

## The Effect of Using Social Media on Students' Interest in Learning English

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### ABSTRACT

EF Education First, in its English Proficiency Index, shows data on the low interest in learning English among Indonesian students. Learning English is considered difficult because the material is quite extensive and the reading material is quite difficult. The use of social media is one of the factors that influence students' interest in learning English. This article aims to determine the effect of using social media on interest in learning English. This study uses a literature review approach, namely collecting references, reviewing theories, and analyzing the object being studied. Data were reviewed from all articles or journals published within the last 5 years. The results of this study indicate that the use of information technology, especially social media, can bring positive value if students can use these facilities for more positive things, for example, to increase knowledge, as a means of communication and also as a means of promoting something. The positive impact of students when using social media is to make social media a learning tool, especially language learning. Social media has a positive effect when social media such as YouTube, Instagram, TikTok are used as learning media; for example, it is used in making videos which can improve pronunciation and can package interestingly learning English. Thus, students' interest in learning English will increase.

**Keywords:** *social media; interest in learning; English*

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## INTRODUCTION

Learning is a communication process between students, educators and teaching materials (Rasman, 2021). English is the language most often used in the world. English is an international language commonly used in communication between nations (Bhagaskara, 2022). Learning English is developing English language skills in a contextual and acceptable manner according to the context, conditions, and situations of students' daily lives. Based on the Education Unit Level Curriculum (KTSP), one of the objectives of learning English is to develop the ability to communicate in English in spoken and written form. These communication skills include listening, reading, speaking and writing. But at this time most students, especially those studying in Indonesia, always think that English is a difficult language to learn because they think that some formulas and rules in English are very difficult to remember and learn, the main reason is that most of them come from different backgrounds, habits, and cultural

ethnicities are different, so the process of adaptation in capturing lessons is very different (Bandjar, 2018).

Meanwhile, according to Rasman (2021) the lack of interest and enthusiasm for student learning is lacking because students think learning English is difficult and complicated and less interesting and monotonous. Learning difficulties are essentially a problem that causes a student not to be able to follow the learning process properly like other students in general which is caused by certain factors. So, he or she is late or even unable to achieve the learning objectives properly as expected (Agustina et al., 2022). One of the causes of learning difficulties from internal factors is student learning interest (Kamila & Abduh, 2022).

Interest is a preference and connection to something or activity without being told. Student interest in learning can be formed through good and engaging learning media, the more interesting the learning media that will be used, the more interested students will be in learning the learning material (Juitania & Indrawan, 2020). The low interest in learning English in Indonesia is evident in the EF Education report First in the English Proficiency Index or EPI (English Proficiency Index). This English course is considered difficult because the material is quite broad, the language taught is foreign, and the reading material is quite difficult. The use of social media is one of the factors that influence students' interest in learning English.

Social media can be defined as web and mobile-based technologies widely used for communication. In recent years, the Internet and digital technology have become an inevitable part of everyday life. Social media includes activities involving online social media and networks through text, images and videos. Facebook, Twitter, Path, Pinterest and Instagram are well-known social media platforms. People can use social networks to create profiles, connect with friends and share content.

For this reason, social media has become popular among people in recent years. Young people, including university students, have also experienced the popularity of social media. Students can use social media on their laptops or mobile devices almost 24/7. They can interact with their friends and have their own accounts of social interactions between people (Wibowo & Ellysinta, 2022).

The use of information technology, especially social media, can bring positive value if users, especially students, can use these tools for more positive things, for example, to increase knowledge, a means of communication and also as a means of promoting something. The positive impact by students when using social media is to make social media a learning tool, especially language learning. For example, according to the results of research from Bisena et al. (2021), students really like YouTube videos in learning something, including learning English. TikTok can package learning English in an interesting way (Bahri et al., 2022).

In Indonesia, the growth in the number of internet users was accompanied by an increase in the number of users of social media services to 106 million users in 2017. Users who work as students and students themselves show high numbers in the survey. Facebook, Instagram, and YouTube are the most visited social media sites by students, but social media as a medium of learning in higher education has been widely used and

shows a trend of positive results (Juitania & Indrawan, 2020). This means that social media is used properly so that it has a positive effect in increasing student interest in learning, to control various negative influences arising from social media it needs support from various parties, especially in the field of education, because the role of education itself is to form quality human beings, this means that in any case both the use of social media must be controlled and the important thing is yourself in using it (Septiani & Abadi, 2022). Based on the description above, this study aims to find the effect of using social media on interest in learning English.

Several previous studies became the author's reference in this study. One is the research done by Bahri et al. (2022) entitled TikTok Application as a Media for Learning English in Indonesia. The method used in this study is research using a qualitative approach with an inductive approach which aims to discuss the use of the TikTok application for users to learn English through online video content shared by content creators. The results of this study show that TikTok can package excitingly learning English. It was found that there are four types of subjects from the TikTok application that are often made, namely vocabulary, grammar, pronunciation, and common mistakes.

Then, Rachmawati & Cahyani (2021) wrote an article entitled The Effect of Using YouTube Videos on Increasing the Pronunciation Skill of MKU English Students IAI Al-Khoziny Sidoarjo. The research design used in this study was a pretest – posttest control group design that aims to determine the effect of using YouTube videos in improving pronunciation skills. This study led to the conclusion that using YouTube videos has a positive effect on improving the pronunciation skills of students of MKU English IAI al-Khoziny Sidoarjo. YouTube functions not only as a source of entertainment but can also be used as a source of learning, especially in learning pronunciation in higher education.

Based on the previous research, there are similarities and differences between this research and previous research. The research equation (Juitania & Indrawan, 2020) with this study is that both discuss the effect of using social media on interest in learning English. The use of YouTube content as a teaching medium has a positive and significant influence on interest in learning English. The similarity of this research with Bandjar's research (2018) is that there are several negative and positive effects of using Twitter on learning English. The similarity of this research with research Wibowo & Ellysinta (2022) is about the effectiveness of using Instagram social media to learn and develop English skills. Meanwhile, the difference between this research and previous research lies in the focus of this study, which emphasizes learning interest, while previous research focuses more on learning outcomes.

The purpose of writing this literature study article is to find out and understand the effect of using social media on students' interest in learning English. The author hopes that this article will be useful for people who work in the world of education, parents, students and other related parties so that they can apply how to use social media wisely so that it does not have a negative impact on its users.

## METHOD

This study uses a literature review approach, namely studying reference books and the results of previous similar studies that others have carried out. The aim is to obtain a theoretical basis for the problems to be examined Sarwono (2006) in Mirzaqon & Purwoko (2018). The stages start with collecting references, reviewing theories, and analyzing the object under study. These references are sought from articles or journal research reports. Sources of data are collected through related articles or journals for review. Data were reviewed from all articles or journals regarding interest in learning languages that were influenced by the use of social media published within the last 10 years, namely 2012-2022. Researchers collect articles or journals from Google Scholar with keywords namely "Interest in Learning", "Social Media", "English", "Learning Media".

## FINDINGS AND DISCUSSION

The research results in this literature review are in the article tabulation data regarding interest in learning English. For more details can be seen in Table 1

Table 1. List of reviewed articles (5 Sources as Sample)

No	Name of Journal/Author/Year	Research Title	Research purposes	Research methods	Research result
1.	SAP (Susunan Artikel Pendidikan) / (Juitania & Indrawan, 2020)	The Impact of Using Youtube Content on Interest Learn Student English Pamulang University	Knowing and analyzing influence the use of YouTube content as a teaching medium on students' interest in learning English Pamulang University Bachelor of Accounting Study Program.	Study quantitative. Data analysis in the form of statistics descriptive and causality	The use of YouTube content as a teaching medium has a positive and significant influence on students' interest in learning English Bachelor of Accounting Study at Pamulang University
2.	Jurnal Indonesia Sosial Sains/ (Bahri et al., 2022)	Tiktok application as a medium for learning English in	Discusses the use of the TikTok application for users to learn	Study qualitative with inductive approach.	TikTok can package language learning English attractively. It was found that there

		Indonesia	English through online video content shared by content creators on the popular hashtag#samasabelajar		were four types of subjects from the application TikTok that is often made, namely vocabulary, grammar, pronunciation, and common mistake.
3.	Jurnal Inovasi Pendidikan Berbantuan Teknologi/ (Rasman, 2021)	Using Youtube as a Language Learning Media English In The Covid 19 Pandemic	Knowing the benefits can be taken from YouTube for online English learning media in the midst of the Covid 19 pandemic	Qualitative research uses observation (observation) , question and answer (interview) and studying documents previous research	Show that by leveraging YouTube media is able to increase student understanding so that student learning achievements increased compared to using other media such as using e-books or WhatsApp but this is not free from obstacles, namely the lack of optimal supervision of teachers and people old to students, poor signal or internet network, and even high quota there are still students who don't have an Android cellphone is an obstacle that exists in the use of youtube as a learning media
4.	Jurnal Flywheel/ (Prihatmi, 2018)	The Effect of Social Media on English Learning Achievement in the Mechanical	Finding the effect of using social media on learning achievement in English Mechanical	Quantitative research With the linear regression method to see	The results of this correlation test are supported by the results of questionnaires filled out by students, most of

	Engineering Study Program ITN Malang	Engineering study program at the National Institute of Technology Malang.	effect and correlation test between the two variables there is variable X "social media" and Y "achievement in learning English	whom stated that the use of social media greatly influences their learning behavior so that it will also affect their learning outcomes on campus. But the duration of social media use has an effect negative effect on learning achievement in English courses	
5.	Open Journal Systems/ (Lathifah et al., 2022)	Utilization of Social Media (Facebook and Instagram) As Digital Communication Learning in Language Courses Tourism English at the Lombok Tourism Polytechnic	Knowing student responses to the use of social media Facebook and Instagram as media in learning Tourism English at Lombok Tourism Polytechnic	A qualitative approach that departs from a literature review regarding the use of media for learning, and project presentations presented by students and knowing their responses	Shows that students are familiar with the use of Instagram social media in their daily lives and take advantage of social media Facebook and Instagram can be used as alternative solutions for learning.

Based on research journals or articles that have been carried out and looking at the results of previous research, there have been various analyzes of the use of social media on interest and learning outcomes in English. Social media is online media that is used for the needs of communication, interaction, participation, sharing and creating content for its users to use through special application devices with internet networks without being limited by space or time, which is currently closely related to adolescent life, and one of them is namely Facebook and Instagram. Facebook-based learning is a learning activity that utilizes computers or gadgets to create and combine text, graphics, audio, and moving images by combining links and tools that allow users to navigate, interact, create and communicate. Instagram can also be categorized as having complete features supporting the learning process. How to use Instagram as a learning medium can be made on Instagram feeds, Instagram stories, and Live (Lathifah et al., 2022). Meanwhile, Prihatmi (2018) defines social media as a site allowing users to share information within certain groups.

One of the media that can increase student learning motivation today is social media (Iryani, 2022). Social media at this time has developed rapidly and influenced almost all aspects of human life worldwide, including the field of education (Prihatmi, 2018). YouTube, Facebook, Twitter, Snack Video, TikTok, Google Classroom, Zoom, and Instagram are well-known social media as learning media that researchers found in previous articles studied in this study. As in research done by Bisena et al. (2021), YouTube is one of the audio-visual-based online social media most popular among the current generation. One of the things that people often do use their gadgets besides doing assignments or social media is watching videos, especially online videos. One of the most popular online video providers in the world is YouTube. Rasman (2021) himself defines YouTube as a media website that is used to share videos online. The purpose of using YouTube as a learning medium is to create an atmosphere of teaching and learning activities that generates student interest in participating in the learning process from start to finish, is fun and has good communication and interaction. YouTube can be used as a learning medium and can be used at any time without limits. Students can reopen the YouTube link if they don't understand the material. Juitania & Indrawan (2020) define YouTube as a social media often used as a learning medium. Many video tutorials containing various learning topics are uploaded on YouTube and are in great demand by the public. The English learning video is one of the learning videos available on YouTube, which can be accessed by all levels of society, including students. To direct students in learning English through video media. The application of this strategy is to include videos on learning English, as well as provide them with links to videos that are good for them to learn. Learning through video will involve learning about intonation, expression and style of language.

But not only YouTube, in Lathifah et al.'s research (2022) said that Facebook (FB) is one of the social media that students often use. Facebook is a social media that is growing very rapidly among teenagers today. The advantage of Facebook is that it is easily accessible via computers, laptops, tablets, and mobile phones. Facebook is ranked first as the best-selling social media among other social media. Facebook can also be used as a learning medium and there are several Facebook functions in learning, namely: (1) The function is to deliver subject matter, some of these ways are by sharing links/photos/videos, making status relevant to the subject matter, and making a main summary discussion of material with note or docs features in the group, (2) Function for class schedules and exams, with this function, students can see schedules anytime and anywhere. The schedule is made using an event application with a calendar picture on the Facebook account and (3) the function for conducting discussions between lecturers and students and students. Various topics related to the subject matter discussed in tertiary institutions can be discussed in these discussions. With Facebook, discussion of subject matter can be done anywhere and anytime.

In a research conducted by Bandjar (2018) Twitter is widely used by celebrities and well-known foreign figures. Besides, Twitter is also said to be social media that is widely used by young people and has a more attractive and lighter appearance in presenting information and as a learning medium. Twitter is a social networking site with the main function as a means of communication. Some of the participants said that Twitter was quite helpful in adding to their friendship. According to Cohen's theory, this study found that there was an analysis of learning strategies in Twitter

users as a medium for learning English. (1) As a medium for learning English for listening skills, by watching several English videos uploaded on Twitter. In addition, by looking at video reviews uploaded by several TV shows and several videos using English uploaded by the Twitter accounts they follow, (2) As a medium for learning English for speaking skills, new words or new sentences are often found on Twitter. Watching some of the video content uploaded on Twitter and reading some of the statuses uploaded by the Twitter account are the main reasons for the participants to develop their speaking skills in English, (3) As a medium for learning English for reading proficiency, an increase in reading ability is found when there is some information is written in English such as political, environmental, sports, entertainment, economics and business news, (4) As a medium for learning English for writing skills, their writing skills have increased because they are influenced by the grammar and vocabulary they find. In addition, it was also found that the impact of using Twitter in learning English could be concluded that students who were participants in this study felt the positive and negative impacts resulting from Twitter, especially in learning English. Positive impacts such as adding friendships, finding new information and also as a means of new learning. For learning tools, the participants said that they gained much new knowledge from Twitter, such as discovering new vocabulary, new terms, and other knowledge they had not previously obtained at school. In addition to the positive impacts, participants also feel negative impacts when using Twitter. Some participants said several other users often misuse Twitter, and sometimes Twitter users use Twitter to broadcast hoax issues, *SARA* issues.

In addition, Iryani (2022) mentions the definition of Snack Video, an application released by Kuaishou Technology, a company in China, its function is similar to TikTok, but the features of Snack Video are more complete and interesting, so social media lovers quickly welcome this application. This design begins with applying Role Play, Discussion and Collaborative Learning methods. The three teaching methods are applied systematically with their own learning objectives; the Role Play method so that online classes are active, this method leads students to play a role with their friends in a short dialogue that is videoed using video snacks. The discussion method is applied so students can express their ideas and creativity using Snack Video when making practice speaking videos. While the collaborative learning method is applied so that students can work well together and support each other in speaking practice. Based on the analysis of previous speaking lessons in online learning, students were less active and tended to only participate in learning activities based on lecturer instructions without developing their abilities. The feeling of insecurity still occurs in students, which causes them to be unable to express their speaking skills.

TikTok itself according to Bahri et al. (2022), TikTok is a social media platform that allows users to create short videos accompanied by a wide selection of features such as music, filter stickers and several other creative features. Compared to the content on social media Instagram and YouTube, the content on TikTok is suitable for conveying material in the grammar category, although with the limited duration provided, which is shorter than the duration provided by Instagram and YouTube. One of the attractions of TikTok that users like to learn English is the interesting and clear voice intonation in delivering material and content creators' creativity (such as colourful and beautiful handwriting). Finally, regarding the subject that is presented, it



is more specific, clear, and not monotonous. Other subjects of interest to young Indonesians are also presented with some Tiktok content, including vocabulary, grammar, pronunciation, and common mistakes. Each of these contents is also of interest to young people because it is presented in short videos with interesting and useful material. Meanwhile, Khasanah (2022) defines TikTok as a social network that is being hit and liked by many people, from the young to today's adults. TikTok Media is an alternative solution in improving student learning outcomes in mastering the material. The TikTok application meets the criteria as a good learning medium, which is attractive and close to students. With TikTok Media which has a maximum duration of 3 minutes as an English learning medium that can be accessed students can repeat it until they can understand English material. Besides that, the English material made on TikTok is described in sub-chapters so that it is easy to understand and can work on the questions well.

Online learning media that are often used today, especially during a pandemic, such as Google Classroom, Zoom Meeting and Web E-Learning. According to Sihotang (2019), Google Classroom is a learning management system for schools to facilitate paperless creation, distribution and assessment of assignments. Google Classroom acts as a media or tool that teachers and students can use to create online classes or virtual classes, where teachers can make announcements or assignments to students that are received directly by these students. For Google Classroom, the system used is not only a website but also in the form of an application that can be used on a smartphone where the student's account will be logged in continuously. So, if the teacher gives material, assignments or announcements, students can receive notifications automatically during setting g-mail enabled. Google Classroom is an application based on the Learning Management System (LMS) for students who live on campus basecamps (Syakur et al., 2020). In addition, according to Sihotang (2019), the obstacles encountered in the learning process using Google Classroom are:

- a. Adequate internet and network quota availability must be met for smooth results. While students still rely on a small quota
- b. Not all students (100%) have personal computers or cellphones based on android/the like, making it difficult for the interaction of students as a whole.
- c. Students are not yet proficient in using the g-mail notification feature with Google Classroom, making it easy for direct information services when an assignment/information is entered in the class.

Besides Google Classroom, virtual learning can also be done through the Zoom Meeting application. Zoom is a video conferencing service with practical capabilities in presenting an online meeting atmosphere. Learning with video conferencing using the zoom application turns out to be effective and interactive, can support distance learning, and makes it easier for students to absorb learning material delivered by educators because it is more real-time (Khasanah & Syarifah, 2021). Not only as a learning medium, the Zoom application can also be used as online group guidance as in research conducted by Mawaridz et al. (2022), who argued that online group guidance with discussion techniques through the Zoom application is due to face-to-face learning students have difficulty adapting because rarely interact. The use of Zoom

Meeting as a learning media as well as learning together so that teachers can ensure that students participate in learning simultaneously, even in different places.

Lathifah et al. (2022) put forward the definition of Instagram, namely, Instagram is a learning medium that can be utilized and easily accessible by all students because students can use Instagram well. Instagram can also be categorized as having complete features supporting the learning process. How to use Instagram as a learning medium can be made on Instagram feeds, ig stories, and live. Instagram also functions as learning content or online English courses via Instagram in Kampung English Pare. Dewi et al. (2020) stated in a village called Kampung Pare located in Pare District, Kediri Regency, East Java since 2011 has developed a lot of English course institutions. This location later earned the nickname Kampung Inggris Pare, because around 300 Course Institutions are operating in one village. Until 2019 Kampung Inggris also had an attraction that could invite anyone who wanted to be proficient in English, so many students from various regions came to take advantage of the holidays by taking courses. Apart from that, Kampung Inggris also tries to use the most modern teaching and learning methods to reach all people from various locations, especially those that cannot be reached even physically. One of them is by using Instagram social media which is more accessible, effective and time efficient. An Instagram account representing the English village that provides various content patterns to make it easier to learn English, such as word structures, idioms, puns, and vocabulary. Based on the description above, the use of social media affects students' interest in learning English.

Good and interesting learning media will form student learning interests. The more interesting the learning media will be, the more interested students will be in learning the learning material. Interest is a preference and a sense of connection to something or activity without being told. Meanwhile, according to Syardiansah (2016), interest is the desire to increase knowledge and insight and understand something. Interest in something can support further learning activities. The existence of a high interest in learning that students will focus a lot of attention on the subjects they are interested in rather than other subjects (Juitania & Indrawan, 2020). This interest is the first step in achieving the desired learning outcomes. Thus, students with a great interest in learning tend to produce satisfactory learning outcomes and vice versa students with less interest will produce low learning outcomes. A lack of interest and enthusiasm for student learning will not affect student learning outcomes at the end of learning.

Then, the influence of social media on interest in learning English, it is evident that the use of social media as a learning medium greatly influences the student learning process. The quality of learning media will increase when it is packaged in an interesting and non-monotonous way, such as YouTube, Instagram and Facebook content which are currently widely used as learning media. Good and interesting learning media will form student learning interests. The more interesting the learning media will be, the more interested students will be in learning the learning material. Students who have a great interest in learning tend to produce satisfactory learning outcomes and vice versa students who have less interest will produce low learning outcomes

Without reducing respect, the author's criticism of the previously mentioned articles, namely articles written by Iryani (2022) disebutkan tidak tercapainya rasa

*chemistry* ketika melihat hasil video masing-masing mahasiswa karena pembelajaran dilakukan secara daring, tidak disebutkan bagaimana cara membangun *chemistry* yang baik meskipun pembelajaran dilakukan secara daring. Selain itu, dalam penelitian yang dilakukan oleh (Sihotang, 2019) dalam penelitiannya ditemukan kendala dalam menggunakan *classroom* sebagai media pembelajaran. Tetapi tidak dijelaskan bagaimana cara mengatasi kendala tersebut dalam menggunakan *classroom* sebagai pembelajaran

## CONCLUSION

Based on the results of the discussion of the literature study that has been reviewed, it is concluded that there are two effects of using social media, namely negative effects and positive effects. The use of information technology, especially social media, can bring positive value if users, especially students, can use these tools for more positive things, for example, to increase knowledge, means of communication and also as a means of promoting something. The positive impact by students when using social media is to make social media a means of learning, especially language learning and vice versa if used in less important things it will bring negative value. This results in students becoming lazy to learn so interest in learning English is low. Social media has a positive effect if social media such as Youtube, Instagram, and Tiktok are used as learning media, for example, in making videos that can increase pronunciation and interestingly package English learning. Thus, students' interest in learning English will increase. This is in line with writing this article, namely to know and understand the effect of social media on interest in learning English. Based on this description, the use of social media affects students' interest in learning English.

The weakness of this article is that it only examines the relationship between social media and interest in learning but does not explain in detail how to use social media wisely. This can increase students' interest in learning, especially in English language learning, and does not explain how to overcome social media mistakes. Then the time of conducting research and writing methods is also limited due to academic limitations which are the weaknesses of this article. At the time of the research, researchers could not force to be freer regarding research methods. According to the author, the keywords when searching on Google Scholar are still not broad enough and the exposure related to the content is still very limited, so the research implementation must be done as shortly and as much as possible to get the data needed in this article. Future research is suggested to deepen and sharpen the research analysis regarding how to wisely apply social media in English language learning and overcome social media mistakes.

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