REFERENCES

Al Arif, T. Z. Z. (2019). The use of social media for English language learning: An exploratory study of EFL university students. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(2), 224–233.

Al Eidan, R. A. (2024). Impact of social media on English language learning among first-year students at Qassim University. *Journal of Knowledge Learning and Science Technology*, 3(2).

Alkamel, M. A. A. (2024). Social media in teaching English for EFL students: A review of challenges and suggestions. *International Journal of English Teaching and Learning,* 2(1), 8–17.

Alkhudiry, R. I. (2022). The contribution of Vygotsky's Sociocultural Theory in mediating L2 knowledge co-construction. *International Journal of Linguistics, Literature and Translation,* 5(10), 47–55.

Al-Rahmi, W. M., Alias, N., Othman, M. S., Marin, V. I., & Tur, G. (2018). A model of factors affecting learning performance through the use of social media in Malaysian higher education. *Comput. Educ.* 121, 59–72.

Alshaye, I. A., Tasir, Z., & Jumaat, N. F. (2023). A critical analysis of the effects of Twitter on student engagement and grades. Contemporary Educational Technology, 15(3), ep437.

Anandi, D. G. A. (2023). Englishfess_ Auto-Base Twitter Account as an English Learning Community. *Journal of English Education*, 8(1), 2.

Anjani, K. S. (2025). Examining "Englishfess" followers' English vocabulary on the X (Twitter) app. *In Proceedings of the 5th Bogor English Student and Teacher (BEST) Conference.*

Anjarwati, R., & Sa'adah, L. (2023). Students' perspectives on learning English through social communication in social media. *Journal of English Literacy and Education,* 10(2), 147–164.

Ansari, J. A. N., & Khan, N. A. (2020). Exploring the role of social media in collaborative learning: The new domain of learning. *Smart Learning Environments*, 7(1).

Anwas, E. O. M., Sugiarti, Y., Permatasari, A. D., & Warsihna, J. (2020). Social media usage for enhancing English language skill. *International Journal of Interactive Mobile Technologies* (iJIM), 14(7), 132–144.

Apoko, T. W., & Waluyo, B. (2025). Social media for English language acquisition in Indonesian higher education: Constructivism and connectivism frameworks. *Social Sciences & Humanities*, 11(skills01382).

Ariantini, K. P., Suwastini, N. K. A., Adnyani, N. L. P. S., Dantes, G. R., & Jayantini, I. G. A. S. R. (2021). Integrating social media into English language learning: How and to what benefits according to recent studies. *NOBEL: Journal of Literature and Language Teaching,* 12(1), 91–111.

Arumugam, N., Shafiqah, N. S., Shanthi, A., Idham, M., & Purwarno. (2022). The Use of Twitter in Learning English Vocabulary: EFL Learners. *International Journal of Academic Research in Business and Social Sciences.* 12(6), 1638 – 1655.

Ashraf, M.A., Khan, M.N., Chohan, S.R., Khan, M., Rafique, W., Farid, M.F., Khan, A.U. (2021). Social Media Improves Students' Academic Performance: Exploring the Role of Social Media Adoption in the Open Learning Environment among International Medical Students in China. *Healthcare,* 9(1272).

Azizah, S., & Supeno, B. (2024). The use of social media in improving English speaking skills (Literature review 2014–2024). *International Journal of Applied Educational Research,* 2(3), 191–208. https://doi.org/10.59890/ijaer.v2i3.1981

Balbay, S., & Doğan, C. (2018). Vygotskian sociocultural theory of learning. In S. Üğüten Durak, F. Şanal, & F. N. Ekizer Bükel (Eds.), Current pathways in foreign language teaching (pp. 65–72). Konya: Çizgi Kitabevi.

Basongan, W., Baka, C., Taula'bi', N., & Allo, M. D. G. (2024). The impact of social media towards students' English speaking proficiency at English Department of UKI Toraja. *Indonesian TESOL Journal*, 6(2), 136–145

Chen, C. J., & Teh, C. S. (2022). Exploring students' online learning interaction behaviors and experiences: A case study. *Teaching and Learning Inquiry*, 10.

De Felice, S., de C Hamilton, A. F., Ponari, M., & Vigliocco, G. (2022). Learning from others is good; with others, it is better: The role of social interaction in human acquisition of new knowledge. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 378(1856).

Demir, M. (2024). A taxonomy of social media for learning. *Computers & Education,* 218.

Dwiwina, R.H. & Putri, K.Y.S. (2021). The Use of the auto-base Accounts on Twitter as A Media for Sharing Opinions: Case Study of the @collegmenfess Account. *Ultimacomm,* 13(1), 123–144.

Fitria, D., Jamaris, & Sufyarma. (2021). Implementation of constructivism learning theory in science. *International Journal of Humanities Education and Social Sciences* (IJHESS), 1(3), 228–235.

Ghimire, S.P. (2022). Secondary students' learning English through social media: A case study in Nepal. *International Journal of Research in Education and Science (IJRES),* 8(3), 529–544.

Ghosh, P. (2024). Social media as an educational tool: The impact of social media on student collaboration and knowledge sharing, risks, and benefits. *International Journal of Humanities Social Science and Management (IJHSSM),* 4(3), 714–718.

Gumiandari, S., Umaemah, A., Masriah, M., Nafia, I., & Rohmah, G. N. (2022). Twitter's influence on students' mindset and motivation in learning English. *Proceedings of the 2nd Multidisciplinary International Conference*, MIC 2022.

Haque, M. Z. (2023). The use of social media platforms in language learning: A critical study. *Journal of Global Research in Education and Social Science*, 17(1), 20–28.

Hassan, H. A., & Hamat, A. (2019). Use of social media for informal language learning by Malaysian university students. *The Southeast Asian Journal of English Language Studies*, 25(4), 68–83.

Husna, N., Fatwa Mulyati, Y., Aisyah Karim, N., Nuruddin Hidayat, D., Farkhan,

Irzawati, I., Unamo, A. F., & Natasha, K. (2024). The role of Twitter in Gen Z English development. *ESTEEM: Journal of English Study Programme*, 7(2).

Iswahyuni, D. (2021). Embracing social media to improve EFL learners' English skills. *Professional Journal of English Education* (PROJECT), 4(4).

Karimah, U. N., Tarigan, R. A. R., Aristianty, J., Najmah, A. A., & Azkiyah, S. N. (2024). Students' perception on the use of Twitter as a learning media for English vocabulary and reading at the fifth semester of the English education department at university. *Journal of Language Teaching and Learning, Linguistics and Literature,* 12(1), 774–788.

Khairunnisa, K., & Pithaloka, D. (2023). Pemanfaatan Twitter Akun auto-base @JPFBASE Sebagai Media Komunikasi Bagi Kalangan Penikmat Pop-Culture Jepang di Pekanbaru. *Jurnal PIKMA : Publikasi Ilmu Komunikasi Media Dan Cinema,* 6(1), 154-172.

Khan, M. N., Ashraf, M. A., Seinen, D., Khan, K. U., & Laar, R. A. (2021). Social media for knowledge acquisition and dissemination: The impact of the COVID-19 pandemic on collaborative learning-driven social media adoption. *Frontiers in Psychology*, 12, 648253.

Khurram, S., & Palpandan, S. T. (2023). Impact of social media on English language learning among undergraduate EFL learners: A narrative literature review. *Development in Language Studies,* 3(1), 42–49.

Kimmerle, J., Moskaliuk, J., Oeberst, A., & Cress, U. (2015). Learning and Collective Knowledge Construction With Social Media: A Process-Oriented Perspective. *Educational Psychologist*, 50:2, 120-137

Kumar, J., Loganandu, S., Gandhi, M., Agarwal, N., & Bhansali, S. (2024). Investigate the potential of social media as a tool for informal learning, skill acquisition, and professional networking. *International Journal of Innovative Science and Research Technology*, 9(2).

Lasfeto, D. B., & Ulfa, S. (2020). The relationship between self-directed learning and students' social interaction in the online learning environment. *Journal of E-Learning and Knowledge Society*, 16(2), 34–41.

Lenkauskaite, J., Colomer, J., & Bubnys, R. (2020). Students' social construction of knowledge through cooperative learning. *Sustainability*, 12(22), 9606.

Liu, S., Zaigham, G. H. K., Rashid, R. M., & Bilal, A. (2022). Social media-based collaborative learning effects on student performance/learner performance with a moderating role of academic self-efficacy. *Frontiers in Psychology*, 13, 903919.

Luo, T., & Clifton, L. (2017). Examining collaborative knowledge construction in microblogging-based learning environments. *Journal of Information Technology Education: Research*, 16, 365–390.

Lyu, J., & Andi, H. K. (2025). Impact of social media on phonetic acquisition in informal English learning contexts. *Journal of Higher Education Research,* 6(2).

M., & Alek. (2023). Social media as an English learning platform during the pandemic. *Conference on English Language Teaching,* 959–974.

Madli, F., Janin, Y., Loong, A. H., Yun, W. S., & Sung, T. P. (2023). Exploring the Usage of Twitter in Higher Education. *International Journal of Academic Research in Business and Social Sciences,* 13(3), 208 – 214.

Maisha, A., Rachman, D., & Ricita, D. A. (2024). Students' perceptions of using Twitter for enhancing reading skills in higher education. *In Proceedings of the 2nd International Conference on Language Teaching.*

Malik, A., Heyman-Schrum, C., & Johri, A. (2019). Use of Twitter across educational settings: A review of the literature. *International Journal of Educational Technology in Higher Education,* 16(36).

Mardiana, L., & Zi'ni, A. F. (2020). Pengungkapan diri pengguna akun autobase Twitter @subtanyarl. Audience: Jurnal Ilmu Komunikasi, 3(1).

Melliyani, & Mardiyati. (2022). Digital literacy using Twitter for learning English vocabulary and grammatical. International *Journal of Education, Information Technology and Others* (IJEIT), 5(2).

Mitrulescu, C. M. (2024). The impact of social media on EFL learning and student motivation: A literature review. *Scientific Bulletin*, XXIX, 1 (57).

Muftah, M. (2024). Impact of social media on learning the English language during the COVID-19 pandemic. *PSU Research Review*, 8(1).

Naveen, J., Chandana, B. S., & Sanjana, B. S. (2025). Exploring social networking platforms: A comprehensive review of technological, social, and economic dimensions. International Journal of Advanced Research in Computer and Communication Engineering, 14(8), 289–295.

Oskarita, E., & Arasy, H. N. (2024). The role of digital tools in enhancing collaborative learning in secondary education. *International Journal of Educational Research,* 1(1).

Pachikkal, C. S. (2021). Role of social media in collaborative learning. *International Journal of Advanced Research in Science, Communication and Technology* (IJARSCT), 10(1).

Pérez-López, R., Gurrea-Sarasa, R., Herrando, C., Martín-De Hoyos, M. J., Bordonaba-Juste, V., & Utrillas-Acerete, A. (2020). The generation of student engagement as a cognition-affect-behaviour process in a Twitter learning experience. *Australasian Journal of Educational Technology, 36*(3), 132–146. https://doi.org/10.14742/ajet.5751

Pimdee, P., Ridhikerd, A., Moto, S., Siripongdee, S., & Bengthong, S. (2023). How social media and peer learning influence student-teacher self-directed learning in an online world under the 'New Normal'. *Heliyon*, 9, e13769.

Preiser, R., Mancilla García, M., Hill, L., & Klein, L. (2021). Qualitative content analysis. In R. Biggs, A. de Vos, R. Preiser, H. Clements, K. Maciejewski, & M. Schluter (Eds.), The Routledge handbook of research methods for social-ecological systems (pp. 270–281). Routledge.

Putri, R. M. M., Ghina, A., Suryatini, N. W., Tripeni, P., & Irwansyah. (2023). The use of social networking sites in education: A systematic literature review. *Indonesian Journal of Educational Research and Review,* 6(3), 652–661.

Qurrotul 'Ain, N., Wageyono, & Indiarti, W. (2025). Students' perception on the use of X application in vocabulary building of tenth grade students at SMAN 1 Glagah Banyuwangi. *LUNAR (Language and Art),* 9(2).

Rahmatirad, M. (2020). A review of sociocultural theory. *SIASAT Journal of Social, Cultural and Political Studies,* 5(3), 23–31.

Rosell-Aguilar, F. (2018). Twitter as a formal and informal language learning tool: from potential to evidence. In F. Rosell-Aguilar, T. Beaven, & M. Fuertes Gutiérrez (Eds), Innovative language teaching and learning at university: integrating informal learning into formal language education (pp. 99–106).

Rosell-Aguilar, F. (2020). Twitter as a language learning tool: The learners' perspective. *International Journal of Computer-Assisted Language Learning and Teaching, 10*(4), 1–13.

Sa'adah, M. Z. (2025). Exploring English learners' engagement in community discussions on a social media platform. *In Proceedings of the 2nd International Conference on English Language Education for Undergraduate Students.*

Sancho-Ortiz, A. E. (2024). Analysing the functionality of Twitter for science dissemination in EFL teaching and learning. *Profile: Issues in Teachers' Professional Development,* 26(1), 133–147.

Septiani, P., & Nirmala, D. (2020). Using Twitter for students' learning in the current era. *Culturalistics: Journal of Cultural, Literary, and Linguistic Studies, 4*(1), 33–40.

Sidgi, L. F. S. (2021). The impact of social media on learning English vocabularies. *Journal of Humanities and Education Development (JHED),* 3(4). https://doi.org/10.22161/jhed.3.4.13

Situmorang, I., Sitompul, H. S., & Saragih, M. C. I. (2022). The effectiveness of Twitter as a literacy medium in improving college students' reading and writing skills. *Jurnal Mantik*, 6(3).

Sivakumar, A., Jayasingh, S., Shaik, S. (2023). Social Media Influence on Students' Knowledge Sharing and Learning: An Empirical Study. *Education Science*, 13 (745).

Suci, W., Muslim, S., & Chaeruman, U. A. (2022). Use of social media for collaborative learning in online learning: A literature review. Al-Ishlah: *Jurnal Pendidikan*, 14(3), 3075–3086.

Tan, S. Y., & Md Yunus, M. (2023). Sustaining English language education with social networking sites (SNSs): A systematic review. *Sustainability*, 15, 5710.

Upadhyay, S. (2018). A conceptual model incorporating Twitter as a language tool in ESL/EFL learning. *TESOL International Journal*, 13(4).

Wulandari, R. S., & Muliani, T. (2023). Users' perspectives on improving English skills through Twitter and Telegram. Salience Journal, 3(2), 100–109.

Yang, Y., van Aalst, J., Chan, C. K. K., & Tian, W. (2016). Reflective assessment in knowledge building by students with low academic achievement. *International Journal of Computer-Supported Collaborative Learning,* 11(3), 281–311.

Zainuddin, F.N. & Yunus, M.M. (2022). Sustaining Formal and Informal English Language Learning through Social Networking Sites (SNS): A Systematic Review (2018–2022). *Sustainability*, 14(10852).

Zhu, W. (2025). The role of social media in informal English learning: A case study of language learning communities. *International Journal of Education and Humanities,* 18(2).