



The Influence of Digital Literacy in Social Media Use on High School Students' Intrinsic Motivation in EFL Learning

Assyfa Aprilia Sari¹, Sri Kusuma Ningsih²

^{1,2}Fakultas Ilmu Pendidikan dan Keguruan, Universitas Muhammadiyah Prof. DR. HAMKA

Corresponding E-Mail: E-mail: assyfaapril18@gmail.com

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Abstract

Digital literacy in the context of social media use has become an important aspect of English language learning for students. However, despite the increasing integration of digital technologies in education, there remains a gap in understanding how students' use of social media as part of their digital literacy relates to their intrinsic motivation for learning English. This study aims to examine how digital literacy in social media use influences high school students' intrinsic motivation in EFL learning. It focuses on two dimensions of intrinsic motivation: (1) effort and commitment in learning English and (2) imagination of the future with English. A quantitative method using an adapted questionnaire was employed, involving 220 high school students aged 14–21 in the JABODETABEK area. Regression analysis revealed that digital literacy in social media use significantly affects two dimensions of high school students' intrinsic motivation: effort and commitment in learning English ($R^2 = 0.221$, $F = 63.24$, $p < 0.001$) and imagination of the future with English ($R^2 = 0.209$, $F = 58.84$, $p < 0.001$), both indicating medium effect sizes. Furthermore, multivariate analysis of variance (MANOVA) confirmed a significant simultaneous effect on both motivational constructs ($F = 45.2$, $p < 0.001$). These findings suggest that digital literacy in social media use can be an effective strategy to enhance students' intrinsic motivation in EFL learning. Therefore, this study recommends that EFL teachers thoughtfully integrate selected social media platforms into learning activities to support both digital literacy and motivation.

Keywords: *digital literacy, social media, intrinsic motivation, EFL learning*

Introduction

Digital literacy is the ability to search for information and communicate effectively, creatively, and responsibly (Ervansyah et al., 2019). List et al. (2020) state that digital literacy is important because it helps individuals think critically, evaluate information, and create meaningful content in digital environments. Furthermore, digital literacy encompasses a range of skills that individuals can develop through their interactions with technology (Deiniatur et al., 2024). These skills include the ability to access information and use digital platforms effectively. In the context of English language learning, this means that students can access diverse learning resources, practice English in real time, and connect with native speakers through digital platforms. Thus, digital literacy enables students to make better use of digital platforms to support their English language learning.

One of the most widely used digital platforms where students actively apply their digital literacy is social media, especially when it is used to support English learning. Smith and Storrs (2023) found that students perceive digital literacies, including those related to social media, as highly important in their learning and daily lives. Furthermore, Ushatikova et al. (2021) reported that the use of social media can serve as an effective tool to enhance digital literacy and support students' cognition, provided it is implemented with proper supervision and guidance from skilled teachers. Additionally, Sufi and Ningsih (2024) indicated that TikTok videos created by an English language content creator significantly supported high school students' vocabulary mastery through engaging and efficient digital content. These studies highlight that social media, when used as a medium for practicing digital literacy, can support English learning in various ways among high school students.

Besides supporting English learning, social media also plays a role in enhancing students' motivation to learn English. According to research by Saunders (2017), social media activity was linked to increased motivation to learn English among high school students in Yerevan, Armenia, as these platforms encouraged interest and engagement when students felt connected and involved in language-related activities. Furthermore, research conducted by Abror and Setiawan (2024) showed a connection between social media use and student motivation among eleventh-grade high school students. Students' motivation to learn English can be increased through the use of social media, as it makes the learning process more interesting and engaging. These findings provide valuable insights into how students respond to social media use in relation to their motivation to learn English.

Previous studies have linked social media use to student motivation, and one important form of this is intrinsic motivation. Intrinsic motivation refers to the internal drive that leads individuals to learn because they enjoy and find satisfaction in the learning process itself, without needing external encouragement (Umpung et al., 2023). This type of motivation is grounded in Self-Determination Theory by Ryan and Deci (2017), which explains that intrinsic motivation develops when individuals feel autonomy, competence, and relatedness to others. In the context of this study,

digital literacy through social media may support these psychological needs by allowing students to freely select content (autonomy), develop skills in navigating digital environments (competence), and engage with peers or communities (relatedness), ultimately promoting greater intrinsic motivation for learning English. These conditions may help create a learning experience that feels more meaningful and personally relevant to students.

While the role of social media platforms in supporting student motivation has been widely studied, limited attention has been given to how digital literacy in social media use specifically relates to high school students' intrinsic motivation in EFL learning. Bhatti and Aldubaikhi (2023) found that informal digital learning sources, including entertainment and social content online, positively affected students' attitudes and motivation to learn English as a second language. Similarly, Pujiati et al. (2019) showed that the use of Instagram enhanced students' motivation and competence in English, particularly in grammar, vocabulary, and writing. Furthermore, Walla et al. (2022) reported that online learning applications such as WhatsApp, Zoom, and Google Forms significantly increased high school students' motivation to learn English.

Addressing this research gap, this study seeks to answer the research question: "To what extent does digital literacy in social media use impact high school students' intrinsic motivation in EFL learning?" The primary objective is to explore the influence of digital literacy in social media use on high school students' intrinsic motivation in EFL learning. More specifically, it aims to investigate whether students who demonstrate higher digital literacy in using social media also show higher levels of intrinsic motivation for learning English. By examining this relationship, the study seeks to clarify how students' engagement with social media as digitally literate users can contribute to intrinsic motivation and how this insight can inform teaching strategies in EFL contexts. Based on the literature review, this study hypothesizes that digital literacy in social media use has a significant positive influence on high school students' intrinsic motivation in EFL learning.

Method

A quantitative research design was employed in this study, utilizing a questionnaire to investigate the influence of digital literacy in social media use on high school students' intrinsic motivation in learning English as a foreign language. According to Taherdoost and Hamta (2017), the primary goal of using a questionnaire in research is to ensure that relevant information is collected in the most reliable and valid manner.

This study used convenience sampling, which relies on ease of access rather than random selection and may involve a risk of selection bias. The participants consisted of 220 high school students from grades 10 to 12, aged between 14 and 21 years. The sample size was determined based on practical accessibility during the data collection period and was considered appropriate for the scope of the study. The

research was conducted in various high schools located in the JABODETABEK area (Jakarta, Bogor, Depok, Tangerang, and Bekasi).

A questionnaire was used to gather data. Two primary areas were assessed through the questionnaire: digital literacy in social media use and intrinsic motivation to learn English. The questions were adapted from two studies conducted by Lamb and Arisandy (2020) and Lee and Lee (2021). The adaptation process began with translating the original English items into Bahasa Indonesia to ensure clarity for Indonesian high school students. Several items were modified to align with the social media platforms most frequently used by the target group.

After data collection, the Indonesian version was translated back into English to ensure consistency in meaning with the original instrument. Before the full distribution, the questionnaire was piloted to ensure clarity and reliability. The study also followed ethical research guidelines, including voluntary participation, confidentiality, and anonymized data usage for academic purposes only. The first part of the questionnaire focused on digital literacy in social media use, while the second part explored students' intrinsic motivation in EFL learning, which was divided into two measures: effort and commitment in learning English, and imagination of the future with English.

Specifically, seven items related to digital literacy in social media use and four items measuring effort and commitment in learning English used a scale of 1 to 6 (1 = strongly disagree to 6 = strongly agree), while seven items measuring imagination of the future with English used a scale of 1 to 5 (1 = strongly disagree to 5 = strongly agree). Different Likert scales were used to ensure consistency with the adapted instruments and maintain the accuracy of each measurement. The questionnaire was distributed online using Google Forms, and data were collected during April 2025.

A validity test was conducted to ensure that each item accurately assessed the intended construct. All items within the three variables successfully met the validity threshold, with item-total correlation coefficients ranging from 0.684 to 0.852. These results suggest that the instrument demonstrates acceptable validity and is appropriate for data collection.

Table 1. Reliability Test

Variable	Cronbach's Alpha	Status
Digital Literacy in Social Media Use	0.865	Reliable
Intrinsic Motivation (Effort and Commitment in Learning English)	0.802	Reliable
Intrinsic Motivation (Imagination of the Future with English)	0.866	Reliable
Global Reliability	0.898	Reliable

Table 1 shows the reliability for each variable based on Cronbach's Alpha. The values are 0.865 for digital literacy in social media use, 0.802 for effort and commitment, and 0.866 for imagination of the future with English, which together represent the two dimensions of intrinsic motivation in this study. The overall reliability of the instrument is 0.898, indicating that the questionnaire used in this study is reliable and consistent for measuring the intended variables.

Table 2. Demographic Information

Demographic Categories	Total (N)	Percent (%)
Age		
14-16 years	25	11,36%
16-18 years	191	86,82%
18-21 years	4	1,82%
Gender		
Male	89	40,45%
Female	131	59,55%
Class		
X	33	15,00%
XI	183	83,18%
XII	4	1,82%
How long have you been learning English?		
3 – 6 years	29	13,18%
7 – 10 years	74	33,64%
>10 years	117	53,18%

Table 2 shows the demographics of the 220 high school students who participated in the study. Most were aged 16–18 years ($N = 191$; 86.82%) and female ($N = 131$; 59.55%). The majority were in class XI ($N = 183$; 83.18%) and had studied English for over 10 years ($N = 117$; 53.18%). These characteristics provide a general overview of the participants involved in this study.

The data analysis in this study was conducted in several stages using JAMOV version 2.6.44. First, descriptive statistics were used to describe students' digital literacy in social media use and their intrinsic motivation, including the dimensions of effort and commitment in learning English and imagination of the future with English. Next, classical assumption tests were performed to ensure that the data met the requirements for regression analysis, including tests for linearity using scatter plots, normality, homoscedasticity, and multicollinearity. After the assumptions were met, simple linear regression analyses were conducted to examine the effect of digital literacy in social media use on each dimension of intrinsic motivation. Finally, the overall effect of digital literacy in social media use on both motivational dimensions was tested simultaneously using a Multivariate Analysis of Variance (MANOVA).

Results

In this section, the results for students' digital literacy in social media use are presented first, followed by their intrinsic motivation in learning English, and finally the relationship between these two variables is examined.

Descriptive Analysis

Table 3. Descriptive Statistics of Research Variables

Variable	Mean	Median	Standard Deviation	Minimum	Maximum
Digital Literacy in Social Media Use	27.3	28.0	6.45	7	42
Intrinsic Motivation (Effort and Commitment in Learning English)	18.5	19.0	3.02	11	24
Intrinsic Motivation (Imagination of the Future with English)	27.8	28.0	4.35	15	35

Table 3 presents the descriptive statistics for students' digital literacy in social media use and their intrinsic motivation in EFL learning. The mean score for digital literacy in social media use was 27.3 (SD = 6.45) on a scale ranging from 7 to 42, placing it in the moderate category. This suggests that students generally demonstrate a sufficient level of digital literacy when using social media for educational purposes. The effort and commitment in learning English dimension of intrinsic motivation had a mean score of 18.5 (SD = 3.02) out of a possible range of 11 to 24, which also falls within the moderate category, indicating that students show a consistent degree of persistence in learning English.

Meanwhile, the imagination of the future with English dimension recorded the highest mean, 27.8 (SD = 4.35) on a scale from 15 to 35, placing it at the upper end of the moderate category. This indicates that students tend to connect English with their future aspirations, although the intensity of this motivation remains moderate rather than high. Overall, these findings suggest that the students demonstrated generally favorable levels on the measured variables.

Table 4. Descriptive Statistics of Digital Literacy in Social Media Use

	M (SD)
1. I use English for my social media's (Facebook, Tiktok, Instagram, etc.) language settings.	4.32 (1.30)
2. I write photo captions on Instagram in English.	4.08 (1.13)
3. I write Instagram or Twitter posts in English.	3.92 (1.20)
4. I communicate with others in English online (through	3.50 (1.18)

Instagram, WhatsApp, Twitter, etc.).		
5. I follow (Twitter, Facebook, Tiktok, Instagram, etc.) in English.	4.25	(1.14)
6. I talk with foreigners in English on social media.	3.88	(1.41)
7. I make videos in English (e.g., on Tiktok, Instagram).	3.36	(1.29)

Based on Table 4, the average scores for each statement illustrate how students use English on social media. The most common activities are: "I use English for my social media's (Facebook, TikTok, Instagram, etc.) language settings" ($M = 4.32$, $SD = 1.30$); "I follow (Twitter, Facebook, TikTok, Instagram, etc.) in English" ($M = 4.25$, $SD = 1.14$); and "I write photo captions on Instagram in English" ($M = 4.08$, $SD = 1.13$). This suggests that students actively engage with English content in digital environments. The statement "I write Instagram or Twitter posts in English" received an average score ($M = 3.92$, $SD = 1.20$), reflecting students' engagement in writing English posts on social media platforms.

Interactive activities, such as "I talk with foreigners in English on social media" ($M = 3.88$, $SD = 1.41$) and "I communicate with others in English online (through Instagram, WhatsApp, Twitter, etc.)" ($M = 3.50$, $SD = 1.18$), show that students participate in interactive communication less frequently. Conversely, the item that received the lowest mean score was "I make videos in English (e.g., on TikTok, Instagram)" ($M = 3.36$, $SD = 1.29$), suggesting that creating videos in English occurs less frequently compared to other activities. Overall, the results show that students actively engage with English on social media, with varying levels of intensity depending on the type of activity.

Linearity Test

Figure 1. Effort and Commitment in Learning English (Intrinsic Motivation) Linearity Test

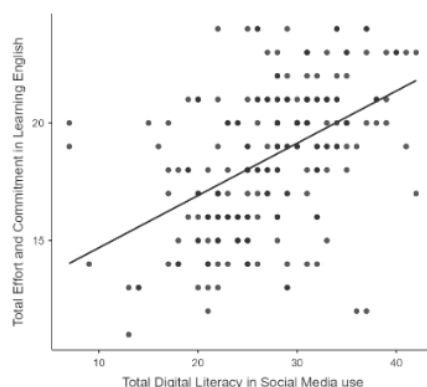
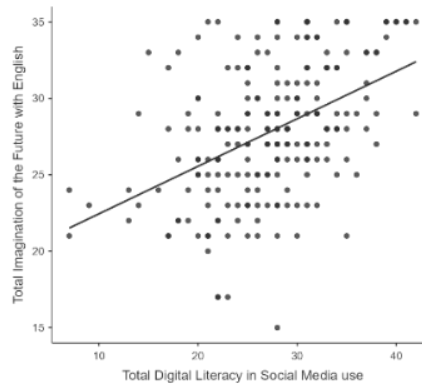


Figure 2. Imagination of the Future with English (Intrinsic Motivation) Linearity Test



The scatter plots in Figures 1 and 2 show that the data points are distributed in a pattern that tends to form an upward-sloping line, indicating a positive linear relationship between the variables. Although some variation exists, the overall pattern is consistent, confirming that the assumption of linearity is met and that the data are suitable for further analysis.

Normality Test

Table 5. Effort and Commitment in Learning English (Intrinsic Motivation) Normality Test

Shapiro-Wilk	
Statistic	p
0.994	0.556

Table 6. Imagination of the Future with English (Intrinsic Motivation) Normality Test

Shapiro-Wilk	
Statistic	p
0.995	0.613

The Shapiro-Wilk test results in Tables 5 and 6 show significance values of 0.556 and 0.613, respectively. Since both values are greater than 0.05, this indicates that the residuals are normally distributed.

Homoscedasticity Test

The homoscedasticity assumption was also tested using a scatter plot of residuals. The plot showed that the data points were evenly spread without any clear pattern. This indicates that the assumption of homoscedasticity was met.

Multicollinearity Test*Table 7. Effort and Commitment in Learning English (Intrinsic Motivation) Multicollinearity Test*

	VIF	Tolerance
Total Digital Literacy in Social Media Use	1.00	1.00

Table 8. Imagination of the Future with English (Intrinsic Motivation) Multicollinearity Test

	VIF	Tolerance
Total Digital Literacy in Social Media Use	1.00	1.00

The multicollinearity statistics in Tables 7 and 8 show that all VIF values were 1.00, with tolerance values also equal to 1.00. These results indicate that there was no multicollinearity present in either regression model.

Regression Analysis*Table 9. Regression Analysis for Variables Predicting Effort and Commitment in Learning English (Intrinsic Motivation)*

	Model 1			Model 2		
	F=63.24, p<0.001; R ² =0.221			F=8.28, p<0.001; R ² =0.210		
	The difference between Model 1 and 2 = F=0.554, p=0.793; ΔR ² =0.0140					
Predictor	β	SE	t	β	SE	t
Intercept		0.7841	15.91*		1.0624	11.79507*
Digital Literacy in Social Media Use	0.474	0.0279	7.95*	0.4525	0.0294	7.22061*
Gender:						
Female - Male				0.0588	0.3779	0.47038
Age:						
(16-18 years old)				-0.1253	0.6404	-0.59148
– (14-16 years old)						
(18-21 years old)				-0.4931	1.5516	-0.96103
– (14-16 years old)						
Class:						
XI – X				0.0792	0.5765	0.41541
XII – X				0.7105	1.5187	1.41481

How long have you been learning English?:			
(7-10 years) – (3-6 years)	-8.18e-4	0.5972	-0.00414
(> 10 years) – (3-6 years)	0.1434	0.5790	0.74904

*Note: β = standardised estimate, SE = standard error, Confidence interval = 95%, * $p < 0.001$*

The regression analysis in Table 9 shows that Model 1, which included the predictor of digital literacy in social media use, explained 22.1% of the variance in students' effort and commitment in learning English ($R^2 = 0.221$, $F = 63.24$, $p < 0.001$), reflecting their intrinsic motivation. This suggests that students' digital literacy in social media use significantly contributes to their sustained effort and engagement in English language learning. According to Cohen (1988), R^2 values can be interpreted as small (< 0.02), medium (0.13 - 0.25), and large (> 0.26), with the R^2 value of 0.221 indicating a medium effect size.

In contrast, Model 2, which added demographic variables (gender, age, grade, and years of learning English), explained a slightly lower variance of 21.0% ($R^2 = 0.210$, $F = 8.28$, $p < 0.001$). This decrease suggests that including demographic factors did not strengthen the model and even slightly reduced its explanatory power regarding students' intrinsic motivation. These results indicate that digital literacy in social media use remains the more relevant predictor of students' effort and commitment in learning English. The demographic variables may have contributed in a more limited or indirect way, as their connection to students' learning consistency and persistence appears weaker in this context.

In addition, the difference between the two models was not statistically significant ($F = 0.554$, $p = 0.793$; $\Delta R^2 = 0.014$). Overall, these findings suggest that digital literacy in social media use is a consistent and primary predictor of students' effort and commitment in learning English, reflecting their intrinsic motivation, while demographic factors do not meaningfully contribute to the model.

Table 10. Regression Analysis for Variables Predicting Imagination of the Future with English (Intrinsic Motivation)

Predictor	Model 1 F=58.84, p<0.001; R ² =0.209			Model 2 F=7.88, p<0.001; R ² =0.201		
	β	SE	t	β	SE	t
Intercept		1.1370	17.01*		1.5374	12.3332*
Digital Literacy in Social Media Use	0.461	0.0405	7.67*	0.4318	0.0425	6.8512*
Gender: Female - Male				0.1481	0.5469	1.1781
Age: (16-18 years old) - (14-16 years old)				-0.0580	0.9267	-0.2724
(18-21 years old) - (14-16 years old)				-0.6982	2.2453	-1.3529
Class: XI - X				0.0774	0.8343	0.4035
XII - X				-0.0127	2.1976	-0.0252
How long have you been learning English?: (7-10 years) - (3-6 years)				0.1134	0.8642	0.5709
(> 10 years) - (3-6 years)				0.1555	0.8379	0.8073

Note: β = standardised estimate, SE = standard error, Confidence interval = 95%, *p < 0.001

The regression analysis in Table 10 shows that Model 1, which included digital literacy in social media use, accounted for 20.9% of the variance in students' imagination of the future with English ($R^2 = 0.209$, $F = 58.84$, $p < 0.001$), representing this aspect of intrinsic motivation. This suggests that digital literacy is associated with how students envision their future involving the English language. The R^2 value of 0.209 falls within the medium effect size range, based on Cohen (1988) classification: small (< 0.02), medium (0.13 – 0.25), and large (> 0.26). In Model 2, demographic variables (gender, age, grade, and years of learning English) were added, but the explained variance slightly declined to 20.1% ($R^2 = 0.201$, $F = 7.88$, $p < 0.001$).

This slight decrease shows that adding demographic variables did not improve the model and may have slightly reduced its explanatory power. This indicates that digital literacy in social media use remains the stronger predictor of students' imagination of the future with English. The demographic variables added in Model 2 may have been less relevant, as they are not strongly connected to students' motivation in this aspect. Additionally, the difference between the two models was not statistically significant ($F = 0.683$, $p = 0.686$; $\Delta R^2 = 0.0174$). Overall, these findings suggest that digital literacy in social media use is a consistent and primary predictor of students' imagination of the future with English, reflecting their intrinsic motivation, while demographic factors do not meaningfully contribute to the model.

In addition, the findings show a t-statistic of 7.95 ($p < 0.001$) for effort and commitment in learning English, and a t-statistic of 7.67 ($p < 0.001$) for imagination of the future with English. Since both p-values are below 0.05, these results indicate a statistically significant positive influence of digital literacy in social media use on high school students' intrinsic motivation, both in terms of their effort and commitment in learning English and their imagination of the future with English.

MANOVA Test

Table 11. MANOVA Test

		Value	F	df1	df2	p
Total Digital Literacy in Social Media Use	Pillai's Trace	0.294	45.2	2	217	<0.001
	Wilks' Lambda	0.706	45.2	2	217	<0.001
	Hotelling's Trace	0.417	45.2	2	217	<0.001
	Roy's Largest Root	0.417	45.2	2	217	<0.001

After the regression tests were conducted on each construct of intrinsic motivation, further analysis was performed using Multivariate Analysis of Variance (MANOVA), as presented in Table 11, to examine the simultaneous effect of digital literacy in social media use on the two dimensions of intrinsic motivation. The analysis results showed that all multivariate test statistics were significant. This indicates that digital literacy in social media use has a statistically significant impact on both dimensions of students' intrinsic motivation. This finding is consistent with the results obtained from the previous regression analyses conducted on each dimension individually.

Discussion

After the data were collected and analyzed, this study first examined how students engaged with English on social media as part of their digital literacy practices, particularly through activities such as setting their social media language to English, following English-language accounts, communicating with others or foreigners through social media, which suggests that English is integrated into their daily digital routines. Furthermore, writing captions or posts and making videos in English also demonstrate students' growing confidence in producing content. These findings align with Handayani (2016), who suggested that social media encourages students to create and share digital content, promoting more active learning. Social media enables quick and easy communication while also offering students rich opportunities to engage with English-language content, including educational videos, articles, and online forums (Muftah, 2023; Ramzan et al., 2023).

These platforms allow students to engage with English in ways that suit their individual learning preferences. These patterns illustrate how high school students' use of English on social media reflects their digital literacy in language learning. To answer the research question, "To what extent does digital literacy in social media use impact high school students' intrinsic motivation in EFL learning?", the regression analysis and MANOVA results showed that digital literacy through social media has a significant positive influence on high school students' intrinsic motivation in EFL learning.

The results indicate that students who demonstrate stronger digital literacy through social media use tend to have higher levels of intrinsic motivation to learn English. This finding aligns with research showing that digital literacy skills in using technology for language learning can increase students' learning motivation (Pertwi, 2022). The previous study, which involved university students, emphasized the role of digital literacy in EFL learning, while the present study focuses on high school students and shows that digital literacy through social media specifically supports intrinsic motivation. Both studies highlight the positive contribution of digital literacy to English language learning, albeit in different educational contexts and digital environments.

Moreover, previous research has shown that new media, such as social media, can increase students' motivation and make language learning more engaging and enjoyable (Hasan et al., 2020). Their study highlighted how social media platforms can help students become more confident, participatory, and self-directed in their language learning. Similarly, the present study found that social media use supports intrinsic motivation among high school students, particularly when they have strong digital literacy skills. In addition, other research shows that students' acceptance of social media use in learning is influenced by their attitudes as well as the extent to which they feel connected to the platform (Ananto & Ningsih, 2020).

These studies demonstrate that motivation, especially intrinsic motivation in this study, is a key factor in helping students learn English in a more engaged and self-directed way. Therefore, digital literacy in social media use appears to play a meaningful role in supporting students' intrinsic motivation in EFL learning. The analysis revealed that digital literacy in social media use is positively associated with students' effort and commitment in learning English, reflecting intrinsic motivation as shown in their willingness to invest energy and maintain consistency in language learning. This finding is consistent with research showing that 33% of students learning a foreign language feel motivated by their personal interests when using social media, indicating intrinsic motivation in learning (Maulida et al., 2024).

That study demonstrated that interest-driven engagement through social media supports students' cognitive and emotional involvement, which aligns with the present result that digital literacy in social media use encourages students' effort and commitment in learning English. When students connect their personal interests to learning English, their motivation tends to increase, which can enhance their engagement in independent learning (Lai et al., 2024). These findings relate to the dimension of effort and commitment in learning English, as students demonstrate personal interest and sustained involvement in learning English independently in their daily lives. Thus, meaningful use of social media that reflects digital literacy may be linked to greater levels of effort and commitment in English learning.

In addition to effort and commitment in learning English, digital literacy in social media use also shows a positive association with students' imagination of the future with English, which is part of their intrinsic motivation. This highlights students' motivation to connect their English learning with future goals and aspirations involving the language. Recognizing the long-term benefits of English may further support their sustained motivation throughout the learning process. This finding aligns with the perspective that effective use of social media in English language learning can help individuals advance in global contexts (Yonatan, 2024). Therefore, this condition may relate to how students view English as a valuable investment for their future. Overall, digital literacy in social media use appears to play a meaningful role in supporting students' imagination of the future with English.

The results of this study can be further understood through the framework of Self-Determination Theory by Ryan and Deci (2017) which explains that intrinsic motivation develops when individuals experience autonomy, competence, and relatedness within their learning environment. Through the use of social media, students practice digital literacy by selecting content, managing their own learning, and expressing themselves in English (Yonatan, 2024). These activities support a sense of autonomy and competence, while online interactions contribute to feelings of relatedness with others in digital spaces.

Consequently, students with higher levels of digital literacy tend to exhibit stronger intrinsic motivation in learning English, as their experiences in digital environments may help fulfill these three basic psychological needs. Their effort and

commitment in learning English are supported by the autonomy to manage their own learning, competence in confidently using English, and relatedness through meaningful social engagement on social media platforms. Imagination of the future with English may also reflect how they see English as a means to connect with others and pursue future goals through these platforms. Overall, these findings highlight how digital literacy in social media use may foster motivational experiences that align with Self-Determination Theory.

These results show that digital literacy through social media use should be considered an important part of English language teaching. Teachers can design classroom tasks that connect students' daily digital habits with learning objectives, such as asking students to create short English videos for TikTok or Instagram Reels, write captions in English, or respond to discussion prompts in comment sections. Such activities promote content creation, interaction, and self-expression in English, allowing students to use the language more actively and meaningfully in various contexts. When students can apply their digital skills in class, they often feel more motivated and take greater responsibility for their own learning. Digital tools, particularly social media platforms that support digital literacy, are now recognized as a key component of English language teaching, as they promote active engagement and independent learning in the classroom (Iryna O. Biletska et al., 2021).

These findings can be interpreted within the context of the daily experiences of Indonesian students. Social media is an integral part of their daily routines, and frequent engagement with digital platforms may contribute to the development of their digital literacy skills. In many situations, students encounter English content through entertainment or informal online interactions, which can make the language feel more familiar and accessible. The idea of using English for future goals, such as pursuing further education or career opportunities, is also present in their learning environment and may shape how they view the language. Some learning habits, including persistence and self-direction, can emerge from experiences both inside and outside the classroom. These aspects create a cultural setting where digital literacy and motivation can grow together in the process of learning English.

This study has several limitations. The participants were limited to high school students in the JABODETABEK area, which may not fully represent students from other regions or backgrounds. In addition, the study relied solely on a questionnaire for data collection, which may not capture the depth of students' experiences or the contextual factors that influence their motivation. Future research is encouraged to incorporate qualitative methods, such as interviews or open-ended questions, to gain deeper insights into how students engage with social media in relation to their motivation.

Moreover, further studies could explore the potential risks of excessive or uncritical social media use, such as distraction, reduced attention, or overreliance on non-educational content, particularly among students with high daily screen time. This line of research could offer a more balanced understanding of both the benefits

and challenges of social media use in English learning.

Conclusion

This study examined how digital literacy in social media use influences high school students' intrinsic motivation for learning English as a foreign language (EFL). The regression analysis showed that digital literacy in social media use significantly affects both dimensions of intrinsic motivation: effort and commitment in learning English ($R^2 = 0.221$, $F = 63.24$, $p < 0.001$) and imagination of the future with English ($R^2 = 0.209$, $F = 58.84$, $p < 0.001$). Furthermore, the MANOVA results confirmed a significant simultaneous effect on both constructs ($F = 45.2$, $p < 0.001$). Based on these results, students with higher levels of digital literacy in using social media tend to demonstrate stronger intrinsic motivation in learning English.

The findings suggest that students' digital literacy in using social media strengthens their intrinsic motivation. In this context, digital literacy is not only understood as the ability to use technology, but also as a factor that helps students remain motivated and engaged in the learning process. This is reflected in their active participation in various activities using English on social media platforms. Such practices indicate that applying digital literacy through social media use fosters consistent and self-directed learning. As a result, students become more intrinsically motivated to engage with English in meaningful ways.

While this study has certain limitations, its findings contribute to a better understanding of how digital literacy in social media use supports students' intrinsic motivation in EFL learning. Based on these results, it is recommended that teachers integrate selected social media platforms into English learning activities in ways that strengthen both digital literacy and student motivation.

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