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SOCIAL MEDIA AND MOTIVATIONS: STORIES OF ENGLISH EDUCATION STUDENTS IN EFL LEARNING

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Abstract: People need motivation to act, to learn, and to do something. English must now be part of globalization, and so does the technology. Social media, as one of the results of technology, has been used by people worldwide. The massive use of social media in this era helps students to learn English. This study seeks out what motivates students in teacher education programs to continue to learn English in college and what their motivations are to learn through social media. This study collected answers from five participants of English Education students with a narrative inquiry method through students' journals and interviews. The data showed that students enrolled in the English Education program for many reasons, including their interest in English since high school, their parents, and even their environment. After being accepted into an English Education program, students relied on the lecturers' materials and learn English through social media. English Education students were motivated to learn English through social media mostly because social media provided many interesting contents which were fun and have flexibility to access. The social media used by students were mostly *YouTube*, followed by *X*, *Facebook*, *Discord*, *TikTok*, and *Instagram*. In conclusion, students enroll in English education programs for many reasons. However, all students tried to learn English through other media, such as social media, since it provided many beneficial contents.

Keywords: EFL, learning English, motivation, social media

INTRODUCTION

This study reports on motivations of EFL students in a teacher education program to learning English in college and through social media. Motivation helps people act, determine what direction is needed, and choose the right action (Wardani et al., 2020). It plays an important role in learning because, with motivation, students will have the spirit to learn and a goal to achieve, which is easy to achieve if they have motivations (Purnama et al., 2019). The importance of motivation is to encourage people to do things that are good or useful in life, and for the time being, learning English is one of them. Nasution (2022) states that nowadays, learning process must be connected to technology, and students nowadays cannot be separated from a what-is-called smartphone that connects

to the internet. As stated by Ilyosovna (2020), English has become the top language on the internet. One of the common things that students use is social media, which students use for their purposes. Many people take the advantage of social media not just to entertain but also to learn and teach. Social media helps students improve their English skills (Al arif, 2019; Ariantini et al., 2021). Therefore, the investigation of how students are motivated is central to optimum learning experiences.

Many studies related to motivation in learning and using social media in learning English have been carried out. Students learning motivation is directly affected by the teacher and the teaching techniques that are supported with appropriate guidance and advice. Teachers play a big role in how students are motivated to learn, and students also suggest that different strategies are important (Ekiz & Kulmetov, 2016; Tashlavnovna et al., 2020; Wardani et al., 2020). From these studies, we can see that a teacher becomes one of the reasons for students' motivation to learn, and different strategies are also needed. Not only do environments motivate students to learn, but some studies also show that many students learn English because, with English skills, especially communication, people will get a better job than those who are not (Nguyen, 2019; Saleh & Majeed, 2021; Subakthiasih & Putri, 2020).

Related to motivation using social media to learn English, a previous study by Oh & Syn (2015) about motivation in sharing information through different social media found that motivation is a significant factor that needs to be considered for people's behavior. Regarding the motivation to learn through social media, social media greatly influence students' instrumental motivation (Alhaj & Banafi, 2015). The use of social networks gives positive thoughts to students. Yadav (2020) states that adult learners are self-motivated in learning English through social media tools. Students enjoy and are happy using social media because social media has many features which are fun, interesting, effective, simple, and not boring at all (Akpan & Chayanauvat, 2022; Erzad & Suciati, 2018; Handayani et al., 2020; Zhao et al., 2022). From the studies, many factors can help students to be motivated, such as teachers, environment, or jobs. However, how EFL student teachers are motivated to continue learning English in teacher education programs and through social media as one of their learning preferences is scarcely investigated in the Indonesian context.

With the interconnection of learning and technology, learning English while embracing technology is necessary. In addition, English education students currently learning English must have had motivations before they finally chose this program. With the massive use of social media, the researchers tried to find the motivation to learn English in EFL teacher education program and through social media, which probably also helped them as English education students. This study aims to portray their motivational experiences to continue to learn English in college and what their motivation to learn through social media.

LITERATURE REVIEW

Motivation and Its Dimensions

In the framework of motivation sources, there are seven dimensions which appears from most of models and framework of motivation (Shoaib & Dörnyei, 2005). Firstly, affective/integrative dimensions, focus on the target, process, and result of learning related to attitudes, beliefs, and values (Dörnyei & Clement, 2001). According to Omorede (2014), affective component in motivation include passion, positive/negative emotion, feelings, and intrinsic. Secondly, instrumental/pragmatic dimensions refer to the financial benefit. According to Gardner and Lambert (1972) instrumental motivation

involves learning a language in order to achieve academic purposes, advance in a job, understand technical content, translate, and other matters. Next, self-concept-related dimensions refer to individuals' anxiety, confidence, esteem, and achievement. Wehrle and Fasbender (2019) define self-concept as the entirety of learned attitudes, ideas, and self-evaluative judgments that people have that are complicated, organized, and dynamic.

In addition, goal-related-dimensions are related to many characteristics of individuals' goals to achieve. Goal-oriented consists of performance, which purpose is to avoid negative judgements and gain positive judgements of competence and learning which purpose is to raise competence (Dweck & Leggett, 1988). What's more is educational context-related dimensions, related to the learning environment such as students, classroom, teacher, and other related educations (Dörnyei & Clement, 2001). The sixth dimensions are significant-other-related, which refer to the people around, such as friends, family, parents, and others. According to Andersen and Chen's 2001 study (as cited in Andersen & Chen, 2002) significant others can be defined as people or someone who is important in someone's life and has been invested emotionally such as family members and people they meet. Finally, host-environment related dimensions refer to the environment of people when they travel internationally and communicate. This category has been added by Shoaib and Dörnyei (2005) to replace macro context-related dimensions.

Table 1. Motivation Dimensions Examples (Shoaib &Dörnyei, 2005)

Dimensions	Motivation factors
Affective/integrative Dimensions	positive attitude want to learn English
Instrumental Dimensions	Desired job Further study English as lingua Franca
Self-concept-oriented related dimensions	Confidence Satisfaction Acceptance of one's limit
Goal-oriented dimensions	performance orientation Demonstrating ability Getting good grades
Educational-context-related dimensions	Teacher Fellow students/classmates Curriculum Methodology
Significant-other-related dimensions	Parents Family Friends Partners
Host-environment-related dimensions	L2 contact inability to integrate- Length of stay

METHOD

A qualitative method with a narrative inquiry as the form was used in this research. According to Barkhuizen (2011), narrative inquiry is research that involves stories. In narrative inquiry, stories were used as data or storytelling for analyzing and presenting

the findings. The participants were five English education students at a public university in Semarang who actively use social media daily and had been learning English through social media. The participants were students who actively use social media daily and have been learning English through social media. The five participants were renamed Rini (Student 1), Sandi (Student 2), Mawar (Student 3), Zia (Student 4), and Tias (Student 3) for the sake of confidentiality. From initial data collection, it was found that the social media used by students to learn English were YouTube, followed by Facebook, Twitter, Discord, TikTok and Instagram. Rini used YouTube, Sandi used YouTube, Instagram, TikTok, and Facebook, Mawar used YouTube and Twitter, Zia used Facebook, Instagram, and Tias used Facebook to learn English.

The researcher found the participants by directly asking students who actively use social media to learn English. Students who answered and voluntarily agreed to be participants were then asked to write their learning experiences using social media. Then, after the researcher got the papers, the researcher chose 5 participants whose learning experiences met the aims of this study, yet needed to be interviewed to get a more profound answer. The reason for choosing the participants is referenced by the participants' list idea by Barkhuizen et al. (2013, p.16) that "Pre-Service and in-service English language teachers are interviewed to elicit their language teaching and learning experiences". The participants of this research were English Education majors who would soon become a teacher. They were asked about their experiences learning English, specifically through social media.

Students' Journals and interviews were the instrument of this research. In this research, the researchers asked the participants to write journals in the form of paragraphs about their experience in learning English. In the Interview, Open-ended questions are conducted to allow the participants to elaborate on their answers, and the interviewees have the flexibility to clarify to provide their distinctiveness.

The data that had been gotten were processed into the transcription process. In this process, the researchers turned the recorded audio of the interviews into narrative writing. There are three phases of data analysis used in this study: data reduction, data display, and conclusion. To analyze the data, the researchers used a framework from Shoaib & Dörnyei (2005) which consist of seven components such as integrative dimensions, instrumental dimensions, self-concept related dimensions, goal-oriented dimensions, educational-context-related dimensions, significant-other-related dimensions, host-environment-related dimensions. In addition, the last step was to verify the data with the participants. The results were given back to the participants to ascertain that what is presented in this study conforms to their stories.

FINDINGS AND DISCUSSION

In this section, the results of this study are elaborated and discussed in more detailed based on two research purposes mentioned in the beginning, namely to seeks out what motivates students in teacher education programs to continue to learn English in college and what their motivations are to learn through social media.

Students' motivation to learn English in college

Acquiring English as a set goal

Since Rini was in high school, she has been interested in English subjects, which motivated her to learn English in college. Back then, Rini thought that English was an easy subject where she did not have to calculate numbers. Besides, her experience at the Islamic boarding school where she went also affected her because the students there

communicated in English, making it easier for her to learn the English language. Her motivation categorized as affective/integrative dimensions (Dörnyei & Clement, 2001).

The roles of her teachers in high school also motivated her to learn English because of their way of teaching the students. Rini remembered that her English teachers were great at teaching. They had their humorous sides, which made the learning process feel enjoyable for her. When educational environments such as teachers, classmates, material, or other things help students to be motivated, it is categorized as educational-context-related dimensions (Dörnyei & Clement, 2001). During the learning process in college, Rini felt that her motivation increased. Since she was already an English student, she felt that she had to master the English material. Dweck & Leggett (1988) states that goal-oriented is the performance whose purpose is to avoid negative judgments/get positive judgments of competence and learning whose purpose is to increase competence, so Rini's motivation could be categorized as goal-oriented dimensions as she wanted to master English.

Goal-oriented in this research found that after being an English education student, a commitment can motivate students to learn more. Rini, who was already committed to learning English in college, showed that she was serious about taking her major, which pushed her to master what she had already achieved, being an English student. It is similar to research conducted by Daskalovska et al. (2012). Self-concept-related which also found in this study indicated that for some students, learning English in college could help them improve their English skills, resulting in their feelings after learning. So, it will be much better for the student's environment to always support the students and facilitate their learning so that they will gain some confidence, make them feel better and do their job greatly. On the other hand, student motivation will encourage him to do better in the future since he already has confidence in his English skills, and it might help him in his future study or job, as stated by Sirait et al. (2018) that self-concept has a great connection to students' motivation achievement.

Educational-context related also found in students' answer. The student's answer can reveal that teachers' roles at school are important for the student during the learning process (Ekiz & Kulmetov, 2016; Tashlavinovna et al., 2020; Wardani et al., 2020). How the teachers teach and build a bond with the students will impact how the students will see a subject. So, it is very important for teachers, whether those who have already become a teacher or future teachers, to think, construct, and plan how the teaching will be done because it will affect the students. Teachers must be able to teach their students in an enjoyable process that will not make them stressed due to the material because it can affect how students think about the subject. These findings are more likely connected to Brown (2000) who stated that there are miscellaneous ways of teaching students at different levels, and teachers can learn them to motivate students to learn.

Making dream come true

Sandi was motivated to learn English in college because of those dreams related to the English language. Sandi had a great reason why he wanted to become a teacher. He wanted to share his knowledge with others, such as middle and high school students. As for his dream of becoming a translator, he wanted to be able to translate many languages. Sandi's motivation could be categorized as affective/integrative dimensions.

During studying at the English major, Sandi felt that he was even more motivated to learn English because of his lecturers who were professionals. Sandi felt that the lecturers' roles in his days as a college student affected how he learned English, especially the young lecturers. He felt that the younger lecturers somehow gave simpler explanations about the material, making him feel easier to understand. However, the lack

of practice while learning English and the use of the Indonesian language among students in college were the difficulties, he found learning English in college. His motivation categorized as Educational-related dimensions since the lecturers and the learning process affected his motivation. After years of learning English in college, Sandi feels more confident in his English skills, yet he still feels dissatisfied with it and will continue to improve his English skills. His motivation categorized as self-concept-related dimensions.

Affective/integrative where motivation focuses on the target, process, and result of learning related to attitudes, beliefs, and values, found in the students' data, students have been interested in learning English since high school. Their interest in the language and their strong interest in English came from how they perceived the material. It shows that students' feelings toward the language, their interest, and like to learn in high school have taken them to where they are now as English students. Students who have been interested in learning since they were at school might affect how they learn in college. Interest is important for students' motivation because, without the feeling of interest, it might affect students' learning process in college. It implies that educators also should try to arouse students' interest because when students get the interest, the lesson will be better (Triarisanti & Purnawarman, 2019).

Doing what parents suggested

Mawar, the third student, stated that going into an English language major was not her plan. First, her parents were the ones who told Mawar to study English as her major in higher education. Besides, Mawar liked English subjects too, but the main reason for going to college was because of her parents. Family members such as parents who help students' motivation are categorized as significant other-related dimensions. Besides, Mawar has also shown a positive attitude toward English, whereas she also liked English at school which could be categorized as affective/integrative dimensions (Dörnyei & Clement, 2001).

After learning in college, the ease and difficulty were felt by Mawar, same as other students. In the English department, surely all of the students learned the same thing, English, and since her friends had the same situation and condition, Mawar could share the difficulties in learning with, other students. In high school, she rarely found people interested in English, which made her unable to share her difficulties or discuss the subject. Now that she has many friends with the same interests, the discussion is much better in college. She felt that sharing with people with the same interest was exciting. According to Dörnyei & Clement (2001), motivation from the educational environment, such as friends in school/classmates categorized as Educational-context-related. The difficulty of learning English in college was similar to why her motivation decreased. Now, she stated that it is still difficult for her, which led Mawar to have trouble with studying grammar and other skills such as listening. So, in educational-context-related situations during learning English in college, Mawar not only felt difficulty because of the material but was also helped by her friends to talk about the material.

From the finding above, parents become one of students' motivation. The role of significant other -parents- was significant to the student's decision. Besides parents, people around, such as other family members, also affect student motivations. Great support from significant others is really important for students' motivation. Since it is also important, people with family members or relations need to be supported by their other family if it is the right thing to do. Students also feel that their environment's support could motivate them even more. Instrumental dimensions in this study reveal that globalization has built students' consciousness that knowledge of foreign languages is a must to be learned, especially English. Knowing only Indonesian or other regional

languages will not help people communicate with people worldwide, and it will be hard to be a part of the global community. This realization of the importance of learning the English language will eventually motivate students to learn the language. It will make the students a global community and open more opportunities for many things, including jobs.

Acknowledging the benefits of English

Zia had already realized the importance of English since she was still in high school. Zia realized that English had become a language that needed to be learned besides Indonesian. Many things were used in many foreign languages; of all those languages, English is one of the languages used the most in many fields. Zia found that English was already everywhere, in job requirements and social media, where she felt she needed to learn English even better by studying at the English Language Education Study Program. Zia's motivation could be categorized as instrumental dimensions (Dörnyei & Clement, 2001) where she realized that English is a part of the image of a modern person which needed to be learned.

During her days in college as an English education student, Zia felt that her environment, such as the people around her supported her decision to learn English in college. They supported her studies and all activities she did during college, which made her more motivated and did not reduce her motivation to learn English in college, which was categorized as significant-other dimensions (Andersen and Chen, 2001, as cited in Andersen & Chen, 2002). Besides the roles of supportive people around her during her learning English in college, Zia also felt that she was more relaxed learning English in college. She just followed it and did not push herself harder. Being able to understand many contexts of English, being able to talk in English in daily life, and being able to chat with people or understand the news or the internet were the most important things for Zia during learning English in college, so she did not force herself to learn harder. According to Dörnyei & Clement (2001), positive attitudes toward learning language could be categorized as affective/integrative dimensions.

Catching the dream

The fifth student, Tias, was motivated to learn English in college because she wanted to work in the education sector, such as becoming a teacher. Starting from high school, Tias felt that she had an interest and talent in the English language. That interest also made her want to learn English more with more content. Her motivation to learn English in college was her desire and her parent's as well. Tias' parents also supported her learning English in college because they also wanted her to be a teacher in the future. Her motivation categorized as goal-oriented dimensions, as Tias's desire to learn English more and master the language. While students' attitudes toward the language, according to Dörnyei & Clement (2001) categorized as affective/integrative dimensions, in which Tias' interest in English and roles of important people in someone's life, such as family members according to Dörnyei & Clement (2001) could be categorized as significant other dimensions as her parents who also wanted her to be a teacher.

While studying English in college to reach her dreams, difficulties and ease were found in the learning process. First, the ease which benefited her that she had a role model. She thought that she got a lot of teachers or lecturers who were very competent so that she could learn a lot about English skills. Besides that, her friends were very kind and supportive during the learning period. Educational-related dimensions (Dörnyei & Clement, 2001) also could be considered as her motivations during her college life since the lecturers motivated her to learn English more. She felt that friends influenced her because of some differences between her friends in school and college. It was clear that

her friends in college made her more enthusiastic about learning English because all of her friends spoke English. Then, Tias added that the lecturers were also influential because they were great with their English, inspiring her to speak English like them.

Students' motivations to learn English through social media

Watching to learn to speak

YouTube was the social media platform Rini used the most to learn English. At first, Rini did not use English to learn; she used it only for entertainment. Nevertheless, starting recently after entering college, Rini also used *YouTube* to learn English. She became more serious about using *YouTube* to learn after the pandemic because she needed more access to learning. Access to the lecturers was limited by time and place, so Rini used *YouTube* to learn English. Sometimes, the lecturer only gave students materials in the form of PDF or PowerPoint, and she found it challenging to understand.

At first, she learned to speak on *YouTube* to overcome her difficulty in speaking English. This activity was quite helpful in improving her English skills. It was comfortable to study through social media, where she was not afraid to be wrong. Rini's motivation to learn English through social media was because it was pretty easy and free to access. In addition, Rini can also access the content that interests her. This motivation categorized as affective/integrative dimensions (Dörnyei & Clement, 2001). These findings are similar to other studies, which found that students tend to learn on social media because it is fun, interesting, effective, simple, and not boring. (Akpan & Chayanauvat, 2022; Erzad & Suciati, 2018; Handayani et al., 2020; Zhao et al., 2022)

When the COVID-19 outbreak affected Indonesia's education, it also affected her ways of learning as a university student. Feeling embarrassed by her speaking skills of English, she tried to overcome her problem by watching *YouTube* videos. Starting by that time, she watched many contents related to the conversation in English and tried to follow how they pronounced the words. Not only that, but she also took notes of words or phrases she did not understand after watching videos. She felt that those activities helped her to solve her problems. The lecturer's tasks, as she mentioned before, also helped her to be confident in speaking English, where sometimes the lecturer asked her to record videos of speaking. Learning English from social media and practicing it accidentally or not made Rini more understood in listening to English words and sentences, which made her want to develop her ability. Her motivation to learn English through social media is categorized as educational-context dimensions.

Based on the findings, students' dissatisfaction with the material leads to learn English through social media. The feeling of dissatisfaction helped to learn more, search more, and get more information. Many studies found the educator's role in students' motivation is high. In this case, we also saw that the role of the educator did not give enough material to lead him to do something else. These findings also reveal two things; firstly, the student is an independent learner and the need for more material given by the lecturers. The lack of material given by the lecturers has encouraged students to do independent learning by themselves. This situation might be a great move by the students because students become more creative in looking for material and show that students already realize that they will not be forever receiving material given by the teacher, and they have to be independent. This shows to some extent emerging capacity of learning autonomy, engaging in diverse activities outside the class that reflect their interests and contexts (Toffoli, 2020). The second finding is that it reveals that lecturers, as an educator, did not give enough material to students, which led them to look at it by themselves. Even

though this finding positively affects students, lecturers still have to provide more material so that students can enjoy and benefit from learning in college.

Satisfying his need

Sandi was first learning English through social media when he was in elementary school. His hobby of listening to music, including English songs, made him listen to the English language. Whenever he wanted to know the lyrics, Sandi opened *YouTube* to read the lyrics and wrote down the language he did not know.

For Sandi, social media is a platform with easy access, various kinds of content, easy to find, attractive, and flexible because it can be opened anytime. Sandi thought that with all of the ease, he felt motivated to learn English through social media which categorized as affective/integrative dimensions.

Affective/integrative dimensions found in this finding revealed that learning in a fun way is way more interesting. The teacher should deliver their material in a fun and interesting way. In addition, the teacher could apply or consider social media as one way to teach students so that students will be more interested in learning. These findings are similar to other studies, which found that students tend to learn on social media because it is fun, interesting, effective, simple, and not boring. (Akpan & Chayanauvat, 2022; Erzad & Suciati, 2018; Handayani et al., 2020; Zhao et al., 2022).

In college, Sandi used social media to learn English when he could not find an answer or was not satisfied with the material. Sometimes, he learned English on his social media when he had free classes and had limited material given. *YouTube*, *Instagram*, and *TikTok* were the social media he used the most to learn English. Sandi's motivation when he learned because of dissatisfaction with the material categorized as educational-context-related.

The lack of material given by the lecturers has encouraged students to do independent learning by themselves. This situation might be a great move by the students because students become more creative in looking for material and show that students already realize that they will not be forever receiving material given by the teacher, and they have to be independent. This shows to some extent emerging capacity of learning autonomy, engaging in diverse activities outside the class that reflect their interests and contexts (Toffoli, 2020).

Taking benefits of readily accessible materials

The social media platforms that Mawar used to learn were *Twitter* and *YouTube*. Sometimes, many posts popped up, and since Mawar also loved to read, she might read the content, which was usually written in English, and when something was unclear, she would look for a more straightforward explanation later. She was motivated to learn English through social media because it is easier. In social media, it was usually more concise. For example, on *Twitter*, there was a thread about English, and it is usually written concisely. Mawar stated before that she found some difficulties in learning English, such as grammar and structure, by using social media, it helped her, especially with grammar problems.

She mainly found the content about grammar, but she liked vocabulary and idioms the most. Using social media, where many posts quickly popped up, Mawar felt it enriched her vocabulary. Many contents have popped up frequently lately, and most were accidental, which helped. Mawar who is already aware of these advantages are trying to use social media to entertain and learn. It is similar to the study which found that social media could improve students' English skills, such as their reading skills, listening skills, speaking skills, and pronunciation (Al Arif, 2019; Erzad & Suciati, 2018; Nasution, 2022)

She was also motivated to learn English through social media because it was easy to access and not complicated, buying books was not necessary, and do not need to search on the internet. She also did not write keywords, except it needed to be clarified. Another benefit of learning through social media is flexibility; people can learn anytime. Her motivations could be categorized as affective/integrative dimensions and educational-context-related dimensions. These findings are similar to other studies, which found that students tend to learn on social media because it is fun, interesting, effective, simple, and not boring. (Akpan & Chayanauvat, 2022; Erzad & Suciati, 2018; Handayani et al., 2020; Zhao et al., 2022)

Lessening the burden of learning

Zia remembered that social media was the media she used a lot to learn English. Social media provides places for people to connect and share information and content and information for people who communicate using English. Zia did not remember her first time using social media to learn English; she did not even have social media a long time ago. She remembered that she probably started to learn English through social media by seeing pictures on Facebook which have the English language in it. Zia used social media to learn English because she could learn and have fun simultaneously, so it would not make her feel bored. Another reason was that learning through social media felt like something other than learning, but it did. She did not feel the burden of learning which made it enjoyable.

Motivation, which focuses on the target, process, and result of learning related to attitudes, beliefs, and values, could be categorized as affective/integrative dimensions (Dörnyei & Clement, 2001). Like the others, her motivation was because she enjoyed learning English through social media and showed a positive attitude.

Engaging in communication-intriguing activities

Tias learned English through social media when she was in middle school. In middle school, Tias already had a *Facebook* account, a social media platform. Then, she started to follow fan pages on Facebook or pages containing maybe English quotes. So little by little, she started to know the English language.

Tias motivated me to learn on social media because it was fun and did not feel like learning. She enjoyed learning on social media. What Tias liked the most about learning through social media was that learning could be fun. In social media, she did not have to be serious about learning; she just scrolled and still found the material to enrich her knowledge of English. During her days in college, social media still could not be separated from her life. Using social media in her daily activity is one of her activities. As she mentioned, until now, social media helped her to learn English for daily use, as in social media. She learned English by doing a lot of simple activities such as reading comments, watching videos, and other activities. Her motivation was categorized as affective/integrative dimensions.

The activity she did when she was on *Facebook* was many things. For example, in junior high school and senior high school, Tias started to chat with people from abroad. They continued to join groups whose content was international, so English was used in that group. Sometimes, in international groups, all the posts are in English, so if people want to comment, they have to write in English too. That is what Tias did. She joined international groups on Facebook, which required people to speak in one language, English, to make everybody understand, so sometimes she commented on the posts using English.

One of the students' activities on social media was joining an international fanbase group that needed to use English as a language to communicate, categorized as

instrumental dimensions. It shows that the role of social media in students' practicing English can be done in real life by talking to each other virtually. It also indicates that with the global use of social media, it is easier for students to practice their English with foreigners. This activity has advantages because the student can practice to show what they have learned and with the students' initiation. It will be better if other students follow this way of practice so that students can practice and have more confidence in speaking English. The teacher's role can also be used here to encourage students to practice. In a study conducted by Maryansyah (2019) he found that many students communicate confidently in English because it decreases worry, shyness, or anxiety.

CONCLUSION

In students' motivations in learning English in college, six dimensions of motivations are found; affective/integrative, educational-context-related, goal-oriented, significant other, instrumental, and self-concept-related dimensions. Related to the students' motivations for learning English in college, it was found that students liked and were interested in learning English since they were in high school. Not only that, the support of parents and significant others also helped students to motivate their English learning. The roles of educators, such as teachers or lecturers in college, also affect students. Educators who are fun or professional help students to become more motivated, which results in the betterment of the learning experience. These results indicated that many factors could influence students to learn English, such as students' attitudes toward the language, significant others, or educational context. Those factors can also be increasing, decreasing, or still depending on many factors. Great support from the students' environment is more likely to help students increase their motivation and vice versa. So, as friends, educators, or parents, we need to keep supporting students so that their motivations will increase daily and they will not lose interest in learning English.

After being accepted into college, students depended not only on their lecturers but also on themselves. One way to improve their English is by learning through social media. In the second research question, students' motivations to learn English through social media, four dimensions of students' motivation are found. In learning English through social media, students were motivated because social media is an interesting and fun platform which helped them to learn English in an entertaining way. With social media, they can improve their learning and learn everywhere and at all times. Social media helps them to practice their English by having actual conversations with many people using English. The social media used by students to learn English were *YouTube, Twitter, Facebook, Discord, TikTok* and *Instagram*. Students, as future teachers, also plan to use social media as a platform to teach English since they already got the benefit and want to share it with their students. So, many educators should be more considerate of using social media as one of the platforms to teach English to students since many contents are fun and beneficial for students, and educators also could make their content to teach their students so that they can give what their students need.

As with most studies, this study is subject to several limitations. This study is focused on students' motivations to learn English in college and students' motivations to learn English through social media with only 5 participants. For the next study, it is suggested to conduct a study with more participants so that the answers will be more varied and not limited. For the next study, it is also suggested that for the students' journals, it will be better to conduct more than one journal per student. Other researchers can collect the journals from different times such as early semester, mid semester, and the end of the

semester so that the study will show the differences of students' motivation in different times.

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