Harnessing Social Media for English Language Learning: Insights from an Islamic Senior High School Students in Eastern Indonesia

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Abstract

This study discusses how social media helps students learn English at a Madrasah Aliyah in Papua, Eastern Indonesia. The purpose of this study was to find out what social media are used by students and how they use them to learn. This study used a qualitative method with observation, interviews, and documentation. There were five students and one English teacher as respondents. The results showed that students often use Instagram, YouTube, and TikTok to learn. Instagram is used to do schoolwork, YouTube is used to learn grammar, while TikTok helps students increase their knowledge and improve their pronunciation. of the three applications, students prefer to use TikTok because they find it easier to understand lessons through interesting and not boring videos, compared to reading long texts or listening to direct explanations. Social media provides freedom in learning, makes students more enthusiastic, and more active in the learning process. Even so, the role of teachers remains very important to guide so that the use of social media continues to support learning goals. These results are in accordance with the theory that states that students will learn better if they feel free and motivated from within themselves. With good guidance, social media can help students improve their English skills.

Keywords: *Digital learning; English; Learning independence; social media; Student engagement, Papua context.*

Introduction

Student autonomy in education not only increases motivation and enthusiasm for learning, but also encourages students to be more responsible for their own learning process (Wang et al., 2023). When students are given the freedom to choose the learning method that best suits their needs and preferences, intrinsic motivation increases and learning outcomes tend to be better (Siregar, 2024). This is in line with Self-Determination Theory which emphasizes the importance of personal choice in shaping motivation and learning engagement (Hasibuan, 2022). In an era of rapidly developing education, learning autonomy is becoming increasingly vital, especially in English language learning. Students who are able to choose their learning style and utilize technology independently can achieve more optimal learning outcomes, especially in the context of individual learning which is now increasingly emphasized (Treesattayanmunee et al., 2024).

In Indonesia, especially Papua, education policy is regulated through the Special Autonomy Law No. 21 of 2001, which stipulates English as a second language at all levels of education (Dabamona et al., 2025). However, there are major challenges in its implementation, especially related to the gap between written policies and implementation in the field. Learning autonomy here means that students are encouraged to think critically, determine learning goals, choose appropriate methods, and assess their own learning outcomes (Tunçeli, 2022) independent learning does not mean without the role of teachers. Teachers remain facilitators who guide students to think reflectively and independently, and help them develop critical thinking skills that are much needed in the 21st century (Munawwaroh & Putri, 2024).

Technological advances provide a variety of learning media options that students can access according to their needs (Newman Nic, 2024). Teachers and students can now utilize various digital platforms, such as learning videos, e-books, and online learning applications to support the English learning process. The concept of independent media—the independent selection of communication tools based on goals and needs—gives students space to become active, creative, and innovative learners. Learning independence can be divided into two: 1) students independently regulate their learning process, from planning to evaluation; 2) students respond to direction and guidance from teachers in the learning process.

These two models complement each other and can be applied simultaneously to encourage student independence without having to make major changes to the

existing curriculum. English teachers, both native and non-native speakers, have a central role in guiding, training, and transferring knowledge to students (広明, 2024).　Law No. 14 of 2005 emphasizes that teachers are learning agents tasked with improving the quality of national education. In addition, a strong emotional connection between teachers and students is maintained even though they are physically separated, which is very important in creating a supportive learning environment (Imron et al., 2023).

Papua, with its cultural diversity and geographical challenges, requires a contextual and flexible educational approach. This research is significant as it offers an in-depth understanding of English language learning in Islamic schools located in underrepresented areas. It also contributes to the development of technology-based learning strategies that are both student-centered and locally appropriate. Additionally, the findings provide valuable insights for teachers and policymakers regarding the importance of fostering learning autonomy, which is essential for enhancing the quality of education in the 21st century.

By examining these elements, the study highlights the relationship between educational strategies and student engagement, ultimately aiming to improve outcomes for learners in these contexts. This study aims to answer the following questions:
1. What kinds of media do the students choose to engage in learning English?
2. How do the students choose to learn media content to improve their English?

Method

This study uses a qualitative approach because it aims to deeply understand the meaning of social phenomena, especially about student independence in learning English through social media content (Pekalongan, 2024). This method was chosen because it is able to produce detailed, in-depth data, and in accordance with real contexts, such as behavior, learning strategies, and student interactions in everyday situations (Supardan, 2015). explains that a qualitative approach is suitable for exploring participant experiences and social contexts through inductive analysis. The details of the study are to be kept confidential. It was conducted at a senior high school in a specific region in Papua, focusing on a particular group of students who actively use social media for learning a language. All identifying information about the institution and participants should remain private.

The participants in this study included five Grade XI students, aged 16 to 17, with varying levels of English proficiency and from diverse socio-economic backgrounds, as well as one English teacher with over two years of teaching experience. They were purposefully selected to provide insightful information

about independent learning practices through social media. The study was conducted with official permission from the school and adhered to ethical research principles. Participants were informed about the study's purpose and provided written consent prior to data collection, with their identities kept confidential to protect their anonymity.

To ensure comprehensive and accurate data collection, three primary methods were utilized: direct observation, structured interviews, and documentation. Direct observations focused on student behavior while using platforms like YouTube, TikTok, and Instagram, recording their interactions, duration of use, and learning strategies. Structured interviews were conducted with students, the teacher, and school administrators, exploring their reasons for choosing specific social media platforms, how they utilized these for learning, and the challenges and benefits they experienced.

Documentation included relevant school profiles and evidence of social media use in learning activities. Data analysis followed the Miles and Huberman model, encompassing four stages: data collection, data reduction, data presentation, and drawing conclusions (McKenney & Reeves, 2018). This involved filtering and selecting pertinent data, organizing it for analysis, and identifying emergent patterns and themes.

To ensure the reliability and validity of the findings, the researcher employed triangulation of sources and methods, conducted member checks to reconfirm interview results with participants, and engaged in peer debriefing to evaluate the interpretation of the data. The research spanned one month, from March to April 2025, covering observation, interviews, data analysis, and report writing. The selected five students and one teacher were deemed representative enough for an in-depth exploration of the research focus, which aimed at understanding context and experience rather than generalizing results.

Results

The results of the study showed that students at the school showed a high level of autonomy in choosing English learning media. Classroom observations and interviews with five students and an English teacher revealed that students actively use various digital platforms such as Instagram, YouTube, and TikTok as alternative learning media is used in the context of teacher-given assignments, where students are asked to provide comments or responses in English on content. This trains writing and comprehension skills directly *Student one et al.* is the main choice for finding grammar and pronunciation learning videos, especially from channels managed by professional teachers.

Students find the explanations easier to understand and applicable *Student*

four. attracts attention because the content is short, informative, and entertaining. Videos about new vocabulary, everyday phrases, and correct pronunciation are delivered in a light manner so that students are more motivated and do not feel stressed *Student five*, (Stroupe, n.d.). The selection of this media reflects the existence of learning autonomy (self-determined learning), where students do not only receive information passively, but also actively choose, adjust, and manage the learning process according to their individual needs and learning styles.

This finding strengthens the relevance of Self-Determination Theory which emphasizes the importance of autonomy and active involvement in improving motivation and learning outcomes (Siacor et al., 2024).

Student	Selected Media	Reasons for Choosing	Benefits Felt
Student 1-3	Instagram	Class assignments, interactions	Practice writing, communication
Student 4	YouTube	Grammar, listening videos	Visual-audio explanation, easy
Student 5	TikTok	Short, fun video	New vocabulary, high motivation

This study employs a qualitative approach aimed at deeply understanding the meaning of social phenomena, specifically student independence in learning English through social media content. This method is effective for producing detailed and in-depth data relevant to real contexts, including behaviors, learning strategies, and student interactions in everyday situations. By focusing on participant experiences and social contexts through inductive analysis, the study was conducted at a senior high school in a specific region of Papua, concentrating on a particular group of students who actively utilize social media for language learning.

The study maintained confidentiality, ensuring that all identifying information about the institution and participants remained private. Participants included five Grade XI students aged 16 to 17, who represented a range of English proficiency levels and diverse socio-economic backgrounds, alongside one English teacher with over two years of teaching experience. They were purposefully selected to provide meaningful insights into independent learning practices via social media. With official permission from the school and adherence to ethical research principles, participants were informed about the study's purpose and provided written consent before data collection, ensuring their anonymity was protected.

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Facilities/Strategy	Main Functions
Computer lab	Watching videos, listening to audio, applications
Digital dictionary	Makes vocabulary search easier
English songs/audio	Improve vocabulary memorization, pronunciation
Games/ice-breaker	Increasing student motivation and engagement

Classroom observations show that students are more enthusiastic when learning uses digital media. Documentation of student assignments on Instagram and learning videos uploaded to TikTok show an increase in active participation and creativity of students. Teachers also document the use of learning applications in the computer lab as part of the learning evaluation. These findings explicitly support Self-Determination Theory, where student autonomy in choosing media and learning methods increases intrinsic motivation, engagement, and learning outcomes.

The use of social media as a learning resource also shows a shift from a one-way learning model to a more participatory, contextual, and technology-based model (Ribahan & Muslimin, 2025)

Description of Research Result Presentation

Data exposure is a description of data obtained by researchers in the field. After researchers conducted research at a An Islamic Senior High School in Papua using observation, documentation, and interview methods, the results of the research findings regarding Exploring Students' Involvement in Studying English through Social Media Content in an Islamic Senior High School in Papua can be presented. The following is a data exposure related to the focus of the research (Fachrunnisa et al., 2024). kinds of media do the students choose to involve in learning English.

Learning media is a means or tool used to support the teaching and learning process to be more effective and interesting. In the context of English language learning, media plays an important role in helping students understand the material, increasing motivation, and facilitating communication. The findings indicate that TikTok can enhance vocabulary acquisition and learner engagement, aligning with the broader trends in social media's role in education (Fachrunnisa et al., 2024).

Through the interview method with five students at Islamic Senior High School in Papua, a deep understanding was obtained regarding the types of media they choose and use in learning English.

Student interview results

The students' experiences in using social media were explained with the same opinion by 3 informants whose names were disguised as Student One, Student two, and Student three. The following is a summary of the statements from the three informants:

"Usually, we use Instagram social media to do assignments given by the teacher. The teacher makes assignments to provide suggestions or input using English related to the learning material" (Student 1, 2025).

This statement shows that social media, especially Instagram, has been actively used as part of the English learning process in the classroom. In this context, the use of Instagram is not just for entertainment, but also as an educational media facilitated by teachers.   In addition, another informant, namely student four, has the experience that using the YouTube application can search for or find many videos that explain grammar and pronunciation in English. The following is a summary of their statements.

"In addition to Instagram, I also often use YouTube to learn English. On YouTube, I can find many videos that explain grammar and pronunciation. I like watching

videos uploaded by English teachers, because they provide clear and easy-to-understand explanations. Sometimes, I also watch English films or series with subtitles to improve my listening skills." (Student 4, 2025).

This interview shows that students use more than one digital platform, namely Instagram and YouTube, as a means of learning English. This reflects multimodal learning, where students utilize various media that suit their needs and interests to develop their language skills comprehensively. In addition to using Instagram and YouTube applications, other information is that student five also explained that he used the TikTok application to learn English. Many content creators make short videos about new vocabulary and frequently used phrases. He said:

"I prefer to use TikTok to learn English. Many content creators make short videos about new vocabulary and frequently used phrases. These videos are very interesting and easy to remember. I feel more motivated to learn when I see funny and informative content. In addition, I also often share videos that I like with my friends so that they can also learn." (Student 5, 2025).

This interview provides an overview of how students use the TikTok social media platform as a means to learn English. TikTok, which is known for its short video content and interactive, it turns out that it is not only for entertainment, but is also used for indirect language education. The use of various social media platforms such as Instagram, YouTube, and TikTok shows that students are increasingly creative in finding sources for learning English. This reflects the importance of adapting technology in the learning process to increase student motivation and understanding.

The use of social media also shows that students do not only rely on traditional learning methods, but are actively looking for more interactive and fun ways. By utilizing various platforms, they can broaden their horizons and improve their English skills more effectively. do the students choose to learn media content to improve their English. Based on the results of interviews conducted with several students at An Islamic Senior High School in Papua Sorong Regency, Students choose to learn using media content to improve their English skills, meaning that students consciously and actively use various types of content available in the media, such as videos, images, texts, or digital applications, as sources of learning English.

This choice is made based on their interests, needs, and comfort in learning, so that the learning process becomes more interesting, effective, and in accordance with their respective learning styles. By utilizing media content, students can access learning materials flexibly, interactively, and contextually, which helps them develop English skills independently and more enjoyable than traditional methods.

Here is a summary of the interview results:

> *"Students one, two, and three chose Instagram as a medium to work on English assignments given by the teacher. They searched for relevant content and used the comment feature to provide input in English, so they could learn and practice communication at the same time" (Student 1, 2025).*

The statement that students one, two and three chose Instagram as a medium to work on English assignments from the teacher shows that this social media has been used actively, in a targeted, and educational manner in the learning process. This indicates that the use of Instagram outside of the entertainment context is increasingly developing into one of the effective learning tools in the context of English language learning. In general, social media is often seen as a means to socialize or have fun.

However, for students one, two and three, Instagram has transformed into more than just a social platform, but also a fun and relevant learning tool. They utilize Instagram features, such as comments, posting images or videos, and interacting with content that can help them hone their writing and communication skills in English. In this context, they do not only access content passively, but consciously participate in the learning process in a more active way. The assignments given by the teacher, which require them to provide input or suggestions in English through comments on relevant posts, reinforce the concept of direct practice-based learning.

This means that they learn by using English in a real context, not just in the form of theory or exercises in textbooks.

> *"Student four chose YouTube because it provides complete and easy-to-understand learning videos, especially for grammar and pronunciation. This choice shows that students are looking for media that provide visual and audio explanations that help their understanding"* (Student 4, 2025).

The statement that student four chose YouTube as a medium for learning English reveals that YouTube has become the main choice for students who want to get a more in-depth and clear explanation of technical aspects of the language, such as grammar and pronunciation. This choice reflects a real need from students to get more interactive and easy-to-understand learning content, especially in terms of complex or often confusing concepts in English.

Student four, through their choice to use YouTube, shows that they are looking for learning sources that can present material visually and audio, which is much more effective compared to just reading textbooks or written materials. The YouTube platform offers a more comprehensive explanation, because through videos, students not only get theory, but can also see and hear how the concepts are

applied in real contexts. For example, in learning grammar, videos often use examples of situations or interactive dialogues, which allow students to see how grammar rules work in everyday communication.

> *"Student five uses TikTok because the short videos made by creators are very interesting and easy to remember, especially to learn new vocabulary and phrases. This shows that students choose media that are not only educational but also entertaining, so that their learning motivation increases" (Student 5, 2025).*

The statement that student E uses TikTok because the short videos made by creators are very interesting and easy to remember, especially to learn new vocabulary and phrases, reveals that student five uses TikTok as a learning medium that combines educational elements with entertainment. This shows that students prefer media that not only focus on delivering material, but can also entertain them, thus increasing their motivation to learn. From the interview, it can be concluded that students do not only passively receive learning materials, but actively choose media that suit their preferences and learning needs. This choice is driven by ease of access, variety of content, and comfort in learning. This is also in line with the theory of self-determination motivation which emphasizes the importance of autonomy in the learning process so that students are more motivated and committed. In addition, the use of social media as a source of English learning allows students to learn flexibly and contextually, so that they can develop language skills more effectively than traditional learning methods that are one-way.

Teacher interview results

The interview conducted with Teacher, an English teacher at An Islamic Senior High School in Papua, provides an overview of changes in student learning patterns in the current digital era. She explained that the rapid development of technology has influenced the way students' access and process information, including in the context of English learning.

According to Teacher, currently many students are more interested in learning through social media, especially through video and audio content available on platforms such as YouTube, TikTok, and Instagram. This content is considered more interesting and easier for students to understand because it is visual, brief, and presents information practically and directly to the point. She also added that the lifestyle of the current generation tends to prefer fast, dynamic, and non-boring learning.

> *"Currently, technological developments are very rapid. Many students are more interested in learning through social media, especially through video and audio*

content. This is also influenced by the lifestyle of the current generation who prefer visual and practical things. As a result, not many students choose to learn by reading books in the traditional way," (Teacher, 2025).

This statement shows that the use of traditional media such as printed books is increasingly being replaced by the existence of digital media that is more in line with the preferences and learning habits of today's students. This is certainly an important concern for educators, because it requires adjustments in learning methods and strategies to be more relevant to the times. Teacher also emphasized that although social media and digital technology bring many benefits to learning, supervision and direction from teachers are still needed so that students do not only use the media as entertainment, but actually use it as an effective learning resource.

In an interview, the teacher explained that students' ability to learn English through social media or digital platforms is greatly influenced by the basic ability level of each student. She distinguishes two large groups of students based on their abilities: students with low ability levels and students with high ability levels.

According to her, students who still have low basic English skills tend to need help from more structured and simple learning media. In this case, YouTube and special English learning applications such as Duolingo, BBC Learning English, or similar applications, are very helpful choices. These platforms provide systematic explanations, repetition of materials, and visual-audio illustrations, which are very suitable for beginner students so that they can learn more easily and gradually. She said:

"For students with low English proficiency, they can use YouTube or special English learning applications as supporting media," (Teacher, 2025).

Meanwhile, for students with higher proficiency levels, Teacher assessed that they generally already have fairly strong basic skills, both in terms of vocabulary, grammar, and understanding context. Therefore, students at this level can be more flexible in choosing learning media. They can learn through various platforms, be it social media such as TikTok and Instagram, educational channels on YouTube, podcasts, to English-language articles and news. They are also better able to filter content, understand complex material, and learn independently without too much direct guidance.

"Meanwhile, for students who have higher levels of ability, they can learn English through any media, because they are more independent and able to adapt to various types of learning resources," (Teacher, 2025).

This statement shows that the use of social media as a means of learning English needs to be adjusted to the individual abilities of students. Teachers have an

important role in directing students to the media that best suits their needs. For beginner students, more structured content is very helpful as a foundation for learning, while advanced students can continue to develop their abilities through broader and more diverse content.

In an interview with Teacher english, she emphasized the importance of the role of schools and teachers in supporting English learning, especially in facing the challenges of the digital era. According to her, one of the responsibilities of schools is to provide supporting facilities that can help students access various learning resources that are more varied and modern.

"The role of schools is to provide supporting facilities such as dictionaries and computer laboratories that students can use to access learning media in the form of videos or audio, to facilitate their learning process," (Teacher, 2025).

This statement shows that the availability of adequate learning facilities, such as physical or digital dictionaries and computer laboratory space, is an important aspect in supporting students' learning process. In the computer laboratory, students can watch learning videos, listen to English audio, or access educational applications, all of which help strengthen their understanding of the material, especially in the listening and pronunciation aspects.

Furthermore, Teacher also highlighted the role of teachers as creative learning drivers. She realized that interesting and varied learning media are needed so that students do not get bored quickly and remain motivated.

"In addition, teachers also play a role in preparing various other interesting learning media, in order to increase students' interest and motivation to learn..." (Teacher, 2025).

In this case, teachers are required to develop and choose learning media that are in accordance with the character of today's students—who prefer visual, interactive, and technology-based approaches. The learning media in question can be in the form of interactive learning videos, online quizzes, infographics, educational animations, or even the use of social media as part of class assignments.

In an interview, Teacher, as an English teacher, conveyed the approach she uses to create a more enjoyable and interesting learning atmosphere for students. One of the strategies she emphasized was understanding students' interests and hobbies, then integrating them into the English learning process.

"By knowing what students are interested in—such as games or ice-breaking activities that contain elements of English—teachers can create a fun and more effective learning atmosphere," (Teacher, 2025).

This explanation shows that recognizing students' interests is key to increasing their engagement in learning. When students feel that the material being studied is relevant to the things they like, they will be more enthusiastic and motivated to be actively involved. In this case, the use of educational games or interactive ice-breaking that contain elements of English is one effective method to reduce boredom in learning and indirectly strengthen language comprehension.

For example, word guessing games, interactive app-based quizzes, or group games that require students to speak in English. Activities like this not only make the learning process more fun, but also encourage students to practice speaking, listening, and vocabulary naturally and without pressure.

In an interview with Teacher, she explained how technological advances, especially video platforms such as YouTube and TikTok, play a big role in supporting students' English learning. According to Teacher, these applications often display English-language content on the search page, which indirectly provides students with the opportunity to be exposed to educational content in English.

"Video applications such as YouTube or TikTok often display English-language content on the search page," (Teacher, 2025).

This statement shows that video platforms such as YouTube and TikTok actively introduce users to various types of content, including those in English. This is very beneficial for students who want to enrich their vocabulary, improve pronunciation, and improve their listening skills. The content available varies widely, from vlogs, podcasts, tutorials, to informative and educational videos. In an interview with Mrs. Dini Puspita sari, she revealed one strategy that can help students in learning English. namely through audio or songs. According to Mrs. Dini, audio and songs are very effective media in helping students memorize vocabulary and understand how to pronounce it more easily.

"Audio or songs. In my opinion, audio or songs are easier for students to memorize vocabulary well," (Teacher, 2025).

This statement shows that audio and songs can be used as fun and memorable learning aids. Music has rhythm and melody that can help students absorb information faster, because repeating words in songs can facilitate the memorization process. By listening to songs in English, students not only learn vocabulary, but also pay attention to intonation, pronunciation, and sentence structure in a natural context that does not feel burdensome. Songs and audio can also introduce students to everyday vocabulary, which is often used in conversation, as well as various expressions or idioms that are common in English. This is certainly very useful, especially for students who want to improve their speaking or listening skills in

English.

Discussion

The results of the study at Madrasah Aliyah Papua confirmed that students' freedom in choosing learning media—especially Instagram, TikTok, and YouTube—significantly increased motivation, engagement, and English learning outcomes. These findings support the core of Self-Determination Theory which emphasizes the importance of autonomy, competence, and social connectedness in building students' intrinsic motivation (Kasdianti & Setiyono, 2024).

When students are given space to choose learning media according to their preferences and learning styles, they become more responsible and active in the learning process, so that learning outcomes also increase. This study also shows that the use of social media not only strengthens language skills, but also improves students' collaboration, communication, and self-confidence in a broader social context. This is in line with the literature which emphasizes that autonomy in choosing learning media encourages active engagement and more meaningful learning ((Yuliyani, 2025).

This finding is consistent with research at Madrasah Aliyah Muhaimin Makassar which found that social media makes it easier for students to get information and communicate, and is an important part of students' daily lives (Suddin, 2023). another study at Madrasah Aliyah Soejono Mantovani also proved that the use of TikTok in an educational way can significantly improve students' English speaking skills (Zaitun, Hadi, M. S., & Indriani, 2021).

In addition, a study at Madrasah Aliyah Nurul Huda Sedate showed that integrating technology such as Google Classroom can facilitate more structured and flexible learning, although there are still technical obstacles such as slow internet access (Aliyah et al., 2024). however, this study also adds a new dimension by emphasizing the role of student autonomy and teacher creativity in integrating social media into project-based learning. Thus, this study not only strengthens previous findings but also adds a new perspective regarding the importance of the role of teachers and cross-party collaboration in maximizing the potential of social media as a learning tool.

To effectively harness the benefits of social media in education, it is crucial for educators to act as active facilitators, guiding students in selecting and utilizing social media platforms in an educational manner. Integrating social media-based projects, such as vlogs, podcasts, and content challenges, can foster students' creativity, technical skills, and collaboration. Teachers must also prioritize equipping students with digital literacy, emphasizing the ability to discern credible

and relevant information. For curriculum designers, adapting educational programs to align with technological advancements and the digital native characteristics of students is essential; this includes incorporating project-based learning and integrating social media into language learning strategies.

For policymakers, it is vital to support the provision of infrastructure like internet access, computer laboratories, and digital literacy training for both teachers and students. Education policies must remain responsive to technological changes and the contextual learning needs of diverse regions, particularly in remote, frontier, and outermost areas such as Papua. However, the limitations of current research should be acknowledged, as this study involved only five students and one teacher, making broad generalizations cautious. The findings are particularly contextual to the Madrasah Aliyah environment in Papua, and results may vary in different regions or institutions. The primary focus of the study was on the experiences of students and teachers, complemented by observational and documentation data that can still be refined for future analysis. (Ilmiah et al., 2024).

Looking ahead, future research should explore how digital literacy influences the effectiveness of social media in English language learning across various regions. Employing a mixed methods approach with a larger and more diverse sample, alongside longitudinal observations, could provide insights into long-term changes. It is also important to further investigate the potential negative impacts of social media, such as distractions or the dissemination of invalid information, along with strategies to mitigate these effects. Additionally, comparing the effectiveness of various social media platforms in language learning across different cultural and geographic contexts will yield valuable information.

Conclusion

This study highlights the significant role of social media in enhancing English language learning among students at a Madrasah Aliyah in Papua, Eastern Indonesia. The findings reveal that platforms like Instagram, YouTube, and TikTok facilitate various aspects of language acquisition, particularly grammar comprehension and pronunciation improvement. Notably, TikTok emerged as the preferred choice due to its engaging and interactive content, which fosters a more enjoyable learning experience compared to traditional methods.

Moreover, the results underscore the importance of student autonomy in the learning process. When students are empowered to choose their learning tools and methods, their intrinsic motivation and engagement increase, leading to better educational outcomes. Nevertheless, the guidance of teachers remains crucial in ensuring that the use of social media aligns with educational objectives.

Overall, this study affirms that with proper direction, social media can

effectively contribute to the development of English language skills, thereby enhancing student performance in a rapidly evolving educational landscape. Future research should further explore the integration of various digital platforms in the curriculum to maximize their potential in language learning.

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