

Exploring The Reason of University Students to use Social Media for English Learning

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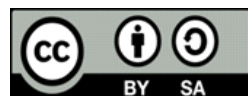
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ABSTRAK

Sejumlah penelitian telah mengeksplorasi penggunaan media sosial dalam pembelajaran bahasa Inggris. Penelitian tersebut menunjukkan bahwa media sosial memberikan banyak manfaat baik bagi pembelajar maupun pendidik. Namun media ini juga membawa beberapa kekurangan bahkan tantangan bagi mereka. Namun demikian, penelitian sebelumnya tidak menyajikan alasan mengapa partisipannya memutuskan untuk tetap menggunakan media sosial untuk belajar bahasa Inggris. Hanya sedikit informasi yang disajikan tentang mengapa media sosial masih digunakan dalam pembelajaran bahasa Inggris baik dalam konteks pembelajaran formal maupun informal. Oleh karena itu, penelitian ini dilakukan di sebuah universitas negeri pendidikan di Indonesia untuk mengeksplorasi alasan mahasiswa sebagai pembelajar bahasa Inggris memutuskan untuk tetap menggunakan media sosial untuk belajar bahasa Inggris meskipun terdapat kekurangan dan tantangan pada media ini. Penelitian ini dilakukan melalui pendekatan kualitatif dasar. Dengan melibatkan tujuh mahasiswa Pendidikan Bahasa Inggris (ELE), peneliti melakukan wawancara semi terstruktur untuk mengumpulkan seluruh data yang diperlukan. Metode analisis teoritis induktif digunakan untuk menganalisis seluruh data. Kemudian, hasil penelitian menunjukkan bahwa alasan mahasiswa memutuskan untuk terus menggunakan media sosial dalam pembelajaran bahasa Inggris meliputi faktor intrinsik seperti motivasi pribadi dan faktor ekstrinsik seperti kemajuan teknologi.

ABSTRACT

Numerous studies had explored the use of social media in English language learning. Those study showed that social media gave lots of benefits to both learners and educators. However, this media also brought some shortcoming even challenges for them. Nevertheless, the previous studies did not present the reason why their participants decided to keep using social media to learn English. There was just few information presented about why social media were still used in English learning either in formal or informal context of learning. Therefore, this study was conducted in an educational state university in Indonesia in order to explore the reasons of university students as English learner decided to keep using social media for learning English despite the existence of disadvantages and challenges on this media. This study was done through basic qualitative approach. By involving seven English Language Education (ELE) students, researcher conducted a semi-structured interview to collect all the data needed. An inductive theoretical analysis method was used to analyze all data. Then, the result showed that the reasons of university students decided to continue using social media in English language learning included intrinsic factors such as personal motivation and extrinsic factors such as technological advancement.

1. INTRODUCTION

Social media is one of information technology that was used massively used on this era. Definition of social media was different from one expert to others. According to Manning (2014), social media is a term refers to a new form of interactive online media that involves participation of the users. In addition, Handayani et al. (2020) stated that social media refers to a tool of information and communication technology used to communicate online by people. At the moment, social media becomes popular and is already used in many aspects of human life, including the field of education (Albiladi & Abdeen 2021; Ariantini et al., 2021). The use of social media in educational context could support the learning processes

such as doing discussion and exchanging academic content to improve students' education (Abdalgane, 2022). The implementations of social media in English language learning are varied and differ from one to other researchers. There are lots of studies explored the used of social media especially in English language learning (e.g. Prayudha, 2022; Ghimire, 2022; Ariantini et al., 2021; Noori et al., 2022; Kusuma et al., 2024, etc). For example, Noori et al. (2022) presented a study which showed that social media could assist students to communicate during English learning process. The students on this study could access academic resources and communicate with their friend even lecturer easily through social media.

Additionally, Ariantini et al. (2021) explored the use of social media in English language learning. The result of their study showed that social media could be used for sharing information and learning materials, doing group activities, and practicing students' language skills. In addition, Kusuma (2022) conducted a study to explore the reason of English teacher who had implemented social media in English language teaching. The result indicated that participants on this study used social media to teach English as this platform could help their students to easily understand learning material given. Besides that, social media brought benefits for them such as easy to be accessed, even though there was founded some shortcoming of social media.

Moreover, social media was used to learn English outside-of-classroom. This means that social media could be used not only as learning medium in formal classroom, but also in informal learning. Many researches have presented the use of social media in informal learning (e.g. Trinder, 2017; Lee & Dressman, 2018; Khan et al., 2023; Lee & Lee, 2021; and Kusuma et al., 2024). For example, a study conducted by Lee and Lee (2021) showed that activities of informal digital learning of English (IDLE) through social media affected students' affective variable, including motivation, self-confidence, and lack of language learning anxiety. In addition, Kusuma et al. (2024) explained that social media in online informal learning of English (OILE) influenced students' cognitive and affective domain. Cognitive domain that was affected by the use of social media on OILE was including vocabulary, grammar, pronunciation, listening skill, reading skill, and writing skill. Meanwhile, social media on OILE activity gave impact to the students' affective domain such as got more information, easily understood learning material, provided opportunities to learn English, provided fun and enjoyable learning, enhanced motivation and self-confidence, even decreased anxiety.

Nonetheless, besides presenting benefits of social media in OILE, Kusuma et al. (2024) also explained the shortcoming of social media in OILE which were including could not focus on formal learning, could not provide appropriate information, could not facilitate appropriate English learning, gadget addiction, and increasing anxiety. This is supported by Pham (2022) which stated that using social media in teaching and learning English would be great. It could assist students to enhance their English skill such as speaking, listening, and grammar. However, it became a challenge for the teacher to prepare such a great learning material due to a little training on how to make the best use of social media which would be time-consuming. Then, it seems that social media give advantages for students and teacher but also bring shortcoming and challenges in the same time.

Furthermore, Prayudha (2022) explained that the use of social media brought advantages for students such as flexibility of time, effectiveness, interactive and fun learning media, and easy to use. This made the students on this study showed positive response toward the use of social media on English learning. They claimed that social media was interesting and fun learning medium which could make them focus on study without any disturbance. However, the students on this study perceived that social media also brought shortcoming for them such as monotonous learning activity, difficult to express creativity, spend more internet data, boredom, bad responses and unarranged schedule.

Additionally, a study conducted by Ghimire (2022) showed that the students on this study were interested to the used of social media in English language learning. They believed that learning English through social media, either in informal and formal context, could develop their confidence level of speaking English. It was more enjoyable to learn English on social media as they could share and get information from their friends easily. However, one of the participants said that she did not allowed by her parents to use Facebook. Nevertheless, this participant kept using Facebook by changing her name. This indicated a challenge which faced by student while using social media for learning English. Meanwhile, the reason why she kept using Facebook was not clearly stated.

Based on previous studies which have been presented, the researches about social media in English learning that had done were only focused on the impact of social media in learning achievement, and advantages and disadvantages of social media in English language learning. The reasons of university students to keep using social media in learning English were not studied yet. Thus, this study was aimed to fill the gap of previous studies and expected to give information about the reasons why university students decided to keep using social media as English learning medium, even though they were already aware of the existence of challenges and shortcomings of social media.

However, according to preliminary observation, university students in an educational state university in Indonesia were still using social media to learn English. Some courses requested students to upload their tasks and searched information or additional learning material through social media. Students also allowed using social media to make learning group in which they could share information and learn together. They even used this group to share their tasks and assignments. This indicated that social media was still used in English learning, even though this platform brought disadvantages for students. Meanwhile, the reason why they still using social media for learning English were not clearly presented.

Therefore, this study concerned about what are the reasons of university students in an educational state university in Indonesia keep using social media for learning English, despite shortcoming and challenges of this platform? On the other words, this study was done in order to explore the reason of university students decided to keep using social media, even though they were aware of the existence of shortcomings and challenges of social media. It is needed to be searched since the students' reasons of choosing social media as learning medium could indicated their learning style preferences. In addition, information about university students' reasons of keep using social media in learning English could be a consideration for English learners and educators who have willingness to use social media as their learning aid. This study provided information which have not included yet on the previous study. The information about the topic searched was presented based on an interview which including several university students in Indonesia.

2. METHOD

This study approach was basic qualitative design. According to Clisset (2008), a qualitative research design covers a wide range of approach in order to explore human experience, motivation, perception, and behavior. It was suitable for this study as this study was conducted in order to explore the reasons of university students' decision to keep using social media as learning medium in English language learning. Qualitative research design adapted on this study due to the flexibility provided to collect data through exploring students' experience, perception, motivation, and behavior which could be done through interview. Concerning the source of data, this study was conducted in a language faculty at an educational state university in Indonesia. This faculty provided seven study programs which included English Language Education (ELE). This study program focused on English language for educational purpose which mostly used English on the learning processes. Besides that, according to preliminary observation, some courses on this study program allowed students to use social media when learning English. This faculty consisted of students that suited with the criteria of participants needed on this study. Therefore, researcher connected with the educational state university in Indonesia by contacting the Head of ELE study program to get permission to conduct this research.

Participants

This study involved seven ELE students in an educational state university in Indonesia. University students who were affiliated as ELE students in this faculty were expected to be able to use English since their study program focused on English language for educational purposes. They were allowed to use all types of learning medium on their learning processes, including social media. Therefore, ELE students in this university were expected to be suitable as participants with this study, in which the participants had to meet several criteria, such as 1) has experiences in using social media for English language learning, either in formal or informal learning context, and 2) are already aware about the existence of challenges and shortcoming of using social media to learn English. In addition, considering the position of researcher as one of ELE students on this university, the relationship of researcher and participants could affect the response of participants. Since researcher and participants had the same position on this university, the participants could be more enjoy and relax during the data collection. Moreover, to get in touch with ELE students, researcher asked permission from Head of ELE study program to share information about this study, therefore the ELE students could be informed and asked to be participants on this study. The researcher then shared a questionnaire in order to select appropriate students to be participants. The questionnaire consisted of several question related to the participants criteria needed on this study.

Method of Data Collection and Instrument

This study used a semi-structured interview to collect data from participants. According to [Bell et al. \(2023\)](#), interview that is used in qualitative research includes semi-structured interview and unstructured interview which can be done through face-to-face interview or non-face-to-face interview. Hence, this study used both face-to-face interview and non-face-to-face interview to collect data, adjusting the situation when collecting data from participants. The process of collecting data was started with making

the interview guide as the instrument. The interview guide was discussed by researcher and supervisor of this study. After validated (as shown on figure 1), researcher started share the questionnaire to get appropriate participants. Then, researcher conducted semi-structured interview with participants, in which researcher asked several questions related to the topic of this study. The interview was done on a week which involved one participant in face-to-face interview and six participants in non-face-to-face interview. While doing the interview, researcher also took some documentation as evidence to validate the process of data collection.

Relevancy Tabulation Result			
Relevancy Tabulation		Expert 1	
		Weak	Strong
Expert 2	Weak	0	0
	Strong	0	8

Content Validity Coefficient = $\frac{8}{(0+0+0+8)} = \frac{8}{8} = 1$

Figure 1. Research Instrument Validation

Method of Data Analysis

An inductive thematic analysis method was used on this study to analyze the data. According to Dawadi (2020), a thematic analysis is a qualitative research analyzing method which is used to analyze and organize the data sets systematically. Inductive thematic analysis is a bottom-up way method of analyzing data in which the data were coded after collected. On a study, Dawadi (2020) presented the steps of analyzing data on inductive thematic analysis method which consisted of six different steps. At first, the data from interview was transcribed in full in order to know the reaction of participants toward the topic of this study. Then, the transcript was read carefully to make it as things-in-itself. It means that the data were not influenced by researcher's prior knowledge. Secondly, the transcript of interview was coded. On this step, researcher created some codes based on the transcript. Third step, the code was analyzed to find appropriate themes. In this phase, the pattern and relation between and across the data were find out. It was done to consider how different codes could be combined to make a comprehensive theme. Forth, the theme that had been made were reviewed in order to find out if the theme could represent the participants' answer and form a coherent pattern. Fifth, the researcher collated all the data transcripts with the theme, then organized the theme into coherent and consistent accounts. Lastly, researcher wrote down the report as research findings which were provided through great effort to give concise, coherent, and logical sequence of story.

3. RESULT AND DISCUSSION

Result

Semi-structures interview that had been conducted by researcher then showed result which could answer the research question on this study. Based on the interview, researcher presented the result that showed the reasons of university students decided to keep using social media despite its challenges and shortcomings. The result can be seen on Table 1.

Table 1. Result of Interview Analysis

Themes	Sub-themes	Excerpt Number	Participant
Tendency to Use Gadget and Learning Preference	Tendency to Use Gadget	3	P3, P5
	Learning Preference	3	P5, P6
Technological Advancement	Efficient Learning medium	5	P1, P3, P4
	Innovative Learning Tools	2	P4, P6

Note.

Pn = Participant n

n = number of participants

Based on Table 1, the data showed that tendency to use gadget influenced university students' decision to keep using social media in English language learning. This was shown on a statement delivered by participant (n=2) on the interview. For example, Participant 3 claimed,

My reason is because in one day I definitely cannot be without my handphone, I use it every day, because I now also get information about lectures and the latest information in the world through social media which I usually access on my handphone, (P3, Female, Excerpt 1)

This statement was supported by Participant 5 who stated, "... because I'm used to using social media, so if I want to use other learning media, I have to adapt again." (Excerpt 3). Thus, it seems that university students in an educational state university in Indonesia decided to use social media in learning English because they perceived that tendency to use gadget such as accessing social media to get up-to-date information influenced them in learning English.

Furthermore, students' learning preferences was also influenced them to keep using social media as learning aid when they learn English. Participants (n=3) believed that social media could suite their learning style which made them chose social media as learning aid. This had been delivered by Participant 6, who stated,

The specific thing that is the main reason I choose to continue using social media to help me learn English is because social media provides a lot of interesting content to use as additional information in learning English. Apart from that, studying with social media also suits my learning style, which tends to get bored easily. So, with varied content, I don't get bored quickly when studying. Maybe that's the main reason I chose to study with social media. (P6, Female, Excerpt 3).

In addition, Participant 3 who had the same argument also argued, "But via social media, because I always have my cell phone on me, I find it easy to learn and don't get bored quickly because on social media there are fun videos." (Excerpt 1). This indicated that besides tendency to use gadget, students' learning preferences can be another reason why university students decided to continue using social media, even though they already knew the challenges and shortcomings on that faced social media.

Apart from that, according to Table 1, it can be seen that technological advancements were also be other reasons why university students keep using social media on English language learning. Based on the transcript of interview, participants (n=3) argued that social media as one of technology used in English learning could be an efficient learning medium which could assist students when learn English language. This showed on statement delivered by Participant 3 who stated, "But via social media, because I always have my cell phone on me, I find it easy to learn and don't get bored quickly because on social media there are fun videos." (Excerpt 1). This indicated that social media could efficiently assist students to learn English easily, even it could decrease their boredom while learning. This statement was supported by participant 4 who claimed, "apart from that, nowadays everything has become easier with technology, so like it or not we have to use it, but on condition that we have to be clever in using it, especially in studying." (Excerpt 3). This argument also showed that technological advancements can make English learning process feel easier. It becomes another reason of university student in an educational state university in Indonesia chose social media as their learning medium when they learn English.

Moreover, Table 1 Also showed that social media could be an innovative learning tools for students. This was claimed as one of technological advancements which become students' reason of using social media in English learning. On interview, participants (n=2) stated that social media was an innovative learning tool that help them to learn English. For example, the statement delivered by Participant 6 showed,

The specific thing that is the main reason I choose to continue using social media to help me learn English is because social media provides a lot of interesting content to use as additional information in learning English. Apart from that, studying with social media also suits my learning style, which tends to get bored easily. So, with varied content, I don't get bored quickly when studying. Maybe that's the main reason I chose to study with social media. (P6, Female, Excerpt 2)

This was added by Participant 4 who claimed that, "... because as I mentioned before, nowadays everything has been made easier with technology so like it or not you have to use it," (Excerpt 1). Thus, it showed that social media could help students to learn English through interesting English learning

content. This is one of things that indicated that social media is an innovative learning tool that consist of innovative and interesting English language learning material.

Discussion

This study aimed to explore the reasons of university students at an educational state university in Indonesia decided to keep using social media in English language learning despite its challenges and shortcomings. Based on the findings above and responding to the research question, this study presented results which showed that there are some reasons of university students decided to use social media in English language learning. One of the reasons is tendency to use gadget. Even though on previous study done by Ismael et al. (2018) stated that gadget addiction was a shortcoming of social media, however finding of this study indicated different thing, in which the participants claimed that tendency to use gadget was one of the reasons why they chose social media as their English learning aid. On interview, they perceived that since they use their smartphone daily, then they decided to use their smartphone to help them learning English. They kept access English learning content from social media on their smartphones; even though they already knew that social media could give them some challenges and shortcomings when learn English. They argued that if they used other learning medium, they were needed to adapt with that medium which took more time. Therefore, they decided to keep using social media since they already adapted to social media and their tendency to use gadget, as well as social media.

Moreover, this study also showed that students' learning preference is another reason that affected students' decision to keep using social media in English language learning. Participants on this study believed that social media could suite their learning style. They stated that they were easily bored when learn English from other media such as text-book. However, interactive content on social media which consisted of English learning material could attract their interest which made them more motivated to learn English. This was similar to a study conducted by Ghimire (2022) which presented a result that indicated students' interest of learning English through social media. The students in Ghimire (2022) perceived that they enjoy learning through social media. This showed that social media were suite to their learning preference. Therefore, on this study, it seems that learning preferences influenced university students in an educational state university in Indonesia to decide to continue using social media in learning English despite challenges and shortcoming that they faced on this platform. It is because social media was more interesting then text-book and could decrease their boredom, then it suits the participants learning style.

Apart from that, concerning the external factor, the technological advancement becomes other factors that influence students' decision to use social media as learning medium. The participants on this study perceived that social media could be an efficient learning medium which assisted them to learn English. They claimed that through social media they could access everything easier, including learning material. It indicated that the advancement of social media could help students due to it was provided wide access of English learning material. Additionally, they even could access entertainment such as fun video while learning English on social media due to the learning material was provided in form of entertaining content. This was similar to a previous study done by Xodabande (2017) which showed that social media could be efficient to assist student in enhancing their English language skill. Xodabande (2017) stated that the use of social media in English language learning could be very effective and promising. It was one of technology which could provide tools to practice and enhance students' English pronunciation autonomously. Thus, it can be said that social media was an efficient learning medium which become the reasons of university student in an educational state university in Indonesia decided to keep using this media to learn English.

In addition, social media was believed as an innovative learning tool which could assist students to learn English. This perceived by participants on this study who stated that they could directly access learning material that they like. They stated that the learning material was also served in form of entertaining video which indicated that it was a new form of learning English. This showed that learning English no longer be something boring, instead it is an innovation to help students learn English in fun way. This was similar to a study conducted by Amalia and Gumiandari (2023) which explained social media was a learning medium which could bring positive effects to the learners. Social media was used to create a video that could enhance students speaking skill and pronunciation. This showed that social media is one of technological advancement that can be used as an innovative learning tool in English language learning.

Thus, in conclusion, the university students has some reasons to keep using social media in learning English, even though they already knew the challenges and shortcomings of this media. This result showed that the advantages and disadvantages oof social media which had been presented and discussed on pprevious study could be also the reason why the university students decided to keep using social media to assist them in learning English. Therefore, this study presented clearer information about university

students' perception, especially about their reason of choosing and keep using social media as their learning aids.

This study gives implication for English learners and educators who have willingness to use social media as learning medium. The reasons why university students in an educational state university in Indonesia still using social media despite its challenges and shortcomings are crucial to be considered by both English learner and educator before using social media as learning medium in order to avoid unwanted things while learning English. By considering the information presented on this study, English learners and educators who want to use social media to learn English language could prepare their selves before using social media.

4. CONCLUSION

Based on data that has been presented on findings and discussion, it can be concluded that the reasons of university students decided to keep using social media for learning English despite its challenges and shortcomings were influenced by internal factors and external factors. University students in an educational state university in Indonesia believed that internal factors such as tendency to use gadget and learning style preferences influenced them to keep using social media. Moreover, social media which is one of technological advancement was also claimed as an efficient learning medium and an innovative learning tool. This become external factors that affected university students' decision to keep using social media to help them in English language learning, even though they were already aware of challenges and shortcomings of social media. The findings on this study were alligned with the rprevious studied that has explained on the previous part of this study which presented about advantages and disadvantages of social media. This study showed that the advantages, even disadvantages of social media become the reasons why they keep using social media to asist them in learning English.

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