EXPLORING STUDENTS' PREFERENCES IN USING SOCIAL MEDIA FOR LEARNING ENGLISH: A TAM ANALYSIS

THESIS

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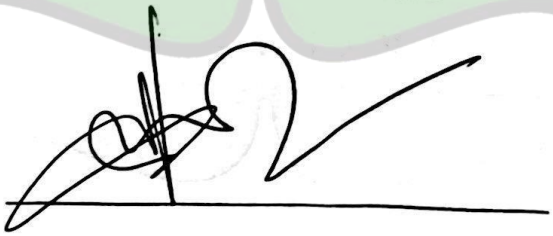

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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 18 Maret 2025

Saya yang membuat surat pernyataan,

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ABSTRACT

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The rapid development of technology has significantly impacted language learning, especially through social media platforms. This study explores the preferences of non-English students at UIN Ar-Raniry in utilizing social media for learning English by applying the Technology Acceptance Model (TAM) framework, which examines perceived usefulness (PU), perceived ease of use (PEOU), attitude towards use (ATU), behavioral intention to use (BIU), and external variables that influence student engagement. Using a quantitative approach with 30 participants, data was collected through a questionnaire, which revealed that YouTube and Instagram were the most preferred platforms due to their interactive and engaging content. Most college students consider social media a flexible and fun learning tool that supports language acquisition and provides easier access to English learning resources. TAM analysis showed that PU and PEOU significantly influenced students' desire to continue using social media to learn English, although challenges such as distractions, misinformation, and lack of structured content remained. This research suggests that social media can be effectively integrated into English learning strategies, provided that students receive guidance in selecting credible educational content. Future research should investigate the long-term impact of social media use on students' language skills and strategies to minimize distractions in digital learning environments.

LIST OF CONTENTS

DECLARATION OF ORIGINALITY
ACKNOWLEDGEMENT
ABSTRACT vii
LIST OF CONTENTS viii
LIST OF TABLES x
LIST OF PICTURES xii
LIST OF APPENDICES xiii
CHAPTER 1: INTRODUCTION 1
A. Background of Study 1
B. Research Question 4
C. Research Aim 4
D. Research Significance 4
1. Non-English major students 4
2. English Teachers 5
3. Curriculum Developer 5
E. Research Terminology 5
CHAPTER II: LITERATURE REVIEW 8
A. Social Media as Digital Learning Media 8
B. The Definition of Social Media as a Tool for English Language Learning 17
C. Popular Social Media Platforms Used in English Language Learning 10
D. Technology Acceptance Model (TAM) in Language Education 21
E. Challenges and Opportunities in Using Social Media for Learning English 21
F. Previous Study 23
CHAPTER III: RESEARCH METHODOLOGY 25
A. Research Design 25
B. Research Participants 25
C. Data Collection 26

D. Data Analysis 27
CHAPTER IV: ANALYSIS AND DISCUSSION..... 29
A. Analysis of the questionnaire 29
B. Discussion 43
CHAPTER V: CONCLUSION AND RECOMMENDATION 47
A . Conclusion..... 47
B. Recommendation 48
REFERENCE 50

LIST OF TABLES

Table 4.1 - Frequency of using social media platforms for learning English speaking skills 30

Table 4.2 - Motivation to learn English speaking after exposure to educational content on social media 31

Table 4.3 - Influence of interactive features on speaking motivation 31

Table 4.4 - Use of social media for English speaking practice 32

Table 4.5 - Preference for social media over traditional methods in learning English speaking 32

Table 4.6 - Perceived usefulness of social media in improving English speaking skills 33

Table 4.7 - Social media support in English speaking improvement 33

Table 4.8 - Social media as a replacement for conventional English speaking methods……....34

Table 4.9 - Ease of using social media for independent English speaking practice……...34

Table 4.10 - Comfort in using social media for English speaking practice 35

Table 4.11 - Ease of understanding social media features for English speaking skills improvement 35

Table 4.12 - Enjoyment of learning English speaking through social media..... 36

Table 4.13- Confidence in using social media to improve English speaking……36

Table 4.14 - Positive attitude towards flexible and interesting social media use for English speaking skills…….....37

Table 4.15 - Intention to continue using social media for English speaking learning.....37

Table 4.16 - Increased use of social media for English speaking improvement 38

Table 4.17 - Recommendation of social media for English speaking skills due to accessibility and interactivity 38

Table 4.18 - Relevance of social media toward students' English speaking skills needs (Job Relevance)……....39

Table 4.19 - Social media as an alternative due to the lack of LMS availability 39

Table 4.20 - Distraction by irrelevant content while learning on social media 40

Table 4.21 - Difficulty staying focused due to distractions on social media while

learning English.....40
Table 4.22 - Challenges with inaccurate or confusing information on social media……...41
Table 4.23- Difficulty managing study time due to excessive social media use……..….....41

LIST OF PICTURE

Picture 4.1 The social media most often used by the students for learning English……29

LIST OF APPENDICES

Appendix A: Appointment letter of Supervisor……..54

Appendix B: Recommendation Letter from Fakultas Tarbiyah dan Keguruato to conduct the research……...55

Appendix C: Confirmation Letter for research field from the English Education Department…….....56

Appendix D: Questionnaire……57

Appendix E: Questionnaire answers ……. 60

Appendix F: Autobiography……...62

CHAPTER 1

INTRODUCTION

A. Background of Study

Nowadays, learning a language takes place outside of the classroom as well as within its four walls. Social networking is essential to education, even for young students who are exposed to social media at an early age. Most students use social media extensively and for extended periods of time. Students utilize social media for amusement, to interact with others, to search for information, and to acquire knowledge. This claim demonstrates how, in spite of social media, students are using it for their own autonomous advantage to acquire knowledge (Sivagnanam & Yunus, 2020). The changing nature of education highlights the value of social media in educating students for a worldwide future where communication skills are becoming more and more important.

This research addresses key aspects of incorporating social media into English language learning, with a particular focus on its impact on learner motivation. Recent studies have underscored the potential of social media to enhance motivation by leveraging its interactive features, which encourage active engagement with the target language (Sivagnanam & Yunus, 2020). Social media platforms not only facilitate interaction but also foster a sense of community among learners, further boosting their motivation (Zhou, 2022). This supports the idea that language learning is inherently a social process, where opportunities to connect and collaborate with peers through social media lead to a more immersive and meaningful experience. Moreover, the integration of social media into

language learning has been shown to bridge the gap between formal classroom settings and informal learning environments, creating a seamless and engaging learning continuum (Zhou, 2022).

Social media's potential as a language learning aid has long been acknowledged by researchers, who have examined its impact on several facets of language acquisition. One topic that has drawn more attention recently is how social media use affects students' motivation to interact with and advance their English language proficiency. Previous studies have emphasized the potential of social media as a platform for vocabulary growth, language practice, and cross-cultural communication.

Several studies have recently investigated the connection between social media and student motivation in language learning contexts. Alotaibi (2023) explored the use of Instagram for vocabulary development among Saudi EFL learners and demonstrated that the platform's interactive features can effectively engage students in language activities. Meanwhile, Boothe and Wickstrom (2018) examined how young professional ESOL learners navigate the demands of English for Specific Purposes (ESP) education alongside the pervasive presence of social media. Although they recognized social media's potential to distract, they also noted its capacity to create authentic opportunities for language use.

Similarly, Rasyid et al. (2021) provided a comprehensive review of the literature emphasizing Instagram's positive role in fostering motivation and active participation among English learners. In addition, Rizal and Farikhah (2021) focused on the qualitative dimensions of integrating Instagram into English

language teaching, finding that its use promotes a more interactive and engaging learning atmosphere. These findings are reinforced by Sivagnanam and Yunus (2020), who argued that social media platforms can significantly contribute to vocabulary acquisition among primary ESL students.

Although existing studies have shown that platforms like Instagram support language learning and boost motivation, there remains a lack of research focusing specifically on how social media use impacts English learning motivation among non-English major students in diverse cultural settings, such as in Banda Aceh, Indonesia. Thus, the present study seeks to bridge this gap by exploring the influence of social media, particularly Instagram Reels, on the English learning motivation of students at UIN Ar-Raniry.

The research has extensively highlighted social media's increasing impact on language acquisition. Research has shown that students are increasingly choosing to use social media and other forms of technology to study English (Alotaibi, 2023). According to this tendency, students are no longer apprehensive about using technology in their language learning activities and frequently see it as an advantageous resource. Additionally, studies have shown that most students think social media and other forms of technology help them learn English. There are several benefits to using social media sites like Instagram in language instruction. These platforms offer an engaging and dynamic setting that can promote improved communication skills, cultural exposure, and vocabulary development. Instagram's visual format, which emphasizes sharing pictures and brief videos, might be especially useful for improving language comprehension and vocabulary

growth.

The purpose of the proposed study is to investigate how students' motivation to learn English is impacted by their use of social media. According to recent research, including social media sites like Instagram in English language instruction may benefit students' acquisition of the language. Instagram Reels are one particular element of the site that the researchers have found may offer special chances for language learners to communicate with the target language in a more immersive and dynamic way. Numerous studies have emphasized the potential advantages of utilizing Instagram for learning English, such as improved vocabulary development, interactive language practice, and an atmosphere that is more interesting for students. For example, Rizal and Farikhah (2021) found that students had a favorable opinion of Instagram as a language learning tool, pointing out that it offers a fresh and engaging method of vocabulary acquisition. Their study also explored Instagram's potential as a teaching tool for English language learners and indicated that it may be a useful platform for supporting their language acquisition.

B. Research Question

Based on the background of the study above, the researcher would like to conduct research in order to answer the following questions:

1. What are the benefits of using social media for learning English as perceived by non-English major students at UIN Ar-Raniry?

C. Research Aim

1. To investigate the perceived benefits of using social media for learning

English among non-English major students at UIN Ar-Raniry.

D. Research Significance

1. Non-English Major Student

The study aims to raise students' awareness of using social media, not just for viewing viral content, but also for engaging with educational materials that enhance their English language learning. By interacting with language-focused content, non-English major students can improve their understanding of the language and boost their motivation to learn.

2. English Teachers

The findings from the study provided teachers with valuable insights into how social media could be effectively integrated into English language instruction. By understanding the impact of these platforms on student motivation, educators adapted their teaching strategies to better engage students. Ultimately, the goal was for teachers to enrich their instructional practices, leading to improved student outcomes in language acquisition.

3. Curriculum Developer

The findings from this study provided curriculum developers with insights into the effective integration of social media into English language programs. By understanding how these platforms increased student motivation and engagement, curriculum developers created resources that matched modern learning preferences. The goal was for curriculum developers to design innovative educational materials that

supported language acquisition and prepared students for a digitally connected world.

E. Research Terminology

It is necessary to include the definitions of the components that are useful for the readers to clarify the terms used in this study.

1. Social media

The wide definition of social media is a collection of interactive web apps that enable the production, sharing, and curation of user-generated content by users, whether individually or collaboratively. Social media platform examples are many and varied. Facebook, X, Wikipedia, Craigslist, YouTube, and Instagram are a few of them. The aforementioned traits are shared by all social media sites, however, they differ greatly from one another. Particularly, platforms frequently vary in terms of user population, conventions, architecture, and organization (Besana et al., 2010).

2. English Language Learning

The process of learning and becoming proficient in the English language for those whose primary or native language is not English is referred to as English language learning, often known as English as a Second Language or English for Speakers of Other Languages (Ooi & Abdul Aziz, 2021). This can include people who live in English-speaking nations who are trying to get better at the language, as well as

those who live in non-English-speaking nations who are studying English for personal, professional, or academic purposes.

3. TAM

The Technology Acceptance Model (TAM) explains how a new technology and its various aspects are received and used by the user. Though many models have been proposed previously in the field of Information Systems to describe the relationship, it is this model that has been widely acclaimed and used.