

Strategies for Enhancing Students' Interest in English Language Learning through Social media

*Tutik Ratna Ningtyas¹, Amirudin², Prihatin Puji Astuti³

^{1,2,3}Universitas Pamulang, Indonesia

Correspondence Email: dosen01217@unpam.ac.id

Article History: Submission: 2026-06-07 || Accepted: 2026-09-12 || Published: 2026-09-20

Abstract

Although social media is increasingly used for English language learning, previous studies have largely focused on language skills and general learner perceptions, with limited attention to how structured social-media-based activities may support students' inclination, understood as their willingness and affective orientation, toward sustained English learning. This study therefore investigated students' inclination toward English language learning and explored how structured YouTube-based engagement could support that inclination among English Literature students. A mixed-methods design was employed with 26 English Literature students enrolled in a Public Speaking class at Universitas Pamulang. Data were collected through interviews and questionnaires; questionnaire responses were analyzed descriptively, while interview data were interpreted qualitatively. The findings showed that 60% of participants identified communication with foreigners as a primary reason for learning English, while 71% reported speaking anxiety as their major learning constraint. Following the YouTube-based speech activity, 81% of participants perceived the activity as engaging and enjoyable, 73% reported increased self-confidence when speaking in front of a camera, and 98% indicated that social media motivated them to practice English more frequently. Furthermore, all participants agreed that engaging with English content on social media increased their interest in learning English. These findings suggest that structured social-media engagement may provide an accessible and motivating environment for supporting students' willingness to practice and engage with English beyond conventional classroom activities. Practically, the study offers a structured YouTube-based strategy for integrating speaking practice with students' digital habits.

Keywords: English Language Learning, Learning Inclination, Social Media, YouTube, Speaking, Student Motivation.

This is an open access article under the CC BY-SA license



I. INTRODUCTION

In recent years, educators and language researchers have increasingly recognized that motivation and learner attitudes are among the most critical factors influencing success in second or foreign language (L2/FL) acquisition (Dornyei & Ushioda, 2011). In the Indonesian higher-education context, students of English Literature often come with varying degrees of intrinsic and extrinsic motivation. In order to sustain and deepen their engagement with English language learning, innovative pedagogical approaches are needed, especially those that align with students' everyday practices, interests, and digital habits. One promising arena is the integration of social media into language learning, not merely as a superficial add-on, but as a meaningful scaffold to foster students' inclination and sustained engagement with English.

This research will first lay out theoretical and empirical rationale for why student inclination (or motivation / affective orientation) matters in language learning. Then, it will explore how social media can play a catalytic role in enabling, mediating, and sustaining that inclination. The research is conducted by involving English Literature students at Universitas Pamulang and articulate the significance of investigating how social media-based strategies might foster their English-learning orientation. "Inclination" in this context refers to a learner's predisposition or willingness to engage in language learning their attitudes, their affective drive, and their intentional choices to pursue additional input or interaction in English beyond mandatory coursework.

In the Indonesian university context, several challenges can suppress this inclination. These include heavy course loads, competing demands (e.g., work, family), limited exposure to English outside the classroom, assessments that emphasize form over meaning, and sometimes a narrow conception of English learning as merely passing exams. To counteract these constraints, interventions that make English more accessible, enjoyable, socially relevant, and meaningfully

integrated into daily life can help. Encouraging inclination is thus as important as designing effective classroom instruction. Without learners' buy-in and voluntary engagement, even well-designed curricula can fall short. Social media refers broadly to online platforms that support user-generated content, sharing, interaction, and networked communities (Kaplan & Haenlein, 2010). In recent years, a growing body of research has explored how social media can enhance language learning, not as a replacement for instruction, but as a complementary, empowering space for exposure, interaction, scaffolding, and motivation.

There are some benefits of utilizing social media in fostering students' inclination towards English Language Learning. The first is authentic input & exposure. Social media platforms can expose learners to real (or semi-authentic) English content short videos, memes, dialogues, comments, articles, captions that reflect current usage, colloquial norms, and cultural references (Haque, 2023). The utilization of media helps learners to get more understanding of the learning concept (Eka et al., 2026). Platforms such as YouTube, Instagram, TikTok, Twitter, and Facebook are widely used by students and can function as "ambient input" outside formal learning (Kusuma Ningrum & Wintolo Apoko, 2025)). The second is interaction and communicative opportunities. Rather than passive consumption, social media enables learners to comment, reply, post, engage in discussions or microblogging, and even connect with native or proficient English users (Sabila & Dewi, 2024)). This interactive affordance provides learners with chances to experiment, receive feedback (peer or tutor), and co-construct understanding.

The next is autonomy and self-directed learning. Because social media is user-driven, learners can choose what content to follow, when, and in what format. This autonomy encourages them to tailor their English exposure to their interests (e.g., music, literature, culture) and to integrate learning into their daily routines. Some studies report that learners perceive social media as enabling "fun learning," less pressured, and more freely self-paced (Tsaqila et al., 2025). The next benefit is motivational and affective enhancement. Social media's multimedia and social features can heighten interest, enjoyment, competition, social recognition, and a sense of community ((Maria Ningsih & Yapis Dompou, n.d.) When learners see others posting in English, receiving "likes," and engaging, they may feel motivated to do likewise. Research has shown that social media use positively correlates with learners' motivation and favorable attitudes toward English learning ((Hidayat et al., 2025). The other benefit is scaffolding via peer support and crowdsourcing. Learners can request or receive corrections, ask questions, or borrow from peers' contributions. This community-based scaffolding can reduce affective barriers (fear of error) and foster collaborative growth (Gunupudi et al., 2024).

However, there are also challenges, caveats, and design considerations of using social media in English Language learning. While social media holds promising potential, it is not without challenges or pitfalls: a. Distraction and misuse: Social media is also rife with entertainment content, clickbait, and off-topic distractions. Learners may drift away into non-learning content if not guided. b. Quality control: Learners may encounter incorrect or inappropriate language, unvetted sources, or non-native usage. c. Digital literacy and technological access: Not all students may have equal competence in navigating the affordances of social media, and some may experience connectivity or device limitations. d. Privacy and identity concerns: Learners may hesitate to post or engage in English in public forums due to fear of judgment or critique. e. Integration with pedagogy: Simply encouraging social media use does not guarantee learning; intentional instructional scaffolds, alignment with curriculum, and reflective prompts are essential (Haque, 2023). Thus, a thoughtful design is required, one that is not merely "put English on social media" but aligns platform affordances with learning goals, scaffolding, community support, and motivational hooks.

Focusing on the English Literature Department at Universitas Pamulang provides a rich and relevant context for examining social media's role in fostering English-learning inclination. These students typically already have a strong interest in literature, textual interpretation, and language arts; many aspire to careers in teaching, writing, academia, or cultural fields. However, even among such motivated cohorts, sustaining deep engagement with English beyond coursework is challenging. Moreover, English Literature students often read canonical and non-canonical texts, critique literary forms, and engage in discursive argumentation, requiring a high degree of linguistic sophistication. Social media might serve as a bridge from literary texts to contemporary discourse, enabling these

students to connect classical literary awareness with modern, colloquial, and multimedia English usage.

The local context is also relevant: in Indonesia, social media penetration is high, and many students already use platforms like Instagram, TikTok, YouTube, and WhatsApp as part of their daily life (Sabila & Dewi, 2024). Harnessing these platforms for curricular and co-curricular support aligns with students' digital habits. Moreover, previous research on Indonesian tertiary education has shown that students perceive social media positively for English learning improving vocabulary, writing, listening, and motivation ((Kusuma Ningrum & Wintolo Apoko, 2025)). Yet, few studies have targeted English Literature students specifically or explored how to foster inclination (i.e., not merely gains in measurable skills, but deepening willingness and orientation) through social media.

This study views social media as an affective-motivational ecosystem that mediates between learners' internal orientations (attitudes, ideal self, autonomy) and their external engagement behaviors (posting, commenting, following, content creation). In sum, by focusing on fostering inclination rather than only skill gains, this study underscores the crucial interplay between learner agency, affect, and digital affordances. In an era when social media is integral to students' lives, we must explore not just whether social media can help English learning, but how it can become a meaningful, motivating pathway for learners. For English Literature students at Universitas Pamulang, this offers an opportunity to transform how they engage with English.

Multiple studies show that university students in Indonesia perceive social media as useful tools for English learning, particularly for listening, reading, vocabulary, and pronunciation. For example, *The Use of Social Media as an English Learning Resource for Students of Islamic University of Kediri* (Fajriah et al., 2024) found that YouTube was most frequently used (91.9% of students), followed by English learning accounts and other interactive resources. Students used social media not only for receptive skills but also to try to improve speaking and writing.

Similarly, *The Implication of Using Social Media During the Pandemic on Indonesia Netizens' English Skills* (Purnamasari & Abas, 2022) reported that increased frequency of social media use corresponded with improvements in passive skills (reading, listening), though effects on active skills (writing, speaking) were smaller. Some studies highlight how social media supports writing and creative expression, which are especially relevant for Literature students. *The Use of Social Media in Learning English Writing* by (Puspita Dewi et al., 2022) showed that students in an English department setting used seven kinds of social media (SNSs, blogs, microblogs, wikis, etc.) for improving writing skills. Students reported that social media helped them to practice writing in more relaxed, self-chosen contexts, which increased their confidence and willingness to write. In *Writing Short Stories Using Twitter as a Media for Student's Writing Skills*, (Romadhon et al., 2020.) studied junior high students but the findings are still relevant: Twitter, with its constraints (length, immediacy), encouraged students to be concise, imaginative, and experiment with language forms. It improved their writing, and the social recognition (likes, comments) motivated them further.

For English Literature students, engagement with literary texts is central. The study *Transformative Experience of Reading Digital Literature in Social Media* (Syahria et al., 2025) explores how students engaging with digital literature on Instagram Reels and TikTok experience reading differently. They find that digital literature's brevity, familiar formats, and emotional themes make reading more approachable and relevant; students appreciated being able to interpret and create reflections. Importantly, this engagement enhanced not just reading comprehension, but also their identity as readers/writers in English, and motivation to read more. Studies show not just skill gains but attitudinal shifts. For example, Fajriah et al., (2024) described positive perceptions, greater enjoyment, and greater willingness to engage in English outside the classroom when social media is used. These are markers of inclination rather than just ability.

Purnamasari & Abas (2022) similarly show that frequent social media users reported more exposure to English, more listening and reading, and more confidence—even though writing and speaking improvements were less pronounced. This suggests that inclination may develop first in passive skills, then active ones. Overall, the literature suggests that social media holds strong potential to foster students' inclination toward English language learning, particularly among those interested in literature. Platforms like YouTube, Instagram, TikTok, SNSs (social networking sites), micro-blogs, and creative writing media provide authentic, accessible, and creatively rich

environments. Through exposure, production, peer feedback, identity work, and enjoyment, students can move beyond seeing English learning as merely curricular duty to something they embrace voluntarily. However, realizing this potential depends on handling several challenges: bridging passive and active skill improvements, ensuring content quality, maintaining motivational sustainability, supporting students' affective needs, and embedding social media tasks within institutional and curricular frameworks. For students in the English Literature Department at Universitas Pamulang, strategies that align with literature, encourage creative output, scaffold academic language, and foster community of readers/writers seem especially promising. (Ningtyas & Amirudin 2025) examined the attitudes and motivations of Indonesian mechanical engineering students towards learning English. The study found that students' motivation was influenced by both intrinsic factors, such as personal interest, and extrinsic factors, including the perceived utility of English in their future careers. Positive attitudes towards English were associated with higher motivation levels, suggesting that fostering a favorable attitude can enhance students' engagement in learning English.

Rizka Maulina Wulandari et al., 2024), explored the relationship between learning strategies and students' attitudes and motivational orientations in learning English as a foreign language. The study highlighted that students who employed effective learning strategies, such as active engagement and self-regulation, exhibited more positive attitudes and higher motivation towards learning English. This underscores the importance of teaching students effective learning strategies to improve their inclination towards English language learning. (Safitri & Dollah, 2023) investigated the factors influencing students' motivation to learn English at SMA Negeri 1 Soppeng. The study identified several factors, including the relevance of English to students' future aspirations, the teaching methods employed, and the classroom environment, as significant determinants of students' motivation. Understanding these factors can help educators design interventions to enhance students' motivation and inclination towards learning English. (Makhtuna, 2021) investigated non-English major students' attitudes towards learning speaking in English. The study found that while students had positive attitudes towards learning speaking, their actual speaking performance was hindered by factors such as lack of practice opportunities and anxiety. Providing more speaking practice and creating a supportive environment can improve students' inclination towards learning speaking in English.

The above related studies focus on students' attitudes towards English learning. The focus is similar to this study. However, this study brings more specific means of exploration. Through the advancement of social media, this study will reveal how it can foster students' inclination towards English language learning in EFL context. Based on the identification of the problem stated above, the researcher formulated the two problems: How is the students' inclination towards English Language Learning?; How can social media-based engagement foster students' inclination towards English Language Learning?.

II. METHOD

Data collection was conducted in two stages. In the first stage, interviews were conducted to identify students' reasons for learning English, the perceived benefits of English proficiency, external factors influencing their inclination to learn English, and the main challenges they encountered in English language learning. In the second stage, students participated in a structured YouTube-based speaking activity. They first prepared speech scripts under lecturer supervision to improve vocabulary use, grammatical accuracy, and content organization. The students then practiced their speeches, recorded their performances, revised the recordings when necessary, and uploaded the final videos to their respective YouTube channels. After completing the activity, they responded to questionnaires designed to explore their perceptions of YouTube-based speech performance and its relationship with their inclination toward English language learning. This procedure reflects the instructional sequence reported in the study.

The questionnaires covered several aspects, including learning engagement and enjoyment, personal satisfaction, motivation, peer influence, willingness to practice, perceived future value, self-confidence, interest in learning English, frequency of practice, interaction with English-speaking users, vocabulary development, and willingness to invest additional time in learning English.

Responses were recorded using five categories: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The response structure is consistent with the questionnaire reported in the study.

Quantitative data were analyzed descriptively using response percentages for each questionnaire item. Interview data were analyzed qualitatively by organizing participants' responses, identifying recurring patterns, and grouping them into themes related to students' inclination toward English language learning. The identification and interpretation of recurring patterns and themes constitute important procedures in qualitative data analysis (Braun & Clarke, 2021). Finally, the quantitative and qualitative findings were integrated at the interpretation stage to provide a more comprehensive understanding of students' inclination toward English language learning and their perceptions of social-media-based engagement (Matović & Ovesni, 2023).

III. RESULTS AND DISCUSSION

A. Results

1. Students' Inclination towards English Language Learning

In analyzing students' inclination in learning participants were interviewed with questions about their inclination towards English language learning. The interviews questions are divided into three categories. The first category consists of questions related students' inclination to learn English. Three questions are given to 26 participants namely: why do they learn English?, to what extent do English learning help you in your live?, which external factor (career aspirations, parental pressure, or global pop culture) has the strongest impact on your inclination to learn English?. The following table indicate the whole result of the interview session.

Table 1. The interview result

Questions	Most Stated Answers
Why do you learn English?	1. I want to be able to communicate in English with foreigner 2. I want to seek opportunity to go abroad, therefore I learn English
To what extent do English learning help you in your life?	1. My English language skills can help me to get better job 2. Learning English can help me to get better understanding of songs, movies, and books in English
Which external factor has the strongest impact on your inclination to learn English? (career aspirations, parental pressure, global pop culture, others)	1. I have to be able to communicate with in English so that I can get better position in my job 2. My parents always motivates me to learn English, so their motivation is the external factor
What is the most hindering constraint in your English language learning?	1. I am feeling anxious when I am asked to speak in English in front of the class 2. I am hardly able to remember vocabulary and grammatical pattern

The result of the interview shows that 60% students reveal their reason of learning English is to communicate with foreigner as the answer to the first question. While going abroad is the second most stated answer to this question by 25% students. Meanwhile, career aspiration is the most stated answer to the second question that takes 62%. Carrer need is the most stated answer that takes 50%, global pop culture in the second place which takes 35%, and the rest chose parental pressure. After gathering the data from the above questions. The interview is developed by addressing more questions about the constraint in their English language learning.

In this stage of interview, the result shows that 71% participant most hindering constraint in their English language learning is their anxiety in performing their English speaking skill, the rest participant explain variety constraints like their inability to remember vocabulary, grammatical pattern, and lack of exposure. As these constraints appeared to be in the same common thread that they are anxious when performing their English language skills because their lack of vocabulary, grammatical mastery and exposure, then their inclination in English language learning becomes hindered.

To answer this challenge, an activity that allows them to perform their English skill involving their vocabulary and grammatical mastery as well as writing and speaking skills

designed. They were given chance to prepare their speech text. They write the text in the class so that the scripts can be supervised by the lecturer to make sure the writings are in good grammar and structure. This activity was done in the hope that they are confident enough of their performance because their script has been supervised. After preparing the script of the speech, participants were given chance to record their speech and upload the recorded speech in their YouTube channel. After this activity the questionnaire were given to explore the result of this treatment.

2. Social Media-based Engagement in Fostering Students' inclination towards English Language Learning

In exploring the social media-based engagement in fostering students' inclination towards English language learning, questionnaire with eight YouTube-performance related questions were given to the participants. The questionnaire shows the following result:

Table 2. Questionnaire of students' YouTube performance

Questions	SA	A	N	D	SD
Learning speech performance using YouTube is highly engaging and enjoyable.	46%	35%	19%	0%	0%
I feel a strong sense of personal satisfaction when I successfully complete a YouTube-based speech task.	42%	38%	15%	4%	0%
The potential number of views and likes on YouTube motivates me to deliver a better performance.	38%	31%	19%	4%	8%
I aim to get a high grade from my teacher through the quality of the speech video I upload.	46%	42%	12%	0%	0%
Seeing my classmates' speech videos on YouTube drives me to produce higher-quality work.	38%	38%	23%	0%	0%
I am willing to invest extra time practicing my speech to ensure my YouTube video looks professional	42%	35%	15%	4%	4%
I believe mastering speech performance through modern platforms like YouTube is valuable for my future.	42%	35%	23%	0%	0%
Speaking in front of a camera for a YouTube upload significantly boosts my self-confidence.	46%	27%	19%	8%	0%

The first question is given to know their attitude toward YouTube speech performance activity. It shows that most students strongly agree and agree towards the statement, and no participant disagrees. The second question is purposed to know the satisfactory sensed by the participants towards the activity. It can be seen that 4% form 26 participants is not satisfied with the activity, although most of them are satisfied. The third question is aimed to seek the whether the views and likes on their YouTube performances influence their motivation or not. The answers show that more than 60% participant strongly agreed and agreed towards the statement while a view of them do not feel motivated by the number of views and likes.

The motivation from being given high grade based on the quality of the speech video that can be the quality of performance or the quality of video editing is sought through the next question. And the answers show that more than 80% of the participants strongly agree and agree towards the statement. The next question is given to know the participants' inclination to perform their best due to the competition with other participants. It can be seen that more than 75% participants agree with the statement and no participant disagree.

The next question is aimed to seek participants' willingness to give extra time to practice their speech to produce professional video on YouTube. The table shows that 8% of the participants disagree with this statement, while more than 70% participants agree. The investment to the future can also be the students' inclination in learning English. Therefore, it is explored through the next question. The result shows that more than 75% participants agree with the statement. The last question is purposed to seek the effect of camera and broadcasted video on their self-confidence. More than 70% participants agree that speaking in front of a camera for a YouTube upload significantly boost their self-confidence.

Furthermore, more set of questionnaire items was given to the participants to know the mutualism correlation between the social media-based engagement in finding sources and

exposure and their inclination towards English language learning. The result is served in the following table:

Table 3. Questionnaire of the mutualism corelation between social-media contents and students inclination towards English language learning

Questions	SA	A	N	D	SD
Engaging with English content on social media increases my interest in learning the English language.	80%	20%	0%	0%	0%
Social media platforms motivate me to practice English more frequently in my daily life.	78%	20%	2%	0%	0%
Interacting with English-speaking users on social media encourages me to improve my English communication skills.	67%	30%	3%	0%	0%
Watching English-language videos, posts, and stories on social media helps me develop a positive attitude toward learning English.	70%	29%	1%	0%	0%
Social media provides enjoyable opportunities for me to learn new English vocabulary and expressions.	82%	18%	0%	0%	0%
Participating in English-related discussions and communities on social media strengthens my desire to become proficient in English.	52%	35%	13%	0%	0%
The accessibility of English learning resources on social media makes me more willing to invest time in learning English.	80%	20%	0%	0%	0%
Engaging with English content on social media increases my interest in learning the English language.	80%	20%	0%	0%	0%

The first statement to find the mutualism corelation between English content on social media and students' interest in learning English. The result show that all of the participants strongly agree and agree with the statement. The second statement is aimed to seek the motivation to practice English by being exposed to social media content. The result shows that only 2% of the participant answered neutral while the rest stated strongly agree and agree with the statement. The next statement is given to find the influence of English videos, posts and other contents towards the participants' attitude in regards with English language learning which was agreed by most of the participants. The following statement is given to seek the information whether they get opportunities to learn new vocabulary and expression in social media or not. The statement is agreed by all participants.

The possibility of strengthening the participants' desires to become more proficient in English by participating in English-related discussion and communities on social media is stated in the following statement which was agreed by more than 80% of the participants. Furthermore, the accessibility of the English learning resources on social media related to participants' willing to invest time in learning English is explored through the next statement wich was agreed by all participants. Finaly, the mutualism corelation between being engaged with English content on social media and the participants' interest in learning English is explored in the last statement which was agreed by all participants.

B. Discussion

The findings indicate that students' inclination toward English language learning is shaped by both motivational aspirations and perceived barriers. Communication with foreigners was identified by 60% of participants as a major reason for learning English, while other participants associated English proficiency with opportunities to study or travel abroad. Career-related considerations also emerged as an important external motivation. These findings suggest that students perceive English not merely as an academic subject but as a resource for communication, mobility, and future professional development. This interpretation is consistent with Safitri et al. (2023), who found that students' motivation to learn English was influenced by the perceived relevance of English to their future aspirations. Similarly, Ningtyas and Amirudin (2025)

emphasize the role of digital media and communicative opportunities in strengthening students' engagement with English.

Despite these positive orientations, speaking anxiety emerged as the most prominent barrier, reported by 71% of participants. Students also mentioned limited vocabulary, grammatical difficulties, and insufficient exposure to English as factors that contributed to their reluctance to perform orally. This finding suggests that a willingness to learn English does not automatically translate into confidence in using the language. Learners may recognize the instrumental value of English while still experiencing affective barriers when required to speak publicly. Such a pattern is consistent with Makhtuna (2021), who reported that positive attitudes toward English speaking can coexist with limited performance because of insufficient practice opportunities and anxiety. Therefore, pedagogical strategies intended to strengthen students' inclination should address not only motivation but also the conditions under which students feel sufficiently prepared and psychologically safe to perform.

The structured YouTube-based speaking activity appears to have provided such conditions. Rather than asking students to perform spontaneously, the activity involved several stages: preparing a speech script, receiving lecturer supervision, practicing the speech, recording the performance, revising the recording when necessary, and finally uploading the video to YouTube. This sequence allowed students to manage linguistic and performance demands before making their work publicly accessible. The instructional value of the activity therefore lies not simply in using YouTube, but in combining preparation, rehearsal, revision, publication, and reflection within a social-media environment. This structured process may be particularly relevant for students who experience speaking anxiety because it provides opportunities to rehearse and improve their performance before publication.

Students' responses to the YouTube-based activity were predominantly positive. A total of 81% of participants agreed or strongly agreed that learning speech performance through YouTube was engaging and enjoyable, while 80% reported personal satisfaction after successfully completing the task. In addition, 77% indicated a willingness to invest additional time in practicing their speech to produce a more professional video. These findings indicate that the activity was perceived not only as an assessment requirement but also as an engaging learning experience. Previous research has similarly shown that social media can extend English learning beyond conventional classroom boundaries by providing accessible spaces for language practice and meaningful engagement (Fajriah et al., 2024; Putri & Apoko, 2023).

The social dimension of YouTube also appeared to contribute to students' motivation. Approximately 69% of participants reported that potential views and likes motivated them to improve their performance, while 76% indicated that watching their classmates' videos encouraged them to produce higher-quality work. Moreover, 88% were motivated by the possibility of obtaining a high grade through the quality of their uploaded speech video. These findings reveal that students' inclination was influenced by a combination of intrinsic and extrinsic factors. Personal satisfaction, peer comparison, audience visibility, and academic evaluation operated simultaneously within the activity. Social media therefore functioned not merely as a repository for students' videos but as a public and socially visible learning space that created an authentic audience for their English performance.

This interpretation is supported by research showing that social-media environments can provide opportunities for language production, peer interaction, and creative expression. Dewi et al. (2022), for example, found that students used various forms of social media to practice English writing in more flexible and self-selected contexts. Fajriah et al. (2024) similarly reported that university students perceived social media as an accessible resource for developing several English skills and increasing their willingness to engage with English outside formal instruction. In the present study, the public nature of YouTube may have increased students' sense of responsibility for the quality of their speech because their performance could potentially be viewed by people beyond the classroom.

A particularly important finding concerns students' self-confidence. Seventy-three percent of participants agreed or strongly agreed that speaking in front of a camera for a YouTube upload increased their confidence. This finding should be interpreted as students' perceived

improvement in confidence rather than as an objectively measured psychological change. Nevertheless, it suggests that recorded performance may provide an alternative to conventional live classroom speaking activities. Students can rehearse, monitor their pronunciation, review their own performance, and repeat the recording before submitting the final version. Such opportunities may reduce some of the immediate pressure associated with live public speaking and allow learners greater control over their language production.

The second questionnaire further demonstrates the perceived relationship between social-media engagement and students' inclination toward English learning. All participants agreed or strongly agreed that engaging with English content on social media increased their interest in learning English. Similarly, 98% reported that social media motivated them to practice English more frequently, 97% indicated that interacting with English-speaking users encouraged them to improve their communication skills, and virtually all participants perceived English-language videos, posts, and stories as contributing to a more positive attitude toward learning English. These responses support previous findings that increased exposure to English through social media can expand learners' contact with authentic or semi-authentic language beyond the classroom (Purnamasari & Abas, 2022; Fajriah et al., 2024).

The accessibility of social-media resources also appears to be particularly important. All participants agreed that easy access to English-learning resources on social media increased their willingness to invest time in learning English, while all participants also indicated that social media provided enjoyable opportunities for learning vocabulary and expressions. These findings suggest that inclination toward language learning may be strengthened when English becomes embedded in students' everyday digital activities rather than remaining restricted to scheduled classroom sessions. Social media potentially transforms exposure to English from an institutional requirement into an activity that learners can access voluntarily according to their interests and available time. Purnamasari and Abas (2022) similarly reported that greater exposure to English through social media was associated particularly with improvements in receptive language experiences, while Dewi et al. (2022) demonstrated its potential for productive language practice.

For English Literature students, the connection between social media and English learning may have additional relevance. Digital environments increasingly contain literary, cultural, audiovisual, and user-generated English content that can bridge academic language learning with contemporary discourse. Syahria et al. (2025) found that engagement with digital literature through platforms such as Instagram Reels and TikTok made literary experiences more accessible and personally meaningful while supporting learners' identities as readers and writers. In this sense, social media may provide English Literature students with a space in which formal language learning, popular culture, personal expression, and academic interests intersect.

The contribution of the present study therefore lies less in demonstrating that social media itself "causes" stronger motivation and more in illustrating how a structured social-media-based learning sequence can create conditions that students perceive as motivating. The sequence of supervised script preparation, rehearsal, recording, revision, publication, and exposure to peer performances provides a pedagogical structure through which YouTube can be incorporated into speaking instruction. This distinction is important because simply using social media does not necessarily produce meaningful learning. Its educational value depends on how the platform is integrated with instructional goals, preparation, feedback, and opportunities for reflection.

Nevertheless, the findings should be interpreted cautiously. The study involved only 26 students from a single Public Speaking class, and the quantitative findings were based on descriptive percentages rather than inferential statistical analysis. The study also relied substantially on students' self-reported perceptions and did not employ a pretest-posttest measure, comparison group, validated motivational scale, or objective assessment of speaking improvement. Consequently, the findings cannot establish that YouTube caused an increase in students' inclination, motivation, confidence, or English proficiency. Rather, they demonstrate that participants generally perceived the structured YouTube activity and English-language social-media engagement positively.

Future studies should therefore involve larger and more diverse samples, employ validated measures of language-learning motivation and speaking anxiety, and examine changes before and

after social-media-based interventions. Comparative or quasi-experimental designs could also clarify whether structured social-media activities provide additional benefits compared with conventional speaking tasks. Furthermore, future research should explore platforms beyond YouTube and investigate whether positive perceptions are sustained over longer periods. Such studies would provide stronger evidence regarding how social-media-based pedagogy can support students' sustained willingness to engage with English both within and beyond formal classroom settings.

IV. CONCLUSION

Social media is the most utilized media in today's activities. The advancement of its usage in language learning can help the students feel more enjoyable. Furthermore, it can be an effective tool to foster their inclination in learning, especially English language learning. The feeling of being related, being closed, and being up-to-date can be valuable motivation to learn. Improving their communication skill through YouTube speech video performance can be done to foster their motivation and inclination to learn English by ensuring the activity conducted through some stages. Knowing the students' anxiety, helping them to pass through the constraints, then giving chance for them to perform their best with the possibility of checking revising their performance before it is broadcasted are the process of fostering students' inclination in learning that are done in this research. This research still needs to be developed since the participants are only limited to 26 participants and the social media utilized in this activity is only focused on YouTube advancement. The future research can be done with the same issue, more participants, and more media.

CONFLICT OF INTEREST

The authors declare that they have no financial, professional, institutional, or personal conflicts of interest that could have influenced the design, implementation, analysis, interpretation, or reporting of this study.

AUTHOR CONTRIBUTIONS

Tutik Ratna Ningtyas: conceptualization, research design, data collection, data analysis, interpretation of findings, and preparation of the original manuscript. **Amirudin:** methodology, research supervision, interpretation of findings, and manuscript review and editing. **Prihatin Puji Astuti:** theoretical framework development, methodological guidance, interpretation of findings, and critical revision of the manuscript. All authors reviewed and approved the final version of the manuscript.

FUNDING

This study received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

ACKNOWLEDGMENT

The authors gratefully acknowledge Universitas Pamulang, Indonesia, for the academic and institutional support provided throughout this study. Appreciation is also extended to all participants and individuals who contributed to the data collection and research process.

DECLARATION OF GENERATIVE AI AND AI-ASSISTED TECHNOLOGIES

Generative artificial intelligence tools were used solely to support language editing, proofreading, translation, and improvement of the manuscript's clarity and readability. AI tools were not used to generate or modify research data, perform statistical analyses, or determine the study findings and conclusions. All AI-assisted revisions were carefully reviewed and verified by the authors, who retain full responsibility for the accuracy, originality, and integrity of the final manuscript.

REFERENCES

Ahda, T. Z. ., Hanifah, N. ., & Aeni, A. N. (2025). A Strategy to Improve Social Studies Learning Outcomes of Fifth-Grade Elementary Students through the STAD Model Assisted by TikTok Videos: Strategi Meningkatkan Hasil Belajar IPS Kelas V SD melalui Model STAD Berbantuan Video TikTok. *Ainara*

- Journal (Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan), 6(3), 404-411.
<https://doi.org/10.54371/ainj.v6i3.996>
- Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research in Psychology*, 18(3), 328-352.
<https://doi.org/10.1080/14780887.2020.1769238>
- Chenda, S., Sovann, L., & Voithna, N. (2020). An exploration of high school students' attitudes towards online English language learning. *Journal of English for Specific Purposes in Indonesia*, 4(1), 1-10.
<https://doi.org/10.33369/espindonesia.v4i1.35313>
- Dewi, N. S., Fauzan, U., & Nadia, M. (2022). The use of social media in learning English writing. *Journal of English Language Teaching and Linguistics (JELTL)*, 7(3), 527-541.
<https://doi.org/10.21462/jeltl.v7i3.882>
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Pearson Education.
- Effendi, F. E., Rangkuti, R., & Rosa, R. N. (2023). Exploring students' attitudes towards their own English accent: Insights from SMA Negeri 1 Stabat. *JOALL (Journal of Applied Linguistics and Literature)*, 10(1), 1-12. <https://doi.org/10.33369/joall.v10i1.37329>
- Fajriah, N., Sulistyanto, M. S., & Setyawan, B. A. (2024). The use of social media as an English learning resource for students of Islamic University of Kadir, Kediri. *Edulitics Journal*. 9 (1), 41-51.
<https://doi.org/10.52166/edulitics.v9i1.6423>
- Haq, M. (2023). Integrating social media into English language learning: Opportunities and pedagogical challenges. *Language Learning and Technology*, 27(2), 67-85.
DOI: [10.56557/JOGRESS/2023/v17i18109](https://doi.org/10.56557/JOGRESS/2023/v17i18109)
- Hidayat, H., Ilham, I., & Ningsih, R. M. (2024). Penggunaan Media Pembelajaran Digital pada Pembelajaran IPAS di Sekolah Dasar. *Ainara Journal (Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan)*, 5(4), 424-430. <https://doi.org/10.54371/ainj.v5i4.459>
- Kajamaa, A., Mattick, K., & de la Croix, A. (2020). How to ... do mixed-methods research. *The Clinical Teacher*, 17(3), 267-271. <https://doi.org/10.1111/tct.13145>
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizon*. 53 (1), 59-68. DOI: [10.1016/j.bushor.2009.09.003](https://doi.org/10.1016/j.bushor.2009.09.003)
- Makhtuna, W. (2021). Non-English students' attitudes towards learning speaking. *JURNAL BASIS: Jurnal Bahasa dan Sastra*. 8(2), 281-290. <https://doi.org/10.33884/basisupb.v8i2.3709>
- Matović, N., & Ovesni, K. (2023). Interaction of quantitative and qualitative methodology in mixed methods research: Integration and/or combination. *International Journal of Social Research Methodology*, 26(1), 51-65. <https://doi.org/10.1080/13645579.2021.1964857>
- Ningtyas, T.R., Amirudin. (2025). The Role of Digital Media in Enhancing Students' Communicative Competence. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 11(1), 1070-1077. <https://doi.org/10.30605/onoma.v11i1.5450>
- Putri, M. D., & Apoko, D. F. (2023). The Impact of Social Media on English Language Learning: A Mixed-Methods Study. *International Journal of Research in Education*. 5(2), 330-342.
<https://doi.org/10.26877/j656ns21>
- Purnamasari, R., & Abas, N. (2022). The implication of using social media during the pandemic on Indonesia netizens' English skills. *JELL (Journal of English Language and Literature)*, 7(1), 1-12.
<https://doi.org/10.31949/jell.v6i2.3630>
- Romadhon, I. N., Indriani, L., & Setiawan, R. (2020). Writing short stories using Twitter as a media for student's writing skills. *ETERNAL (English Teaching Journal)*, 11(1), 46-58. <https://doi.org/10.26877/eternal.v11i1.6065>

- Safitri, R. S., Dollah, S., & Munir, M. (2023). Factors affecting students' motivation to learn English at SMA Negeri 1 Soppeng. *Journal of Excellence in English Language Education*, 2(4), 1–10. <https://doi.org/10.26858/joeele.v2i4.54367>
- Syahria, N. ., Setiawan, R. ., Andanty, F. D., Iasya, L., & Adhim, S. (2025). Transformative Experience of Reading Digital Literature in Social Media. *EBONY: Journal of English Language Teaching, Linguistics, and Literature*, 5(2), 248–263. <https://doi.org/10.37304/ebony.v5i2.20201>
- Wulandari, R. M., Noviabahari, J. L., & Isa, M. (2024). Learning strategy toward attitudes and motivational orientations of Indonesian learners in learning English as a foreign language. *Sintaksis: Publikasi Para Ahli Bahasa dan Sastra Inggris*, 2(1), 280–289. <https://doi.org/10.61132/sintaksis.v2i1.445>