

REFERENCES

- Abdalgane, M. (2022). The EFL Learning Process: An Examination of the Potential of Social Media. *World Journal of English Language*, 12(7), 69–75. <https://doi.org/10.5430/wjel.v12n7p69>
- Abdulaziz Al Fadda, H. (2020). Determining How Social Media Affects Learning English: An Investigation of Mobile Applications Instagram and Snap Chat in TESOL Classroom. *Arab World English Journal*, 11(1), 3–11. <https://doi.org/10.24093/awej/vol11no1.1>
- Aichner, T., Grünfelder, M., Maurer, O., & Jegeni, D. (2021). Twenty-Five Years of Social Media: A Review of Social Media Applications and Definitions from 1994 to 2019. In *Cyberpsychology, Behavior, and Social Networking* (Vol. 24, Issue 4, pp. 215–222). Mary Ann Liebert Inc. <https://doi.org/10.1089/cyber.2020.0134>
- Akpan, S. (2022). *The Impact of Social Media on Motivation Toward Learning English as a Global Language*. <https://www.researchgate.net/publication/362091352>
- Albiladi, W. S. & Abdeen, F.H. (2021). *Journal of Education and Practice*. <https://doi.org/10.7176/jep/12-35-05>
- Ali, S., Abdalla, N., Alamaria, A., Toubot, A., Ali, J., & Aomr, W. (2022). Motivation Towards Learning English Influencing Willingness Motivation Towards Learning English Influencing Willingness to Communicate in English. *Journal of Alasmarya University: Sharia and Human Sciences*, 35(3), 75–80. <https://www.researchgate.net/publication/373605827>
- Al-Jarf, R. (2022). *Journal of Psychology and Behavior Studies Positive Psychology in the Foreign Language and Translation Classroom*. <https://doi.org/10.32996/jpbs>
- Amalia, D. T., & Gumiandari, S. (2023). Effect of Using Social Media on Students' Interest in Learning English. *Journal Corner of Education, Linguistics, and Literature*, 2(4), 330–342. <https://doi.org/10.54012/jcell.v2i4.138>
- Ariantini, K. P., Suwastini, N. K. A., Adnyani, N. L. P. S., Dantes, G. R., & Jayantini, I. G. A. S. R. (2021). Integrating Social Media into English Language Learning: How and to What Benefits According to Recent Studies. *NOBEL: Journal of Literature and Language Teaching*, 12(1), 91–111. <https://doi.org/10.15642/nobel.2021.12.1.91-111>
- Bell, E., Bryman, A., & Harley, B. (2023). Interviewing in Qualitative Research. 10.1093/hebz/9780198869443.003.0032.

- Clissett, P. (2008). Evaluating qualitative research. *Journal of Orthopaedic Nursing*, 12, 99-105. <https://doi.org/10.1016/j.joon.2008.07.009>
- Dawadi, S. (2020). Thematic Analysis Approach: A Step by Step Guide for ELT Research Practitioners. In *Journal of NELTA* (Vol. 25, Issue 2).
- Gable, S. L., & Haidt, J. (2005). What (and why) is positive psychology? *Review of General Psychology*, 9(2), 103–110. <https://doi.org/10.1037/1089-2680.9.2.103>
- Ghimire, S. P. (n.d.). Secondary Students' Learning English through Social Media: A Case Study in Nepal. *International Journal of Research in Education and Science (IJRES)*, 8(3), 59–544. <https://doi.org/10.46328/ijemst.2758>
- Hamat, A., & Hassan, H. A. (2019). Use of social media for informal language learning by Malaysian University Students. *3L: Language, Linguistics, Literature*, 25(4), 68–83. <https://doi.org/10.17576/3L-2019-2504-05>
- Handayani, R. D., Syafei, M., Ririn, A., & Utari, P. (2020). USE OF SOCIAL MEDIA FOR LEARNING ENGLISH. In *PROMINENT Journal* (Vol. 3, Issue 2).
- Kahlke, R. M., & Hon, B. A. (2014). *Generic Qualitative Approaches: Pitfalls and Benefits of Methodological Mixology*.
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*, 53(1), 59–68. <https://doi.org/10.1016/j.bushor.2009.09.003>
- Khan, F. U., Rahman, Z., Rahman, F., & Rana, M. I. (2023). The Effects of Social Media on Afghan Students Learning English Speaking and Reading Skills. *Journal of Social Sciences Review*, 3(2), 40–46. <https://doi.org/10.54183/jssr.v3i2.230>
- Kusuma, I. P. I. (2022). “Why this and not that social media?” Reasons for using technology during online practice teaching. *JALT CALL Journal*, 18(2), 264–285. <https://doi.org/10.29140/jaltcall.v18n2.593>
- Lamb, M., & Arisandy, F. E. (2020). The impact of online use of English on motivation to learn. *Computer Assisted Language Learning*, 33(1–2), 85–108. <https://doi.org/10.1080/09588221.2018.1545670>
- Lee, J. S., & Dressman, M. (2018). When IDLE Hands Make an English Workshop: Informal Digital Learning of English and Language Proficiency. *TESOL Quarterly*, 52(2), 435–445. <https://doi.org/10.1002/tesq.422>
- Lee, J. S., & Lee, K. (2021). The role of informal digital learning of English and L2 motivational self system in foreign language enjoyment. *British*

- Journal of Educational Technology*, 52(1), 358–373.
<https://doi.org/10.1111/bjet.12955>
- Lutfiana, Z., Kristina, D., & Sumardi, S. (2021). Online Informal Learning of English Activities to Improve Students' English Communication Skills. *AL-ISHLAH: Jurnal Pendidikan*, 13(3), 1909–1916.
<https://doi.org/10.35445/alishlah.v13i3.1018>
- Manning, J. (n.d.). *Definition and Classes of Social Media*.
<https://www.researchgate.net/publication/290514612>
- Mercer, S., & Gregersen, T. (2023). Transformative positive psychology in the acquisition of additional languages. *Journal of Multilingual and Multicultural Development*.
<https://doi.org/10.1080/01434632.2023.2194869>
- Mind, B., & Education, A. (2020). *The Role of Positive Emotions in Education: A Neuroscience Perspective*.
- Muftah, M. (2023). Impact of social media on learning English language during the COVID-19 pandemic. *PSU Research Review*.
<https://doi.org/10.1108/PRR-10-2021-0060>
- Noori, A. Q., Orfan, S. N., Akramy, S. A., & Hashemi, A. (2022). The use of social media in EFL learning and teaching in higher education of Afghanistan. *Cogent Social Sciences*, 8(1).
<https://doi.org/10.1080/23311886.2022.2027613>
- Nur, M., & Zalzabilah, Q. (2022). LEARNING ENGLISH VOCABULARY USING KAMPUNG INGGRIS SOCIAL MEDIA ACCOUNT. *Dialectical Literature and Education Journal (DLEJ)*, 7(1).
<https://dlejpancasakti.ac.id/index.php/dlejpancasakti>
- Oladrostam, E., Rahmati, T., & Nushi, M. (2024). Integrating positive psychology into an English as a foreign language teacher education program. *Asian-Pacific Journal of Second and Foreign Language Education*, 9(1).
<https://doi.org/10.1186/s40862-023-00226-0>
- Palacios, D., & Berger, C. (2022). Friends' Influence on Academic Performance Among Early Adolescents: The Role of Social Status. *Psyche*, 31(1).
<https://doi.org/10.7764/psykhe.2019.21811>
- Pham, A.T. (2022). An Investigation into the Use of Social Media in Teaching English. *Proceedings of the 4th International Conference on Modern Educational Technology*.
- Prayudha, J. (n.d.). <https://ejournal.unida-aceh.ac.id/index.php/jetli> EFL STUDENTS' PERCEPTION ON THE USE OF SOCIAL MEDIA PLATFORMS AS LEARNING TOOLS 1*. <https://ejournal.unida-aceh.ac.id/index.php/jetli>

- Rajagopalan, I. (n.d.). *Concept of Teaching*.
<https://doi.org/10.5281/zenodo.2591141>
- Retnawati, H. (2016). Proving content validity of self-regulated learning scale (The comparison of Aiken index and expanded Gregory index). *REID (Research and Evaluation in Education)*, 2(2), 155–164.
<https://doi.org/10.21831/reid.v2i2.11029>
- Shao, K., Nicholson, L. J., Kutuk, G., & Lei, F. (2020). Emotions and Instructed Language Learning: Proposing a Second Language Emotions and Positive Psychology Model. *Frontiers in Psychology*, 11.
<https://doi.org/10.3389/fpsyg.2020.02142>
- Smulowitz, S. (2017). Interview Guide. In *The International Encyclopedia of Communication Research Methods* (pp. 1–2). Wiley.
<https://doi.org/10.1002/9781118901731.iecrm0124>
- Trinder, R. (2017). Informal and deliberate learning with new technologies. *ELT Journal*, 71(4), 401–412. <https://doi.org/10.1093/elt/ccw117>
- Vithayaporn, S., Katekaew, R., Vorapanya, C., & History, A. (2019). Changing the Role of a Lecturer to Improve the Student’s Learning Outcomes. In *PSAKU International Journal of Interdisciplinary Research* (Vol. 8, Issue 2).
- Wang, H. chun, & Chen, C. W. yu. (2020). Learning English from YouTubers: English L2 learners’ self-regulated language learning on YouTube. *Innovation in Language Learning and Teaching*, 14(4), 333–346.
<https://doi.org/10.1080/17501229.2019.1607356>
- Wang, Q., & Jiang, Y. (2022). A Positive Psychology Perspective on Positive Emotion and Foreign Language Enjoyment Among Chinese as a Second Language Learners Attending Virtual Online Classes in the Emergency Remote Teaching Context Amid the COVID-19 Pandemic. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.798650>
- Wolf, M., Sims, J., & Yang, H. (2018). *Association for Information Systems AIS Electronic Library (AISeL) Social Media? What Social Media? Recommended Citation SOCIAL MEDIA? WHAT SOCIAL MEDIA?* (Vol. 3). <https://aisel.aisnet.org/ukais2018/3>
- Wynhoff Olsen, A. (2019). How Language Defines “Learning”: A Classroom View. *Acta Paedagogica Vilnensia*, 41, 58–71.
<https://doi.org/10.15388/actpaed.41.12374>
- Xodabande, I. (2017). The effectiveness of social media network telegram in teaching English language pronunciation to Iranian EFL learners. *Cogent Education*, 4(1). <https://doi.org/10.1080/2331186X.2017.1347081>

Yurieva, O., Musiichuk, T., & Baisan, D. (2021). INFORMAL ENGLISH LEARNING WITH ONLINE DIGITAL TOOLS: NON-LINGUIST STUDENTS. *Advanced Education*, 8(17), 90–102.
<https://doi.org/10.20535/2410-8286.223896>

Zam Zam Al Arif Universitas Jambi, T., Lintas Sumatera Jl Jambi -Muara Bulian NoKm, J., Darat, M., Jambi Luar Kota, K., & Muaro Jambi, K. (2019). The Use of Social Media for English Language Learning: An Exploratory Study of EFL University Students. *METATHESIS: JOURNAL OF ENGLISH LANGUAGE LITERATURE AND TEACHING*, 3(2), 224–233.
<https://doi.org/10.31002/metathesis>

Zhang, J. (2023). The Impact of the Learning Environment on English Language Learning. In *Journal of Education, Humanities and Social Sciences EMSS* (Vol. 2023).

