

REFERENCES

- Acquisti, A., & Gross, R. (2006). Imagined communities: Awareness, information sharing, and privacy on the Facebook. *International Workshop on Privacy Enhancing Technologies*, 36–58.
- Aji, A. P. (2019). The role of social media in shaping the animal protection movement in indonesia. *Jurnal Studi Komunikasi*, 3(3), 389–401.
- Al-Deen, H. S. N., & Hendricks, J. A. (2011). *Social media: usage and impact*. Lexington books.
- Aldosemani, T. I. (2019). Microlearning for Macro-outcomes: Students' Perceptions of Telegram as a Microlearning Tool. In *Digital Turn in Schools—Research, Policy, Practice* (pp. 189–201). Springer.
- Alhababi, H., Alfadil, M., Alzamanan, M., & Williams, M. K. (2015). Students' perception on the use of social media on their academic learning. *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education*, 1211–1217.
- Aljuboori, A. F., Fashakh, A. M., & Bayat, O. (2020). The impacts of social media on university students in Iraq. *Egyptian Informatics Journal*, 21(3), 139–144.
- Al-Menayes, J. J. (2015). Motivations for using social media: An exploratory factor analysis. *International Journal of Psychological Studies*, 7(1), 43–50.
- 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), 92–111.
- Ary, D., Jacobs, L. C., Razavieh, A., & Sorensen, C. (2006). Introduction to research in education. *Belmont, CA: Wadsworth*.
- Azwar, S. (2012). Penyusunan skala psikologi edisi II. *Yogyakarta: Pustaka Pelajar*.
- Balnaves, M., & Caputi, P. (2001). *Introduction to quantitative research methods: An investigative approach*. Sage.

- Bayer, J. B., Ellison, N. B., Schoenebeck, S. Y., & Falk, E. B. (2016). Sharing the small moments: ephemeral social interaction on Snapchat. *Information, Communication & Society*, 19(7), 956–977.
- Bempechat, J., & Shernoff, D. J. (2012). Parental influences on achievement motivation and student engagement. In *Handbook of research on student engagement* (pp. 315–342). Springer.
- Blake, R. (2016). Technology and the four skills. *Language Learning & Technology*, 20(2), 129–142.
- Bollen, J., Mao, H., & Pepe, A. (2011). Modeling public mood and emotion: Twitter sentiment and socio-economic phenomena. *Proceedings of the International AAAI Conference on Web and Social Media*, 5(1) 450-453.
- Bou-Hamad, I. (2020). The impact of social media usage and lifestyle habits on academic achievement: Insights from a developing country context. *Children and Youth Services Review*, 118, 105425.
- Boyd, D., & Crawford, K. (2012). Critical questions for big data: Provocations for a cultural, technological, and scholarly phenomenon. *Information, Communication & Society*, 15(5), 662–679.
- Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-mediated Communication*, 13(1), 210–230.
- Brook, J. (2011). The affordances of YouTube for language learning and teaching. *Hawaii Pacific University TESOL Working Paper Series*, 9(1), 38-56.
- Brooks, L. (2009). Social learning by design: The role of social media. *Knowledge Quest*, 37(5), 58–61.
- Camus, M., Hurt, N. E., Larson, L. R., & Prevost, L. (2016). Facebook as an online teaching tool: Effects on student participation, learning, and overall course performance. *College Teaching*, 64(2), 84–94.
- Carmack, H. J., & Heiss, S. N. (2018). Using the theory of planned behavior to predict college students' intent to use LinkedIn for job searches and professional networking. *Communication Studies*, 69(2), 145–160.
- Celestine, A. U., & Nonyelum, O. F. (2018). Impact of social media on students'

- academic performance. *Int. J. Sci. Eng. Res*, 9(3), 1454–1462.
- Cetinkaya, L. (2017). The impact of WhatsApp use on success in education process. *International Review of Research in Open and Distributed Learning*, 18(7), 58-74.
- Chang, Y., Tang, L., Inagaki, Y., & Liu, Y. (2014). What is tumblr: A statistical overview and comparison. *ACM SIGKDD Explorations Newsletter*, 16(1), 21–29.
- Chan-Olmsted, S. M., Cho, M., & Lee, S. (2013). User perceptions of social media: A comparative study of perceived characteristics and user profiles by social media. *Online Journal of Communication and Media Technologies*, 3(4), 149–178.
- Chatzisarantis, N. L. D., Hagger, M. S., Biddle, S. J. H., & Karageorghis, C. (2002). The cognitive processes by which perceived locus of causality predicts participation in physical activity. *Journal of Health Psychology*, 7(6), 685–699.
- Chawinga, W. D. (2017). Taking social media to a university classroom: teaching and learning using Twitter and blogs. *International Journal of Educational Technology in Higher Education*, 14(1), 1–19.
- Choi, D., Matni, Z., & Shah, C. (2016). What social media data should i use in my research?: A comparative analysis of twitter, youtube, reddit, and the new york times comments. *Proceedings of the Association for Information Science and Technology*, 53(1), 1–6.
- Choi, T. R., & Sung, Y. (2018). Instagram versus Snapchat: Self-expression and privacy concern on social media. *Telematics and Informatics*, 35(8), 2289–2298.
- Cohen, L., Manion, L., & Morrison, K. (2011). Planning educational research. *Research Methods in Education*. New York: Routledge Editors.
- Dabbagh, N., & Kitsantas, A. (2012). Personal Learning Environments, social media, and self-regulated learning: A natural formula for connecting formal and informal learning. *The Internet and Higher Education*, 15(1), 3–8.
- Dame, A. (2016). Making a name for yourself: Tagging as transgender ontological

- practice on Tumblr. *Critical Studies in Media Communication*, 33(1), 23–37.
- Dannen, C. (2009). What the hell is Tumblr? And other worthwhile questions. *Fast Company*.
- Darnton, G. (2002). Modelling Requirements and Architecting Large-Scale On-Line Competence-Based Learning Systems. *Proceedings of IEEE International Conference on Advanced Learning Technologies (ICALT 2002)*, Kazan, Russia. pp170-174. Available at: [Http://lttf. Ieee. org/icalt2002/proceedings/t411_icalt119_End. Pdf](http://lttf.ieee.org/icalt2002/proceedings/t411_icalt119_End.Pdf).
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 319–340.
- Davis, J. L. (2012). Social media and experiential ambivalence. *Future Internet*, 4(4), 955–970.
- DeAndrea, D. C., Ellison, N. B., LaRose, R., Steinfield, C., & Fiore, A. (2012). Serious social media: On the use of social media for improving students' adjustment to college. *The Internet and Higher Education*, 15(1), 15–23.
- Delello, J. A., & McWhorter, R. R. (2014). Creating virtual communities of practice with the visual social media platform Pinterest. *International Journal of Social Media and Interactive Learning Environments*, 2(3), 216–236.
- Démuth, A. (2013). Perception theories. *Kraków: Trnavská Univerzita*.
- Dhanya, G. (2016). Influence of social media on English language learning. *Journal of English Language and Literature (JOELL)*, 3(1), 105–110.
- Dike, V. W., Eke, H. N., & Babarinde, E. T. (2013). Social media and reading among secondary school students in Enugu State, Nigeria. *Mousaion*, 31(1), 61–82.
- Dudeney, G., & Hockly, N. (2007). *How to teach English with technology*.
- Duggan, M. (2015). *Mobile messaging and social media 2015*.
- Eccles, J. S. (2004). *Schools, academic motivation, and stage-environment fit. Handbook of adolescent psychology*, 125–153.
- Emeka, U. J., & Nyeche, O. S. (2016). Impact of internet usage on the academic performance of undergraduates students: A case study of the university of

- Abuja, Nigeria. *International Journal of Scientific & Engineering Research*, 7(10), 1018–1029.
- Fadilah, E. (2018). Perception, Motivation And Communicative Self-Confidence Of Indonesian Students On Willingness To Communicate In L2 By Using Facebook. *JEELS (Journal of English Education and Linguistics Studies)*, 5(1), 23–48.
- Faff, R. W., Lay, J., & Smith, M. (2017). PoW! Using social media to leverage research visibility–“Pitch of the Week”posts in LinkedIn. *Using Social Media to Leverage Research Visibility–“Pitch of the Week”Posts in LinkedIn*, 1-18.
- Florini, S. (2014). Tweets, Tweeps, and Signifyin’ Communication and Cultural Performance on “Black Twitter.” *Television & New Media*, 15(3), 223–237.
- Gamble, C., & Wilkins, M. (2014). Student Attitudes and Perceptions of Using Facebook for Language Learning. *Dimension*, 49-72.
- Gastelum, Z. N., & Whattam, K. M. (2013). *State-of-the-art of social media analytics research*. Pacific Northwest National Lab.(PNNL), Richland, WA (United States).
- Gauthier, M., Guille, A., Rico, F., & Deseille, A. (2015). Text mining and Twitter to analyze British swearing habits. *Handbook of Twitter for Research*.
- Gibson, J. J. (2014). *The ecological approach to visual perception: classic edition*. Psychology Press.
- Gilman, R., & Anderman, E. M. (2006). Motivation and its relevance to school psychology: An introduction to the special issue. *Journal of School Psychology*, 5(44), 325–329.
- Glass, R., Prichard, J., Lafortune, A., & Schwab, N. (2013). THE INFLUENCE OF PERSONALITY AND FACEBOOK USE ON STUDENT ACADEMIC PERFORMANCE. *Issues in Information Systems*, 14(2), 119-126.
- Gonida, E. N., & Urdan, T. (2007). Parental influences on student motivation, affect and academic behaviour: Introduction to the Special Issue. *European Journal of Psychology of Education*, 3–6.
- Gordon, I. E. (2004). *Theories of visual perception*. Psychology press.

- Greenhow, C., & Gleason, B. (2014). Social scholarship: Reconsidering scholarly practices in the age of social media. *British Journal of Educational Technology*, 45(3), 392–402.
- Greenhow, C., & Lewin, C. (2016). Social media and education: Reconceptualizing the boundaries of formal and informal learning. *Learning, Media and Technology*, 41(1), 6–30.
- Greenhow, C., & Robelia, B. (2009). Old communication, new literacies: Social network sites as social learning resources. *Journal of Computer-Mediated Communication*, 14(4), 1130–1161.
- Gruba, P., & Hinkelman, D. (2012). *Blending technologies in second language classrooms*. Palgrave Macmillan.
- Heflin, H., Shewmaker, J., & Nguyen, J. (2017). Impact of mobile technology on student attitudes, engagement, and learning. *Computers & Education*, 107, 91–99.
- Highfield, T., & Leaver, T. (2015). A methodology for mapping Instagram hashtags. *First Monday*, 20(1), 1–11.
- Highfield, T., & Leaver, T. (2016). Instagrammatics and digital methods: Studying visual social media, from selfies and GIFs to memes and emoji. *Communication Research and Practice*, 2(1), 47–62.
- Hussain, A., Ahmad, N., Shafique, M. N., & Raza, M. A. (2015). Impact of social networking applications/websites on students in dera ghazi khan city pakistan. *Singaporean Journal of Business, Economics and Management Studies*, 51(1815), 1–8.
- Instagram. (2021). *Instagram*. <https://www.instagram.com>
- Intravia, J. (2019). Investigating the influence of social media consumption on punitive attitudes among a sample of US university students. *International Journal of Offender Therapy and Comparative Criminology*, 63(2), 309–333.
- Jacobsen, W. C., & Forste, R. (2011). The wired generation: Academic and social outcomes of electronic media use among university students. *Cyberpsychology, Behavior, and Social Networking*, 14(5), 275–280.
- Jin, D. Y., & Yoon, K. (2016). The social mediascape of transnational Korean pop

- culture: Hallyu 2.0 as spreadable media practice. *New Media & Society*, 18(7), 1277–1292.
- Jones, C. M., & Youngs, B. L. (2006). Teacher preparation for online language instruction. *Teacher Education in CALL*, 267–280.
- Jones, T., & Cuthrell, K. (2011). YouTube: Educational potentials and pitfalls. *Computers in the Schools*, 28(1), 75–85.
- Junco, R., & Cole-Avent, G. A. (2008). An introduction to technologies commonly used by college students. *New Directions for Student Services*, 2008(124), 3–17.
- Junco, R., & Cotten, S. R. (2012). No A 4 U: The relationship between multitasking and academic performance. *Computers & Education*, 59(2), 505–514.
- Junco, R., Heiberger, G., & Loken, E. (2011). The effect of Twitter on college student engagement and grades. *Journal of Computer Assisted Learning*, 27(2), 119–132.
- Junco, R., Mastrodicasa, J. M., Aguiar, A. V., Longnecker, E. M., & Rokkum, J. N. (2016). Impact of technology-mediated communication on student evaluations of advising. *NACADA Journal*, 36(2), 54–66.
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*, 53(1), 59–68.
- Kaufer, E. (2015). Instagram. The Next Big (Academic) Thing. *Rough Consensus—The Oxford Internet Studies Student Blog*.
- Kaya, T., & Bicen, H. (2016). The effects of social media on students' behaviors; Facebook as a case study. *Computers in Human Behavior*, 59, 374–379.
- Kaye, B. K., & Johnson, T. J. (2004). A Web for all reasons: uses and gratifications of Internet components for political information. *Telematics and Informatics*, 21(3), 197–223.
- Kennedy, K. A., & Pronin, E. (2012). Bias perception and the spiral of conflict. Ideology, psychology, and law, *J.Hanson (Ed.)*, 410–446.
- Khine, M. S. (2015). *Attitude measurements in science education: Classic and contemporary approaches*. IAP.

- Kirkwood, A., & Price, L. (2014). Technology-enhanced learning and teaching in higher education: what is “enhanced” and how do we know? A critical literature review. *Learning, Media and Technology*, 39(1), 6–36.
- Knezek, G., Mills, L. A., & Wakefield, J. S. (2012). Measuring student attitudes toward learning with social media: Validation of the social media learning scale. *Proceedings of the Annual Convention of the Association of Educational Communications and Technology*, 127–134.
- Kozinets, R. V., Dolbec, P.-Y., & Earley, A. (2014). Netnographic analysis: Understanding culture through social media data. *The SAGE Handbook of Qualitative Data Analysis*, 262–276.
- Kumekpor, T. K. B. (2002). *Research methods and techniques of social research*. SonLife Press & Services.
- Kwak, H., Lee, C., Park, H., & Moon, S. (2010). What is Twitter, a social network or a news media? *Proceedings of the 19th International Conference on World Wide Web*, 591–600.
- Laestadius, L., Sloan, L., & Quan-Hasse, A. (2017). In: *The SAGE Handbook of Social Media Research Methods*. , London: Sage.
- Lampe, C., Wohn, D. Y., Vitak, J., Ellison, N. B., & Wash, R. (2011). Student use of Facebook for organizing collaborative classroom activities. *International Journal of Computer-Supported Collaborative Learning*, 6(3), 329–347.
- Lau, K. (2016). Within-year changes in Chinese secondary school students’ perceived reading instruction and intrinsic reading motivation. *Journal of Research in Reading*, 39(2), 153–170.
- Lau, W. W. F. (2017). Effects of social media usage and social media multitasking on the academic performance of university students. *Computers in Human Behavior*, 68, 286–291.
- Lee, C. A., Capra, R., Clemens, R., & Sheble, L. (2008). *I Know It’s Important, But What Am I Looking At? Strategies for Using Blog Content to Contextualize YouTube Videos*. Citeseer, 1-9.
- Lee, Y., & Lee, J. (2014). Enhancing pre-service teachers’ self-efficacy beliefs for technology integration through lesson planning practice. *Computers &*

- Education*, 73, 121–128.
- Leedy, P. D., & Ormrod, J. E. (2005). *Practical research* (Vol. 108). Pearson Custom Saddle River, NJ.
- Lenhart, A., Madden, M., Smith, A., & Macgill, A. R. (2009). Teens and social media: An overview. *Washington, DC: Pew Internet and American Life*, 97–119.
- Lepper, M. R. (1988). Motivational considerations in the study of instruction. *Cognition and Instruction*, 5(4), 289–309.
- Li, V. (2017). Social media in English language teaching and learning. *International Journal of Learning and Teaching*, 3(2), 148–153.
- Line. (2021). *Line*. <https://line.me/id/>
- Linkedin. (2021). *Linkedin*. <https://id.linkedin.com/>
- Listiani, N. K. M., Suwastini, N. K. A., Dantes, G. R., Adnyani, N. L. P. S., & Jayantin, I. G. A. S. R. (2021). YouTube as Digital Learning Resources for Teaching Bilingual Young Learners. *2nd International Conference on Technology and Educational Science (ICTES 2020)*, 156–162.
- Ma, L., Feng, J., Feng, Z., & Wang, L. (2019). Research on user loyalty of short video app based on perceived value—Take Tik Tok as an example. *2019 16th International Conference on Service Systems and Service Management (ICSSSM)*, 1–6.
- Marshall, G. W., Moncrief, W. C., Rudd, J. M., & Lee, N. (2012). Revolution in sales: The impact of social media and related technology on the selling environment. *Journal of Personal Selling & Sales Management*, 32(3), 349–363.
- Memmi, D. (2015). Information technology as social phenomenon. *AI & SOCIETY*, 30(2), 207–214.
- Murthy, D., & Gross, A. J. (2017). Social media processes in disasters: Implications of emergent technology use. *Social Science Research*, 63, 356–370.
- Mushtaq, A. J., & Benraghda, A. (2018). The effects of social media on the undergraduate students' academic performances. *Library Philosophy and*

Practice, 4(1).

- Neier, S., & Zayer, L. T. (2015). Students' perceptions and experiences of social media in higher education. *Journal of Marketing Education*, 37(3), 133–143.
- Nichols, R. (2007). *Thomas Reid's Theory of perception*. Oxford University Press on Demand.
- Norman, H., Nordin, N., Din, R., Ally, M., & Dogan, H. (2015). Exploring the roles of social participation in mobile social media learning: A social network analysis. *International Review of Research in Open and Distributed Learning*, 16(4), 205–224.
- Nwangwa, K. C. K., Yonlonfoun, E., & Omotere, T. (2014). Undergraduates and Their Use of Social Media: Assessing Influence on Research Skills. *Universal Journal of Educational Research*, 2(6), 446–453.
- Odewumi, O. M., Bamigboye, F. B., Olawuyi, O. F., & Bamigboye, O. O. (2017). Perceptions of undergraduate students on social media for learning: A case study of university of Ibadan. *Journal of Communication*, 8(2), 120–127.
- Owusu-Acheaw, M. (2016). Social media usage and its impact on reading habits: a study of Koforidua Polytechnic students. *International Journal of Social Media and Interactive Learning Environments*, 4(3), 211–222.
- Oye, N. D., Iahad, N. A., & Rahim, N. A. (2014). The history of UTAUT model and its impact on ICT acceptance and usage by academicians. *Education and Information Technologies*, 19(1), 251–270.
- Papacharissi, Z. (2009). The virtual geographies of social networks: a comparative analysis of Facebook, LinkedIn and ASmallWorld. *New Media & Society*, 11(1-2), 199–220.
- Perrin, A. (2015). Social media usage. *Pew Research Center*, 125, 52–68.
- Pinterest. (2021). *Pinterest*. <https://id.pinterest.com/>
- Plana, M. G.-C., Escofet, M. I. G., Figueras, I. T., Gimeno, A., Appel, C., & Hopkins, J. (2013). Improving learners' reading skills through instant short messages: A sample study using WhatsApp. *WorldCALL: Sustainability and Computer-Assisted Language Learning*, 80-84.
- Rahman, S., Ramakrishnan, T., & Ngamassi, L. (2020). Impact of social media

- use on student satisfaction in Higher Education. *Higher Education Quarterly*, 74(3), 304–319.
- Ravizza, S. M., Hambrick, D. Z., & Fenn, K. M. (2014). Non-academic internet use in the classroom is negatively related to classroom learning regardless of intellectual ability. *Computers & Education*, 78, 109–114.
- Reddit. (2021). *Reddit*. <https://www.redditinc.com/>
- Reid, N. (2006). Thoughts on attitude measurement. *Research in Science & Technological Education*, 24(1), 3–27.
- Remidez, H., & Jones, N. B. (2012). Developing a model for social media in project management communications. *International Journal of Business and Social Science*, 3(3), 33-36.
- Ringel, M. M., Rodriguez, C. G., & Ditto, P. H. (2018). WHAT IS RIGHT IS RIGHT. *Belief Systems and the Perception of Reality*.
- Ross, S. M., Morrison, G. R., & Lowther, D. L. (2010). Educational technology research past and present: Balancing rigor and relevance to impact school learning. *Contemporary Educational Technology*, 1(1), 17–35.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67.
- Saaïd, S. A., & Abd Wahab, Z. (2014). The impact of digital-based materials on undergraduates' reading habit. *International Journal of Social Science and Humanity*, 4(3), 249-253.
- SAFIEDDINE, F., KADRY, S., & MASRI, W. (n.d.). *Misinformation on Social Media: The Development of User Behavior Survey*.
- Savage, T. M., & Vogel, K. E. (2013). *An introduction to digital multimedia*. Jones & Bartlett Publishers.
- Seaman, J., & Tinti-Kane, H. (2013). *Social media for teaching and learning*. Pearson Learning Systems London.
- Selwyn, N. (2012). Social media in higher education. *The Europa World of Learning*, 1(3), 1–10.
- Selwyn, N., & Stirling, E. (2016). Social media and education... now the dust has

- settled. *Learning, Media and Technology*, 41(1), 1–5.
- Sloan, L., & Quan-Haase, A. (2017). *The SAGE handbook of social media research methods*. Sage.
- Smith, S. D., & Caruso, J. B. (2010). The ECAR Study of Undergraduate Students and Information Technology, 2010. Key Findings. *EDUCAUSE*, 1-13.
- Snapchat. (2021). *Snapchat*. <https://www.snapchat.com>
- Stefanone, M. A., Lackaff, D., & Rosen, D. (2010). The relationship between traditional mass media and “social media”: Reality television as a model for social network site behavior. *Journal of Broadcasting & Electronic Media*, 54(3), 508–525.
- Steinberg, M. (2020). LINE as Super App: Platformization in East Asia. *Social Media+ Society*, 6(2), 2056305120933285, 1-10.
- Stockwell, G. (2007). A review of technology choice for teaching language skills and areas in the CALL literature. *ReCALL: The Journal of EUROCALL*, 19(2), 105-120.
- Strnad, G. (2012). The use of blogs and social media for technical education in specific field of materials processing. *Procedia Economics and Finance*, 3, 337–342.
- Su, Y.-S., & Lai, C.-F. (2021). Applying educational data mining to explore viewing behaviors and performance with flipped classrooms on the social media platform Facebook. *Frontiers in Psychology*, 12.
- Sumner, E. (2018). Factors related to college students’ self-directed learning with technology. *Australasian Journal of Educational Technology*, 34(4), 29-43.
- Sutikno, T., Handayani, L., Stiawan, D., Riyadi, M. A., & Subroto, I. M. I. (2016). WhatsApp, viber and telegram: Which is the best for instant messaging? *International Journal of Electrical & Computer Engineering* (2088-8708), 6(3).
- Sutton, R. M., Petterson, A., & Rutjens, B. T. (2019). Post-truth, anti-truth, and can’t-handle-the-truth: How responses to science are shaped by concerns about its impact. *Belief Systems and the Perception of Reality*. Oxon: Routledge.

- Talaue, G. M., AlSaad, A., AlRushaidan, N., AlHugail, A., & AlFahhad, S. (2018). The impact of social media on academic performance of selected college students. *International Journal of Advanced Information Technology*, 8(4/5), 27–35.
- Tang, J. K. T., Yau, H.-N., Wong, S.-F., & Wong, S.-K. (2015). The impacts on learning via social media: A study on post-secondary students in Hong Kong. *International Conference on Technology in Education*, 195–208.
- Telegram. (2021). *Telegram*. <https://telegram.org/>
- Thomas, M. (2011). *Deconstructing digital natives: Young people, technology, and the new literacies*. Taylor & Francis.
- TikTok. (2021). *TikTok*. <https://www.tiktok.com/id-ID/>
- Udayana, A. A. G. P. A., Myartawan, I. P. N. W., & Saputra, I. N. P. H. (2018). Investigating the Use of Social Media Platforms by the Screenagers and the English Teachers of SMA Negeri 1 Singaraja in the English Instruction. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 5(2).
- Van Dijck, J. (2013). *The culture of connectivity: A critical history of social media*. Oxford University Press.
- Vitak, J. (2017). Facebook as a research tool in the social and computer sciences. *The SAGE Handbook of Social Media Research Methods*, 627–645.
- Waddell, T. F. (2016). The allure of privacy or the desire for self-expression? Identifying users' gratifications for ephemeral, photograph-based communication. *Cyberpsychology, Behavior, and Social Networking*, 19(7), 441–445.
- Walther, J. B., Van Der Heide, B., Kim, S.-Y., Westerman, D., & Tong, S. T. (2008). The role of friends' appearance and behavior on evaluations of individuals on Facebook: Are we known by the company we keep? *Human Communication Research*, 34(1), 28–49.
- Wang, P., Chaudhry, S., Li, L., Cao, X., Guo, X., Vogel, D., & Zhang, X. (2016). Exploring the influence of social media on employee work performance. *Internet Research*, 529-545.
- Wang, X., Zhang, C., Ji, Y., Sun, L., Wu, L., & Bao, Z. (2013). A depression

- detection model based on sentiment analysis in micro-blog social network. *Pacific-Asia Conference on Knowledge Discovery and Data Mining*, 201–213.
- Warschauer, M., & Grimes, D. (2007). Audience, authorship, and artifact: The emergent semiotics of Web 2.0. *Annual Review of Applied Linguistics*, 27(1), 1-23.
- WhatsApp. (2021). *WhatsApp*. <https://www.whatsapp.com/?lang=id>
- Wu, J.-Y. (2015). University students' motivated attention and use of regulation strategies on social media. *Computers & Education*, 89, 75–90.
- Yaros, R. A. (2012). Social media in education: Effects of personalization and interactivity on engagement and collaboration. *Social Media: Usage and Impact*, 57–74.
- Zakahi, W. R., Jordan, F. F., & Christophel, D. (1993). Social adjustment to college: Communication apprehension and social network development among college students. *Communication Research Reports*, 10(1), 39–46.
- Zettersten, A. (2014). *New technologies in language learning*. Elsevier.
- Zhang, Q., Zhang, S., Dong, J., Xiong, J., & Cheng, X. (2015). Automatic detection of rumor on social network. In *Natural Language Processing and Chinese Computing*, 113–122. Springer.