

ABSTRACT

Social media can be a useful learning medium for today's students. However, studies on social media related to self-directed learning are still limited. Thus, this research aims to determine EFL teacher trainees' perceptions of using social media platforms that lead EFL teacher trainees to acquire self-directed English language proficiency. This research used qualitative methods within a case study framework and data were collected through questionnaires and semi-structured interviews. The participants of this research were 30 third-year EFL teacher trainees of a private university in Ciamis. The research findings indicate that social media facilitated third-year EFL teacher trainees' English learning process and provided various interesting resources, thus motivating the third-year EFL teacher trainees to self-directed learning anywhere and anytime. The influence of social media in self-directed learning showed considerable potential for some third-year EFL teacher trainees to experience improved English language proficiency. However, some third-year trainee EFL teachers also considered that sometimes there were distractions on social media. These distractions could be from themselves, environmental factors, or non-study content that made it difficult for them to learn. The researcher suggests further analyzing social media use's impact on certain aspects of English language learning.