

ABSTRACT

Dela Vanesa, 2026. "The Students' Motivation in Learning of Grammar Through Social Media Channels." Thesis: English Language Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu. Supervisor: Fetriani, M.Pd.

This study aims to determine students' motivation in learning grammar through Kampung Inggris LC, Bro Ikham Talks, Klinik Inggris, Sluggish Journey, and Englishbygiovana social media channels. This study employed a qualitative descriptive research design involving fifteen second-semester students of the English Education Study Program at Universitas Muhammadiyah Bengkulu as participants. The data were collected through an open-ended questionnaire and supported by semi-structured interviews. The data were analyzed descriptively by grouping students' responses based on the selected social media channels, reasons for choosing the channels, and types of motivation, namely intrinsic and extrinsic motivation. The results of the study show that intrinsic motivation was dominant among the students. Fourteen out of fifteen students demonstrated intrinsic motivation, while only one student showed extrinsic motivation. Students were mainly motivated by simple and clear explanations, practical examples, conversational learning, easy exercises, correction-based learning, visual presentation, and flexible learning. Kampung Inggris LC was the most frequently selected channel and was the only channel in which both intrinsic and extrinsic motivation were identified. The study concludes that students were generally motivated to learn grammar through social media because the content was clear, practical, engaging, and relevant to their learning needs. Social media channels can therefore serve as supplementary resources for grammar learning and support students' independent learning.

Keywords: Learning of Grammar, Students' Motivation, Social Media Channels, Intrinsic Motivation, Extrinsic Motivation.

ABSTRAK

Dela Vanesa, 2026. “Motivasi Mahasiswa dalam Pembelajaran Tata Bahasa melalui Saluran Media Sosial.” Skripsi: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Bengkulu. Pembimbing: Fetriani, M.Pd.

Penelitian ini bertujuan untuk mengetahui motivasi mahasiswa dalam mempelajari tata bahasa melalui saluran media sosial Kampung Inggris LC, Bro Ikham Talks, Klinik Inggris, Sluggish Journey, dan Englishbygiovana. Penelitian ini menggunakan desain penelitian deskriptif kualitatif yang melibatkan lima belas mahasiswa semester dua Program Studi Pendidikan Bahasa Inggris di Universitas Muhammadiyah Bengkulu sebagai partisipan. Data dikumpulkan melalui kuesioner terbuka yang didukung oleh wawancara semi-terstruktur. Data dianalisis secara deskriptif dengan mengelompokkan respons mahasiswa berdasarkan saluran media sosial yang dipilih, alasan memilih saluran tersebut, dan jenis motivasi, yaitu motivasi intrinsik dan ekstrinsik. Hasil penelitian menunjukkan bahwa motivasi intrinsik lebih dominan di antara mahasiswa. Empat belas dari lima belas mahasiswa menunjukkan motivasi intrinsik, sedangkan hanya satu mahasiswa yang menunjukkan motivasi ekstrinsik. Mahasiswa terutama termotivasi oleh penjelasan yang sederhana dan jelas, contoh-contoh praktis, pembelajaran secara percakapan, latihan yang mudah, pembelajaran berbasis koreksi, penyajian secara visual, dan pembelajaran yang fleksibel. Kampung Inggris LC merupakan saluran yang paling sering dipilih dan menjadi satu-satunya saluran yang ditemukan memiliki kedua jenis motivasi, yaitu motivasi intrinsik dan ekstrinsik. Penelitian ini menyimpulkan bahwa mahasiswa secara umum termotivasi untuk mempelajari tata bahasa melalui media sosial karena kontennya jelas, praktis, menarik, dan relevan dengan kebutuhan belajar mereka. Oleh karena itu, saluran media sosial dapat berfungsi sebagai sumber belajar tambahan dalam pembelajaran tata bahasa dan mendukung pembelajaran mandiri mahasiswa.

Kata kunci: Pembelajaran Tata Bahasa, Motivasi Mahasiswa, Saluran Media Sosial, Motivasi Intrinsik, Motivasi Ekstrinsik.

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research questions, the research objectives, and the significance of the study. It also explains the focus of the research and provides an overview of issues related to students' motivation in learning grammar through social media channels. The study is entitled "Students' Motivation in Learning Grammar Through Social Media Channels".

1.1 Background of the Study

Grammar is one of the essential components in English language learning because it helps learners understand how words, phrases, and sentences are structured to convey meaning accurately. In the English Education Study Program, grammar is taught through several stages and courses, ranging from basic to more advanced levels. Through these courses, students are expected to develop their grammatical competence, which supports their ability to communicate effectively in both spoken and written English. According to (Thornbury, 2006) grammar provides the framework that enables learners to produce meaningful and comprehensible language. Therefore, grammar becomes an important aspect that students need to master throughout their academic studies.

Learning grammar, however, is often considered challenging by many students. Grammar involves various rules, patterns, and structures that require continuous practice and understanding. As a result, students may experience difficulties in maintaining their interest and engagement in grammar learning. In this context, motivation plays an important role in supporting students' learning process. Motivation encourages learners to invest effort, maintain persistence, and actively participate in learning activities despite the challenges they encounter. According to (Alizadeh, 2016), motivation is one of the key factors influencing successful language learning because it affects learners' willingness and effort to

achieve their learning goals. Similarly, (Ăpădat & Ăpădat, 2023) state that motivation helps learners sustain their engagement in learning activities over time.

In addition to improving their understanding of grammar, students often seek alternative ways to learn more about grammar through social media. One of the learning resources frequently used by students is social media. Various social media channels provide grammar-related content that can be accessed easily anytime and anywhere. These channels present grammar materials through different approaches, such as simple explanations, practical examples, visual presentations, interactive exercises, and daily language usage. Such learning resources provide students with additional opportunities to study grammar outside the classroom according to their own learning preferences.

Several social media channels have become popular among students for learning English grammar. Based on preliminary observations conducted by the researcher, channels such as Kampung Inggris LC, Bro Ikham Talks, Klinik Inggris, Sluggish Journey, and Englishbygiovana frequently share grammar-related content through platforms such as TikTok, Instagram, and YouTube. These channels offer various grammar topics that are relevant to students' learning needs, including tenses, sentence structure, modal verbs, question forms, grammar correction, and other basic grammar materials commonly studied by second-semester students.

Although students access similar grammar materials, they may have different reasons for choosing particular social media channels. Some students may prefer channels that provide easy-to-understand explanations, while others may be attracted to visual presentations, practical examples, interactive learning activities, enjoyable learning experiences, or beginner-friendly content. These differences indicate that students' motivation may influence their preferences in selecting social media channels for grammar learning. Understanding these motivational factors is important because they can provide insights into how students engage with grammar learning resources outside the classroom.

Several previous studies have discussed students' motivation in English language learning and the use of social media as a learning resource. Other studies have also examined the role of platforms such as TikTok, Instagram, and YouTube in supporting language learning. However, studies that specifically investigate students' motivation in learning grammar through particular social media channels remain limited. Most previous studies focus on social media platforms in general rather than exploring the motivational factors that encourage students to learn grammar through specific educational channels.

Based on the explanation above, the researcher is interested in conducting a study entitled "Students' Motivation in Learning Grammar Through Social Media Channels."

1.2 Research Questions

Based on the background of the study above, the researcher formulates the following research questions:

What is students' motivation in learning grammar through Kampung Inggris LC, Bro Ikham Talks, Klinik Inggris, Sluggish Journey, Englishbygiovana social media channel?

1.3 Research Objectives

Based on the research questions above, the objectives of this study is:

The objective of this study was to know the motivation of English Education students in learning grammar through Kampung Inggris LC, Bro Ikham Talks, Klinik Inggris, Sluggish Journey, and Englishbygiovana

1.4 Limitation of the Study

This study focuses on exploring second-semester students' motivation in learning grammar through social media channels. The study is specifically limited to five social media channels, namely Kampung Inggris LC, Bro Ikham Talks,

Klinik Inggris, Sluggish Journey, and Englishbygiovana based students answered in preliminary research.

1.5 Significance of the Study

This study is expected to provide information about the use of social media channels in supporting students' understanding of grammar in the second semester.

1.6 Definition of Key Terms

To avoid misunderstanding and misinterpretation, the researcher provides several definitions of key terms used in this study as follows:

1. Motivation

Motivation refers to students' internal drives that influence their interest, willingness, and enthusiasm in learning English grammar through social media channels. In this study, motivation includes students' reasons, preferences, and encouraging factors in using social media channels for grammar learning.

2. Grammar Learning

Grammar learning refers to the process of understanding and studying English grammar rules, sentence structures, and language patterns. In this study, grammar learning includes materials commonly learned by second-semester students, such as simple present tense, present continuous tense, simple past tense, present perfect tense, modal verbs, auxiliary verbs, question forms, sentence structure, and grammar correction.

3. Social Media Channels

Social media channels refer to educational accounts or content creators on digital platforms that provide and present grammar-related content. In this study, the social media channels include Klinik Inggris LC, Broikhamtalks, sluggish_journey, englishbygiovana, and Klinik Inggris on platforms such as TikTok, Instagram, and YouTube.