

CHAPTER V

CONCLUSION, IMPLICATIONS AND SUGGESTION

This final chapter presents the conclusion drawn from the findings and discussion of the study. It also outlines the implications of the research for English language learning and provides several suggestions for students, English lecturers, social media content creators, and future researchers based on the findings of this study.

5.1 Conclusion

Based on the findings of this study, students' motivation in learning grammar through the five selected English learning social media channels can be described according to each channel.

First, students who used Klinik Inggris were intrinsically motivated. They were motivated by simple explanations, easy exercises, and real-life examples that helped them practice and improve their grammar. Second, students who used Englishbygiovana were also intrinsically motivated. Their motivation was related to improving their communication skills, speaking English more fluently, and learning through practical and conversational content. Third, students who used Sluggish Journey showed intrinsic motivation because they preferred clear and easy-to-follow explanations, flexible learning, and materials that made grammar learning more manageable and interesting. Fourth, students who used Bro Ikham Talks were intrinsically motivated by practical and correction-based content, natural learning, visual presentation, and their personal goal of improving their English proficiency.

Finally, Kampung Inggris LC was the most frequently selected channel, with four participants. Most students using this channel were intrinsically motivated by clear explanations, practical examples, conversational learning, and the enjoyable and easy-to-follow presentation of grammar materials. However, one participant showed extrinsic motivation because the use of the channel was related

to an academic requirement. Therefore, Kampung Inggris LC was the only channel in which both intrinsic and extrinsic motivation were found.

Overall, intrinsic motivation was the dominant type of motivation in this study. Fourteen out of fifteen participants showed intrinsic motivation, while only one participant showed extrinsic motivation. The students generally learned grammar through social media because they personally wanted to improve their grammar, communicate more effectively, understand the materials more easily, and learn through clear, practical, and engaging content. Among the five channels, Kampung Inggris LC was the most frequently selected channel, indicating that it was the most commonly used channel among the participants in this study

5.2 Implications

The findings of this study imply that social media can be used as a supplementary medium for learning grammar. Learning materials that provide clear explanations, practical examples, conversational delivery, and flexible learning can help increase students' motivation to learn grammar. Therefore, English lecturers may consider incorporating appropriate social media content to support classroom learning and encourage students' independent learning.

5.3 Suggestions

Based on the findings of this study, the researcher proposes several suggestions. Students are encouraged to use social media wisely as an additional resource for learning grammar. English lecturers are suggested to utilize relevant social media content to support grammar instruction. Future researchers are recommended to conduct similar studies with a larger number of participants or investigate students' motivation in learning other English skills through social media.