BIBLIOGRAPHY

Abdullah, A. T. H., Al-Bawaleez, M. M. A., Azmi, M. N. L., & Hassan, I. (2022). Analysis of EFL Learners' Language Proficiency Development Across Different Social Media Platforms. *Theory and Practice in Language Studies*, *12*(9), 1756–1761. https://doi.org/10.17507/tpls.1209.07

Ahmed, B. E. S. (2020). Social media in teaching of languages. *International Journal of Emerging Technologies in Learning*, *15*(12), 72–80. https://doi.org/10.3991/ijet.v15i12.12645

Akhter, S., Javed, M. K., Syah, S. Q., & Javaid, A. (2021). Highlighting the advantages and disadvantages of e-learning. *Psychology and Education*, *58*(5), 1607–1614.

Al-Jarrah, T. M., Al-Jarrah, J. M., Talafhah, R. H., & Mansor, N. (2019). The Role of Social Media in Development of English Language Writing Skill at School Level. *International Journal of Academic Research in Progressive Education and Development*, *8*(1). https://doi.org/10.6007/ijarped/v8-i1/5537

Allam, M., & Elyas, T. (2016). Perceptions of Using Social Media as an ELT Tool among EFL Teachers in the Saudi Context. *English Language Teaching*, *9*(7), 1. https://doi.org/10.5539/elt.v9n7p1

Amporn. (2023). *The Use of Digital Technology in ELL Research : Current Trends , Agendas and Future Directions*. *13*(November 2020).

Anwas, E. O. M., Sugiarti, Y., Permatasari, A. D., Warsihna, J., Anas, Z., Alhapip, L., Siswanto, H. W., & Rivalina, R. (2020). Social media usage for enhancing english language skill. *International Journal of Interactive Mobile Technologies*, *14*(7), 41–57. https://doi.org/10.3991/IJIM.V14I07.11552

Ariantini, K. P., Suwastini, N. K. A., Adnyani, N. L. P. S., Dantes, G. R., & Jayantini, I. G. A. S. R. (2021). Integrating Social Media into English Language Learning: How and to What Benefits According to Recent Studies. *NOBEL: Journal of Literature and Language Teaching*, *12*(1), 91–111. https://doi.org/10.15642/nobel.2021.12.1.91-111

Bandura, A. (1997). Self-Efficacy: The exercise of control. In *The Routledge Handbook of the Psychology of Language Learning and Teaching* (pp. 100–111). https://doi.org/10.1177/0032885512472964

Bergey, R., Movit, M., Baird, A. S., Faria, A., & Mei, M. (2018). Serving English language learners in higher education: Unlocking the potential. *American Institutes for Research*, 1–21. https://www.air.org/sites/default/files/downloads/report/Serving-English-Language-Learners-in-Higher-Education-2018.pdf

Bhattacharya, K. (2017). Fundamentals of Qualitative Research: A Practical Guide (1st ed.). Routledge. https://doi.org/10.4324/9781315231747

Cohen, L., Manion, L., & Morrison, K. (2018). Research Methods in Education (8th ed.). London: Routledge.https://doi.org/10.4324/9781315456539

Creswell, J. W., & Creswell, J. D. (2018). Research design: qualitative, quantitative, and mixed methods approaches. *Fifth edition*. Los Angeles, SAGE.

Desta, M. A., Workie, M. B., Yemer, D. B., Denku, C. Y., & Berhanu, M. S. (2021). Social media usage in improving english language proficiency from the viewpoint of medical students. *Advances in Medical Education and Practice*, *12*, 519–528. https://doi.org/10.2147/AMEP.S310181

Desta, M. A., Workie, M. B., Yemer, D. B., Denku, C. Y., & Berhanu, M. S. (2022). *Social Media Usage in Improving English Language Proficiency from the Viewpoint of Medical Social Media Usage in Improving English Language Proficiency from the Viewpoint of Medical Students*. https://doi.org/10.2147/AMEP.S310181

Du, F. (2013). Student Perspectives of Self-Directed Language Learning: Implications for Teaching and Research. *International Journal for the Scholarship of Teaching and Learning*, *7*(2). https://doi.org/10.20429/ijsotl.2013.070224

Erzad, A. M., & Suciati, S. (2018). Social Media for Improving Students' English Quality in Millenial Era. *Edulingua: Jurnal Linguistiks Terapan Dan Pendidikan Bahasa Inggris*, *5*(1), 7–14. https://ejournal.unisnu.ac.id/JE/article/view/819/1071

Etikan, I. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, *5*(1), 1. https://doi.org/10.11648/j.ajtas.20160501.11

Faryadi, Q. (2017). Effectiveness of Facebook in English Language Learning: A Case Study. *OALib*, *04*(11), 1–11. https://doi.org/10.4236/oalib.1104017

Ghimire, S. P., & Secondary, S. P. (2022). *Secondary Students ' Learning English through Social Media : A Case Study in To cite this article : Secondary Students ' Learning English through Social Media : A Case Study in Nepal*.

Haque, S. M. F., Mofareh, N., & Salem, A. (2019). *Social Media in EFL Context : Attitudes of Saudi Learners*. *10*(5), 1029–1040.

Haryanti, D., Febriani, R. B., & Faridah, D. (2022). Promoting Students' Autonomous Learning Through English Pronunciation Application in Learning Pronunciation. *JALL (Journal of Applied Linguistics and Literacy)*, *6*(1), 131–148. https://jurnal.unigal.ac.id/index.php/jall/index

Hatch, E., & Lazaraton, A. (1991). *The research manual: Design and statistics for applied linguistics.* New York: Harper Collins Publ. Inc

Ismail, S., Zaim, M., & Mukhaiyar, M. (2019). *Student Perspective in Using Social Media As a Tool in English Language Learning. 178*(ICoIE 2018), 493–498. https://doi.org/10.2991/icoie-18.2019.106

Knowles, M. S. (1975). *Self Directed Learning: A Guide for Learners and Teachers.*

Kurnia, A., & Nasution, P. (2022). *Social Media Used In Language Learning : Benefits And Challenges. 1*(2), 59–68.

Lai, Y., Saab, N., & Admiraal, W. (2022). University students' use of mobile technology in self-directed language learning: Using the integrative model of behavior prediction. *Computers and Education*, *179*(September 2021), 104413. https://doi.org/10.1016/j.compedu.2021.104413

Lashari, A. A., Rizvi, Y., Abbasi, F. N., Kurd, S. A., Solangi, M. A., & Golo, M. A. (2023). Analyzing the Impacts of Social Media Use on Learning English Language. *Al-Qanṭara*, *9*(4), 133–146. http://alqantarajournal.com/index.php/Journal/article/view/345

Le, M. A., Mai, T., & Ria -Vung, B. A. (2021). Advantages & Disadvantages of Social Networks in English Language Teaching. *Issue 3 Ser. VII*, *11*(3), 67–79. https://doi.org/10.9790/7388-1103076779

Lu, J. (2022). *Exploring social media technologies for novice EFL school teachers to collaborate and communicate : A case in the Czech Republic. September*, 1–13. https://doi.org/10.3389/fpsyg.2022.1010686

Mirzawati, N., Neviyarni, N., & Rusdinal, R. (2020). The Relationship between Self-efficacy and Learning Environment with Students' Self-directed Learning. *Jurnal Aplikasi IPTEK Indonesia*, *4*(1), 37–42. https://doi.org/10.24036/4.14343

Misnawati, M., Yusriadi, Y., & Tahir, S. Z. Bin. (2022). MALL in Learning English through Social Networking Tools: Students' Perceptions on Instagram Feed-based Task and Peer Feedback. *Call-Ej*, *23*(2 Special Issue), 198–216.

Moradi, H. (2018). *Self-directed Learning in Language Teaching-learning Processes. 8*(2007), 59–64.

Muftah, M. (2023). Impact of social media on learning English language during the COVID-19 pandemic. *PSU Research Review*. https://doi.org/10.1108/PRR-10-2021-0060

Noori, A. Q., Orfan, S. N., Akramy, S. A., Hashemi, A., Noori, A. Q., Orfan, S. N., Akramy, S. A., & Hashemi, A. (2022). The use of social media in EFL learning

and teaching in higher education of Afghanistan The use of social media in EFL learning and teaching in higher education of Afghanistan. *Cogent Social Sciences*, *8*(1). https://doi.org/10.1080/23311886.2022.2027613

Priya, A. (2021). Case Study Methodology of Qualitative Research: Key Attributes and Navigating the Conundrums in Its Application. *Sociological Bulletin*, *70*(1), 94–110. https://doi.org/10.1177/0038022920970318

Putu, K. (2024). *How can Social Media Revolutionize Informal English Learning? Unveiling Learning Goals, Advantages, and Disadvantages*. *27*(1), 389–405. https://e-journal.usd.ac.id/ojs-new/index.php/LLT/article/view/8232/3992

Rintaningrum, R. (2023). *Technology integration in English language teaching and learning : Benefits and challenges Technology integration in English language teaching and learning : Benefits and challenges*. https://doi.org/10.1080/2331186X.2022.2164690

Solihin, S. (2021). Using Mobile-Assisted Language Learning (MALL) to Teach English in Indonesian Context: Opportunities and Challenges. *VELES Voices of English Language Education Society*, *5*(2), 95–106. https://doi.org/10.29408/veles.v5i2.3150

Thorne, S. L., & May, S. (2018). *Language , Education and Technology Third Edition*. *9*(December 2017).

Walsh, K. (2017). Self-directed learning at the point of care. *InnovAiT: Education and Inspiration for General Practice*, *10*(3), 178–182. https://doi.org/10.1177/1755738016679441

Wang, C. (2021). *The Relationship Between Teachers ' Classroom English Proficiency and Their Teaching Self-Efficacy in an English Medium Instruction Context*. *12*(June), 1–9. https://doi.org/10.3389/fpsyg.2021.611743

Wang, H., Wang, M., & Li, G. (2022). *The use of social media inside and outside the classroom to enhance students ' engagement in EFL contexts*. *September*, 1–7. https://doi.org/10.3389/fpsyg.2022.1005313

Yamada, M. (2018). *Evaluation of an EFL Teacher Training Program in Japan*. https://doi.org/10.1177/1936724418755420

Yuniar, M. S., & Purnamaningsih, I. R. (2022). *University Students ' Perception of Using Social*. *5*(6), 1211–1217.

Zam Zam Al Arif, T. (2019). the Use of Social Media for English Language Learning: an Exploratory Study of Efl University Students. *Metathesis: Journal of English Language, Literature, and Teaching*, *3*(2), 224–233. https://doi.org/10.31002/metathesis.v3i2.1921