

REFERENCES

- Abushanab, H. A., Al-ajaji, M. A., Hemida, K., Jamalallail, L., Aljedaani, M., & Sajar, M. (2025). The Impact of Micro-Learning on Social Media in Design : Enhancing Creative Skills and Design Techniques through Digital Platforms. *International Journal for Scientific Research (IJSR)*, 4(8), 56–79. <https://doi.org/https://doi.org/10.59992/IJSR.2025.v4n8p3>
- Adedoyin, O. B., & Soykan, E. (2023). Covid-19 pandemic and online learning: the challenges and opportunities. *Interactive Learning Environments*, 31(2), 863–875. <https://doi.org/10.1080/10494820.2020.1813180>
- Ahmetović, E., Bećirović, S., & Dubravac, V. (2020). Motivation, anxiety and students' performance. *European Journal of Contemporary Education*, 9(2), 271–289. <https://doi.org/10.13187/ejced.2020.2.271>
- Aisyah, N., Sya, O., Maghfiroh, A., Asiyah, S., & Reti, N. (2024). The Effectiveness of Daily Conversation Activities in Griya Cerdas Ahe on Student Speaking Skills. *The 10th ELTT Proceedings, Vol. 10 No*, 199–203.
- Anindita, K., & Noveintine, D. K. (2022). English Education Students' Perception Of Instagram Usage As A Medium To Learn English. *Uc Journal: Elt, Linguistics And Literature Journal*, 3(2), 135–145. <https://doi.org/10.24071/Uc.V3i2.5388>
- Anwas, E. O. M., Sugiarti, Y., Permatasari, A. D., Warsihna, J., Anas, Z., Alhapip, L., Siswanto, H. W., & Rivalina, R. (2020). Social media usage for enhancing english language skill. *International Journal of Interactive Mobile Technologies*, 14(7), 41–57. <https://doi.org/10.3991/IJIM.V14I07.11552>
- Barkhuizen, G. (2022). Ten Tricky Questions about Narrative Inquiry in Language Teaching and Learning Research : And What the Answers Mean for Qualitative and Quantitative Research. *LEARN Journal: Language Education and Acquisition Research Network*, 15(2), 1–20. <https://so04.tcithaijo.org/index.php/LEARN/article/view/259919>
- Conde-Caballero, D., Castillo-Sarmiento, C. A., Ballesteros-Yáñez, I., Rivero-Jiménez, B., & Mariano-Juárez, L. (2024). Microlearning through TikTok in Higher Education. An evaluation of uses and potentials. *Education and Information Technologies*, 29(2), 2365–2385. <https://doi.org/10.1007/s10639-023-11904-4>
- Damayanti, M. E., & Listyani, L. (2020). An Analysis Of Students' Speaking Anxiety In Academic Speaking Class. *Eltr Journal*, 4(2), 152–170. <https://doi.org/10.37147/Eltr.V4i2.70>
- Daud Jiwandono. (2021). Initial Speaking Ability of English Education Department Freshmen of Universitas Nasional Karangturi. *English Language and Education Spectrum*, 1(1), 24–36. <https://doi.org/10.53416/electrum.v1i1.3>

- Denojean-Mairet, M., López-Pernas, S., Agbo, F. J., & Tedre, M. (2024). A literature review on the integration of microlearning and social media. *Smart Learning Environments*, 11(1). <https://doi.org/10.1186/s40561-024-00334-5>
- Dewi, N. P. P., Marsakawati, N. P. E., Putra, I. N. A. J., & Suwastini, N. K. A. (2022). Being Real on Instagram Reels: An Authentic Tool to Enhance English Speaking Skills. *Elsya : Journal of English Language Studies*, 4(3). <https://doi.org/10.31849/elsya.v4i3.10075>
- Dizon, G. (2022). YouTube for second language learning: What does the research tell us? *Australian Journal of Applied Linguistics*, 5(1), 19–26. <https://doi.org/10.29140/ajal.v5n1.636>
- Emily John, M. M. Y. (2021). A Systematic Review of Social Media Integration to Teach Speaking. *MDPI*, 13(9047), 1–18. <https://doi.org/https://doi.org/10.3390/su13169047>
- Fitri, A. K., & Maghfiroh, A. (2024). Instagrammers' Perception Of Using Instagram Application For Learning English Vocabulary. *Ijiet (International Journal Of Indonesian Education And Teaching)*, 8(2), 314–323. <https://doi.org/10.24071/Ijiet.V8i2.6839>
- Fitria, T. N. (2022). Microlearning in Teaching and Learning Process: A Review. *CENDEKIA: Jurnal Ilmu Sosial, Bahasa Dan Pendidikan*, 2(4), 114–135.
- Hongsa, N., Wathawatthana, P., & Yonwilad, W. (2023). The Effects of TikTok Application on the Improvement of EFL Students' English-Speaking Skills. *World Journal of English Language*, 13(7), 77–88. <https://doi.org/10.5430/wjel.v13n7p77>
- Indriastuti, N. R., Alviyanti, L. Z., & Maghfiroh, A. (2023). Tiktok viewer's perception on Tiktok content towards their speaking skill English improvement. *Eltt*, 9(1), 169–184.
- Iswahyuni, D. (2021). Embracing Social Media To Improve Efl Learners' English Skill. *PROJECT (Professional Journal of English Education)*, 4(4), 704. <https://doi.org/10.22460/project.v4i4.p704-711>
- John W. Cresswell (University of Nebraska. (2014). *RESEARCH DESIGN qualitative, quantitative, and mixed methods approaches 4th edition*.
- John W. Cresswell and Vicki L. Plano Clark. (2018). *the Third Edition Designing and Conducting Mixed Methods Research* (Helen Salmon (ed.); 3rd ed.). SAGE Publications, Inc.
- John W. Creswell, C. N. poth. (2018). *Qualitative Inquiry and Research Design Choosing Among Five Approaches, 4th Edition* (H. Salmon (ed.); 4th ed.). SAGE Publications Inc.
- Jupri, J., & Jumadil, J. (2023). Psychological Factors Towards Speaking Ability At the First Semester of English Department Students in Undikma. *NUSRA : Jurnal Penelitian Dan Ilmu Pendidikan*, 4(4), 1250–1256. <https://doi.org/10.55681/nusra.v4i4.1830>

- Karlina, L., & Muali, C. (2025). Microlearning Integration in Digital Platforms to Increase Student Engagement. *Journal of Education Technology*, 9(1), 21–30. <https://doi.org/10.23887/jet.v9i1.92613>
- Karpovich, I., Sheredekina, O., Krepkaia, T., & Voronova, L. (2021). The use of monologue speaking tasks to improve first-year students' english-speaking skills. *Education Sciences*, 11(6). <https://doi.org/10.3390/educsci11060298>
- Kristiani, P. E., & Pradnyadewi, D. A. M. (2021). Effectiveness of YouTube as Learning Media in Improving Learners' Speaking Skills. *The Art of Teaching English as a Foreign Language*, 2(1), 7–11. <https://doi.org/10.36663/tatefl.v2i1.97>
- Leong, K., Sung, A., Au, D., & Blanchard, C. (2021). A review of the trend of microlearning. *Journal of Work-Applied Management*, 13(1), 88–102. <https://doi.org/10.1108/JWAM-10-2020-0044>
- Lin, Y., Wang, B., Zhang, G., & Su, Y. (2025). The relations among foreign language anxiety , academic buoyancy and willingness to communicate in EFL classroom. *Frontiers in Psychology*, 1–15. <https://doi.org/10.3389/fpsyg.2025.1634054>
- Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic Inquiry. In *Naturalistic Inquiry* (Issue 1). SAGE Publications Inc.
- Lingga, Yulima Melsipa, Wan Yuliyanti, Y. N. (2021). Improving English Speaking Skill Of Efl Class By Using Video Blog On Social Media. *Jall (Journal Of Applied Linguistics And Literacy)*, 5(1), 1–18. <https://jurnal.unigal.ac.id/index.php/jall/index%0ajall>
- Luo, H., & Li, W. (2025). Impact of microlearning on developing soft skills of university students across disciplines. *Frontiers in Psychology*, 16. <https://doi.org/10.3389/fpsyg.2025.1491265>
- Manogaran, D., & Sulaiman, N. A. (2022). Systematic Review : Effectiveness of Social Media in Improving Speaking Skills of ESL Learners Systematic Review : Effectiveness of Social Media in Improving Speaking Skills of ESL Learners. *Internattional Journal of Academic Research in Progressive Education and Development*, 11(3), 737–752. <https://doi.org/10.6007/IJARPED/v11-i3/14722>
- Mohd Shah, F., Bakri, M. Z., & Bakrin, S. S. (2025). the Role of Microlearning in Enhancing Learning Engagement Among Gen Z Students. *International Journal of Modern Education*, 7(25), 361–380. <https://doi.org/10.35631/ijmoe.725025>
- Monib, W. K., Qazi, A., & Apong, R. A. (2025). Microlearning beyond boundaries: A systematic review and a novel framework for improving learning outcomes. *Heliyon*, 11(2), e41413. <https://doi.org/10.1016/j.heliyon.2024.e41413>
- Mutiara, K., Marmanto, S., & Supriyadi, S. (2021). Embracing Students' Self Confidence: Bringing Instagram Into English Speaking Classroom, Why

- Nguyen, T. D. T., & Pham, V. P. H. (2022). Effects of Using Technology to Support Students in Developing Speaking Skills. *International Journal of Language Instruction*, 1(1), 1–8. <https://doi.org/10.54855/ijli.22111>
- Okyar, H. (2023). Foreign Language Speaking Anxiety and its Link to Speaking Self-Efficacy, Fear of Negative Evaluation, Self-Perceived Proficiency and Gender. *Science Insights Education Frontiers*, 17(2), 2715–2731. <https://doi.org/10.15354/sief.23.or388>
- Purwanti, N. K. R., Suwastini, N. K. A., Adnyani, N. L. P. S., & Kultsum, U. (2022). Youtube Videos for Improving Speaking Skills: the Benefits and Challenges According To Recent Research in Efl Context. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 19(1), 66–75. <https://doi.org/10.23887/jptk-undiksha.v19i1.41108>
- Putri, A. R., Zulida, E., Rahmiati, Asra, S., & Fadlia. (2020). A Study Of Students' Anxiety In Speaking. *Journal of Education, Literature and Language Teaching*, 3(1), 35–47.
- Rof, A., Bikfalvi, A., & Marques, P. (2024). Exploring learner satisfaction and the effectiveness of microlearning in higher education. *Internet and Higher Education*, 62(May), 100952. <https://doi.org/10.1016/j.iheduc.2024.100952>
- S.K, A. (2024). The pillars of trustworthiness in qualitative research. *Journal of Medicine, Surgery, and Public Health*, 2(January), 1–4. <https://doi.org/https://doi.org/10.1016/j.glmedi.2024.100051>
- Saed, H. A., Haider, A. S., Al-Salman, S., & Hussein, R. F. (2021). The use of YouTube in developing the speaking skills of Jordanian EFL university students. *Heliyon*, 7(7), e07543. <https://doi.org/10.1016/j.heliyon.2021.e07543>
- Saldana, J. (2013). *The Coding Manual for Qualitative Research, 2nd Edition* (2nd ed.). SAGE Publications Ltd.
- Schreiner, M., Fischer, T., & Riedl, R. (2021). Impact of content characteristics and emotion on behavioral engagement in social media: literature review and research agenda. *Electronic Commerce Research*, 21(2), 329–345. <https://doi.org/10.1007/s10660-019-09353-8>
- Seira Putri Azizah. (2024). Systematic Literature Review: Penelitian Tentang Media Sosial sebagai Media Pembelajaran Microlearning Selama Pandemi Tahun 2019-2022. *Journal of Educational Technology Studies and Applied Research*, 1(1), 20–25. <https://doi.org/10.70125/jetsar.v1i1y2024a3>
- Senandheera, V. V., Muthukumarana, C. K., Ediriweera, D. S., & Rupasinghe, T. P. (2024). Impact of microlearning on academic performance of students in higher education: A systematic review and meta-analysis. *Journal of Multidisciplinary & Translational Research*, 9(1), 10–25. <https://doi.org/10.4038/jmtr.v9i1.2>

- Suwanda, B. S., Harmanto, B., Maghfiroh, A., & Shohenuddin, S. (2024). TikTok Trick: Improving Students' Pronunciation of Indonesian Migrant Workers Children in Malaysia. *Journal of Languages and Language Teaching*, 12(2), 974. <https://doi.org/10.33394/jollt.v12i2.10869>
- Sweller, J. (2011). Cognitive Load Theory. In *Psychology of Learning and Motivation - Advances in Research and Theory* (Vol. 55). Elsevier Inc. <https://doi.org/10.1016/B978-0-12-387691-1.00002-8>
- Sweller, J. (2020). Cognitive load theory and educational technology. *Educational Technology Research and Development*, 68(1), 1–16. <https://doi.org/10.1007/s11423-019-09701-3>
- Sweller, J., Van Merriënboer, J. J. G., & Paas, F. G. W. C. (1998). Cognitive Architecture and Instructional Design. *Educational Psychology Review*, 10(3), 251–296. <https://doi.org/10.1023/A:1022193728205>
- Syafiq, A. N., Rahmawati, A., Anwari, A., & Oktaviana, T. (2021). Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19. *Elsya : Journal of English Language Studies*, 3(1), 50–55. <https://doi.org/10.31849/elsya.v3i1.6206>
- Tahmina, T. (2023). Students' Perception of the Use of Youtube in English Language Learning. *Journal of Languages and Language Teaching*, 11(1), 151. <https://doi.org/10.33394/jollt.v11i1.6883>
- Tarmusi, R. A., & Maghfiroh, A. (2023). A literature Study of Using Vlogs Toward Students Speaking Achivement. *ELTT*, 281–285. <https://proceeding.unpkediri.ac.id/index.php/eltt/article/view/4247%0Ah> <https://proceeding.unpkediri.ac.id/index.php/eltt/article/download/4247/2991>
- Taylor, A. dung, & Hung, W. (2022). The Effects of Microlearning: A Scoping Review. In *Educational Technology Research and Development* (Vol. 70, Issue 2). Springer US. <https://doi.org/10.1007/s11423-022-10084-1>
- Torgerson, C. (2021). What is Microlearning? Origin, Definitions, and Applications. In *Microlearning in the Digital Age*. <https://doi.org/10.4324/9780367821623-3>
- Verawati1, Elih Sutisna Yanto2, W. F. E. (2021). Students' Perception In Instagram-Assisted Vocabulary Learning With Vocabulary Self-Collection Strategy. *International Journal of Education, Information Technology and Others (IJEIT)*, 4(3), 443–451.
- Widyasari, P., & Maghfiroh, A. (2023). The Advantages of Artificial Intelligence ELSA Speak Application for Speaking English Learners in Improving Pronunciation Skills. *ELTT Proceedings*, 9(ELTT Proc.), 7. <https://proceeding.unpkediri.ac.id/index.php/eltt/article/view/4248?>
- Yu, Z., Yu, L., Xu, Q., Xu, W., & Wu, P. (2022). Effects of mobile learning technologies and social media tools on student engagement and learning outcomes of English learning. *Technology, Pedagogy and Education*, 31(3), 381–398. <https://doi.org/10.1080/1475939X.2022.2045215>

Zaitun M. S., & Indriani, E. D, H. (2021). TikTok as a Media to Enhancing the Speaking Skills of EFL Student ' s. *Jurnal Studi Guru Dan Pembelajaran*, 4(1),4(1),8994.<https://scholar.archive.org/work/ldj5viumjnd53ngxupxzugxw/ei/access/wayback/https://e-journal.my.id/jsgp/article/download/525/434>

