

**THE CORRELATION BETWEEN THE USE OF SOCIAL MEDIA AS AN
ENGLISH LEARNING MEDIA AND STUDENTS' LEARNING
MOTIVATION OF THE ELEVENTH GRADERS AT SMA PUSRI
PALEMBANG**

A Thesis By

KHATAMI ABROR

Student's Number 1904410503

English Education Study Program

Faculty of Teacher Training and Education



FACULTY OF TEACHER TRAINING AND EDUCATION

TRIDINANTI UNIVERSITY PALEMBANG

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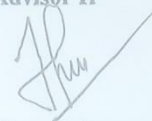
Approved by

Advisor I



Jenny Elyinna Manurung, M.Pd.

Advisor II



Heru Setiawan, M.Pd.

Certified by

Dean of Faculty of Teacher Training and Education



Nyayu Lulu Nadya, S.Pd., M.Pd.

This thesis was defended by the researcher in the Final Program Examination and was approved by the examination committees on:

Day: Thursday

Date: September, 26th 2023

Examination Committees

Signature / Date

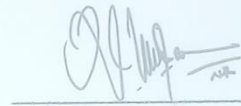
1. Jenny Elvianna Manurung, M.Pd.
(Member)



2. Heru Setiawan, M.Pd.
(Member)



3. Nita Ria, S.Pd., M.Pd.



Palembang, 27 October 2023

Dean of Faculty Teacher
Training and Education



Nyayu Lulu Nadya, S.Pd., M.Pd.

Dedication and Motto

This thesis is dedicated to my beloved:

- ♥ *Allah SWT*
- ♥ *My Family*
- ♥ *My Lecturers*
- ♥ *My Classmates*
- ♥ *My Friends*
- ♥ *My Almamater*
- ♥ *All Educators in Indonesia*

Motto:

Docendo Discimus

(By Teaching, We learn)

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3. All lecturers and staffs in the Faculty of Teacher Training and Education.
4. All teachers and staffs of SMA PUSRI Palembang.
5. All the people who participate in this thesis, may Allah SWT bless and reward them all better.

Palembang, 10 October 2023

The writer



Khatami Abror

PERNYATAAN

Saya menyatakan dengan ini sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang di sajikan dalam karya ilmiah ini, kecuali yang di sebutkan sumbernya merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat di buktikan terdapat unsur-unsur jiplakan. Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 tahun 2003, pasal 25 Ayat 2 dan pasal 70.


Palembang, 16 Oktober 2023

Khatami Abror

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ABSTRACT

This study investigates the relationship between social media usage as an English learning media and students' learning motivation among eleventh graders at SMA PUSRI Palembang. The research objectives were to analyze the characteristics of social media questionnaire responses and students' learning motivation and to establish whether there exists a significant correlation between social media use and learning motivation. Data were collected from 84 students through questionnaires, with findings indicating that students at SMA PUSRI Palembang displayed a commendable proficiency in their use of social media. The social media questionnaire revealed a minimum score of 82.5, a maximum of 92.5, a mean score of 87.024, and a standard deviation of 2.00625, reflecting the good category of social media use among the participants. Similarly, students' learning motivation scores demonstrated a positive trend, with a minimum score of 82.5, a maximum of 91.25, a mean score of 87.0238, and a standard deviation of 1.99684, all of which fall within the good category. The study employed correlation analysis, revealing a significantly strong positive correlation between social media as an English learning medium and students' learning motivation. The correlation coefficient (r-value) of 0.925 surpassed the critical value (r_{table}) of 0.212, with a two-tailed significance value (p) lower than 0.000, indicating statistical significance. Therefore, the null hypothesis (H_0) was rejected in favor of the alternative hypothesis (H_a), establishing a moderately strong relationship between social media as an English learning medium (X) and students' learning motivation (Y). Furthermore, the regression analysis highlighted that social media significantly contributed to students' learning motivation. The t-value of 22.016 exceeded the critical t-table value of 1.663, and the significance value (sig.) of 0.000 was less than the significance level (alpha) of 0.05. The analysis revealed an R Square (R^2) of 0.855, indicating that social media explained 85.5% of the variance in students' learning motivation, while 14.5% remained unexplained. Hence, there was a substantial contribution of social media as an English learning medium to students' learning motivation at SMA PUSRI Palembang.

Keywords: *Social Media, Learning Motivation, Language Learning, Learning Media, Education, English Proficiency.*

CHAPTER I

INTRODUCTION

This chapter presents about the discussion of: (1) background of the study, (2) limitation of the study, (3) problem of the study, (4) objectives of the study, and (5) significances of the study.

1.1 Background of the Study

Language is a complicated communication system that allows people to convey their thoughts, ideas, and feelings. According to Kridalaksana (2011, 24), language is a sign system sound that people of a community use to verbally communicate as well as to cooperate, interact, and identify themselves. It is a key tool for human connection and is important in many parts of life, such as education, work, and social interactions. Language includes both verbal and nonverbal features, allowing people to communicate meaning in spoken, written, and visual forms. As a platform, Social Media can make use of all of these features.

As a possible instrument for language learning and practice, social media has grown significantly in popularity among language learners as a result of the development of digital technology (Junco, Heiberger, & Loken, 2011). Considering the use of social media platforms for language acquisition, English has drawn special attention due to its status as a universal language.

The tremendous rise of social media platforms has altered global communication and engagement. Millions of people throughout the world currently use social media platforms such as WhatsApp, Facebook, TikTok, and Instagram on a regular basis (Statista, 2021). Users of these platforms can engage with others, exchange information, and participate in a range of activities, such as language study. Social media's emergence has had a tremendous impact on language learning. According to educators and students alike, social media has the potential to be a beneficial tool for language practice and acquisition (Junco, Heiberger, & Loken, 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).

English language learners around the world use social media platforms to improve their language abilities, communicate with English-speaking communities, and find authentic English content (Belz & Thorne, 2006). Because social media platforms are multimedia-rich, including videos, photos, and audio, learners can engage with a diverse range of language inputs and practice language skills in a variety of scenarios (Thorne, 2008). Moreover, everyone in the world uses social media to communicate their interests, activities, and even their knowledge. In Indonesia, WhatsApp is the most commonly used chat platform followed closely by Meta (Instagram & Facebook). But in past four years, TikTok has growth so fast in Indonesia with 35 million user or 44% of the population of Indonesia itself. However, Telegram still consistently as one of the most used platform in Indonesia with more than 40 million used all over Indonesia (OOSGA, 2022).

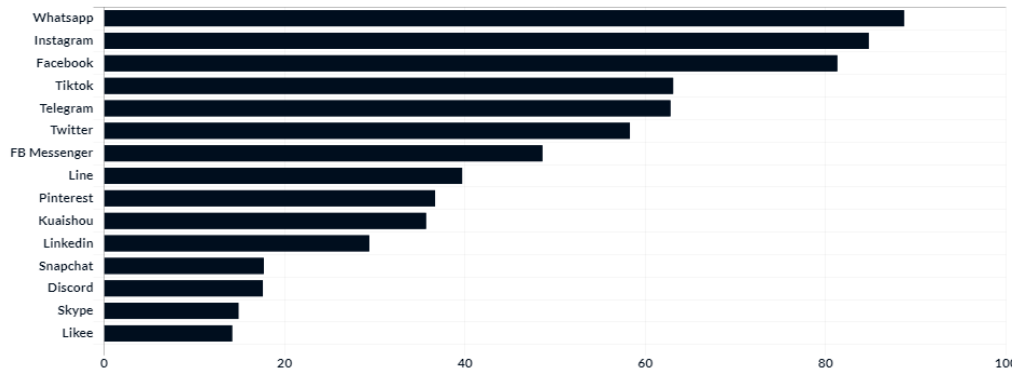


Figure 1. Most Used Platforms (% of Internet Users)

Source: oosga.com

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 amount 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.

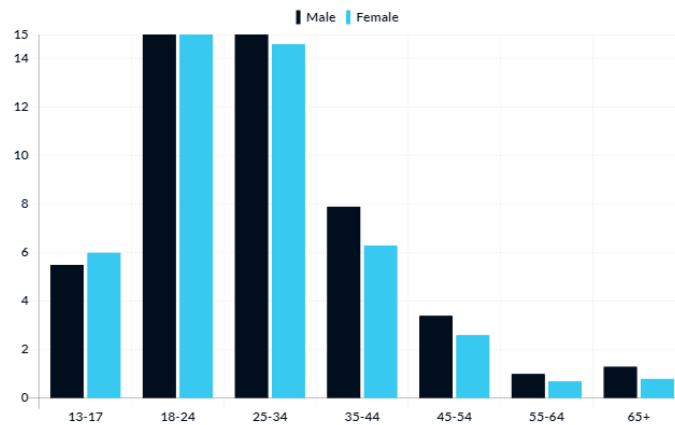


Figure 2. Total Social Media Users (By %)

Source: oosga.com

Motivation is an important aspect in language acquisition since it influences learners' involvement, effort, and achievement. Language learners that are motivated tend to be more persistent, proactive, and resourceful in their learning activities. They show greater attention, excitement, and self-efficacy, which can contribute to better language learning outcomes. Dörnyei (2001) asserts that motivation is critical to the success and persistence of language acquisition. Understanding how students use social media and how it influences their motivation to learn can assist teachers and instructors in creating engaging and encouraging language learning environments. Motivating students to actively participate in the learning process is a major difficulty in education since their motivation has a considerable impact on their academic performance and achievement (Pintrich & Schunk, 2012). Understanding the impact of technology-mediated learning environments on students' motivation is critical as technology continues to play a key role in education, particularly in the context of language acquisition (Kabilan, Ahmad, & Abidin, 2010).

SMA PUSRI Palembang is one of Senior High that has been established since 2001 (Kemendikbud, 2023). This school has so many objectives that have been accomplished by them, even in region until national competition since the school has been established. Until June 2023, this school has more than 400 students in the academic year 2023/2024. This school has applied the technology since 2010 such as computer lab, LED Projector, and others as media learning. Since it has mission to bring students have capability to use technology for educational purposes, SMA PUSRI want the students know how far their knowledge capable to compete in this modern era with the technology (PUSRI, 2023).

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

1.2 Limitation of the Study

The study emphasised on social media as an English learning media and students' learning motivation, which involved the eleventh graders at SMA PUSRI Palembang in the academic year 2023/2024.

1.3 Problem of the Study

Based on the background above, the problems the study were formulated as follows:

1. Was there any significant correlation between the use of social media as an English Learning Media and students' learning motivation of the eleventh graders at SMA PUSRI Palembang?
2. How did the use of social media as an English learning media impact students' learning motivation?

1.4 Objectives of the Study

According to the problem of the study above, the objectives of the study were:

- a. To figure out whether or not there was any significant correlation between the use of social media as an English learning media and students' learning motivation of the eleventh graders at SMA PUSRI Palembang.
- b. To figure out how the use of social media as an English learning media impacts students' learning motivation of eleventh graders at SMA PUSRI Palembang.

1.5 Significance of the study

The study aims to contribute to the existing knowledge base and offer the valuable insights in the following ways:

1. For teachers

This research hopefully could be useful for teachers to know how social media impact to their students' learning motivation

2. For students

This research hopefully could be useful for students to improve their motivation in English language by using social media as Language Media learning.

3. For the other Researchers

The result of this research could give contribution and information for further research in educational field especially focused on social media as

language media learning. This research could be used as a reference for similar research and has benefits for educational purposes.

4. For the researcher

The result of this study was expected to improve knowledge and experience in teaching and learning process especially in teaching by using social media.

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