

Students' Perception of Using Auto-base Account @english_menfess on X for Self-Regulated Learning in Writing Skill

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Abstract

This research aims to investigate students' perceptions of using the auto-base account @english_menfess on X and to analyze its role in fostering self-regulated learning (SRL) to improve writing skills. This study applied a descriptive qualitative approach. The participants were six students from the English Education Study Program selected through purposive sampling. Data were collected through semi-structured interviews and analyzed using thematic analysis to identify themes related to students' perceptions and SRL practices. The findings show that students generally have positive perceptions toward the use of @english_menfess as a learning platform. They consider the platform enjoyable, engaging, and less stressful because of its informal environment and anonymous auto-base feature. The platform motivates students to practice writing, enrich vocabulary, improve grammar awareness, and increase confidence in writing English. In addition, @english_menfess supports the development of self-regulated learning through goal setting, learning strategies, self-monitoring, self-evaluation, and continuous learning engagement. By being exposed to English content and interacting with other users, students become more independent and reflective in their learning process. However, the study also found several challenges, such as unclear feedback and responses from non-expert users, which require students to think critically when evaluating information. Despite these limitations, @english_menfess is still perceived as an effective supplementary medium for improving writing skills. In conclusion, the platform significantly contributes to supporting students' self-regulated learning and writing development outside the formal classroom setting.

Keywords: Auto-base X account, Self-Regulated Learning, Students' perceptions, Writing Skills

Abstrak

Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap penggunaan akun auto-base @english_menfess di platform X serta menganalisis perannya dalam mendukung self-regulated learning (SRL) untuk meningkatkan kemampuan menulis. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Partisipan penelitian terdiri dari enam mahasiswa Program Studi Pendidikan Bahasa Inggris yang dipilih melalui teknik purposive sampling. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik untuk mengidentifikasi tema-tema yang berkaitan dengan persepsi mahasiswa dan praktik SRL. Hasil penelitian menunjukkan bahwa mahasiswa pada umumnya memiliki persepsi positif terhadap penggunaan @english_menfess sebagai media pembelajaran. Mereka menganggap platform tersebut menyenangkan, menarik, dan tidak terlalu menegangkan karena lingkungan yang informal serta fitur auto-base anonim. Platform ini memotivasi mahasiswa untuk berlatih menulis, menambah kosakata, meningkatkan pemahaman tata bahasa, dan meningkatkan rasa percaya diri dalam menulis bahasa Inggris. Selain itu, @english_menfess juga mendukung perkembangan self-regulated learning melalui penetapan tujuan, strategi belajar, pemantauan diri, evaluasi diri, dan keterlibatan belajar yang berkelanjutan. Dengan terpapar konten berbahasa Inggris dan berinteraksi dengan pengguna lain, mahasiswa menjadi lebih mandiri dan reflektif dalam proses belajar mereka. Namun, penelitian ini juga menemukan beberapa tantangan, seperti umpan balik yang kurang jelas dan respons dari pengguna non-ahli, sehingga mahasiswa perlu berpikir kritis dalam menilai informasi. Meskipun demikian, @english_menfess tetap dipersepsikan sebagai media pendukung yang efektif untuk meningkatkan kemampuan menulis. Kesimpulannya, platform ini memberikan kontribusi yang signifikan dalam mendukung self-regulated learning dan pengembangan kemampuan menulis mahasiswa di luar lingkungan kelas formal.

Keywords: Auto-base X account, Self-Regulated Learning, Students' perceptions, Writing Skills

Introduction

In the field of English as a Foreign Language (EFL), writing is considered one of the most essential yet challenging language skills to master. Writing requires learners to generate ideas, organize information coherently, and apply appropriate grammatical and lexical knowledge to communicate effectively (Hyland, 2019). However, many EFL students continue to encounter difficulties in writing due to limited vocabulary, grammatical inaccuracies, inadequate writing practice, and low self-confidence (Fareed et al., 2016; Rao, 2019). These challenges often result in poor writing performance and hinder students' ability to express their ideas effectively. Therefore, identifying learning approaches that can enhance students' writing skills and promote learner autonomy has become increasingly important in EFL contexts.

One approach that has received considerable attention is Self-Regulated Learning (SRL). SRL refers to learners' active involvement in their own learning process through goal setting, planning, self-monitoring, strategy use, and self-evaluation (Zimmerman, 2002; Schunk & Zimmerman, 2011). In writing activities, SRL enables students to take responsibility for their learning by managing writing tasks independently, monitoring their progress, and reflecting on their performance. Previous studies have reported that students who employ SRL strategies tend to demonstrate higher motivation, stronger engagement, and better writing achievement than those who do not (Namira & Saragih, 2021; Teng & Zhang, 2018). Consequently, SRL has been recognized as an effective framework for supporting writing development in EFL learning environments.

The rapid growth of digital technology and social media has also transformed the ways students learn and practice language skills. Social media platforms provide opportunities for learners to interact, share ideas, and engage in authentic communication beyond classroom settings (Alghasab et al., 2019). Among these platforms, X (formerly Twitter) has attracted considerable attention due to its interactive nature and emphasis on concise written communication. Through posting, commenting, and responding to others, users are encouraged to practice writing regularly and engage with a wider learning community. One notable community on X is @english_menfess, an auto-base account that facilitates anonymous interactions among English learners. This platform enables users to ask questions, discuss grammar and vocabulary, share learning experiences, and receive feedback from peers, creating a supportive environment for language learning.

Despite the growing body of research on social media-assisted language learning, previous studies have primarily focused on the general use of social media platforms for improving language skills, learner engagement, and autonomous learning. Limited research has specifically examined how participation in @english_menfess supports students' writing development through the lens of Self-Regulated Learning. Furthermore, most existing studies have focused on formal educational settings, while the role of informal online learning communities in fostering SRL-related writing practices remains underexplored. This gap highlights the need for further investigation into how learners utilize online communities to regulate and improve their writing skills independently.

The urgency of this study lies in the increasing reliance of students on social media as a learning resource. As students spend significant amounts of time engaging with online platforms, understanding how these digital spaces can

facilitate writing development and self-regulated learning has become increasingly relevant. Insights from this study may help educators recognize the educational potential of online communities and provide guidance for integrating social media into language learning practices more effectively.

Therefore, this study aims to explore students' perceptions of using @english_menfess as a medium for supporting writing development through Self-Regulated Learning. The novelty of this study lies in its focus on the intersection between SRL and a specific online English-learning community, namely @english_menfess, which has received limited scholarly attention in previous research.

Research Methodology

This study employed a qualitative case study design to investigate students' perceptions and experiences regarding the use of the @english_menfess auto-base account on X as a medium for supporting self-regulated learning and improving English writing skills. A qualitative approach was considered appropriate because the study sought to gain an in-depth understanding of participants' experiences, perspectives, and learning behaviors within a specific online learning community. The case study design enabled the researcher to examine the phenomenon in its real-life context and explore how students utilized @english_menfess as part of their informal English learning practices. Through this approach, rich and detailed data were gathered to provide insights into the role of social media in facilitating self-regulated learning and writing development.

The participants of this study consisted of six undergraduate students majoring in English Education who had actively engaged with the @english_menfess account on X for at least six months. They were recruited using purposive sampling, a technique that enables researchers to select participants who possess specific characteristics relevant to the research objectives (Creswell & Poth, 2018). The selection criteria included: (1) being an English Education student, (2) actively following and interacting with @english_menfess, and (3) having at least six months of experience using the platform for English learning purposes.

The participants were drawn from [the same institution/different institutions], allowing the researcher to obtain information-rich cases that could provide in-depth insights into the phenomenon under investigation. The number of participants was considered adequate for a qualitative study because the focus was on obtaining rich and detailed data rather than achieving statistical

generalization. Furthermore, data collection was concluded when sufficient information had been obtained to address the research questions and no substantially new themes emerged from the interviews.

Data were collected through semi-structured interviews, which allowed participants to share their perceptions, motivations, challenges, and learning experiences while using the platform. In qualitative research, the researcher served as the primary instrument for collecting, interpreting, and analyzing the data.

The collected data were analyzed using Miles and Huberman's (2014) interactive model, which consists of three interconnected stages: data reduction, data display, and conclusion drawing/verification. In the data reduction stage, all interview recordings were transcribed verbatim and carefully reviewed. The researcher then selected, coded, and categorized relevant information related to students' experiences of using @english_menfess, particularly aspects associated with self-regulated learning and writing development. Irrelevant information that did not address the research objectives was excluded from further analysis.

Following data reduction, the data were organized and presented through data displays. At this stage, the researcher grouped similar responses into categories and themes to facilitate interpretation. Tables, thematic matrices, and coded excerpts from participants' interviews were used to identify patterns and relationships among participants' experiences. This process enabled the researcher to compare responses across participants and identify recurring themes concerning the use of @english_menfess as a learning platform.

The final stage involved conclusion drawing and verification. The researcher interpreted the identified themes and examined their relevance to the research questions. Throughout this process, emerging findings were continuously reviewed and compared with the original interview data to ensure consistency and accuracy. The conclusions were not drawn at a single point in time; rather, they were developed and refined throughout the analysis process as new insights emerged from the data.

To provide a theoretical lens for interpreting the findings, Zimmerman's Self-Regulated Learning (SRL) framework was employed. The analysis focused on identifying evidence of key SRL components, including goal setting, strategic planning, self-monitoring, self-evaluation, and learning management. Participants' statements were examined to understand how these self-regulatory

processes were reflected in their interactions with @english_menfess and how such practices contributed to the development of their English writing skills.

To ensure the trustworthiness of the findings, several strategies were implemented. First, data source triangulation was conducted by comparing responses from different participants to identify common patterns and verify the consistency of the findings. Second, member checking was employed by returning interview summaries or interpreted statements to participants and asking them to confirm whether the interpretations accurately reflected their experiences and perspectives. Third, reflective analysis was carried out throughout the research process. The researcher maintained reflective notes to document analytical decisions, personal assumptions, and potential biases that could influence the interpretation of the data. This practice helped enhance transparency and reduce subjective bias during the analysis process.

Through these procedures, the study sought to ensure the credibility, dependability, and trustworthiness of the findings while providing a comprehensive understanding of how @english_menfess supports students' self-regulated learning and English writing development.

Results and Discussion

1. Students' Perceptions in Using @english_menfess on Application X

Data were collected through participant interviews by asking several detailed questions to address the research problems. The researcher analyzed the data obtained in both textual and audio forms. Based on this analysis, several key points were summarized from participants' responses regarding their perceptions of using this platform for self-regulated learning in improving writing skills. This is in line with Robbins (2002), who states that perception is a process by which individuals organize and interpret their sensory impressions to give meaning to their environment. Therefore, the findings of this study reflect how students interpret their experiences, interactions, and learning activities on @english_menfess, which shape their perceptions of the platform in supporting self-regulated learning and the development of writing skills. A more detailed explanation is as follows.

a. Students' Enjoyment and Interest

Based on the interview results, the participants generally expressed positive feelings toward the use of @english_menfess for learning English writing. They considered the platform enjoyable, flexible, and supportive because it can be

accessed anytime through their mobile phones and creates a more relaxed learning environment.

"I enjoy using @english_menfess to learn English because I do not feel pressured. I am not being judged there, so I feel free to express myself." (Participant 1)

This statement shows that the platform helps reduce students' anxiety when learning writing. Since students do not feel afraid of being judged, they become more comfortable expressing ideas and practicing English writing.

"The platform is accessible anytime and anywhere because it is available on the X application and can be accessed through a mobile phone." (Participant 2)

This finding indicates that the accessibility of the platform supports students' learning process. Because learning can happen anytime, students can interact with English content more consistently in their daily lives. The participants also mentioned that @english_menfess provides a different and more interesting learning experience compared to traditional learning methods.

"I think @english_menfess is unique because we usually learn English in a more traditional way, such as face-to-face learning with teachers and repetitive materials. In contrast, learning through @english_menfess feels more relaxed and enjoyable. I can decide what I want to learn each day." (Participant 1)

This statement reflects that students enjoy the flexibility of choosing learning topics based on their own interests and needs. This makes learning feel more personal, enjoyable, and less monotonous.

"I feel like I am learning in an active community where people ask questions and help answer each other." (Participant 4)

This finding shows that interaction within the community creates a supportive learning atmosphere. Through discussions and responses from other users, students can learn vocabulary, grammar, and sentence usage more actively.

"@english_menfess is interesting because of its diverse content. Besides learning materials, there are also memes that make learning English more fun." (Participant 6)

This statement indicates that varied and entertaining content helps students stay interested in learning. Fun content such as memes reduces boredom and encourages students to engage more frequently with English, which indirectly supports their writing development.

a. Perceived Benefits for Writing Skill

Most participants stated that using @english_menfess helps improve their writing skills, particularly in sentence structure, vocabulary development, and grammar understanding. One of the main benefits highlighted is the opportunity for direct interaction with other users, which allows students to ask questions and receive immediate feedback. When participants feel unsure about how to construct sentences correctly, they can post questions and receive corrections or suggestions from other users. This process helps them recognize errors and understand how to form more accurate and effective sentences.

“Regarding my writing skills, I sometimes still feel unsure about my sentence structure. I usually ask on @english_menfess and other users help correct it.”
(Participant 2)

“I learn new vocabulary and grammar from posts on @english_menfess. Many users explain grammar in a simple and easy-to-understand way, along with clear examples. This really helps me understand grammar, especially when writing.”
(Participant 4)

These findings show that @english_menfess functions as an informal and collaborative learning space that supports writing development. Through exposure to English content, interaction with other users, and regular writing practice, students are able to enrich their vocabulary, improve grammar understanding, develop sentence structure, and become more confident in writing English.

2. The Contribution of Autobase Account @english_menfess on X for Self-Regulated Learning in Developing Writing Skills

This section discusses the contribution of the auto-base account @english_menfess on X to the development of students' self-regulated learning in writing skills. Self-regulated learning emphasizes students' ability to take active control of their own learning processes, including planning learning goals, applying appropriate strategies, monitoring progress, and evaluating learning outcomes. This concept is in line with Zimmerman (2002), who explains that self-regulated learning consists of three main components: metacognitive, motivational, and behavioral aspects. A more detailed explanation is as follows.

a. Metacognitive Aspect in Students' Self-Regulated Learning through the Use of @english_menfess

The metacognitive aspect refers to students' awareness and control of their own learning processes. In self-regulated learning, students actively plan, manage, monitor, and evaluate their learning activities. Through @english_menfess,

students are able to set learning goals, apply learning strategies, and reflect on their writing progress. This shows that students not only read English content but also actively manage their learning while improving their writing skills. The following subsections discuss goal setting, learning strategies, self-monitoring, and self-evaluation.

1. Goal Setting

Goal setting is an important aspect of self-regulated learning because it helps students determine their learning focus and manage their learning process independently. In using @english_menfess, students showed different types of learning goals related to improving their English skills, especially writing.

“Actually, I do not have a specific goal. I just want to learn English in a general way, so I am not focused on only one aspect, such as grammar or vocabulary.” (Participant 1)

This statement shows that some students use the platform for general English learning. Although the goal is not specific, exposure to English content still supports writing development through vocabulary and grammar learning.

“Yes, I have a specific goal, which is to interact with other English learners on the platform. I know that it is a space for people who enjoy learning English.” (Participant 3)

This finding indicates that social interaction becomes one of the students’ learning goals. Through interaction, students practice expressing ideas, asking questions, and responding in written English, which helps improve writing fluency and confidence.

“At first, I used @english_menfess just to learn in general. Over time, I wanted to improve my vocabulary and learn grammar so that I could understand how to form correct sentences.” (Participant 5)

This statement shows that students’ learning goals can develop over time. As students become more aware of their weaknesses, they begin to focus on specific aspects such as vocabulary and grammar, which are important components in developing effective writing skills.

2. Learning Strategies

The participants explained that saving useful posts is one of the strategies they often use while learning through @english_menfess. Since their X accounts are also used for entertainment and other content, important learning posts can easily disappear from their timeline. To overcome this, students use bookmarks, notes,

or screenshots to keep useful materials about grammar, vocabulary, and sentence structure.

“I mostly use the bookmark feature. When I retweet something, it often gets buried because my X account is not used only for learning, but also for retweeting various other contents. Therefore, most of my bookmarks contain posts from @english_menfess, especially those that provide important information, such as the use of tenses.” (Participant 1)

This statement shows that students try to organize their learning materials in simple but effective ways. By saving important posts, they can return to the materials whenever they need help with writing, especially when learning grammar or sentence patterns.

“I usually save posts that I consider important. Sometimes I copy them into my notes or take screenshots so I can easily review them when I want to study.” (Participant 6)

This finding indicates that students do not only rely on reading once, but also review the materials repeatedly. This habit helps them remember vocabulary and grammar more easily and apply them in writing. Besides saving posts, students also learn through reading and participating in discussions. Most participants prefer to observe first and become active only when they feel confident about the topic being discussed.

“Sometimes I focus on learning only when the information is new to me. If a menfess contains something I have not learned before, I try to remember and study it. However, when the menfess discusses something I already know, I join the discussion by sharing my understanding in a polite way.” (Participant 3)

This statement reflects how students adjust their learning strategies based on their understanding. Reading helps them gain new knowledge, while joining discussions gives them opportunities to practice expressing ideas in written English. Even simple interactions on the platform can help students become more familiar with writing in English naturally and confidently.

3. Self-Monitoring

Self-monitoring refers to students' awareness of their own learning progress while using @english_menfess. Through this process, students reflect on how their writing skills develop over time, especially in grammar, vocabulary, and sentence organization.

“Previously, I mostly used simple tenses, but now I am able to use more complex forms such as perfect continuous tenses. In addition, my writing scores have improved, and the feedback from my lecturers has become more positive. In the early stages, my writing required many revisions, such as issues with coherence or repetitive vocabulary, but now these corrections have significantly decreased.” (Participant 1)

This statement shows that the student realizes clear progress in writing ability. The improvement can be seen from the use of more complex grammar, better coherence, and fewer revisions in writing. Positive feedback from lecturers also strengthens the student’s awareness of their development.

“When I first became an English Education student, I was often confused because my vocabulary knowledge was still limited. As a result, in writing courses, I tended to repeat the same words. However, now I realize that there are many alternative words in English, not just one option, because I have learned new vocabulary from @english_menfess.” (Participant 2)

This finding indicates that students become more aware of their vocabulary growth through continuous exposure to English content on the platform. Learning new words helps them avoid repetition and express ideas more clearly in writing.

4. Self-Evaluation

Self-evaluation refers to students’ ability to reflect on and assess their own learning progress. In writing activities, self-evaluation helps students recognize improvements and identify weaknesses in areas such as vocabulary, grammar, and coherence. Through @english_menfess, students become more aware of how their writing skills develop over time.

“My writing scores have improved, and the feedback from my lecturers has become more positive. In the early stages, my writing required many revisions, such as issues with coherence or repetitive vocabulary, but now these corrections have significantly decreased.” (Participant 1)

This statement shows that the student evaluates writing progress through both lecturer feedback and personal experience. The reduced number of revisions indicates improvement in organizing ideas, maintaining coherence, and using vocabulary more effectively. Positive feedback and better scores also increase the student’s confidence in writing.

“Now, when I write, I feel that I can use more varied vocabulary. I have learned many words that were previously unfamiliar and that I had never used before.” (Participant 6)

This finding reflects the student’s awareness of vocabulary development after being exposed to English content on @english_menfess. Having more vocabulary choices helps students express ideas more clearly and avoid repetitive words in their writing. Overall, these findings indicate that students actively reflect on their writing development by comparing their previous and current abilities. Through self-evaluation, students become more aware of their strengths and weaknesses, understand which learning strategies are effective, and gradually become more independent in improving their writing skills.

b. Motivational Aspect in Students’ Self-Regulated Learning through the Use of @english_menfess

This aspect focuses on students’ learning motivation and self-confidence in using the auto-base account @english_menfess on X to develop their writing skills. Based on the research findings, students show increased motivation to learn and practice English writing through the platform. They are encouraged to stay engaged in learning activities because the learning environment feels supportive and less pressured. In addition, students experience increased self-confidence as they are able to practice writing, observe others’ responses, and receive feedback without fear of being judged. These findings indicate that @english_menfess supports both students’ motivation and self-confidence in developing writing skills.

1. Students’ Learning Motivation

Based on the interview results, students’ motivation to use @english_menfess is influenced by their personal learning goals and the supportive interaction found on the platform. The participants explained that the platform motivates them to continue learning and practicing English, especially writing skills.

“I want to get used to using English in my daily life. At first, I was not sure how to do that, but many users there share tips and learning experiences, which motivated me.” (Participant 1)

This statement shows that students feel motivated when they see other users sharing learning experiences and useful tips. The platform encourages students to practice English more naturally in daily communication and become more confident in using written English.

“Because I want to improve my vocabulary. My main motivation is that I am an English Education student, and writing skills will be very useful for my future, especially when working on my thesis, which requires stronger writing abilities. Another motivation is to avoid making mistakes when writing, whether on social media or when sending messages to others.” (Participant 2)

This finding indicates that students are motivated by academic and personal needs. They realize that vocabulary mastery and writing accuracy are important not only for academic purposes, such as writing a thesis, but also for everyday communication. In addition to personal goals, social interaction on the platform also increases students’ motivation to learn.

“I noticed that the interactions there were positive and very open, which made the discussions interesting. The explanations provided were also very detailed. Even when a sender only asked about a single word or a sentence pattern, the members explained it thoroughly and shared useful information.” (Participant 3)

This statement reflects that a positive learning environment can make students more interested and comfortable in learning. Detailed explanations and open discussions help students better understand grammar, vocabulary, and sentence usage in writing.

“What motivates me is the amount of feedback from other users. It feels like being part of a supportive community where people help each other.” (Participant 4)

This finding shows that feedback and support from other users play an important role in maintaining students’ motivation. Through interaction and discussion, students feel encouraged to continue practicing writing and improving their English skills. Overall, the findings indicate that both personal goals and supportive social interaction contribute to students’ motivation in developing their writing skills through @english_menfess.

2. Increased self-confidence

Based on the interview results, the use of @english_menfess also helps increase students’ self-confidence in English writing. Through continuous exposure to English content and participation in discussions, students become more confident in expressing their ideas in written form.

“Yes, in the end my vocabulary has improved. I have applied several vocabulary items that I learned from @english_menfess in my writing. Because the explanations of each word are very detailed, I can understand how to use them

properly, which makes me more confident in inserting the words into the sentences I write.” (Participant 3)

This statement shows that students gain confidence when they understand how to use vocabulary correctly in context. Clear explanations and repeated exposure to new words help students feel more certain when applying vocabulary in their writing.

“Yes, I feel more confident because I practice what I learn, which helps me better understand how to construct correct sentences.” (Participant 4)

This finding indicates that regular practice plays an important role in building students’ confidence. By practicing sentence construction and applying what they learn, students become more comfortable writing in English and less afraid of making mistakes.

In addition, the supportive environment on @english_menfess helps reduce students’ anxiety when writing. Since students can learn, interact, and receive feedback in a less pressured environment, they feel safer to try new vocabulary and sentence structures. As a result, students become more fluent, confident, and expressive in their writing over time.

c. Behavioral Aspect in Students’ Self-Regulated Learning through the Use of @english_menfess

This aspect explains students’ learning behaviors, including how they interact with English content and their frequency of using the autobase account @english_menfess on X in learning writing. Based on the research findings, students show active learning behaviors through reading English-related posts, observing discussions, replying to questions, and occasionally asking questions. In addition, the frequency of using @english_menfess, which is often integrated into students’ daily social media activities, allows students to be regularly exposed to English writing. These behaviors indicate that students actively engage with learning content and use the platform as part of their writing learning process.

1. Interaction and Frequency

Based on the interview results, students interact with English content on @english_menfess in ways that feel comfortable for them. Most participants prefer reading posts to gain information and understanding, while replying or joining discussions only when they feel confident enough to contribute.

"I usually just read the posts, but sometimes I also reply to them as long as I feel capable of answering. If I can contribute, I will respond. However, I rarely send my own menfess and have only done it a few times." (Participant 1)

This statement shows that students balance passive and active participation while learning. Through reading, students are exposed to vocabulary, grammar, and sentence patterns, while replying to discussions gives them opportunities to practice writing in a simple and informal way. The participants also mentioned that they interact with @english_menfess quite frequently as part of their daily social media activities. This regular exposure helps them learn English more naturally and consistently.

"I can say almost every day, because I open X daily and posts from @english_menfess often appear on my timeline. Indirectly, I keep learning from it, whether the information is something I already know or something new." (Participant 1)

This finding indicates that frequent interaction with English content supports students' writing development over time. By regularly reading posts and discussions, students become more familiar with vocabulary usage, grammar patterns, and sentence construction. In addition, learning through daily social media use makes the process feel more flexible, enjoyable, and less pressured, which helps students stay engaged in learning English continuously.

2. Maintaining Engagement

Maintaining engagement refers to students' consistency in staying involved in learning activities while using @english_menfess. Based on the interview results, students remain engaged because the platform is integrated into their daily social media use, making learning feel natural and less forced.

"Since @english_menfess is on social media, it is almost impossible for me not to use my phone every day. Every time I open the X application, I usually see posts from @english_menfess. Therefore, it can be said that I am exposed to @english_menfess almost every day, just like using social media in general." (Participant 2)

This statement shows that students maintain engagement through frequent exposure to English content. Regular interaction with posts helps students become more familiar with vocabulary, grammar, and sentence patterns, which supports their writing development over time. In addition, participants mentioned that the variety of content on @english_menfess also helps them stay interested in learning.

“The content may seem random, but it is still informative. The variety of content helps me avoid feeling bored.” (Participant 5)

This finding indicates that diverse and interesting topics make learning more enjoyable. Different types of content also expose students to various vocabulary and writing styles, helping them develop ideas and improve their writing flexibility. Furthermore, students maintain engagement by setting clear learning goals that motivate them to stay consistent.

“To stay consistent, I set clear goals, one of which is preparing for the IELTS test next year. Having this goal encourages me to learn something new every day. I believe that learning little by little, when done consistently, will lead to significant improvement.” (Participant 1)

This statement reflects that having specific goals encourages students to continue learning regularly. In writing development, clear goals help students focus on improving important aspects such as vocabulary, grammar, and sentence organization, making their learning process more purposeful and effective.

Most participants stated that using @english_menfess contributed positively to the development of their writing skills, particularly in vocabulary enrichment, grammar understanding, and sentence construction. Participants emphasized that the opportunity to interact directly with other users enabled them to ask questions, receive corrections, and obtain immediate feedback regarding their writing. Such interactions helped them identify linguistic errors and improve the accuracy of their written expressions.

The findings suggest that @english_menfess functions as an informal learning community where students actively construct knowledge through interaction and collaboration. Rather than relying solely on formal classroom instruction, students utilize peer feedback and discussions as additional learning resources. This process reflects the concept of self-regulated learning proposed by Zimmerman (2002), in which learners actively seek assistance, resources, and feedback to improve their learning performance. The ability to recognize writing weaknesses and seek clarification demonstrates students' strategic efforts to regulate their own learning.

Furthermore, continuous exposure to grammar explanations, vocabulary discussions, and authentic language use appears to facilitate writing development. Students not only acquire new linguistic knowledge but also learn how to apply it in meaningful contexts. This finding supports Namira and Saragih

(2021), who reported that self-regulated learners tend to achieve better writing performance because they actively employ learning strategies and monitor their progress. Similarly, Teng and Zhang (2018) found that students who engage in independent learning activities outside the classroom often demonstrate stronger writing competence due to increased opportunities for practice and reflection.

The collaborative nature of @english_menfess also appears to enhance students' confidence in writing. Receiving feedback from fellow learners allows students to refine their writing while reducing the fear of making mistakes. As a result, students become more willing to experiment with new vocabulary, grammatical structures, and writing styles. Therefore, the platform serves not only as a social media community but also as a supplementary learning environment that facilitates writing improvement through interaction, reflection, and self-regulated learning practices.

Conclusions and Recommendations

The findings of this research demonstrate that the auto-base account @english_menfess on X plays a positive role in supporting students' English writing development through self-regulated learning. The platform provides a flexible, enjoyable, and supportive learning environment where students can access English learning materials, interact with other users, and practice writing in a less pressured atmosphere. This condition helps students feel more comfortable and confident in expressing their ideas in written English. The findings also show that continuous exposure to English content on @english_menfess contributes to the improvement of students' vocabulary, grammar understanding, sentence structure, and overall writing ability. Through discussions, feedback, and interactions with other users, students are able to learn from authentic communication and gradually improve their writing performance.

In addition, students demonstrate several aspects of self-regulated learning while using the platform, including goal setting, applying learning strategies, monitoring their progress, and evaluating their learning outcomes. Activities such as saving useful posts, reading discussions, and participating in interactions indicate that students actively manage their own learning process. Furthermore, the supportive online community increases students' motivation and self-confidence in practicing English writing. Therefore, @english_menfess can be considered an effective supplementary learning medium that supports independent learning and the continuous development of students' writing skills outside formal classroom settings.

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