

**EDUCATIONAL AFFORDANCES OF SOCIAL MEDIA TO
FACILITATE SELF-REGULATED LEARNING: EFL
STUDENTS' PERSPECTIVES**

THESIS

Submitted in Partial Fulfilment of the Requirement for Gaining
the Bachelor Degree in English Education Department



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2025

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Wassalamu'alaikum Wr. Wb.

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ABSTRACT

TITLE : Educational Affordances of Social Media to Facilitate Self-Regulated Learning: EFL Students' Perspectives

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This study explores the role of social media in facilitating self-regulated learning among English as a Foreign Language (EFL) students, focusing on their perspectives regarding the educational affordances of various social media platforms. Recognizing the growing integration of social media into language learning (L2) process and its potential to enhance language acquisition, this research investigates which platforms are mostly used by EFL learners and which specific features they find most beneficial for supporting autonomous language learning. Descriptive qualitative method was used in this research to obtain the data. This study used questionnaire with participants consisting of the 3rd and 5th semester student in UIN Walisongo Semarang and depth interview to validate the data. This study concludes that Instagram, TikTok, and YouTube are popular social media platform used by EFL Student to facilitate their self-regulated learning process, EFL students feel the advantages of social media features such as daily post and short video explanation which were functioned as sources of English materials. However, this study still has not included several aspects including the challenges and obstacles faced by EFL students. future research can use this gap to improve the results of this study.

Keyword: Educational Affordances, Social Media, Language Learning, Self-Regulated learning, EFL Students' Perspectives

MOTTO

بَصِيرٌ تَعْمَلُونَ بِمَا وَاللَّهُ كُنْتُمْ مَا آيَنَ مَعَكُمْ وَهُوَ

“Dan Dia (Allah) Bersama kamu dimana saja kamu berada, dan
Dia mengetahui apa yang kamu kerjakan”

-Q.S Al-Hadid:04-

“حياته طول الجهل ذل تجرع, ساعة التعلم مر يذق لم من”

“Barang siapa yang tidak tahan menahan lelahnya belajar, maka
ia harus menanggung pedihnya kebodohan selama hidupnya”

-Imam As-Syafi’I-

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Finally, the researcher realizes that this thesis is still far from the perfect arrangement. The researcher will happily receive constructive criticism to improve this thesis and hopefully this thesis can be useful for everyone who need additional reading with the same issue.

Semarang, 29th April 2025

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DEDICATION

In the name of Allah SWT. The Almighty God, the researcher dedicated this thesis to:

- Walisongo Islamic State University, especially for the English Education Department and Education and Teacher Training Faculty.
- My Beloved family who has always been the reason I have struggled until this phase.
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TABLE OF CONTENTS

THESIS STATEMENT	2
RATIFICATION	ii
ADVISOR NOTE	iii
ABSTRACT	iv
MOTTO.....	v
ACKNOWLEDGMENT	vi
DEDICATION	ix
TABLE OF CONTENTS	x
Chapter 1.....	1
Introduction	1
A. Background of the Research	1
B. Research Questions	5
C. Objective of the Research	5
D. Significant of the Research	6
Chapter 2.....	8
Review and Related Literature	8
2.1 Previous Research	8
2.2 Literature Review.....	13
2.2.1 Educational Affordances	13
2.2.2. Social Media in EFL Learning	14
2.2.3. EFL students' perspective on using social media as a language learning tool.....	15

2.2.4 Self-Regulated Learning	17
Chapter 3.....	19
Research Methodology	19
3.1. Research Design.....	19
3.2. Setting.....	20
3.3 Participant.....	20
3.4 Method of collecting data.....	21
3.5 Research Instrument.....	22
3.6 Method of analyzing data	26
CHAPTER 4	29
FINDINGS AND DISCUSSION.....	29
4.1. Research Findings	29
4.1.1. Social Media platforms used by EFL student to facilitate their self-regulated learning	29
4.1.2 Social Media features that EFL students find most beneficial for supporting their self-regulated learning process	39
4.2. Discussion.....	51
4.2.1. Social Media platforms used by EFL student to facilitate their self-regulated learning	52
4.2.2. Social Media features that EFL students find most beneficial for supporting their self-regulated learning process	55
CHAPTER 5	58
CONCLUSION AND SUGGESTIONS.....	58
5.1. Conclusion.....	58

5.2 Limitation.....	60
5.3 Sugestion.....	60
a) For further research	61
b) For Students and teachers	62
References	63
CURRICULUM VITAE	71

CHAPTER 1

INTRODUCTION

A. Background of the Research

Nowadays social media is one of the technologies that facilitate the learning process today. Social media has become a fundamental aspect of everyday life, particularly for the younger generation, who use these platforms not just for socializing but also to access religious information and knowledge (Amir et al., 2024). With support through its features, we can access learning materials that suit our educational needs.

The impact of technology on learning shows that when students use modern technological devices and tools, their engagement and interactive learning significantly improve (Raja & Nagasubramani, 2018). Moreover, social media serves an important function by providing students with opportunities to improve their learning and stay updated with the latest information across different platforms (Gikas & Grant, 2013). Social media has ingrained itself into contemporary culture, and its effects on language acquisition—especially for those studying English as a foreign language (EFL)—have drawn growing attention.

Some studies are particularly interested in how social media can enhance language skills and the learning processes involved. This interest is especially relevant given the sociocultural background of the study group, whose limited direct contact with mainstream culture may affect the results(Lai et al., 2017).

The availability of numerous applications that facilitate language learning can contribute to enhancing users' language abilities. Among these, Twitter stands out as one of the most popular platforms worldwide (in January 2019, digitalinformationworld.com ranked Twitter fourth in a global survey of the most popular social media app), making its integration into language learning straightforward due to its widespread use, user-friendly design, free access, and compatibility with both mobile devices and computers(Aloraini & Cardoso, 2022). Some of platforms are usually used based on the authentic purpose, but it does not exclude the possibility that some social media platforms can be used for educational purposes, especially as learning facilities.

The study explored EFL students' attitudes toward using social media for language learning, uncovering positive views about its potential to promote collaborative learning and

facilitate cultural exchange(Al-Rahmi et al., 2018). Additionally, Some studies highlight the significance of taking into account students' preferences and comfort with various social media platforms. No notable differences were found between advanced and beginner students regarding their emotional reactions; both groups showed considerably less optimism about using WhatsApp and Instagram for educational purposes compared to Twitter and Snapchat. But, first-time students were more enthusiastic about utilizing SM for language learning and expressed no worries regarding privacy(Aloraini & Cardoso, 2022). Various social media platforms offer advantages through their respective features, which can facilitate students in the learning process.

The intensity of use of English-language social media content was positively related to students' perceptions of their proficiency in English, including aspects of reading, writing, listening and speaking. This highlights the importance of social media as a learning tool for EFL students(Anwas et al., 2020). In general, students stated a positive perspective on the use of social media in their learning activities, the use of social media can be an effective tool to assist the learning process as well as a measure of their English language skills.

The educational benefits of social media as a language skill development tool and a platform for intercultural communication. Social media can help with language acquisition in a number of ways, including by offering possibilities for intercultural communication, authentic input resources, and less stressful practice environments. social media can effectively and efficiently help with language learning(Zhou, 2021). However, Social media can't be used as the main source of language learning without the intervention of educational institutions, but this technology can be used as an independent language learning facility outside of school.

Taken together, many studies emphasize the significant role social media plays in language learning, particularly for EFL students. Research has shown that platforms such as Facebook, Twitter, and other social media platforms with English-language content enhance the language learning experience by helping students expand their vocabulary and improve grammatical complexity. Additionally, social media serves as an effective tool for developing language skills and fostering cross-cultural communication. These findings underscore the potential of social media as a valuable educational resource for EFL learners aiming to improve their

language proficiency and engage in meaningful learning activities.

This research collectively underscores the beneficial effects of social media on language acquisition, stressing the platform's ability to facilitate EFL students' self-regulated learning of language proficiency and offer language learners advantageous chances outside of classroom learning. To find the best ways to include social media into language teaching and learning environments, more study is necessary to examine the precise mechanisms through which social media affects language acquisition in students self-regulated learning.

B. Research Questions

1. What social media platforms are used by EFL student to facilitate their self-regulated learning?
2. What specific features of social media that EFL student find most beneficial for supporting their self-regulated learning process according to EFL students' perspectives?

C. Objective of the Research

Based on the research questions above, the objectives of this research are as follows:

1. To explore the social media platforms used by EFL students to facilitate their self-regulated learning

2. To explore the features of social media that EFL student find most beneficial for supporting their self-regulated learning process according to EFL students' perspective

D. Significant of the Research

There are two significances of the research, both theoretical significance and practical significance explanations will be described as follow:

1) Theoretical significance

This study hopefully can be used as the references for everyone who want to do research in the English language learning domain, especially using social media as a language learning tool.

2) Practical significance

a) For the students

The students will be more interested and aware in learning English, because they can utilize social media features as a tool to help them learn English, and make it easier for students to understand English.

b) For the teachers

This result of this study is expected to be useful for the English teacher who might integrate social media as their language teaching tool.

c) For the reader

This research will be used as the references for researchers who will examine about same issue.

CHAPTER 2

REVIEW AND RELATED LITERATURE

2.1 Previous Research

This study discussed several previous research that related to the issue of this topic. The first study is conducted by E. Oos Mukhamad Anwas (Anwas et al., 2020), "*Social Media Usage for Enhancing English Language Skill*" explores the role of social media in enhancing the English language skills of students. The study aimed to investigate the intensity of students' use of English-language social media content and the relationship between this usage and their perception of their English skills. The researchers found that students' intensity in using English social media content was relatively low, despite frequent social media usage.

The findings showed that students used various social media platforms, such as YouTube, WhatsApp, Instagram, Facebook, Twitter, and TikTok, to learn English. They utilized these platforms to practice speaking by talking with native speakers, listening by watching videos or listening to recordings, reading by accessing English content, writing by posting in English, and learning grammar by following accounts that provided insights on grammar.

Similar study conducted by Jessie S. Barrot(Barrot, 2022) “*Social media as a language learning environment: a systematic review of the literature*” reveals that the field of social media in language learning has experienced exponential growth over the past 12 years and is likely to continue in the future. The findings indicate that high-profile platforms such as Facebook, Skype, WhatsApp, and Twitter remain the most popular among language learning scholars due to their multiple and flexible communication affordances, wide geographical distribution, and large number of active users.

These studies emphasized detailed data the potential social media in language learning environments, highlighting its advantages as valuable as tool for self-regulated learning process.

In Addition, a study conducted by Nasution, Awal K(Nasution, 2022), “*Social Media Used In Language Learning: Benefits And Challenges*” claimed that many social media platforms inherently boosts student motivation, creativity, and critical thinking is not consistently supported by research. However, the widespread belief in this idea highlights a key understanding among students and educators: that learning now involves leveraging readily available digital tools

and networks, adapting to the changing role of knowledge, and integrating digital lifestyles into the learning process.

While another study carried out by Valerie Hase(Hase et al., 2023), *“Adapting to Affordances and Audiences? A Cross-Platform, Multi-Modal Analysis of the Platformization of News on Facebook, Instagram, TikTok, and Twitter”* The study found that they do not prefer specific topics for social media or use more engaging language on platforms. The study only highlights the importance of understanding how news outlets adapt their content for social media platforms and how this affects the dissemination of news. The article provides insights into the platformization of news on social media platforms and how news outlets can better adapt their content to engage with their audiences on these platforms.

Study entitled *“English learning motivation with TAM: Undergraduates’ behavioral intention to use Chinese indigenous social media platforms for English learning”* by Cunying Fan(Fan, 2023). This study investigates the factors that influence Chinese undergraduates' behavioral intention to use social media platforms for English learning. The study uses the Technology Acceptance Model (TAM) and Theory of Language Learning Motivation to analyse the relationship between perceived usefulness, perceived ease of use, and

English learning motivation on the intention to use WeChat and Bilibili for English learning. The researchers found that perceived usefulness and perceived ease of use had positive effects on the intention to use both platforms, while English learning motivation had a direct influence on the intention to use WeChat. Perceived enjoyment also had a positive influence on the intentional use of WeChat, but not Bilibili.

This study is resembled to Nanda F; Lusiana (Nanda Finka Sabila & Lusiana Suciati Dewi, 2024) “*The Effects of Social Media on Motivating Second Language Learners*”, The findings suggest that social media can be effective tools for second language learning. The use of social media has been shown to significantly affect second language learning. Using platforms like Facebook, Instagram, Twitter, and others, second language learners can access a rich and diverse array of authentic content, interact with native speakers, and expand their vocabulary and cultural understanding. Social media also encourages collaborative learning and offers opportunities for more and context-based language practice.

Another study delivered by Minwuyelet Andualem Desta(Desta et al., 2021), “*Social Media Usage in Improving English Language Proficiency from the Viewpoint of Medical Students*”. This study investigates the role of social media in

enhancing the English language proficiency of medical students in Ethiopian public universities.

The results showed that social media platforms have several advantages in improving medical learners' English understanding in the process of English as a Foreign Language (EFL) learning. The study found that social media positively affects students in improving their level of English proficiency, and gender did not significantly influence the attitude of students in using social media for learning English or improve their proficiency in the process of language learning. The majority of the respondents agreed that social media use plays a dominant role in improving English proficiency.

In contrast, a study by Umirov, Sarvar(Umirov, 2023) *“EXPLORING THE IMPACT OF SOCIAL MEDIA ON LANGUAGE”* stated that social media can be risky for language learning, such as the risk of information overload and the difficulty of finding reliable resources. Language learners should also be aware of the potential for distraction and should set clear goals in order to stay focused on their language learning. Language teachers also play an important role in helping language learners make the most of social media for language learning. Language teachers can provide language learners with access to reliable resources, connect language

learners with native speakers, and monitor language learners' progress.

2.2 Literature Review

2.2.1 Educational Affordances

Abdul Qawi Noori argued that Social media has played an important role in transforming learning and teaching and were widely used for different purposes (Noori et al., 2022). This claim that social media has influenced the education environment. He found that social media was frequently used in EFL learning and teaching activities. Among several types of social networking sites, Facebook and WhatsApp were the highly preferred applications and Twitter and Viber were the least preferred applications used in EFL teaching and learning in Afghanistan higher education.

The concept of affordance was introduced to interaction design by Donald Norman. In his book, the *Psychology of Everyday Things* (Norman, 1988), he states that the term affordance: *'... refers to the perceived and actual properties of the thing, primarily those fundamental properties that determine just how the thing could possibly be used. A chair affords ('is for') support and, therefore, affords sitting. A chair can also be*

carried.'. In this way, the concept is useful, as it allows us to distinguish between the features of social media technology (e.g. group messaging functionality) and how features could possibly be used within language learning and teaching (e.g. a group roleplay assignment), this is critical for understanding teacher and learner perceptions of social media technologies in terms of pedagogical affordances(Lambton-Howard et al., 2021a).

2.2.2. Social Media in EFL Learning

Social media is one of the technologies that facilitate the learning process today. With support through its features, we can access learning materials that suit our educational needs. Many previous studies have argued that social media is the only technology that provides learning experiences that can improve our language skills. For example, Tutku Basoz briefly claims that social media now occupies a substantial space in the field of teaching foreign languages, it is believed that pre-service English language learners' opinions regarding social media may offer insightful knowledge about its advantages and disadvantages, as well as serve as a guide for educators and researchers conducting additional study on the subject(Baföz, 2016). According to his

assumption, social media has a significant impact on language learning outcomes for EFL students.

Using social media as a tool to improve language skills is of particular concern to researchers about the process that occurs when self-regulated learning is taking place. The number of applications that offer convenience in language learning can also affect the improvement of the ability of its users. Chun Lai discovered a positive correlation between the participants' driven efforts to acquire the standard *language* and their social media usage. The sociocultural reality of the research population, who had little direct interaction with members of the mainstream culture, may have influenced this outcome(Lai et al., 2017).

2.2.3. EFL students' perspective on using social media as a language learning tool

The concepts of perspectives and perception are intricately linked, influencing how individuals interpret and engage with their environments. While perception refers to the awareness and interpretation of sensory information, perspective denotes the mental viewpoint from which this information is processed. This relationship is particularly evident in contexts such as

tourism and education, where the framing of experiences shapes understanding. A student's perspective of employment is often quite different from that of a full-time staff member. Student employees tend to think of themselves as students first and employees second, or even lower on their lists of priorities(Oltmanns, 1995). Students' perspectives provide valuable information on the effectiveness of different instructional methods, the development of skills and competencies, and the impact of educational experiences on their growth and learning.

A study by Al-Rahmi investigates into the attitudes of EFL students towards the use of social media in language learning, revealing positive perceptions regarding its ability to foster collaborative learning and cultural exchange. Additionally, the research emphasizes the importance of considering students' preferences and comfort levels with different social media platforms(Al-Rahmi et al., 2018). Nouf Aloraini thoughts that There were no differences between advanced and beginner students in terms of their emotional responses, as both proficiency groups were substantially less hopeful about the educational use of WhatsApp and Instagram than they were for Twitter and Snapchat. But according to the interviews, first-time students were more enthusiastic

about utilizing SM for language learning and expressed no worries regarding privacy(Aloraini & Cardoso, 2022).

2.2.4 Self-Regulated Learning

The topic of SRL has achieved considerable standing in communities of cognitive educational psychologists and educational practitioners alike. In part, comfortable fit between the description of a learner who exercises SRL, and shared values concerning people's capacities for independence and the payoffs they merit for applying effort skilfully. Notwithstanding this cultural interpretation about the place afforded SRL in contemporary theorizing, empirical demonstrations of the role and import of SRL in learning are growing in number, though slowly(Winne, 1995).

SRL indicators detected in messages do not give direct information on the amount of learning that has been taking place during the activities analysed. They reveal, however, to what extent the learners have been able to exploit the opportunities offered by the learning environment (including in this term the software tools used and their settings. Delfino et al. learning assignments, tasks and methodology provided). Since taking advantage of learning opportunities usually gives

rise to learning, SRL-related data also give indirect information on learning itself(Delfino et al., 2008).

Study by Scott G. Paris &Richard S. Newman, claim that Self-regulated learning, and the instructional strategies that promote it, can be informed from many theoretical perspectives and offers promise of amalgamating cognitive, developmental, and motivational theories in educational psychology(Paris & Newman, 1990).

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Research Design

This research started from researcher's curiosity of the use of social media to facilitate self-regulated learning, and the perspective of EFL student toward that issue. The researcher conducted descriptive qualitative as qualitative research method. To gather students' perspectives on the use of social media for their self-regulated learning tool, open ended interview used to collect the data of students' perspectives about kind of social media that most used to learn English language. The questionnaire consisted of 13 open-ended statements that focused on students' self-regulated learning process, and difficulties in online English learning using social media. This allowed participants to deliver responses in their own words, explaining and fulfilling their response requirements. This research also used interview to validate participants' experiences faced by EFL students when learning using social media. This research conducted a series of interviews and use in-depth probing to gather detailed responses. The goal is to identify the most salient items and themes in the data.

3.2. Setting

This research was conducted at English Language Education Department, Islamic State University Walisongo Semarang. This research was carried out in the 2024-2025 academic year, during the odd semester

3.3 Participant

The participant of this research consisted of 20 students among 2 classes of English Language Education Department in the 3rd and 5th semester. Twenty students' representatives in the English Education Department were purposively selected to complete open-ended questionnaires and participate in semi-structured interviews. They were chosen to participate because they represent other students in matters collecting their perspective.

The researcher employs a purposive sampling. The researcher selected a Random purposeful sample of participants aligned with the research objectives to conduct this open-ended questionnaire. Patton (1990) stated that this adds credibility when the purposeful sample is larger than one can handle. It reduces judgement within a purposeful category. A selected number of relevant participants can be identified and used to represent the entire population which we can then call sample (Nyimbili & Nyimbili, 2024). The

research sample was characterized by the students' experiences of using social media for their personal needs and for language learning.

3.4 Method of collecting data

The technique for collecting data in this research was using open-ended questionnaire. Questionnaire is a method of collecting data which is conducted by giving a list of questions to respondents. Open-ended questions facilitate deeper exploration of respondents' thoughts, leading to more comprehensive data collection (Ananda, 2024).

Creswell (2002) argues that a questionnaire is a form used in a survey design that participants in a study complete and return to the researcher (Creswell et al., 2007). The participant chooses answers to questions and supplies basic personal or demographic information. There are two main types of questionnaires: open-ended and closed-ended. Open-ended questionnaires allow respondents to provide detailed, unstructured responses, while closed-ended questionnaires use pre-defined answer choices. This research used semi-structured interview to gather more detailed data.

This research used semi-structured interview to gather more detailed data. According to Moleong (2007:186) said that interview is a meeting of two person to exchange

information and idea through question and responses. Unstructured Interview with the Open-ended is used for collecting more data in this research. The researcher take some of participants for doing interview deal with this research objective.

Due to Meriam (1998) Multiple sources of data were collected to address the research questions and to achieve triangulation.

3.5 Research Instrument

The researcher used a questionnaire to collect data. The questionnaire was used with the aim of collecting participants' perspective. After obtaining several data, the researcher conducted interviews based on the topics raised in this study. by asking several questions to participants to validate the data.

Based on 2 research questions, the variables of this study are divided into 2 variables, the first is social media in general rapports. Social media emerged as a potential language learning environment. These technologies allow individuals to produce and share user-generated content and interact with one another within a web community. (Hew & Cheung, 2013; Nadkarni & Hofmann, 2012).

Many social media platform has improved educational environment, using specific social media such as Twitter,

Instagram, YouTube or only social media in general with specific subfield of education(Barrot, 2021).

Taken together, this study designed the indicators of social media based on the previous study to answer the research question.

Table 2.1 Lattice Instrument of Social Media for language learning tool

No	Variable	Indicator	Question
1.	Social media for language learning	Produce and share Content For example: - Instagram - YouTube TikTok	- Which social media do you use to help your language learning? Why? (You may choose one or more social media) - How often do you use social media

			for language learning? - What language content do you prefer on social media? Why?
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Table 2.3 Lattice Instrument of Students' perspective of Social Media features used for self-regulated learning

No.	Variable	Indicator	Questions
1.	Social media features used by EFL students to facilitate their self-	Instagram features: - Feed posting with caption - Stories - Explore Tab - Reels - Live Sessions - Direct Messaging	- How often do you use Instagram for language learning? - Which Instagram features do you use for

	regulated learning		language learning?
		YouTube features: - Video upload and sharing - Live streaming - Short video	- How often do you use YouTube for language learning? - Which YouTube features do you use for language learning? -
		TikTok features - Short-Form Video - Music song Library - Personalized Page	- How often do you use TikTok for language learning? - Which TikTok features do you use for

			language learning?
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3.6 Method of analyzing data

This study employed the data analysis method developed by Miles and Huberman (2014). Data condensation, data presentation, and conclusion drawing are the three stages that comprise the analytical process. Data analysis is the process of methodically looking over and arranging information that has been taken from field reports, recordings, interviews, and other supporting sources. The objective is to use these data to define the research topic (Azwar, 2013). This makes it possible for the researcher and others to comprehend the results. The following is a list of procedures for data analysis:

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplification, abstraction, and/or transformation of data that appear in the full corpus (content) of written field notes, interview transcripts, documents, and other empirical materials. Data condensation is a form of analysis that refines, classifies, directs, discards, and organises data in such a way that ‘final’ conclusions can be drawn and verified. In this part,

the researcher collects a lot of data, so it is better to record it straightforwardly and with care and attention. The questionnaire and interviews are conducted in the field; the more data will be obtained. Afterwards, all the data collected from the questionnaire and interviews and were organised and divided into the following categories: Social media platforms used by EFL students to facilitate their self-regulated learning, and social media features that EFL Students found most beneficial for supporting their self-regulated learning process according to EFL students' perspectives

2. Data Visualisation

Data display is the second step. The organised arrangement of data that enables conclusions and actions is known as data display. Data visualisation helps us understand what is going on and allow us to act on that knowledge. After data condensation and data presentation, the researcher moves on to the next stage, which is data presentation. Information is displayed in the form of tables along with a synopsis and explanation of how the categories relate to each other. Through data display, the information has been organised into a pattern of relationships that are easy to understand (Sugiyono, 2008).

3. Drawing Conclusions

Drawing conclusions is the third stage. The results of the analysis process will produce conclusions that serve as the main findings of the research main findings of the research. Descriptive analysis will be used to present the research findings.

CHAPTER 4

FINDINGS AND DISCUSSION

In this chapter, researchers presented their research findings and discussions based on the research instruments in the previous chapter. The data were collected, analyzed, in order to answer the issue through open-ended questionnaire and semi structured interview.

4.1. Research Findings

The findings present the result based on EFL students' answer questionnaire and interview to address the research questions. This research was carried out at UIN Walisongo Semarang. Questionnaire and interview are intended to obtain EFL students' view toward using social media as their self-regulated learning tool, and what features and content they found most enlightening in improving their English proficiency.

4.1.1. Social Media platforms used by EFL student to facilitate their self-regulated learning

The first research questions consisted of what social media platforms have they used to language learning, how often they use social media for language learning, and content preference according to students' perspective. More detailed data of findings are as follows.

a) Social media platform used for language learning

There are various social media platforms used by EFL learners to help their self-regulated learning. Some types of social media offer features that can make it easier for students to receive material independently without having to get further explanation directly. Applications such as Instagram, TikTok, and YouTube are the 3 main applications that the author makes as options that they might use as a source of their independent learning, but it does not limit other students to list other applications as their learning media. As the data shown below.

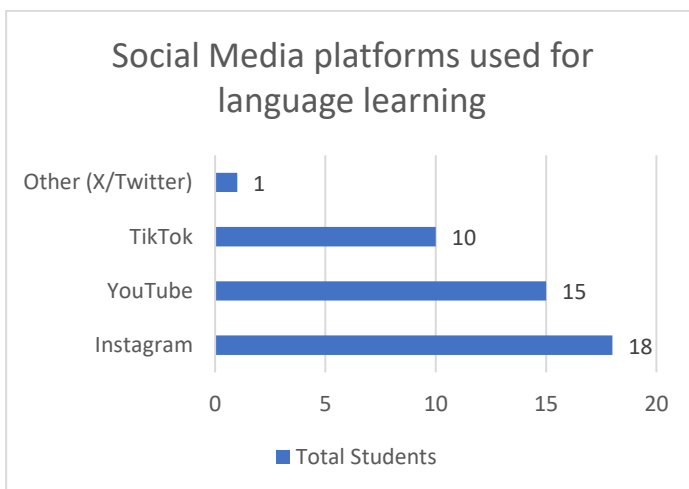


Figure 1. Chart of Social Media used by EFL Students

Result revealed that Instagram is the most popular social media platform among students for language learning, with 90% of participants—18 students—reporting its use. Following closely is YouTube, utilized by 75% of students (15 participants) as a resource for enhancing their language skills. Additionally, 10 students, or 50%, indicated that they turn to TikTok for language learning support.

In contrast, only 5% of students mentioned using X (formerly known as Twitter) for this purpose. These findings highlight the significant role of visually engaging platforms like Instagram and TikTok in facilitating language acquisition, while also pointing to the lesser engagement with traditional platforms like X. The data underscores that it can be used for educators to consider these preferences when developing language learning strategies and resources.

b) Frequency of using social media for language learning

Students reported use social media for language learning purposes with different frequencies, this shows how often social media involvement in the independent

learning process also affects student learning outcomes from school and outside the school environment.

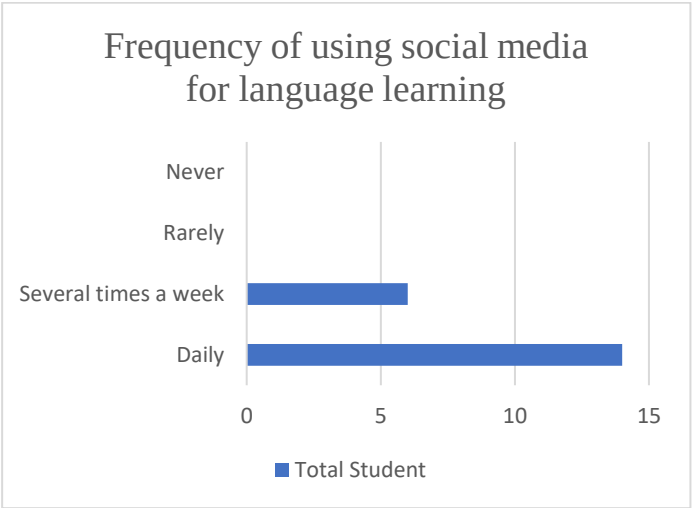


Figure 2. Chart of frequency by using social media platform for language learning

A notable 70% of students use social media daily to improve their language skills, showing a strong dependence on these platforms for regular language learning tool. This frequent use indicates that students are taking advantage of the interactive features of social media for language learning. In contrast, only 30% of students use social media for language learning several times a week. This smaller group raises questions about different

levels of commitment among learners and suggests a need for strategies to boost engagement. The difference between daily users and those who use it less often highlights the opportunity to encourage more consistent use among students who engage infrequently.

c) Content preferences on social media

The preference of content on social media for language learning is becoming an increasingly relevant topic as the increasing use of platforms such as Instagram, TikTok and Twitter has been shown to have a positive impact on language learners' motivation and ability.

Content such as short explanations, storytelling, and even podcasts are interesting resources for students to learn from. As shown in the chart below.

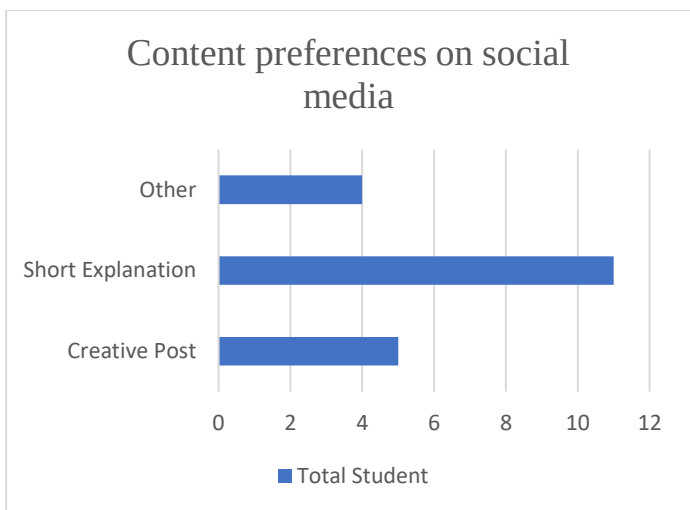


Figure 3 Content Preferences on Social Media

Based on the chart above, Students' content preferences on social media categorized by the type of content, and each student explain the example of content used for their self-regulated learning sources. As mentioned in tables bellow.

1. Creative Post

Table 4.1.1 Students' Content Preferences on Creative Post

Data	Type of contents	Example
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C.1.S1	Creative post	Intereseting visual Media
C.1.S2	Creative post	Simple, colorfull and understanable
C.1.S10	Creative post	All post that interacts with other people
C.1. S11	Creative post	Creative content
C.1. S13	Creative post	All English content

The table above shows 5 students (25% of participants) are interested in content in the form of creative posts. Some students explain,

“Attractive images and edits for easier understanding”
(C.1.S1)

“Colorful and simple, making it easier to understand the material” (C.1.S2)

“Every contents on Twitter, because I can interact with other people. And YouTube, learning on YouTube is easier to understand.” (C.1.S10)

The data shown Creative post preference in language learning through social media plays an important role for some learners. Based on the data shown, 25% of the total participants (5 out of 20 students)

showed a particular interest in creative posts. This indicates that visual and interactive elements are significant factors that influence their language learning experience.

2. Short Explanation

Table 4.1.2 Students' Content Preferences on Short Explanation

Data	Type of contents	Example
C.2.S3	Short Explanation	English Slang explanation
C.2.S4	Short Explanation	Well educated
C.2.S5	Short Explanation	Explanation from Experts or Tutors
C.2. S6	Short Explanation	Simple but understandable
C.2. S8	Short Explanation	Easier to understand
C.2.S14	Short Explanation	Vocabulary content, something helpful
C.2.S15	Short Explanation	Speaking content
C.2.S17	Short Explanation	Native speaker content
C.2.S18	Short Explanation	Grammar Explanation

C.2.S19	Short Explanation	Conversation between 2 different accents
C.2.S20	Short Explanation	Vocabulary and grammar with dialog example

Based on table 4.1.2, 11 students claimed that short explanations are easier for them to understand because they are not wordy. Some details of students' answers are shown as below.

“I’m using TikTok as a platform social media to learn English language or Japanese language these days, usually I watch short video from expert or tutor who understand about those languages” (C.2.S5)

“I like content that is not long-winded but make it understandable, because I often get bored listening to long and lengthy material, so I think it’s better to be short but understandable” (C.2.S6)

They consider that straightforward content is easier to understand and can keep their focus during the learning process. Some students stated that platforms like TikTok are helpful because they provide short videos from experts

or tutors that effectively convey the material in a short time.

This preference shows the importance of concise yet clear presentation of material to make language learning through social media more interesting and less boring for learners. Thus, concise and targeted content can increase motivation and effectiveness in the language learning process.

3. Other Content

Table 4.1.3 Students' Content Preferences on Other Content

Data	Type of contents	Example
C.3.S7	Vlog	Daily vlog and traveling content
C.3.S12	Podcast	Podcast
C.3.S9	Story Telling	Horror story and another story telling
C.3.S16	Interactive Exercise	Participate in practice

The table shown 4 students have different preferences of content they like to use as language learning source.

The preferences for language content on social media vary significantly across different students, reflecting the diverse needs and skill of users. The findings revealed that Students like content that tends to be straightforward and easy to understand, but they also prefer content that stimulates them so that they can relate to the learning material. Content such as podcasts, simple conversations and brief discussions about the material are also one of their preferences. As more general users are not native English speakers, creators that simplify their contents can significantly enhance engagement and interests.

Furthermore, platforms like Instagram and TikTok have emerged as popular tools for language learning, with students actively using them to acquire new vocabulary and engage with educational content based on its own features.

4.1.2 Social Media features that EFL students find most beneficial for supporting their self-regulated learning process

There are some features of social media that can be used as a tool to help self-regulated learning, social media platform such as Instagram, TikTok, and YouTube. To explore the different feature and its advantage this section

is divided into some categorize based on its’ features used by EFL students while using the social media platform.

a) Instagram

Instagram has transformed from just a platform for sharing photos into a vibrant social space that offers exciting possibilities for learning languages. The combination of visual appeal and interactivity not only helps learners understand new words and phrases in context but also creates a supportive community that motivates them to keep learning. By following educational accounts, joining language challenges, and using hashtags, learners can tailor their language journey with fresh, relevant content that suits their interests and skill levels.

Instagram has a lot of features that helpful to be used as a language learning tool, as stated previously, features like feed post with caption, Stories, Explore tab, Reels, Live session, and Direct Messaging are offered to be used as our needs. As shown in table belows.

Table 4.2.1 Instagram Features used by EFL Students

Data	Type of features	Why these features are used
A.1.S1	Reels	-

A.1.S2	Reels	Enjoyable
A.1.S3	Reels	More interesting
A.1.S4	All Features	Flexible
A.1.S5	Reels	Educated
A.1.S6	Reels and Stories	-
A.1.S7	Feed post with caption, Reels and Explore Tab	Understandable
A.1.S8	Reels	More Engaging
A.1.S9	Feed Post	Interested to upload as well
A.1.S10	Reels	Support my language skill
A.1.S11	Direct Messaging	Directly interact with native speaker
A.1.S12	Reels	Interesting
A.1.S13	Reels	Interesting and Understandable
A.1.S14	Explore Tab	-
A.1.S15	Feed post with Caption and Reels	It stays longer
s	Reels, Feed post, and stories	-
A.1.S17	Reels	More contents to learn

A.1.S18	Reels and Live Session	More Accessible and Understandable
A.1.S19	Reels	Easier to learn vocabulary
A.1.S20	Reels, Stories, Feeds post	-

Based on table 4.2.1 16 out of 20 students (80% participants) stated that Reels is one of the interesting Instagram features to be a source of their language learning, besides being interesting they also stated that reels also include more language learning content that can be reached than other features.

followed by 30% of participants also claimed that feed posts with captions also made it easier for them to learn language content easily, because the content would last longer and could be reviewed without having to worry about it disappearing immediately. Some students claimed.

“feed posts with captions, reels and explore tab. I follow several content creators who teach languages, so I always study their posts, reels also always appear on my homepage, so I take a few minutes to listen to what they teach, I also prefer videos / reels to photos / feeds because they are more understanding. Sometimes I also look for

outfit references in the explore tab, then if I accidentally see a language post, I will switch there.” (A.1.S7)

“Reels: English learning sometimes passes through my timeline. Some creators share their knowledge so that I get new vocabulary and knowledge. This feature also supports training listening, reading and speaking skills.” (A.1.S10)

Meanwhile, 3 participants said stories were their source of language learning. In contrast, only 1 participant answered Direct messaging and live sessions are used as sources for language learning.

Overall, Reels stand out as the most effective Instagram feature for facilitating language learning, followed by feed posts with captions, due to their content richness, accessibility, and reviewability.

b) YouTube

YouTube has grown into an incredibly popular and easy-to-access platform for language learners around the world. With billions of users and videos in over a hundred languages, it offers a huge selection of authentic content ranging from language lessons and personal vlogs to movies, TV shows, and interviews with native speakers. By exposing themselves to this rich and diverse content, learners can improve their listening skills, broaden their

understanding of how languages are actually used, and enjoy a more engaging, real-world approach to language learning.

Features like long video, sharing, live streaming and short video make it easy to follow along and reinforce understanding. Additionally, interactive elements such as comment sections and language challenges encourage active participation and provide opportunities to practice writing and comprehension skills with a global community.

Table 4.2.2 YouTube Features used by EFL students

Data	Type of features	Why these features are used
B.1.S1	Long video and Sharing	It is easier to understand
B.1.S2	YouTube shorts	Simple and understandable
B.1.S3	Long video	Structured and more detailed
B.1.S4	Long video	More content to watch
B.1.S5	Explore tab	Help find relatable content
B.1.S6	Long and sharing	To share some relatable content
B.1.S7	Long video	Understandable

B.1.S8	Long video	More explanation to learn
B.1.S9	Short video and live streaming	Easier to improved listening skill
B.1.S10	YouTube short	Won't take much time
B.1.S11	Long video	Clearer Explanation
B.1.S12	YouTube Music	The lyrics feature is interesting, and more fun to learn
B.1.S13	Short video	-
B.1.S14	Long video and short video	Both are interesting to learn from
B.1.S15	Long video and short video	More detailed and easier
B.1.S16	Short video	Simple and flexible
B.1.S17	Long video, short video and sharing	All features are helpful
B.1.S18	Long video	More complex by the content
B.1.S19	Long video and short video	Easier to find relatable topic needed
B.1.S20	Long video	Long explanation makes it understandable

Based on the table above, the data shows 13 students (percentage 65%) stated that Long video is a feature that really helps them learn English independently, not only more detailed, long length videos also facilitate the learning process because it usually contains several example questions that they can work on and more complex explanations.

“The most useful YouTube features for language learning for me include video tutorials, which offer detailed grammar and vocabulary learning. In addition, vlog videos and daily life content from native speakers provide real context for language use. The subtitle feature allows me to follow and understand pronunciation better. Playlists and video series also make it easier for viewers to learn in a structured manner. In addition, the ability to speed up or slow down the speed of the videos helped me adjust to their audibility. With all these features, I use YouTube as a very effective resource for improving language skills.” (B.1.S3)

After that, 9 students said YouTube shorts made it easier for them to learn the language in a short and simple way, without having to take a lot of time. This statement is slightly reversed from the previous data, indicating that

differences in their learning styles can also determine the social media features they use.

“I use this feature when I want to study but don't want it to take too much time.” (B.1.S10)

And some of them use other features such as live streaming from content creators to be able to interact directly with the creator or tutor who does the explanation directly. YouTube music is also one of the new features that they use to improve their listening skills and speaking skills through the lyrics feature that is displayed when the song is played.

“I watch some live streaming sessions from any tutor to improve my listening skill” (B.1.S9)

“Because there is a lyrics feature, it is easier to understand the meaning of the song” (B.1.S12)

In conclusion, long-length videos on YouTube are the most beneficial feature among the students surveyed (65%), valued for their detailed explanations, example questions, and complex content that support independent learning. While YouTube Shorts are appreciated by some (9 students) for quick and simple language learning, preferences vary based on individual learning styles. Additional features like

live streaming and YouTube Music also contribute to language skill development, particularly in listening and speaking, by providing interactive opportunities and accessible lyrics.

c) TikTok

Apart from Instagram and YouTube, TikTok is also one of the options for finding language learning resources that they can use to help self-regulated learning, features such as, Short videos, music song libraries, and Four Your Page (FYP) or personalized page features can be used by students to find their own language learning materials.

Table 4.2.2 TikTok Features used by EFL students

Data	Type of features	Why these features are used
C.1.S1	Short video	It is simple and practice
C.1.S2	Short video	Easier to understand
C.1.S3	Short video	Motivated to learn
C.1.S4	Short video	Just scroll down to learn some materials
C.1.S5	Live streaming	Able to interact with the tutor

C.1.S6	Short form video and FYP/personalized page	Valuable, worth the time and excited to learn
C.1.S7	Short form video	Easy to summarize the materials
C.1.S8	FYP/Personalized page	No need to searching the materials, and adjustable
C.1.S9	Music library and FYP/personalized page	Use music lyrics to train listening skill
C.1.S10	Short video	It is the main feature
C.1.S11	Short video and comment section	Clearer Explanation
C.1.S12	Short video	Can save the video to watch it later
C.1.S13	FYP/personalized page and auto translate caption	We can translate the explanation from the caption
C.1.S14	Short video	Both are interesting to learn from
C.1.S15	FYP/personalized page	More detailed and easier
C.1.S16	FYP/personalized page	Simple and flexible

C.1.S17	Short video	Easier to understand
C.1.S18	FYP/personalized page	-
C.1.S19	Short video	Relatable materials
C.1.S20	Short video and live streaming	Clearer explanation and we can do QNA session

The data shows 65% of respondents or as many as 13 students answered short form videos or commonly called TikTok Videos (VT) as a means of learning their language. This feature has similarities with the features of the previous 2 applications, namely reels on Instagram and Shorts on YouTube, not much different, students can more easily find learning videos that review certain material in a short duration. The weakness is that the explanation of the content of the material in the video tends to be short.

In addition, 7 students revealed that the For You Page (FYP) or personalized page feature really helped them to find and adjust their timeline based on their needs or the material they studied.

“I spend quite a lot of time on tiktok, not only for entertainment, I also often look for language learning content when I'm in the mood. Visiting content creator

profiles that create content about language. I am very excited when learning with tiktok, especially when videos appear on fyp that invite duet conversations, speed reading exercises, guessing difficult vocabulary, I really like it and usually get addicted.” (C.1.S6)

In contrast some students explained that they were also interested in other features such as the music library which also has similarities with the previous application features, this feature supports the process of practicing listening and reading skills as the main focus by observing new vocabulary through the lyrics provided.

4.2. Discussion

This chapter also present discussion based on the data findings from the previous sub-chapter. Many studies discussed in this section on purpose to compare and also validate the data.

Based on the findings, this section highlights several points that answer the research question and compare it with previous studies that relevant with the issue. The researcher divided this section based on the research question of this study, exploring the social media used by EFL students to

facilitate their self-regulated learning and its' features that EFL Students find most beneficial according to their perspective.

4.2.1. Social Media platforms used by EFL student to facilitate their self-regulated learning

The findings show that some social media are used by EFL student to help their self-regulated learning. In this study, students claim that social media also can be used not only for daily entertain purpose but also it can be helpful for them in education purposes. A study by Lobo-Quintero et. al (2023) the findings of this study provide fresh perspectives on how to assess and improve student engagement within educational social media platforms(Lobo-Quintero et al., 2024). It also state that social media can be a factor of student engagement to be more motivated to learn. Similar study conducted by Lambton; D (2020) claimed that social media offered some advantages for language learning when integrated with some specific curriculums(Lambton-Howard et al., 2021b). These studies validate that social media has potential to be integrated as language learning tool. Some social media such as Instagram, TikTok, and YouTube are discussed as main social media that most used by EFL students. Miguel

Gonzalez (2024) in his study highlight there is a strong connection between using Instagram and enhanced communication, increased participation, and greater motivation, which together result in higher student satisfaction. This study adds to existing research by presenting concrete evidence of Instagram's beneficial effects on learning experiences and introduces a theoretical framework to support future studies and the creation of effective strategies in educational contexts(González-Mohino et al., 2024). Another study by Jeffrey P. (2020) stated that not-only for professional purposes, most of intensive Instagram user indicated as educators, this study revealed Educators use it almost more than once a day for educational purpose(Carpenter et al., 2020). It's aligned with the findings of this study, EFL students positively claim that they are so helpful to use Instagram as their language learning tool. Despite the positive advantages, Instagram also have some weakness that faced by EFL Students, as it one of mobile assisted language learning (MALL) tool and it has some lack that can be barriers for students.

Another application used by EFL students is TikTok, this study shows that 50% of respondents use TikTok to

improve their language skill independently. This aligned with numerous previous studies. For examples, A study by Yunqing Liu (2023) claim that Content creators focused on education and knowledge sharing have gained significant popularity on TikTok. Many people acquire new, practical, and memorable information from these creators. The majority of participants believe that learning through TikTok offers more advantages than disadvantages, and they tend to favor studying via social media over traditional learning methods(Liu, 2023). Other study conducted by Zinaida (2024) shows that teenagers who use TikTok also access content related to their school subjects on the platform. Those who find TikTok useful for learning emphasize two main advantages: quick and easy access to information, and short, straightforward content that is simple to understand. However, teenagers also note two significant challenges when using TikTok for educational purposes: the platform's tendency to be highly distracting and the lack of clear, reliable sources for the information provided(Adelhardt & Eberle, 2024).

And the last application highlighted in this study is YouTube. Based on the findings, student has less interest in this social media, but this social media still offers a lot

advantages as language learning sources. Some previous studies is in line with the researcher statement, namely. Study by Jiang (2025) found that social media platforms, especially Instagram and YouTube, have a beneficial effect on vocabulary acquisition and motivation among second language learners. Incorporating these digital tools into language instruction not only led to better vocabulary retention but also created a more interactive and stimulating learning atmosphere.

4.2.2.Social Media features that EFL students find most beneficial for supporting their self-regulated learning process

Based on previous chapter, data shown a positive perspective about the use of each social media features. Students reported that they found the features offered by certain social media platforms extremely useful for locating the language materials they required. Jeffrey P. Carpenter (2020) on his study claimed that, Communicating with students, families, or the school community through Instagram was also uncommon, as 72.1% of respondents stated that this was not a purpose for their Instagram use(Carpenter et al., 2020). As data in this study shown that live session is the best way to directly

interacted with the tutors or the creators. Most of students stated that Instagram Reels becomes a feature that facilitates them to learn English materials with their material needs. Aligned with this, Saman Ebadi et al. (2024) stated that Educators can also utilize Instagram to share authentic materials, resources, videos, and podcasts, making the learning experience more engaging and enjoyable(Ebadi et al., 2024). Moreover, Instagram main page which is the main timeline that displays several posts from several creators is also the most popular feature for students. Similar study conducted by Lamanna M. (2025) revealed that through sharing everyday post activities, research findings, and expert recommendations, the account has established itself as a trusted source of information for students and industry professionals alike(Lamanna et al., 2025).

EFL students also shared their perspectives on the TikTok features they use to improve their English skills. A study by Henry E. Lemana (2024) concluded A teacher could produce a TikTok video that features a trending topic or a song popular among their students, using it as a starting point for a language learning exercise. Additionally, the casual atmosphere of TikTok interactions can help reduce

the distance between teachers and students, fostering a more comfortable and open classroom environment(Lemana II et al., 2024). This study validate the students statement regarding the use of one of the TikTok features, which is short videos can be useful to provide the English materials.

Based on the data, students also claimed that they used some features to facilitate their independent learning through YouTube, feature like video with the long duration help the to understand the materials easily. As Wang (2019) stated in his study that After watching YouTube videos, students were more inclined to like and share them with their peers. Additionally, they found learning English on YouTube to be more flexible, engaging, and interactive compared to traditional classroom instruction. However, this informal learning method was seen as less effective for students aiming to enhance their English skills or prepare for English exams(Wang & Chen, 2020).

CHAPTER 5

CONCLUSION AND SUGGESTIONS

This chapter revealed the conclusion and suggestion of this study. The conclusion stated based on the data findings and discussion from the previous chapter. The researcher also provided some suggestions based on the limitation of this study.

5.1. Conclusion

Based on the findings of this study, EFL students revealed positive perspective of using social media platforms to facilitate their self-regulated learning. Numerous social media platforms such as Instagram, TikTok, YouTube and X (formerly known as Twitter) used as their language learning tool too find related materials. Some students also stated that by using these platforms can increase their English skills. Social media platforms offer a lot of advantages that EFL Students find it easier, simpler and more flexible to use more than in classroom learning process.

Moreover, those Social media platforms provide many features used by EFL students through their self-regulated

learning process. Findings confirm Instagram feed post highly service students to get the material to be accessible whenever they want. High level of some materials also can be reached from Instagram Reels, with clearer explanation video also used as learning sources by the students. Another data revealed that TikTok also presented some features. Students use short video from tutors and creator to help them understand the materials with the explanation and other creative contents. Also live streaming in TikTok help them to interact with the language educators on the question and answer (QNA) session. Meanwhile in YouTube, most of students agreed that long video is the most beneficial feature that facilitate their self-regulated learning. Through interesting content types, students enjoy the explanation more than in the classroom. However, students also experience obstacles derived from the weaknesses of these platforms. These obstacles highlight the need for thoughtful integration of social media into language learning to maximize its educational potential while addressing its drawbacks.

In Conclusion, integrating social media platforms as language learning tool has potentially increased students' interest and motivation to learn English either inside the

classroom or independently. By using its' features student can improve their English skill in simple and flexible way.

5.2 Limitation

The researcher realized the limitations in this research, this makes a gap in this research, which allows for further research to explore these limitations. Such as, for example, the lacks of participants which is only 20 EFL Students in same university in this study. Another limitation of this study could be only 3 social media platforms discussed in this study, which is there's more platforms can be explored. Beside that, this study only discussed the advantages that EFL students experienced after using the social media platforms, the challenges and obstacles experienced by the students can be affected the language learning process.

5.3 Sugestion

The researcher delivers suggestions toward the limitation in previous sub-chapter. the researcher attempts to expand the scoup of the research and explore more social media platforms used by EFL students. The researcher expects this study can be helpful to be resources information for

the future study with the same issues. Here are some suggestions that researcher can share.

a) For further research

Future research should address current limitations by involving a larger and more diverse sample of EFL students from various universities and backgrounds to enhance the generalizability of findings. Researchers are also encouraged to investigate a broader range of social media platforms beyond Instagram, TikTok, and YouTube, such as Facebook, WhatsApp, LinkedIn, and Discord, to uncover additional educational benefits. Furthermore, it is important for future studies to systematically examine not only the advantages but also the challenges and obstacles EFL students encounter when using social media for language learning, including issues related to digital literacy, distractions, privacy, and the effectiveness of different platform features.

b) For Students and teachers

Students and teachers are encouraged to thoughtfully evaluate both the benefits and drawbacks of using social media for language learning, remaining mindful of potential distractions, privacy issues, and content reliability to achieve the best outcomes. Teachers should consider integrating a variety of social media platforms and features into their teaching methods, adapting activities to suit diverse student preferences and learning styles, while students are urged to explore different platforms to find those that best support their self-regulated learning. Additionally, both groups should actively share their experiences, challenges, and effective strategies, fostering a collaborative learning community and promoting more effective and informed use of digital tools in language education.

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