

## CHAPTER I INTRODUCTION

This chapter includes a topic for the research problem. It consists of seven topics, namely the research background, the research focus and scope, the research questions, the research objectives, the research significances, the definition of key terms, and the organization of thesis.

### A. Research Background

The integration of mobile learning in the classroom has become widespread, and social media tools are a prominent example of this approach.<sup>1</sup> Social media, as an information and communication technology (ICT) tool, is widely used for online communication and has gained popularity across age groups and educational levels due to technological advancements. These platforms have revolutionized social interaction and have found extensive applications in the 21<sup>st</sup> century, including education. Online education technology, including social media, has been widely adopted in higher education, offering students and teachers increased opportunities and choices. Seaman, Tintin Kane, and Person also acknowledge the evolving nature of social media both within and beyond the classroom.<sup>2</sup>

Social media holds great potential as an educational tool, particularly in English language teaching. It provides unique and dynamic learning experiences for students and teachers alike.<sup>3</sup> As a literary device, it has become a common platform in academic circles,

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<sup>1</sup> Yu Ju Lan, Yao Ting Sung, and Kuo En Chang, "Let Us Read Together: Development and Evaluation of a Computer-Assisted Reciprocal Early English Reading System," *Computers and Education* 53, no. 4 (2009): 1188–98, <https://doi.org/10.1016/j.compedu.2009.06.002>.

<sup>2</sup> Jeff Seaman and Hester Tinti-kane, "Social Media for Teaching and Learning," *Pearson*, no. October (2013): 1–32, <http://www.onlinelearningsurvey.com>.; James A. Griesemer, "Using Social Media to Enhance Student Learning," *Quality Approaches in Higher Education* 3, no. January (2013): 8–10; Mpine Makoe, "Exploring the Use of MXit: A Cell-Phone Social Network to Facilitate Learning in Distance Education," *Open Learning* 25, no. 3 (2010): 251–57, <https://doi.org/10.1080/02680513.2010.512099>; Patient Rambe and Aaron Bere, "Using Mobile Instant Messaging to Leverage Learner Participation and Transform Pedagogy at a South African University of Technology," *British Journal of Educational Technology* 44, no. 4 (2013): 544–61, <https://doi.org/10.1111/bjet.12057>; Orij, Abraham and Anikpo, Fanny, "Social Media in Teaching-Learning Process: Investigation of the Use of Whatsapp in Teaching and Learning in University of Port Harcourt," *European Scientific Journal ESJ* 15, no. 4 (2019), <https://doi.org/10.19044/esj.2019.v15n4p15>.

<sup>3</sup> Siti Zainab Mukhtar, "Title Using Social Media in the English Teaching and Learning Process Author Sitti Zainab Mukhtar," 2015, 13.

allowing individuals to share academic work, research findings, book reviews, and engage in communications with colleagues and teachers. Social media enhances learning opportunities by fostering connections and facilitating communication between students and instructors. Platforms like Facebook, Twitter, and LinkedIn provide spaces for dialogue, idea exchange, and problem-solving. Teachers can adapt social media content to their English classes, enhancing communication abilities and providing a comfortable environment for reserved language learners.<sup>4</sup> Numerous students struggle with speaking in front of their peers, but they might find it more comfortable to express themselves through social media platforms. This avenue offers an alternative for students who cannot raise their hands in class. Additionally, the text-based nature of social media platforms makes them effective tools for enhancing writing skills.<sup>5</sup>

Language learning typically involves the development of four core skills: listening, reading, writing, and speaking. To effectively cultivate these skills, teachers employ various activities both inside and outside the classroom, allowing students to actively engage with the subject matter and interact with their peers.<sup>6</sup> Students can exchange notes, respond to inquiries, and even communicate with their teachers. Social media platforms like Facebook and Twitter offer convenient access to academic-related information, minimizing excuses related to missed assignments, incomplete notes, and unawareness of exam schedules.<sup>7</sup> Researchers indicate that educators can leverage social media to bridge formal and informal learning and explore new ways of engaging students with educational content.<sup>8</sup>

Currently, numerous studies reviewed the literature on the educational application of social media, highlighting its benefits in language learning. For instance, Nurazimah explored the needs of Generation Z, identifying their importance in facilitating effective

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<sup>4</sup> Mukhtar.

<sup>5</sup> Emily John and Melor Md Yunus, "A Systematic Review of Social Media Integration to Teach Speaking," *Sustainability (Switzerland)* 13, no. 16 (2021), <https://doi.org/10.3390/su13169047>; Mukhtar, "Title Using Social Media in the English Teaching and Learning Process Author Sitti Zainab Mukhtar."

<sup>6</sup> Lan, Sung, and Chang, "Let Us Read Together: Development and Evaluation of a Computer-Assisted Reciprocal Early English Reading System."

<sup>7</sup> Lan, Sung, and Chang.

<sup>8</sup> Baiyun Chen and Thomas Bryer, "Investigating Instructional Strategies for Using Social Media in Formal and Informal Learning | The International Review of Research in Open and Distributed Learning," *The International Review of Research in Open and Distance Learning* 13, no. 1 (2012): 87–104, [http://www.irrodl.org/index.php/irrodl/article/view/1027/2073?utm\\_campaign=elearn](http://www.irrodl.org/index.php/irrodl/article/view/1027/2073?utm_campaign=elearn).

teaching and learning method in ESL lessons. This study also emphasized the utilization of social media as a means of enhancing writing skills.<sup>9</sup> A similar review was conducted by Ahmad, who examined the efficacy of employing YouTube videos to teach speaking skills to English as a Foreign Language (EFL) students in Jordan. The research sample consisted of 80 students enrolled in oral skills classes within the English Language and Literature Department at a private university in Jordan. The participants were evenly divided into a control group, which received traditional instruction for speaking skills, and an experimental group, which was guided through the use of YouTube videos. The findings indicated an improvement in the performance of both groups, with the experimental group, utilizing YouTube videos, showing particularly enhanced outcomes.<sup>10</sup> Susan George stated that there are numerous possibilities to learn English using technology and online resources. Her paper is based on a survey among college students and teachers in Kerala, focusing on the utilization of social media for learning and teaching purposes.

YouTube has become a popular choice among various social media platforms for learning English. Pratama, Arifin, and Widyaningsih discover and examine the educational potential of YouTube and its benefits for language teachers in enhancing students' skills. The researcher concluded that YouTube is an essential tool in classrooms as it captures students' attention and stimulates their creativity.<sup>11</sup> According to the data from the study titled '*Social Media for Improving Students' English Quality in the Millennial Era*,' students primarily utilize YouTube, Instagram, Facebook, and Line for their English learning. These social media platforms have been found to enhance students' listening, speaking, writing, and reading abilities while improving the overall quality of English education in the millennial era. These platforms are viewed as fun, engaging, easy to access, practical, simple, and informative.<sup>12</sup>

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<sup>9</sup> Nurazimah Aziz, Harwati Hashim, and Melor Md. Yunus, "Using Social Media to Enhance ESL Writing Skill among Gen-Z Learners," *Creative Education* 10, no. 12 (2019): 3020–27, <https://doi.org/10.4236/ce.2019.1012226>.

<sup>10</sup> Hadeel A Saed et al., "Heliyon The Use of YouTube in Developing the Speaking Skills of Jordanian EFL University Students," *Heliyon* 7, no. June (2021): e07543, <https://doi.org/10.1016/j.heliyon.2021.e07543>.

<sup>11</sup> Shadam Hussaeni Handi Pratama, Riyadh Ahsanul Arifin, and Ayang Winda Sri Widianingsih, "The Use of YouTube as a Learning Tool in Teaching Listening Skill," *International Journal of Global Operations Research* 1, no. 3 (2020): 123–29, <https://doi.org/10.47194/ijgor.v1i3.56>.

<sup>12</sup> Azizah Maulina Erzad and Suciati, "Social Media for Improving Students' English Quality in Millennial Era," *Jurnal Edulingua* 5, no. 1 (2018): 7–14.

Jessi S. Barrot in his paper reveals that Facebook, Skype, WhatsApp, and Twitter have attracted considerable attention from language learning scholars due to their high-profile status as social media platforms. The paper also highlights the implications for adopting social media in language learning and suggests areas for further research.<sup>13</sup>

Numerous studies have focused on examining the utilization of social media in the context of teaching and learning the English language. However, there is still a need for a comprehensive content analysis systematic review of scientific articles on the impact and significance of social media in English language instruction and learning.

Based on the above statement, this research aimed to fill that gap by conducting a qualitative meta-analysis entitled "The Utilization of Social Media for English Language Teaching Classroom: A Qualitative Meta-Analysis." The study specifically examined the utilization of various social media platforms, including Instagram, Facebook, Twitter, YouTube, and Telegram, in the context of English language learning. Additionally, the objective is to investigate the effects of incorporating social media into English learning by means of a systematic review.

## **B. Research Focus and Scope**

In this research, the scope was to focused on YouTube, Instagram, and TikTok as popular social media platforms. These platforms were chosen due to their widespread use and relevance in today's digital landscape. TikTok is a popular short-form video platform, Instagram is a photo and video sharing platform, and YouTube is a well-known video resource. Furthermore, YouTube, Instagram, and TikTok have been shown to facilitate the acquisition of new vocabulary and the development of critical analysis and English skills. By concentrating on these platforms, the researcher aimed to explore their potential and impact on English language teaching and learning.

## **C. Research Questions**

Based on the research background above, the researcher has formulated two key research questions for this study:

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<sup>13</sup> Jessie S. Barrot, "Social Media as a Language Learning Environment: A Systematic Review of the Literature (2008-2019)," *Computer Assisted Language Learning* 0, no. 0 (2021): 1–29, <https://doi.org/10.1080/09588221.2021.1883673>.

1. What are the documented best practices for implementing social media to support language learning?
2. What types of data collection and analysis have been used to measure the use of social media in language learning?

#### **D. Research Objectives**

Based on the formulated research questions mentioned above, the researcher establishes the following objectives for this study in order to obtain comprehensive answers:

1. To analyze the documented best practices for implementing social media to support language learning.
2. To analyze types of data collection and analysis have been used to measure the use of social media in language learning.

#### **E. Research Significances**

1. Theoretical Significance

The results of this research are expected to contribute to the understanding of which types of social media platforms are more effective in facilitating the development of English language skills for English as a Foreign Language (EFL) students. It aims to identify the content that is most in demand among English language learners through social media, which can help improve the quality of content and address specific learning needs. Additionally, the research aims to shed light on how English as a Foreign Language (EFL) students enhance their English language skills through social media.

2. Practical significance

- a. For students of the English Department:  
The research findings can assist students in improving their language skills by guiding them to select appropriate content based on their individual learning preferences. It promotes self-directed learning and enables students to engage with content that suits their needs.
- b. For teachers of the English Department:  
The research outcomes can be valuable for teachers to enhance their creativity in creating engaging content that attracts English as a Foreign Language (EFL) students to learn English via social media. It provides insights into effective strategies and approaches to maximize the potential of social media as a learning tool.



- c. For the faculty:  
This research benefits the faculty by promoting the development of literacy skills and scientific work among English language students. It encourages faculty members to explore innovative teaching methods and incorporate social media platforms into the curriculum to enhance student engagement and learning outcomes.
- d. For the following researchers:  
This research can serve as a guideline, reference, and source of feedback for conducting research and other scientific works, such as journals and articles, focusing on the utilization of social media for English language learning. It contributes to the existing body of knowledge and supports the advancement of research in this field.

## F. Definition of Key Terms

To ensure clarity and understanding, the following key terms are defined based on the title of this research, "The Utilization of Social Media for English Language Teaching and Learning in Indonesia - A Qualitative Meta-Analysis."

1. Systematic Review  
A systematic review refers to a comprehensive and structured approach to reviewing and analyzing existing research studies to answer specific research questions. It involves collecting, evaluating, and synthesizing data from multiple sources to derive meaningful conclusions.<sup>14</sup>
2. Meta-Analysis  
Meta-analysis combines qualitative data to form a new interpretation of the research field. This helps to derive new insights, explanations, or theories within a particular research field. It combines the findings of individual studies to identify patterns, trends, or effects, and can generate hypotheses for future testing or comparisons.<sup>15</sup>

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<sup>14</sup> Daniela Rezende Vilarinho-Pereira, Adrie A. Koehler, and Denise De Souza Fleith, "Understanding the Use of Social Media to Foster Student Creativity: A Systematic Literature Review," *Creativity* 8, no. 1 (2021): 124–47, <https://doi.org/10.2478/ctra-2021-0009>; Rr Tutik Sri Hariyati, "Mengenai Systematic Review Theory Dan Studi Kasus," *Jurnal Keperawatan Indonesia* 13, no. 2 (2010): 124–32, <https://doi.org/10.7454/jki.v13i2.242>.

<sup>15</sup> Salla Atkins et al., "Conducting a Meta-Ethnography of Qualitative Literature: Lessons Learnt," *BMC Medical Research Methodology* 8 (2008): 1–10, <https://doi.org/10.1186/1471-2288-8-21>.

3. Social media  
Social media refers to computer-mediated technologies that enable individuals to create, share, and exchange information, ideas, and interests through virtual platforms. It facilitates communication, networking, and collaboration among users.<sup>16</sup>
4. Social Networking Sites (SNS)  
Social Networking Sites (SNS) are specific online platforms or applications within the realm of social media that facilitate the establishment of connections and relationships between individuals or groups. Examples of popular social networking sites include Instagram, Facebook, Twitter, YouTube, and Telegram.<sup>17</sup>
5. Formal learning  
Formal learning refers to the structured and organized educational processes typically found in traditional academic settings, such as schools or classrooms. It follows a standardized curriculum and typically involves teacher-centered approaches.<sup>18</sup>
6. Informal learning  
Informal learning refers to the acquisition of knowledge, skills, and competencies through everyday experiences and activities outside formal educational settings. It is characterized by self-directed and self-paced learning, often driven by personal interests and experiences. Informal learning occurring naturally through social interactions, practical experiences, and personal interests.<sup>19</sup>

## G. Organization of Thesis

The research divides this research paper in order to make it easier to understand. This research consists of five chapters.

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<sup>16</sup> Tubagus Zam Zam Al Arif, "The Use of Social Media for English Language Learning: An Exploratory Study of EFL University Students," *Metathesis: Journal of English Language, Literature, and Teaching* 3, no. 2 (2019): 224–33, <https://doi.org/10.31002/metathesis.v3i2.1921>.

<sup>17</sup> Arif Wicaksana and Tahar Rachman, "濟無No Title No Title No Title," *Angewandte Chemie International Edition*, 6(11), 951–952. 3, no. 1 (2018): 10–27, <https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf>.

<sup>18</sup> Moniquelly B. Silva, *Percepção Da População Assistida Sobre a Inserção de Estudantes de Medicina Na Unidade Básica de Saúde, Trabalho de Conclusão de Curso*, vol. 1, 2016, <https://doi.org/10.1017/CBO9781107415324.004>.

<sup>19</sup> Silva.

Chapter I is introduction. This chapter deals with research background, research focus and scope, research questions, research objectives, research significances, definition of the key terms, and organization of thesis.

Chapter II is a review of related literature. This chapter consists of a theoretical description, theoretical framework, and review of previous research.

Chapter III is the research methodology. In this chapter, the researcher presents the research method, research subjects, instruments and data collection technique, and data analysis technique.

Chapter IV is the research findings and discussion. In this chapter, the researcher presents the results and discussion.

Chapter V is conclusions and recommendations. The researcher draws the conclusions and recommendations of the research.

