

**CORRELATION BETWEEN INSTAGRAM USE AND  
STUDENTS ENGLISH ACADEMIC  
AT SMKN 1 SAMARINDA**

**THESIS**



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**2025/2026**

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ENGLISH ACADEMIC AT SMKN 1 SAMARINDA

THESIS

Submitted in fulfilment of requirements for the Bachelor degree of English  
Language Education Department

Faculty of Teacher Training and Education

University of Widya Gama Mahakam



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**PAGE OF APPROVAL**

**THESIS**

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ENGLISH ACADEMIC AT SMKN 1 SAMARINDA**

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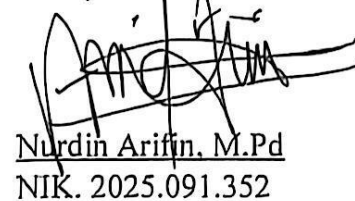
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## **CURRICULUM VITAE**



Introduce, the researcher, Yoga Rifai Pratama, was born in Samarinda on September 13<sup>th</sup>, 2002. He completed his elementary education at SDN 012 Samarinda in 2014, and continued his study at SMPN 037 Samarinda and graduated in 2017, then he pursued his secondary education at SMKN 7 Samarinda where he graduated in 2020.

In 2020, he enrolled in the English Language Education Program, Faculty of Teacher Training and Education, Widya Gama University, Samarinda.

As a part of his academic requirement, the researcher conducted a study entitled “The Correlation between Instagram Use and Students’ English Academic At Smkn 1 Samarinda.” The study aimed to investigate whether there was a significant relationship between students’ use of Instagram and their achievement in learning English.

## DECLARATION OF AUTHORSHIP

I, the undersigned below:

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Hereby declare that the personal data I have submitted to the University is true and correct. If in the future it is discovered that the personal data I have provided is not correct, I am willing to accept all consequences and sanctions in accordance with the regulations of the University.

This declaration statement is made truthfully for proper use.

Samarinda, March 5th, 2026



Yoga Rifai Pratama

## ABSTRACT

Pratama, Yoga Rifai. 2026. Correlation Between Instagram Use and Its Effect on Students' English Academic Achievement. Unpublished Thesis. English Language Education Department, Faculty of Teacher Training and Education, University of Widya Gama Mahakam Samarinda. Advisors: (I) Dr. Arbain, M.Pd (II) Dr. Abdul Rohman, M.Pd.

Instagram is widely used in the digital era and has become an integral part of students' daily lives. When utilized appropriately, it can support learning by providing access to authentic materials and encouraging independent learning. This study aimed to examine the correlation between Instagram use and students' English academic achievement.

This research employed a quantitative correlational design, with Instagram use as the independent variable (X) and students' achievement as the dependent variable (Y). Data were collected through a Google Form questionnaire and students' final English scores. The findings revealed a strong and significant positive correlation between the variables, with a correlation coefficient of  $r = 0.681$ . Since the obtained value exceeded the  $r$  table ( $0.681 > 0.239$ ), the alternative hypothesis ( $H_a$ ) was accepted. Furthermore, the coefficient of determination ( $r^2$ ) showed that Instagram use contributed 46.38% to students' English achievement, while 53.62% was influenced by other factors.

In conclusion, Instagram can serve as an effective supporting medium for enhancing students' English learning when used appropriately.

**Keywords:** *Instagram Use, Academic Achievement, Students, Correlation*

## **PREFACE**

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Samarinda, 26<sup>th</sup> February 2026

Yoga Rifai Pratama  
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## LIST OF CONTENT

PAGE OF TITLE.....	i
PAGE OF APPROVAL .....	ii
CURRICULUM VITAE .....	iii
DECLARATION OF AUTHORSHIP.....	iv
ABSTRACT .....	v
PREFACE .....	vi
CHAPTER I .....	1
INTRODUCTION .....	1
1.1 Background of Study .....	1
1.2 Research Questions .....	2
1.3 Research Objectives .....	2
1.4 Theoretical and Practical Significances .....	2
1.4.1 Theoretical .....	2
1.4.2 Practical Significance.....	2
1.5 Scopes and Limitation.....	3
1.5.1 Scope of the Study: .....	3
1.5.2 Limitations of the Study:.....	4
1.6 Operational Definition of Key Terms .....	5
1.7 Hypothesis .....	6
CHAPTER II.....	7
REVIEW OF LITERATURE.....	7
2.1 The Importance of Instagram in Academic Achievement.....	7
2.2 Student Achievement .....	8
2.3 Relationship Between Instagram and English Learning Achievement .....	9

2.4	Function of Instagram on Student Achievement .....	10
2.5	Some Previous Research .....	12
CHAPTER III RESEARCH METHOD .....		15
3.1	Research Design .....	15
3.2	Location and Time of the Research .....	16
3.3	Population.....	16
3.4	Sample.....	16
3.5	Research Instrument.....	17
3.6	Technique of Collecting Data.....	19
3.6.1	Questionnaire.....	19
3.6.2	Documentation (Students' English Scores Record).....	20
3.7	Technique of Analyzing the Data .....	21
3.7.1	Validity Test .....	22
3.7.2	Reliability Test .....	22
3.8	Hypothesis Testing.....	24
CHAPTER IV.....		25
RESEARCH FINDINGS AND DISCUSSIONS .....		25
4.1	Description of Research Finding .....	25
4.1.1	Data of Instagram Use (Variable X) .....	25
4.1.2	Data of English Achievement (Variable Y) .....	30
4.1.3	Hypothesis Testing.....	33
4.2	Discussion .....	38
CHAPTER V.....		40
CONCLUSION AND SUGGESTION .....		40
5.1	Conclusion.....	40

5.2 Suggestion .....	40
REFERENCES .....	41
APPENDIX 1 .....	45
APPENDIX 2.....	45
APPENDIX 3.....	46
APPENDIX 5.....	46
APPENDIX 6.....	47
APPENDIX 7.....	48
APPENDIX 8.....	49
APPENDIX 9.....	50
APPENDIX 10.....	51
APPENDIX 11.....	53

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of Study

Instagram refers to online platforms that allow users to create, share, and exchange content, as well as build connections with others. It has become one of the most influential communication tools in the digital era and an integral part of daily life, especially among students. When used positively, Instagram can support learning by providing access to information and enhancing academic performance.

Various types of Instagram platforms, such as blogs, wikis, social networking sites, and media-sharing platforms, offer educational benefits. These platforms enable students to access learning materials, follow educational content, and engage with informative resources. As a result, Instagram plays an important role in supporting the learning process by providing flexible and accessible opportunities for knowledge acquisition beyond the classroom.

In the context of education, Instagram can serve as an effective medium for improving academic achievement through interactive and engaging content such as videos, infographics, and discussions. However, its use must be managed carefully, as it may also lead to distractions. Therefore, proper guidance and digital literacy are essential to ensure that Instagram is used productively. When integrated appropriately, it can promote active learning, creativity, and independent study, ultimately contributing to students' academic success.

## **1.2 Research Questions**

Based on the background of the study described above, several issues arise as follows:

Is there a correlation between Instagram usage and students' academic achievement in learning English?

## **1.3 Research Objectives**

To investigate the correlation between Instagram usage and the academic achievement of students in learning English.

## **1.4 Theoretical and Practical Significances**

### **1.4.1 Theoretical**

This study contributes to the existing body of knowledge on the impact of Instagram on student achievement, particularly in the context of English language learning. By examining the correlation between Instagram and academic performance. The findings may also help refine theoretical frameworks related to student engagement and learning effectiveness.

### **1.4.2 Practical Significance**

The results of this study will be beneficial for various stakeholders, including:

- a. Educators: This research will assist teachers in designing more effective Instagram that maximize learning without causing undue stress.

- b. Students: Understanding the impact of Instagram on academic achievement may encourage students to develop better study habits and time management skills.

## **1.5 Scopes and Limitation**

### **1.5.1 Scope of the Study:**

This study aims to examine the relationship between Instagram and the academic achievement of students in the SMKN 1 Samarinda. The study will focus on the following areas:

- a. Instagram Variables: The independent variable is Instagram use, which in this study focuses specifically on Instagram. The aspects examined include time spent on Instagram, frequency of access, and the purpose of usage (educational or non-educational). The dependent variable is academic achievement, represented by students' final English examination subject scores.
- b. Student Achievement: Academic achievement will be measured through the students' final English examination subject scores as recorded in the school's official records. These scores serve as an indicator of students' performance and achievement in learning English.
- c. Participants: The study will target students from SMKN 1 Samarinda who are currently enrolled in English-related courses. The participants will be selected from different grade levels to ensure a diverse representation of academic levels.

- d. **Data Collection:** Data will be collected using questionnaires distributed via Google Forms, asking about students' Instagram usage habits, frequency of access, and purposes of usage. Academic performance data will be obtained from official school records.
- e. **Statistical Analysis:** The data will be analyzed using the Pearson Product-Moment Correlation technique to examine the relationship between Instagram usage and students' academic achievement in learning English.

### **1.5.2 Limitations of the Study:**

While this study provides valuable insights into the role of Instagram in academic achievement, there are certain limitations that must be acknowledged:

- a. **Generalizability:** The findings are specific to students of SMKN 1 Samarinda and may not be applicable to students from other schools or regions.
- b. **External Factors:** Other factors influencing academic performance, such as socioeconomic background, parental involvement, learning environment, and study habits, are not extensively analyzed in this study
- c. **Technological Changes:** The rapid evolution of Instagram features and changes in Instagram trends may affect the results, making long-term generalization challenging.

## 1.6 Operational Definition of Key Terms

- a. **Instagram Use** : Instagram use refers to the activity of students engaging with digital platforms such as Google, Facebook, Instagram, Twitter, TikTok, and YouTube. In this study, Instagram use specifically refers to students' use of Instagram. This includes the frequency, duration, and purpose of usage, whether for academic or non-academic purposes.
- b. **Academic Achievement** : Academic achievement refers to the measurable performance of students in their academic studies, typically represented by their Grade Point Average. It reflects their level of success in completing coursework and assessments.
- c. **Students** : In this study, “students” refers to active learners enrolled at SMKN 1 Samarinda during the academic year in which the research is conducted and who regularly attend English classes. They are the subjects of this study, and their academic performance is analyzed in relation to their Instagram usage.
- d. **Correlation** : Correlation in this study refers to the statistical relationship between Instagram use and academic achievement. It examines whether an increase or decrease in Instagram usage affects students' academic achievement refers to students' final English examination subject scores score obtained from the most recent semester record.

## **1.7 Hypothesis**

$H_0$  (Null Hypothesis): There is no significant correlation between Instagram use and students' English academic achievement.

$H_1$  (Alternative Hypothesis): There is a significant correlation between Instagram use and students' English academic achievement.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 The Importance of Instagram in Academic Achievement**

Instagram plays a crucial role in education by providing broad access to information, enhancing interaction and collaboration, and enabling flexible learning experiences. Additionally, it fosters students' creativity and helps them develop relevant digital skills. To maximize its benefits, it is essential to choose the right platform, create engaging content, and offer guidance to ensure students use Instagram wisely and productively in their learning process.

The key to success lies in well-planned integration, teacher guidance, students' digital literacy, parental involvement, and clear school policies. With responsible and strategic use, Instagram can serve as a valuable tool in creating more engaging and effective learning experiences. According to Sitamraju (2018), Instagram has a dominant influence on human life, as it significantly impacts how news is disseminated and how events are shared on these platforms. Furthermore, Siddiqui and Singh (2016) argue that with technological advancements, Instagram has become an integral part of daily life, not only for adults but also for children, including students. This widespread usage highlights the growing dependence on Instagram as a communication and learning tool, making it increasingly relevant in modern education.

## 2.2 Student Achievement

Student achievement refers to a student's academic success, measured through assessments, grades, and overall performance. It is influenced by factors such as cognitive abilities, motivation, teaching methods, social interactions, and technology, including Instagram. In the context of "Correlation Between Instagram Use and Academic Achievement," it examines how Instagram impacts learning, either as a tool for enhancement or a distraction. In conclusion, student achievement depends on multiple factors. Educators and parents play a crucial role in creating a supportive learning environment, using diverse assessments, and focusing on both academic and social-emotional development.

Achieving optimal academic success is influenced by several key factors, including the learning environment and personal lifestyle. A well-supported learning environment, whether at home or in school, plays a vital role in shaping the quality of education students receive. Elements such as strong family support, access to sufficient learning resources, and positive interactions with teachers and peers help enhance students' motivation and dedication to their studies. When these factors work together effectively, they create an environment that fosters concentration, active participation in learning, and improved academic performance (Patty et al., 2017).

Student achievement is closely tied to the student's engagement with academic content, the development of self-regulation skills, and the ability to

focus on long-term goals. The consistent practice and effort students put into their academic endeavors are key drivers of their academic success.

### **2.3 Relationship Between Instagram and English Learning Achievement**

Morceau (2016) highlights the significant benefits of Instagram, particularly its ability to connect people, enable instant communication, provide real-time news, and enhance user comfort. This implies a correlation between Instagram usage and student achievement, considering the benefits of Instagram in enhancing students' English skills. One of its greatest advantages is its capacity to bridge distances, allowing individuals to interact effortlessly regardless of their location. Whether someone is in the same country, on the other side of the world, or in an unfamiliar place, Instagram makes it possible to establish and maintain connections. Additionally, it facilitates seamless and instantaneous communication through platforms like Facebook, WhatsApp, and Instagram, enabling users to stay in touch anytime and anywhere without the limitations of time or distance.

Instagram has had a positive impact on education, particularly in learning English. This platform attracts young generations, especially university students, by allowing them to share important moments, express their thoughts, and exchange opinions and beliefs with family, friends, colleagues, and even others easily and quickly (Akbari, 2012). Moreover, Instagram plays a crucial role in students' academic lives by providing easy access to information and facilitating seamless communication, enabling them to connect and collaborate

more comfortably. The relationship between Instagram and student achievement can be positive if utilized effectively, as its use can contribute to improving students' English skills in various ways related to Instagram engagement.

Moreover, according to Julius et al. (2021) indicates a significant relationship between Instagram usage and achievement motivation, where increased use of Instagram can enhance learning motivation. Instagram not only serves as a means of communication and entertainment but also contributes to improving students' English language skills. With broad access to learning resources such as educational videos, discussion forums, and interactions with native speakers, students can develop their reading, writing, listening, and speaking skills. The more actively they utilize Instagram for academic purposes, the greater their potential for improving their English learning achievement.

#### **2.4 Function of Instagram on Student Achievement**

Instagram plays a vital role in enhancing student achievement by providing easy access to educational resources, facilitating communication, and encouraging collaboration. It allows students to engage in discussions, share study materials, and work on group projects efficiently. Additionally, Instagram increases motivation and engagement by offering interactive learning experiences that make studying more enjoyable. Moreover, it serves as a platform for self-expression and knowledge sharing, helping students develop critical thinking skills. Instagram also enables flexible and self-paced learning,

allowing students to access educational content anytime. Furthermore, it supports language learning and skill development through various multimedia and interactive too.

According to Dawson (2008) also identifies various benefits of using social networks in the academic environment. Social networks are widespread, easily accessible, and free, allowing students to utilize them without straining the university budget. By leveraging social networks, students can continue participating in both academic and non-academic activities effectively. Additionally, social networks contribute to improving communication skills, expanding participation, and strengthening social engagement.

Furthermore, the use of Instagram in academic settings can help enhance academic achievement in several ways. Digital platforms enable students to engage in discussions, share learning materials, and collaborate on assignments and projects more efficiently. With access to a broader learning community, students can exchange information, gain insights from diverse perspectives, and receive better academic support. Moreover, increased interaction with instructors and peers through Instagram can enhance concept comprehension, accelerate feedback, and motivate students to be more active in the learning process.

Instagram platforms like Wikipedia and blogs foster investigative and collaborative learning among higher education students by providing open access to interactive and community-driven discussions (Dale & Pymm, 2009).

These platforms encourage active participation through features such as discussion forums, comments, and collaborative content creation, making learning more engaging and dynamic. By sharing and publishing educational materials, students and teachers can enhance conceptual understanding while exchanging ideas and insights. Additionally, presenting their work to a broader audience via blogs, wikis, or podcasts allows students to explore new perspectives, refine their understanding through reflection and constructive feedback, and develop essential skills such as critical thinking, analytical reasoning, and academic communication. Ultimately, the integration of Instagram into education not only enhances student engagement but also fosters creativity, motivation, and overall academic success.

## **2.5 Some Previous Research**

Over the years, numerous studies have examined the impact of Instagram on students' academic performance, revealing both positive and negative effects. Several factors influence this relationship, including the duration of social networking site usage and the time of day students engage with these platforms the most. In the following section, the researcher explore previous research findings that investigate the connection between Instagram and student achievement.

A study by Tasir et al. (2011, p.70-71) titled *Students' Perception towards the Use of Social Networking as an E-Learning Platform* examined the skills required for the effective use of social networking tools in education. The

findings indicated that while students had a moderately positive perception of the current e-learning system, they strongly supported the use of Instagram as an alternative learning platform. Additionally, students recognized the importance of developing the necessary skills to utilize social networking tools effectively.

The study also found that students' fields of study did not have a significant impact on their perceptions of e-learning or their ability to use Instagram platforms. However, there was a notable difference between male and female students, with female students demonstrating higher levels of skill and readiness in using social networking tools compared to their male counterparts. Ultimately, the study concluded that students preferred Instagram as an e-learning platform due to its more interactive features compared to traditional e-learning systems. This research employed a quantitative approach using a survey questionnaire, with 234 final-year students randomly selected from a total population of 600 students at a university in Malaysia.

Another Previous studies by (Sari, R.F. 2018). The Influence of Instagram Sites toward Students' English Language Skills. This study aimed to identify the most commonly used Instagram platforms that influence students' English language skills and to assess the extent of their impact. The research employed a survey-based quantitative approach, with a total sample of 55 students from the English Education Study Program at IAIN Palangka Raya during the 2015–2017 academic years. Data was collected through questionnaires and analyzed using SPSS Program 16.0. This study shows that YouTube has the greatest

influence on students' English language skills (74.5%), particularly in listening and speaking ( $X = 4.46$ ). Instagram has a stronger impact on reading ( $X = 3.92$ ) and writing ( $X = 3.36$ ), while Facebook affects writing ( $X = 3.67$ ) and reading ( $X = 3.63$ ). Overall, students are interested in integrating Instagram into English learning ( $X = 3.89$ ), with positive effects ( $X = 4.3$ ) outweighing negative effects ( $X = 3.19$ ). This proves that Instagram has a more positive impact on students' English language skills.

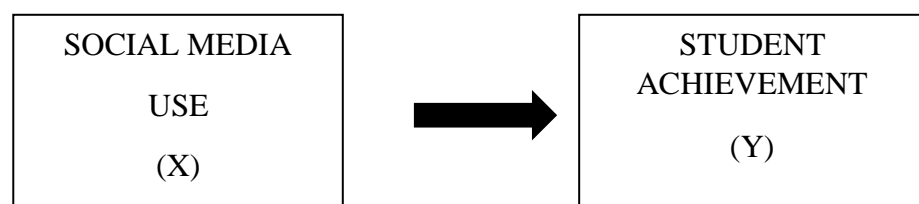
And Lastly Previous studies by (Bhandarkar et al., 2021) with title Impact of Instagram on the academic performance of undergraduate medical students. aimed to examine the correlation between Instagram use and academic performance among 400 medical students over three months. The findings revealed that 41.5% of students used Instagram for up to three hours daily, with WhatsApp (98.25%) and YouTube (91.75%) being the most commonly used platforms. While many students utilized Instagram for academic purposes, female students outperformed their male counterparts, and lower-performing students tended to use Instagram more frequently. The study identified a weak negative correlation between academic performance and Instagram use, as well as a strong positive correlation with Instagram addiction, concluding that Instagram have a negatively impacts to academic performance of medical students.

## CHAPTER III RESEARCH METHOD

### 3.1 Research Design

This study employed a quantitative research design with a correlational approach. According to Creswell (2012), "Correlational research is a statistical test used to determine the tendency or pattern of two (or more) variables or sets of data to change consistently." In other words, the researcher applied a correlation statistical test to describe and measure the extent of the relationship between two variables or sets of scores.

This research involved two variables: variable X and variable Y. Variable X refers to students' use of Instagram in learning activities, including frequency, purpose, and type of Instagram platforms used. Variable Y represents students' English learning achievement, measured through students' final English examination scores. This study examined whether there was a statistical correlation between the independent variable and the dependent variable. The following diagram illustrates the research design:



Source: Creswell (2012.p 341)

### **3.2 Location and Time of the Research**

This research conducted at SMKN 1 Samarinda, located at Jl. Pahlawan No. 4, Samarinda City, East Kalimantan, Indonesia. The research is planned to take place during the second semester of the 2024/2025 academic year. The research would be carried out in September 2025.

### **3.3 Population**

According to Sugiyono (2013), population refers to a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and from which conclusions are drawn. The population of this study consists of all eleventh-grade students of the Accounting and Institutional Finance Department (AKL) at SMKN 1 Samarinda. The department comprises three classes (AKL 1, AKL 2, and AKL 3) with a total of 107 students.

### **3.4 Sample**

According to Arikunto (2006:109), a sample refers to a group of individuals selected for a study who are considered to represent a larger population. Meanwhile, Setiyadi (2006:38) states that a sample consists of individuals who provide the necessary data for the research. This shows that the individuals selected as a sample not only act as representatives of the population but also serve as the main source of data collection.

The sampling technique used in this research was purposive sampling, which is a technique of selecting samples based on specific considerations relevant to the research objectives (Creswell, 2014). The researcher determined

students of grade XI AKL as the subjects of the study because they were considered appropriate and relevant to the variables being investigated.

Out of 107 distributed questionnaires, 68 students (63.6%) returned fully completed questionnaires, resulting in a final research sample of 68 respondents. A response rate of 63.6% is considered good for educational research (Sekaran & Bougie, 2016) and is adequate for conducting Pearson correlation analysis, as the minimum required sample size to detect a medium effect ( $r \geq 0.25$ ) is 55 respondents (Faul et al., 2007). The obtained response rate indicates sufficient population representation for subsequent statistical analysis.

### 3.5 Research Instrument

In quantitative research, the research instrument plays a crucial role as a means of gathering data. An appropriate instrument enables the researcher to obtain systematic and measurable information required to address the objectives of the study (Kasmadi & Sunariah, 2013).

#### 3.5 Research Instrument Blueprint

No.	Variable	Indicator	Instrument	Scale
1.	Independent Variable (X): Students' Use of Instagram in Learning Activities	Students	Questionnaire	Questionnaire Sheet (20 items, Likert Scale 1–5)

2.	Dependent Variable (Y): Students' English Learning Achievement	Teacher	Documentation	students official records
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### 3.5 (Variable X)

No.	Indicator	Item Numbers	Favorable Items	Unfavorable Items	Number of item
1.	Frequency of Instagram Use	1, 2, 20	1	2, 20	3
2.	Purpose of Instagram Use	3, 4, 5, 6	4, 5	3, 6	4
3.	Engagement in English Learning Activities	8, 9, 10, 11	8, 9	10, 11	4
4.	Perceived Contribution to English Learning	7, 12, 13, 14, 15, 16, 17, 18, 19	12, 15, 18	7, 13, 14, 16, 17, 19	9

### 3.5 (Variable Y)

Variable	Indicator	Instrument	Data Type	Scale
English Learning Achievement	Students' academic performance in English	performance in English Students' English Final Examination Scores	Documentation	Ratio

### 3.6 Technique of Collecting Data

Technique of collecting data is a way that used by the researcher to get the data (Arikunto, 2002:136) There were two kinds of techniques used for collecting the data. They were:

#### 3.6.1 Questionnaire

As stated by Brown (2015), a questionnaire refers to any written Instrument to present a number of questions or statements to participants, allowing them to respond either by writing their answers or by choosing from predetermined responses. In this study, the questionnaire was used to measure students' Instagram use in learning English. The items were developed based on the indicators of Instagram usage, such as frequency of use, purpose of use, type of platform, and its perceived impact on learning English. The questionnaire was distributed to 107 students, and 68 students voluntarily completed it. The

instrument consisted of 30 statements and was structured to gather respondents' perspectives using the Likert scale as shown below:

### 3.6.1 Answer Choice Scores Favorabel Items

SCORE	CATEGORY
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

### 3.6.2 Documentation (Students' English Scores Record)

According to Hartono (2008), documentation is the process of gathering data from written sources such as books, documents, and journals. In this research, the method, involved collecting students official records from teachers or school administration, particularly the students' average English scores from the most recent semester. The students' scores also used as one of the instruments in this research. These data serve to provide an (Hasnain, 2015, August) objective overview of the students' academic achievement and act as a benchmark in analyzing the relationship between Instagram use and learning performance. The use of documentation ensured that the academic performance data were valid, reliable, and free from respondent bias, as they were sourced from official school records. This method helped assess various aspects of students' academic performance, including their understanding and application of English concepts.

### 3.7 Technique of Analyzing the Data

After the data had been successfully collected, the researcher proceeded to analyze the data using an appropriate data analysis technique. This step was carried out to ensure that the data could be interpreted accurately and systematically. The purpose of the analysis was to examine the extent of the influence of social media usage on students' academic achievement at SMKN 1 Samarinda. Through this process, the researcher aimed to identify whether there was a significant relationship between the variables under study. The data analysis was conducted using a statistical approach, specifically by applying the Pearson Product-Moment correlation formula. This method was used to measure the strength and direction of the relationship between the independent and dependent variables:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Description:

$$x = X - \bar{X}$$

$$y = Y - \bar{Y}$$

$\bar{X}$  = the mean score of variable X

$\bar{Y}$  = the mean score of variable Y

### **3.7.1 Validity Test**

Before using a test, researchers need to ensure that the instrument is valid by applying certain criteria. Validity refers to whether an instrument truly measures what it is intended to measure. An instrument that demonstrates a high level of accuracy can be considered valid. According to Arifin (2009), validity helps ensure that the results obtained from the instrument are trustworthy.

The level of validity can be measured using the Pearson Product-Moment Correlation. An item is considered valid if the calculated  $r$  value ( $r$  count) is higher than the table  $r$  value ( $r$  table) at a significance level of 0.05. To understand whether the correlation coefficient is high or low, the guideline provided by Arifin (2009) can be used.

In this study, the validity of the instrument was tested by distributing a questionnaire consisting of 30 items to 40 respondents. The results of the validity test showed that out of 30 items, 20 items met the validity criteria ( $r$  count  $>$  0.312). The calculations of  $r$  values were performed using Microsoft Excel and SPSS version 25.

### **3.7.2 Reliability Test**

According to Brown (2004), reliability is related to the accuracy of measurement. This accuracy is reflected in obtaining relatively consistent results when the measurement is repeated at different times, with different instruments, or by different people. The characteristic of reliability is often referred to as consistency. To determine whether the research instrument is

reliable or not, the researcher used SPSS version 25. The reliability test results are presented through the Cronbach's Alpha value, with the criteria for the level of internal consistency as follows:

### 3.7.2 Interpretation of the Product-Moment Correlation Coefficient (r)

<b>Cronbach Alpha</b>	<b>Internal Consistency</b>
0.90-0.100	Very Highly Reliable
0.80–0.89	Highly Reliable
0.70–0.79	Reliable
0.60–0.69	Marginally/Minimally Reliable
0.50-0.59	Unacceptably Low Reliability

Based on the criteria presented in the table, a research instrument can be considered reliable if the Cronbach's Alpha value reaches at least 0.70. A coefficient ranging from 0.80 to 0.90 indicates that the instrument is highly reliable, while a value greater than 0.90 shows that the instrument has a very high level of reliability. The reliability of the research instruments was assessed using Cronbach's Alpha. An instrument is considered reliable if the Cronbach's Alpha value is  $\geq 0.60$ . The results, calculated using Microsoft Excel and SPSS, showed that the Cronbach's Alpha for the knowledge instrument was 0.927 and for the attitude instrument was 0.864, indicating very high and high reliability, respectively. Therefore, these instruments can be used validly in this study.

### 3.8 Hypothesis Testing

$H_0$  : Tidak terdapat korelasi yang signifikan antara penggunaan media sosial (*Instagram use*) dengan prestasi akademik siswa dalam belajar Bahasa Inggris (*students' English academic achievement*).

$H_1$  : Terdapat korelasi yang signifikan antara penggunaan media sosial (*Instagram use*) dengan prestasi akademik siswa dalam belajar Bahasa Inggris (*students' English academic achievement*).

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **4.1 Description of Research Finding**

This chapter presents the data description and the results of statistical analysis conducted to answer the research questions. The study involves two variables, namely Instagram use (Variable X) and students' English academic achievement (Variable Y). The following sections describe the findings obtained from the distributed questionnaires and students' final English examination subject scores.

##### **4.1.1 Data of Instagram Use (Variable X)**

Data on students' Instagram use were obtained after calculating the questionnaire scores distributed to 68 respondents. The scores were determined based on the responses given by the students. Each item in the questionnaire used a five-point Likert scale consisting of five alternative responses.

The scoring system for favorable (positive) items was assigned as follows:

1. Strongly Agree (SA) was given a score of 5
2. Agree (A) was given a score of 4
3. Neutral (N) was given a score of 3
4. Disagree (D) was given a score of 2

5. Strongly Disagree (SD) was given a score of 1

Meanwhile, for unfavorable (negative) items, the scoring was reversed to maintain consistency in data interpretation. The scoring was assigned as follows:

1. Strongly Agree (SA) was given a score of 1
2. Agree (A) was given a score of 2
3. Neutral (N) was given a score of 3
4. Disagree (D) was given a score of 4
5. Strongly Disagree (SD) was given a score of 5

The reverse scoring of unfavorable items was conducted to ensure that higher scores consistently reflected a higher level of Instagram use.

**Table 4.1 Descriptive Statistics of Instagram Use**

No	Questionnaire Score																				TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
2	3	3	4	2	4	3	3	5	2	4	4	4	1	2	3	4	4	4	2	3	64
3	4	3	2	1	1	3	2	4	2	3	3	4	2	3	4	3	1	3	3	3	54
4	4	4	4	2	2	4	4	4	4	2	2	4	4	4	4	2	2	4	4	4	68
5	3	4	4	2	2	4	4	4	4	2	2	4	4	4	4	2	2	4	4	4	67
6	5	2	2	1	1	3	2	4	3	4	4	4	2	2	4	4	4	4	2	2	59
7	4	3	3	2	2	3	3	4	3	5	5	5	2	2	4	4	4	4	2	3	67
8	3	4	3	3	3	3	4	3	2	2	3	4	2	3	3	2	2	3	4	4	60
9	4	3	4	1	2	4	2	4	3	4	4	5	1	2	4	4	3	5	4	4	67
10	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
11	3	4	2	1	3	3	2	4	4	4	4	3	2	1	3	4	3	4	3	4	61
12	3	3	3	2	3	3	3	3	2	3	4	4	3	3	3	4	4	3	2	3	61
13	3	4	4	2	2	3	3	4	4	4	3	4	1	1	5	5	5	5	1	3	66
14	5	1	1	1	1	1	1	5	5	5	5	5	1	1	5	5	5	5	5	1	64
15	3	2	1	3	3	2	3	4	3	5	3	3	1	3	3	3	3	3	3	3	57
16	4	2	3	3	2	3	2	3	2	4	4	4	2	2	4	4	4	4	2	2	60
17	1	5	4	4	5	4	3	2	2	3	4	4	1	2	4	4	5	3	3	4	67
18	3	2	3	3	2	3	2	3	1	3	3	3	2	2	4	3	4	4	2	2	54
19	4	3	3	2	2	3	2	3	4	4	4	5	2	4	3	4	4	3	3	3	65
20	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
21	4	3	3	3	3	4	4	4	3	2	2	3	4	4	4	3	3	3	3	3	64
22	3	3	3	3	2	3	3	4	3	4	4	4	2	4	4	4	4	4	4	3	54
23	3	3	4	2	3	4	3	5	3	5	5	4	1	3	4	3	3	4	3	4	68
24	3	4	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	67
25	4	2	3	3	2	3	3	4	3	4	4	4	3	3	4	4	4	5	3	2	59
26	3	3	3	3	3	4	3	5	2	4	3	4	2	4	4	4	3	4	2	4	67
27	3	3	3	3	3	3	3	3	3	3	3	4	2	3	4	4	3	4	3	3	60
28	4	2	3	2	2	3	5	4	4	1	1	4	5	4	4	1	4	4	4	3	67

29	3	4	4	3	2	4	3	3	3	3	3	4	2	2	4	3	2	4	2	4	60
30	3	2	4	2	2	3	2	3	1	3	2	4	2	3	3	4	3	3	3	4	61
31	3	2	2	2	2	2	2	4	2	4	2	4	2	2	4	4	4	4	2	4	61
32	3	2	4	2	2	3	3	4	1	4	2	4	2	3	4	4	3	4	4	3	66
33	5	2	2	1	1	2	2	4	4	4	4	5	2	2	5	4	4	5	2	4	64
34	3	1	1	3	3	1	1	3	3	5	3	3	1	1	3	5	5	3	1	1	57
35	5	3	3	1	1	3	3	5	3	3	3	5	3	3	5	4	1	5	3	3	60
36	4	4	3	3	2	2	3	3	3	3	4	5	3	4	3	3	3	5	2	3	67
37	4	4	3	3	2	2	3	3	3	3	4	5	3	4	3	3	3	5	2	3	54
38	3	3	4	3	3	4	3	4	3	4	3	4	3	2	3	4	4	3	3	3	65
39	3	2	3	1	2	3	2	3	3	3	5	5	1	2	5	5	4	2	1	1	60
40	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	64
41	4	2	3	3	2	2	2	4	4	4	4	4	2	3	3	3	3	4	3	3	54
42	4	2	4	3	3	3	3	3	3	3	3	3	2	2	3	3	3	4	3	3	60
43	4	2	3	1	1	3	2	4	4	5	4	5	2	2	5	4	3	5	2	3	64
44	5	5	5	1	1	5	5	5	4	1	1	5	1	1	4	5	5	5	5	5	74
45	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
46	4	3	3	4	3	3	2	3	3	4	3	3	1	4	3	4	4	4	3	2	68
47	4	3	3	3	3	3	3	4	3	4	4	4	2	2	3	4	4	3	2	3	62
48	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	64
49	4	4	5	1	2	4	4	5	4	4	4	5	3	4	5	4	4	5	2	3	65
50	4	3	4	2	4	4	2	4	2	4	4	2	1	2	4	5	5	4	2	3	63
51	3	4	4	3	2	3	3	3	2	3	2	3	4	4	2	3	2	3	4	4	60
52	2	2	3	2	2	3	3	2	2	4	3	4	1	3	3	4	4	3	3	4	59
53	4	3	3	1	1	3	1	4	5	1	1	4	4	5	5	4	5	4	4	4	64
54	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	61
55	3	2	3	4	3	2	3	4	3	4	4	1	3	3	3	4	4	2	2	3	72
56	4	4	4	2	2	4	4	4	4	2	2	4	4	4	4	2	2	4	4	4	67
57	4	1	3	2	2	3	2	4	3	4	4	5	2	2	4	4	3	4	2	4	73
58	4	3	2	2	2	2	2	4	3	5	3	4	2	3	4	5	4	5	3	2	61

59	3	3	3	2	2	3	3	3	3	4	4	5	2	2	5	4	4	5	2	3	65
60	4	3	4	3	4	4	4	2	2	3	3	3	3	3	3	3	3	3	3	3	63
61	3	3	3	3	1	4	3	5	3	1	3	3	5	3	2	3	3	4	2	3	60
62	4	2	2	1	1	2	2	5	3	5	3	5	1	1	5	5	5	5	1	1	59
63	3	3	3	3	3	3	3	4	3	3	3	4	3	3	4	3	3	4	3	3	64
64	3	4	3	2	2	3	3	3	3	4	3	2	3	3	4	3	3	3	4	3	61
65	4	4	4	2	2	3	4	4	3	4	4	2	3	4	4	4	4	5	4	4	72
66	4	2	4	3	2	4	1	4	4	5	5	4	2	2	5	4	4	3	2	3	67
67	5	4	3	1	1	3	3	5	5	5	2	5	1	4	5	4	4	5	5	3	73
68	3	3	3	2	4	4	3	3	4	3	3	4	3	3	2	2	3	3	3	3	61

#### 4.1.2 Data of English Achievement (Variable Y)

The data were obtained from 68 students of Eleventh grade consisting of three classes: XI AKL 1, XI AKL 2, and XI AKL 3. These scores represent the students' overall performance in English during the academic year:

##### 4.1.2 11 AKL 1

Number	Name	Final Semester Grade
1.	Adlin Adelina	85
2.	Aisa Najla	90
3.	Aisyiyah Mutiara Hikmah	80
4.	Aliya Fratiwi Octafiani	87
5.	Andini Citra Syaharani	90
6.	Andreas Juan	85
7.	Annisa Lailun Nisfi	80
8.	Antung Syafira Al-Zahra	90
9.	Arsita Indriani	90
10.	Aulia Nanda Setiani	90
11.	Azka Aprila Taliyah	80
12.	Clara Selvira Oktavia	85
13.	Dewi Riantika	85
14.	Ence Jenny Kalina Wardani	88
15.	Erine Zalfa Anindya	88
16.	Fajar Faraby Fauzan	76
17.	Huuriyah Zahraa Sahiraa	80
18.	Lyra Danica Ramadani	85
19.	Marcellya Aura Dimitry	85
20.	Meisya Nur Devika	80

21.	Nur Aulia	90
22.	Rama Putra Rahmad	78
23.	Syafira Anandya Salsabila	95
24.	Tessa Sulisty	90
25.	Zahrotul Jannah	88

#### 4.1.2 11 AKL 2

Number	Name	Final Semester Grade
1.	Anisa Arum Octafiana	85
2.	Annisa Rahmadhani Putri	90
3.	Anita Dayana	85
4.	Chelsea Shinta Yeri	83
5.	Dhika Aditya	85
6.	Ermalis	90
7.	Jihan Budi Maulida	90
8.	Kezia Carolina Talela	90
9.	Keisya Alvira Setiawan	88
10.	Nadien Fitria Yasmin	87
11.	Novia Raudhatul Askia	80
12.	Nur Zahra Rabaniah	85
13.	Rizky Raditya Pratama	80
14.	Salwa Afifah Ayuk	85
15.	Salwa Anjani	87
16.	Shafira Aulia Andraini	87
17.	Syafa Nabila Y	90
18.	Syasya Aprilia	85
19.	Syasya Aura Meiliyana	90
20.	Talitha Afifah	85

### 4.1.2 11 AKL 3

Number	Name	Final Semester Grade
1.	Adelia Oktavia Azzahra	84
2.	Adelina Nafisa	88
3.	Amanda Keyla Zafirab	85
4.	Aprilia Nadia Putri	87
5.	Dayang Alrida Agustina	83
6.	Deavina Aurelya Septi Ramadhani	89
7.	Ghaisania Nabila Putri	86
8.	Hendy Saputra	90
9.	Jennifer Averina Halim	84
10.	Muhammad Rizal Ilhamsyah	88
11.	Nafiah Nur S.	85
12.	Naila Salsabila Fariss	87
13.	Nayra Rafa	83
14.	Nilam Cahya	89
15.	Nur Aulia Aura Suci	86
16.	Rina Dinati	90
17.	Shafa Salsabila	84
18.	Siti Auliya Rahmah	88
19.	Uswa Khazana	85
20.	Wanda Aulia Maharani	84
21.	Yunda Cinta Lestari	88
22.	Yusi Nur Maheswari A	85
23.	Zelda Effella Effendy	87

### 4.1.3 Hypothesis Testing

After all the required data for this study have been collected, the next step is to conduct data analysis. This stage is a crucial part of the research process, as it enables the researcher to examine and verify the proposed hypothesis. To test the hypothesis, the collected data are analyzed using the Product Moment correlation formula. The following table presents the data used to examine the effect of Instagram usage on students' learning achievement at SMKN 1 Samarinda:

**Table 4.1.3 Data Calculation for Pearson Product-Moment Correlation**

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	60	85	3600	7225	5100
2	64	90	4096	8100	5760
3	54	80	2916	6400	4320
4	68	87	4624	7569	5916
5	67	90	4489	8100	6030
6	59	85	3481	7225	5015
7	67	80	4489	6400	5360
8	60	90	3600	8100	5400
9	67	90	4489	8100	6030
10	60	90	3600	8100	5400
11	61	80	3721	6400	4880
12	61	85	3721	7225	5185
13	66	85	4356	7225	5610
14	64	88	4096	7744	5632
15	57	88	3249	7744	5016
16	60	76	3600	5776	4560
17	67	80	4489	6400	5360

18	54	85	2916	7225	4590
19	65	85	4225	7225	5525
20	60	80	3600	6400	4800
21	64	90	4096	8100	5760
22	54	78	2916	6084	4212
23	68	95	4624	9025	6460
24	67	90	4489	8100	6030
25	59	88	3481	7744	5192
26	67	85	4489	7225	5695
27	60	90	3600	8100	5400
28	67	85	4489	7225	5695
29	60	83	3600	6889	4980
30	61	85	3721	7225	5185
31	61	90	3721	8100	5490
32	66	90	4356	8100	5940
33	64	90	4096	8100	5760
34	57	88	3249	7744	5016
35	60	87	3600	7569	5220
36	67	80	4489	6400	5360
37	54	85	2916	7225	4590
38	65	80	4225	6400	5200
39	60	85	3600	7225	5100
40	64	87	4096	7569	5568
41	54	87	2916	7569	4698
42	60	90	3600	8100	5400
43	64	85	4096	7225	5440
44	74	85	5476	7225	6290
45	60	90	3600	8100	5400
46	68	85	4624	7225	5780
47	62	83	3844	6889	5146

48	64	85	4096	7225	5440
49	65	90	4225	8100	5850
50	63	90	3969	8100	5670
51	60	90	3600	8100	5400
52	59	88	3481	7744	5192
53	64	90	4096	8100	5760
54	61	85	3721	7225	5185
55	72	84	5184	7056	6048
56	67	88	4489	7744	5896
57	73	85	5329	7225	6205
58	61	87	3721	7569	5307
59	65	83	4225	6889	5395
60	63	89	3969	7921	5607
61	60	86	3600	7396	5160
62	59	90	3481	8100	5310
63	64	84	4096	7056	5376
64	61	88	3721	7744	5368
65	72	85	5184	7225	6120
66	67	84	4489	7056	5628
67	73	88	5329	7744	6424
68	61	85	3721	7225	5185
<b>Total</b>	<b>4282</b>	<b>5859</b>	<b>271092</b>	<b>505709</b>	<b>369022</b>

### 4.1.3 Coefficient X dan Y

NO	Coefficient	Frequency
1	$\Sigma X$	4282
2	$\Sigma Y$	5859
3	$\Sigma X^2$	27158
4	$\Sigma Y^2$	505709
5	$\Sigma XY$	369022

Then the values are substituted into the product-moment correlation formula as follows:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

Description:

$r_{xy}$  = The correlation coefficient between x and y

$\sum x^2$  = The total score of variable x

$\sum y^2$  = The total score of variable y

N = The number of samples

To determine the relationship between variable x (Instagram) and variable y (learning achievement), the values obtained from the preliminary analysis are substituted into the Product Moment correlation formula as follows:

$$\begin{aligned} r_{xy} &= \frac{68 \times 369022 - (4282)(5859)}{\sqrt{(68 \times 271092) - (4282)^2 (68 \times 505709 - (5859)^2)}} \\ &= \frac{25093496 - 25088238}{\sqrt{(18434256 - 18335524) (34388212 - 34327881)}} \end{aligned}$$

$$\begin{aligned}
&= \frac{5258}{\sqrt{(98732)(60331)}} \\
&= \frac{5258}{\sqrt{5956600292}} \\
&= \frac{2682821}{\sqrt{77179014}} \\
&= 0.681
\end{aligned}$$

After obtaining the value of  $r$ , the next step is to determine the level of significance between the two variables by consulting the Product Moment correlation table.

At the 5% significance level, with a sample size of 68, the critical value of  $r$  (r-table) is 0.235. The obtained value of  $r_{xy} = 0.681$  is greater than the r-table value at the 5% significance level. Therefore, it can be concluded that there is a significant relationship between the two variables.

After determining the degree of correlation between the variables, the results of the data analysis are then interpreted using the Product Moment correlation interpretation table as follows:

<b>Cronbach Alpha</b>	<b>Internal Consistency</b>
0.80-0.100	Very Highly Reliable
0.60–0.79	Highly Reliable
0.40–0.59	Reliable
0.20–0.39	Marginally/Minimally Reliable
0.00-0.19	Unacceptably Low Reliability

Based on the interpretation guidelines, the obtained correlation coefficient  $r = 0.618$  indicates that there is a relationship between variable X and variable Y. This value falls within the range of 0.60–0.79, which is categorized as Highly Reliable.

After determining the level of influence of Instagram on students' English learning achievement, the next step is to calculate the contribution of variable X to variable Y using the following formula:

$$\begin{aligned} ID &= r^2 \times 100\% \\ &= 0,681^2 \times 100\% \\ &= 0,463761 \times 100\% \\ &= 46,38\% \end{aligned}$$

This indicates that Instagram usage contributes 46.38% to students' academic achievement, while the remaining 53.62% is influenced by other variables not examined in this study. Consequently, the hypothesis proposed by the researcher is accepted; there is a significant influence of Instagram usage on the academic achievement of students at SMKN 1 Samarinda.

## **4.2 Discussion**

The findings of this study indicate a significant positive correlation between Instagram usage and students' English academic achievement ( $r = 0.681$ ), categorized as a strong relationship, with Instagram usage contributing

46.38% to academic achievement. This result aligns with previous research by Sasi and Anju (2020), who found a very strong positive correlation between study habits and academic achievement among high school pupils ( $r = 0.808$ ,  $p < 0.01$ ). However, the current study shows a stronger correlation compared to Damayanti (2023), who reported only a low positive correlation between study habits and student learning outcomes ( $r = 0.248$ ,  $p < 0.05$ ). In contrast, Oktaviana (2022) found a moderate negative relationship between general social media use and students' learning achievement ( $r = 0.602$ ), indicating that higher social media usage decreased academic performance. The difference in findings suggests that the impact of social media depends on its purpose and content. While unrestricted social media use tends to negatively affect learning outcomes, the intentional and educational use of Instagram appears to support English language learning through exposure to vocabulary, expressions, and authentic content, thereby contributing positively to students' academic achievement.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the research findings, it can be concluded that there is a strong and significant positive correlation between Instagram usage and the English academic achievement of students at SMKN 1 Samarinda, indicated by a correlation coefficient ( $r$ ) of 0.681. The statistical analysis confirms that observed is higher than  $r_{table}$  ( $0.681 > 0.239$ ), leading to the acceptance of the Alternative Hypothesis ( $H_a$ ). Furthermore, the coefficient of determination shows that Instagram usage contributes 46.38% to the students' academic success, proving that social media engagement plays a substantial role in their language acquisition process while the remaining 53.62% is influenced by other external factors.

#### 5.2 Suggestion

In light of these results, it is suggested that English teachers adopt a more adaptive approach by incorporating educational Instagram content into the classroom to increase student engagement. Students are encouraged to transform their social media habits into productive learning opportunities by following English-learning accounts and practicing their language skills through digital interaction.

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## APPENDIX 1

### Research Location at SMKN 1 Samarinda.



## APPENDIX 2

### 11 AKL 1



**APPENDIX 3 11 AKL 2**



**APPENDIX 4 11 AKL 3**



**APPENDIX 5 Supervision with Advisor 1**






NO	TANGGAL	MATERI KONSULTASI	MASUKAN PEMBIMBING	TANDA TANGAN
1	16-mei-2024		Meneliti E-Dit lebih dalam mengenai vocabularis, informasi harus ada PEFECTS.	<i>[Signature]</i>
2	19-jun-2025	9 arti judul pada "Integrasi" "Integrasi" Acces dan konstruksi terdapat pada artikel f109 in carmate community, cv series"	menilai baik pada perkuasatereaksi, Lembangan pada judul	<i>[Signature]</i>
3	2/11/2025	9 arti: judul	Perbaikan Variabel Perbaikan bab 2 di bagian literatur Rector dan Penambatan bab 3	<i>[Signature]</i>
4	15/11/2025	Perkembangan judul pada bab 3	Perbaikan bab 3 dan bab 4, dan revisi informasi pada bab 3	<i>[Signature]</i>
5	25/11/2025	Lanjutan	Tugas POFASIS dan silabus	<i>[Signature]</i>
6	2/12/2025	bab 3	Menyusun BIP, bahasa pofisasi dan sampej serta beca, sampej yang di gunakan	<i>[Signature]</i>





Buku Konsultasi Bimbingan Skripsi FKIP Page 4

NO	TANGGAL	MATERI KONSULTASI	MASUKAN PEMBIMBING	TANDA TANGAN
7	6/mei/2025	Lembar instrum	Perlu di tentukan	<i>[Signature]</i>
8	28/Mei/2025	Instrumen pada bab 3	Perlu penanaman ke lebih lanjut, Menempatkan juga yang perlu, dan juga yang perlu, dan juga yang perlu, dan juga yang perlu	<i>[Signature]</i>
9	19/September/2025	diskusikan dan hasil penelitian	Perbaikan dan hasil penelitian dan hasil penelitian dan hasil penelitian dan hasil penelitian	<i>[Signature]</i>
10	21/Februari/2024	bab 9.2 bab 5	Perbaikan pada bab 9.2 bab 5, dan bab 5, dan bab 5, dan bab 5	<i>[Signature]</i>
11	11/mari/2025	bab 9.2 bab 5	Perbaikan bab 9.2 bab 5, dan bab 5, dan bab 5, dan bab 5	<i>[Signature]</i>
12	20/11/2025	Langka dalam bimbingan skripsi		<i>[Signature]</i>


Buku Konsultasi Bimbingan Skripsi FKIP Page 5

## APPENDIX 6 Supervision with Advisor 2

NO	TANGGAL	MATERI KONSULTASI	MASUKAN PEMBIMBING	TANDA TANGAN
1	15 Mei 2025	bab 3	Perlu juga Perbaikan pada teks seperti kesalahan dalam penyusunan part frase	
2	19 Mei 2025	bab 3	di bagian paragraf 2 "terhadap kegunaan di bagian kata 'were' yang mana 'was' adalah yang benar" perlu kegunaan di bagian tersebut	
3	26 Mei 2025	bab 3	perbaiki rumus lebih pada bagian di atas teks yang perlu di perbaiki	
4	27 Mei 2025	bab 3	perbaiki rumus lebih pada bagian di atas teks yang perlu di perbaiki	
5	3 Juni	bab 3	perbaiki rumus lebih pada bagian di atas teks yang perlu di perbaiki	

NO	TANGGAL	MATERI KONSULTASI	MASUKAN PEMBIMBING	TANDA TANGAN
6.	17/September/2025	Judul bab 1 bab 3	perbaikan nama judul, penempatan pada bab, perubahan pada kata kata di bab 3	
7.	12/oktober/2025	bab 4	perlu memahami tujuan penelitian, dan apa saja yang perlu di persiapkan seperti uji tes validasi sampel dan hasil penelitian	
8.	8/maret/2026	bab 4 & bab 5	tidak adanya hasil penelitian yang valid dan kesimpulan tidak valid karena hasil penelitian tidak valid	
9.1	20/april/2026	tanpa tuntas penulisan skripsi		

## APPENDIX 7 Invitation letter for proposal seminar



**UNIVERSITAS**  
**WIDYA GAMA MAHAKAM SAMARINDA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

BANK  
 + BPD KALTIM  
 + BUKOPIN  
 + MUKAMALAT  
 + MANDIRI

Samarinda, 26 Februari 2026

Nomor : 005/UWGM/FKIP-BING/II/2026  
 Lampiran : -  
 Perihal : Undangan Ujian Skripsi

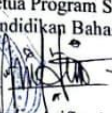
Kepada Yth,  
 1. Dr. Arbain, M. Pd  
 2. Dr. Drs. Abdul Rohman, M. Pd.  
 3. Widi Syahtia Pane, M.Pd

Di  
 Samarinda  
 Sehubungan dengan akan dilaksanakannya Ujian Skripsi Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Widya Gama Mahakam Samarinda yang tersebut di bawah ini:

N a m a : Yoga Rifai Pratama  
 Program Studi : Pendidikan Bahasa Inggris  
 N P M : 2088203002  
 Judul Skripsi : Correlation Between Social Media Use and How It Effects Students in Learning English for Academic Achievement

Yang akan dilaksanakan pada  
 Hari / Tanggal : Jumat, 27 Februari 2026  
 Pukul : 10.00 WITA  
 Tempat : Ruang D17

Kami mengharapkan kesediaan Bapak/Ibu sebagai tim penguji sesuai dengan jadwal tersebut.  
 Demikian disampaikan, atas perhatian dan kerjasamanya kami ucapkan terima kasih.


Ketua Program Studi  
 Pendidikan Bahasa Inggris,  
  
Nurdin Arifin, S.Pd., M.Pd  
 NTK/2025.091.352

Telp : (0541) 4422007  
 Fax : (0541) 736572  
 Email : uwgama@uwgm.ac.id  
 Website : uwgm.ac.id

*Kinmas unggul, widyakehiteasahaan, gemilang dan mulia*

Kampus Baru UWGM  
 Rektorat - Gedung B  
 Jl. K.H. Wahid Hasyim, No 28 Rt.08  
 Samarinda 75119

## APPENDIX 8 Invitation letter for thesis examination



**UNIVERSITAS**  
**WIDYA GAMA MAHAKAM SAMARINDA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

BANK :  
 + BPD KALTIM  
 + BUKOPIN  
 + MUJAMALAT  
 + MANDIRI

---

Samarinda, 26 Februari 2026

Nomor : 009/UWGM/FKIP-BING/II/2026  
 Lampiran : -  
 Perihal : Undangan Ujian Skripsi

Kepada Yth,  
 1. Dr. Arbain, M. Pd  
 2. Dr. Drs. Abdul Rohman, M. Pd.  
 3. Widi Syahtia Pane, M.Pd


Di  
 Samarinda

Sehubungan dengan akan dilaksanakannya Ujian Skripsi Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Widya Gama Mahakam Samarinda yang tersebut di bawah ini:

N a m a : Yoga Rifai Pratama  
 Program Studi : Pendidikan Bahasa Inggris  
 N P M : 2088203002  
 Judul Skripsi : Correlation Between Social Media Use and How It Effects Students in Learning English for Academic Achievement

Yang akan dilaksanakan pada  
 Hari / Tanggal : Jumat, 27 Februari 2026  
 Pukul : 10.00 WITA  
 Tempat : Ruang D17

Kami mengharapkan kesediaan Bapak/Ibu sebagai tim penguji sesuai dengan jadwal tersebut. Demikian disampaikan, atas perhatian dan kerjasamanya kami ucapkan terima kasih.


Ketua Program Studi  
 Pendidikan Bahasa Inggris,  
  
 Nurdin Arifin, S.Pd., M.Pd  
 NTK/2025.091.352

Telp : (0541) 7423337  
 Fax : (0541) 736572  
 Email : uwigama@uwgm.ac.id  
 Website : uwgm.ac.id

*Kamou unggul widyakejawasahan, gemitangs dan mulia.*

Kampus BUKU JANGGA  
 Rektorat - Gedung B  
 Jl. K.H. Wahid Hasyim, No 28 Rt.08  
 Samarinda 75119

## APPENDIX 9 Research permit letter at SMKN 1 Samarinda



**UNIVERSITAS  
WIDYA GAMA MAHAKAM SAMARINDA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

BANK :  
\* BPD KALTIM  
\* BUKOPIN  
\* MUAMALAT  
\* MANDIRI

Samarinda, Senin, 25 Agustus 2025

Nomor : ~~062~~ UWGM/FKIP-BING/VIII/2025  
Lampiran : -  
Hal : Permohonan Ijin Penelitian

Kepada  
Yth. Kepala SMKN 1 Samarinda  
Di Samarinda

Sehubungan dengan rencana penelitian untuk Skripsi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan tersebut di bawah ini :

Nama : Yoga Rifai Pratama  
NPM : 2088203002  
Program Studi : FKIP Bahasa Inggris  
Judul Skripsi : CORRELATION BETWEEN SOCIAL MEDIA USE AND HOW IT EFFECTS STUDENTS IN LEARNING ENGLISH FOR ACADEMIC ACHIEVEMENT

Untuk keperluan tersebut diatas, maka kami mohon izin untuk mengadakan penelitian di Sekolah Bapak/Ibu. Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan.

Atas perhatian Bapak / Ibu diucapkan terima kasih.

Ketua Program Studi  
Pendidikan Bahasa Inggris,  
*Widi Syahita Pane, SPd., M.Pd*  
NIK. 2019.092.264

*2-5 september 2025*

*Kutan yang kuman  
Widyagama pilihanku*

Telp : (0541) 734294 - 737222  
Fax : (0541) 736572  
Email : uwigama@cbn.net.id

Kampus Biru  
Gedung UWIGAMA  
Jl. K.H. Wahid Hasyim Sempaja  
Samarinda 75124

## APPENDIX 10

### Students' Attitudes toward Instagram Use and English

#### Academic Achievement

No.	Statements	SA	A	N	D	SD
1.	I frequently spend time on Instagram searching for English educational content					
2.	I spend several hours on Instagram without engaging in any English learning activities					
3.	I use Instagram mainly for scrolling entertainment content rather than studying					
4.	I follow social media accounts that provide updates about academic opportunities related to English learning					
5.	I follow educational accounts that help me recognize my interests in English					
6.	I follow social media accounts mainly for entertainment rather than academic purposes					
7.	The accounts I follow do not contribute to my English learning development					
8.	I use social media to search for English learning materials					

9.	I join online discussions or live sessions related to English learning					
10.	I do not use social media for learning English					
11.	I avoid participating in academic discussions on social media					
12.	I find useful learning resources on social media					
13.	Social media does not contribute to my improvement in English					
14.	I feel that social media distracts me from focusing on English learning					
15.	My reading skills in English have improved due to accessing learning content online					
16.	My English skills do not improve even though I use social media					
17.	I do not notice any progress in my English performance					
18.	Social media motivates me to study English more seriously					
19.	Social media reduces my concentration while studying English					
20.	I spend more time accessing social media than studying English					

## APPENDIX 11

## R – Table

Tabel r untuk df = 51 - 100

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
51	0.2284	0.2706	0.3188	0.3509	0.4393
52	0.2262	0.2681	0.3158	0.3477	0.4354
53	0.2241	0.2656	0.3129	0.3445	0.4317
54	0.2221	0.2632	0.3102	0.3415	0.4280
55	0.2201	0.2609	0.3074	0.3385	0.4244
56	0.2181	0.2586	0.3048	0.3357	0.4210
57	0.2162	0.2564	0.3022	0.3328	0.4176
58	0.2144	0.2542	0.2997	0.3301	0.4143
59	0.2126	0.2521	0.2972	0.3274	0.4110
60	0.2108	0.2500	0.2948	0.3248	0.4079
61	0.2091	0.2480	0.2925	0.3223	0.4048
62	0.2075	0.2461	0.2902	0.3198	0.4018
63	0.2058	0.2441	0.2880	0.3173	0.3988
64	0.2042	0.2423	0.2858	0.3150	0.3959
65	0.2027	0.2404	0.2837	0.3126	0.3931
66	0.2012	0.2387	0.2816	0.3104	0.3903
67	0.1997	0.2369	0.2796	0.3081	0.3876
68	0.1982	0.2352	0.2776	0.3060	0.3850
69	0.1968	0.2335	0.2756	0.3038	0.3823
70	0.1954	0.2319	0.2737	0.3017	0.3798
71	0.1940	0.2303	0.2718	0.2997	0.3773
72	0.1927	0.2287	0.2700	0.2977	0.3748