



# Boosting students' self-directed english learning through social media engagement

Ade Ismail Ramadhan Hamid<sup>1</sup>, Khusnul Khatimah<sup>2</sup>

<sup>1,2</sup>Pendidikan Bahasa Inggris, Universitas Muhammadiyah Kalimantan Timur, Indonesia

## ARTICLE INFO

### Article history:

Received May 30, 2026

Revised Jun 06, 2026

Accepted Jun 18, 2026

### Keywords:

Autonomous Learning,  
Language Learning,  
Self-Directed Learning,  
Social Media.

## ABSTRACT

This study investigates how social media platforms can be leveraged to enhance self-directed English language learning among Muhammadiyah students. Utilizing a quantitative approach, data were collected from 72 students via a structured questionnaire measuring both social media use for English learning and self-directed learning (SDL) behaviors. Descriptive statistics revealed high engagement with social media for English learning (mean = 4.07) and robust self-directed learning tendencies (mean = 3.77), with no significant gender differences. Correlation analysis demonstrated a strong, statistically significant positive relationship between social media use and SDL (Pearson  $r = 0.793$ ,  $p < 0.001$ ). These findings suggest that social media is not only widely used and effective for English language learning but also a powerful enabler of self-directed learning in this context. The study highlights the potential of social media to bridge gaps in English education in geographically isolated regions and provides actionable insights for educators and policymakers seeking to foster autonomous, motivated language learners in Muhammadiyah institutions.

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.



### Corresponding Author:

Ade Ismail Ramadhan Hamid,  
Universitas Muhammadiyah Kalimantan Timur,  
Jl. Aw. Syahrani Gg 05, Samarinda, 75124, Indonesia,  
Email: air550@umkt.ac.id

## INTRODUCTION

English plays a crucial role in Indonesian higher education, particularly in enhancing students' academic performance and preparing them for global competitiveness. However, English learning in Indonesia still faces persistent challenges. Moreover, the challenges in English education are often exacerbated by how educational success is locally defined and measured, which can be influenced by broader policy contexts (Winton, 2013), especially due to limited exposure to English in daily communication and the lack of adequate learning resources in many areas outside Java. These limitations often lead to low student confidence and weak communicative competence, making English learning difficult for many university students. Furthermore, the disparity in educational quality between urban and rural areas often leaves remote schools struggling with inadequate infrastructure and minimal language immersion (Mariyam et al., 2025).

Several previous studies have confirmed these ongoing issues. Malik et al., (2021) emphasized that insufficient instructional support, limited learning resources, and minimal English exposure remain key barriers, particularly in early educational stages. Similarly, Winnie et

al., (2023) found that Indonesian undergraduate students frequently experience both psychological difficulties and academic challenges in learning English, indicating that the language remains demanding in the Indonesian EFL context. Innovation in education is essential to address these persistent barriers, requiring a shift in how learning processes are structured and implemented (Yoesoep Edhie Rachmad, 2022).

In response to these limitations, social media has increasingly been recognized as a potential platform for English learning, as it provides access to authentic language materials beyond formal classroom settings. Utami et al., (2018) highlighted that YouTube can support language development by creating an authentic learning environment, while Zam et al., (2020) reported that Instagram is widely utilized by students for English learning purposes. Furthermore, research supports that social media short videos positively influence English acquisition, particularly in vocabulary and listening skills (Rakhmasari & Pratiwi, 2024). Additionally, the use of platforms like TikTok has been shown to provide an engaging environment that specifically enhances students' oral English communication competence (Xiuwen & Razali, 2021). These digital platforms allow learners to engage with English content more frequently, which may help reduce the issue of limited exposure. Nevertheless, the effectiveness of social media as a learning medium largely depends on students' ability to manage their learning process independently. This highlights the importance of Self-Directed Learning (SDL), which refers to learners' initiative in setting learning goals, selecting appropriate resources, applying learning strategies, and evaluating learning outcomes (Manning & Manning, 1985). In adult and higher education, this shift requires transforming the traditional authoritative role of the educator into a facilitator who encourages student responsibility and autonomy (Loeng, 2020). In the context of social media integration, this pedagogical shift becomes even more pronounced. As authentic English materials become heavily accessible online, the instructor's role transitions from a primary knowledge transmitter to a digital learning facilitator. Instead of merely delivering content, instructors must now scaffold students' critical digital literacy, guide their resource selection, and help structure their autonomous learning paths. Ultimately, social media engagement redefines the instructor's relevance into a supportive role that monitors, encourages, and validates students' self-directed efforts. Prior research has demonstrated that SDL positively influences language learning outcomes, such as improving reading comprehension and increasing learners' responsibility and autonomy (Huda & Sulistyaningrum, 2022). Learning English from YouTubers is also noted to enhance learners' self-regulated language learning (Wang & Chen, 2020), which is supported by a systematic review confirming a robust connection between digital engagement and self-directed learning outcomes in Indonesian EFL contexts (Berlin et al., 2025). This is further supported by structural frameworks showing that informal digital settings allow students to utilize metacognitive processes and strategic planning to enhance their language proficiency (Indrayani et al., 2024).

Although the topics of social media use and self-directed learning have been widely discussed in previous studies, limited research has explored the relationship between Social Media English Use (SMEU) and SDL simultaneously, particularly among university students in regions outside Java. This gap indicates that it is still unclear whether students' engagement with English content through social media contributes to stronger self-directed learning behavior. In this regard, Roohani & Heidari Vincheh, (2023) emphasize that social media, as an Internet-based technology, has the "pedagogical potential to promote learners' participation and increase learning experience". Therefore, this study investigates the levels of SMEU and SDL among undergraduate students at Universitas Muhammadiyah Kalimantan Timur, examines whether gender differences exist, and explores the relationship between SMEU and SDL.

Accordingly, this study seeks to answer three main research questions: (1) What are the overall levels of Social Media English Use (SMEU) and Self-Directed Learning (SDL) among UMKT undergraduate students? (2) Are there significant differences in SMEU and SDL between male and female students? and (3) Is there a significant relationship between SMEU and SDL among UMKT

undergraduate students?. The significance of this study lies in its contribution to understanding how social media supports independent English learning in informal digital contexts. Specifically, this research identifies students' levels of SMEU and SDL, investigates gender-based differences, and examines the correlation between the two variables. The findings may provide valuable insights for English educators and institutions in developing strategies that encourage students to use social media more effectively to improve English proficiency and learner autonomy. In addition, this study can serve as a reference for future researchers who wish to explore social media-based English learning and self-directed learning within EFL higher education settings, particularly in Indonesian contexts outside Java.

## RESEARCH METHODOLOGY

This study employed a quantitative correlational research design to investigate the relationship between Social Media English Use (SMEU) and Self-Directed Learning (SDL) among university students. A correlational design was considered appropriate because the study aimed to examine the strength and direction of the relationship between SMEU and SDL without manipulating any variables. This design enables the researcher to identify whether increased use of social media for English learning is associated with higher levels of self-directed learning.

The research was conducted at Universitas Muhammadiyah Kalimantan Timur (UMKT), Samarinda. The participants of this study consisted of 72 undergraduate students who were actively enrolled during the data collection period. A power analysis using GPower indicated that a minimum of 29 participants is required to detect a large effect size ( $r = 0.50$ ) with a statistical power of 0.80 at  $\alpha = 0.05$ . Therefore, the current sample size of 72 participants safely exceeds this minimum requirement, ensuring adequate statistical power for the correlation analysis. In terms of gender distribution, 50 participants were female and 22 were male. The participants were selected because they were familiar with social media platforms and had experience using English in both academic and informal contexts. This sample size was considered adequate for correlational analysis and represents students who are actively engaged in digital learning environments.

The instrument used in this study was a questionnaire consisting of 30 items. The questionnaire was designed using a five-point Likert scale to measure participants' responses, ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), to 5 (Strongly Agree). This scale was applied to ensure that students could express the degree of their agreement with each statement clearly and consistently.

The questionnaire was divided into two main sections. The first section focused on Social Media English Use (SMEU), covering items 1 to 15. This variable was measured using four main indicators adapted from digital engagement and technology-enhanced language learning frameworks (Reinhardt, 2019): (1) frequency and types of social media engagement (items 1, 3, and 5), (2) affective engagement and learning motivation (items 6–7), (3) perceived improvement across language skills (vocabulary, pronunciation, listening, speaking, reading, and writing; items 8–13), and (4) real-world language practice and autonomous pacing (items 2, 14, and 15).

The second section measured Self-Directed Learning (SDL), consisting of items 16 to 30. This construct was operationalized through five core indicators adapted from foundational learner autonomy and self-directed learning frameworks (Benson, 2011): (1) learning goal-setting (items 16–17), (2) independent resource-seeking (items 18 and 21), (3) self-evaluation and monitoring (item 19), (4) learning responsibility and autonomy (items 20 and 25), and (5) self-confidence and problem-solving in digital learning environments (items 22–24).

Furthermore, the data were analyzed using a multi-staged statistical approach, beginning with validity and reliability testing to ensure the research instruments' consistency and accuracy. Once the instruments were validated, descriptive statistics (mean, standard deviation, and quartiles) and item-level analysis (median and mode) were performed to summarize students'

general tendencies and specific behaviors regarding Social Media English Use (SMEU) and Self-Directed Learning (SDL). To examine demographic variations, a gender-based comparison was conducted to identify differences in learning tendencies between male and female students. Before proceeding to inferential testing, a Kolmogorov-Smirnov test confirmed that the data met the assumption of normality, permitting the use of parametric methods. Finally, Pearson's Product-Moment Correlation was employed to determine the strength and direction of the relationship between SMEU and SDL, applying a significance level of  $p < 0.001$ .

## RESULTS AND DISCUSSIONS

In this study, there were 72 students from University of Muhammadiyah Kalimantan Timur, with 50 identifying as female and 22 as male. Each participant responded to Likert-scale questionnaire, with the first 15 items measuring Social Media English Use and the next 15 items measuring Self-Directed Learning (SDL).

### Descriptive statistic

The mean score for Social Media English Use is 4.07, indicating that students are highly engaged with platforms such as YouTube, Instagram, and TikTok for English learning. The mean SDL score of 3.77 also reflects a strong tendency toward self-directed learning behaviours, including goal setting, resource seeking, and independent study. The relatively narrow standard deviations for both constructs suggest that these positive tendencies are widely shared across the sample.

**Table 1.** Descriptive statistics

Variable	N	Mean	Std. Dev.	Min	25%	Median	75%	Max
SMEU	72	4.07	0.46	2.93	3.80	4.03	4.40	5.00
SDL	72	3.77	0.55	2.70	3.38	3.80	4.00	5.00

### Item-Level Analysis

To gain a deeper understanding, each questionnaire item was analysed for its median, mode, and the percentage of students who agreed or strongly agreed (selected 4 or 5 on the Likert scale). Tables 2 and 2.1 summarize these findings.

**Table 2.** Social Media English Use

No	Item	Median	Mode	Percentage
1	Use social media for English learning	4	4	91.7%
2	Practice English in real-life situations	4	4	83.3%
3	Follow English learning accounts/channels	4	4	75.0%
4	Access to authentic English content	4	4	93.1%
5	Allocate weekly time for social media English learning	3	3	47.2%
6	More motivated using social media	4	4	72.2%
7	Social media makes learning more interesting	4	4	81.9%
8	Improve vocabulary via social media	4	4	95.8%
9	Improve pronunciation via social media	4	4	88.9%
10	Improve listening skills via social media	4	4	90.3%
11	Improve speaking skills via social media	4	4	86.1%
12	Improve reading skills via social media	4	4	91.7%
13	Improve writing skills via social media	4	4	69.4%
14	Learn at own pace via social media	4	4	81.9%
15	Easier understanding vs. traditional classes	4	4	56.9%

The data reveal that the vast majority of students agree or strongly agree that social media helps them learn English, with particularly high agreement for items related to vocabulary, listening, and access to authentic content. However, less than half report consistently allocating

weekly time for social media English learning, suggesting that while motivation and engagement are high, time management remains a challenge.

**Table 3.** Self-Directed Learning

No	Item	Median	Mode	Percentage
16	Set own English learning goals on social media	4	4	58.3%
17	Choose topics/skills to learn on social media	4	4	70.8%
18	Independently seek English resources on social media	4	4	72.2%
19	Routinely evaluate English learning progress	3	3	41.7%
20	Feel responsible for own learning on social media	4	4	58.3%
21	Continue learning English via social media without teacher instruction	4	4	79.2%
22	Confident in self-directed English learning on social media	4	4	66.7%
23	Use social media feedback to improve English	4	4	56.9%
24	Overcome English learning difficulties via social media	4	4	81.9%
25	Motivated to learn English by controlling own process on social media	4	4	70.8%

The highest agreement is found in items about continuing to learn without teacher instruction and overcoming difficulties, reflecting the autonomy and resourcefulness fostered by social media. However, routine self-evaluation remains an area for growth, with only 41.7% of students agreeing or strongly agreeing with this item.

### Gender Based Comparison

Gender-based analysis further enriches the findings. Table 4. presents the mean and standard deviation of Social Media English Use and Self Directed Learning (SDL) by gender.

**Table 4.** Gender Comparison

Gender	N	Social Media Use Mean (SD)	SDL Mean (SD)
Female	50	4.13 (0.45)	3.80 (0.56)
Male	22	3.94 (0.47)	3.69 (0.51)

Female students report slightly have higher mean scores for both constructs, but the differences are modest and the standard deviations indicate substantial overlap. This suggests that both male and female students are equally able to benefit from social media-enhanced English learning and SDL, supporting the inclusivity of this approach.

### Correlation between Social Media and SDL

This study employed Pearson's Product-Moment Correlation to examine the relationship between Social Media English Use (SMEU) and Self-Directed Learning (SDL) among the participants. Prior to conducting the correlation analysis, the data were confirmed to meet the assumptions of normality, allowing the use of a parametric statistical test.

**Table 5.** Test of Normality

One-Sample Kolmogorov-Smirnov Test		
N		Unstandardized Residual 72
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	4.90131623
Most Extreme Differences	Absolute	.091
	Positive	.049
	Negative	-.091
Test Statistic		.091
Asymp. Sig. (2-tailed)		.200c,d

a. Test distribution is Normal.

b. Calculated from data.

The result shows that the number of observations was 72 ( $N = 72$ ). The Kolmogorov-Smirnov test yielded an Asymp. Sig. (2-tailed) value of 0.200, which is greater than the significance level of 0.05. Therefore, it can be concluded that the data are normally distributed. Since the assumption of normality has been met, the use of parametric statistical analysis, specifically Pearson's Product-Moment Correlation, is considered appropriate for examining the relationship between Social Media English Use (SMEU) and Self-Directed Learning (SDL).

**Table 6.** Correlation Analysis

		Correlations	
		SMEU	SDL
SMEU	Pearson Correlation	1	.793**
	Sig. (2-tailed)		.000
	N	72	72
SDL	Pearson Correlation	.793**	1
	Sig. (2-tailed)	.000	
	N	72	72

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation analysis, as presented in Table 6, indicate a strong positive correlation between SMEU and SDL, with a correlation coefficient of  $r = 0.793$ . This value suggests that the relationship between the two variables is substantial in strength. The positive direction of the correlation implies that higher levels of English use on social media are associated with higher levels of self-directed learning among students. In terms of statistical significance, the analysis yielded a p-value of 0.000 ( $p < 0.001$ ). This result indicates that the correlation between SMEU and SDL is statistically significant at the 0.01 level

Overall, the findings suggest that Social Media English Use is closely associated with students' Self-Directed Learning. While this study does not imply a causal relationship, the strong and significant correlation indicates that increased exposure to and engagement with English through social media is related to higher levels of learner autonomy and self-regulation. These results provide empirical support for the integration of social media into English learning contexts to encourage students to become more self-directed learners.

## Discussion

The findings of this study indicate that social media plays an important role in supporting English learning and strengthening students' self-directed learning (SDL). The descriptive results show that students demonstrated a high level of Social Media English Use (SMEU) ( $M = 4.07$ ), suggesting that platforms such as YouTube, Instagram, and TikTok are frequently used as learning resources. From a student perspective, the integration of social media into language learning is perceived as highly beneficial, as it increases engagement and provides diverse resources for English mastery (Safitri et al., 2022). This high engagement reflects that social media provides accessible and authentic English exposure, which is particularly beneficial for students in areas with limited opportunities to interact with English in daily life.

In terms of self-directed learning, the SDL mean score ( $M = 3.77$ ) also indicates that students have relatively strong autonomous learning tendencies. This is consistent with the view that integrating ICT into education setting brings some benefits, such as supporting student-centered and self-directed learning (Sudarwati et al., 2021). This suggests that students are able to take initiative in learning English independently by selecting learning materials, practicing skills, and using social media as a flexible learning environment. However, some weaknesses were also found, particularly in time management and routine self-evaluation, meaning that students may still rely on unstructured learning habits, a challenge similarly noted in other studies regarding the difficulty of maintaining focus and time management when using social media for learning (Natalia et al., 2024; Saragi et al., 2023)

The gender comparison results reveal only slight differences between female and male students, with females showing marginally higher mean scores in both SMEU and SDL. Overall, this suggests that social media-supported learning benefits students regardless of gender and can be considered an inclusive learning approach.

Most importantly, the Pearson correlation analysis revealed a strong and significant positive relationship between SMEU and SDL ( $r = 0.793$ ,  $p < 0.001$ ). This finding is reinforced by a systematic literature review which identified a robust connection between digital engagement and self-directed learning outcomes in Indonesian EFL contexts (Berlin et al., 2025). This indicates that students who actively use social media for English learning tend to demonstrate higher levels of self-directed learning. This is in line with recent research which demonstrates that social media platforms effectively serve as tools to enhance students' self-directed learning abilities in the English language context (Sitorus, 2023). The result supports the idea that social media not only provides learning input but also encourages learner autonomy by allowing students to control their learning pace, access resources independently, and practice English beyond formal classroom settings. Shifting toward such student-centric approaches diminishes passive consumption, actively boosting learner engagement, accountability, and the development of lifelong learning habits (Charokar & Dulloo, 2022). Therefore, integrating social media into English learning contexts may help foster more independent and motivated learners in Muhammadiyah higher education.

The strong positive correlation ( $r = 0.793$ ) between SMEU and SDL carries crucial implications for the future development of digital technology-based English language learning. First, it implies that instructional design must shift from rigid, centralized Learning Management Systems (LMS) toward a hybrid model that accommodates informal micro-learning digital ecologies. Since students demonstrate high engagement with bite-sized, authentic content on YouTube, Instagram, and TikTok, digital developers and educators should collaborate to curate or design structured educational content within these preferred public spaces rather than forcing students into detached platforms. Second, the findings imply a pressing need for integrating digital self-regulation scaffolding within technology-based curricula. Since the data revealed that students still struggle with time management (item 5) and routine self-evaluation (item 19), digital learning interventions should not merely provide linguistic input. Instead, they must incorporate built-in metacognitive tools, such as digital progress trackers, self-reflection prompts, and goal-setting features, to help learners transform passive social media scrolling into a highly structured, autonomous language-learning habit.

## CONCLUSION

This study concludes that social media is widely used by Muhammadiyah university students in Kalimantan Timur as a tool for learning English and contributes positively to the development of self-directed learning. The findings show that students demonstrated a high level of Social Media English Use ( $M = 4.07$ ) and a strong level of Self-Directed Learning ( $M = 3.77$ ), indicating that social media provides accessible opportunities for authentic language exposure and independent learning. The results also revealed no meaningful gender differences, suggesting that this learning approach is inclusive for both male and female students. Most importantly, the correlation analysis confirmed a strong and significant positive relationship between social media use and self-directed learning ( $r = 0.793$ ,  $p < 0.001$ ). Therefore, social media can be considered an effective platform to support autonomous English learning, aligning with the observed effectiveness of digital applications in enhancing learning outcomes (Purba & Saragih, 2022;Fadhilah, 2024), particularly in regions with limited English learning resources. Future studies are recommended to explore causal relationships and examine how structured guidance can further enhance students' self-directed learning through social media.

## References

- Benson, P. (2011). *Teaching and researching autonomy in language learning* (2nd ed.). Routledge.
- Berlin, A. W., Wibowo, E. P., & Purnawarman, P. (2025). SELF-DIRECTED ENGLISH LEARNING THROUGH SOCIAL MEDIA: A SYSTEMATIC LITERATURE REVIEW. *Journal of English Educational Study (JEES)*, 8(1), 77–86. <https://doi.org/10.31932/jees.v8i1.4265>
- Charokar, K., & Dulloo, P. (2022). Self-directed Learning Theory to Practice: A Footstep towards the Path of being a Life-long Learner. In *Journal of Advances in Medical Education and Professionalism* (Vol. 10, Number 3, pp. 135–144). Shriaz University of Medical Sciences. <https://doi.org/10.30476/jamp.2022.94833.1609>
- Fadhilah, N. (2024). Analisis Efektivitas Penggunaan Media Sosial dalam Proses Pembelajaran Bahasa Inggris. *EduTech Journal*, 1(1), 30–33. <https://doi.org/10.62872/f9ezkm84>
- Huda, H. N., & Sulistyanningrum, S. D. (2022). *The Impact of Self-Directed Learning on Students' English Reading Comprehension Ability*.
- Indrayani, N., Yudi Cahyono, B., Mukminatien, N., & Maria Ivone, F. (2024). Self-Directed Informal Digital Learning of English: Identifying Its Nature and Activities for English Proficiency. In *rEFLections* (Vol. 31, Number 2).
- Loeng, S. (2020). Self-directed learning: A core concept in adult education. In *Education Research International* (Vol. 2020). Hindawi Limited. <https://doi.org/10.1155/2020/3816132>
- Malik, H., Humaira, M. A., Komari, A. N., & Fathurrochman. (2021). *How to Cite*. <https://doi.org/10.37028/lingcure.v5n1.1485>
- Manning, G., & Manning, G. A. (1985). Self-Directed Learning: A Key Component of Adult Learning Theory. In *Journal of the Washington Institute of China Studies* (Vol. 26, Number 2).
- Mariyam, S., Pratiwi, D., & Meraj, M. (2025). Challenges in Teaching English in Indonesian Rural Schools: Issues and Solution. *Journal of Languages and Language Teaching*, 13(3), 1469. <https://doi.org/10.33394/jollt.v13i3.13481>
- Natalia, E., Manesenulu, B., & Ribawati, E. (2024). Volume 2; Nomor 12. Desember, 586–588. <https://doi.org/10.59435/gjmi.v2i12.1170>
- Purba, N. A., & Saragih, M. (2022). PENINGKATAN HASIL BELAJAR BAHASA INGGRIS MELALUI APLIKASI DUOLINGO DALAM PEMBELAJARAN ONLINE. <http://ejournal.ust.ac.id/index.php/Aquinas/index>
- Rakhmasari, D. L., & Pratiwi, B. I. (2024). The influence of social media short videos on Indonesians' English acquisition. *Leksika: Jurnal Bahasa, Sastra Dan Pengajarannya*, 18(2), 55. <https://doi.org/10.30595/lks.v18i2.22659>
- Reinhardt, J. (2019). Social media in second and foreign language teaching and learning: Blogs, wikis, and social networking. In *Language Teaching* (Vol. 52, Number 1, pp. 1–39). Cambridge University Press. <https://doi.org/10.1017/S0261444818000356>
- Roohani, A., & Heidari Vincheh, M. (2023). Effect of game-based, social media, and classroom-based instruction on the learning of phrasal verbs. *Computer Assisted Language Learning*, 36(3), 375–399. <https://doi.org/10.1080/09588221.2021.1929325>
- Safitri, M., Yuliyani, A., Hamid, F., & Suriaman, A. (2022). THE USE OF SOCIAL MEDIA FOR LEARNING ENGLISH: STUDENTS PERSPECTIVE. *Indonesian EFL Journal*, 8(2), 269–276. <https://doi.org/10.25134/iefj.v8i2.6477>
- Saragi, D. M., Sirait, L., Pardede, J. F., Moningka, L. M., & Putri, A. (2023). *Upaya Peningkatan Kosakata Bahasa Inggris Melalui Media Sosial oleh Siswa/i SMPN 163 Jakarta* (Vol. 1).
- Sitorus, N. (2023). The use of Social Media to enhance Self-directed Learning (SDL) in English. In *Science and Education* (Vol. 2).
- Sudarwati, E., Fatimah, F., Astuti, Y., & Ubaidillah, M. F. (2021). Developing Online Learning Assessment Instrument for English Sentence Structure Course during Covid-19 Pandemic. *Langkawi: Journal of The Association for Arabic and English*, 7(2), 170. <https://doi.org/10.31332/lkw.v7i2.3122>
- Utami UIN Fatmawati Sukarno Bengkulu, V., Raden Fatah, J., & Dewa, P. (2018). Exploring The Use of Social Media As An English Learning Platform During Covid 19 Pandemic. *JELE (Journal of English Language and Education)*, 4(1), xx–xx.
- Wang, H., & Chen, C. W. (2020). Learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube. *Innovation in Language Learning and Teaching*, 14(4), 333–346. <https://doi.org/10.1080/17501229.2019.1607356>

- Winnie, W., Leong, H. J., Badiozaman, I. F., & Yap, A. (2023). Negotiating the challenges in speaking English for Indonesian undergraduate students in an ESL university. *Studies in English Language and Education*, 10(2), 822–840. <https://doi.org/10.24815/siele.v10i2.26563>
- Winton, S. (2013). How Schools Define Success: The Influence of Local Contexts on the Meaning of Success in Three Schools in Ontario, Canada. *Comparative and International Education*, 42(1). <https://doi.org/10.5206/cie-eci.v42i1.9222>
- Xiuwen, Z., & Razali, A. B. (2021). An Overview of the Utilization of TikTok to Improve Oral English Communication Competence among EFL Undergraduate Students. *Universal Journal of Educational Research*, 9(7), 1439–1451. <https://doi.org/10.13189/ujer.2021.090710>
- Yoesoep Edhie Rachmad. (2022). Innovation in Education Theory. *Amiens Cathédrale Éditions Internationales*. <https://doi.org/10.17605/osf.io/rsqym>
- Zam, T., Al Arif, Z., Sulistiyo, U., & Handayani, R. (2020). Teaching & Literature ISSN. *A Journal of Culture*, 20(2). <https://doi.org/10.24167/celt.v20i2>