

ABSTRACT

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Social media applications like YouTube, Instagram, and TikTok have been shown to facilitate the acquisition of new vocabulary and the development of critical analysis and English skills. Researchers indicated that educators can leverage [social media](#) to bridge formal and informal learning. Teachers can adapt [social media](#) content to their English classes, improving communication skills and providing a comfortable environment for shy language learners. The study examined the use of [social media](#) platforms such as [Instagram](#), Facebook, Twitter, YouTube, and Telegram for English language learning. The systematic review was conducted through detailed searches in Google Scholar databases. A total of 170 articles were initially identified based on the eligibility and exclusion criteria, using specific keywords relevant to the review topic. As a result, 28 articles remained for analysis, which were subsequently evaluated using the eligibility criteria. Nine selected articles were categorized into three distinct research method groups: six qualitative studies, two quantitative studies, and one study that employed a mixed-method approach. These articles were classified into three different research methods, namely, two qualitative studies and one quantitative study. The findings of this study provided valuable insights into the effectiveness of social networking in language learning and helped inform best practices for its implementation in the classroom.

Keywords: Social Media, Social Media Use, Social Media for ELT, English Language Teaching (ELT), English Language Teaching (ELT) Classroom