No	Aspects	1	2	3	4
1	I enjoy classes	1.2%	1.2%	59.5%	38.1%
2	I feel "disconnected" from my teacher and fellow students in classes.	19%	61.9%	16.7%	2.4%
3	I learn the content well in classes		1.2%	69%	29.8%
4	I have control over my learning process		7.2%	73.8%	19%
5	Classes are easy for me	3.6%	25%	59.5%	11.9%
6	I pay attention in classes.		7.2%	59.5%	33.3%
7	I choose classes because they fit my schedule		9.5%	71.5%	19%
8	I enjoy class discussions	1.2%	10.7%	61.9%	26.2%
9	I feel like I can freely communicate with other students in classes.		7.2%	58.3%	34.5%
10	I feel like I can freely communicate with teacher in classes.		9.5%	65.5%	25%
11	I think my classes are challenging		17.9%	60.9%	20.2%
12	Cheating on test is easy	39.3%	42.9%	10.7%	7.1%
13	I prefer material that really challenges me, so I can learn new things.		28.6%	48.8%	22.6%
14	If I study in appropriate ways, then I will be able to learn the material.	1.2%	1.2%	60.7%	36.9%
15	When I take test, I think about how poorly I am doing compared with other students	7.1%	33.3%	42.9%	16.7%
16	I believe I'll receive excellent grades in my classes.	2.4%	16.7%	60.7%	20.2%
17	I'm certain I can understand the most difficult material presented in the readings.	3.6%	28.6%	51.2%	16.7%
18	Getting a good grade is the most satisfying thing for me		7.1%	39.3%	53.6%
19	When I take test, I think about items on other part of the test I can't answer		11.9%	66.7%	21.4%
20	It's my fault if I don't learn the material taught	1.2%	7.1%	60.7%	31%

Based on the data above, the Class Context aspect (1, 3, 4, 5, 7, 11, and 12), only on number 12 percent disagree to strongly disagree is high on their opinion and the rest were low. On the Social Engagement aspect (2, 6, 8, 9, and 10), only on number 2 percentage of disagree to strongly disagree was high percentage and the rest was low. On the Intrinsic and Extrinsic Goal Orientation aspects (13 and 18), the percentage on agree to strongly agree was high and the rest was low. On Control of Learning Beliefs (14 and 20), the percentage on agree to strongly agree was high and the rest was low. On Self Efficacy (16 and 17), percentage on agree to strongly agree was high and the rest was low. On Test Anxiety (15 and 19), percentage on agree to strongly agree was high and

the rest was low. The score has been calculated by the researchers by their speaking ability with the score components like their pronunciation, fluency, content, and relevance to the topic. Based on the data that has been gathered by the researchers, the score was good to excellent categories. The data was shown in Table 8.

Table 8. Score of Students' Learning Motivation

Categories	Score	Social media	
		Frequency	Percentage
Excellent	90-100	4	4.76%
Good	80-89	80	95.24%
Enough	70-79	-	-
Less	<70	-	-
Total		84	100%

Based on the data above, students who got 90-100 (Excellent) are only 4 students (4.76%) and got 80-89 (Good) are 80 students (95.24%). In conclusion, it revealed that from the students' Learning Motivation questionnaire, good categories were the most obtained by the students.

Descriptive analysis

Table 9. Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
					Statistic	Std. Error		
SOCMED	84	10.00	82.50	92.50	87.0238	.21890	2.00625	4.025
STUD	84	8.75	82.50	91.25	87.0238	.21787	1.99684	3.987
Valid N (listwise)	84							

Based on the data above, social media has minimum score with 82.5, maximum score with 92.5, mean with 87.024, and standard deviation with 2.00625. Students' learning motivation has minimum score with 82.5, maximum score with 91.25, mean with 87.0238, and standard deviation with 1.99684.

Normality Test

In this study, normality test was used to find out whether or not the data of social media and students' learning motivation were distributed normally or not. The data were distributed normality, if the probability *p-value* was higher than *alpha-value* (0.05) the data was not normal. Table 10 has shown the result of normality test.

Table 10. Normality Test

Variables	Kolmogorov Smirnov		Shapiro-Wilk		N
	Statistic	Sig	Statistic	Sig	
Social media	0.162	0.068	0.956	0.076	84
Students' Learning Motivation	0.210	0.058	0.922	0.066	84

Based on the result of the normality test, the data was normal. It could be seen that the data of social media was that *p-value* Kolmogorov-Smirnov (0.068) and Shapiro-Wilk (0.076) was higher than *alpha-value* (0.05), it could be assumed that the data was normally distributed. It could be seen that the data of students' learning motivation was that *p-value* Kolmogorov-Smirnov (0.058) and Shapiro-Wilk (0.066) was higher than *alpha-value* (0.05), it could be assumed that the data was normally distributed.

Correlation Analysis

The correlation analysis is implemented to find out whether there was a significant correlation between social media and students' learning motivation. Based on statistical analysis, it could be seen that there was a significant correlation between social media as English learning media and students' learning motivation. It is presented in Table 11 as follows.

Table 11. Correlation Analysis

Variable	Pearson Correlation Coefficients	Sig.(2-tailed)	N
Social media Students' Learning Motivation	0.925	0.000	84

The result of correlation analysis revealed that the correlation coefficient or the *r-value* (0.925) was higher than *r_{table}* (0.212). Then the level of probability (*p*) significance value (2-tailed) was lower than 0.000. It means that significant value (2-tailed) was lower than alpha value (0.000<0.05). It is indicated that there was significant correlation between social media as an English learning media and students' learning motivation. From the hypothesis testing, it was found that that there was moderately strong relationship between social media as an English learning media (X) and students' learning motivation (Y). It means that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted.

Regression Analysis

Based on result of correlation analysis, there was a relationship between social media as an English learning media and students' learning motivation. It can be concluded that social media as an English learning media has significant contribution on their learning motivation. However, regression analysis was still used to find out if social media as an English learning media contributed their learning motivation. The result of regression analysis of social media as an English learning media and students' learning motivation as shown in Table 12.

Table 12. Regression Analysis

Model	Coefficients ^a			T	Sig.
	Unstandardized coefficient		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	6.163	3.674		1.678	.097

Students' Learning Motivation	0.929	0.042	0.925	22.016	000
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a. Dependent Variable: Social Media

The result indicated that social media as an English learning media contributed students' learning motivation significantly with t_{value} (22.016) higher than t_{table} (1.663) with sig. value (0.000) was lower than probability (0.05). Therefore, there was significant contribute of social media as an English learning media toward students' learning media of SMA PUSRI Palembang. It meant that there was a significant contribution of social media as an English learning media toward their learning motivation. In addition, to know how much the contribution of social media toward students' learning motivation, it is presented in Table 13.

Table 13. Model Summary

Model	R	R Square	Adjust R Square	Std. Error of the Estimate
1	0.924 ^a	0.855	0.854	0.76780

a. Predictor: (Constant). STUD

To know the percentage of social media, contribute on learning motivation, R-Square was obtained. The result of the analysis revealed that R Square (R^2) was 0.855. It meant social media support significant effect in the level of 85.5% toward learning motivation and 14.5% was unexplained factor value.

Interpretation

Based on the data that had been gathered, social media as an English learning media have impacts and correlation to their learning motivation. Based on the result of descriptive analysis of social media questionnaire given in SMA PUSRI Palembang, it showed that 80 students (92%) got good categories (80-89) and 4 students (7%) got excellent categories (90-100). Based on the result, all of students in SMA PUSRI Palembang got good to excellent score on their test. Based on the result of descriptive analysis of students' learning motivation questionnaire in SMA PUSRI Palembang, 80 students (96%) got good categories (80-89) and 4 students (4%) got excellent categories (90-100). Based on the result, all of students in SMA PUSRI Palembang got good to excellent score on their test.

From the hypothesis testing, it was found that that there is relationship between social media as an English learning media (X) and students' learning motivation (Y). It means alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. Based on the result of Pearson product moment correlation analysis, the correlation between social media as an English learning media and students' learning motivation there was positive and significant correlation between social media as an English learning media and students' learning motivation of eleventh graders of SMA PUSRI Palembang.

CONCLUSION

These conclusions provide a comprehensive understanding of the intricate dynamics at play:

- 1) Social media questionnaire has minimum score with 82.5, maximum score with 92.5, mean with 87.024, and standard deviation with 2.00625. It means that the eleventh graders of SMA PUSRI Palembang had good category in used of social media
- 2) Students' learning motivation has minimum score with 82.5, maximum score with 91.25, mean with 87.0238, and standard deviation with 1.99684. It means that the eleventh graders of SMA PUSRI Palembang had good category in used of social media
- 3) The result of correlation analysis revealed that the correlation coefficient or the *r-value* (0.925) was higher than *r-table* (0.212). Then the level of probability (*p*) significance value (2-tailed) was lower than 0.000. It means that significant value (2-tailed) was lower than alpha value (0.000<0.05). It is indicated that there was significant correlation between social media as an English learning media and students' learning motivation. From the hypothesis testing, it was found that that there was moderately strong relationship between social media as an English learning media (X) and students' learning motivation (Y). It means that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted.
- 4) The result indicated that Social media as an English learning media contributed students' learning motivation significantly with *t_{value}* (22.016) higher than *t_{table}* (1.663) with sig. value (0.000) was lower than probability (0.05). The result of the analysis revealed that R Square (*R²*) was 0.855. It meant social media support significant effect in the level of 85.5% toward learning motivation and 14.5% was unexplained factor value. Therefore, there was significant contribute of social media as an English learning media toward students' learning media of SMA PUSRI Palembang. It meant that there was a significant contribution of social media as an English learning media toward their learning motivation.

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