

INDONESIAN TEACHERS' PERCEPTION OF USING SOCIAL MEDIA IN TEACHING ENGLISH WRITING

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Abstract: The cognitive demands of writing are comparable to those of playing chess, according to a study by Kellog (2008). The phrase "writing instruction" encompasses both the pedagogy of teaching writing and the collaborative writing process between teachers and students in the classroom. Writing is presented as a means of communication in text, with the reader's benefit in mind. Chan stated that the event occurred in 1986. The primary objective of any writing program should be to achieve academic proficiency in language, communication, and cultural domains. Reference: Malyuga, Litvinov, & Panicheva (2016). This qualitative study aimed to explore Indonesian teachers' perceptions of using social media as a tool in teaching English writing. Employing an explanatory sequential design, the research began with a quantitative questionnaire distributed to 30 English teachers from various educational levels, followed by a qualitative interview with one selected participant to further explain the survey results. The questionnaire was adapted and modified from Albiladi (2020), and the interview focused on participants' personal use, classroom practices, and opinions on social media integration. Data were analyzed using descriptive statistics for the questionnaire and thematic analysis for the interview. To ensure trustworthiness, triangulation and member checking were applied. The findings reveal that, most teachers are familiar with and generally supportive of using social media in English writing instruction. Teachers acknowledge that platforms like WhatsApp, Instagram, and YouTube enhance engagement, facilitate collaboration, and provide authentic contexts for writing practice. However, concerns include students' distractions, informal language use, and teachers' time constraints in preparing materials.

Key Words: social media, EFL writing, teacher perception, English education

INTRODUCTION

Many English educators prioritise enhancing their students' writing abilities and instructing them on how to teach writing in English as a second language, as it is an essential proficiency for students to gain. The cognitive demands of writing are comparable to those of playing chess, according to a study by Kellog (2008). The phrase "writing instruction" encompasses both the pedagogy of teaching writing and the collaborative writing process between teachers and students in the classroom. Writing is presented as a means of communication in text, with the reader's benefit in mind. Chan stated that the event occurred in 1986. The primary objective of any writing program should be to achieve academic proficiency in language, communication, and cultural domains. Reference: Malyuga, Litvinov, & Panicheva (2016). Instructing individuals in writing is vital, especially for those fluent in the language from birth. Teachers cannot merely distribute essay prompts; students must conduct thorough research and engage in meticulous planning before commencing the writing process. A comprehensive

strategy is necessary for every component of teaching writing, encompassing tactics, grammar and spelling, style, and preparation.

Students must master the skill of writing. Within this area, teachers required a strategy to aid pupils in enhancing their writing proficiency, enabling them to convey their thoughts and ideas through written communication effectively. According to Rahmawati (2018), there are students that still depend on the lectures to study for read English and write in English, the more students read does not really affect their writing activity. The strategies utilised by teachers are crucial in the teaching process. Students have a crucial role in facilitating the learning of a new language. According to Ariyanani and Fitiana (2017), teachers must adopt a fresh approach to teaching writing if they are genuinely committed to enhancing their students' writing abilities. According to Ariyanani and Fitiana (2017), teachers must adopt a fresh approach to teaching writing if they are genuinely committed to enhancing their students' writing abilities.

Moreover, modern pedagogical tools and procedures play a substantial role in enhancing students' writing abilities. According to Horby (1980), strategy uses technology to organise operations and activities. The students in the classroom adhere to the teacher's guidance, as the teacher is responsible for their behaviour. Enhancing one's repertoire of skills is a fundamental capability for every proficient educator. Acquiring these four skills is crucial for students.

According to Oshima (1996), acquiring the ability to write is considered one of life's most essential and fundamental abilities. We are familiar with every stage of the writing process, including brainstorming, organising, writing, and polishing. The proficiency of students' writing serves as a reliable gauge of their progress in developing their English language proficiency. Teachers must possess a repertoire of resources to facilitate the acquisition of proficient writing skills. As Patel (2008) stated, Effective writing technique training encompasses utilising all linguistic talents, mastery of writing control, and integrating visual elements into reading instruction. Visual media, including social media, posters, periodicals, cartoons, advertising, and maps, provide abundant opportunities for schools to utilise photo resources.

Given the significant importance of English in today's educational environment, students need to prioritise its study as a fundamental subject in school. According to Kasapoğlu and Akyol (2010), having a fundamental level of English proficiency is crucial for success. Comprehending spoken English necessitates four separate cognitive capabilities. They demonstrate proficiency in all four language skills: speaking, listening, reading, and writing. Students must have acquired all of those skills. Proficiency in writing is often recognised as the primary attribute for achieving success in both higher education and professional settings. As Kruse (2013) emphasises, academic writing is crucial for obtaining college admission. A proficient mastery of the English language is vital for any reputable professional trajectory. While becoming a master writer is challenging, it is crucial to incorporate writing as a fundamental skill in the curriculum, as per rules highlighting its importance. According to Ibrahim et al. (2018), writing is a skill that frequently presents difficulties for students in junior high and secondary schools. Indonesian and English exhibit several structural and grammatical disparities in writing, posing a particular challenge for English as a Foreign Language (EFL) students in Indonesia. While students must acquire the ability to write, many struggle to master this talent.

Mastering writing skills can be particularly challenging for English as a Foreign Language (EFL) students in Indonesia due to the structural, grammatical, and stylistic differences between the Indonesian language and English. Furthermore, students must possess the ability to render or transform the meaning.

From Bahasa to an English framework to avoid any ambiguity in the written outcome and facilitate comprehension for all readers, particularly those who are not native English speakers. Consequently, even among university students, writing has become a challenging skill. Additionally, the act of writing necessitates the utilisation of various interconnected actions and processes in order to achieve coherence and significance. These include cognitive exertion, attentional control, and self-regulation (Graham & Harris, 2003). Furthermore, writing necessitates utilising various interconnected cognitive processes, including cognitive effort, attentional control, and self-regulation, to achieve coherence and convey meaning (Graham & Harris, 2003).

Furthermore, apart from the details above regarding English writing proficiency, additional factors might impact a student's writing aptitude, some of which arise from a deficiency in comprehending the significance of teaching writing abilities at a young age. White and Hall (2014) emphasise in their study that writing is frequently neglected throughout the early years of education despite persistent data indicating that numerous students face difficulties in this domain. Consequently, writing becomes a complex undertaking for students, including college-level students.

In the age of globalisation, languages have undergone modernisation, with the international language (English) being commonly employed in everyday interactions. Furthermore, numerous institutions and corporations employ English as their primary language, given its status as one of the global languages that has established itself as the norm for worldwide communication. The advent of globalisation is exerting a significant influence on several facets of society, necessitating our collective readiness to adapt to forthcoming transformations across domains such as economics, education, and technology. Shifts in globalisation are also having an impact on the structures that govern people's lives. Scientific and technological progress has resulted in swift advancements across all domains. Advancements are being made in multiple domains, and the development process is also advancing. The worldwide community wields significant influence, particularly in advancing science and technology, as well as the popularity and usage of social media in Indonesia. Particularly in the realm of language and culture. Ainiyah (2018) asserts that social media has become integral to the virtual realm, inseparable from society's daily existence.

Social media, often known as a social network, refers to internet-based platform interactions that enable users to interact. Social media is a type of online communication that has become prevalent daily, with platforms such as Facebook, Instagram, X, Telegram, Line, Discord, and others. Various forms of social media, including wikis, forums, and virtual worlds, are prevalent in today's digital landscape. The utilisation of internet browsing and the advancements in social media have led to numerous developments, particularly in the sphere of education in Indonesia. Traditional learning can now replace online learning, which utilises social media platforms. Nurkolis and Muhdi (2020) define online learning as using electronic devices and internet connectivity to facilitate the exchange of educational content between teachers and students in a virtual environment. The utilisation of social media is highly advantageous for acquiring English language skills, particularly in the realm of education.

In this progressively sophisticated era, the utility or futility of social media in enhancing the calibre of education and fostering motivation among individuals in educational institutions, particularly teachers and pupils, to sustain their studying endeavours is a matter of consideration. Given the current surge in the utilisation of social media as a means of online communication and information sharing, it is crucial to comprehend how these platforms might be incorporated

into communication, teaching, and learning. Social media platforms are straightforward and can be conveniently accessed anytime and anywhere. The teacher's perspective is crucial in using social media in the classroom. It is imperative to understand teachers' perspectives regarding the utilisation, benefits, and drawbacks of employing these applications as instruments for teaching and learning.

Social media platforms can augment or supplant conventional teaching instruments and render language classes more captivating, enjoyable, and immersive for all language learners (Kessler, 2013). Teachers' perspectives will undoubtedly shape their judgments on incorporating online media in their instructional practices. The teacher's attitude and awareness regarding using the Internet to enhance learning, particularly in English, significantly influence its effectiveness. Teacher perception refers to a teacher's subjective viewpoint or interpretation derived from the ideas or sources they encounter. According to Ramazani (2013), teachers' impressions are influenced by their background. Knowledge and experience in seeking information and teaching resources. Consequently, every instructor possesses distinct perceptions.

Several research papers have investigated educators' perspectives on using social media to teach English writing. In their 2012 study, Alshahrani and Al-Shehri examined the comprehension and responses of students and teachers towards integrated EFL online learning resources, including Twitter. The teachers disagreed with the student's use of English phrases deemed inappropriate for an academic setting. A study investigating the integration of digital learning, namely social media platforms, found that teachers expressed their opinions on utilising specific social media platforms for learning English, such as YouTube (Alwehaibi, 2015) and WhatsApp (Ahmed, 2019). In the studies carried out by Hadayani et al. (2018), Nugroho and Rahmawati (2020), and Gatcho and Hajan (2019), Instagram, Google Class, and Facebook are each mentioned. Collectively, the findings of this research suggest that specific social media platforms hurt learners.

In contrast, others have demonstrated efficacy in enhancing the language proficiency of English as a Foreign Language (EFL) learners. According to the research mentioned earlier, it is understood that there are individuals who both support and oppose the use of social media in teaching English writing. It is also known that some researchers have already examined or received feedback on using social media in teaching English writing. However, few studies have investigated teachers' perspectives on using social media in the classroom when teaching English writing. This study examines teachers' Perception of using social media and should or should not use it when teachers teach English writing in their classroom instruction.

Based on the background above, the researcher formulates the research questions as follows:

1. How do the teachers perceive the use of social media in teaching writing?
2. What is the possible impact of students' and teachers' use of social media in teaching English writing?

METHOD

This study applied a qualitative method as a research design to gather the data. The qualitative method was chosen for this study because the main objective was to explore and understand Indonesian teachers' perceptions of using social media in teaching English writing—an area that involves personal experiences, beliefs, attitudes, and opinions that cannot be fully captured by numerical data alone. By applying a qualitative approach, the researcher was able to

gather in-depth insights into how teachers perceive both the benefits and challenges of integrating social media into their writing instruction. This method allowed for flexibility in data collection, using open-ended questionnaires and follow-up interviews to explore complex and context-dependent viewpoints. According to (Teddlie& Tashakkori, 2009.) Qualitative methods is an approach and technique to collect, analyse. According to (Creswell, 2003).

The study employed an explanatory sequential design, starting with a questionnaire to gain a general understanding from a larger group, followed by an interview to dig deeper into the themes that emerged. According to Plano Clark (2011), collecting quantitative data and then collecting qualitative data help explain or describe the quantities of data and results to provide a picture of the research question. Further analysis, mainly qualitative data collection, is refined, extended, and ex and extended picture.

According to Creswell (2012), Qualitative methods design combines the gathering and analysis of quantitative data to gain a deeper understanding of the study problem, explicitly focusing on the Indonesian teachers' view of using social media in teaching English writing.

Setting and Participant

The study focuses on English teachers from Indonesia; the participants in this study were Indonesian teachers of English writing across different educational levels, Including junior high school, vocational high school, and senior high school. This study was conducted online, utilising a two-phase approach. In the first phase, data were collected through a Google Forms questionnaire distributed to teachers in Indonesia. The second phase is a follow-up face-to-face interview.

The participants in this study consist of a sample size of 30 Indonesian teachers who teach English writing. These participants voluntarily filled out the Google Forms questionnaire, providing their teaching English writing by using social media. The sample consisted of 30 teachers, 20 females and 5 males, who can participate in this study. The others are unable to join because the researcher could not reach them. One of 30 participants was chosen from this group for follow-up interviews.

Using the purposive sampling method, two others can join for the follow-up interviews. However, because the others were busy, the researcher only found one who could participate and match the interview criteria. The participant that the researcher can interview was a female with teaching experience of 4 years. The researcher identified the female participant as Mrs Cassandra, a pseudonym for the participant in this study. Mrs. Cassandra primarily teaches in a vocational high school.

Data Source

This study used instrument questionnaires and follow-up interviews. Questionnaires are used to determine teachers' perceptions of using social media to teach English writing and whether these researchers adapted the questionnaire from Albiladi (2020), then used a 23-item questionnaire. Furthermore, the researcher modified the questionnaire from Albiladi by adding and removing some items, resulting in a 19-item questionnaire. The researcher used a web-based survey (Google form). The researcher's second instrument was an interview, which was also adapted from Albiladi (2020) and consisted of 10. This interview was made to explore more of the participant's personal use and perception of social media in teaching English writing. The interview question was arranged as follows: first asked about the participant's personal use of

social media, the second asked about the use of social media in the classroom, and the last asked about their opinion.

Data Collection

The researcher distributed questionnaires via Google Forms to English teachers through personal messages. Participants were asked to complete a questionnaire that took approximately 10 minutes. The researcher spent one month identifying and contacting teachers to fill out the form. Interview candidates were selected based on specific criteria. Selected participants were contacted to confirm their willingness to participate in a face-to-face interview. The interviews were recorded and lasted about 20 minutes to allow for quicker data analysis.

Data Analysis

At the data analysis stage of this study, the researcher will summarise participants' questionnaire responses. The data comprise a scale of 1 to 5, representing the statements each teacher answered after completing the questionnaire. One indicates strongly disagree, two disagree, three are hesitant, four agree, and five strongly agree. The overall score for each question and the participants' total score were calculated before the data was analysed. Google Form has a variety of built-in response styles, including summary charts, individual responses, and integration with Google Sheets; with Google Sheets, the researcher utilised Microsoft Excel to calculate using descriptive statistics to determine the result of the questionnaire. The researcher also calculated the percentages based on the total score. Furthermore, the answers to the questionnaire will be assessed upon completion of data collection to enhance understanding. The researcher also needs an interpretation to classify the result of percentages. As a result, the researcher used Riduan's (2008) questionnaire interpretation score. The interpretation score was adjusted to the researcher's questionnaire. The data set for this inquiry will consist of the replies to the questionnaire. Now is the moment to evaluate the collected data through qualitative data analysis. Google Forms has a variety of built-in response styles, including summary charts, individual responses, and integration with Google Sheets. After obtaining their data in Google Sheets, researchers can employ various tools, such as filters, pivot tables, and graphs, to evaluate and visualise it.

After the interviews, the researcher carefully reviewed the transcripts to eliminate extraneous information unrelated to the research question. The interview transcripts were later categorised based on concepts and word frequencies to facilitate a more meticulous examination and ultimately reach a definitive result.

Trustworthiness

Data reliability testing is an integral component of this phase of the research process. In this inquiry, the data's validity was ensured through triangulation. Triangulation is a technique used to verify the accuracy of data by using additional methods to compare and evaluate it rather than relying solely on the data itself (Moleong, 2010). Triangulation is a common practice in qualitative research to enhance data accuracy. Reliability analysis is the next stage in determining the accuracy of data. The process of join verification is employed. In order to obtain feedback, participants are presented with a data record for member checking (Varpio et al., 2017). Elo et al. (2014) stated that the main objective of this strategy is to ensure the validity of the data. Membership verification is an additional method by which individuals participate in investigations (Birt et al., 2016). Informal member checking might take place when the

researcher examines and confirms their comprehension of the participants' remarks given during data collection.

RESULTS

Perception of Indonesian Teachers Towards Social Media

In this sub-chapter, the researcher provides the answer or the finding from the questionnaire and additional open-ended questions to provide more nuanced and detailed answers. The findings are from the responses of 30 teachers in Indonesia in urban and suburban areas. This research finding answers the problem statement that was formulated before. To make the result of this finding easily understandable, the researcher took the data from the Google form so the data could be viewed directly; the results showed the following data participants' responses below.

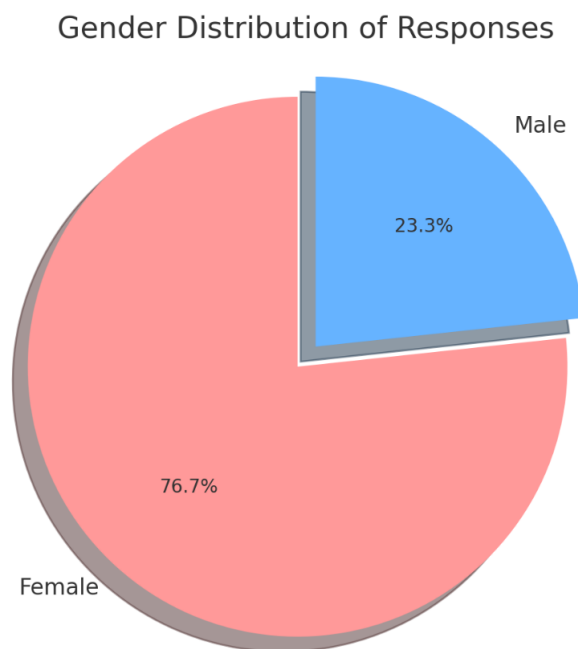


Diagram 4. 1 gender participant distribution

The chart above illustrates the gender of a sample of 30 respondents.

The survey results indicate a higher representation of female teachers. This majority is highlighted by a more extensive section of the chart (76%) than male teachers, represented by a smaller section (23%). This gender distribution may reflect the demographic composition of teaching in Indonesia.

demographic composition of teaching in Indonesia.

Score	Interpretation
0% – 20%	Strongly disagree
21% - 40%	Disagree
41% - 60%	Hesitant
61 – 80%	Agree
81% - 100%	Strongly agree
Riduwan (2008:13)	

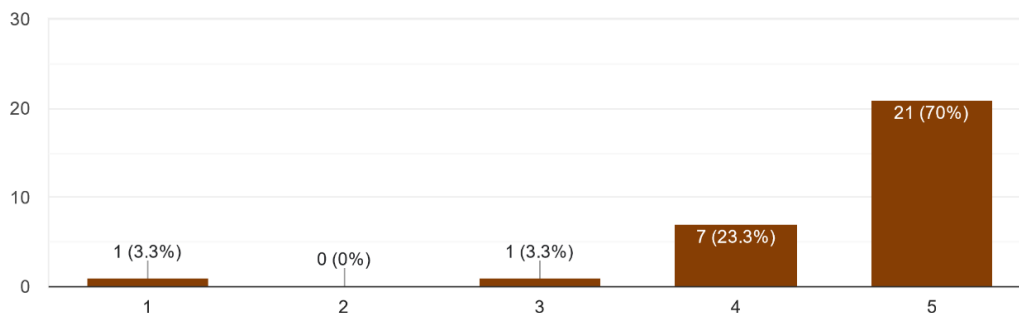
Table 4.2 Questionnaire interpretation score by Ridwan (2008)

Here, the researcher will explain the study results by describing and explaining the results, and the score of this study will follow from Table 4.2. The data came from each participant's responses on the Likert scale of 1-5 for each question/theme. So, in this case, the researcher will explain the result of the study.

Familiarity With Social Media

I am familiar with social media platforms (WhatsApp, Facebook, X, Instagram, YouTube)

30 responses



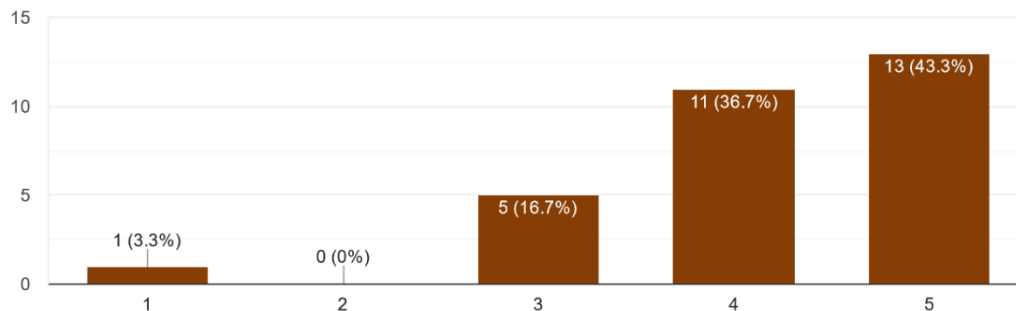
The first one that scored the highest percentage is about familiarity with social media platforms, with 70%. This percentage from Table 4.2 can be classified as “Agree”, which means some participants are already familiar with social media like Facebook, Instagram, WhatsApp, and YouTube and have a positive outlook on using social media in their teaching practices and with the answer from the additional question, according to answers to the open-ended question, some teachers feel using social media is very useful and practical because, with this exposure, students

can learn English through familiar implementation also there are some teachers answer that social media is helpful for them because it is widely used for communication and collaboration among teachers, enabling group chats, sharing resources and idea. The high level of agreement among teachers indicates that they are familiar with this social media.

Interest in Social Media

Social media is intresting

30 responses

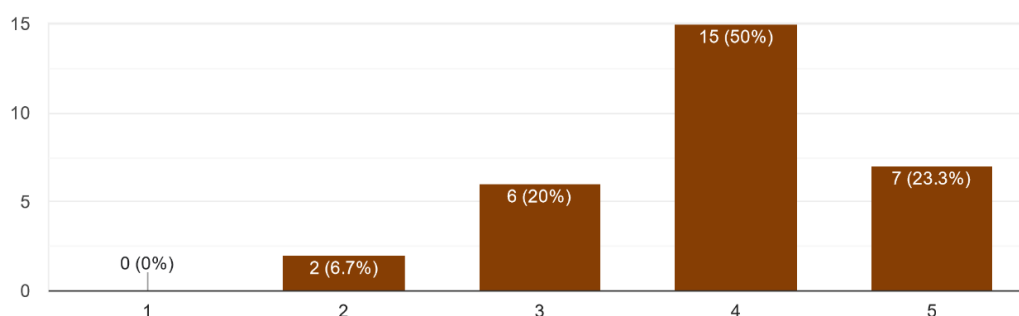


Many teachers find social media an exciting and engaging tool for teaching English writing. According to the survey, 43.3% of respondents the teacher strongly agree with this statement, with another respondent 36.7% agreeing. Also, according to additional answers, these platforms can enhance writing assignments and make writing more appealing, and social media platforms like WhatsApp, Facebook, X (formerly Twitter), Instagram, YouTube, and Tiktok provide interactive and dynamic environments that can make writing more engaging for the students. With a percentage of 43.3%, this percentage from Table 4.2 can be classified as “Hesitant”. Despite the qualitative response among teachers, teachers still find social media to be an exciting tool for teaching.

Frequency of Using Social Media

I often use social media platforms during classes and outside classes

30 responses

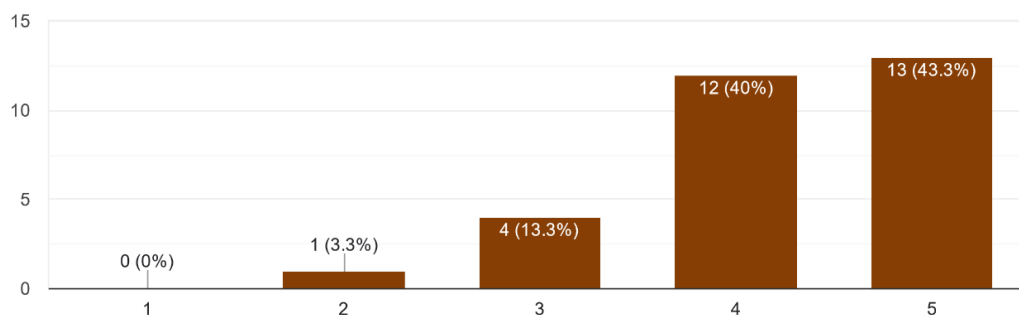


Based on the 50% percentage, half of teachers often use social media inside and outside the classroom to enhance their social media practices. Based on the answers to the additional questions, some teachers incorporate social media into their lessons by using platforms like WhatsApp for group discussions and sharing updates and resources in teaching English writing. They also use YouTube for educational videos and tutorials on writing in English. These tools can help create a more interactive and engaging learning environment. There also answers from the teachers in the additional answers of why some of the teachers often use social media outside the classroom too; it is to extend the learning and understanding about social media; they also use it to provide additional resources, share homework assignments, and offer support and feedback if they cannot enter the classroom. The agreement among the respondents highlights the integral role that social media can play in modern teaching, supporting both in-class activities and extending educational opportunities beyond the traditional classroom setting.

Social Media Platforms as English Teaching Writing Tools

Social media platforms can be used as English teaching writing tools

30 responses

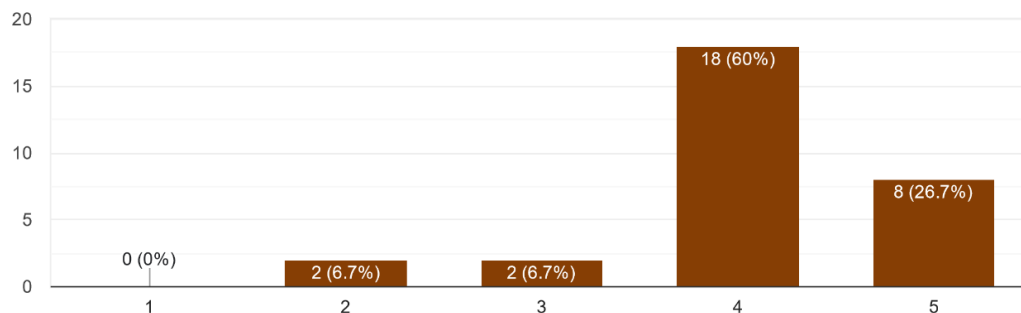


Many teachers believe that social media can effectively teach English writing. These platforms offer unique advantages for language instruction, especially for teaching English writing, where

students can practice and enhance their English skills. Based on the results, social media platforms like WhatsApp, Facebook, and Instagram enable interactive learning experiences where students can engage in discussions and share content, all in English. This interaction helps improve writing skills for practical use. According to teachers, social media platforms like Instagram and TikTok encourage creative expression and engagement through writing captions, creating stories, and participating in conversations, all of which help improve students writing in English. This result shows the belief among many teachers that social media can be used as an influential English teaching tool, highlighting its potential to enhance teaching English writing.

Social Media Helps Improve Students English Writing Skills

Using Social Media in EFL classes helps improve students' English writing skills
30 responses

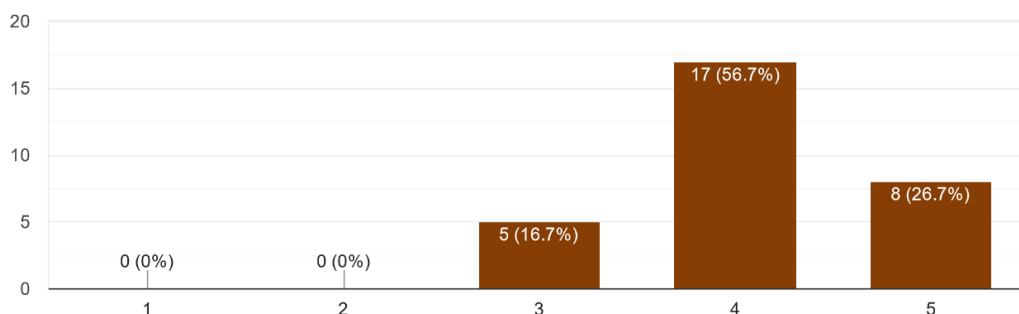


Based on the result, most teachers, with 60% agreeing, believe that incorporating social media into teaching English writing helps improve students' English writing skills. These platforms offer diverse opportunities for writing practice, feedback, and interaction, making these social media valuable tools in teaching English writing. According to additional answers, some teachers stated that social media platforms like WhatsApp, Facebook, and Instagram provide students with frequent and varied writing opportunities, like writing posts, comments, and messages in English, which helps students practice and improve their writing skills regularly, students also can find various and new vocabularies through social media.

Social Media Encourages Student Participation and Collaboration

Using Social Media in the EFL Classes encourages Student participation and collaboration to improve English Writing skills

30 responses

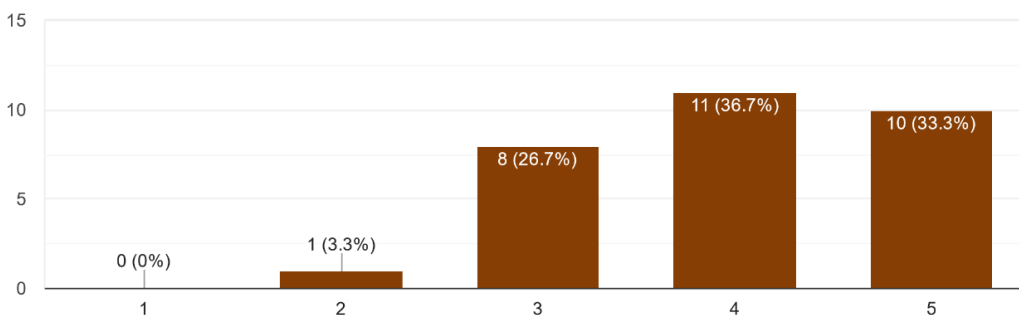


Based on the result of the study, 56.7% of teachers are still hesitant about using social media to encourage participation and collaboration to improve English writing skills. Despite the qualitative responses from this survey, some teachers agree that social media can encourage students' participation and collaboration to improve writing skills. According to additional answers, social media can be beneficial in English teaching writing because they can work together on writing projects, share ideas, and provide feedback to each other; this collaborative approach helps the students learn from their peers and improves their writing skills through group allowing students to practice different styles and format of writing.

Social Media Increases the Interest of Students In Writing English

Using Social Media in EFL Classes increase the interest of student toward Writing English

30 responses



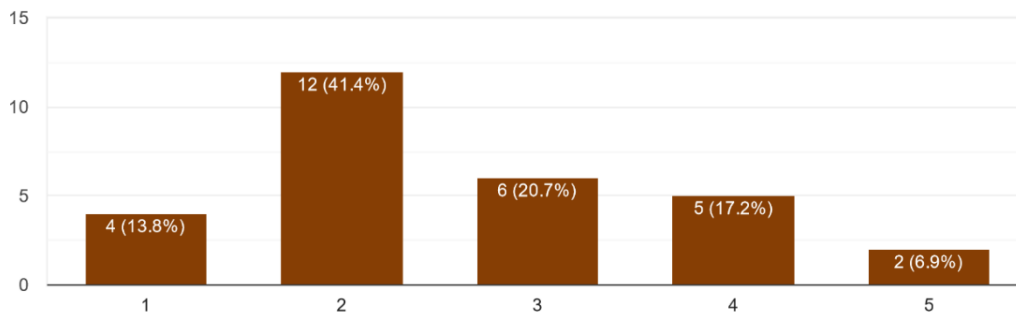
Incorporating social media into English writing classes has shown qualitative results in students' interest. A survey revealed that 36.7% of teachers agree that using social media in their lessons increases students' engagement and enthusiasm for writing in English. In comparison, other respondents (33.3 %) also strongly agree that social media can increase students' interest in writing English. According to teachers' answers to the additional question, social media should

be used in English classes to develop students' skills and give variation in the learning process.

Students Pay Less Attention When Social Media are Used in Teaching English Writing

Students pay less attention when social media are used in teaching

29 responses

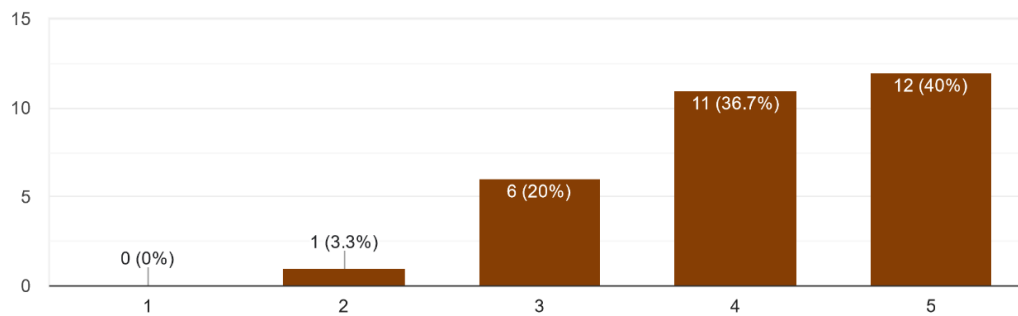


Based on the result, a significant portion of teachers, with 41.4% disagreeing, do not believe that students pay less attention when using social media in teaching English writing. Instead, they find that social media can be effectively integrated into teaching English writing to enhance students' focus and engagement. According to answers to the additional question, some teachers said it will be more enjoyable for students. Different from textbooks, which seem more "standard", with social media platforms, teachers can use grammar that is easier to understand, and that can entertain students so they do not get bored. The disagreement shows that many teachers believe social media does not detract from students' attention. Instead, it can enhance students' focus on writing.

Students Can Get Addicted to Using Social Media

Students can get addicted to using social media

30 responses

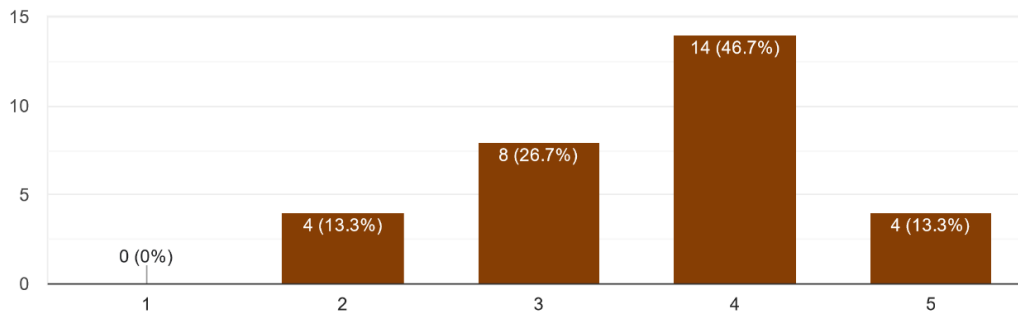


The following results show that 40% of teachers agree with this statement and believe that students can become addicted to using social media. Teachers recognise the potential for overuse and its possible negative impact on students' academics, such as in English writing, despite social media's benefits in an educational context. Based on the percentage, many teachers believe that social media can easily distract students, diverting their attention from educational content. According to an additional open-ended question, some teachers answer that the constant notifications and the desire to check the updates can distract students from their studies and reduce their focus on academic tasks. The agreement among 40% of teachers highlights the need for an approach to integrating social media into teaching tools.

Concerned About The Impact of Using Social Media in Teaching English Writing

I am concerned about the impact of using social media in teaching English writing

30 responses

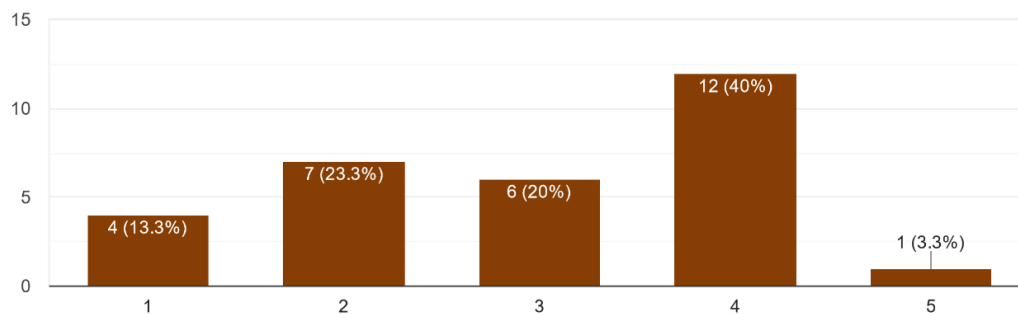


Based on the survey there are still 46.7% of teachers agree with the impact of using social media in teaching English writing; these teachers acknowledge the potential benefits but also realise several risks and challenges that can arise from integrating social media into the educational process, such as English teaching writing. According to the additional answers from the teachers, social media can be a significant source of distraction. Students might be tempted to browse non-educational content, which can detract from their focus on learning writing. Also, some teachers are concerned that informal language on social media might negatively influence students' formal writing skills. This includes spelling, grammar, and the overall structure of writing. With this result, there is a need for careful consideration and management of social media 's role in teaching English writing.

Lack of Time To Prepare The English Writing Material

There is a lack of time to prepare the material based on social media

30 responses



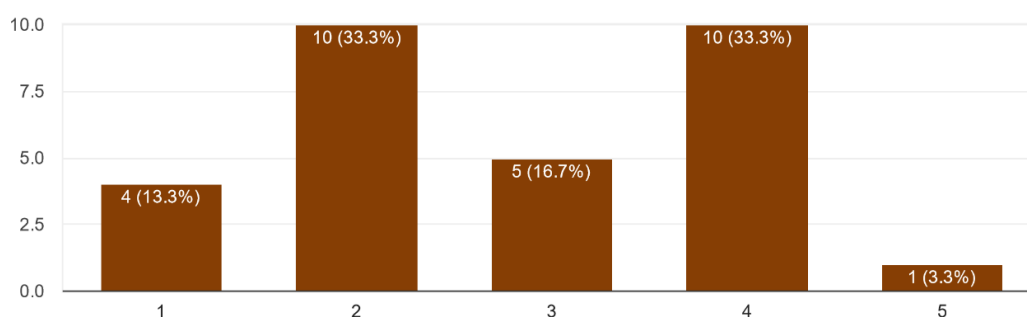
This survey shows a notable group of teachers, with 40% responding and agreeing that they lack sufficient time to prepare English writing material based on social media. Integrating social

media into lesson plans demands additional time and effort, which many teachers find challenging to manage alongside their existing responsibilities. According to additional answers from the teachers, they must find or create suitable content, design engaging activities, and ensure these materials align with the writing material. Also, social media trends and tools constantly evolve, requiring teachers to stay updated and continually revise their material to keep it relevant and engaging for students. These activities add another layer of complexity and can tire teachers.

There is Too Much Writing Material to Cover When Using Social Media

There is too much writing material to cover when using social media

30 responses

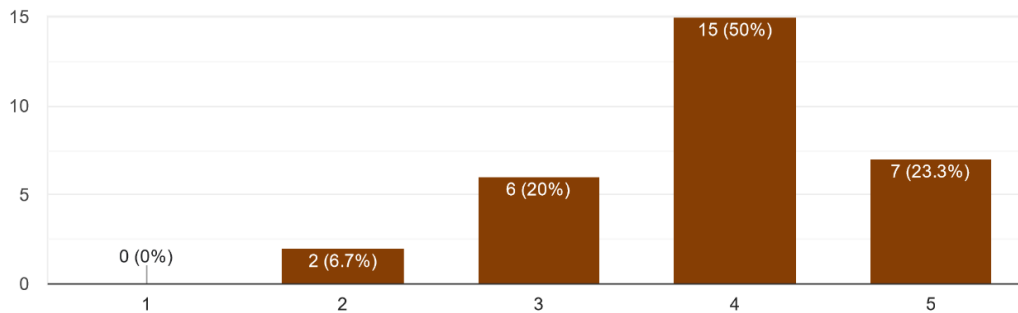


Based on this result, teachers are divided on whether using social media in the classroom results in too much writing material to cover, with 33.3% agreeing and another 33.3% disagreeing. Some teachers feel that social media generates an overwhelming amount of writing material. Continuous comments and messages can make it challenging to keep up with assessing and providing feedback on all student's contributions. This can lead to difficulties in managing and prioritising the most critical aspects of writing instruction. Also, other teachers find that the writing material generated on social media is manageable and beneficial. They believe the frequent writing opportunities provided by social media can enhance students' practice and exposure to varied writing styles and make the class more fun. These teachers see the additional content as an advantage rather than a burden.

Social Media Makes Teaching and Learning on English Writing More Effective.

Using social media makes teaching and learning on English writing more effective

30 responses

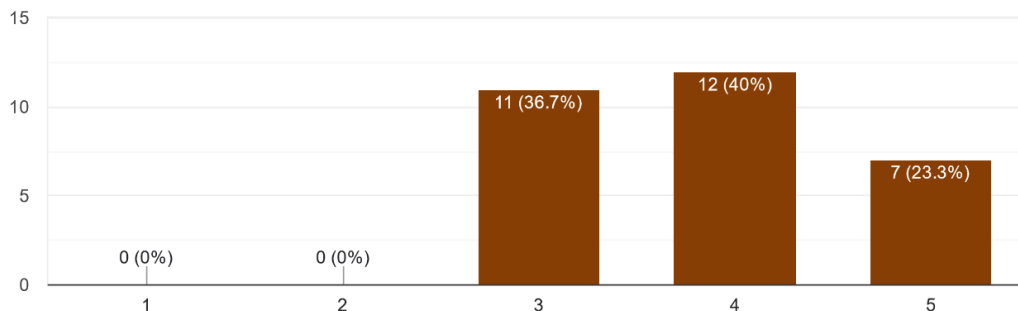


Based on the survey result, 50% of the teachers agree that using social media can make teaching and learning English writing more effective. According to additional answers from teachers, social media enables students to participate in discussions and receive instant feedback. Such an approach not only improves their writing skills. This significantly enhances the effectiveness of both the teaching and learning process. Also, this makes teaching flexible because teachers can do something for the creativity class.

Social Media Makes Teachers Productive

Using social media makes me productive as a teacher

30 responses

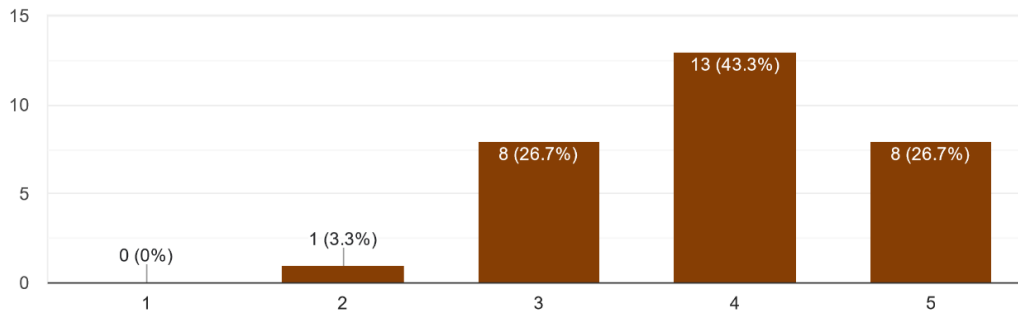


The result of this survey sparked diverse opinions among teachers. Approximately 40% of teachers believe that using social media enhances their productivity, benefits such as easy access to educational resources for teaching English writing and streamlined communication with students and colleagues. However, there are no other responses, with 36.7% of a teacher remaining neutral on the impact of social media on their productivity. These qualitative responses highlight the varied experiences and perceptions among teachers. While 40% of teachers report that social media helps them become more productive, the other respondents express neutrality; this suggests that while some teachers find social media to be a valuable asset in their teaching, others may not experience the same benefit.

Social Media Effects on Students Achievement in English Writing

Do you think that using social media has any effects on student achievement

30 responses

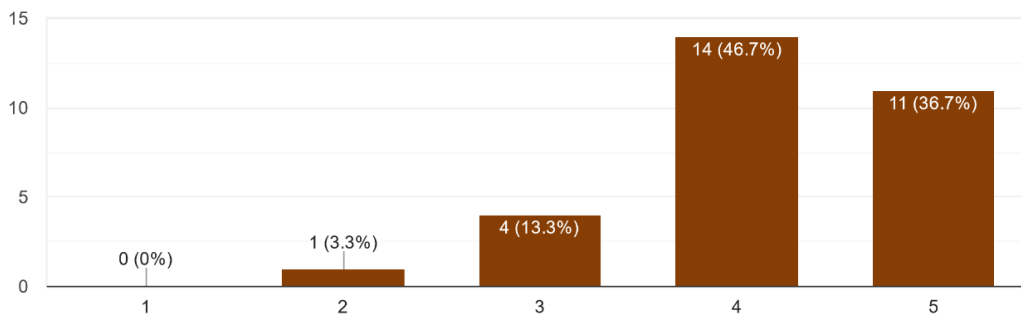


The survey revealed that 43.3% of teachers agree that social media positively impacts students' writing abilities. According to the additional answers of some teachers, these social media platforms provide students with increased motivation and better writing skills.

Social Media Helps To Gather Writing Material

Social media helps me to gather teaching writing material

30 responses

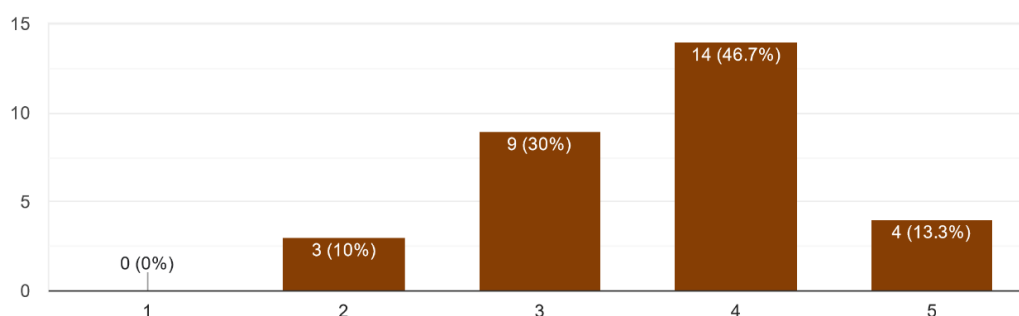


Based on the results, 46.7% of teachers agree that social media helps them gather teaching material for writing. Additionally, a notable 36.7% of teachers strongly agreed with this sentiment. These qualitative results show that some teachers found that social media provides many resources, including articles, writing prompts, multimedia content, and collaboration opportunities with other teachers, enriching their learning methods and material.

Training on Using Social Media

I have had enough training on using social media in EFL classes

30 responses

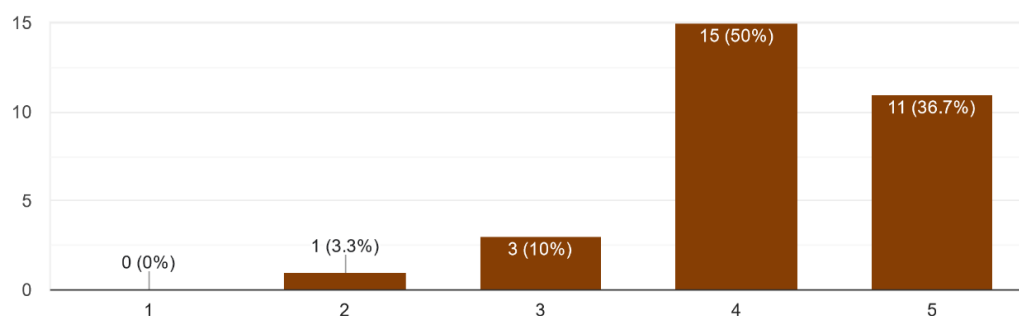


The following results show that 46.7% of teachers felt they had received sufficient training to integrate social media into their English writing teaching. However, 30% of teachers expressed neutrality about the training on using social media. This indicates that many teachers are confident about using social media, while some minorities remain uncertain about their preparedness. The results underscore the importance of ongoing training programs to ensure all teachers feel confident and competent in integrating social media into their English writing teaching.

Support Using Social Media in Teaching English Writing.

I support using social media in teaching English writing in classes

30 responses



Based on the result, it is revealed that 50% of teachers agree that using social media enhances the effectiveness of teaching English Writing. These teachers recognise that social media platforms can help them create more interactive and relevant learning experiences in teaching English writing. Teachers who support this integration believe social media can benefit English classes because it is relevant to students' needs. Most of them spend their time online, and they may get more exposure to English through various sources. Teachers can utilise these sources as their learning media and integrate them with the materials. Also, it can be helpful for students who

want to improve their speaking and writing skills.

Based on the above result, most teachers are cautious yet open-minded about incorporating social media in teaching English writing. Survey responses reflect that some teachers acknowledge the benefits, for instance, increased student engagement and access to diverse teaching in English writing. However, responses to the questionnaire were still hesitant with the questions in the questionnaire items. It also indicates that most participants express hesitancy towards using social media as a tool for teaching writing. Also, this hesitation indicates a significant level of uncertainty and cautiousness regarding using social media in teaching. To explain more about the findings of this research, the researcher will explain more clearly the themes with some critical findings from the questionnaire.

This means that teachers are still cautious about social media's impact on teachers. From there, it is also shown that most participants do not fully indicate agreement. From additional answers, some teachers believe students can find various and new vocabulary through social media. They can even easily find natives worldwide to enhance their English ability.

In conclusion, while social media offers innovative potential for teaching English writing, teachers remain cautiously optimistic, emphasizing the need for proper guidance, training, and classroom management strategies. Based on the findings of this study, few teachers have used social media to teach English writing in academic settings.

To Evaluate the Possible Impact on Students and Teachers

This sub-chapter talks about the findings of the interview results. The interview participant is Mrs. Cassandra (pseudonym); in this sub-chapter, the researcher will divide the findings into two groups: the impacts on the teachers and the students.

Impact on Teachers

Mrs. Cassandra is a teacher who loves technology and always finds a way to keep it relevant to the student's needs; that is why Mrs. Cassandra is open to using social media in the classroom. She is excited to use any social media to encourage students to be more active when teaching English writing lessons.

“Since the students in this digital era are very familiar with any kind of social media, using it as a medium to teach can help students to understand the material more easily.”

She has implemented social media use by uploading some tasks to social media (YouTube community, Instagram, and TikTok) about exciting issues to discuss with her students. Furthermore, Mrs. Cassandra agreed that social media can be used in classroom activities.

“Social media can be implemented in classroom activities. I have utilised social media not only for personal activities to collect teaching material but also for classroom activities so they do not get bored and give the students variation in the learning process.”

Based on that statement, she uses and sees social media as a tool that benefits her in teaching. Mrs. Cassandra's statements implied that social media positively benefits teachers; it can help them create new ideas and get students interested in English teaching writing.

Although Mrs. Cassandra finds social media beneficial, she still raises concerns about its

use. She expressed that while social media can aid her in teaching writing and give her new ideas for teaching, sometimes there is a struggle to find a social right balance between traditional teaching and digital approaches, and she finds it challenging to monitor and filter the content that students are exposed to. She expressed that there is a risk that social media can make her overly dependent on it.

“Social media can be beneficial as a tool for teaching writing in English because it offers teachers innovative methods and enhances student engagement, but it also presents challenges such as lack of time for preparing to present the material based on social media and the need to monitor the student which can decrease my ability to focus on traditional instructional methods, and sometimes I need to approach the student because the student already distracted to social media, I tend to go social media like Tiktok, Instagram, Youtube, and Facebook to search writing material for the next meeting and do not think about make in traditional teaching method. This reliance on technology can limit the learning process's critical thinking skills and creativity.”

Mrs Cassandra expressed her concern that social media use can negatively impact her and that she lost significant time for planning, setup, and ongoing monitoring, which caused her to detract from her ability to focus on traditional instructional methods for teaching English writing. Despite the valuable assistance of social media in searching for material for teaching English writing and variations in the learning process, social media can cause teachers to be dependent on social media. This implies that social media can cause adverse effects, especially for those who become reliant on social media.

Impact on Students

Mrs. Cassandra is perceptive when observing her students use social media. She notices that some of her students can use social media to help them improve their writing skills.

“Students can use social media to find various vocabularies through social media. They can easily find the writing material to enhance their writing ability in English, and they are more engaged, motivated and can express themselves creatively to participate in writing activities.”

Furthermore, using social media, she thinks the students can express themselves more freely and creatively. Mrs. Cassandra indicates that social media use among the students can benefit them. She mentioned that some students who used social media in the classroom increased their writing skills when using social media for assignments. The real-time feedback from peers and teachers, accompanied by the need for clear, concise communication on social media, helps the students refine their writing ability.

Social media does not always have benefits or positive impacts; it can also cause negative impacts on students, mainly when it is used not responsibly.

“My concern is many students will focus on the wrong things; the temptation to engage with non-educational content can detract from learning and reduce the effectiveness of writing activities.”

Mrs Cassandra raised a concern about students who use social media irresponsibly and for fun. Mrs. Cassandra also realised that not all students have equal access to technology and the Internet.

“This digital divide can create gaps in learning opportunities and hinder the effectiveness of social media-based instruction.”

According to Mrs Cassandra, the use of social media negatively impacts students. The main problem or issue when students use social media, she mentioned that the nature of social media writing negatively impacts students' ability to write.

“My concern is the student's ability to write formally and comply with academic standards, is the students might carry over informal language and abbreviations to their academic writing.”

Mrs Cassandra states that teachers must be aware of the impacts of students using social media when teaching English writing; balancing the benefits and challenges is crucial.

“I appreciate the increased engagement, improved writing skills, and enhanced collaboration that social media can build. However, my concerns about the distractions, unequal access, and the potential of students not writing in formal quality must be addressed.”

She said social media is actually like a double-edged sword. It is not necessarily about whether they are bad or good. Every teaching medium is effectively used for teaching as long as teachers can use it in classroom activities. On the other hand, a challenge must be considered: teacher control over students when using social media as a learning medium so that students do not use it for other purposes. Mrs Cassandra suggests that to optimise the positive impacts, teachers should establish clear guidelines for social media use.

Teachers need to incorporate social media that support educational purposes and ensure all students have equitable access to the technology. The most important thing to do when using social media is regular monitoring in the classroom. Also, feedback can help maintain productive and safe learning of using social media, enabling students to benefit fully from integrating social media into their writing education.”

She also informs me that students need to focus on using social media in the classroom to maximise the use of social media as an educational tool. To summarise the interview findings from these sub-chapters, the researcher made a table to sum up Mrs Cassandra's statements.

Perception of Social media		
Impacts	Teachers	Student
Positive	Help to create innovative teaching methods Help to gather material for teaching writing Help to enhance student engagements	Improved writing skills Increased engagement and motivation Peers' and teacher feedback
Negative	Time constraint Balancing traditional and digital methods Causing dependency	Distractions and off-task behavior Digital division and accessibility Quality of writing.

Mrs. Cassandra expressed that social media can benefit English classes because it is relevant to students' needs. Most of them spend their time online. Moreover, they may get more

exposure to English through various sources. Teachers can utilise these sources as their learning media and integrate them with the materials. While there are many benefits and positive impacts, there are also many drawbacks and negative impacts. She stated that social media in a writing class should be given as a refreshment rather than the primary topic/media in the class.

Discussions

This study showed that two sides are divided about using social media in teaching English writing. The questionnaire and interview results revealed that some teachers are enthusiastic about using social media, and some are cautious about using social media in academic settings, especially in teaching English writing. The questionnaire proved a general result that most teachers see social media as positively impacting writing aspects. Still, some teachers view social media negatively impacting students' writing skills. The interview results also indicated that social media is a helpful tool in teaching, but both the questionnaire and interview raised some considerations for teaching English writing in the classroom. The consideration indicates that the teachers were concerned about how social media could impact teaching writing. To provide an arranged discussion, the researcher will summarise the results from the questionnaire and the interview findings and then discuss the findings in an organisation based on the sequence.

The first is about familiarity and the effectiveness of social media; it revealed that most teachers agree with using social media in teaching English writing. Based on the questionnaire, it can be classified that some of the teachers are already familiar with social media like Facebook, Instagram, WhatsApp, X, and YouTube. According to (Manca & Ranieri, 2016), teachers' use of these social media platforms is primarily driven by the widespread use of social media in everyday life, making it natural to use in the classroom. This proves that familiarity helps teachers feel more confident integrating social media into their teaching. Some teachers feel that using social media is valuable and practical because, with this exposure, students can learn English through familiar implementation, for example, writing short messages, adding captions to several pictures, or even understanding simple keywords from social media features. This results in a high level of familiarity, and social media use has practical and positive impacts. Furthermore, the interview result also indicates that social media can be used because that is the way to encourage students to be more active.

The next theme is about teachers' challenges of using social media. The results of the questionnaire revealed that social media could quickly become a source of distraction for students, diverting their attention from educational content. Also, a challenge must be considered, namely, teachers' control over students when using social media as a learning tool so that students do not use it for other purposes. According to (Mardiana, 2016), it can be challenging to maintain students' focus on writing tasks when exposed to social media feeds filled with entertainment and other distractions. According to findings, the majority of teachers view social media in English teaching writing as a source of concern because remaining on task requires constant monitoring and bringing the Students' attention back is complex, and this result can answer research question one.

The next is about the frequency of social media use. The questionnaire responses revealed that the teachers agreed to use social media daily in teaching English writing (Kumar &

Nanda, 2019). Many teachers use social media daily as part of their routine; they plan to integrate social media platforms like Facebook, YouTube, and Instagram into their lesson plans to provide continuous engagement and prompt writing activities. Based on the findings of social media use, the findings can answer the research's research question. Social media use is also highlighted in the interview findings, which show that teachers can use social media to collect material for teaching. Based on the literature view, social media revealed the capability to access content created by fellow educators that is shared and curated by teachers worldwide. Research question two showed social media's impact on teachers; it can help them collect and look for ideas and material that can improve their English writing teaching.

Next is about the impact on teachers. From the questionnaire results, the social media use among teachers revealed that some teachers are hesitant about it. However, some teachers still agree that social media has a positive impact. Despite its positive impact, the teachers are still cautious; it also shows that most participants do not fully indicate agreement. Social media use in English writing also challenges teachers (Kaliban, 2010). Managing multiple students can be time-consuming and distracting. Furthermore, the interview result also indicates that even though social media can bring positive impacts for teachers as a tool for teaching English because it offers teachers innovative methods of writing, it is also can cause negative impacts because sometimes there is a struggle to find the right balance between traditional teaching and digital approaches. However, it also presents another problem, such as a lack of time for preparation. This impact on the teachers proved negative for the teachers, and looking back on research question number two, it showed that social media impacts teachers negatively because it may make them lose significant time for planning setup and detract from the ability to focus on traditional writing methods.

The last theme is about social media's impacts on students. The questionnaire results indicate that teachers are still hesitant and cautious about the use of social media impacts on students' English writing. Social media can benefit students, as students can find various and new vocabulary through social media, enabling more peer collaboration on writing assignments (Aljaber, 2020). Students can also provide instant feedback and ideas to each other through social media, which helps them develop critical thinking and improve the writing process; social media can also motivate students and give them confidence in their writing. Even though social media can impact students' writing development, it can also negatively impact students' writing development (Kabilan, 2010). Students may distracted by social media, which leads to multitasking that hinders students' writing abilities. From the interview results, while social media can positively impact students, it can also have negative impacts. On the student, the nature of social media writing can negatively impact students' ability to write formally and comply with academic standards. This finding can answer research question two, which revealed that social media can ruin students' writing ability, especially when it is not used responsibly.

To summarise this study about teachers' perceptions of using social media in English teaching writing, teachers agree that social media is valuable and practical because students can find various and new vocabulary in social media. It can be helpful for students who want to improve their writing skills, but most teachers are hesitant and cautious about using social media for teaching writing. Previous research also identified teachers' concerns about students' lack of discipline in using social media for writing purposes (Rahayu & Juanda, 2019). According to (Umamah & Cahyono, 2022) the lack of technological knowledge may be the reason for this phenomenon. Students are not familiar with the resources available online and do not know how to use them.

However, teachers also acknowledged some positive impacts of social media for teaching writing, such as opportunities for peer feedback and collaboration and increased student motivation and engagement.

CONCLUSION

Based on the discussion above on the overall perception of social media, some teachers are enthusiastic about using social media, and some teachers are cautious about using social media in academic settings, especially in teaching English writing; it is clear that while some teachers see the potential benefits include the familiarity with the social media platforms, effectiveness as an engagement tool, and social media also can access to search and collect materials. However, teachers also face challenges like difficulties maintaining student focus, managing multiple students at once, and lack of preparation time because of the use of social media. Their perceptions remained sceptical due to worries about the negative impact on students' writing development. Many teachers recognise potential positive impacts but remain cautious due to the concerns about balancing traditional writing teaching methods with digital approaches from social media. With proper support and training, social media could complement traditional writing instruction, which increases students' writing skills.

SUGGESTION

The researcher wants to provide suggestions to teachers, students, and future researchers.

1. Teachers

This study can be helpful for teachers who want to incorporate social media as a teaching tool to improve students' writing skills. Teachers should set clear guidelines and monitor students' interaction to maximise the benefits while minimising the potential risk of using social media as a teaching tool.

2. Students

This study can be helpful for students who want to use social media tools to practice and develop their writing skills. Interacting with native speakers and peers can expose you to new vocabulary, expressions, and ideas that inspire your writing. Still, students need to be aware and thoughtful in social media interactions.

3. Future researcher

The participants of this study did not cover a wide variety because this study only had 30 participants, and only one of the participants continued to the interview session. This serves as a limitation for this study. Therefore, future researchers are encouraged to recruit more participants; this could be achieved by surveying teachers across multiple regions to gain a broader range of perspectives so that findings from these similar studies can produce better and more varied findings. Future researchers can dive deeper into this topic as this study does not offer strategies for implementing social media in teaching English writing.

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