

AN ANALYSIS OF STUDENTS' MOTIVATION USING SNAPCHAT IN LEARNING READING

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ABSTRACTS	ARTICLE INFO
<p>This study examined how Snapchat influences students' motivation toward reading English. A mixed methods approach was used by combining questionnaire data and interview data from five participants. Quantitative data were evaluated descriptively, whilst qualitative data were analyzed thematically. Data were collected through semi-structured interviews and questionnaire, employing various platforms such as Google form and direct calls among university students. The analysis centered on intrinsic and extrinsic motivations as informed by the Self-Determination Theory, focusing on the dimensions of autonomy, competence, and relatedness. Findings indicate that Snapchat's interactive and visual elements notably bolster students' intrinsic motivation by fulfilling their needs for autonomy, competence, and social connections, while extrinsic motivation factors were less influential. The study concludes that Snapchat presents a promising avenue for enhancing engagement and motivation in English reading among university learners.</p>	<p>Article History: <i>Received: 3rd April 2026</i> <i>Revised: 21st April 2026</i> <i>Published: April 2026</i></p> <p>Keywords: <i>Students' motivation,</i> <i>Snapchat, English reading,</i> <i>Self-determination theory,</i> <i>Mixed methods</i></p>

INTRODUCTION

Reading is a fundamental skill in language learning and plays a crucial role in mastering the English language. However, in today's era, many Indonesian people show less interest in reading especially when it comes to English, even though there are many facilities provided by the government of Indonesia. According to data from Indonesia's Central Bureau of Statistics(BPS) in 2020, only around 10% of the population are considered regular book readers, which highlights the low reading interest across the country. Therefore, an alternative approaches that can help students' reading motivation in English language learning is through interactive visuals, which can serve as Bitmoji stories, descriptions, and small, simple content that easily captures students' attention.

Motivation is an essential factor in determining students' success in language learning and has been widely recognized as a key element in improving reading habits. As posited by Deci & Ryan (2020: 3-4) in their theory of intrinsic and extrinsic motivation, students who actively engage and receive positive feedback from their learning environment are more likely to be motivated learners. Intrinsic motivation arises from within the student, for example, when they read due to curiosity or personal enjoyment. In contrast, extrinsic

motivation is influenced by external factors, such as rewards, social pressure, or academic grades.

Along with rapid development of technology, especially the incessant use of social media by students. Popular and accessible social media platforms offer unique opportunities to enrich the learning experience. Snapchat, a photo and video sharing app, stands out as a platform that combines social interaction with creative content sharing. Unique features such as Bitmoji Stories, which different stories can eliminate boredom when reading, and through the chat feature, can create an interesting environment where users often communicate in English, especially when interacting with friends from abroad. It can be said that Snapchat can provide an exciting learning atmosphere for students.

According to a recent data report, it has been released last year in January 2024, the number of Snapchat users in Indonesia has reached about 2.05 million, which accounts for about 0.6% of the country's total population. Judging from this data, Snapchat users in Indonesia are dominated by the younger generation, which can be said that the average age of users starts from 18 to 24 years old. Therefore, it can be stated that Snapchat is an important communication and interaction tool for university students. Especially when it comes to learning or just sharing information.

There are many available strategies and techniques use to improve or to modify the student in learning language but the researcher in this study has taken media to know motivation of the students and reading skill such as Snapchat may help the students motivation in learning reading. As Snapchat becomes increasingly popular among university students, it is important to explore how this platform can be utilized in the learning process, especially in helping students' motivation and engagement in reading activities. This study aims to analyze students' motivation in using Snapchat as a means to learn English reading.

RESEARCH METHODS

This study uses mixed methods with a sequential explanatory design (Creswell & Plano Clark, 2017, pp. 5–12). This design consists of two sequential phases: a quantitative phase followed by a qualitative phase to explain the quantitative results. Priority is given to quantitative data because this phase identifies general patterns of motivation, while qualitative data is used to elaborate on unexpected or significant quantitative findings (Ivankova, Creswell, & Stick, 2006, pp. 3–5). The subject of this research was undergraduate students who actively use Snapchat and engage with English content on the platform and the object of this research was students' motivation toward reading English and how it is influenced by the use of Snapchat as a social media platform.

Instruments are: 1) Questionnaire where the questionnaire was constructed as closed questions with a 5-point Likert scale to assess Snapchat usage experience, learning motivation, views of Snapchat features, and the influence of its use on English reading skills. The questionnaire was given online via a digital platform, making it easy for students to fill it out at a time and place of their choosing. And 2) Semi-structured Interview where the interviews aimed to explore in depth the students' experiences and motivation in using Snapchat for learning reading. They were conducted through direct online voice interviews, allowing the researcher to communicate closely and in depth with the respondents. The researcher contacted friends who had previously completed the questionnaire to participate in these sessions. To ensure data accuracy, each interview was recorded using another mobile phone as a voice recorder. The recordings were then transcribed into written form and analyzed to support the interpretation of the findings. This method was chosen to enable respondents to provide honest and detailed responses without being limited by time or

distance, and the interview data were handled systematically to produce authentic and comprehensive qualitative information.

These two methods were chosen to allow responders to provide honest and detailed responses without being constrained by time or distance. Data from both instruments will be handled methodically in order to generate authentic and comprehensive qualitative information.

RESEARCH FINDING AND DISCUSSION

The results show that Snapchat positively influenced students' motivation in learning English reading. Most students reported that they frequently read English content on Snapchat and felt more motivated because the platform presents texts in a fun, visual, and interactive way. Reading on Snapchat did not feel like formal learning, but more like entertainment, which encouraged students to read voluntarily without pressure. The short texts supported by images and videos helped them understand meaning more easily and increased their confidence when reading English.

This finding indicates that students' motivation is largely driven by intrinsic factors such as interest, enjoyment, and curiosity. Snapchat's features support students' sense of autonomy and competence, as they feel free to choose interesting content and capable of understanding it through visual support. However, students also acknowledged that Snapchat is not suitable for deep academic reading due to its short and informal content. Therefore, Snapchat functions best as a supplementary informal learning tool that enhances students' engagement and confidence in English reading.

CONCLUSION

This study concludes that Snapchat positively enhances students' motivation in learning English reading among university students. The findings show that students are more motivated to read English content when using Snapchat because the platform presents texts in a visual, interactive, and enjoyable way. This condition encourages students to read voluntarily without feeling pressured, while short texts supported by images and videos make comprehension easier and increase reading confidence over time.

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