

## Research Article

# The Influence of Students' Perception of Social Media and Learning Motivation on Their English Learning

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## Abstract

This study explores the influence of students' perception of social media and their learning motivation on English learning. As social media becomes increasingly prevalent in students' daily lives, its role in education, especially language learning, deserves critical attention. This research aimed to examine how students perceive the use of social media in their learning process and how their motivation relates to their English learning. A quantitative survey method was employed, involving 100 eighth-grade students from SMPN 10 Kota Serang. Data were collected through a questionnaire containing 30 items related to the three main variables: students' perception of social media, learning motivation, and English learning. The findings indicate that both students' perception of social media and learning motivation significantly influence their English learning. Students who have a positive perception of social media tend to show higher learning motivation, which is associated with more favorable perceptions of their English learning. These results suggest that the use of interactive digital platforms could support students' English learning when integrated meaningfully into educational context. Further research is recommended to explore the long-term impact of social media integration in language learning.

## Keywords

student perception; social media; learning motivation ; English learning

## Introduction

In the evolving landscape of digital technology, social media has become an integral part of students' daily lives. Platforms such as TikTok, YouTube, Instagram, and Threads are no longer limited to entertainment or communication; instead, they have grown into accessible, informal learning spaces (Kumar & Nanda, 2022). Within the context of English language learning, these platforms offer



authentic exposure to the target language through content like short videos, captions, online discussions, and interactive materials (Lee et al., 2024). Such media-rich environments are perceived to support English learning beyond the classroom, especially when content feels relevant and accessible (Winarti & Putro, 2024). This trend is particularly visible among Indonesian students, where social media platforms have become a primary source of English exposure outside formal instruction (Anwas et al., 2020). However, the effectiveness of social media in supporting language learning depends significantly on how students perceive its educational value (Olobia, 2024). When students perceive these platforms as useful learning tools, they are more likely to report increased interest in English content, whereas negative perceptions may reduce their willingness to use them for learning purposes (Meng et al., 2023). Thus, investigating students' perceptions of social media is crucial to understanding its potential impact on their English learning journey.

Closely tied to this is the role of learning motivation, which acts as a key driver behind students' self-reported efforts and persistence in acquiring a second language (Tariq et al., 2024). Motivation influences how learners set goals, regulate their learning behavior, and maintain interest in language-related tasks (Zhang et al., 2020). In the case of English, motivated learners are more inclined to practice consistently, participate actively in class, and seek out additional learning opportunities beyond formal instruction (Deshpande, 2023). Motivation can stem from internal factors, such as a desire to understand global content or communicate with others, or external rewards like praise and academic achievement (Muzakkir, 2023). While social media and learning motivation are distinct constructs, their interaction may reinforce or weaken students' engagement in language learning (Hosen et al., 2021). Importantly, social media has the potential to amplify learning motivation when its content and delivery formats align with students' preferences and interests (Sopian et al., 2021). Understanding how motivation intersects with media use provides valuable insight into how engagement in English language learning can be enhanced.

Given the potential influence of both social media and motivation, it is essential to clarify what constitutes English learning in this context (Ariantini et al., 2021). English learning in this study refers not only to academic outcomes but also to the students' overall engagement with and response to the language (Suryadi, 2022). It includes how they interact with English through both structured and informal experiences, particularly those facilitated by digital platforms (Chevula, 2023). Students who are both motivated and view social media as a valuable educational tool may be more likely to immerse themselves in English content, thus reinforcing vocabulary acquisition, sentence comprehension, and confidence in language use (Samuel & Pulizala, 2020). This highlights the importance of examining how students' perceptions of social media and their motivation to learn influence their English learning (Wirentake, 2023). Exploring these relationships can help educators develop more responsive and effective strategies to support language acquisition in today's digitally-driven learning environments (Li, 2024).

The problem addressed in this study is the lack of understanding of how students' perceptions of social media and their learning motivation together influence their engagement in English language learning. While these variables have been widely studied in isolation, there is limited insight into the combined impact of these two factors, especially in the context of Indonesian students who are increasingly immersed in digital platforms.

According to several previous studies (Arcipe & Balones, 2023; Kumar & Nanda, 2022; Rahmawati et al., 2024; Sasabone et al., 2024; Selimovic, 2022), students' perceptions of social media and their learning motivation play essential roles in the process of language learning, including English. Social media often serves as a platform for students to access authentic language exposure through short videos, captions, and online discussions that enrich vocabulary and contextual understanding. Meanwhile,



learning motivation has been consistently shown to influence how students engage with language learning, especially when driven by personal interest or communicative goals. Some studies have also highlighted how a positive perception of social media can enhance students' motivation, encouraging them to engage more actively in independent English practice. However, most existing research tends to explore only two variables in isolation, such as perception and motivation, or perception and writing skills, without fully examining how both perception of social media and learning motivation together influence students' English learning as a whole.

This presents a research gap: few studies have investigated the interplay between these two factors in shaping students' English learning experiences, particularly in the context of Indonesian learners who are increasingly immersed in digital platforms. This study aims to address that gap by offering a new perspective on how students' perception of social media and their motivation to learn interact and impact their English learning outcomes. The novelty of this study lies in its integrated approach, which quantitatively examines the simultaneous influence of both students' perception of social media and their learning motivation—two variables that are often studied separately. Moreover, this research focuses on Indonesian junior high school students, a population that is underrepresented in similar studies despite their high exposure to digital platforms. By capturing their responses through a structured questionnaire and analyzing the data statistically, this study contributes fresh empirical insight into how social media and motivation work together to shape English learning in a digital era.

This study aims to explore how students' perceptions of social media and their learning motivation relate to their English learning based on students' self-reported responses. The primary focus is to understand how students perceive the influence of social media and learning motivation on their English learning. Based on these objectives, the study addresses three main research questions: 1) How do students' perceptions of social media influence their English language learning? 2) To what extent do students believe their learning motivation affects their English language learning? and 3) How do students perceive the combined effect of social media and learning motivation on their English language learning?

## Method

This study aims to investigate students' perceptions of social media and their learning motivation toward English language learning. As noted by Barella et al. (2024) quantitative research is characterized by its focus on the systematic collection of numerical data, which facilitates the description of specific phenomena. This approach is particularly effective for investigations that seek to uncover and analyze measurable relationships among various variables. Moreover, Asryan (2024) elucidates that quantitative methods are designed to collect and assess data amenable to numerical representation, aiming to yield accurate and reliable metrics for statistical evaluation. Through this methodology, the present study endeavors to yield objective findings that illuminate the interrelationships between perceptions of social media, learning motivation, and English language learning by drawing on student responses.

The population of this study consisted of all eighth-grade students at SMPN 10 Kota Serang, totaling approximately 360 students. The sample included 100 students, which is about 27% of the population. Initially, the researcher planned to involve 108 students based on three classes, each with approximately 36 students. However, due to student absences on the day of data collection, the final number of respondents was 100. The sample was selected using simple random sampling by choosing classes that happened to have English lessons scheduled on the data collection day. This method ensured that the selection of classes was fair and not biased.

The main instrument used in this study was a paper-based questionnaire designed using a five-point Likert scale. The five response options included: (1) Strongly Agree, (2) Agree, (3) Neutral, (4) Disagree,



and (5) Strongly Disagree. The questionnaire was divided into several parts that measured three main aspects: students' perceptions of using social media in learning, students' learning motivation (including both intrinsic and extrinsic motivation), and students' attitudes toward learning English. Each item was carefully constructed to gather relevant information about the variables and was arranged clearly for easy comprehension by respondents.

Data collection was carried out directly in the classroom within one regular class period (40 minutes). At the beginning of the session, the researcher explained the objectives of the study and gave clear instructions on how to complete the questionnaire. Students were then given about 10 to 15 minutes to fill out the forms. The researcher monitored the session to ensure that the process was smooth and organized. After the forms were collected, the researcher carefully reviewed them to eliminate invalid data, such as missing information on gender, age, class, or unanswered items in critical sections.

After data collection and validation, the data were analyzed using SPSS software. The analysis focused on descriptive statistics by calculating frequency distributions and percentages for each questionnaire item. Prior to the main analysis, the questionnaire underwent validity and reliability testing. The validity was tested using Pearson's Product-Moment correlation to compare each item against the total score, where items with correlation values above the critical value were considered valid. Reliability was measured using Cronbach's Alpha to ensure internal consistency within each subscale. The results showed that the questionnaire met the criteria for both validity and reliability, making it a suitable instrument for this research.

## Results

This section presents the results of the study aimed at exploring students' perceptions of social media, learning motivation, and their achievements in learning English. The data were collected through a questionnaire and analyzed using SPSS. The analysis includes the results of validity and reliability tests, descriptive statistics, and frequency analysis. The participants in this study were 100 eighth-grade students from SMPN 10 Kota Serang, selected through a simple random sampling technique. The demographic characteristics of the respondents are as follows, as shown in Table 1:

*Table 1. Profile of respondents*

Variable	Category	Frequency	Percent
Gender	Male	48	48%
	Female	52	52%
Age	13	23	23%
	14	61	61%
	15	16	16%
Class	8J	34	34%
	8G	34	34%
	8I	32	32%
Total		100	100%

As presented in Table 1, the gender distribution is nearly balanced, with 48% of the respondents being male and 52% female. The age distribution shows that the majority of the respondents are 14 years old (61%), followed by 13 years (23%), and 15 years (16%), which is typical for eighth-grade students. The class distribution is also well-represented, with 34% from class 8J, 34% from class 8G, and 32% from class 8I. This distribution helps ensure the sample is representative of the student population across different classes.



## Validity and Reliability Test

To ensure that the research instrument produced accurate and trustworthy data, both validity and reliability tests were conducted for each of the three variables: Students' Perception of Social Media, Learning Motivation, and English Learning. Validity testing aims to measure whether each item in the questionnaire accurately represents the concept it intends to measure. In this study, the validity of each item was evaluated using the Pearson correlation coefficient ( $r$ ). An item was considered valid if its  $r$ -value exceeded 0.197, which is the minimum threshold based on the  $r$ -table for a sample size of 100 at a 0.05 significance level (Teh et al., 2016).

Meanwhile, reliability testing determines the consistency of the instrument in measuring a concept over time and across various items. It ensures that the responses are stable and dependable. The reliability of each variable was assessed using Cronbach's Alpha, with a coefficient above 0.6 indicating acceptable internal consistency. In other words, the higher the Cronbach's Alpha, the more reliable the set of items in reflecting the underlying variable (Taber, 2018). The results of both the validity and reliability analyses are summarized in Table 2.

*Table 2. Validity and Reliability Test Result*

No	Students Perception		Learning Motivation		English Learning	
	Validity	Reliability	Validity	Reliability	Validity	Reliability
1.	0.578	0.799	0.709	0.758	0.587	0.760
2.	0.674		0.405		0.521	
3.	0.567		0.664		0.337	
4.	0.623		0.617		0.521	
5.	0.717		0.614		0.582	
6.	0.575		0.550		0.663	
7.	0.467		0.662		0.646	
8.	0.545		0.697		0.620	
9.	0.613		0.253		0.586	
10.	0.618		0.463		0.571	
	Valid	Reliable	Valid	Reliable	Valid	Reliable

Based on the results in Table 2, all validity values exceeded the critical value of 0.197, indicating that every questionnaire item was valid. Moreover, the overall reliability scores for each variable were 0.799 for Students' Perception of Social Media, 0.758 for Learning Motivation, and 0.760 for English Learning. These values confirm that the instrument used in this study was both valid and reliable for data collection purposes.

## Descriptive Statistics Results

Before analyzing the overall trends of each variable, a descriptive statistical analysis was conducted on the total scores of the variables, namely Students' Perception of Social Media, Learning Motivation, and English Learning. This analysis aims to provide a general overview of the data distribution, including the minimum, maximum, mean, and standard deviation values for each variable. In addition to the total scores, frequency distributions for each questionnaire item were also analyzed to examine how respondents responded to individual statements. This item-level analysis helps in understanding patterns and tendencies in specific aspects of each variable (Yellapu, 2019). The summary of the results is presented in Table 3.

*Table 3. Descriptive Statistics Result*

		Students' Perception	Learning Motivation	English Learning
N	Valid	100	100	100
	Missing	0	0	0
Mean		37.14	36.70	36.41
Median		36.00	37.00	36.00
Mode		34	36	34
Std. Deviation		4.803	4.764	4.874
Variance		23.071	22.697	23.759
Range		23	22	23
Minimum		27	24	27
Maximum		50	46	50

As seen in Table 3, all three variables have 100 valid responses, with no missing data. The mean scores for all variables range between 36 and 37, indicating that, on average, students tended to respond positively to the questionnaire items. The median and mode values are relatively close to the mean, suggesting a roughly normal distribution, likely approximating normality.

The standard deviation values, which range from approximately 4.7 to 4.8, indicate a moderate level of variability in student responses. The range of scores (22–23) and the differences between minimum and maximum values further demonstrate a reasonable spread in students' perceptions and motivation. This supports the relevance of exploring each item's frequency distribution more deeply.

This section presents the frequency distribution of students' responses to the questionnaire items covering three main variables: Students' Perception of Social Media, Learning Motivation, and English Learning. Each statement was rated on a 5-point Likert scale: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). Tables 4 to 6 display the full distribution of responses for all items.

*Table 4. The results of the calculation of the first variable questionnaire*

Statement	Frequency				
	SA	A	N	D	SD
I enjoy learning English through social media platforms.	24 (24%)	38 (38%)	38 (38%)	0	0
Using social media makes me more motivated to learn English.	18 (18%)	49 (49%)	30 (30%)	3 (3%)	0
I feel learning English is easier with the help of social media.	36 (36%)	33 (33%)	30 (30%)	1 (1%)	0
Social media increases my interest in learning English.	12 (12%)	32 (32%)	53 (53%)	3 (3%)	0
I feel more confident practicing English because of social media.	12 (12%)	30 (30%)	48 (48%)	9 (9%)	1 (1%)
I think that using social media is effective in supporting English learning.	18 (18%)	43 (43%)	31 (31%)	7 (7%)	1 (1%)
Social media helps me develop a positive attitude toward learning English.	19 (19%)	48 (48%)	31 (31%)	2 (2%)	0
I often find useful English learning communities on social media.	20 (20%)	45 (45%)	26 (26%)	9 (9%)	0





Social media encourages me to achieve my English learning goals.	19 (19%)	31 (31%)	47 (47%)	3 (3%)	0
I believe social media helps me maintain motivation to learn English.	9 (9%)	37 (37%)	49 (49%)	5 (5%)	0

*Table 5. The results of the calculation of the second variable questionnaire*

Statement	Frequency				
	SA	A	N	D	SD
I am highly motivated to learn English so I can speak fluently.	26 (26%)	34 (34%)	36 (36%)	4 (4%)	0
I feel more enthusiastic about learning English when I receive support from friends.	13 (13%)	35 (35%)	45 (45%)	4 (4%)	3 (3%)
My motivation to learn English increases when I see my own progress.	26 (26%)	38 (38%)	33 (33%)	3 (3%)	0
My personal goal to master English makes me more diligent in studying.	16 (16%)	38 (38%)	43 (43%)	2 (2%)	1 (1%)
I believe that with strong motivation, I can improve my English skills.	32 (32%)	43 (43%)	24 (24%)	1 (1%)	0
I often seek additional English learning materials due to my personal motivation.	18 (18%)	29 (29%)	47 (47%)	6 (6%)	0
My motivation to learn English is strongly influenced by the success I achieve.	21 (21%)	39 (39%)	36 (36%)	4 (4%)	0
I feel more motivated to learn English when I can measure my progress.	19 (19%)	37 (37%)	37 (37%)	6 (6%)	1 (1%)
When I feel stressed, my motivation to learn English decreases.	11 (11%)	23 (23%)	47 (47%)	19 (19%)	0
I feel my motivation to learn English is related to how much I practice.	10 (10%)	40 (40%)	42 (42%)	5 (5%)	3 (3%)

*Table 6. The results of the calculation of the third variable questionnaire*

Statement	Frequency				
	SA	A	N	D	SD
I feel my English-speaking skills improve after frequent practice.	24 (24%)	41 (41%)	31 (31%)	4 (4%)	0
I feel more confident speaking English in front of others.	10 (10%)	15 (15%)	51 (51%)	19 (19%)	5 (5%)
I often struggle to start conversations in English, even though I am motivated.	22 (22%)	39 (39%)	31 (31%)	6 (6%)	2 (2%)
Using social media helps me improve my English writing skills.	25 (25%)	36 (36%)	38 (38%)	1 (1%)	0
I find it easier to remember English vocabulary after practicing regularly.	21 (21%)	39 (39%)	40 (40%)	0	0
I understand English texts faster after frequently reading articles on social media.	13 (13%)	40 (40%)	40 (40%)	7 (7%)	0



I feel my English learning is more effective when I use social media to find references.	19 (19%)	30 (30%)	46 (46%)	3 (3%)	2 (2%)
I feel my English listening skills have improved after watching videos on social media.	20 (20%)	27 (27%)	49 (49%)	3 (3%)	1 (1%)
I am more motivated to complete English assignments because I feel more confident.	13 (13%)	31 (31%)	52 (52%)	4 (4%)	0
I feel that the English learning I do outside the classroom (with the help of social media) is more beneficial.	28 (28%)	28 (28%)	37 (37%)	6 (6%)	1 (1%)

Based on the data, students showed a generally positive perception of social media in relation to their English learning. For example, in the statement “I feel learning English is easier with the help of social media,” 36% of students responded with ‘Strongly Agree’ and 33% with ‘Agree’, indicating a high level of agreement. Additionally, 24% of students also strongly agreed that they enjoy learning English through social media platforms, showing that these platforms are seen as engaging learning tools. Interestingly, even statements such as “Social media increases my interest in learning English” and “Social media helps me develop a positive attitude toward learning English” received a large number of ‘Agree’ and ‘Neutral’ responses, which implies that while social media is widely accepted, its impact may vary based on individual experiences.

When it comes to learning motivation, the results revealed that students are highly driven, particularly by personal goals and self-improvement. The statement “I believe that with strong motivation, I can improve my English skills” was strongly agreed upon by 32% of students and agreed by 43% of others, which demonstrates the confidence students have in the role of motivation in their learning journey. Similarly, 26% of students strongly agreed that their motivation increases when they see their own progress, emphasizing the importance of measurable outcomes in sustaining motivation. However, motivation was seen to slightly decrease in stressful situations, as shown in the statement “When I feel stressed, my motivation to learn English decreases,” with 19% of students disagreeing, but 47% choosing ‘Neutral’ — suggesting that external factors may sometimes weaken learning drive.

Regarding the English learning variable, students expressed improvements in multiple skill areas. A notable number of students (24% strongly agreed and 41% agreed) said their English-speaking skills improved after frequent practice. There was also strong agreement with the role of social media in enhancing writing and vocabulary skills, as evidenced by high frequencies of positive responses to statements such as “Using social media helps me improve my English writing skills” and “I find it easier to remember English vocabulary after practicing regularly.” However, students appeared more cautious in terms of confidence in speaking and initiating conversations, with more neutral and disagree responses. For instance, in the statement “I feel more confident speaking English in front of others,” 51% of students responded neutrally, and 19% disagreed, suggesting that oral performance remains an area needing more support.

## Discussion

This study revealed three main findings related to students’ perceptions of social media, their learning motivation, and their English learning. First, students generally viewed social media as helpful, enjoyable, and supportive in their efforts to learn English. They reported increased interest, confidence, and a more positive attitude toward the subject. Second, students demonstrated strong motivation, driven





by both personal goals and external encouragement. Third, students who had positive perceptions of social media and strong motivation also tended to perceive progress in their English learning, particularly in vocabulary, writing, listening, and speaking.

The first finding confirms that many students view social media platforms as supportive spaces for language learning. Most agreed that social media made English more accessible, interesting, and less intimidating. These perceptions are consistent with prior research suggesting that social media offers authentic exposure and encourages informal, self-directed learning (Anwas et al., 2020; Ariantini et al., 2021; Mohamad et al., 2023; Olobia, 2024; Patil, 2020; Samuel & Pulizala, 2020; Vavilala, 2020). These studies indicate that when students view learning tools as accessible and non-intimidating, they tend to develop a more positive attitude toward the language being learned. This perception influences not only student comfort but also their willingness to approach English learning with greater confidence.

The second finding underscores the importance of learning motivation in students' perceptions of their English learning experiences. Students reported that their motivation was influenced by internal drivers, such as the desire to improve and reach personal goals, as well as external factors like social encouragement and recognition of progress. This finding supports previous studies showing that motivated students tend to be more consistent, goal-oriented, and persistent in the language learning process (Alqurashi, 2024; Arcipe & Balones, 2023; Lena et al., 2022; Prastyo & Wulandari, 2021; Rahardjo & Pertiwi, 2020; Sihombing et al., 2023). In addition, emotional aspects such as stress or confidence were found to affect motivation, reinforcing the findings of Ibrahim et al. (2023), who argue that learner motivation is dynamic and highly influenced by affective and environmental conditions.

The third finding indicates a tendency that students with positive perceptions of social media and high learning motivation also reported perceived improvement in certain aspects of their English learning, such as remembering vocabulary, writing more fluently, better understanding spoken material, and feeling more confident when speaking. This is in line with previous studies showing that learners with strong motivation and positive perceptions of digital learning media are more active and consistent in exploring language materials (Juma, 2024; Khoirunnisa & Anjaniputra, 2024; Mitrulescu, 2024). Moreover, digital learning environments that support learner autonomy have been associated with stronger perceptions of progress and satisfaction in language learning (Basilan & Berber, 2024; Chen & Liu, 2024; Pasaribu, 2020). This finding reinforces the view that perception and motivation, when present simultaneously, can mutually support and strengthen the English learning process.

These findings offer several practical implications, particularly in understanding how students perceive the use of social media in English learning. Educators are encouraged to consider students' perceptions of social media and how these perceptions relate to their learning motivation. When students believe that social media supports their learning, it may contribute to a more positive learning experience. Therefore, teachers may consider relating lesson content to students' digital habits and providing encouragement for their perceived progress to help strengthen motivation and confidence in learning English.

This research represents the author's first academic study. As a preliminary study, the results should be understood within their limited scope, considering that the study employed a descriptive approach and relied entirely on self-reported data collected through a closed-ended questionnaire. Therefore, future researchers are encouraged to expand this study by using mixed-methods or inferential statistical approaches to examine the strength and direction of relationships among variables. Incorporating qualitative data through interviews or observations, as well as broadening the educational context, may provide deeper insight into how social media and motivation contribute to English language learning.



## Conclusion

This study examined how students' perceptions of social media and their learning motivation relate to their English learning, based on self-reported responses. The findings revealed that students who perceive social media positively also tend to show higher learning motivation, and both factors are associated with more favorable perceptions of their English learning experience. These results suggest that social media, when seen as beneficial, can support students' learning processes, especially when it matches their interests and preferences.

However, this study has several limitations. First, it employed a descriptive quantitative method without applying inferential statistical tests such as correlation or regression, which limits the ability to determine the strength or direction of relationships between variables. Second, although the sample of 100 students represents approximately 28% of the total eighth-grade population at SMPN 10 Kota Serang, the generalizability of the findings to broader student populations outside this school remains limited. Third, the use of a questionnaire as the sole data collection instrument may not fully capture students' internal thoughts or personal experiences regarding motivation and the use of social media in learning.

Based on these limitations, future research is recommended to employ inferential statistical analysis to examine the significance and predictive relationships among variables. In addition, qualitative approaches such as interviews or focus group discussions could be used to explore deeper insights into students' perceptions and motivational factors. Expanding the study to include more schools, regions, or educational levels will also improve external validity and the broader applicability of findings in the context of English language learning through digital media. Theoretically, future research may explore how emotional engagement and self-efficacy in social media use influence language development more deeply. Additionally, further studies could examine the long-term impact of digital learning habits on students' language proficiency in varied educational contexts.

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