

CHAPTER II

LITERATURE REVIEW

In this chapter presents a comprehensive review of theories, concepts, and previous studies that support and clarify the focus of this research.

2.1 Theoretical Review

2.1.1 Learning Motivation

Motivation is one of the most important factors in the learning process because it influences students' willingness, effort, and persistence in achieving learning goals. In educational contexts, motivation encourages students to actively participate in learning activities, maintain their interest, and overcome difficulties during the learning process. Students who have strong motivation are generally more enthusiastic, engaged, and consistent in completing learning tasks compared to those with lower motivation.

In language learning, motivation plays an essential role because learning a foreign language requires continuous practice, long-term commitment, and active participation. (Dornyei, 2009) states that motivation is one of the key factors that determine learners' success in second language learning because it affects the direction, intensity, and persistence of learning behavior. Similarly, (Alizadeh, 2016) argues that motivation is a crucial element that influences students' achievement in language learning by encouraging them to invest effort and maintain engagement throughout the learning process.

In recent years, the development of digital technology has also changed the way students learn. Learning is no longer limited to classroom activities, as students can access educational materials through various online platforms, including social media. In digital learning environments, motivation remains an important factor that influences students' engagement and learning experiences. According to (Pan, 2023), students' motivation significantly contributes to their participation and

behavioral engagement in online learning environments. Therefore, motivation becomes an important aspect in understanding why students choose certain learning resources and continue using them to support their learning needs.

In the context of this study, motivation refers to the reasons, interests, preferences, and encouraging factors that influence students to learn grammar through social media channels. Motivation helps explain why students choose particular social media channels and what factors encourage them to engage with grammar learning content provided through those channels.

2.1.2 Definition of Motivation

Motivation has been defined in various ways by researchers and educators. Generally, motivation refers to the internal and external forces that encourage individuals to act, learn, and achieve certain goals. Motivation influences how people think, behave, and respond to different learning situations.

According to (Dornyei, 2009), motivation is responsible for determining why people decide to do something, how long they are willing to sustain the activity, and how much effort they invest in pursuing it. This definition highlights that motivation is closely related to learners' willingness, persistence, and commitment during the learning process. Similarly, (Ryan & Deci, 2020) define motivation as the energy and direction underlying human behavior. They explain that motivation drives individuals to engage in activities and influences the choices they make in achieving desired outcomes. Motivation not only affects whether learners participate in learning activities but also influences the quality of their engagement.

In language learning, motivation is considered one of the strongest predictors of learning success. Gardner (1985) states that motivation involves learners' desire to learn a language, their effort to achieve learning goals, and their positive attitudes toward the learning process. Students who are highly motivated tend to show greater enthusiasm, persistence, and involvement in learning activities.

Furthermore, (Alizadeh, 2016) explains that motivation is an important factor that encourages learners to actively participate in language learning and maintain their efforts despite challenges and difficulties. Motivated learners are generally more willing to explore learning resources, practice independently, and continue learning over time.

Based on the explanations above, motivation in this study can be understood as the internal and external factors that encourage students to learn grammar through social media channels. It includes students' interests, preferences, reasons, and experiences that influence their decision to use particular social media channels as learning resources.

2.1.3 Types of Motivation

Motivation can be categorized into different types based on the source that encourages individuals to engage in learning activities. Among the most widely discussed classifications are intrinsic motivation and extrinsic motivation. (Ryan & Deci, 2020) explain that these two types of motivation help describe why learners participate in learning activities and what factors influence their learning behavior. Understanding these types of motivation is important because students may have different reasons for learning English grammar through social media channels.

a. Intrinsic Motivation

Intrinsic motivation refers to motivation that comes from within the individual. Learners who are intrinsically motivated engage in learning activities because they find them interesting, enjoyable, or personally meaningful. Their participation is driven by curiosity, satisfaction, and a genuine desire to learn rather than by external rewards or pressures.

According to (Ryan & Deci, 2020) intrinsic motivation is the natural tendency of individuals to seek knowledge, develop competence, and explore new experiences. People who are intrinsically motivated usually participate in activities

because they enjoy the learning process itself. This type of motivation is often associated with higher levels of engagement, persistence, and learning satisfaction. Similarly, (Dornyei, 2009) states that intrinsic motivation plays an important role in language learning because it encourages learners to participate actively and maintain their interest over time. Students who enjoy learning a language are more likely to continue practicing and improving their language skills even without external encouragement.

In English language learning, intrinsic motivation can be observed when students learn because they are interested in understanding the language, improving their communication skills, or gaining personal satisfaction from mastering new knowledge. (Brown, 2007) explains that learners who are intrinsically motivated tend to demonstrate stronger commitment and more positive attitudes toward language learning.

In the context of grammar learning through social media channels, intrinsic motivation may appear when students access grammar content because they enjoy learning English, are curious about grammar topics, or feel satisfied when they understand grammatical concepts. They learn not because they are required to do so, but because they find the learning process interesting and beneficial for their personal development.

b. Extrinsic Motivation

Extrinsic motivation refers to motivation that originates from external factors rather than personal interest or enjoyment. Learners who are extrinsically motivated participate in learning activities because they expect certain outcomes, rewards, recognition, or benefits from their efforts.

(Ryan & Deci, 2020) explain that extrinsic motivation involves engaging in an activity in order to achieve a separable outcome. These outcomes may include academic achievement, social recognition, career opportunities, or the avoidance of negative consequences. Although extrinsic motivation comes from outside

influences, it can still play an important role in encouraging learning behavior. According to (Harmer, n.d.) many students are motivated by external goals such as obtaining good grades, meeting academic requirements, or achieving future career aspirations. These goals often encourage students to remain engaged in learning activities and maintain consistent effort despite challenges. (Dornyei, 2009) further argues that extrinsic motivation is particularly important in second language learning because learners often associate language proficiency with practical benefits. Students may learn English to improve academic performance, increase employment opportunities, communicate internationally, or fulfill educational requirements.

In grammar learning through social media channels, extrinsic motivation may be reflected in students' desire to improve their grammar for examinations, assignments, classroom performance, or future professional needs. Students may also choose particular social media channels because the content is recommended by lecturers, peers, or other learners and is considered useful for achieving their academic goals.

Both intrinsic and extrinsic motivation contribute to students' learning experiences. While intrinsic motivation encourages students to learn because of personal interest and enjoyment, extrinsic motivation supports learning through external goals and practical benefits. In many learning situations, including grammar learning through social media channels, these two types of motivation may work together in influencing students' learning behavior and preferences.

Although Self-Determination Theory proposed several forms of motivational regulation, this study focused only on the two primary categories, namely intrinsic and extrinsic motivation. These two categories were considered sufficient because the objective of this study was to identify students' dominant motivation in learning grammar through selected social media channels rather than to examine the full continuum of motivational regulation.

2.1.4 Motivational Factors in Learning

Students' motivation is influenced by various factors that shape their learning experiences and engagement. In digital learning environments, learners are often motivated not only by personal goals but also by the characteristics of the learning materials they access. Learning resources that are clear, engaging, accessible, and relevant to students' needs can encourage greater participation and sustained interest in learning activities.

In the context of social media-based learning, students may be motivated by specific features of educational content that support their understanding and make learning more enjoyable. Previous studies have shown that content presentation, interactivity, accessibility, and learner-centered approaches contribute positively to students' motivation and engagement in online learning environments (Mitrulescu, 2024; Pan, 2023). Based on these perspectives and the focus of the present study, several motivational factors are discussed below.

a. Easy-to-Understand Explanations

One factor that can motivate students to learn through social media is the availability of explanations that are simple, concise, and easy to understand. Educational content presented in a clear manner helps learners grasp concepts more efficiently and reduces confusion during the learning process. When students feel that learning materials are understandable, they tend to become more confident and motivated to continue learning.

According to (Pan, 2023) learning materials that are well-organized and clearly presented contribute positively to students' motivation and engagement in digital learning environments. Easy-to-understand explanations also allow learners to study independently without relying heavily on direct teacher assistance. Therefore, clarity of explanation becomes an important factor influencing students' willingness to use social media as a learning resource.

b. Visual Learning

Visual learning refers to learning through images, videos, graphics, animations, and other visual representations that help learners understand information more effectively. Social media platforms frequently use visual elements to present educational content, making learning materials more attractive and easier to follow.

(Mayer, 2024) explains through Cognitive Theory of Multimedia Learning that learners understand information more effectively when verbal explanations are combined with visual representations. Visual elements help learners process information, maintain attention, and improve comprehension. In social media-based learning, visual content can support students in understanding grammar concepts, remembering language patterns, and maintaining interest in learning activities.

c. Practical Examples

Practical examples are another important factor that may motivate students to learn grammar through social media channels. Learning materials that include real-life examples help learners understand how grammar is applied in authentic communication situations. Rather than memorizing rules, students can see how grammar functions in everyday language use.

According to (Brown, 2007), meaningful learning occurs when learners are able to connect new knowledge with real-life contexts and experiences. Practical examples make learning more relevant and easier to understand because students can immediately see the usefulness of what they are learning. As a result, learners may feel more motivated to engage with grammar content that provides contextualized and applicable examples.

d. Interactive Learning

Interaction is an important component of effective learning because it encourages active participation and learner engagement. Social media platforms provide various interactive features such as comments, quizzes, polls, discussions, and question-and-answer sessions that allow learners to participate more actively in the learning process.

(Fredricks & Paris, 2016) explain that student engagement includes behavioral, emotional, and cognitive involvement in learning activities. Interactive learning environments can strengthen engagement because learners are not merely receiving information but are also involved in responding, discussing, and practicing what they learn. Therefore, interactive learning experiences may increase students' motivation to continue learning through social media channels.

e. Enjoyable Learning

Enjoyable learning refers to learning experiences that are interesting, pleasant, and emotionally positive for learners. Students tend to be more motivated when learning activities are enjoyable and reduce feelings of boredom or anxiety. Social media content often presents educational materials through creative videos, humor, storytelling, and entertaining formats that make learning more engaging.

According to (Ryan & Deci, 2020) positive emotional experiences contribute to stronger intrinsic motivation because learners are more likely to continue activities they enjoy. When students perceive grammar learning as enjoyable rather than difficult or stressful, they are more likely to remain interested and actively engage with learning materials.

f. Beginner-Friendly Content

Another factor that may influence students' motivation is the availability of beginner-friendly content. Learners often prefer materials that match their current level of knowledge and language proficiency. Content that is too difficult may

discourage students, while content that is appropriate to their level can increase confidence and encourage continuous learning.

Vygotsky's concept of the Zone of Proximal Development suggests that learning becomes more effective when materials are presented at a level that learners can understand with appropriate support (Cole & John-Steiner, 1978). Beginner-friendly content helps students gradually develop their understanding without feeling overwhelmed. In social media learning environments, simple explanations, gradual progression, and accessible language may encourage students to participate more actively and maintain their motivation to learn grammar.

Based on the discussion above, easy-to-understand explanations, visual learning, practical examples, interactive learning, enjoyable learning, and beginner-friendly content are important factors that may influence students' motivation in learning grammar through social media channels. These factors are relevant to the present study because they help explain the reasons why students choose certain social media channels and continue using them as resources for learning English grammar.

g. Accessibility and Flexibility

Accessibility and flexibility refer to the extent to which learning materials can be reached and used by learners at any time, place, and pace that suits their personal schedule. Unlike conventional classroom learning, which is bound by fixed times and locations, social media-based learning allows students to access grammar content whenever they need it, including reviewing materials repeatedly until they are fully understood. This flexibility may reduce learning pressure and allow students to manage their own learning process.

(Tess, 2013) explains that one of the educational benefits of social media is the flexibility it offers learners in accessing content beyond the limitations of formal classroom settings. Similarly, (Greenhow & Chapman, 2020) argue that social media supports informal learning by allowing learners to engage with educational

content according to their own needs and availability, without being restricted by a fixed instructional schedule. This accessibility enables students to integrate grammar learning into their daily routines and revisit difficult topics independently.

In the context of grammar learning through social media channels, accessibility and flexibility may be reflected in students' ability to open grammar content anytime through their mobile devices, learn at their own pace without academic pressure, and revisit specific explanations whenever they encounter difficulties. This factor may encourage students to rely on social media as a practical and convenient supplementary resource for grammar learning.

Based on the discussion above, easy-to-understand explanations, visual learning, practical examples, interactive learning, enjoyable learning, beginner-friendly content, and accessibility and flexibility are important factors that may influence students' motivation in learning grammar through social media channels. These factors are relevant to the present study because they help explain the reasons why students choose certain social media channels and continue using them as resources for learning English grammar.

2.2 Social Media Channels

The rapid development of digital technology has transformed the way students access information and learn new knowledge. In addition to traditional classroom instruction, students now have access to various online learning resources through social media platforms. These platforms provide opportunities for learners to obtain educational content anytime and anywhere, making learning more flexible and accessible. As a result, social media has become an increasingly important part of students' learning experiences, including in English language learning.

In language education, social media is no longer viewed solely as a platform for communication and entertainment. Instead, it has evolved into a learning environment where students can access instructional materials, interact with content

creators, and engage with educational communities. Through videos, images, discussions, and interactive features, social media offers alternative learning opportunities that complement formal classroom learning.

For English language learners, social media provides access to a wide range of educational content, including vocabulary, pronunciation, speaking, writing, and grammar lessons. Students can select learning materials according to their interests, needs, and learning preferences. This flexibility makes social media a valuable resource for supporting independent and self-directed learning.

In the context of this study, social media channels refer to educational accounts or content creators that provide English grammar learning materials through platforms such as TikTok, Instagram, and YouTube. These channels are used by students as supplementary learning resources outside the classroom and may influence their motivation to learn grammar.

2.2.1 Definition of Social Media

Social media refers to internet-based platforms that allow users to create, share, access, and exchange information through digital communication technologies. Social media enables individuals not only to consume information but also to participate actively in creating and distributing content. This interactive nature distinguishes social media from traditional forms of media.

According to Kaplan and (Kaplan & Haenlein, 2010) social media is a group of internet-based applications built on the foundations of Web 2.0 that allow the creation and exchange of user-generated content. Through these applications, users can communicate, collaborate, and share information with others in various forms, including text, images, audio, and video. Similarly, (Carr & Ph, 2015) define social media as digital communication channels that enable users to interact, share content, and participate in online communities. These platforms support communication and information exchange while allowing users to engage actively with content and other users.

The increasing popularity of social media has significantly influenced educational practices. Students frequently use social media not only for social interaction but also for accessing educational information and learning resources. (Greenhow & Chapman, 2020) argue that social media has become an important part of contemporary learning environments because it facilitates information sharing, collaboration, and knowledge construction among learners.

Therefore, social media can be understood as a digital platform that supports communication, content sharing, and interaction among users while also providing opportunities for educational engagement and learning.

2.2.2 Social Media as a learning Resource

Social media has increasingly been recognized as a valuable learning resource in various educational contexts. The accessibility, flexibility, and interactive features of social media enable students to access learning materials beyond the classroom and engage in independent learning activities. Through social media, learners can obtain information, watch educational videos, participate in discussions, and interact with content creators who provide instructional materials.

According to (Tess, 2013), social media offers educational benefits by facilitating communication, collaboration, and access to learning resources. These features allow students to become more active participants in the learning process rather than passive recipients of information. Social media also supports learner autonomy by providing opportunities for students to select and access content based on their interests and learning needs.

In language learning, social media has become an increasingly popular tool because it provides authentic learning materials and opportunities for continuous exposure to the target language. (Greenhow & Chapman, 2020) explain that social media supports informal learning by allowing learners to engage with content and communities outside formal educational settings.

Recent studies have also demonstrated the educational potential of social media in English language learning. (Malik & Qureshi, 2024) found that social media-based learning can enhance learner engagement and encourage more active participation in language learning activities. Through accessible and interactive content, students may develop stronger interest and motivation in learning English.

Therefore, social media can serve as an alternative learning resource that complements classroom instruction and supports students' independent learning experiences.

2.2.3 Social Media Channels for English Learning

Various social media platforms are widely used for English language learning because they provide different types of educational content and learning experiences. Among the most popular platforms used by students are TikTok, Instagram, and YouTube. These platforms offer learning materials through videos, images, captions, and interactive features that support language development.

TikTok has gained considerable attention as a language learning platform due to its short-video format and highly engaging content. Educational creators often present grammar explanations, vocabulary lessons, and language tips through concise videos that are easy to access and understand. According to (Mitrulescu, 2024), TikTok can support language learning by increasing students' motivation and engagement through visually appealing and practical content.

Instagram is also frequently used for educational purposes. Through features such as posts, reels, stories, and captions, educational content creators can present language materials in visually attractive formats. (Lee, 2023) argues that Instagram provides opportunities for informal language learning through multimodal content that combines text, visuals, and interaction. Such features may help learners maintain attention and improve understanding.

YouTube remains one of the most widely used platforms for educational learning because it allows creators to provide longer and more detailed explanations. According to (Berk, 2009), educational videos support learning by combining visual and auditory information, which can improve comprehension and retention. In English language learning, YouTube offers tutorials, grammar lessons, language exercises, and practical examples that students can access according to their individual learning pace.

Although these platforms differ in content format and delivery style, they share similar educational potential. TikTok, Instagram, and YouTube provide flexible access to learning materials and support independent learning experiences, making them popular platforms for English language learning.

2.2.4 Selected Social Media Channels in This Study

This study focuses on five social media channels that provide English grammar learning content, namely Kampung Inggris LC, Bro Ikham Talks, Klinik Inggris, Sluggish Journey, and Englishbygiovana. These channels were selected because they actively share grammar-related materials and are frequently accessed by students for learning purposes.

Each channel presents grammar content using different approaches and presentation styles. Some channels focus on short and practical explanations, while others provide detailed discussions, grammar exercises, error correction activities, and examples of language use in everyday communication. The diversity of content allows students to choose learning materials that match their interests, learning preferences, and grammar learning needs.

In addition, these channels utilize various social media features such as short videos, visual explanations, interactive discussions, quizzes, and practical examples. These characteristics may influence students' learning experiences and contribute to their motivation to learn grammar through social media.

Therefore, the selected channels serve as important learning resources within this study and provide the context for exploring students' motivation in learning grammar through social media channels.

2.3 Grammar Learning

Grammar is one of the fundamental components of language learning because it provides the rules and structures that enable learners to communicate effectively. In English language learning, grammar helps students understand how words, phrases, and sentences are organized to convey meaning accurately. Through grammar learning, students develop the ability to construct meaningful sentences and use language appropriately in different communication contexts.

For English as a Foreign Language (EFL) learners, grammar learning is particularly important because English is not commonly used as a means of daily communication. As a result, students often rely on classroom instruction and additional learning resources to develop their grammatical competence. Therefore, grammar learning serves as an essential foundation that supports the development of other language skills, including listening, speaking, reading, and writing.

In recent years, grammar learning has also been supported by various digital learning resources, including social media platforms. Through educational videos, interactive explanations, and practical examples, students can access grammar materials beyond the classroom and learn according to their individual needs and preferences. Consequently, social media has become one of the alternative learning resources that may support students' grammar learning experiences.

2.3.1 Definition of Grammar

Grammar is generally understood as the system of rules that governs how a language is structured and used. It provides guidelines for combining words into meaningful phrases and sentences so that communication can occur effectively.

Without grammatical knowledge, learners may experience difficulties in expressing ideas clearly and understanding language accurately.

According to (Thornbury, 2006), grammar refers to the description of the rules that explain how words change their forms and combine with one another to create meaningful sentences. Grammar is not merely a collection of rules to be memorized but a system that enables language users to communicate effectively and accurately. Similarly, (Ur, 1996) defines grammar as the way language manipulates and combines words into larger units of meaning. This definition emphasizes that grammar functions as a framework that helps learners organize language appropriately in communication. Grammar allows language users to express meanings, relationships, and intentions through different sentence structures and language patterns.

(Brown, 2004) further explained that grammar is an important aspect of communicative competence because it enables learners to produce and understand language accurately. Through grammatical knowledge, learners can construct sentences, interpret messages, and communicate ideas more effectively.

Based on the definitions above, grammar in this study refers to the system of language rules that helps students understand and use English accurately in communication. Grammar learning involves understanding language structures and applying them appropriately in both spoken and written English.

2.3.2 The Importance of Grammar in English Learning

Grammar plays an important role in English learning because it helps learners communicate ideas clearly, accurately, and effectively. Grammar provides the structural foundation that allows words to be arranged into meaningful sentences. Without sufficient grammatical knowledge, learners may find it difficult to express their ideas or understand messages correctly.

According to (Thornbury, 2006), grammar functions as a “sentence-making system” that enables learners to create a large number of meaningful and original

sentences from a limited set of language rules. Through grammar, learners are able to organize language systematically and communicate more effectively. (Nassaji, 2010) argue that grammar instruction remains necessary in second language learning because it helps learners achieve greater language accuracy and supports the development of communicative competence. Research in second language acquisition has shown that grammar learning contributes to learners' ability to use language appropriately and accurately in various contexts.

In EFL contexts, grammar becomes even more important because learners have limited exposure to English outside the classroom. Formal grammar instruction helps students recognize language patterns, understand sentence structures, and avoid common grammatical errors. (Michell & Loor, 2025) also emphasizes that grammar instruction is necessary in EFL learning because learners often need explicit guidance to understand how the language works and how grammatical forms are used in communication.

Furthermore, grammar supports the development of other language skills. Students who understand grammatical structures are generally better able to comprehend reading texts, write coherent sentences, participate in conversations, and understand spoken language. Therefore, grammar should not be viewed only as a set of rules but as a tool that helps learners communicate more effectively in English.

2.3.3 Grammar Learning in Second Semester

Grammar learning in the second semester is intended to strengthen students' understanding of fundamental grammatical structures that support their English language development. At this stage, students are expected to move beyond simple recognition of grammar rules and begin applying grammatical knowledge more accurately in communication and academic learning activities.

According to (Richards & Renandya, n.d.) grammar instruction should help learners understand how language forms function in meaningful communication.

Therefore, grammar learning is not limited to memorizing rules but also involves understanding how grammatical structures are used in real language situations. This perspective is particularly relevant for university students who are expected to use English for both academic and communicative purposes.

For second-semester students in English Education programs, grammar learning serves as an important foundation for future language courses. Students are required to understand various grammatical structures that support their ability to read academic texts, write effectively, and communicate accurately in English. As they continue their studies, grammatical competence becomes increasingly important because it contributes to overall language proficiency.

In addition to classroom instruction, second-semester students often seek supplementary learning resources to improve their understanding of grammar. Social media channels have become one of the resources frequently used by students because they provide accessible explanations, practical examples, and flexible learning opportunities. Through these channels, students can review grammar materials independently and reinforce what they have learned in formal classroom settings.

Therefore, grammar learning in the second semester plays an important role in supporting students' English language development while also encouraging them to utilize various learning resources, including social media channels, to enhance their understanding of English grammar.

2.4 Review of Previous Studies

Research related to students' motivation in learning grammar through social media channels has been conducted in various educational contexts. Previous studies have explored the role of motivation, digital learning environments, and social media platforms in supporting language learning. Since the present study focuses on students' motivation in learning grammar through social media

channels, reviewing relevant studies is important to provide theoretical and contextual support.

1. (Zhao et al., 2022) conducted a study entitled “*Social Media and Academic Success: Impacts of Using Telegram on Foreign Language Motivation, Foreign Language Anxiety, and Attitude toward Learning among EFL Learners.*” The study investigated how social media influences foreign language motivation and learners’ attitudes in EFL contexts. Using a quantitative design, the researchers found that social media use positively affected students’ foreign language motivation and learning attitudes while reducing language anxiety. The findings suggest that digital platforms can create supportive learning environments and increase students’ willingness to engage in language learning. This study is relevant to the present research because it explains the relationship between social media use and learning motivation among EFL learners.
2. (Teng et al., 2022) conducted a study entitled “*Mobile Assisted Language Learning in Learning English Through Social Networking Tools: An Account of Instagram Feed-Based Tasks on Learning Grammar and Attitude among English as a Foreign Language Learners.*” This research examined the effectiveness of Instagram feed-based tasks in grammar learning and students’ attitudes toward social media-assisted instruction. Using an experimental design involving EFL learners, the study found that students who learned grammar through Instagram performed better and demonstrated more positive attitudes compared with those receiving regular instruction. The study concluded that Instagram-based grammar learning supports both grammar achievement and learner engagement. This research is highly relevant because it directly discusses grammar learning through social media, which aligns closely with the present study.
3. (Lee, 2023) conducted a study entitled “*Language Learning Affordances of Instagram and TikTok.*” This study explored how Instagram and TikTok provide opportunities for informal language learning. Using qualitative

content analysis, Lee analyzed learning features found on both platforms, including multimodality, interactivity, mobility, and learner participation. The findings revealed that social media platforms support language learning through visual and interactive features that encourage learner creativity and engagement. The study emphasized that students often utilize these platforms beyond entertainment purposes and transform them into learning spaces. This study supports the present research in understanding why students may prefer particular social media channels for learning English grammar.

4. (Alfadda & Afzaal, 2022) conducted a study entitled *“Influence of Psychological Autonomy Support of Peer Instruction: A Novel Interactive Approach Using Instagram in Language Learning.”* The research investigated how Instagram-based interaction and peer learning influence language learning motivation. Using quantitative analysis, the researchers found that interactive social media learning increased students’ autonomy, participation, and psychological motivation. The study highlighted the importance of interaction and learner engagement within digital environments. This finding is relevant to the present study because several motivational factors in the questionnaire, such as interactive learning, enjoyable learning, and learner participation, are closely related to students’ motivation in choosing grammar learning materials.
5. (Adara et al., 2023) conducted a study entitled *“Learners’ Motivation for Learning Grammar Using Social Media During the Covid-19 Pandemic.”* The study investigated the motivational factors that encourage EFL learners to study grammar through social media during the Covid-19 pandemic. Using a mixed-method approach, the researchers collected data from 50 respondents through questionnaires and conducted semi-structured interviews with five participants. The findings revealed that learners were more extrinsically motivated than intrinsically motivated because social media was considered more accessible, motivating, and capable of providing authentic examples of grammar use in real-life communication.

In addition, participants perceived that social media offered attractive visual presentations and flexible learning opportunities, which enhanced their motivation to learn grammar. The researchers concluded that integrating social media into grammar instruction positively influenced learners' motivation and could effectively complement classroom learning. This study is highly relevant to the present research because it specifically examines students' intrinsic and extrinsic motivation in learning grammar through social media, although it focuses on grammar learning during the Covid-19 pandemic rather than selected educational social media channels.

6. (Husna et al., 2023) conducted a study entitled "*Students' English Learning Motivation in the Post-Pandemic Era.*" The study investigated students' English learning motivation, the factors influencing their motivation, and students' perceptions of technology engagement in English learning. Using a qualitative case study, the researchers found that students demonstrated a moderate level of English learning motivation, with extrinsic motivation emerging as the dominant motivational factor. The study concluded that both intrinsic and extrinsic motivation contribute to English learning, although external factors played a more significant role in motivating students in the post-pandemic context. This study is relevant because it applies Self-Determination Theory to explain students' motivation and demonstrates the role of technology in supporting English learning.
7. (Maulida et al., 2024) conducted a study entitled "*Social Media and Students' Motivation in English Language Acquisition.*" The study explored the influence of social media on students' motivation in English language acquisition. Using a qualitative descriptive design, the researchers collected data through questionnaires, interviews, and observations. The findings revealed that social media platforms such as YouTube, TikTok, and Instagram promoted both intrinsic and extrinsic motivation by providing authentic, accessible, and engaging learning experiences. The study concluded that social media effectively complements formal English instruction and encourages students' motivation to learn English. This study

is relevant because it demonstrates how social media supports students' motivation, although it focuses on English language acquisition in general rather than grammar learning specifically.

8. (Triani et al., 2025) conducted a study entitled "*Analyzing EFL Students' Intrinsic and Extrinsic Motivation in Grammar Learning through Quizizz.*" The study investigated EFL students' intrinsic and extrinsic motivation in grammar learning after using Quizizz as a digital game-based learning platform. Employing a quantitative quasi-experimental design, the researchers found that Quizizz significantly enhanced both intrinsic and extrinsic motivation. Students were intrinsically motivated because grammar learning became more enjoyable and interactive, while extrinsic motivation increased through rewards, points, and immediate feedback. The study concluded that digital learning platforms can create learner-centered environments that improve students' motivation in grammar learning. This study is relevant to the present research because it investigates intrinsic and extrinsic motivation in grammar learning using the Self-Determination Theory framework. However, unlike the previous study, which focused on Quizizz, the present study investigates students' motivation in learning grammar through selected social media channels.

In conclusion, previous studies have consistently shown that social media and digital learning platforms positively influence students' motivation, engagement, and attitudes toward English language learning. Interactive features, authentic learning materials, attractive visual presentations, flexibility, and learner autonomy contribute to creating meaningful learning experiences. Moreover, recent studies have demonstrated that both intrinsic and extrinsic motivation play important roles in encouraging students to learn grammar and English through technology-based learning environments.

A review of the previous studies also indicates several research gaps. Studies conducted by Zhao et al. (2022) primarily focused on the relationship between social media and foreign language motivation, while Teng et al. (2022)

emphasized grammar learning through Instagram-based instruction. Lee (2023) and Alfadda and Afzaal (2022) discussed the learning affordances and motivational potential of social media platforms, whereas Adara et al. (2023) specifically investigated learners' motivation in learning grammar through social media during the Covid-19 pandemic. Husna et al. (2023) examined intrinsic and extrinsic motivation in English learning, Maulida et al. (2024) explored students' motivation in English language acquisition through social media, and Triani et al. (2025) investigated intrinsic and extrinsic motivation in grammar learning through Quizizz.

However, most previous studies viewed social media as a general learning platform or examined grammar learning through a single digital application. Limited attention has been given to students' motivation in learning grammar through selected educational social media channels and the reasons why students prefer particular channels. In addition, few studies have explored how motivational factors such as easy-to-understand explanations, visual presentation, practical examples, enjoyable learning, beginner-friendly content, and interactive learning influence students' decisions to use specific social media channels for grammar learning.

Therefore, a research gap remains in understanding students' motivation in learning grammar through selected social media channels among second-semester EFL students. To address this gap, the present study focuses on English Education students at Universitas Muhammadiyah Bengkulu and explores the intrinsic and extrinsic motivational factors underlying students' preferences for learning grammar through five selected social media channels, namely Kampung Inggris LC, Bro Ikham Talks, Klinik Inggris, Sluggish Journey, and Englishbygiovana. By focusing on specific educational channels rather than social media in general, this study is expected to provide a more comprehensive understanding of students' motivation in digital grammar learning.

2.5 Conceptual Framework

The present study investigates students' motivation in learning grammar through social media channels. The framework is developed based on theories of

learning motivation, social media-assisted learning, and grammar learning discussed in the previous sections. It illustrates how various motivational factors influence students' decisions to use particular social media channels for learning English grammar.

Motivation plays an important role in determining students' learning behavior and engagement. In digital learning environments, students are often influenced not only by personal interest but also by the characteristics of the learning content they access. Learning materials that are clear, engaging, interactive, and suitable for learners' needs may encourage students to participate more actively in learning activities.

Previous studies have shown that social media can provide flexible and accessible learning opportunities that support students' learning experiences (Greenhow & Chapman, 2020; Tess, 2013). In addition, motivational factors such as easy-to-understand explanations, visual learning, practical examples, interactive learning, enjoyable learning experiences, and beginner-friendly content may influence students' preferences when selecting educational content on social media platforms.

In this study, these motivational factors are considered important because they represent the characteristics of the selected social media channels and are closely related to students' learning experiences. Students may prefer certain channels because the content is easier to understand, more visually appealing, more interactive, or more relevant to their learning needs. These factors may ultimately influence their motivation to learn grammar through social media.

The selected social media channels in this study are Kampung Inggris LC, Bro Ikham Talks, Klinik Inggris, Sluggish Journey, and Englishbygiovana. These channels provide grammar-learning content through different presentation styles and learning approaches. Therefore, the relationship between motivational factors and social media channels becomes central to understanding students' motivation in learning grammar.

Based on the theoretical discussion above, the conceptual framework of this study can be illustrated as follows:

Learning Motivation



Motivational Factors

- Easy-to-understand explanations
- Visual learning
- Practical examples
- Enjoyable learning
- Beginner-friendly content
- Beginner-friendly content
- Accessibility and flexibility

↓ Social Media Channels

- Kampung Inggris LC
- Bro Ikham Talks
- Klinik Inggris
- Sluggish Journey
- Englishbygiovana



Students' Motivation in Learning Grammar Through Social Media Channels

The framework shows that students' learning motivation is influenced by several motivational factors that are represented through the characteristics of social media learning content. These factors may encourage students to use particular social media channels and shape their motivation to learn English grammar.

Therefore, this study seeks to explore how these motivational factors contribute to students' motivation in learning grammar through selected social media channels among second-semester students of the English Education Study Program at Universitas Muhammadiyah Bengkulu.

