

**UNIVERSITY STUDENTS' PERCEPTIONS OF SOCIAL MEDIA AS AN  
OPEN LEARNING RESOURCE IN ENGLISH EDUCATION STUDY  
PROGRAM**

**A Thesis**

Submitted as Partial Fulfilment of the Requirements for Getting *Sarjana  
Pendidikan* Degree of English Language Education Study Program



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**2024**

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By

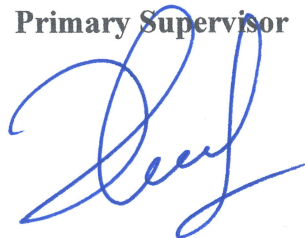
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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Rangkasbitung, 23 December 2024

The writer,



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## **MOTTO**

“With every bit of my mom and dad's sweat, there are a thousand steps for me to  
move forward and not give up.”

"Indeed, Allah will not change the fate of a people until they change their own."

**(Q.S Ar-Ra'd: 11)**

## **DEDICATIONS**

Gratefully and thankfully, I dedicate this thesis to:

1. My beloved parents; father (Sulaiman) and mother (Sutihat), thank you for your advice, love, prayers, support, and for always encouraging me to complete my studies.
2. My two older siblings Dian Permatasari, Andi Hermawan, thank you for your advice, affection, prayers, support and always encourages me in completing my study.
3. My supervisors, Hikmah Pravitasari, M.Pd, and Nurul Afyattena, M.Pd who have provided support, input, and advice and helped me in completing this thesis. Thank you very much ma'am.
4. To my extended family, thank you for your advice, prayers, and support, so that I can complete this study.
5. Thanks to myself for my perseverance, hard work, and passion in completing this thesis. Although there were many obstacles and challenges to face, I managed to get through them all with strength, prayers, support, and patience. I am proud of myself for never giving up and always trying to give my best at every step. This journey was not easy, but I managed to prove that I could.

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Finally, I believe that this thesis is far from perfect, but it is hoped that it can be useful and contribute to the process of teaching English, especially in teaching the use of social media as an open learning resource in English language education. Therefore, I really appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Rangkasbitung, 9<sup>th</sup> December 2024

**Dinda Ayu Pitriyani**

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## **LIST OF KEY TERMS & ABBREVIATIONS**

AQT	: Adverbialism and Qualia theory
FBEL	: Feeling the Benefits of Social Media in English Learning
HLP	: Helpful in the Learning Process
ILSTSM	: Improving Language Skills through Social Media
FRCLC	: Freedom to Repeat and Choose Learning Content
EAFEL	: Easy Access and Flexible use in English Learning
ECCS	: Enhancing Comprehension and Cognitive Skill
SUK	: Supports Understanding and Knowledge
VELC	: Varied English Learning Content
CFLE	: Comfortable and Fun Learning Environment
NFL	: Negative Feelings about Learning through Social Media
NLSM	: Not focusing when learning using Social Media
PFLT	: Positive Feelings about learning through Social Media
MI	: Motivation and Information
CFGD	: Conclusion Focus Group Discussion

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**ABSTRACT**

This study aimed to find out the perceptions of English education students in using social media as a learning resource, based on their previous experiences, this research used a qualitative method with a case study approach. Data was collected through in-depth interviews and Focus Group Discussions (FGD) involving ten 8th semester students from a private university in Indonesia. Data was analyzed by using thematic analysis. This research uses social media application technology, namely, TikTok, YouTube, and Instagram. With Fish's (2021) perception theory approach which involves one aspect adverbialism and qualia theory aspects. From the data analysis, five main themes with nine sub themes were found. The most dominant theme is feeling the benefits of social media in English learning, indicating that students' perceptions focus more on the benefits of social media in English learning. Meanwhile, other themes, such as enhancing comprehension and cognitive skills, social media as a diverse learning resource, negative and positive feelings about learning through social media, have less data. The results of this study show that social media has an important role in supporting English language learning, especially through its ease of access, flexibility, and diversity of content offered. Although there are negative impacts, such as lack of focus, these challenges can be overcome by implementing appropriate learning strategies. This research provides alternative benefits of using social media as a relevant and effective English learning resource in the digital era at the university level.

*Keywords: Social Media, Open Learning Resource, English Education, Students' Perceptions, Qualitative research.*

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

Global technology has advanced and influenced many aspects of life nowadays, impacting various aspects of people's life, including politics, economics, culture, arts, and even education. As internet technology has developed faster, the use of social media has grown significantly and social media has become very popular in all areas of our lives, especially education. Social media is an internet-based platform that creates and shares information through words, videos, and photos (Handayani et al., 2020). Social media has become an important tool in the learning process, where students and university students can access various educational materials, discuss with their peers, and interact with experts in related fields. Therefore, with more sophisticated social media and many applications that can be utilized for education, many university students use social media as an open learning tool.

Social media is a tool that is often used by university students, as it has many benefits, one of them allows students to learn English in these social media applications. English-related information is one of the things that students frequently search on social media, as they frequently utilize it to learn a variety of subjects (Ismail et al., 2019). Social media offers a wealth of materials for English language learning, it presents numerous chances for students to improve their

English proficiency in the context of EFL (Arif, 2019). Hence, social media can be an alternative learning resource for university students.

In contrast, social media has much benefits, one of them is that university students can access various information and learning materials from various sources easily and quickly. Therefore, students can use social media as an open learning resource. Social media can be used as a language acquisition medium and has many uses in the field of education. Some social media can be used to learn English or a second language and Social media has evolved into a multimedia platform that offers a variety of content types that are not readily available from textbooks (Yohanna, 2020). Numerous studies have demonstrated the benefits of using social media as a teaching tool to encourage students to learn English. According to studies, most L2 learners concur that using social media can help them become more fluent in the language (Desta et al., 2021). Moreover, English-related content is one of the items that frequently appears in their search (Ismail et al., 2019). Students can discover a variety of English-language information on social media, including posts and videos that could help them pick up new vocabulary. Utilizing social media can help users acquire four English language skills. One video on YouTube, TikTok, or Instagram, for instance, can teach or practice speaking and listening skills (Seli, 2024). In addition, the interactive features of the platform, such as comments and other features, can give university students the opportunity to practice writing and reading in real-time, making social media a comprehensive tool for language learning.

Some previous studies have investigated issues related to the use of social media as one of the open learning resources used by university students. Research by Khaliq et al. (2022) at South Punjab University, Pakistan, examined the role of social media as one of the most important tools in influencing education in general and English language learning in particular. Students use various applications such as WhatsApp, Facebook, Instagram, Blogs, Wiki, YouTube, Twitter, and others as part of their routine in learning English. The use of social media can be done consciously or unconsciously. Conscious use occurs when students actively and with a specific purpose use social media platforms to improve their English language skills. Meanwhile, unconscious use occurs when students do not directly intend to learn English, but still gain learning benefits from their activities on social media. For example, they can improve their vocabulary, reading, listening, writing, lexical variety, communication skills and grammar usage.

The use of social media as a language learning tool has received significant attention in various educational contexts. Karim et al. (2022) conducted a study of undergraduate students In Assam, India, who learn English when they use social media, such as WhatsApp, YouTube and Facebook. Hence, social media plays a big role in English language learning, especially for Assamese native-speaking students. The mother tongue of Assam in India is Assamese and when native speakers of Assamese speak English, they often have an accent or dialect influenced by the linguistic features of the Assamese language, among other things. Shortened or Altered Vowels: Assamese speakers might replace or shorten some vowels in English. For example, long vowels like /i:/ in 'seat' may be

pronounced shorter, resembling /ɪ/ as in 'sit'. This is where social media plays an important role, and helps them improve their English skills. Students can be encouraged to engage themselves to use social media in English to master it and improve their English skills.

The use of social media as a means to learn English, especially among freshmen in the United States, reflects the global trend of utilising digital technology for education. This is in line with the phenomenon in South Korea, where university students in Seoul use social media as an open learning resource to support their learning, as revealed by (Kim & Kim, 2021). One of the social media used is YouTube. The results of the study revealed that YouTube helped broaden students' perspectives in understanding cross-cultures. The use of YouTube for educational purposes also encourages students to engage in academic activities and interact more actively while studying abroad, by developing knowledge and skills in English. This allows students to enhance their understanding of English as a global language with a more responsible, independent and purposeful approach to learning, ultimately improving the effectiveness of English language learning. As such, YouTube becomes an important platform in supporting the academic and social development of international students, especially as they face the transition phase from their home country to the country where they are studying.

From various studies that discuss social media as an open learning resource in different countries, this latest research will focus on Indonesian students. Based on the researcher's experience as an English education student at a private university

in Indonesia, she often feels anxious when doing assignments, especially those involving public speaking. One of her biggest challenges has been delivering a full speech in English, which is particularly difficult due to improper pronunciation and a limited vocabulary, leading to a lack of confidence. To overcome this problem, she uses social media apps such as TikTok and YouTube. On TikTok, she often uses hashtags and joins challenges like #LearnEnglish, #EnglishPractice, or #SpeakEnglish, which help her find videos focused on learning English. On YouTube, there are many content creators and English teachers who create playlists of video series for learning English. YouTube also allows users to adjust the video playback speed, making it possible to slow down the video to better understand the pronunciation of words and phrases. The researcher also gathered experiences from three friends in the same department who use social media as an open learning resource.

The first female researcher had difficulty in doing the assignment, especially in listening. Her difficulty lay mainly in understanding conversations in English that were too fast and lacked vocabulary, making it difficult to digest the words spoken. As a result, she did not understand or was confused when she had to explain the material to others. Therefore, she often uses YouTube, as many content creators speak in English. So she can learn more to listen on this YouTube application.

And the last two male and female researcher friends experienced the same difficulties when doing assignments, especially in writing. The difficulty lies in the use of grammar, so the writing results are still not good. Therefore, they often

use two social media apps. First, YouTube, because this platform provides many references and interesting content to learn, improve pronunciation and vocabulary, and learn to write with correct grammar. The last one, Instagram, is where they get inspiration for assignment topics to write about, as there are often posts that can be used as topics. Therefore, Yuniar & Purnamaningsih (2022) said that learning English through social media is quite effective; especially useful for interacting and communicating; improving their skills in reading, writing, listening, and speaking; and may be the best alternative media for learning English.

Based on the description above, it cannot be denied that students currently use social media more as an open learning resource compared to electronic books. Therefore, researchers are interested in digging deeper into students' perceptions considering that many are helped in learning through social media applications such as YouTube, Instagram, and TikTok. These apps are often accessed by students to learn English because they provide interactive and easily accessible learning materials. Hence, this issue is interesting to be researched further. The purpose of this study is to determine the perceptions of English Education students towards using social media as a learning resource.

## **1.2 Identification of the Problem**

Based on the background above, the author found some problems identification which was developed into several statements as follows.

1. Feel anxious when doing assignments, especially public speaking assignments. One of the biggest challenges was to give a full speech using

English, which was very difficult due to improper pronunciation and lack of vocabulary, resulting in a lack of confidence.

2. Had difficulty doing the assignment, especially in listening. The difficulty mainly lies in understanding conversations in English that are too fast and lacking vocabulary, making it difficult to digest the words spoken.
3. Experiencing difficulties when doing assignments, especially in writing. The difficulty lies in the use of grammar, so the writing results are still not good.

### **1.3 Limitation of the Problem**

Based on the description of the existing problems, this background of the study, the research focuses to find out the English Education students' perceptions of using social media as an open learning resource.

### **1.4 Formulation of the Problem**

Based on the description above, there is one problem formulated by the researcher, as follow: How do English Education students perceive the usage of social media as an open-learning resource?

### **1.5 Objective of the Study**

In relation to the problem formulated, the purpose of this study is to find out the English Education students' perception of using social media as an open-learning resource.

## **1.6 Significance of the Study**

Researchers intend to enhance the learning process and offer useful feedback to the learning system through this research. Significant contributions to the learning system that enhance the learning experience. The researcher expects this finding to have several ramifications.

1. For lecturers. This research is expected to encourage English education lecturers to improve the quality of their teaching and learning process by using social media applications. These social media applications are very important to help students improve their skills and increase students' second language skills.
2. For the university students. This research is expected to increase students' awareness or enthusiasm for learning a second language and can easily use social media.
3. For researchers. This research is expected to provide useful information about social media which has many positive impacts when used properly for open learning media.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 University Students' Perceptions**

University Students' perceptions are needed in this study to find out how students perceive the use of social media as an open learning resource in the English education department. Perceptions among students and their educational experiences are strongly correlated. Yulisma (2019) stated that pupils' perceptions might be characterized as their ability to bolster their own ideas. This implies competencies pertaining to bolstering their education and honing their abilities as learners who understand their roles as learners. It can be inferred that following the administration of stimulants, pupils infer facts about objects, events, or relationships related to them in order to comprehend or desire to comprehend and form judgments about particular topics.

In addition, for example in the context of using social media as an open learning media, university students are expected not only to be consumers of information, but also to be able to criticize, analyze, and utilize the information obtained for their academic development. Meanwhile, Fernández-García et al. (2019) examined students' beliefs as a fairly stable set of thoughts and attitudes regarding the following matters: how to learn a language, successful teaching techniques, appropriate classroom behavior, one's aptitude, and language learning goals. It describes how a person identifies, interprets and organizes data from their experiences or environment. Fish (2021, p.1-9) explained that perception is the

process by which living beings obtain information about the world around them through their senses. There are several theories of perception that can be used to make a claim, such as metaphysical perception, which considers whether the theory of perception seen from the object is metaphysically acceptable or not. While this theory can be considered an absolute theory of perception, it also has its differences with the scientific approach, which is often distinguished through the use of conceptual tools in philosophical thinking. Therefore, in the book *“Philosophy of Perception”* by Fish (2021), several theories of perception are described, including the following:

1. Sense Datum Theories: This theory argued that perception involves awareness of mind-dependent objects called "sense data" (Fish, 2021, p.21). Sense data are mental entities that represent physical objects in the external world.
2. Representational and Intentional Theories
  - a. Representational theories state that perception involves mental representations of the external world. Perception is regarded as a process in which mental states have content directed at specific objects or states in the world (Fish, 2021, p.37). For example, when looking at a tree, our perceptual experience contains representational content that describes the tree. This theory emphasizes that perception is about how the world is presented to us through our mental states.

b. Intentional Theory explains that perception is a mental process that contains certain content or meaning that directs or represents something in the outside world (Fish, 2021, p.49). This theory argues that perception is not only about capturing visual sensations or sensory experiences, but also about how our minds shape those experiences by giving meaning or direction to the objects we see.

### 3. Adverbialism and Qualia Theories

a. Adverbialism: This theory argues that perception is a way of feeling or experiencing, not about having mental objects like sense data. According to adverbialists, perceptual experience does not require a separate mental entity or object to underlie it. Instead, our experiences can be described by identifying how we experience or feel something (Fish, 2021, p.73-84). Let's imagine a college student claims, "I feel like watching videos on YouTube helps me learn grammar faster." Adverbialism places emphasis on the phrase "faster," which characterizes the process of learning without making reference to any mental constructs like pictures or representations of the learning.

#### Main Types or Features of Adverbialism Theory:

1) Focus on How Experience Happens: Emphasizes on how the experience is felt or occurs rather than the object being experienced.

- 2) Use of Adverbs: Using adverbs to describe the way of experience, e.g. "faster," "clearly," "effectively."
  - 3) Avoiding Mental Objects or Separate Entities: Does not refer to mental entities such as mental images or representations.
  - 4) Subjective Description of Experience: Focus on subjective descriptions of how something is felt or experienced.
- b. Qualia Theories: Focus on the qualitative aspects of perceptual experience, called "qualia." Qualia is the subjective nature of experience (Fish, 2021, p.85-99). Qualia Theory focuses on the nature of this subjective experience, which is often considered difficult to explain by referring only to physical or behavioral processes. Let's say a college student claims, "I study much more motivated when I participate in Twitter discussion groups." In this case, the experience's subjective quality is described by the qualia "feeling highly motivated."

#### Main Types or Features of Qualia Theory

- 1) Focus on Qualitative Aspects of Experience: Emphasizes subjective traits and personally perceived qualities in perceptual experiences.
- 2) Subjective Description: Describes the experience from a first-person perspective, explaining "what it feels like" to experience something.

- 3) Irreducible Experience: Recognizes that the qualitative aspects of experience are difficult to explain simply by reference to physical or behavioral processes.
  - 4) Emotional and Sensory Nature: Focuses on specific emotional and sensory aspects of the experience, such as motivation, pleasure, comfort, etc.
4. Naïve Realism: Naïve realism argues that we directly perceive the world as it is, without the intermediary of mental representations. According to this theory, perception is a direct connection between the observer and objects in the world (Fish, 2021, p.103). When we see a table, we actually see the table, not a representation or sense data of the table. Naïve realism emphasizes the transparency of perception, where our perceptual experience provides direct access to the external world.
  5. Philosophy of Perception and Vision Science: This section explores the intersection between philosophical theories of perception and empirical findings from vision science (Fish, 2021, p.138). It covers how scientific findings about the workings of the eye and brain interact with and influence philosophical theories of perception.
  6. Color and Color Vision: This topic discusses the nature of color perception and the scientific understanding of color vision (Fish, 2021, p.167). It includes theories on how color is represented in our visual system, as well as philosophical debates on whether color is an objective

property of the external world or a mental construct that depends on our perceptual system.

7. Perception and the Nonvisual Sense: This chapter examines perception through senses other than vision, such as hearing, touch, smell and taste (Fish, 2021, p.195). It covers how the experiences of these various sensory modalities differ and how they contribute to our overall experience of the world.
8. Multimodality: Multimodality investigates how different sensory modalities interact and integrate to form a coherent perceptual experience (Fish, 2021, p.227). It includes the study of how information from different senses (such as vision and hearing) is combined by the brain to create a unified experience and how disruptions to this integration can affect perception.

Based on the explanation above, it can be concluded that a deep understanding of the theories of perception is essential to understand how students use and utilize social media as an open learning resource in English Education study program, as well as how their beliefs and attitudes affect their educational experience. Therefore, in this study, the researcher used two main theories in the philosophy of perception to understand University Students' Perceptions of Social Media as an Open Learning Resource in English Education Study Program, namely Adverbialism and Qualia Theories. These two theories provide a comprehensive framework to analyze how students experience and perceive the use of social media in the context of learning.

## 2.2 Types of Social Media

Social media is a tool that people can utilize to engage in interactive activities with one another through the creation, sharing, and exchange of knowledge within an online community or network. Social media is an online platform that makes it simple for people to follow, join, share, and produce material that is appreciated by other users. Social media is a platform for numerous activities, including trading, drawing, designing, and studying. It's not merely a way to share moments like images or videos or to obtain information in the form of amusement. Many use social media in accordance with their objectives and needs, according to Ambarita (2021) students use social media for educational purposes, such as accessing course materials, watching learning videos, or having discussions in study groups. These needs include enhancing knowledge and skills for both academic and professional purposes. New technological innovations have also penetrated into language learning contexts, including through the use of social media applications (Ali, 2021). Such as social media applications. Social media has become the most widely used tool and can be accessed with the help of smart phones (West, 2019). Therefore, there are many types of social media applications that can be accessed on mobile phones, laptops and others, which are most often used by Indonesians or students in their daily lives and as learning media, including the following.

1. TikTok is a social media platform that allows users to create, share, and watch short videos and TikTok is among the most widely used social media platforms (Ferstephanie & Pratiwi, 2021). Students can improve

their speaking skills by utilizing the TikTok application when learning English. In addition, TikTok media can help students become more proficient listeners in English (Br Perangin angin et al., 2021). Therefore TikTok can be used to learn English and can help them improve their English skills. Instagram has developed into one of the social media platforms that are not only used for entertainment, but also as a means of learning, including in supporting English language acquisition. Instagram is a mobile application that allows users to post videos, text messages, upload pictures and take quick photos of their current activities (Yang, 2021). Instagram may offer both longer videos, like live broadcasts, and shorter videos, like tutorials, to help people get better at public speaking. Instagram is also a useful tool for studying vocabulary and grammar because it offers photo and video resources (Devana & Afifah, 2021; Rasyiid et al., 2021). In addition, Agustin & Ayu (2021) investigated the possibility that Instagram could help support language instruction practice at the university level with various features that support learning, Instagram can be an effective platform to improve English language skills through visual, interactive and diverse content, both in formal and informal contexts.

2. YouTube is a video sharing platform that allows users to upload, watch, share and comment on videos. Founded in 2005, YouTube has become one of the most popular websites in the world, offering a wide array of content ranging from entertainment, personal vlogs, tutorials, to live

streaming and education. YouTube apps are used by people of all ages and for an unlimited variety of purposes, including language learning. YouTube offers learning resources for students to develop various language skills, as well as encouraging second language acquisition in general and self-regulated English learning (Wang & Chen, 2020). Furthermore, Tseng & Yeh (2019) explored the use of YouTube can improve EFL learners' speaking skills because there are many videos on YouTube that we can view to learn a second language. Therefore, written and video feedback helps students achieve better linguistic accuracy when speaking in English.

### **2.3 Social Media as an Open Learning Resource**

The development of technology and the popularity of social media have brought significant changes in the way learning is conducted in the modern era, opening up opportunities for formal and informal learning through social media platforms that can fulfill the needs of almost all learners (Kumar et al., 2022). For one, students can use mobile devices and social media to interact academically, access subject matter and gather information (Mittal & Kumar, 2022). In contrast, social media has always been an ongoing process for university students, especially social media applications used as social media as an open learning resource.

Therefore, social media as an open learning resource refers to the utilization of social media platforms and tools to facilitate educational activities and learning experiences. These platforms provide a space for learners and educators to

interact, share knowledge, and freely access educational content. Therefore, social media is widely used in various circles, one of which is university students. There are many learning media that students can use to improve knowledge and mastery of a language (Dyah, 2019; Putri & Sari, 2020). Such as social media applications, namely Tiktok, Instagram, and YouTube which are one of social media applications that are considered as very effective media for students to improve their English language.

University students using social media to study English is one way to learn the language with technology. It can be used by people as a tool or resource to acquire and comprehend content linked to their classes and to enhance the caliber of their English language proficiency (Nurjannah et al., 2021). Social media is easily accessible at any time and from any location. A previous study on the use of social media for English language learning found that students felt positive about the use of social media for language learning. Social media offers a never-ending stream of English content, allowing users to consistently hone their language skills, especially in listening, vocabulary expansion, and pronunciation (Safitri, 2022). Therefore, there are several social media applications, namely, TikTok, Instagram, and YouTube, as open learning resource applications that are useful for learning a second language, although the applications used to learn English have the same benefits on average, but each social media application has different features.

## 2.4 Review of Relevant Study

In this study, the researcher found several previous studies that are relevant with this study. The first research was conducted by Alghamdi & Sabir (2019). The title is “*The Relationship between EFL Learners’ Perception of Social Media Platforms and English Language Proficiency*”. The purpose of this study is to investigate Saudi Arabian English learners' perceptions of using social media platforms. This study used qualitative analytical research and data collection using questionnaires. The data analysis technique uses thematic analysis. There were 24 Saudi female participants. The results showed that participants had a positive perception of using social media platforms, with Twitter being the most commonly used platform. However, statistical analysis found no correlation between students' perceptions of social media platforms and English language proficiency levels.

The second research was conducted by Afiyattena et al. (2019). The title is “*Students’ Views on Learning English Trough Social Media*”. The purpose of this study was to find out students' views on English language learning through social media. In this research, there are two data analysis. First, data analysis was done quantitatively and second, data analysis was done qualitatively. The questionnaire analysis used SPSS version 22. While the FGD analysis used descriptive analysis. Consisting of 70 students who were purposively selected. Data were collected through questionnaires and FGDs. The results showed that most students (70%) have a positive attitude towards learning English through social media, and the social media most frequently used by students to learn English is you tube

(48.6%), not to mention that through social media, students find that speaking/pronunciation (57.1%) is the most improved skill. Therefore, students felt that the presence of social media really influenced (58.6%) their English performance as it provided a variety of interesting activities, examples and resources. Unfortunately, the time students spend learning English from social media is not as enthusiastic as they would like, with many students feeling unsure (45.7%) about the time spent on social media for learning purposes.

The next previous study was carried out by Handayani et al. (2020). The title is "*The Use of Social Media for Learning English*". The objective of the research is to find out the kinds of social media used by fourth semester students of English Education Department of Universitas Muria Kudus for learning English. The researchers used descriptive qualitative research and the data was collected by using questionnaire. The data analyzed using thematic analysis. The participants were 50 students of English Education Department of Muria Kudus University. The result shows that there are many kinds of social media that students use to learn English. The social media that the students use are YouTube, Instagram, WhatsApp, Twitter, Facebook and Line. The students also use other social media to learn English. There are Manwha, Telegram, Google, TikTok, Cake English App, Quora and Discord.

Next study was carried out by Kim & Kim (2021). The title is "*The Benefits of YouTube in Learning English as a Second Language: A Qualitative Investigation of Korean Freshman Students' Experiences and Perspectives in the U.S.*". The purpose of this study is to add a new dimension to the ways in which

YouTube can be used for educational purposes. YouTube has the potential to have a significant impact on the daily lives of Korean millennials. The researchers used qualitative research, data collection using semi structured interviews, informal interviews, and classroom observations with detailed field data. The participants were nine Korean international students. The data analysis techniques used thematic analysis. The results showed that social media is one of the media used to learn English by freshmen in the United States. The results showed that YouTube helped broaden students' perspectives on cross cultural understanding. The educational use of YouTube also leads students to academic activities and engagement while studying abroad by developing knowledge and skills in English. This further enables students to enhance their knowledge of English as a global language by taking ownership. Ultimately, YouTube plays an indispensable role in supporting international students' academic and social progress in the transition phase from home to host country.

The next research was conducted by The next research was conducted by Prayudha (2022). The Title is "*EFL Students' Perception on The Use of Social Media Platforms as Learning Tools*". This research method is qualitative using a descriptive approach. The sampling technique used in this research is random sampling by distributing questionnaires through google forms and conducting interviews with 25 selected students. The questionnaires form and interviews with 25 selected students used to explore students' perceptions of the use of social media in English language learning. Social media used, Whatsapp, Zoom application, Google classroom, Edmodo, Facebook, Youtube, Instagram and so

on. The data analysis technique used thematic analysis. The results shown that in the application of learning using social media, there are many positive responses given by students, but there are also students who experience several obstacles in the application of learning using social media. Even among them also experienced various difficulties in using it, especially in internet access.

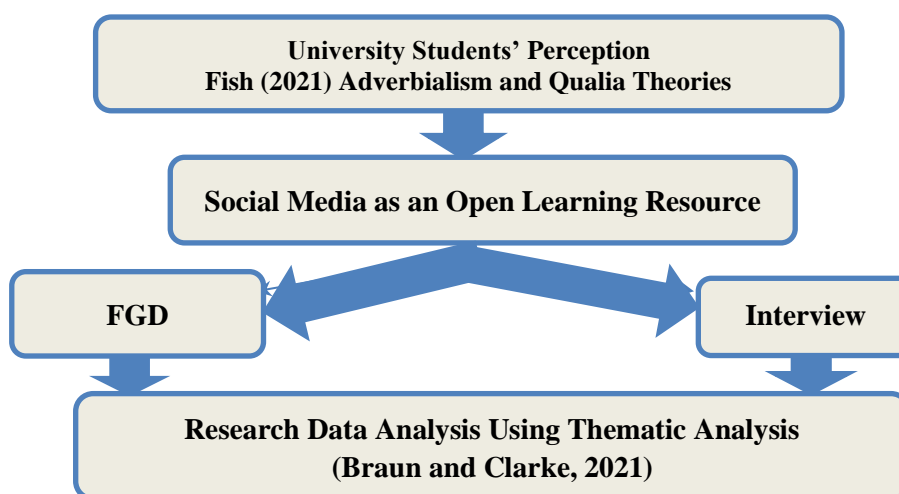
Another previous study is conducted by Karim et al. (2022). With the title "*Social Media and Learning of English Language: A Study on the Undergraduate Students of Assam, India*". The purpose of this study is, to explore the role of social media among Assam undergraduate students in learning English. The participants of this study were 274 undergraduate students from various colleges in Assam. This study covers available social media platforms, such as WhatsApp, Facebook, Twitter, Instagram, YouTube, Messenger, and IMO. The research was qualitative with a survey method, which included a questionnaire on the web and thematic data analysis. The results of this study recommend that learners should be motivated to engage themselves to use social media in English to master this language and improve their English skills.

The last previous study is by Seli (2024). The title is "*Indonesian University Students' Perceptions on the Use of Social Media for English Language Learning*". This study aims to find out students' perceptions of the use of social media for English language learning. The participants of this study were 98 university students in Jakarta. The method used was a descriptive qualitative method. Data was obtained using questionnaires and interviews. The data analysis technique uses thematic analysis. The results showed that Instagram, YouTube,

and TikTok are the most preferred platforms for learning. The university students have a positive perception of using social media for English learning because social media is easily accessible, fun, stress free, and strengthens their independence. In addition, the most learned skill from social media is reading.

Based on the previous research above, the current research has similarities with previous research on analytical techniques, namely thematic analysis using qualitative methods, data collection in the form of interviews. The difference in this research lies in data collection, the number of participants, research methods because there is one previous study using two methods, namely quantitative and qualitative, and the type of social media used. However, Seli (2024) used the same social media application as this research study. But, these 7<sup>th</sup> research issues are the same, namely social media as an open learning resource. Therefore, the novelty of this study lies in the number of research participants and only focuses on one university.

## 2.5 Theoretical Framework



**Figure 2.1 Theoretical Framework**

The following is a figure of the theoretical framework of this research. Figure 2.1 showed the theoretical framework of university students' perception of the use of social media as an open learning resource. This research used perception theory by Fish (2021) utilized two theories: the Qualia Theory and the Adverbialism Theory. These two theories allow researchers to understand the cognitive and emotional dimensions of students' perceptions, as well as how these factors affect their learning. This research was conducted at a private university majoring in English education. University students were asked to find out their perceptions of the use of social media as an open learning resource through Focus Group Discussion and interviews. Thematic analysis Braun and Clarke (2021) is a method for identifying, analyzing, and reporting patterns of themes in research data. This study attempts to answer the following research questions: How do English Education university students perceive the use of social media as an open learning.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This research used a qualitative method with a case study approach. The researcher tries to investigate how university students perceive the usage of social media as an open learning resource in English. To solve the problem, the researcher needs to use a qualitative design. As defined by Yin (2018), qualitative research is an empirical investigation that looks at current events in the framework of actual life. When it is difficult to distinguish between a phenomenon and its context, this is very helpful. According to Creswell (2018, p.16), qualitative research means exploring and developing a phenomenon in more detail in a natural setting. Qualitative research also seeks to understand participants' perspectives through exploration. Sharma & Mahajan (2019) stated that case studies are defined as research that truly explores a program, event, activity, process, or person to gain in-depth knowledge about the behavior we want to investigate. Therefore, this study provides a comprehensive insight into how and why university students use social media in their learning, as well as its impact on their learning process. Thus, a qualitative approach is very appropriate to explore this issue thoroughly and in-depth.

This research focused on investigating the university students' perceptions of using social media as an open learning resource in the English education study program. The researcher needed an appropriate research methodology for this

study, which is a case study. Furthermore, the researcher made a study of the perceptions, experiences, and what they felt when using social media as an open learning medium in English. Therefore, this study has a qualitative objective to find out students' perceptions in using social media as an open learning media in English education study program.

### **3.2 Setting and Participants**

This research was conducted at a private university in Indonesia within the English Education Study Program, chosen due to its relevance to the researcher's current study program. The university provided various facilities and resources that supported the research topic, as students in the English Education Study Program use social media as an open learning medium. Additionally, the easy access to research participants, who were students, became the main reason for selecting this research location. The research was conducted over one month, starting in September 2024. It involved eighth-semester English Education Study Program students, with a total population of 30 students. However, only ten students were selected as participants, consisting of six female and four male students, aged between 21 and 22 years old. Not all eighth-semester students were selected due to poor classroom conditions. Many students in this semester were already working, which could have hindered data collection and extended the research timeframe. Although all students in the program were ensured to follow and understand the learning process, data collection focused only on students who demonstrated enthusiasm and active involvement in overall learning interactions. For ethical considerations, pseudonyms were used in this study. Participants were

free to withhold any information they did not wish to share and had the option to decline answering questions that made them feel uncomfortable.

### **3.3 Data Collection Technique**

In qualitative research, significantly more in-depth and precise information on the case that the research conducted is required. In this study, the data collection techniques used were Focus Group Discussion and interviews.

#### **1. Focus Group Discussion**

The first data collection tool used in this research is Focus Group Discussion (FGD). Focus group discussion is a data collection technique commonly used in qualitative research to find out the meaning of a topic according to the group's understanding. This FGD is intended to avoid researcher misinterpreting the focus of the problem being studied. Williams & Babbie (2021) suggested that the focus group method, called discussion group, is essentially a qualitative method. It is based on structured, semi structured or unstructured interviews. This method allows the researcher/interviewer to ask question to several individuals systematically and simultaneously. The researcher acts as a moderator but also asks specific questions to direct the discussion. Similarly, Williams & Babbie (2021) stated that in a focus group discussion, 5 - 15 people are brought together in a private and comfortable environment to engage in a guided discussion on a given topic. The question asked is a question about why, benefits and challenges of using social media as an open learning resource for English, because it aims to find out the perceptions of

university students regarding the use of social media in English language learning obtained through Focus Group Discussion (FGD). The questions were prepared only to provoke university students to speak or express and listen to other university students when speaking. Before conducting the research, the researcher formed a team to assist the FGD process. In selecting the team members who would assist in the FGD process, the researcher tried to select students who could have a good relationship with the team and were able to collaborate with the FGD participants. The number of participants is around 10, allowing the moderator to better manage the discussion and ensure each participant could give their views in detail. Thus, the FGD process could run smoothly. Before conducting the research, the researcher conducted a briefing to each team member so that they understood the things that had to be done during the FGD, then the researcher explained the tasks that had to be done to each team member.

## **2. Interview**

The second data collection method was interviews. Interviews were a technique of data collection method by asking the research participants directly. An interview was defined as a method of asking questions to obtain qualitative data (Taherdoost, 2021). Qualitative questions aimed to get the interviewee's description for a specific question. Although there were various methods for qualitative data collection, such as text or document review, diaries, and participant observation, interviews were the

most commonly used technique for primary qualitative data collection because they provided a natural and comfortable atmosphere for the participants (Taherdoost, 2021). Semi-structured, mostly open-ended questions were used in these interviews to get participants' ideas and viewpoints. In addition, the researcher chose the semi-structured interview method to gather feedback from the university students. Semi-structured interviews were a type of data collection in which an interview guide was prepared in advance but not strictly followed in terms of exact wording or order of questions (Braun and Clarke, 2021). There were several different types of interviews, including face-to-face, telephone, focus group, email, and internet interviews conducted by researchers with participants. In this study, the researcher conducted online interviews through the Zoom meeting or Google meeting application with the participants, asking their opinions on the use of social media as an open learning resource in English. Using a smartphone to record their conversations, the researcher conducted interviews with the participants. Furthermore, the collected information was written down through transcription of the spoken words.

In this study, the researcher selected eight university students, consisting of six female students and two male students from the eighth semester. The data obtained from the interviews made it possible to answer the research questions: How do university students of English education perceive the use of social media as open learning? The data were classified into some initial themes that emerged from the answers

given. From the interviews, the researcher obtained the key points of the students' perceptions. The researcher conducted the interview by asking eight questions regarding their perceptions and experiences of using social media as an English learning resource. The interview questions were given in Indonesian so that students could understand and answer the questions easily.

### **3.4 Data Analysis Technique**

This study used thematic analysis to analyze the data derived from interviews and Focus Group Discussions. The research utilizes inductive thematic analysis as the analytical approach. As explained by Braun and Clarke (2021), thematic analysis is a method used to identify, analyze, and report patterns or themes within data. They further state that this type of analysis allows for a detailed and nuanced description of the data and facilitates the interpretation of different aspects related to the research topic. Hence, thematic analysis is considered a flexible approach because it does not require extensive theoretical background or prior knowledge about the subject being studied. A theme, in this context, captures the significant elements of the data that are relevant to the research questions and reflects patterns of meaning or responses within the dataset (Braun and Clarke, 2021). Themes can be viewed as small groups of information derived from field data that form coherent patterns. Inductive analysis refers to the process of coding data without fitting it into an existing coding framework or predefined analytical concepts from earlier research (Braun and Clarke, 2021). Therefore, this study successfully demonstrated that inductive thematic analysis is

an effective method for identifying and analyzing important themes in data, providing deep understanding and rich meaning without the need for rigid theoretical frameworks or prior knowledge.

In addition, thematic analysis allowed the researcher to precisely determine the relationship between the research plan and the data collected. Furthermore, the researcher used a step-by-step guide to analysis the data. It is important for the researcher to understand every aspect of the data at hand. Here are the six steps of thematic analysis according to Braun and Clarke (2021):

1. Familiarization with the Data

Reading and rereading the data to become comfortable with its content was the first step. This entails taking notes as you go through the interview recordings, transcribing the information, and listening to them multiple times. During this phase, the researcher should record any preliminary concepts and trends that appear.

2. Generating Initial Codes

After understanding the data, the next step is to identify initial codes of interest. Codes are features of the data that appear interesting to the researcher and can be specific concepts, topics or themes that emerge from the data. The researcher marks relevant segments of the data and labels them accordingly.

3. Searching for Themes

The researcher starts to organize the many codes into more general themes in this step. Research questions are connected to significant patterns in the

data, known as themes. For every possible theme, the researcher gathered all the information needed.

#### 4. Reviewing Themes

The themes that had been found were now assessed and improved. The investigator guarantees that the themes accurately reflect the data. Themes that weren't relevant or supporting enough were either eliminated or mixed in with other themes. The investigator also took into account if the information contained in every topic created a logical pattern.

#### 5. Defining and Naming Themes

In this step, each topic was further parsed. Each theme's central idea was ascertained, along with the message that each theme attempted to express within the parameters of the investigation. To help with the presentation and interpretation of the findings, each theme was given a concise and informative name.

#### 6. Producing the Report

Writing a report on the thematic analysis's findings is the last stage. The themes that have been found should be thoroughly explained in this report, along with examples of the data that support each topic. It should address the research questions, give insightful information, and present the results in a logical and persuasive manner.

### **3.5 Trustworthiness**

In qualitative research, trustworthiness refers to the extent to which the results of a study can be trusted and accepted as an accurate representation of the phenomenon under study. One way to achieve trustworthiness is to use descriptive codes, which label the data in the form of words or short phrases often nouns that represent the basic topic of a piece of qualitative data. These codes help summarise the data, creating an inventory of topics for indexing and categorisation, so they are particularly useful for ethnographies and studies involving different types of data, such as field notes, interview transcripts, and documents (Miles, Huberman, & Saldaña, 2024). Therefore, ensuring trustworthiness is essential in establishing the credibility and reliability of qualitative findings, given their subjective nature (Dodgson, 2019). In addition, Dodgson (2019), Amin et al (2020) and Rahwani (2023) identified the concept of trustworthiness in qualitative research consists of various important elements, such as credibility, transferability, and confirmability.

#### **3.5.1 Credibility**

Credibility is characterized as the ability to trust a study's quality. Nassaji (2020) explored that in qualitative research, the degree to which study findings and conclusions can be relied upon is known as the credibility principle. Stated differently, this pertains to the accuracy of the results and the degree to which they accurately represent the phenomenon being examined. In order to do this, the researcher must make sure that her understanding of the research participants, the context, and the process is as

precise and comprehensive as possible, and the interpretations are inclusive and dependent on the data. As said by Creswell (2018, p. 208) in member checking, the researcher asks for participants' views on the credibility of findings and interpretations. Credibility of findings and interpretations this approach, writ large in most qualitative research, involves data collection, analysis, interpretation, and conclusions. Member checking, also known as participant validation, is a helpful tactic that entails asking the research participants to confirm the data and interpretations with one another.

### **3.5.2 Transferability**

Transferability relates to the extent to which the researcher's interpretations or conclusions can be applied to other similar contexts. According to Creswell (2018, p. 304), transferability of theoretical models, such as those on resilience and coping, occurs when the reader is able to examine the results of the research in a particular relevant context. Correspondingly, Nassaji (2020) emphasises that a rich and thorough description of the research activities and assumptions is essential, so that readers can assess the extent to which the research results can be applied to different contexts. By providing a comprehensive description, readers can determine the relevance of the research findings to their own context. To increase transferability, several steps have been taken in this study so that the results can be more easily applied to other similar contexts.

### **3.5.3 Confirmability**

Confirmability refers to the extent to which others can agree with the researcher's interpretations and findings. In qualitative research, the active participation and role of the researcher in the investigation is highly emphasised. According to Creswell (2018, p. 204), naturalistic researchers prioritise confirmability over objectivity to establish the value of data. Nassaji (2020) explains that confirmability is achieved by presenting facts and conclusions transparently, allowing others to verify their accuracy. One effective way is to use an 'audit trail,' which is to record and justify every action and decision taken, including the process of coding and analysing the data. These notes can then be used for additional analysis and verification. To ensure that the research results are truly based on the data collected and are not influenced by the subjectivity of the researcher

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter informs and discusses the research findings related to students' perceptions of social media as open learning resources in an English education study program. 8<sup>th</sup> semester students were recruited as participants for this study. They were asked to share their experiences while learning English using social media through interviews, and Focus Group Discussion (FGD). The results of the analysis and description of the data review will be discussed further in each sub-chapter.

#### **4.1 Research Finding**

This chapter discussed the main research findings regarding university students' perceptions of the use of social media as an open learning resources in English education study program. The researcher recorded and transcribed the interviews and focus group discussions into written text. In this study, there were 10 students selected to share their perceptions of social media as an open learning resource of English education. In interview the remnants, there were 10 questions asked on a semi-interview structure. The results of interviews conducted by researcher revealed several themes including the sub-themes. In addition, the results of the students' FGD also revealed some of the same themes and subthemes as the interview.

**Tabel 4.1 Sample Deductive Coding on Theory Fish (2021) Interview & FGD**

Aspect	Theme	Sub-Theme	Code	Script	
				Interview	FGD
Adverbialism and Qualia Theory	Feeling the benefits of social media in English learning	Helpful in the Learning Process	FBEL-VHLP	"Social media is really useful for learning English. (S-1)"	"vocab and speaking skills. (S5/GROUP 1)"
		Improving Language Skills through Social Media	FBEL-ILSTSM	"I use YouTube, and TikTok, to improve my pronunciation and speaking. (S-6)"	
		Freedom to Repeat and Choose Learning Content	FBEL-FRCLC	"I find it helpful to be able to choose more varied materials, such as everyday vocabulary, how to write using good English I can access practical materials such as pronunciation, as well as examples of real conversations in everyday situations through videos or content from native speakers. (S-1)"	
		Easy Access and Flexible Use in English Learning	FBEL-EAFEL	"social media provides wider and faster access. (S-7)" "YouTube and TikTok is different and more flexible. I can search for information about things I don't know yet. (S-6)"	
	Enhancing Comprehension and Cognitive Skill	Supports understanding and knowledge Varied English learning content	ECCS-SUK ECCS-VELC	"understanding and knowledge of my English. (S-2)" "social media has more varied English learning content. (S-5)" "I feel very comfortable when participating in discussions on social media, because the reach is very wide. (S-8)"	"social media, there are features that facilitate understanding, such as visual explanations, so that we understand more easily. (S2/GROUP 1)"
Social Media as a Diverse Learning Resource	Comfortable and Fun Learning Environment	DLR-CFLE	"fun and more relaxed than classroom learning. (S-7)"	-----	
Negative feelings about learning through social media	Not focusing when learning using social media	NFL-NLSM	"on social media my focus is easily distracted or unfocused. (S-3)"	-----	
Positive Feelings About Learning Through Social Media	Motivation and Information	PFLT-MI	"we can get lot of information a from within the country and abroad. (S-4)" "I feel motivated to keep learning because of the diverse and interesting content. (S-7)"	-----	

The aspects of adverbialism and qualia theory in Fish (2021) in his book "Philosophy of Perception" discussed how perceptual experiences can be

described through the use of adverbs without reference to the existence of mental objects. This theme refers to Fish (2021) explanation of how experiences occur, focusing on subjective descriptions and the way they are perceived by the individual. Therefore, there are 5 themes found; (1) Feeling the benefits of social media in English learning, (2) Enhancing comprehension and cognitive skills, (3) Social Media as a Diverse Learning Resources, (4) Negative feelings about learning through social media and (5) Positive feelings about learning through social media. In this regard, these five themes along with their sub-themes will be further discussed below:

#### **4.1.1 Feeling the benefits of social media in English learning**

The first theme determined from the interviews and FGD. This theme has four subthemes that support each other. Firstly, helpful in the learning process, secondly, social media also improves language skills, allowing students to practice skills such as speaking, writing, listening and reading in English. Thirdly, social media offers the freedom to repeat material and choose learning content according to students' interests and needs, making the learning process more personalized and effective. Finally, easy access and flexible use make social media a learning tool that can be used anytime and anywhere, supporting students' flexibility in learning English. These four subthemes show the great benefits of social media in supporting English learning practically and efficiently. Among the four subthemes, the subtheme improving language skills through social media is the most dominant or numerous. This can be seen from the participants' answers,

where each question often contains statements or answers related to the subtheme. Each subtheme will be explained in more depth as follows.

#### 1. Helpful in the Learning Process

The perceptions of English education students indicate that using social media as an open learning resource is helpful in the learning process. Social media allows access to a variety of content relevant to the material being learnt, such as learning videos, tips and discussions that enrich understanding. With easy access to information and the opportunity to interact with various materials, social media becomes an effective tool to deepen understanding and accelerate the learning process. The subtheme 'Helpful in the Learning Process' illustrates how social media can be a tool that supports the development of skills and knowledge in a more effective and enjoyable way. In addition, Islam (2022) said that the role of social media in improving English language skills is undeniably important and diverse for learning English. Social media is very useful or arguably has many benefits because it is able to become a flexible, interactive, and easily accessible learning bridge. Through social media, users can obtain a variety of relevant information and learning materials, including for improving English language skills. The students reported that they had very good experiences in using social media as an English learning resource. A total of six students had perceptions that corresponded with this subtheme. For example, Student 1 and Student 3 stated:

*“...**Social media is really useful** for learning English, not just from courses. I can use platforms like YouTube to practice speaking, and there are so many other contents available. For me, social media is very helpful in the process of learning English...” (Interview S1/ FBEL-VHLP)*

*“...**In my opinion, social media is very useful** or you could say a lot of benefits, and flexible. Of course, I can also get a lot of new information on social media, about materials or content on how to learn English...” (Interview S3/ FBEL-VHLP)*

The perceptions of English Education students showed that social media plays an important role, which is very useful as an open learning resource to improve English skills. As revealed by the interview participants, their experience in using social media as a learning tool is quite good, helping them when there is material they have not understood, not only obtaining new information but also improving their English skills directly. This finding is in line with the findings of Yuniar & Purnamaningsih (2022) after using social media and following a lot of English-related content, students can also improve their English reading, writing, speaking, and comprehension skills. This confirms that social media is a relevant and useful tool in supporting English language learning in this digital era.

## 2. Improving Language Skills through Social Media

English education students said that by using social media applications such as Tiktok, Instagram, and YouTube, their English skills were increasing, such as speaking, vocabulary, writing, listening and grammar. As emphasized by Donny & Adnan (2022), explained that social media, such as Instagram, can be used as a tool to teach English. In

addition, students' speaking skills can also be improved through the use of this social media. The results of their study proved that social media significantly helped students in developing their speaking skills. Therefore, this social media was beneficial to improve English skills, as said by S4, S3 and S7:

*“...I use YouTube social media more often to improve my pronouns and listening, why do I use the YouTube application to learn English because, I am a typical person who does not like to read so I prefer to learn to watch videos on YouTube...”(Interview S4/ FBEL-ILSTSM)*

*“...Instagram and TikTok, because this application is simple, and if you search directly there is what we are looking for, **in these two applications I use it to improve listening, vocabulary, writing and reading...**”(Interview S3/ FBEL-ILSTSM)*

*“...I use YouTube, and TikTok, to improve my **pronunciation and speaking...**”(Interview S7/ FBEL-ILSTSM)*

And the results of these interviews are also supported by the results of the focus group discussions they said:

*“...My opinion is not much different from other friends, the apps I use are YouTube and Instagram and these apps are very influential with my **vocab and speaking skills...**”(S5/GROUP 1)*

From the results of students' interviews and FGD, it can be concluded that the students utilized social media such as YouTube, Instagram, and TikTok to improve their English language skills, especially in the aspects of pronunciation, listening, vocabulary, writing, and speaking. Most of them choose these platforms because of their simplicity and the ease of finding content relevant to their needs. According to Sidgi (2024) social media is an important learning tool in honing students'

English skills. In addition, social media also provides motivation, engagement, and useful exposure, particularly in enriching English vocabulary, which in turn can improve students' English skills.

### 3. Freedom to Repeat and Choose Learning Content

Students' perceptions of the use of social media as a learning resource showed that they feel very like or happy because when learning by using social media applications, especially for learning English, they have the freedom to repeat learning videos or other content until they really understand the material. In addition, they can also freely choose content or materials that suit their learning needs and interests. According to Ghimire (2022) the use of social media such as YouTube and so on plays an important role in formal and informal learning of English, this study also found that the use of social media encourages students to learn according to their needs, providing freedom to choose and repeat content that is difficult to understand. Therefore, this social media is very useful and supportive in improving students' ability and understanding in English, there are three students have perceptions that are in accordance with this subtheme. One of them as conveyed by Student 2 and 1 who said:

*“...In my opinion, social media offers a different choice of material than what is taught on campus or in class. I find it helpful to be able to choose more varied materials, such as everyday vocabulary, how to write using good English that may not always be covered in class. In addition, I can access practical materials such as pronunciation, as well as examples of real conversations in everyday situations through videos or content from native speakers. This variety of options motivates me to continue learning*

*and deepening my English skills outside the formal curriculum or outside the classroom...”(Interview S2/ FBEL-FRCLC)*

*“...In my opinion, it is very different if direct learning of English learning is less inclusive, so if you use the YouTube social media application, you can repeat it again. For example, rich speaking listening to British accents can be repeated again. If directly the explanation from the lecturer cannot be listened to repeatedly and is difficult to understand...”(Interview S1/ FBEL-FRCLC)*

From the results of students' interviews, and perceptions of the use of social media as an English language learning resources showed that social media provides convenience in learning. Through social media such as YouTube, students can access diverse materials, repeat content for deeper understanding, and learn according to their needs and interests. Al Eidan (2024) emphasized that social media platforms allow students to learn flexibly, repeating and accessing materials to improve understanding and motivation, which is very effective for mastering complex language skills and also students can replay videos and other materials to ensure better understanding, which cannot be done in limited face-to-face teaching. This findings showed that social media has an important role as a media that supports independent learning of English.

#### 4. Easy Access and Flexible Use in English Learning

Students' perceptions of the use of social media as learning resources showed that these social media were very accessible, flexible use and provide great advantages in English learning. With easy access, students can open various platforms such as Instagram, TikTok, and YouTube anytime and anywhere, which allows them to learn

independently without time and place restrictions. In addition, social media provides various types of materials that can be selected according to students' personal needs and interests, such as video tutorials, interactive quizzes, and relevant learning materials. This flexible use also gave students the freedom to set their own learning rhythm. In addition, Pham et al. (2023) found that university students in Vietnam had a positive perception of using social media platforms like Instagram, YouTube, and Facebook to enhance their English vocabulary. Social media is viewed as effective due to its accessibility, flexible self-study approach, and the ability for students to control their learning time and materials. This finding is supported by Prayudha (2023), who highlights that social media serves as a useful tool in English language learning, offering ease of access and a wide range of flexible resources for students. This accessibility means that learners can engage with language materials and communities anytime, anywhere, making learning part of their daily routine. Social media platforms have democratized English language learning by providing easy access to a wide range of English language resources and materials. As such, social media not only serves as a fun, flexible and accessible learning resource, but also supports students to continue honing their English skills effectively and efficiently. A total of eleven student statements or opinions are in line with this sub-theme. For example as student 6 and 7 said:

*“...Yes, in my opinion, using YouTube and TikTok is different and more flexible. I can search for information about things I don't know yet, and these platforms are also very helpful in improving my English speaking skills...”(Interview S6/ FBEL-EAFEL)*

*“...I feel that learning through social media is easily accessible or can be said to provide quick access to various English materials, so I can learn English easily. For one, I can easily watch videos and follow content about English learning anytime and anywhere...”(Interview S7/ FBEL-EAFEL)*

And the results of this interview were also supported by the focus group discussion they said:

*“...I think the same, the use of social media as a source of open learning is very good, because social media is easily accessible and usually the context varies...”(S7/GROUP 2)*

*“...My perception is almost the same as others, because social media is easily accessible. In this era of advanced technology, almost everyone has a mobile phone. We can access social media through our phones or laptops, so learning becomes easier and less boring. In addition, the visual element is very helpful, especially for those of us who like to read...”(S8/GROUP 2)*

Based on the results of interviews and focus group discussions, it could be concluded that students had a very good perception of the use of social media as a medium for learning English. They feel that social media, such as TikTok and other social media apps, provided easy and flexible access, allowing them to learn anytime and anywhere. In addition, especially for those who prefer more interactive and interesting learning methods, this was considered very helpful. The students felt that learning through social media made the learning process more real and fun, as well as more easily accessing various learning materials that were relevant to their needs. TikTok or other social media, as mobile apps, provide an

accessible and convenient platform for learners to engage in language learning anytime, anywhere. This flexibility can be particularly advantageous for busy students who may struggle to find dedicated time for language learning. Nurjannah et al. (2021) discussed that social media, especially platforms such as YouTube, provide relaxed and comfortable learning opportunities for English language students. These platforms support the learning of listening skills, as educational videos help learners practice listening to English with varied and interesting material. In addition, social media facilitates students in learning new vocabulary and enriching communication skills interactively, providing flexibility that is not always available in a traditional classroom environment. Ibrahim et al. (2021) asserted that TikTok or other social media apps, as mobile apps, provide an easily accessible and convenient platform for learners to engage in language learning anytime, anywhere. This flexibility can be especially beneficial for busy individuals who may struggle to find dedicated time for language learning. With TikTok or other social media, learners can access short, concise language learning content that can be consumed quickly and easily, without the need for structured class time or a dedicated study schedule. Therefore, social media is not only provides easy access to information, but also provides a more personalized learning experience that suits each student's learning style. Based on the theme and sub theme, it can be concluded that social media plays an important role in supporting English language learning. Platforms such as Instagram, TikTok and

YouTube provide easy access, flexibility and a variety of interesting and interactive learning content. Social media not only helps students in improving English skills, such as speaking, listening, reading and writing, but also provides the freedom to choose and repeat materials according to their needs. These advantages make social media a more effective alternative to traditional learning methods. With its flexibility, social media is able to create a learning experience that is more relaxed, comfortable and relevant to the needs of today's students.

#### **4.1.2 Enhancing Comprehension and Cognitive Skills**

The second theme determined from the interview and FGD is enhancing comprehension and cognitive skills. From this theme, 2 sub-themes were obtained, namely, supporting understanding and knowledge, varied English learning content. Among the two subthemes, the support understanding and knowledge subtheme is more dominant or numerous. This can be seen from the participants' answers, where each question often contains statements related to the subtheme. Each subtheme be explained in more depth as follows.

##### **1. Support Understanding and Knowledge**

The perceptions of English education students showed that using social media as an open English learning resources can support their understanding and knowledge of English learning. According to Iswahyuni (2021), the findings of her study indicate that social media platforms such YouTube and Instagram help students improve listening

skills or support understanding and knowledge, such as reading, writing, and speaking. The use of social media provides flexibility, access to relevant content, and allows students to learn according to their needs. Therefore, through social media, students can be able to understand English learning materials, including increasing their knowledge of English learning. As said by Student 2 and 4:

*“...I use YouTube social media, as a learning media, that is a sign that I have difficulty in learning English. But the benefits I get on this social media are many, especially in the YouTube social media application, one of my English skills has increased, namely speaking, I admit that this social media is very helpful in **understanding and knowledge of my English**. Yes, even though I don't use it every day to study...”(Interview S2/ ECCS-SUK)*

*“...Like the previous answer, I personally can freely learn English through YouTube, because this application is always available and can be accessed anytime and anywhere. With this unlimited access, **I can learn various materials according to my needs, thus increasing my knowledge in English skills...**”(Interview S4/ ECCS-SUK)*

And the results of this interview are also supported by the focus group discussion they said:

*“...I usually use social media when I'm having trouble learning or just want to discover something new. The difference with textbooks is that they are often difficult to understand. Whereas on **social media, there are features that facilitate understanding, such as visual explanations, so that we understand more easily...**”(S2/GROUP 1)*

Based on the results of interviews and focus group discussions, students' perceptions are that students find social media such as YouTube and other social media very helpful in learning English, especially when they face difficulties or want to learn new material, social media is very

helpful or makes understanding easier compared to traditional methods such as textbooks. Ansari & Khan (2020) found that social media supports a more interactive learning environment, helps collaboration between students, and allows information sharing quickly and efficiently. Social media not only helps improve English skills, such as speaking, but also provides more experience and knowledge about a second language or English. This finding is in line with the findings of Rahman (2021) that the use of Instagram, TikTok, and other apps has a significant influence in helping students improve their vocabulary acquisition or understanding and knowledge of English materials. Therefore, social media applications have many plus points in university students' English learning, especially in terms of supporting their understanding and knowledge of English.

## 2. Varied English Learning Content

The perceptions of English Education students show that the use of social media as a learning media provides many benefits. Social media provides a variety of content or materials in English, including materials about a second language. This encourages students to frequently use social media as a tool to hone their English language skills. In addition, when there is material that is not understood, they tend to look for explanations or additional information on social media to support their learning process. Social media provides a great opportunity for language learners to use interactive features in their learning process (Khan et al., 2020). The variety of content available on social media can increase interest in

learning English. In addition, social media helps students develop the four main language skills: listening, speaking, reading and writing. Intensive use of English social media content is also associated with increased student confidence in their English language skills, including all aspects of language learning (Muftah, 2023). This shows that social media can be an effective learning tool to support English language acquisition independently, there are four students have perceptions in accordance with this sub theme. As said by Student 1 and Student 5:

*“...Learning through social media and in class is very different. On social media, the range for learning English is wider, **the content of English material varies**, and the plus point is that we can learn to speak directly, for example by listening to the pronunciation of words or others, which we can then repeat as needed, secondly, if for example in class directly we have to listen to people speaking in English but, we cannot repeat it again, especially if in class it is like an explanation using English which is difficult to understand. So we have to slow down to find out the meaning of the person speaking in English...”(Interview S1/ ECCS-VELC)*

*“...Yes, of course. Maybe the difference is that if you study in class with a lecturer, the learning resources are more experienced. However, in class, sometimes I am too shy to ask questions. Therefore, I use social media as a learning tool. And I really enjoy learning on social media. When there is something I don't understand, I can look for information there, because this social media has more **varied English learning content**...”(Interview S5/ ECCS-VELC)*

From the interview results, that social media provides a wider variety of content than classroom learning. This makes it easier for students to understand the material, especially in the aspects of English pronunciation and comprehension that can be replayed as needed. In addition, social media is also an alternative to learning for students who feel shy or

reluctant to ask questions in class, so they can still seek information independently and comfortably. According to Handayani et al (2020) stated that social media provides a varied source of English content to practice their English skills, expand their vocabulary and pronunciation knowledge. Therefore social media provides great benefits in English learning, by providing varied content that allows students to learn independently.

#### **4.1.3 Social Media as a Diverse Learning Resource**

The third theme determined from the interviews is, social media as a diverse learning resources. From this theme, one sub-theme was obtained, such as, comfortable and fun learning environment, eight students had perceptions that were in line with this subtheme, each of which will be described in more depth as follows:

##### **1. Comfortable and Fun Learning Environment**

The students reported that using social media makes them feel happy and enjoy the process of learning English. Social media provides a wide range of resources and diverse learning content, which makes learning English more interesting and enjoyable. In addition, social media also creates a comfortable learning environment and supports effective learning. These results are in line with Muyasaroh (2020) that students consider social media to be useful, simple, and able to create a learning environment that is comfortable, fun, and brings new nuances to learning.

Social media is also considered interesting and easily accessible, making it an innovative and effective learning tool. As said by Student 5 and 8:

*“...For me, when participating in discussions on social media, I feel **more relaxed and comfortable**. One of the things that makes me enjoy learning languages through social media is the opportunity to make new friends or connections. Many of them often discuss topics like pronouns or other language materials, so I can learn from other people's perspectives and broaden my understanding. These discussions also help me to be more open in asking questions and sharing opinions, something that is sometimes difficult to do in a classroom environment. In this way, social media becomes a more interactive learning environment and supports my language development in a more natural way...”(Interview S5/ DLR-CFLE)*

*“...I feel very comfortable when participating in discussions on social media, because the reach is very wide. We can meet people from home and abroad. For example, when I participated in the IVE project, I met fellow EFL students from home and abroad, in this project we can discuss about many things in English. So in addition to knowing information about the culture of a place, I also get a lot of new vocab and can apply the vocab that I have before...”(Interview S8/ DLR-CFLE)*

Students were comfortable and enjoyable when participating in discussions on social media. These discussions not only provided new insights from different perspectives, but also help them be more confident in asking questions and sharing their opinions, which is sometimes difficult to do in class. In addition, social media creates an interactive learning environment that supports natural language development, allowing students to expand their vocabulary and cultural understanding while building connections with other learners from home and abroad. This is confirmed by Natasa & Solusia (2022) that students feel happy, challenged and helped when they utilize social media to learn English, students feel that learning English can increase their knowledge and

develop their skills in speaking and writing, because social media is able to create an interactive, comfortable learning environment that supports natural language development. Therefore they need to learn English with social media because they can hear native speakers directly.

#### **4.1.4 Negative Feelings about Learning through Social Media**

The fourth theme determined from the interviews was negative feelings about learning through social media. From this theme, one sub-theme was obtained, namely, not focusing when learning using social media, each of which will be described in more depth as follows:

##### **1. Not focusing when learning using social media**

One of the students gave the perception that using social media for English language learning has a negative impact, namely that students often get distracted or lack focus when studying using social media. Koessmeier & Büttner (2021) say that distractions caused by social media can occur in various situations, such as when a notification comes in or when using a smart phone to access social media while studying English or doing assignments. These distractions often arise due to the urge to stay socially connected or as a way to avoid unpleasant tasks. In addition, distractions are more common when individuals have easy access to social media, which reduces concentration, is easy to distract and makes them less focused on the main activity to be done. As said by Student 3:

*“...In my opinion, the difference is that social media has a wider reach, meaning that there is a lot to learn. In class, the learning is mostly one-way or two-way. If compared, I prefer to learn in class*

*because on social media my focus is easily distracted or unfocused...”(Interviews S3/NFL-NLSM)*

The negative impacts arising from social media distractions, such as being easily distracted, can actually be overcome because they are often caused by the individual's own behavior. As described by Jin et al. (2024), time management skills are essential to mitigate the negative effects of smartphone distraction, especially when used for learning English. Therefore, the development of an intervention program that trains college students' time management skills could be an effective solution to help them overcome these challenges, improve focus, and reduce the negative impact of social media use. It is important for individuals to manage their social media use wisely in order to minimize the negative impact, so that they can maintain their productivity and learning focus when using social media to learn English.

#### **4.1.5 Positive Feelings about Learning through Social Media**

The fourth theme determined from the interviews and FGD is positive feelings about learning through social media. From this theme, one sub-theme was obtained, namely, motivation and information. There are twelve statements or student perceptions that are in line with this subtheme, each of which will be explained in more depth as follows:

##### **1. Motivation and Information**

Students perceive that the use of social media for English language learning resources has a positive impact, namely in terms of motivation

and information. Students often get the latest information, such as vocabulary or other materials, through social media. In addition, when they feel tired or bored of learning English, social media provides a motivational boost that can arouse their enthusiasm to continue learning this second language. As Mehmood et al. (2020) said that social media platforms such as YouTube, and other online tools contribute positively to language learning, by offering an interactive environment that motivates students, facilitates communication and provides the latest information or updates on English learning materials. Therefore, as students 4 and 7 said:

*“...I think social media at this time and in this era is very important because **we can get lot of information a from within the country and abroad.** Including in terms of education, and I myself also usually use social media to find new things in the world of education because as an educator I have to update information on social media...”(Interview S4/ PFLT-MI)*

*“...I think social media is an important tool in learning English. **I feel motivated to keep learning because of the diverse and interesting content.** In addition, social media applications provide access to a wide range of information, helping me to hone my English skills, especially listening and vocabulary acquisition...”(Interview S7/ PFLT-MI)*

Students consider social media as an important tool in English language learning. They feel motivated by the variety of interesting content provided, as well as getting wide access to information that helps improve language skills, especially in listening and enriching vocabulary. As Tardaguila (2024) explains, social media plays an important role in enriching students' vocabulary through the interaction and information exchange that occurs on these platforms. In addition, social media also

motivates students to continue learning English even though challenges such as distractions remain. Thus, social media can be considered as an effective tool, which is motivating and fun in the process of learning English.

From this study, it was found that the participants expressed various perspectives on the benefits of using social media in English language learning. Based on the results of interviews and discussions, students stated that social media applications provide many advantages in English language learning, especially to hone second language skills which are increasing due to using social media. Social media is also considered as a practical learning resource and supports informal learning. However, researchers also found one negative impact when participants or English language education students use social media as an open learning resource. This impact comes in the form of potential distraction from irrelevant content, thus affecting the focus and effectiveness of learning. The findings suggest that while social media provides many benefits, its use requires strategy and awareness to maximize learning outcomes.

## **4.2 Discussion**

English education students often use social media for open learning resources from the beginning of the semester to semester 8, and the purpose of this study is to find out the perceptions of English education students towards the use of social media as a learning resource. Because social media is considered to provide wider access, more interactive learning methods, and more varied

materials compared to traditional methods. Through this research, it is expected to understand how social media helps students in the learning process, overcome learning difficulties, and expand their understanding of English materials outside the classroom. Therefore, this research focuses on 1 aspect of student perception initiated by Fish (2021) namely Adverbialism and Qualia Theory. And that one aspect includes 5 indicators, namely, Feeling the benefits of social media in English learning, Enhancing Comprehension and Cognitive Skill, Social Media as a Diverse Learning Resource, Negative feelings about learning through social media, and Positive Feelings about learning through social media.

The first finding relates to the benefits of using social media in English language learning. Students choose social media as an open learning medium because platforms such as Instagram, TikTok, YouTube and others are easily accessible and flexible. This allows students to improve their English skills, especially in speaking, vocabulary, grammar, listening, and writing, more easily. Compared to classroom learning or traditional methods, students prefer social media as a means to learn and improve English. One of the main advantages of social media is the freedom for students to repeat and select learning content as needed. This feature is very helpful for students in understanding materials or other things that were previously difficult to understand, thus supporting the learning process more effectively. As said by Yuniar & Purnamaningsih (2022) after using social media and following a lot of English-related content, students can also improve their English reading, writing, speaking and comprehension skills. This finding is in line with the findings of Islam (2022) said that the role of

social media in improving English language skills is undeniably very important and diverse for learning English. Social media is very useful or arguably has many benefits because it is able to become a flexible, interactive, and easily accessible learning bridge. Through social media, users can obtain a variety of relevant information and learning materials, including for improving English language skills. According to Nurjannah et al (2021) discussed that social media, especially platforms such as YouTube, provide relaxed and comfortable learning opportunities for English language students. These platforms support the learning of listening skills, as educational videos help learners practice listening to English with varied and interesting material. In addition, social media facilitates students in learning new vocabulary and enriching communication skills interactively, providing flexibility that is not always available in a traditional classroom environment. Ibrahim et al (2021) asserted that TikTok, Instagram, and YouTube or other social media apps, as mobile apps, provide an easily accessible and convenient platform for learners to engage in language learning anytime, anywhere. This flexibility can be especially beneficial for busy individuals who may struggle to find dedicated time for language learning. With TikTok or other social media, learners can access short, concise language learning content that can be consumed quickly and easily, without the need for structured class time or a dedicated study schedule.

The second is Enhancing Comprehension and Cognitive Skill, with two sub themes, namely Supports understanding and knowledge, and Varied English learning content. Students have a strong desire to improve their English language

skills and understand the material taught by lecturers. Therefore, they utilize social media which provides a variety of English learning content or materials. Social media helps them develop the four main language skills: listening, speaking, reading and writing. Intensive use of English content on social media is also associated with increased confidence in their language ability, covering all aspects of language learning (Muftah, 2023). Through platforms such as YouTube, Instagram, TikTok and other social media apps, students can learn using a variety of practical content designed to improve their English language skills while deepening their understanding of the material. When traditional classroom learning methods are difficult to understand, they turn to social media as a solution to overcome these obstacles. This finding is in line with Rahman (2021), who states that the use of platforms such as Instagram and TikTok has a significant influence in helping students improve their vocabulary acquisition, comprehension and knowledge of English materials. These social media platforms offer visual and interactive content presented in everyday contexts, making learning vocabulary or other materials more relevant and understandable. In this way, students can develop their English skills independently, flexibly and more practically than traditional classroom learning methods.

The third finding of this indicator is Social Media as a Diverse Learning Resources. The majority of students reported that using social media to learn English creates a comfortable and enjoyable learning experience. They feel that the environment or content available on social media applications provides a supportive learning atmosphere, thus increasing their comfort in learning English.

Muyasaroh (2020) in her research entitled 'An Analysis of Students' Perceptions of the Use of Social Media to Improve Students' English Writing Skills' found that students perceive social media as a useful and easy tool that fosters a comfortable and fun learning environment, adding new dynamics to their learning experience. This is in line with the findings of Ariantini et al. (2021), who stated that social media in English language learning not only helps mastery of the material but also enhances the learning experience by making it more interesting and relevant. Students feel more engaged and active in learning when using social media, which helps them understand and master English skills more effectively. Features such as comments, likes and shares allow students to interact with the materials and each other, thus creating a more dynamic and enjoyable learning environment. Thus, social media becomes an invaluable tool in supporting better and more relevant learning for students in this digital age.

The fourth finding of this indicator is Negative Feelings About Learning Through Social Media. One of the students stated that although social media has many benefits in English language learning, the negative impacts cannot be ignored. One of the main problems is that it is easy to get distracted when using social media to study or complete assignments. This is due to the abundance of notifications, irrelevant content, and various features that can distract from the main purpose of learning. This perception is in line with the findings of Koessmeier & Büttner (2021) who say that distractions caused by social media can occur in various situations, such as when a notification comes in or when using a smart phone to access social media while studying English or doing

assignments. Distractions that occur when using social media are often caused by the desire to stay socially connected or as a way to avoid unpleasant tasks. These distractions are more common when individuals have easy access to social media, which reduces concentration, makes them easily distracted, and reduces focus on the main task at hand. However, these negative impacts can be overcome. As explained by Jin et al. (2024), time management skills are essential to reduce the negative effects of smartphone distractions, especially when used for learning English. Therefore, developing intervention programs that train students' time management skills can be an effective solution to help them overcome these challenges, improve focus, and reduce the negative impacts of social media use.

The last finding is related to the indicator of Positive Feelings About Learning Through Social Media. All students gave a positive perception that social media provides motivation and information that is very helpful in learning English. Social media makes it easier for them to find additional references and understand learning materials. In addition, social media applications also motivate students to continue honing English language skills, such as listening, speaking and writing, and encourage them to be more active in completing assignments using the platform. Social media is considered as a practical, interesting and interactive learning tool. This finding is in line with Mehmood et al. (2020) who said that social media platforms such as YouTube, and other online tools contribute positively to language learning, by offering an interactive environment that motivates students, facilitates communication and provides the latest information or updates on English learning materials. As Tardaguila (2024)

explains, social media plays an important role in enriching students' vocabulary through the interaction and information exchange that occurs on these platforms. In addition, social media also motivates students to continue learning English even though challenges such as distractions remain. The results of this study show that social media not only has varied English content but also motivates students to learn more actively and enthusiastically to improve their English.

Based on the results of this study, students' experiences or perceptions of using social media as an open learning resource for learning English gave positive results. Most participants stated that learning using social media is easy to access, the material is varied and makes them comfortable because the material is easy to understand. The use of social media also helps improve English language skills, such as vocabulary, speaking and writing. In addition, they discover new things through various applications or tools that support learning. In line with the research findings, Ansari & Khan (2020) found that social media supports a more interactive learning environment, helps collaboration between students, and allows information sharing quickly and efficiently. Social media increases student engagement by providing spaces for active communication and access to diverse learning materials, making it an effective tool in modern flexible and connected learning. In addition, the research results are also reinforced by Prayudha (2023) in English language learning, social media can act as an effective intermediary by considering the aspects of ease of access and its wide and flexible use. The utilization of social media platforms as a means of learning English has a positive impact because it is innovative, easily accessible at any time, more creative,

motivating and offers varied and unlimited learning resources. It can be concluded that students' experiences or perceptions in using social media as an open English learning medium provide positive results even though there is one negative one, on the themes used, namely Feeling the benefits of social media in English learning, Enhancing Comprehension and Cognitive Skill, Social Media as a Diverse Learning Resource, Negative feelings about learning through social media and Positive Feelings About Learning Through Social Media.

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### 5.1 Conclusion

In this study, the students experienced deeper engagement in using social media to learn English compared to classroom learning. The main focus of this study focuses on students' perceptions of using social media as an open learning resource. Using Fish (2021) theory, namely Adverbialism and Qualia Theory, using 1 aspect and 5 themes. Using these theories, this research highlights how students' learning experiences on social media are influenced by aspects of subjectivity and quality of experience. Based on the research findings, students chose social media as a means of learning English because of its ease of access and flexibility. Social media not only supports the improvement of English language skills such as speaking, vocabulary, grammar, listening, and writing. But it also allows repetition of material to deepen understanding. In addition, social media offers a more interactive and enjoyable learning experience than traditional learning methods. The use of social media also motivates students to learn independently, provides up-to-date information on learning materials, and supports the continuous development of English language skills. Students feel that the diversity of content available on social media can be tailored to their needs, thus providing comfort and increasing confidence in learning.

Overall, this study confirmed that social media serves as a practical and informative learning resource, enabling more personalized, flexible, and relevant

learning to students' needs. By utilizing social media, students can explore various learning resources that support English learning effectively and efficiently. The findings are expected to be a reference for the development of more innovative learning methods in the digital era.

## **5.2 Recommendation**

Based on the conclusion above, the researcher would give the suggestion for:

1. English lecturers are expected to explore the use of social media as an additional learning medium. By understanding students' preferences towards social media, lecturers can integrate interactive and relevant content to increase students' learning engagement outside the classroom.
2. For Students, this study suggests that students should optimally utilize social media as an English learning resource, especially in the aspects of speaking skills and vocabulary, which can improve their English proficiency.
3. For Future Researchers, this study focuses on students' perceptions of social media in English language learning. Future researchers are expected to examine other aspects, such as the impact of social media on more specific language skills or the application of certain social media platforms in a formal education environment.

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### Appendix 1. University Students' Interview Guideline

Theory	Aspect	Indicator	Question
(Fish, 2021, p. 73-84)	Adverbialism and Qualia Theory	Feeling the benefits of social media in English learning	<ol style="list-style-type: none"> <li>1. How do English Education students perceive the use of social media as an open-learning resource?</li> <li>2. What social media apps do you use for open learning resources? Instagram, TikTok, and YouTube, or other social media apps?</li> <li>3. Can you describe your perception in using social media as an open English learning resources using social media applications? Did you find the learning process different compared to other methods?</li> </ol>
		Enhancing Comprehension and Cognitive Skill	<ol style="list-style-type: none"> <li>4. How do you use social media as an open English learning resource?</li> <li>5. What do you think, are there the differences between learning through social media as an open learning resource and learning at classroom?</li> <li>6. Can you share your personal experience in using social media apps as a learning resource?</li> </ol>
		Social Media as a Diverse Learning Resource	<ol style="list-style-type: none"> <li>7. Can you tell us how you feel when learning by using social media compared to learning resources through textbooks?</li> <li>8. How do you feel overall when participating in discussions on social media? Are there any specific feelings or experiences that arise when discussing on social media platforms that make you feel more comfortable learning languages through them?</li> </ol>
		<ul style="list-style-type: none"> <li>• Negative feelings about learning through social media</li> <li>• Positive Feelings About Learning Through Social Media</li> </ul>	<ol style="list-style-type: none"> <li>9. Are there aspects of learning resources with social media that cannot be explained by traditional learning methods? So, you'd rather use social media for language learning!</li> <li>10. When using any of the social media apps, do you feel a certain comfort or pleasure that you do not get from other learning resources? Can you explain further?</li> </ol>

**Appendix 2.** Thematizing and coding of students interview result (Braun & Clark, 2021)

<b>Theory</b>	<b>Aspect</b>	<b>Theme</b>	<b>Sub-Theme</b>	<b>Code</b>	<b>Total</b>	<b>Students Interview</b>
(Fish, 2021, p. 73-84)	Adverbialis m and Qualia Theory	feeling the benefits of social media in English learning	Helpful in the Learning Process	<b>AQT FBEL FBEL- HLP</b>	<b>6</b>	<p><b>Students 1</b> <i>Social media is really useful for learning English, not just from courses. I can use platforms like YouTube to practice speaking, and there are so many other contents available. For me, social media is very helpful in the process of learning English.</i></p> <p><b>Students 3</b> <i>In my opinion, social media is very useful or you could say a lot of benefits, and flexible. Of course, I can also get a lot of new information on social media, about materials or content on how to learn English.</i></p> <p><b>Students 6</b> <i>In my opinion, the use of social media is good because it can help people like me whose pronouns are still lacking.</i></p> <p><b>Students 1</b> <i>I use YouTube more often because YouTube has a lot of videos about how to learn speaking using English.</i></p> <p><b>Students 1</b> <i>I feel that my English skills such as speaking and English vocabulary are getting better because I use social media as a learning medium to help my learning process, by learning from videos on YouTube which are very helpful in my understanding and knowledge of English.</i></p> <p><b>Students 2</b> <i>Using YouTube, Google Translate and for</i></p>

Theory	Aspect	Theme	Sub-Theme	Code	Total	Students Interview
						<p>now I use an traditional application, dualingo. Occasional I also use Instagram to learn English, for skills, all skills are helped, strating from speaking, reading and listening skills. What I think is very helpful is to improve speaking.</p>
			Improving Language Skills through Social Media	FBEL-ILSTSM	12	<p><b>Students 3</b>  Instagram and TikTok, because this application is simple, and if you search directly there is what we are looking for, <b>in these two applications I use it to improve listening, vocabulary, writing and reading.</b></p> <p><b>Students 8</b>  I think social media is very important for learning English, because I myself often use social media applications in developing or honing my English skills. Namely listening and vocab.</p> <p><b>Students 4</b>  I use YouTube social media more often to improve my pronouns and listening, why do I use the YouTube application to learn English because, I am a typical person who does not like to read so I prefer to learn to watch videos on YouTube.</p> <p><b>Students 5</b>  Instagram, because I sometimes look for referenes to improve pronouns, if the other apps are only used at certain times.</p> <p><b>Students 6</b>  I use YouTube, and TikTok, to improve my pronunciation and speaking.</p>

Theory	Aspect	Theme	Sub-Theme	Code	Total	Students Interview
						<p><b>Students 6</b> I use YouTube, and TikTok, to improve my pronunciation and speaking.</p> <p><b>Students 7</b> I use Instagram because it improves my vocabulary, grammar and pronouns.</p> <p><b>Students 8</b> I also use three social media apps, Instagram YouTube and TikTok, but I use the dualingo app more often and enjoy using it, as it is like playing a game, to improve my vocabulary and listening.</p> <p><b>Students 1</b> The first from semester 1 until now little by little learning from YouTube is very helpful starting from speaking, from vocab, reading and writing. And allhamdulillah from semester 1 until now it's pretty good.</p> <p><b>Students 7</b> I often watch learning content on the use of grammar, pronunciation, &amp; vocabulary.</p> <p><b>Students 2</b> During the first semester I often used YouTube to learn English to hone my speaking skills, because in the first semester I had difficulty, not understanding what other people were saying when speaking English, so I tried for some time using YouTube to see videos of foreigners speaking English. Allhamdulillah with the passage of time my speaking of time my speaking improved</p>

Theory	Aspect	Theme	Sub-Theme	Code	Total	Students Interview
			Freedom to Repeat and Choose Learning Content	<b>FBEL-FRCLC</b>	<b>3</b>	<p><i>because of using the YouTube application.</i></p> <p><b>Students 6</b> <i>In my own experience, using social media apps to learn English is very helpful in honing my skills.</i></p> <p><b>Students 8</b> <i>Of course, there are many differences. Learning through social media as an open learning resource does not have a structured goal or theme of material, whereas learning in class has a clear goal. In class, we have to follow the methods used by the lecturer, whereas with open learning through social media, we can choose our own learning resources. For example, if a video on YouTube is too long, we can replace it with shorter content on TikTok. Of course, I use social media more often and like to use it because it <b>can improve my English skills such as speaking and listening.</b></i></p> <p><b>Students 1</b> <i>In my opinion, it is very different if direct learning of English learning is less inclusive, so if you use the YouTube social media application, <b>you can repeat it again. For example, rich speaking listening to British accents can be repeated again.</b> If directly the explanation</i></p>

Theory	Aspect	Theme	Sub-Theme	Code	Total	Students Interview
						<p><i>from the lecturer cannot be listened to repeatedly And is difficult to understand.</i></p> <p><b>Students 2</b>  <i>In my opinion, social media offers a different choice of material than what is taught on campus or in class. I find it helpful to be able to choose more varied materials, such as everyday vocabulary, how to write using good English that may not always be covered in class. In addition, I can access practical materials such as pronunciation, as well as examples of real conversations in everyday situations through videos or content from native speakers. This variety of options motivates me to continue learning and deepening my English skills outside the formal curriculum or outside the classroom.</i></p> <p><b>Students 4</b>  <i>It's a little different because, we have freedom, I mean, we control the social media ourselves, I think that I have freedom in learning new things using the YouTube social media application, we can look for all kinds of sources that we want to learn. Especially for learning English, because I am an English education student, I like to watch videos on YouTube to learn pronouns, and learn listening. It can use the YouTube social media application.</i></p>

Theory	Aspect	Theme	Sub-Theme	Code	Total	Students Interview
			Easy Access and Flexible Use in English Learning	FBEL-EAFEL	11	<p><b>Students 3</b>  <i>Using social media as an open source of English learning does <b>provide easy access and easy to learn English, but it also presents its own challenges.</b> One of the challenges is that when I try to focus on learning English through social media, I am often tempted to explore other content that is not relevant to learning, such as entertainment or other things. In addition, the learning process through social media feels more informal and relaxed compared to traditional learning methods such as classes or textbooks.</i></p> <p><b>Students 5</b>  <i>Yes, of course. I feel that social media has its own advantages as an English learning resource. The learning experience feels more real because I often use it in my daily life. For example, <b>on Instagram, I find the learning process more flexible and accessible.</b></i></p> <p><b>Students 6</b>  <i>Yes, in my opinion, using YouTube and TikTok is different and <b>more flexible.</b> I can search for information about things I don't know yet, and these platforms are also very helpful in improving my English speaking skills.</i></p>

Theory	Aspect	Theme	Sub-Theme	Code	Total	Students Interview
						<p><b>Students 7</b>  <i>I feel that learning through social media is <b>easily accessible</b> or can be said to provide quick access to various English materials, so I can learn English easily. For one, I can easily watch videos and follow content about English learning anytime and anywhere.</i></p> <p><b>Students 8</b>  <i>The experience of using Duolingo was definitely different because I joined a team, and the team also had a WhatsApp group. I use Duolingo because there are often competitions. Unlike YouTube, Instagram, and TikTok which are self-learning and self-directed, <b>Duolingo is easily accessible like other social media apps</b>, in Duolingo I play in a team. Every week there is a report on who has the highest score, called 'Player of the Week', so I am motivated to be first the following week.</i></p> <p><b>Students 2</b>  <i>The difference is that when using social media, it is more interesting, <b>easy to access</b>, and more fun because social media has many features that we need to learn. Unlike in class, we are focused on books and modules.</i></p>

Theory	Aspect	Theme	Sub-Theme	Code	Total	Students Interview
						<p><b>Students 4</b>  <i>Of course, there are differences. Classroom learning is usually limited to certain materials and time, whereas on social media, I am free to access any material I want, without any time limit. In addition, on social media, I can also repeat material that I have not understood until I really understand it. Classroom learning is formal, while on social media, I can learn while eating or drinking.</i></p> <p><b>Students 7</b>  <i>There are, one of them is more flexible, and this social media is more varied, especially the content that discusses learning about English. Different from class learning.</i></p> <p><b>Students 5</b>  <i>From personal experience, learning using social media is much easier and more practical. In addition, social media gives me the plus point of being able to increase my knowledge in a more flexible way. For example, I can access learning content anytime, from anywhere, without being tied to a schedule. Many learning materials, such as videos with subtitles, help me understand concepts better. In addition, I can immediately search for additional information if there are things I don't understand. So, social media not only facilitates the learning process, but also enriches my overall knowledge.</i></p>

Theory	Aspect	Theme	Sub-Theme	Code	Total	Students Interview
						<p><b>Students 7</b> Yes, because social media <b>provides wider and faster access.</b></p> <p><b>Students 8</b> Yes, I found that aspect. In traditional method learning, I will only get the aspects or learning objects found in the textbook. Whereas in learning through social media, I feel more aspects that I cannot get through learning with traditional methods and of course this <b>social media is easily accessible.</b></p>
		Enhancing Comprehension and Cognitive Skill	Supports understanding and knowledge	<b>AQT ECCS ECCS- SUK</b>	<b>20</b>	<p><b>Students 2</b> I use YouTube social media, as a learning media, that is a sign that I have difficulty in learning English. But the benefits I get on this social media are many, especially in the YouTube social media application, one of my English skills has increased, namely speaking, I admit that this social media is very helpful in <b>understanding and knowledge of my English.</b> Yes, even though I don't use it every day to study.</p> <p><b>Students 3</b> Social media helps me understand English better. I often see English captions on other people's posts and immediately translate them if there are words or sentences that I don't understand. This way, I can increase my vocabulary and expand my second language knowledge. Although I listen more often than I practice writing English well, as I rarely post or practice it directly in my posts, other benefits include listening, writing and reading skills. <b>As such, I find social media to be an</b></p>

Theory	Aspect	Theme	Sub-Theme	Code	Total	Students Interview
						<p><i>effective tool in supporting comprehension and knowledge in English or my second language.</i></p> <p><b>Students 4</b>  <i>Like the previous answer, I personally can freely learn English through YouTube, because this application is always available and can be accessed anytime and anywhere. With this unlimited access, I can learn various materials according to my needs, thus increasing my knowledge in English skills.</i></p> <p><b>Students 5</b>  <i>One of the reasons I use social media as a learning resource is because I study English Education. I often use social media apps like Instagram for language learning references. Moreover, many videos are equipped with subtitles, making it easier to understand and helping the learning process.</i></p> <p><b>Students 6</b>  <i>I use social media as an open English learning resource because it is very helpful in deepening my understanding. When I don't fully understand the lecturer's explanation, I can seek further information and understanding on social media. Platforms like YouTube and TikTok provide a variety of relevant content, so I can learn in a more fun way, and not get bored easily.</i></p> <p><b>Students 2</b>  <i>For discussions in general, no, but I use social media for assignments quite often and find it helpful and easier to understand the lessons. Although I have not</i></p>

Theory	Aspect	Theme	Sub-Theme	Code	Total	Students Interview
						<p><i>participated in interactive discussions, I feel that using social media for assignments has helped my understanding. Moreover, language learning content on social media, especially in the form of videos, is very helpful in passive learning as I can watch learning videos directly on social media apps to get information in a more practical way.</i></p> <p><b>Students 7</b>  <i>I often use social media to watch learning content from native speakers and take quizzes on the Instagram platform. In this way, I not only learn English directly from accurate sources, but also deepen my <b>understanding and knowledge through interactive exercises such as taking English quizzes.</b></i></p> <p><b>Students 8</b>  <i>I usually use social media to expand my horizons and English skills. These platforms help me find new and additional information that I haven't gotten in class. For example, I can access various learning content from accurate sources, follow video tutorials, and read articles or captions that add more to my vocabulary. In this way, social media not only enhances <b>understanding but also supports broader knowledge relevant to learning outside the classroom.</b></i></p> <p><b>Students 3</b>  <i>The <b>learning resources</b> using social media to learn English are <b>very diverse</b>, making me get a unique learning experience through social media. In semester 4, I once used social media for a <b>content analysis</b></i></p>

Theory	Aspect	Theme	Sub-Theme	Code	Total	Students Interview
						<p><i>assignment. At that time, I was asked to analyze a post on social media as part of a college assignment. Although I forgot the related course, this assignment gave me an insight into how to assess information conveyed through digital platforms. Through this activity, I learned how to identify key points in a piece of content, understand the context, as well as expand my understanding of the subject matter from a broader perspective relevant to everyday life.</i></p> <p><b>Students 6</b> <i>In class, I often lack focus, but on social media I feel like I understand more. If there's something I don't understand in class, I can search for it on social media.</i></p> <p><b>Students 5</b> <i>On social media, especially on Instagram, I often read comments that help me understand video content. The comments sometimes provide additional explanations or other points of view that make the video content clearer and this social media is very practical. Whereas when I read a book, I sometimes feel confused about what is meant without a direct explanation from someone else.</i></p> <p><b>Students 4</b> <i>My experience of using social media such as YouTube as a learning resource has been very helpful in terms of comprehension and clarity. When the material in class seemed difficult to understand, I was able to find many explanatory videos from various</i></p>

Theory	Aspect	Theme	Sub-Theme	Code	Total	Students Interview
						<p><i>teachers. <b>With multiple videos explaining the same material, I found it easier to understand the topic.</b> Some of the videos also include examples, illustrations and clear delivery, so I understand the content better and can follow the steps better.</i></p> <p><b>Students 1</b> <i>Yes, more precisely, in person I don't understand. <b>So I use this YouTube social media app and of course I immediately understand what I don't understand or know in class.</b></i></p> <p><b>Students 5</b> <i>So far, I don't feel there is anything missing from traditional learning. Instead, I apply what I learn in class. However, if there is something I don't understand, I look for explanations on social media. I feel more balanced between traditional learning methods and social media, and I like <b>both. Both methods help me gain a better understanding.</b></i></p> <p><b>Students 1</b> <i>So the difference between social media and textbooks is that I like to read books, so I like to watch videos on YouTube directly to see the video so I know. If I look at a book, <b>just reading a book doesn't seem to fit or understand.</b> Visual and interactive learning makes it easier for me to understand because I can see direct examples.</i></p>

Theory	Aspect	Theme	Sub-Theme	Code	Total	Students Interview
						<p><b>Students 6</b>  <i>Learning through books feels different because I often lack understanding of the material. However, when using social media, videos made by content creators are usually clearer and help me to understand the material better.</i></p> <p><b>Students 7</b>  <i>Learning through social media is certainly more interesting, clearer, easier to understand, than reading textbooks that sometimes make me dizzy and do not understand.</i></p> <p><b>Students 6</b>  <i>Many, one of them is when the lecturer explains the material I don't understand what he explains, so to overcome the lack of understanding I search on social media.</i></p> <p><b>Students 4</b>  <i>Yes, I like to participate in discussions in the comments section of the YouTube social media app. Of course, I find it very convenient because many people access the videos, so I can learn from other people's comments. Therefore, the discussions help me understand the essence of the video and deepen my understanding of the material on YouTube.</i></p> <p><b>Students 5</b>  <i>The explanations are more in-depth than other social media, which I use, namely the YouTube social media application, plus the longer video duration makes it easier for me to understand. That's why I feel very happy and</i></p>

Theory	Aspect	Theme	Sub-Theme	Code	Total	Students Interview
			Varied English learning content	ECCS-VELC	4	<p><i>comfortable learning through this social media platform.</i></p> <p><b>Students 1</b>  <i>Learning through social media and in class is very different. On social media, the range for learning English is wider, <b>the content of English material varies</b>, and the plus point is that we can learn to speak directly, for example by listening to the pronunciation of words or others, which we can then repeat as needed, secondly, if for example in class directly we have to listen to people speaking in English but, we cannot repeat it again, especially if in class it is like an explanation using English which is difficult to understand. So we have to slow down to find out the meaning of the person speaking in English.</i></p> <p><b>Students 2</b>  <i>Feeling happy and enjoying when learning using social media and not feeling bored. However, it's not that I don't like reading books, <b>it's just that social media is more varied</b>. So we can see pictures and writing, so it adds excitement compared to books. As visual learning allows me to see many more interesting examples.</i></p> <p><b>Students 5</b>  <i>Yes, of course. Maybe the difference is that if you study in class with a lecturer, the learning resources are more experienced. However, in class, sometimes I am too shy to ask questions. Therefore, I use social media as a learning tool. And I really enjoy learning on social media. When</i></p>

Theory	Aspect	Theme	Sub-Theme	Code	Total	Students Interview
(Fish, 2021, p. 73-84)	Adverbialis m and Qualia Theory	Social Media as a Diverse Learning Resource	Comfortable and Fun Learning Environment	<b>AQT DLR DLR- CFLE</b>	<b>8</b>	<p><i>there is something I don't understand, I can look for information there, because this social media has more varied English learning content.</i></p> <p><b>Students 8</b> <i>Learning using social media is very varied, using visuals, audio and others. This makes me feel less like I'm learning so I don't get bored easily. Meanwhile, learning using textbooks in the classroom tends to make me easily bored.</i></p> <p><b>Students 5</b> <i>For me, when participating in discussions on social media, I feel <b>more relaxed and comfortable</b>. One of the things that makes me enjoy learning languages through social media is the opportunity to make new friends or connections. Many of them often discuss topics like pronouns or other language materials, so I can learn from other people's perspectives and broaden my understanding. These discussions also help me to be more open in asking questions and sharing opinions, something that is sometimes difficult to do in a classroom environment. In this way, social media becomes a more interactive learning environment and supports my language development in a more natural way.</i></p>

Theory	Aspect	Theme	Sub-Theme	Code	Total	Students Interview
						<p><b>Students 6</b>  <i>I like it when we discuss in the comment section if we ask what we don't know and are told by the content creator or other friends, it becomes more <b>exciting, fun</b> and we can exchange opinions too.</i></p> <p><b>Students 7</b>  <i>Taking part in discussions or quizzes on social media feels <b>fun and more relaxed</b> than classroom learning.</i></p> <p><b>Students 8</b>  <i>I feel very comfortable when participating in discussions on social media, because the reach is very wide. We can meet people from home and abroad. For example, when I participated in the IVE project, I met fellow EFL students from home and abroad, in this project we can discuss about many things in English. So in addition to knowing information about the culture of a place, I also get a lot of new vocab and can apply the vocab that I have before.</i></p> <p><b>Students 4</b>  <i>There are so many things that I don't know and make me curious, so I searched on YouTube and finally found it, there are some materials that I got on YouTube, and <b>I am very happy</b>. One of them is Listening. Because there are many English vocabulary that I don't know and how to pronounce the pronoun, and I got it on the YouTube application.</i></p>

Theory	Aspect	Theme	Sub-Theme	Code	Total	Students Interview
						<p><b>Students 4</b>  <i>I don't like reading, especially if it's just text with no pictures or colors. I prefer YouTube because I can directly see and listen. This is one of the ways I learn, and I feel more comfortable learning using YouTube compared to textbooks. Visual learning on YouTube gives me a more enjoyable experience compared to just reading text.</i></p> <p><b>Students 3</b>  <i>Very happy when discussions on social media make me feel more confident than when writing something, compared to before I learned to use this social media. The writing skill is more improved.</i></p> <p><b>Student 1</b>  <i>So far, I have only used YouTube to watch videos, I have never used it to discuss in the comment section. Although I have never been involved in an interactive discussion, I feel that the YouTube app makes my mood happy because it can help me with passive learning, and I can watch videos to get information directly.</i></p>

Theory	Aspect	Theme	Sub-Theme	Code	Total	Students Interview
(Fish, 2021, p. 73-84)	Adverbialism and Qualia Theory	Negative feelings about learning through social media	Not focusing when learning using social media	AQT NFL NFL-NLSM	1	<p><b>Students 3</b>  <i>In my opinion, the difference is that social media has a wider reach, meaning that there is a lot to learn. In class, the learning is mostly one-way or two-way. If compared, I prefer to learn in class because on <b>social media my focus is easily distracted or unfocused.</b></i></p>
		Positive feelings about learning through social media	Motivation and Information	PFLT-MI	12	<p><b>Students 1</b>  <i>To be more precise, I was happy and gained a lot of knowledge because when I was on the YouTube app, I could see a lot of content containing the activities of foreigners, which certainly broadened my horizons. I feel very <b>motivated</b> by the interactive nature of this social media, as the learning process feels dynamic and exciting.</i></p> <p><b>Students 2</b>  <i>I feel happy and comfortable because this social media application makes it very easy for me to learn, and the content <b>motivates</b> me to be enthusiastic about learning English, looking for other references about English on social media. Because social media allows me to easily learn, access various materials that I need.</i></p> <p><b>Students 3</b>  <i>When I study using social media, I feel happy because I can find the topics I want,</i></p>

Theory	Aspect	Theme	Sub-Theme	Code	Total	Students Interview
						<p><i>and the topics vary greatly. In contrast, if I use textbooks or other traditional media, it takes me longer to find information. Social media offers convenience and speed in finding things. I feel more <b>motivated</b> because the learning process through social media feels faster and more fun.</i></p> <p><b>Students 4</b>  <i>The explanations on social media are more in-depth than other platforms, plus the videos are longer, which makes it easier for me to understand and <b>motivates</b> me to learn English more diligently. That is why I feel very happy and comfortable learning through this platform. The interactive and visual nature of social media makes my learning more interesting and effective.</i></p> <p><b>Students 5</b>  <i>So far, I don't feel there is anything missing from traditional learning. I apply what I learn in class, but if there is something I don't understand, I look for explanations on social media. I feel balanced between traditional learning methods and social media, and I like both because they help me gain a better understanding. Although I enjoy traditional methods, I feel more energized and <b>motivated</b> by social media which allows me to learn in a more flexible way.</i></p> <p><b>Students 6</b>  <i>I feel comfortable and happy using social media, especially in this digital era. Social media provides a more interactive and fun learning experience.</i></p>

Theory	Aspect	Theme	Sub-Theme	Code	Total	Students Interview
						<p><i>However, I also feel the satisfaction of traditional learning. Using apps like YouTube and TikTok allows me to learn and deepen my language skills in an easier and more engaging way. I feel very energized and <b>motivated</b> because social media provides a more enjoyable learning experience.</i></p> <p><b>Students 7</b>  <i>I feel comfortable and happy because social media learning is more relaxed and flexible. I can also learn while doing other activities, and the material presented is easier to digest and varied. Social media learning makes me feel more <b>motivated</b> and excited because the learning process feels fun and not boring.</i></p> <p><b>Students 8</b>  <i>I feel happy and excited. The two social media that I use for language learning are Duolingo and IVE project. Both make me feel competitive, which increases my enthusiasm to continue using them. I feel more <b>motivated</b> and excited because the people I know on the IVE project app give me extra encouragement to learn English or a second language more vigorously.</i></p> <p><b>Students 2</b>  <i>There are some things I don't understand that I look up on YouTube social media. Because if it's on social media, it's easier to find it and of course I'm more <b>motivated</b> and more excited to learn a second language or English than in traditional learning.</i></p>

Theory	Aspect	Theme	Sub-Theme	Code	Total	Students Interview
						<p><b>Students 2</b>  <i>Well thanks for the question, I think the use of social media for English is very good, because seeing some students who are studying or are studying English, feel bored with learning only in the classroom. If there is an update using technology and social media in my opinion is very good, because it will make them interested and <b>motivated to learn English.</b></i></p> <p><b>Students 4</b>  <i>I think social media at this time and in this era is very important because <b>we can get lot of information a from within the country and abroad.</b> Including in terms of education, and I myself also usually use social media to find new things in the world of education because as an educator I have to update information on social media.</i></p> <p><b>Students 7</b>  <i>I think social media is an important tool in learning English. <b>I feel motivated to keep learning because of the diverse and interesting content.</b> In addition, social media applications provide access to a wide range of information, helping me to hone my English skills, especially listening and vocabulary acquisition.</i></p>

### Appendix 3. Interview Script

#### Pre Setting

The researcher first asked the university students for permission to collect data and asked for students' willingness to be participants and be interviewed about their experiences when using social media as an open learning medium in English language education. After the university students confirmed their willingness, the researcher tried to arrange the date and time for the interview.

**Day/Date** : Friday, 13 September 2024.

**Place** : Zoom

**Time** : 18:52

**Interviewer** : Researcher

**Interviewee** : Student 1

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
R	1. How do English Education students perceive the use of social media as an open-learning resource?		<b>FBEL-VHLP</b>
S-1	<b>Social media is really useful</b> for learning English, not just from courses. I can use platforms like YouTube to practice speaking, and there are so many other contents available. For me, social media is very helpful in the process of learning English.	<b>Very Helpful in the Learning Process</b>	
R	2. What social media apps do you use for open learning resources? Instagram, TikTok, and YouTube, or other social media apps?		<b>FBEL-IMAI</b>
S-1	I use YouTube more often because <b>YouTube has a lot of videos about how to learn speaking using English.</b>	<b>Improving Language Skills through Social Media</b>	
R	3. Can you describe your perception in using social media as an open English learning resources using social media applications? Did you find the learning process different compared to other methods?		<b>FBEL-FRCLC</b>
S-1	In my opinion, it is very different if direct learning of English learning is less inclusive, so if you use the YouTube social media application, <b>you can repeat it again. For example, rich speaking listening to British accents can be repeated again.</b> If directly the explanation from the lecturer cannot be listened to repeatedly and is difficult to understand.	<b>Freedom to Repeat and Choose Learning Content</b>	
R	4. How do you use social media as an open English learning resource?		<b>FBEL-VHLP</b>
S-1	I feel that my English skills such as speaking and English vocabulary are getting better because I use social media as a learning medium to help my learning process, <b>by learning from videos on YouTube which are very helpful</b> in my	<b>Very Helpful in the Learning Process</b>	

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
	<i>understanding and knowledge of English.</i>		
R	5. <i>What do you think, are there the differences between learning through social media as an open learning resource and learning at classroom?</i>		<b>ECCS-VELC</b>
S-1	<i>Learning through social media and in class is very different. On social media, the range for learning English is wider, <b>the content of English material varies</b>, and the plus point is that we can learn to speak directly, for example by listening to the pronunciation of words or others, which we can then repeat as needed, secondly, if for example in class directly we have to listen to people speaking in English but, we cannot repeat it again, especially if in class it is like an explanation using English which is difficult to understand. So we have to slow down to find out the meaning of the person speaking in English.</i>	<b>Varied English learning content</b>	
R	6. <i>Can you share your personal experience in using social media apps as a learning resource?</i>		<b>FBEL-ILSTSM</b>
S-1	<i>The first from semester 1 until now little by little learning from YouTube is very helpful starting from <b>speaking, from vocab, reading and writing</b>. And allhamdulillah from semester 1 until now it's pretty good.</i>	<b>Improving Language Skills through Social Media</b>	
R	7. <i>Can you tell us how you feel when learning by using social media compared to learning resources through textbooks?</i>		<b>ECCS-SUK</b>
S-1	<i>So the difference between social media and textbooks is that I like to read books, so I like to watch videos on YouTube directly to see the video so I know. If I look at a book, <b>just reading a book doesn't seem to fit or understand</b>. Visual and interactive learning makes it easier for me to understand because I can see direct examples.</i>	<b>Supports understanding and knowledge</b>	
R	8. <i>How do you feel overall when participating in discussions on social media? Are there any specific feelings or experiences that arise when discussing on social media platforms that make you feel more comfortable learning languages through them?</i>		<b>LEDM-CFLE</b>
S-1	<i>So far, I have only used YouTube to watch videos, I have never used it to discuss in the comment section. Although I have never been involved in an interactive discussion, I feel that the YouTube app makes my mood <b>happy because it can help me with passive</b></i>	<b>Comfortable and Fun Learning Environment</b>	

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
	<i>learning, and I can watch videos to get information directly.</i>		
R	9. Are there aspects of learning resources with social media that cannot be explained by traditional learning methods? So, you'd rather use social media for language learning!		<b>ECCS-SUK</b>
S-1	<i>Yes, more precisely, in person I don't understand. So I use this YouTube social media app and of course I immediately understand what I don't understand or know in class.</i>	<b>Supports understanding and knowledge</b>	
R	10. When using any of the social media apps, do you feel a certain comfort or pleasure that you do not get from other learning resources? Can you explain further?		
S-1	<i>To be more precise, I was happy and gained a lot of knowledge because when I was on the YouTube app, I could see a lot of content containing the activities of foreigners, which certainly broadened my horizons. I feel very <b>motivated</b> by the interactive nature of this social media, as the learning process feels dynamic and exciting.</i>	<b>Motivation and Information</b>	<b>PFLT-MI</b>

**Pre Setting**

The researcher first asked the university students for permission to collect data and asked for students' willingness to be participants and be interviewed about their experiences when using social media as an open learning medium in English language education. After the university students confirmed their willingness, the researcher tried to arrange the date and time for the interview.

**Day/Date** : Friday, 13 September 2024.

**Place** : Zoom

**Time** : 15:18

**Interviewer** : Researcher

**Interviewee** : Student 2

<b>Student &amp; Researcher Code</b>	<b>Statements (Raw Data)</b>	<b>Preliminary Code</b>	<b>Final Code</b>
R	1. <i>How do English Education students perceive the use of social media as an open-learning resource?</i>		<b>PFLT-MI</b>
S-2	<i>Well thanks for the question, I think the use of social media for English is very good, because seeing some students who are studying or are studying English, feel bored with learning only in the classroom. If there is an update using technology and social media in my opinion is very good, because it will make them interested and <b>motivated to learn English.</b></i>	<b>Motivation and Information</b>	
R	2. <i>What social media apps do you use for open learning resources? Instagram, TikTok, and YouTube, or other social media apps?</i>		<b>FBEL-ILSTSM</b>
S-2	<i>Using Youtube, google translate, and for now I use an additional application, duolingo. Occasionally I also use Instagram to learn English. <b>For skills, all skills are helped, starting from speaking, reading and listening skills. What I think is very helpful is to improve speaking.</b></i>	<b>Improving Language Skills through Social Media</b>	
R	3. <i>Can you describe your perception in using social media as an open English learning resources using social media applications? Did you find the learning process different compared to other methods?</i>		<b>FBEL-FRCLC</b>
S-2	<i>In my opinion, social media offers a different choice of material than what is taught on campus or in class. I find it helpful to be able to choose more varied materials, such as everyday vocabulary, how to write using good English that may not always be covered in class. In addition, <b>I can access practical materials such as pronunciation, as well as examples of real conversations in everyday situations through videos or content from native speakers.</b> This variety of options motivates me to continue learning and deepening my English skills outside the formal curriculum or outside the classroom.</i>	<b>Freedom to Repeat and Choose Learning Content</b>	
R	4. <i>How do you use social media as an open English learning resource?</i>		<b>ECCS-SUK</b>

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
S-2	<i>I use YouTube social media, as a learning media, that is a sign that I have difficulty in learning English. But the benefits I get on this social media are many, especially in the YouTube social media application, one of my English skills has increased, namely speaking, I admit that this social media is very helpful in understanding and knowledge of my English. Yes, even though I don't use it every day to study.</i>	<b>Supports understanding and knowledge</b>	
R	5. <i>What do you think, are there the differences between learning through social media as an open learning resource and learning at classroom?</i>		<b>FBEL-EAFEL</b>
S-2	<i>The difference is that when using social media, it is more interesting, easy to access, and more fun because social media has many features that we need to learn. Unlike in class, we are focused on books and modules..</i>	<b>Easy Access and Flexible Use in English Learning</b>	
R	6. <i>Can you share your personal experience in using social media apps as a learning resource?</i>		<b>FBEL-ILSTSM</b>
S-2	<i>During the first semester I often used YouTube to learn English to hone my speaking skills, because in the first semester I had difficulty, not understanding what other people were saying when speaking English, so I tried for some time using YouTube to see videos of foreigners speaking English. Allhamdulillah with the passage of time my speaking improved because of using the YouTube application.</i>	<b>Improving Language Skills through Social Media</b>	
R	7. <i>Can you tell us how you feel when learning by using social media compared to learning resources through textbooks?</i>		<b>ECCS-VELC</b>
S-2	<i>Feeling happy and enjoying when learning using social media and not feeling bored. However, it's not that I don't like reading books, it's just that social media is more varied. So we can see pictures and writing, so it adds excitement compared to books. As visual learning allows me to see many more interesting examples.</i>	<b>Varied English learning content</b>	
R	8. <i>How do you feel overall when participating in discussions on social media? Are there any specific feelings or experiences that arise when discussing on social media platforms that make you feel more comfortable learning languages through them?</i>		<b>ECCS-SUK</b>
S-2	<i>For discussions in general, no, but I use social media for assignments quite often and find it helpful and easier to understand the lessons. Although I have not participated in</i>	<b>Supports understanding and</b>	

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
	<i>interactive discussions, I feel that using social media for assignments has helped my understanding. Moreover, language learning content on social media, especially in the form of videos, is very helpful in passive learning as I can watch learning videos directly on social media apps to get information in a more practical way.</i>	<b>knowledge</b>	
R	9. <i>Are there aspects of learning resources with social media that cannot be explained by traditional learning methods? So, you'd rather use social media for language learning!</i>		<b>PFLT-MI</b>
S-1	<i>There are some things I don't understand that I look up on YouTube social media. Because if it's on social media, it's easier to find it and of course I'm more <b>motivated</b> and more excited to learn a second language or English than in traditional learning</i>	<b>Motivation and Information</b>	
R	10. <i>When using any of the social media apps, do you feel a certain comfort or pleasure that you do not get from other learning resources? Can you explain further?</i>		<b>PFLT-MI</b>
S-1	<i>I feel happy and comfortable because this social media application makes it very easy for me to learn, and the content <b>motivates</b> me to be enthusiastic about learning English, looking for other references about English on social media. Because social media allows me to easily learn, access various materials that I need.</i>	<b>Motivation and Information</b>	

**Pre Setting**

The researcher first asked the university students for permission to collect data and asked for students' willingness to be participants and be interviewed about their experiences when using social media as an open learning medium in English language education. After the university students confirmed their willingness, the researcher tried to arrange the date and time for the interview.

**Day/Date** : **Thursday, 12 September 2024.**

**Place** : **Zoom**

**Time** : **21:10**

**Interviewer** : **Researcher**

**Interviewee** : **Student 3**

<b>Student &amp; Researcher Code</b>	<b>Statements (Raw Data)</b>	<b>Preliminary Code</b>	<b>Final Code</b>
R	<i>1. How do English Education students perceive the use of social media as an open-learning resource?</i>		<b><i>FBEL-VHLP</i></b>
S-3	<b><i>In my opinion, social media is very useful or you could say a lot of benefits, and flexible. Of course, I can also get a lot of new information on social media, about materials or content on how to learn English.</i></b>	<b><i>Very Helpful in the Learning Process</i></b>	
R	<i>2. What social media apps do you use for open learning resources? Instagram, TikTok, and YouTube, or other social media apps?</i>		<b><i>FBEL-ILSTSM</i></b>
S-3	<b><i>Instagram and TikTok, because this application is simple, and if you search directly there is what we are looking for, in these two applications I use it to improve listening, vocabulary, writing and reading.</i></b>	<b><i>Improving Language Skills through Social Media</i></b>	
R	<i>3. Can you describe your perception in using social media as an open English learning resources using social media applications? Did you find the learning process different compared to other methods?</i>		<b><i>FBEL-EAFEL</i></b>
S-3	<b><i>Using social media as an open source of English learning does provide easy access and easy to learn English, but it also presents its own challenges. One of the challenges is that when I try to focus on learning English through social media, I am often tempted to explore other content that is not relevant to learning, such as entertainment or other things. In addition, the learning process through social media feels more informal and relaxed compared to traditional learning methods such as classes or textbooks.</i></b>	<b><i>Easy Access and Flexible Use in English Learning</i></b>	
R	<i>4. How do you use social media as an open English learning resource?</i>		<b><i>ECCS-SUK</i></b>
S-3	<i>Social media helps me understand English better. I often see English captions on other people's posts and immediately translate them if there are words or sentences that I don't understand. This way, I can increase my</i>		

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
	<i>vocabulary and expand my second language knowledge. Although I listen more often than I practice writing English well, as I rarely post or practice it directly in my posts, other benefits include listening, writing and reading skills. As such, I find social media to be an effective tool in supporting comprehension and knowledge in English or my second language.</i>	<b>Supports understanding and knowledge</b>	
R	5. What do you think, are there the differences between learning through social media as an open learning resource and learning at classroom?		
S-3	<i>In my opinion, the difference is that social media has a wider reach, meaning that there is a lot to learn. In class, the learning is mostly one-way or two-way. If compared, I prefer to learn in class because on social media my focus is easily distracted or unfocused.</i>		
R	6. Can you share your personal experience in using social media apps as a learning resource?		<b>ECCS-SUK</b>
S-3	<i>The learning resources using social media to learn English are very diverse, making me get a unique learning experience through social media. In semester 4, I once used social media for a content analysis assignment. At that time, I was asked to analyze a post on social media as part of a college assignment. Although I forgot the related course, this assignment gave me an insight into how to assess information conveyed through digital platforms. Through this activity, I learned how to identify key points in a piece of content, understand the context, as well as expand my understanding of the subject matter from a broader perspective relevant to everyday life.</i>	<b>Supports understanding and knowledge</b>	
R	7. Can you tell us how you feel when learning by using social media compared to learning resources through textbooks?		<b>FBEL-EAFEL</b>
S-3	<i>It's easier to learn using social media because now technology is sophisticated, and it's more practical, if for example we don't know anything we can immediately search on social media and the answer is immediately there. It's different when using a text book when it's difficult and finding out something we have to search first and sometimes the answer is not in the book.</i>	<b>Easy Access and Flexible Use in English Learning</b>	
R	8. How do you feel overall when participating in discussions on social media? Are there any specific feelings or experiences that arise when discussing on social media platforms that make you feel more comfortable learning languages through them?		<b>LEDM-CFLE</b>
S-3	<i>Very happy when discussions on social media make me feel more confident than when</i>	<b>Comfortable and Fun Learning</b>	

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
	<i>writing something, compared to before I learned to use this social media. The writing skill is more improved.</i>	<b>Environment</b>	
R	<i>9. Are there aspects of learning resources with social media that cannot be explained by traditional learning methods? So, you'd rather use social media for language learning!</i>		<b>NFL-NLSM</b>
S-3	<i>Yes, that's why I prefer learning English through social media. Because if you're looking for something, you can find it right away. <b>It's just that I'm more easily distracted or unfocused when learning using social media.</b></i>	<b>Not focusing when learning using social media</b>	
R	<i>10 When using any of the social media apps, do you feel a certain comfort or pleasure that you do not get from other learning resources? Can you explain further?</i>		<b>PFLT-MI</b>
S-3	<i>When I study using social media, I feel happy because I can find the topics I want, and the topics vary greatly. In contrast, if I use textbooks or other traditional media, it takes me longer to find information. Social media offers convenience and speed in finding things. I feel more <b>motivated</b> because the learning process through social media feels faster and more fun.</i>	<b>Motivation and Information</b>	

### Pre Setting

The researcher first asked the university students for permission to collect data and asked for students' willingness to be participants and be interviewed about their experiences when using social media as an open learning medium in English language education. After the university students confirmed their willingness, the researcher tried to arrange the date and time for the interview.

**Day/Date** : Thursday, 12 September 2024.

**Place** : Zoom

**Time** : 21:10

**Interviewer** : Researcher

**Interviewee** : Student 4

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
R	1. How do English Education students perceive the use of social media as an open-learning resource?		<b>PFLT-MI</b>
S-4	<i>I think social media at this time and in this era is very important because we can get a lot of information from within the country and abroad. Including in terms of education, and I myself also usually use social media to find new things in the world of education because as an educator I have to update information on social media.</i>	<b>Motivation and Information</b>	
R	2. What social media apps do you use for open learning resources? Instagram, TikTok, and YouTube, or other social media apps?		<b>FBEL-ILSTSM</b>
S-4	<i>I use YouTube social media more often to improve my pronouns and listening, why do I use the YouTube application to learn English because, I am a typical person who does not like to read so I prefer to learn to watch videos on YouTube.</i>	<b>Improving Language Skills through Social Media</b>	
R	3. Can you describe your perception in using social media as an open English learning resources using social media applications? Did you find the learning process different compared to other methods?		<b>FBEL-FRCLC</b>
S-4	<i>It's a little different because, we have freedom, I mean, we control the social media ourselves, I think that I have freedom in learning new things using the YouTube social media application, we can look for all kinds of sources that we want to learn. Especially for learning English, because I am an English education student, I like to watch videos on YouTube to learn pronouns, and learn listening. It can use the YouTube social media application.</i>	<b>Freedom to Repeat and Choose Learning Content</b>	
R	4. How do you use social media as an open English learning resource?		<b>ECCS-SUK</b>
S-4	<i>Like the previous answer, I personally can freely learn English through YouTube, because this application is always available and can be accessed anytime and anywhere. With this unlimited access, I can learn various materials according to my needs,</i>	<b>Supports understanding and knowledge</b>	

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
	<i>thus increasing my knowledge in English skills.</i>		
R	5. What do you think, are there the differences between learning through social media as an open learning resource and learning at classroom?		<b><i>FBEL-EAFEL</i></b>
S-4	<i>Of course, there are differences. Classroom learning is usually limited to certain materials and time, whereas on social media, I am free to access any material I want, without any time limit. In addition, on social media, I can also repeat material that I have not understood until I really understand it. Classroom learning is formal, while on social media, I can learn while eating or drinking.</i>	<b><i>Easy Access and Flexible Use in English Learning</i></b>	
R	6. Can you share your personal experience in using social media apps as a learning resource?		<b><i>ECCS-SUK</i></b>
S-4	<i>My experience of using social media such as YouTube as a learning resource has been very helpful in terms of comprehension and clarity. When the material in class seemed difficult to understand, I was able to find many explanatory videos from various teachers. With multiple videos explaining the same material, I found it easier to understand the topic. Some of the videos also include examples, illustrations and clear delivery, so I understand the content better and can follow the steps better..</i>	<b><i>Supports understanding and knowledge</i></b>	
R	7. Can you tell us how you feel when learning by using social media compared to learning resources through textbooks?		<b><i>LEDM-CFLE</i></b>
S-4	<i>I don't like reading, especially if it's just text with no pictures or colors. I prefer YouTube because I can directly see and listen. This is one of the ways I learn, and I feel more comfortable learning using YouTube compared to textbooks. Visual learning on YouTube gives me a more enjoyable experience compared to just reading text.</i>	<b><i>Comfortable and Fun Learning Environment</i></b>	
R	8. How do you feel overall when participating in discussions on social media? Are there any specific feelings or experiences that arise when discussing on social media platforms that make you feel more comfortable learning languages through them?		<b><i>ECCS-SUK</i></b>
S-4	<i>Yes, I like to participate in discussions in the comments section of the YouTube social media app. Of course, I find it very convenient because many people access the videos, so I can learn from other people's comments. Therefore, the discussions help me understand the essence of the video and deepen my understanding of the material on YouTube.</i>	<b><i>Supports understanding and knowledge</i></b>	
R	9. Are there aspects of learning resources with social media that cannot be explained by		

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
	<i>traditional learning methods? So, you'd rather use social media for language learning!</i>		<b>LEDM-CFLE</b>
S-4	<i>There are so many things that I don't know and make me curious, so I searched on YouTube and finally found it, there are some materials that I got on YouTube, and I am very happy. One of them is Listening. Because there are many English vocabulary that I don't know and how to pronounce the pronoun, and I got it on the YouTube application.</i>	<b>Comfortable and Fun Learning Environment</b>	
R	<i>10. When using any of the social media apps, do you feel a certain comfort or pleasure that you do not get from other learning resources? Can you explain further?</i>		<b>PFLT-MI</b>
S-4	<i>The explanations on social media are more in-depth than other platforms, plus the videos are longer, which makes it easier for me to understand and motivates me to learn English more diligently. That is why I feel very happy and comfortable learning through this platform. The interactive and visual nature of social media makes my learning more interesting and effective.</i>	<b>Motivation and Information</b>	

### Pre Setting

The researcher first asked the university students for permission to collect data and asked for students' willingness to be participants and be interviewed about their experiences when using social media as an open learning medium in English language education. After the university students confirmed their willingness, the researcher tried to arrange the date and time for the interview.

**Day/Date** : Thursday, 13 September 2024.

**Place** : Zoom

**Time** : 08:00

**Interviewer** : Researcher

**Interviewee** : Student 5

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
R	1. How do English Education students perceive the use of social media as an open-learning resource?		ECCS-SUK
S-5	The explanations are more in-depth than other social media, which I use, namely the YouTube social media application, <b>plus the longer video duration makes it easier for me to understand</b> . That's why I feel very happy and comfortable learning through this social media platform.	<b>Supports understanding and knowledge</b>	
R	2. What social media apps do you use for open learning resources? Instagram, TikTok, and YouTube, or other social media apps?		<b>FBEL-ILSTSM</b>
S-5	Instagram, because <b>I sometimes look for references to improve pronouns</b> , if the other apps are only used at certain times.	<b>Improving Language Skills through Social Media</b>	
R	3. Can you describe your perception in using social media as an open English learning resources using social media applications? Did you find the learning process different compared to other methods?		<b>FBEL-EAFEL</b>
S-5	Yes, of course. I feel that social media has its own advantages as an English learning resource. The learning experience feels more real because I often use it in my daily life. For example, <b>on Instagram, I find the learning process more flexible and accessible</b> .	<b>Easy Access and Flexible Use in English Learning</b>	
R	4. How do you use social media as an open English learning resource?		ECCS-SUK
S-5	One of the reasons I use social media as a learning resource is because I study English Education. I often use social media apps like Instagram for language learning references. Moreover, many videos are equipped with subtitles, <b>making it easier to understand and helping the learning process</b> .	<b>Supports understanding and knowledge</b>	
R	5. What do you think, are there the differences between learning through social media as an open learning		

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
	<i>resource and learning at classroom?</i>		<b>ECCS-VELC</b>
S-5	<i>Yes, of course. Maybe the difference is that if you study in class with a lecturer, the learning resources are more experienced. However, in class, sometimes I am too shy to ask questions. Therefore, I use social media as a learning tool. And I really enjoy learning on social media. When there is something I don't understand, I can look for information there, because this social media has more <b>varied English learning content</b></i>	<b>Varied English learning content</b>	
R	6. <i>Can you share your personal experience in using social media apps as a learning resource?</i>		<b>FBEL-EAFEL</b>
S-5	<i>From personal experience, learning using social media is much easier and more practical. In addition, social media gives me the plus point of being able to increase my knowledge in a more <b>flexible</b> way. For example, <b>I can access learning content anytime, from anywhere</b>, without being tied to a schedule. Many learning materials, such as videos with subtitles, help me understand concepts better. In addition, I can immediately search for additional information if there are things I don't understand. So, social media not only facilitates the learning process, but also enriches my overall knowledge.</i>	<b>Easy Access and Flexible Use in English Learning</b>	
R	7. <i>Can you tell us how you feel when learning by using social media compared to learning resources through textbooks?</i>		<b>ECCS-SUK</b>
S-5	<i><b>On social media, especially on Instagram, I often read comments that help me understand video content.</b> The comments sometimes provide additional explanations or other points of view that make the video content clearer and this social media is very practical. Whereas when I read a book, I sometimes feel confused about what is meant without a direct explanation from someone else.</i>	<b>Supports understanding and knowledge</b>	
R	8. <i>How do you feel overall when participating in discussions on social media? Are there any specific feelings or experiences that arise when discussing on social media platforms that make you feel more comfortable learning languages through them?</i>		<b>LEDM-CFLE</b>
S-5	<i>For me, when participating in discussions on social media, I feel <b>more relaxed and comfortable</b>. One of the things that makes me enjoy learning languages through social media is the opportunity to make new friends or connections. Many of them often discuss topics like pronouns or other language materials, so I can learn from other people's perspectives and broaden my understanding.</i>	<b>Comfortable and Fun Learning Environment</b>	

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
	<i>These discussions also help me to be more open in asking questions and sharing opinions, something that is sometimes difficult to do in a classroom environment. In this way, social media becomes a more interactive learning environment and supports my language development in a more natural way.</i>		
R	9. <i>Are there aspects of learning resources with social media that cannot be explained by traditional learning methods? So, you'd rather use social media for language learning!</i>		<b>ECCS-SUK</b>
S-5	<i>So far, I don't feel there is anything missing from traditional learning. Instead, I apply what I learn in class. However, if there is something I don't understand, I look for explanations on social media. I feel more balanced between traditional learning methods and social media, and I like both. <b>Both methods help me gain a better understanding.</b></i>	<b>Supports understanding and knowledge</b>	
R	10. <i>When using any of the social media apps, do you feel a certain comfort or pleasure that you do not get from other learning resources? Can you explain further?</i>		<b>PFLT-MI</b>
S-5	<i>So far, I don't feel there is anything missing from traditional learning. I apply what I learn in class, but if there is something I don't understand, I look for explanations on social media. I feel balanced between traditional learning methods and social media, and I like both because they help me gain a better understanding. Although I enjoy traditional methods, I feel more energized and <b>motivated</b> by social media which allows me to learn in a more flexible way.</i>	<b>Motivation and Information</b>	

**Pre Setting**

The researcher first asked the university students for permission to collect data and asked for students' willingness to be participants and be interviewed about their experiences when using social media as an open learning medium in English language education. After the university students confirmed their willingness, the researcher tried to arrange the date and time for the interview.

**Day/Date** : Thursday, 13 September 2024.

**Place** : Zoom

**Time** : 09:35

**Interviewer** : Researcher

**Interviewee** : Students 6

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
R	1. How do English Education students perceive the use of social media as an open-learning resource?		<b>FBEL-VHLP</b>
S-6	In my opinion, the use of social media is good because it can <b>help people like me whose pronouns are still lacking.</b>	<b>Very Helpful in the Learning Process</b>	
R	2. What social media apps do you use for open learning resources? Instagram, TikTok, and YouTube, or other social media apps?		<b>FBEL-ILSTSM</b>
S-6	<b>I use YouTube, and TikTok, to improve my pronunciation and speaking.</b>	<b>Improving Language Skills through Social Media</b>	
R	3. Can you describe your perception in using social media as an open English learning resources using social media applications? Did you find the learning process different compared to other methods?		<b>FBEL-EAFEL</b>
S-6	Yes, in my opinion, using YouTube and TikTok is different and <b>more flexible. I can search for information about things I don't know yet, and these platforms are also very helpful in improving my English speaking skills.</b>	<b>Easy Access and Flexible Use in English Learning</b>	
R	4. How do you use social media as an open English learning resource?		<b>ECCS-SUK</b>
S-6	I use social media as an open English learning resource because it is very <b>helpful in deepening my understanding.</b> When I don't fully understand the lecturer's explanation, I can seek further information and understanding on social media. Platforms like YouTube and TikTok provide a variety of relevant content, so I can learn in a more fun way, and not get bored easily.	<b>Supports understanding and knowledge</b>	
R	5. What do you think, are there the differences between learning through social media as an open learning resource and learning at classroom?		<b>ECCS-SUK</b>
S-6	In class, I often lack focus, <b>but on social media I feel like I understand more.</b> If there's something I don't understand in class, I can search for it on social media.	<b>Supports understanding and knowledge</b>	

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
R	6. <i>Can you share your personal experience in using social media apps as a learning resource?</i>		<b>FBEL-ILSTSM</b>
S-6	<i>In my own experience, using social media apps to learn English is very helpful in honing my skills.</i>	<b>Improving Language Skills through Social Media</b>	
R	7. <i>Can you tell us how you feel when learning by using social media compared to learning resources through textbooks?</i>		<b>ECCS-SUK</b>
S-6	<i>Learning through books feels different because I often lack understanding of the material. However, when using social media, videos made by content creators are usually clearer and help me to understand the material better.</i>	<b>Supports understanding and knowledge</b>	
R	8. <i>How do you feel overall when participating in discussions on social media? Are there any specific feelings or experiences that arise when discussing on social media platforms that make you feel more comfortable learning languages through them?</i>		<b>LEDM-CFLE</b>
S-6	<i>I like it when we discuss in the comment section if we ask what we don't know and are told by the content creator or other friends, it becomes more <b>exciting, fun</b> and we can exchange opinions too,</i>	<b>Comfortable and Fun Learning Environment</b>	
R	9. <i>Are there aspects of learning resources with social media that cannot be explained by traditional learning methods? So, you'd rather use social media for language learning!</i>		<b>ECCS-SUK</b>
S-6	<i>Many, one of them is when the lecturer explains the material I don't understand what he explains, so to overcome the lack of understanding I search on social media.</i>	<b>Supports understanding and knowledge</b>	
R	10. <i>When using any of the social media apps, do you feel a certain comfort or pleasure that you do not get from other learning resources? Can you explain further?</i>		<b>PFLT-MI</b>
S-6	<i>I feel comfortable and happy using social media, especially in this digital era. Social media provides a more interactive and fun learning experience. However, I also feel the satisfaction of traditional learning. Using apps like YouTube and TikTok allows me to learn and deepen my language skills in an easier and more engaging way. I feel very energized and <b>motivated</b> because social media provides a more enjoyable learning experience.</i>	<b>Motivation and Information</b>	

**Pre Setting**

The researcher first asked the university students for permission to collect data and asked for students' willingness to be participants and be interviewed about their experiences when using social media as an open learning medium in English language education. After the university students confirmed their willingness, the researcher tried to arrange the date and time for the interview.

**Day/Date** : **Thursday, 13 September 2024.**

**Place** : **Zoom**

**Time** : **10:11**

**Interviewer** : **Researcher**

**Interviewee** : **Student 7**

<b>Student &amp; Researcher Code</b>	<b>Statements (Raw Data)</b>	<b>Preliminary Code</b>	<b>Final Code</b>
R	1. <i>How do English Education students perceive the use of social media as an open-learning resource?</i>		<b>PFLT-MI</b>
S-7	<i>I think social media is an important tool in learning English. I feel motivated to keep learning because of the diverse and interesting content. In addition, social media applications provide access to a wide range of information, helping me to hone my English skills, especially listening and vocabulary acquisition.</i>	<b>Motivation and Information</b>	
R	2. <i>What social media apps do you use for open learning resources? Instagram, TikTok, and YouTube, or other social media apps?</i>		<b>ECCS-SUK</b>
S-7	<i>I use Instagram because it improves my vocabulary, grammar and pronouns.</i>	<b>Improving Language Skills through Social Media</b>	
R	3. <i>Can you describe your perception in using social media as an open English learning resources using social media applications? Did you find the learning process different compared to other methods?</i>		<b>FBEL-EAFEL</b>
S-7	<i>I feel that learning through social media is easily accessible or can be said to provide quick access to various English materials, so I can learn English easily. For one, I can easily watch videos and follow content about English learning anytime and anywhere.</i>	<b>Easy Access and Flexible Use in English Learning</b>	
R	4. <i>How do you use social media as an open English learning resource?</i>		<b>ECCS-SUK</b>
S-7	<i>I often use social media to watch learning content from native speakers and take quizzes on the Instagram platform. In this way, I not only learn English directly from accurate sources, but also deepen my understanding and knowledge through interactive exercises such as taking English quizzes.</i>	<b>Supports understanding and knowledge</b>	
R	5. <i>What do you think, are there the differences between learning through social media as an open learning resource and learning at classroom?</i>		<b>FBEL-EAFEL</b>
S-7	<i>There are, one of them is more flexible, and</i>		

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
	<i>this social media is more varied, especially the content that discusses learning about English. Different from class learning.</i>	<b>Easy Access and Flexible Use in English Learning</b>	
R	6. <i>Can you share your personal experience in using social media apps as a learning resource?</i>		<b>ECCS-SUK</b>
S-7	<i>I often watch learning content on the use of <b>grammar, pronunciation, &amp; vocabulary</b>. Of course to hone my skills.</i>	<b>Improving Language Skills through Social Media</b>	
R	7. <i>Can you tell us how you feel when learning by using social media compared to learning resources through textbooks?</i>		<b>ECCS-SUK</b>
S-7	<i>Learning through <b>social media is certainly more interesting, clearer, easier to understand</b>, than reading textbooks that sometimes make me dizzy and do not understand.</i>	<b>Supports understanding and knowledge</b>	
R	8. <i>How do you feel overall when participating in discussions on social media? Are there any specific feelings or experiences that arise when discussing on social media platforms that make you feel more comfortable learning languages through them?</i>		<b>LEDM-CFLE</b>
S-7	<i>Taking part in discussions or quizzes on social media feels <b>fun and more relaxed</b> than classroom learning.</i>	<b>Comfortable and Fun Learning Environment</b>	
R	9. <i>Are there aspects of learning resources with social media that cannot be explained by traditional learning methods? So, you'd rather use social media for language learning!</i>		<b>FBEL-EAFEL</b>
S-7	<i>Yes, because social media <b>provides wider and faster access</b>.</i>	<b>Easy Access and Flexible Use in English Learning</b>	
R	10. <i>When using any of the social media apps, do you feel a certain comfort or pleasure that you do not get from other learning resources? Can you explain further?</i>		<b>PFLT-MI</b>
S-7	<i>I feel comfortable and happy because social media learning is more relaxed and flexible. I can also learn while doing other activities, and the material presented is easier to digest and varied. Social media learning makes me feel more <b>motivated</b> and excited because the learning process feels fun and not boring.</i>	<b>Motivation and Information</b>	

### Pre Setting

The researcher first asked the university students for permission to collect data and asked for students' willingness to be participants and be interviewed about their experiences when using social media as an open learning medium in English language education. After the university students confirmed their willingness, the researcher tried to arrange the date and time for the interview.

**Day/Date** : Thursday, 13 September 2024.

**Place** : Zoom

**Time** : 10:44

**Interviewer** : Researcher

**Interviewee** : Student 8

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
R	1. How do English Education students perceive the use of social media as an open-learning resource?		<i>ECCS-SUK</i>
S-8	<i>I think social media is very important for learning English, because I myself often use social media applications in developing or honing my English skills. Namely listening and vocab.</i>	<b>Improving Language Skills through Social Media</b>	
R	2. What social media apps do you use for open learning resources? Instagram, TikTok, and YouTube, or other social media apps?		<i>ECCS-SUK</i>
S-8	<i>I also use three social media apps, Instagram YouTube and TikTok, but I use the dualingo app more often and enjoy using it, as it is like playing a game, to improve my vocabulary and listening.</i>	<b>Improving Language Skills through Social Media</b>	
R	3. Can you describe your perception in using social media as an open English learning resources using social media applications? Did you find the learning process different compared to other methods?		<i>FBEL-EAFEL</i>
S-8	<i>The experience of using Duolingo was definitely different because I joined a team, and the team also had a WhatsApp group. I use Duolingo because there are often competitions. Unlike YouTube, Instagram, and TikTok which are self-learning and self-directed, Duolingo is easily accessible like other social media apps, in Duolingo I play in a team. Every week there is a report on who has the highest score, called 'Player of the Week', so I am motivated to be first the following week.</i>	<b>Easy Access and Flexible Use in English Learning</b>	
R	4. How do you use social media as an open English learning resource?		<i>ECCS-SUK</i>
S-1	<i>I usually use social media to expand my horizons and English skills. These platforms help me find new and additional information that I haven't gotten in class. For example, I can access various learning content from accurate sources, follow video tutorials, and read articles or captions that add more to my</i>	<b>Supports understanding and knowledge</b>	

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
	<i>vocabulary. In this way, social media not only enhances <b>understanding but also supports broader knowledge relevant to learning outside the classroom.</b></i>		
R	5. <i>What do you think, are there the differences between learning through social media as an open learning resource and learning at classroom?</i>		<b>ECCS-SUK</b>
S-1	<i>Of course, there are many differences. Learning through social media as an open learning resource does not have a structured goal or theme of material, whereas learning in class has a clear goal. In class, we have to follow the methods used by the lecturer, whereas with open learning through social media, we can choose our own learning resources. For example, if a video on YouTube is too long, we can replace it with shorter content on TikTok. Of course, I use social media more often and like to use it because it can <b>improve my English skills such as speaking and listening.</b></i>	<b>Improving Language Skills through Social Media</b>	
R	6. <i>Can you share your personal experience in using social media apps as a learning resource?</i>		<b>ETG-AC</b>
S-1	<i>I use one app that enriches my vocabulary and practises listening. This app is called Duolingo. <b>In this application I competed to get as many scores as possible.</b> Participants who follow come from the island of Java consisting of various ages and professions. Every week the group admin will update the scores in one week and give a certificate to the participant who gets the biggest score in that week, in this case being named men of the week. This made me eager to complete each game to get as many points as possible.</i>	<b>Application competed</b>	
R	7. <i>Can you tell us how you feel when learning by using social media compared to learning resources through textbooks?</i>		<b>ECCS-VELC</b>
S-1	<i><b>Learning using social media is very varied,</b> using visuals, audio and others. This makes me feel less like I'm learning so I don't get bored easily. Meanwhile, learning using textbooks in the classroom tends to make me easily bored.</i>	<b>Varied English learning content</b>	
R	8. <i>How do you feel overall when participating in discussions on social media? Are there any specific feelings or experiences that arise when discussing on social media platforms that make you feel more comfortable learning languages through them?</i>		<b>LEDM-CFLE</b>
S-1	<i><b>I feel very comfortable when participating in discussions on social media, because the reach is very wide.</b> We can meet people from home and abroad. For example, when I participated in the IVE project, I met fellow</i>	<b>Comfortable and Fun Learning Environment</b>	

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
	<i>EFL students from home and abroad, in this project we can discuss about many things in English. So in addition to knowing information about the culture of a place, I also get a lot of new vocab and can apply the vocab that I have before.</i>		
R	9. <i>Are there aspects of learning resources with social media that cannot be explained by traditional learning methods? So, you'd rather use social media for language learning!</i>		
S-1	<i>Yes, I found that aspect. In traditional method learning, I will only get the aspects or learning objects found in the textbook. Whereas in learning through social media, I feel more aspects that I cannot get through learning with traditional methods and of course this social media is easily accessible.</i>	<b><i>Easy Access and Flexible Use in English Learning</i></b>	<b><i>FBEL-EAFEL</i></b>
R	10. <i>When using any of the social media apps, do you feel a certain comfort or pleasure that you do not get from other learning resources? Can you explain further?</i>		<b><i>PFLT-MI</i></b>
S-1	<i>I feel happy and excited. The two social media that I use for language learning are Duolingo and IVE project. Both make me feel competitive, which increases my enthusiasm to continue using them. I feel more <b>motivated</b> and excited because the people I know on the IVE project app give me extra encouragement to learn English or a second language more vigorously.</i>	<b><i>Motivation and Information</i></b>	

#### Appendix 4. FGD Guideline

Theory	Aspect	Indicator	Question
(Fish, 2021, p. 73-84)	Adverbialism and Qualia Theory	Feeling the benefits of social media in English learning	1. How do English Education students perceive the use of social media as an open-learning resource? 2. What social media apps do you use as English learning resources? Do you find the learning process using social media such as Instagram, TikTok, YouTube and others. different compared to other learning methods?
		Enhancing Comprehension and Cognitive Skill	3. How do you use social media as an open English learning resource? Can you explain based on your personal experience perception of using this app, and how you feel when learning through social media compared to other learning resources such as textbooks!
		Feeling the benefits of social media in English learning	4. Are there aspects of learning through social media that traditional methods cannot explain? 5. Do you feel a certain comfort or satisfaction that you don't get from other learning resources? Please explain!

**Appendix 5. Thematising and coding Results of Focus Group Discussion  
(Braun & Clark, 2021)**

No.	Conclusion of FGD	Theme	Sub-Theme	Code
1.	The use of social media as an open learning medium has a great positive impact, especially in providing <b>wide access to learning English</b> , which is not always obtained in the classroom. However, often the use of English on social media does not conform to the correct rules, such as the use of the word 'literally'. Social media makes it easier for students to find information and study materials, including the IELTS test, through platforms such as YouTube, Instagram, and discussions with friends.	Feeling the benefits of social media in English learning	Easy Access and Flexible Use in English Learning	FBSMEL-EAFEL/CFGD
2.	Learning using social media is more flexible than in-class learning, as it can be accessed at any time. Apps that are often used for learning are YouTube, Instagram, Duolingo and TikTok. Social media is also considered to be more fun, creative and less boring than in-class learning that focuses more on books. In addition, the use of apps such as YouTube and Instagram has a great <b>effect on improving vocabulary and speaking skills</b> .	Feeling the benefits of social media in English learning	Improving Language Skills through Social Media	FBSMEL-ILSTSM/CFGD
3.	YouTube learning is helpful in improving speaking skills, especially as it provides clear and engaging guidance, in contrast to textbooks which are confusing and quickly become boring. <b>Social media also provides visual features that facilitate comprehension</b> , unlike textbooks which are often difficult to understand. Personal experience shows that social media, both through video and non-video, is very helpful, especially in overcoming listening difficulties in the early semesters. In addition, in this digital era, many prefer to learn through social media rather than textbooks, which are rarely used due to differences in references among lecturers and students.	Enhancing Comprehension and Cognitive Skill	Supports understanding	ECCS-SU/CFGD
4.	Learning grammar through traditional methods is often unclear and difficult to understand, mainly because books only provide text and vocabulary without detailed explanations, such as about grammar and verb tenses. <b>In contrast, focusing on speaking skills is</b>	feeling the benefits of social media in English learning	Improving Language Skills through Social Media	FBSMEL-ILSTSM/CFGD

No.	Conclusion of FGD	Theme	Sub-Theme	Code
	<p><b>easier to achieve through social media</b>, as the explanations are clearer and cover aspects such as how to speak, grammar, and intonation. Therefore, many prefer to use social media to find more complete and practical resources, such as content from Kampung Inggris that provides speaking guidance that is not available in books.</p>			
5.	<p>Most feel more comfortable and satisfied learning through social media, mainly due to its flexibility and ease of access anywhere. <b>Social media is also considered to be clearer in explaining speaking skills and grammar</b>, which are often poorly explained through traditional methods. However, there are some drawbacks, such as the absence of direct interaction with friends that is usually obtained through face-to-face learning. Overall, social media is considered an effective and adequate learning resource, although each learning method has its own advantages and disadvantages.</p>	feeling the benefits of social media in English learning	Improving Language Skills through Social Media	FBSMEL-ILSTSM/CFGD
6.	<p>Most found social media very useful as an English learning resource, especially as it is supported by visuals such as pictures and videos. <b>Social media is easily accessible through cellphones or laptops, thus making learning easier and less boring</b>. However, it is important to practice what is learned, because without practice, speaking skills will not develop. Overall, social media is considered a flexible and effective learning medium, especially in this era of advancing technology.</p>	Feeling the benefits of social media in English learning	Easy Access and Flexible Use in English Learning	FBSMEL-EAFEL/CFGD
7.	<p>Most of them use Instagram, TikTok, and YouTube as English learning media. Social media provides freedom in choosing topics that suit their interests, in contrast to formal learning which is more structured. Instagram is preferred because the content is short, to the point, and easy to understand. YouTube, on the other hand, offers more resources and longer videos, making it more convenient for in-depth learning. Overall, <b>social media is considered effective due to its flexibility and ability to present information quickly and directly</b>.</p>	Feeling the benefits of social media in English learning	Easy Access and Flexible Use in English Learning	FBSMEL-EAFEL/CFGD

No.	Conclusion of FGD	Theme	Sub-Theme	Code
8.	Most prefer to learn English through social media as it is more <b>practical, to the point, and easy to understand</b> thanks to <b>visuals that help with explanations</b> . Books are often boring, long and difficult to understand, especially for those who don't like reading. Social media also offers more <b>engaging and efficient content, in line with current technological</b> developments. Although some still use books as supporting references, social media remains the main choice because it is more instant and practical than textbooks that tend to be monotonous.	Enhancing Comprehension and Cognitive Skill	Supports understanding and knowledge	ECCS-SUK/CFGD
9.	Most agree that social media is simpler and provides straight to the point explanations, in contrast to traditional methods which tend to be more complicated. Social media allows for listening-only learning, but the downside is that there is no direct interaction to ask questions and get immediate answers, as can be done in traditional methods. Nonetheless, <b>social media remains the top choice due to its simplicity and practicality</b> .	Enhancing Comprehension and Cognitive Skill	Supports understanding and knowledge	ECCS-SUK/CFGD
10.	Most feel comfortable learning through social media because of its <b>flexibility</b> , as well as the opportunity to <b>discuss and exchange opinions</b> through the <b>comment section</b> , although they do not always get <b>direct answers from the content creators</b> . Social media also allows <b>interaction with new people</b> to learn together. On the other hand, learning in class is often perceived as more rigid and makes students feel shy to ask questions, even though questions can be answered directly by the teacher. In general, social media provides convenience and flexibility, while classroom learning is still valued for its direct interaction with friends.	feeling the benefits of social media in English learning	Easy Access and Flexible Use in English Learning	FBSMEL-EAFEL/CFGD

### Appendix 6. Focus Discussion Sheet

GROUP 1	Date: 16/09/2024		
Aspect of experience or Perception	Instruction	Students	Discussion
<p><b>Adverbialism and Qualia Theory</b></p>	<p>1. Describe your views as an English Education student on the use of social media as an open learning resource!</p>	<p><b>S-1</b></p> <p><b>S-2</b></p> <p><b>S3, S4, S5</b></p>	<p>In my view, social media as an open learning medium has a very good impact. However, the use of English on social media is often not in accordance with the correct rules. For example, many people now use the word 'literally,' but they don't understand the rules or conventions of its use.</p> <p>I find social media very helpful, as not all material is learned in class. In essence, social media provides a very wide space for learning English. For example, there are IELTS tests that we can learn through applications such as YouTube, Instagram, and discussing with friends on social media about IELTS.</p> <p>We share the same opinion as S1 and S2, social media is very positive and social media can provide convenience, especially for students to find information.</p>
	<p>2. Name any social media apps that you use as English learning resources. And explain whether you think the learning process using social media such as Instagram, TikTok, YouTube, etc. is different compared to other learning methods!</p>	<p><b>S1</b></p> <p><b>S2</b></p> <p><b>S3</b></p> <p><b>S4</b></p> <p><b>S5</b></p>	<p>In my opinion, learning using social media is more flexible, if learning in class the lecturer arranges it, if learning on social media we can access it anytime to learn, for the applications I use YouTube, Instagram and Duolingo.</p> <p>Same as S1, but the social media I use is only YouTube.</p> <p>It's the same as other friends, but the apps I use to learn English are most often YouTube and TikTok.</p> <p>For the use of social media and in class the method is different as S1 said earlier, if on social media it is more flexible, very fun, and more creative, while when in class we will focus more on books which will make us sometimes get bored quickly. For the application that I use the same as S2, namely YouTube.</p> <p>My opinion is not much different from other friends, the apps I use are YouTube and Instagram and these apps are very</p>



GROUP 1	Date: 16/09/2024		
Aspect of experience or Perception	Instruction	Students	Discussion
<p><b>Adverbialism and Qualia Theory</b></p>	<p>4. Explain whether there are aspects of learning through social media that cannot be explained by traditional methods.!</p>	<p><b>S-1</b></p> <p><b>S-2</b></p> <p><b>S-3</b></p> <p><b>S-4</b></p> <p><b>S-5</b></p>	<p>One of them is the grammar, because in the traditional method sometimes it's not explained enough so I don't understand.</p> <p>For now because I want to focus more on speaking, because if you learn speaking using traditional methods it is more difficult because sometimes lecturers speak English with us less understood, but if on social media it is very clear starting from the way of speaking, grammar, and intonation.</p> <p>Books usually only contain texts with additional vocabulary, but they are not explained in detail. For example, in the traditional method, books only explain about grammar without giving an explanation of why a word belongs to a certain verb form. Therefore, I often use social media to find other sources that can explain things more clearly.</p> <p>My perception is the same as other friends. For example, in terms of speaking, I have seen content from Kampung Inggris that explains how to speak. Whereas in the book, things like pronunciation are not explained.</p> <p>I have the same perception as my friends. Since my speaking skills are still not good enough, I feel more comfortable learning through social media. This is similar to the opinion of my friend S2, the use of traditional methods can be more difficult because sometimes lecturers speak in English which is difficult to understand.</p>
	<p>6. Do you feel a certain comfort or satisfaction that you don't get from other learning resources? Please explain your reasons!</p>	<p><b>S-1</b></p> <p><b>S-2</b></p> <p><b>S-3</b></p> <p><b>S-4</b></p>	<p>Yes, of course I feel satisfied and comfortable from the explanation of the previous question, that social media is flexible and the source is accurate.</p> <p>Same with my friend S1, if I am very satisfied using social media because, this social media can be accessed anywhere, flexible, and the learning resources are accurate.</p> <p>My perception is the same as other friends.</p> <p>For me, I feel satisfied and comfortable</p>

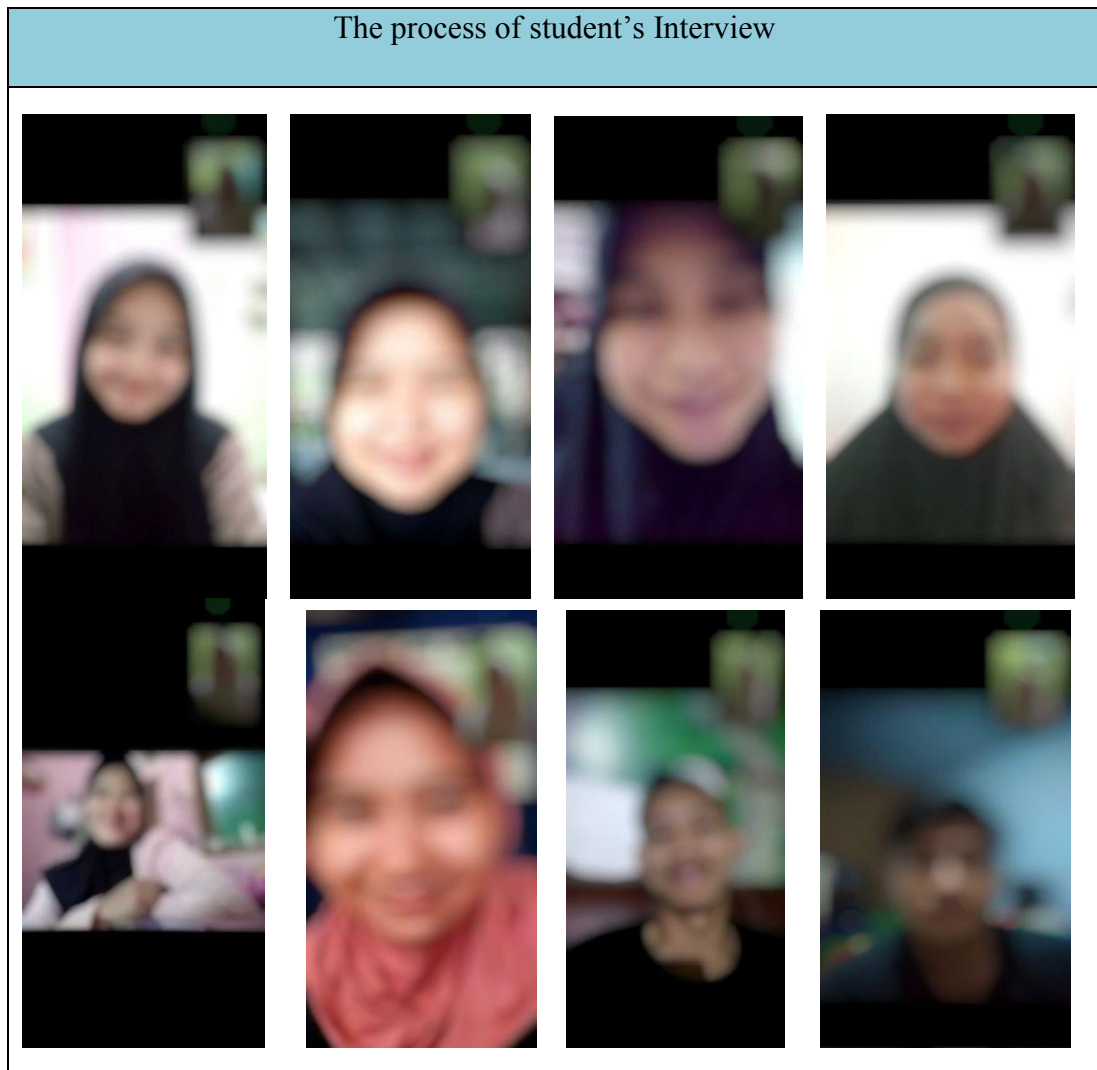
GROUP 1	Date: 16/09/2024		
Aspect of experience or Perception	Instruction	Students	Discussion
		S-5	<p>because social media is very helpful, especially for grammar in this traditional method, it is not explained enough and I get it on social media.</p> <p>For comfort, it is very comfortable, for satisfaction, I can say that I am not satisfied because there are some things that I cannot get on social media, because every learning has less and more. For example, in social media what you can't get is not being able to meet with friends, whereas in traditional methods you can meet with friends.</p>

GROUP 2	Date: 16/09/2024		
Aspect of experience or Perception	Instruction	Students	Discussion
<b>Adverbialism and Qualia Theory</b>	<p>1. Describe your views as an English Education student on the use of social media as an open learning resource!</p>	<p><b>S-6</b></p>	<p>According to my opinion or perception. Social media is very useful for us as English Education students, especially because it is supported by visuals such as pictures and videos. However, on the other hand, even though learning through social media, if it is not practiced, the result is still the same. For example, if we don't practice how to say "how are you", our speaking skills will not develop.</p>
	<p>2. Name any social media apps that you use as English learning resources. And explain whether you think the learning process using social media such as Instagram, TikTok, YouTube, etc. is different compared to other learning methods!</p>	<p><b>S-7</b></p>	<p>I think the same, the use of social media as a source of open learning is very good, because social media is easily accessible and usually the context varies.</p>
		<p><b>S-8</b></p>	<p>My perception is almost the same as others, because social media is easily accessible. In this era of advanced technology, almost everyone has a mobile phone. We can access social media through our phones or laptops, so learning becomes easier and less boring. In addition, the visual element is very helpful, especially for those of us who like to read.</p>
		<p><b>S-9</b></p>	<p>I strongly agree with S2 that social media is flexible, and learning through social media is very good, especially learning English using social media.</p>
		<p><b>S-10</b></p>	<p>I agree with all of your opinions, because I think social media is very good for additional media for English learning.</p>
		<p><b>S-6</b></p>	<p>I use Instagram and TikTok as learning media. Compared to formal learning, this method is very different. In regular learning, the materials are usually more structured, whereas in social media, the topics are more free. We can learn English with a variety of different topics and choose according to our own interests.</p>
		<p><b>S-7</b></p>	<p>I am more comfortable using YouTube as a learning medium because there I can be more directed in looking for topics that I want to learn about. In my opinion, YouTube has more sources of information. Whatever we want to look for, it's usually</p>

GROUP 2	Date: 16/09/2024		
Aspect of experience or Perception	Instruction	Students	Discussion
		<p><b>S-8</b></p> <p><b>S-9</b></p> <p><b>S-10</b></p>	<p>there, and the duration of the videos is also longer compared to other social media.</p> <p>For me, it is almost similar to S1 using social media Instagram because usually on Instagram the content and duration are few, but straight to the point and can immediately understand. For the difference with other media, my opinion with S1 is the same.</p> <p>My perception is the same as S1 and S2, because on Instagram, when I look for something, it goes straight to the point, compared to other media.</p> <p>I agree with S4, because it's true that other media often don't go straight to the point. Unlike Instagram, the explanation goes straight to the point we are looking for. I prefer to use Instagram, especially to see how a phrase is used, which is usually accompanied by an example, such as a quote from a movie. One sentence will be directly explained on the next page. For vocabulary, I often look at Reels, which is also part of Instagram. But for learning methods I often use YouTube.</p>
<b>Adverbialism and Qualia Theory</b>	3. Describe how you use social media as an open English learning resource. And share your personal experiences and perceptions when using this app, as well as how you feel when learning through social media compared to other learning resources such as textbooks.	<p><b>S-6</b></p> <p><b>S-7</b></p> <p><b>S-8</b></p>	<p>In my opinion, in English learning, this book often does not make us really understand the material because there is no direct practice. When I have difficulty understanding, I will look for information on social media, because it is usually accompanied by visuals that help with the explanation.</p> <p>This is according to my perception, because I am a person who does not like to read, reading is quickly bored and sleepy, so I prefer to learn English by watching videos on social media.</p> <p>According to my perception, using social media is more practical, to the point and easy to understand. Compared to books, which often have long explanations and are difficult to understand, I prefer social media. Especially in today's digital era, with the development of increasingly advanced technology, as a student, I tend to choose learning methods that are more efficient and practical.</p>

GROUP 2	Date: 16/09/2024		
Aspect of experience or Perception	Instruction	Students	Discussion
		<p><b>S-9</b></p> <p><b>S-10</b></p>	<p>Yes, of course I agree with the perceptions of all my friends, because social media learning is more interesting content, and when I do learning through social media I can follow creator accounts that discuss English learning. Compared to textbooks that are monotonous there are no visuals so it's not interesting.</p> <p>for my opinion is opposite to S1, I prefer to use social media to learn, when I have stuck in social media then I look for references in textbooks. Because social media is more instant and to the point, unlike textbooks.</p>
Adverbialism and Qualia Theory	<p>4. Explain whether there are aspects of learning through social media that cannot be explained by traditional methods.!</p> <p>5. Do you feel a certain comfort or satisfaction that you don't get from other learning resources? Please explain your reasons!</p>	<p><b>S-6</b></p> <p><b>S-7</b></p> <p><b>S8,S9</b></p> <p><b>S-10</b></p> <p><b>S-6</b></p> <p><b>S-7</b></p>	<p>There is, because something instant is what is on social media with straightforward explanations that are not available in traditional methods.</p> <p>My opinion is the same as S1, which is that in social media it is only enough to listen and get to the point, different from traditional methods.</p> <p>We have the same opinion as S1</p> <p>For me, I prefer to use social media because it is simple, but when we listen to explanations on social media, we cannot ask directly, even if we ask through the comments column, it is not immediately answered, from one of the materials explained. If this traditional method we can ask directly and be answered immediately.</p> <p>I feel comfortable using social media because through the comment section, I can discuss and exchange opinions, although I don't always get a direct answer. In addition, I can also share my experiences with others. Through this interaction, I can find new friends to learn English with.</p> <p>My own perception is the same as S1, learning on social media is more comfortable because it is flexible too, if learning in class is more rigid where you don't understand the material but are embarrassed to ask.</p>

GROUP 2	Date: 16/09/2024		
Aspect of experience or Perception	Instruction	Students	Discussion
		<p><b>S-8</b></p> <p><b>S-9</b></p> <p><b>S-10</b></p>	<p>I agree 100% with S1' opinion.</p> <p>I am comfortable learning through social media and other learning methods such as in class, because in class it is very stiff and embarrassed to ask questions, but when asking questions, they can be answered immediately. And if on social media you can ask questions and discuss with people you don't know, they will also answer, even though it's not the content creator who answers.</p> <p>I am very comfortable because social media is very flexible, and I also really like learning in class because I can meet other friends.</p>

**Appendix 7.** Documentation of the research

The process of focus Group Discussion

