

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses a review of related literature which consists of some supported theories related to this research.

A. Theoretical Description

1. Social Media

Social media plays a crucial role in our daily lives. While its initial purpose was to facilitate social interaction, it has evolved into a platform with diverse functionalities. Social media enables users to connect with others, share content, acquire knowledge, engage in social activities, and even promote products and services.

Although the terms "social media" and "social networks" are often used interchangeably, there is a distinction between the two. Social media refers to websites and platforms that allow users to share content and interact with others, while social networks refer to the communities of users found on these platforms.¹ According to the Merriam-Webster Dictionary, social media encompasses various forms of electronic communication, including social networking websites and microblogging platforms, where users can create online communities to exchange information, ideas, personal messages, videos, and other content.

Social media encompasses a wide range of internet-based and mobile services that allow users to participate in online exchanges, contribute user-generated content, and join virtual communities. In his journal article, "Social Media: An Introduction," Michael Dewing provides an overview of internet services commonly associated with social media, often referred to as "Web 2.0." These include:²

a) Blogs

Blogs, short for "weblogs," are online journals where content is displayed in reverse chronological order. Users can create and publish their articles, stories, or opinions. Popular free blog hosting services include WordPress, Tumblr, and Blogger.

¹ Burns Kelli S., *Contemporary World Issues Society - Social Media*, 2017.

² Michael Dewing, "Social Media: An Introduction," *Library of Parliament* 19, no. 3 (2010): 40–43.

b) Wikis

Wikis are collaborative websites where participants can modify existing pages or create new ones using their web browsers. Wikipedia, a well-known free online encyclopedia, utilizes wiki technology.³

c) Social bookmarking

Social bookmarking sites allow users to organize and share website links. These platforms help users discover, save, and categorize interesting webpages. Examples of social bookmarking sites include Reddit, StumbleUpon, and Digg.

d) Social network sites

Social network sites allow individuals to create public or semi-public profiles within a specific system, connect with other users, and explore connections made by others. Facebook and LinkedIn are two of the most widely used social network sites in Canada.⁴ Other popular platforms today include YouTube, WhatsApp, Instagram, WeChat, TikTok, Twitter, Quora, Snapchat, Telegram, Pinterest, Discord, and Twitch.

e) Status-update services

Status-update services, also known as microblogging services, enable users to share brief updates about people or events and view updates from others. Twitter and Facebook are prominent examples of such services.⁵

f) Virtual world content

These websites offering virtual world content provide users with game-like environments where they can interact with one another. Examples include Minecraft and World of Warcraft, where users create avatars (virtual representations of themselves) and engage with others.

³ Alain Désilets and Sébastien Paquet, "Wiki as a Tool for Web-Based Collaborative Story Telling in Primary School: A Case Study," *World Conference on Educational Multimedia, Hypermedia and Telecommunications* 2005, no. 1 (2005): 770–77, <http://www.editlib.org/p/20175/>.

⁴ Danah M. Boyd and Nicole B. Ellison, "Social Network Sites: Definition, History, and Scholarship," *Journal of Computer-Mediated Communication* 13, no. 1 (2007): 210–30, <https://doi.org/10.1111/j.1083-6101.2007.00393.x>.

⁵ Amanda Lenhart and Susannah Fox, "Twitter and Status Updating," *Methodology* Retrieved, no. December 2008 (2009): 1–6, <http://www.pewinternet.org/Reports/2009/Twitter-and-status-updating.aspx>.

g) Media-sharing sites

Media-sharing platforms allow users to upload and share videos or photographs. YouTube, TikTok, Pinterest, and Instagram are well-known examples of websites where users can publish and view various types of media content.

These categories overlap to some degree. For instance, Twitter functions as both a social network site and a status-update service. Similarly, Facebook allows users to share photographs, and Pinterest enables users to follow others.

2. Social Media for English Language Teaching (ELT)

Social media platforms have transformed the way we connect and share content online. These internet-based platforms enable users to create profiles and share various forms of user-generated or curated digital content, such as text, photos, graphics, and videos, within a networked community. While the terms "social media" and "social networks" are often used interchangeably, social media refers to the platforms themselves, while social networks represent the communities of users within these platforms.⁶ The terms "social media" and "Web 2.0" have gained popularity in defining a wide range of applications on the World Wide Web (WWW). These include blogs, microblogs like Twitter, social networking sites (SNS), video/image/file sharing platforms, and wikis.⁷ Social media serves as an information and communication technology (ICT) tool that allows people to communicate and engage with others at any time, making it widely embraced by individuals of all ages and backgrounds across the world.

Today, social media has become an integral part of our lives. Its pervasive influence is undeniable, prompting businesses to recognize its immense power and potential. Organizations are now striving to establish a strong presence on social media platforms to leverage the opportunities they offer. The term "social media" has become so ubiquitous that it requires little explanation, as its popularity and familiarity have permeated society.⁸

It is important to note that the definition of social media continues to evolve over time, and countless interpretations and

⁶ Kelli S., *Contemporary World Issues Society - Social Media*.

⁷ Christian Fuchs, *Social Media as Participatory Culture, Social Media: A Critical Introduction*, 2014, <https://doi.org/10.4135/9781446270066.n3>.

⁸ Varinder; Priya Kanwar Taprial, *Understanding Social Media, Journal of Chemical Information and Modeling*, vol. 53, 2012.

definitions exist. As the landscape of social media changes and new platforms emerge, new definitions are added to capture its ever-evolving nature.

In simple terms, social media refers to web-based applications that allow users to create and exchange content while facilitating interaction among users. This category encompasses various platforms such as Social Networking Sites (SNS) like Instagram, TikTok, Facebook, Twitter, Friendster, and Google Plus. It also includes blogs, internet forums, bookmarking sites, online community sites, Q&A sites, and more.⁹ The popularity of these technologies has prompted researchers to explore the possibility of using social networking sites for educational purposes.

The use of social media is steadily increasing, with staggering numbers of users on popular platforms. For instance, Instagram boasts over one billion users, Facebook has accumulated more than five billion users, and TikTok has surpassed 500 million users. These staggering numbers highlight the popularity and influence of social media in today's society.

Since 2020, TikTok has experienced a significant increase in its monthly user base, with a growth rate of 32%. Contrary to its reputation as a platform primarily for younger users, the largest surge in engagement has actually been observed among Generation X and baby boomers. This indicates that TikTok's popularity is not limited to a specific age group, and older consumers are actively contributing to its upward trend.¹⁰

For older consumers, platforms like TikTok offer an exciting space to discover fresh content and find bursts of inspiration. It is not only a platform dominated by younger users but also a vibrant hub where people of all ages can find enjoyment and entertainment. This is an interesting shift in demographics, as TikTok continues to attract a diverse user base.

To provide further context, let's define the generational categories:

- Gen Z, refers to the newest generation, born between 1997 and 2012. Currently, they range in age from 9 to 24 years old.

⁹ Taprial; Caleb T. Carr and Rebecca A. Hayes, "Social Media: Defining, Developing, and Divining," *Atlantic Journal of Communication* 23, no. 1 (2015): 46–65, <https://doi.org/10.1080/15456870.2015.972282>.

¹⁰ GWI, "GWI Social Report 2022," 2022.

○ Millennials, also known as Gen Y, were born between 1981 and 1994/1996. They are currently between 25 and 40 years old.

● Gen X refers to the generation born between 1965 and 1979/1980, placing them currently between the ages of 41 and 56.

○ Baby boomers were born between 1946 and 1964,

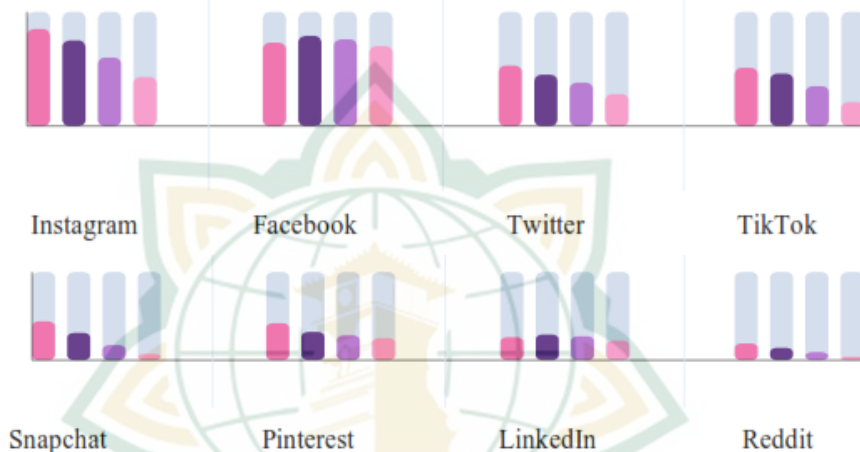


Figure 2.1. Instagram tops Gen Z's charts
% of internet users who use the following social media services monthly.

Given the widespread popularity of social networking sites and the increasing accessibility of smart devices, it is important to explore the potential of platforms like Instagram and TikTik in various learning environments. Numerous researchers have highlighted the informal learning opportunities offered by Instagram. 11 There are many types of learning environments and researchers recognize that people gain knowledge in various ways throughout their lives.

Learning takes place not only in traditional classroom settings but also in workplaces and everyday life situations. We constantly gather information from a wide range of sources, including news media, television, internet resources, and community organizations. While our primary motivation may be to find solutions to educational or professional challenges, we also engage in information gathering

¹¹ Neil Selwyn, “Web 2.0 Applications as Alternative Environments for Informal Learning - a Critical Review,” *Institute of Education, University of London, UK*, n.d., 1–10; Katrin Wodzicki, Eva Schwämmlein, and Johannes Moskaliuk, “‘Actually, i Wanted to Learn’: Study-Related Knowledge Exchange on Social Networking Sites,” *Internet and Higher Education* 15, no. 1 (2012): 9–14, <https://doi.org/10.1016/j.iheduc.2011.05.008>.

out of curiosity and for various other purposes. ¹² This multifaceted approach to learning, involving the use of multiple sources, demonstrates the importance of lifelong learning in both formal and informal contexts. ¹³

By utilizing the potential of social networking sites like Instagram and TikTok, we can tap into the inherent curiosity of individuals and provide them with rich learning experiences. These platforms offer a unique path for acquiring knowledge, fostering engagement, and satisfying intellectual curiosity. Integrating them into educational and professional settings can enhance the learning process and promote lifelong learning practices.

The integration of social media in the English teaching and learning process is crucial in today's classroom. The landscape of student engagement and learning methods has undergone significant changes. Students are not only exposed to a wider range of media but also adept at processing vast amounts of information every day. According to Susan Zeigler, a researcher at Cleveland State University, these technological innovations are expected to cause fundamental changes in education systems around the world. ¹⁴

One particular aspect to consider is that high school graduates often find themselves spending a significant portion of their personal and professional lives on social media platforms. However, due to the lack of proper guidance on social media usage, students may not possess the necessary skills to navigate these platforms effectively. It becomes crucial to provide instruction on responsible and appropriate social media access, as well as guidelines for interacting in the online environment.

Furthermore, social media offers teachers a valuable opportunity to engage students in ways that align with their existing interests and preferences. By leveraging social media, educators can tap into students' enjoyment and familiarity with these platforms, leading to

¹² Nada Dabbagh and Anastasia Kitsantas, "Personal Learning Environments, Social Media, and Self-Regulated Learning: A Natural Formula for Connecting Formal and Informal Learning," *Internet and Higher Education* 15, no. 1 (2012): 3–8, <https://doi.org/10.1016/j.iheduc.2011.06.002>.

¹³ John H. Falk, Martin Storksdieck, and Lynn D. Dierking, "Investigating Public Science Interest and Understanding: Evidence for the Importance of Free-Choice Learning," *Public Understanding of Science* 16, no. 4 (2007): 455–69, <https://doi.org/10.1177/0963662506064240>.

¹⁴ Steven Lance Bynum, "Utilizing Social Media to Increase Student Engagement: A Study of Kern County Public Schools.," *Online Submission* (California State University, Bakersfield, 2011), <http://www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED526312>.

positive educational outcomes. The use of social media in the classroom opens the path for interactive and dynamic learning experiences that with students.

By recognizing the changing landscape of student engagement, adapting teaching methods to incorporate social media, and providing guidance on responsible usage, educators can utilize the potential of social media to enhance English teaching and learning processes in a meaningful way.

The majority of teachers, students, and parents are likely already equipped with the necessary technology and skills to leverage social networks. However, it is important to acknowledge that there may still be students and teachers who lack access to or proficiency in technology, which can pose challenges when considering social media campaigns in an educational environment. This obstacle can be overcome by providing schools with adequate hardware and internet network facilities to ensure inclusivity.

To ensure the best utilization of social media in an educational setting, it is beneficial to integrate a practice guide into the curriculum, considering that social media continues to evolve and grow over time. This guide can equip students and teachers with the necessary knowledge and skills to navigate social media responsibly and effectively.

Occasionally, changes in social media platforms may create integration issues in the classroom. To mitigate this, schools have the option to implement their own social media software as an alternative to utilizing public platforms. This custom platform can be designed to prioritize security and create a controlled environment for students and teachers to interact. However, in this case, the researcher discusses the everyday use of social media in the classroom, specifically by utilizing social media, which is currently booming and used by Generation Z.

By considering these factors and implementing appropriate measures, educational institutions can effectively utilize the potential of social media in the classroom while addressing any challenges that may arise. This approach allows for enhanced engagement and meaningful educational experiences for students in the context of today's technologically driven society.

3. Systematic Review and Meta-Analysis

Review can be defined as an analysis or evaluation of any material, which can be various forms of content, such as literature, artworks, music, and films. In fact, a review can be done for

everything that can be observed by the five human senses.¹⁵ However, it's important to understand that different subjects require different approaches to conducting reviews. There are several types of reviews that individuals can utilize, including systematic reviews, meta-analyses, rapid reviews, scoping reviews, and critical reviews. This research will specifically focus on systematic reviews.

One term closely associated with systematic reviews is integrative literature. Integrative literature refers to a method that combines multiple original studies. There are two main types of integrative literature: literature reviews (also known as article reviews or state of the art reviews) and systematic reviews. If a systematic review includes a formal statistical analysis, it is referred to as a meta-analysis.¹⁶ A systematic review is quite similar to Meta-analysis. As both involve the systematic identification, analysis, and evaluation of research data or evidence. Their main objective is to systematically present existing primary research findings and arguments that can inform and shape practices and policies.¹⁷

Systematic reviews play a vital role in evidence-based decision-making by providing a comprehensive and structured approach to analyzing research. By following a systematic and rigorous process, systematic reviews and meta-analyses contribute to advancing knowledge, identifying gaps in the literature, and guiding future research and interventions.

In her book, Angela Boland explains the concept of a systematic review, which is a type of literature review that aims to gather, evaluate, and synthesize the most reliable and relevant evidence related to a specific research question. The purpose of a systematic review is to provide evidence-based information and answers, which can be utilized in various ways. Apart from advancing a particular field of study and informing future practices or research, the information derived from a systematic review can be combined with

¹⁵ Dareen Alsulami, "A Systematic Review: Incorporating Social Media Tools into Language Learning," *ProQuest LLC* 80, no. 2-A(E) (2018): 1–89, https://search.proquest.com/dissertations-theses/systematic-review-incorporating-social-media/docview/2461125713/se-2?accountid=14695%0Ahttps://eureka.upo.es/discovery/search?vid=34CBUA_UPO:VUI&lang=es%0Ahttp://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=refere.

¹⁶ Sofyan Ismael Sudigdo Sastroasmoro, "Dasar Dasar Metodologi Penelitian Klinis," *Dasar-Dasar Metodologi Penelitian*, 2011, 359.

¹⁷ Chris Van Klaveren and Inge De Wolf, *Systematic Reviews in Education Research*; *Contemporary Economic Perspectives in Education*, 2019, <https://doi.org/10.2307/j.ctt14jxsqg.4>; Alsulami, "A Systematic Review: Incorporating Social Media Tools into Language Learning."

professional judgment to make informed decisions regarding interventions or policy changes.

This type of review is particularly useful when consolidating findings from multiple studies that investigate the same research question, regardless of the discipline, be it healthcare, education, or other fields.

To conduct a systematic review, a well-defined and clear process is followed. It involves several key steps:¹⁸

- a) Clearly define the research question or problem that the review aims to address.
- b) Identifying and critically evaluating all available evidence relevant to the research question.
- c) Synthesizing the findings from the collected evidence.
- d) Drawing relevant conclusions based on the synthesized evidence.

The act of reviewing evidence and synthesizing findings is not limited to academic or research settings, it is something we commonly engage in during our daily lives. ¹⁹ To illustrate this, let's consider the process of buying a new house. When faced with the overarching question of "which house should I buy?" we break it down into several smaller questions, such as the available house options, the desired house model, the preferred location, and even personal preferences that contribute to our happiness. To make informed decisions, we gather data from various sources, including house magazines, online reviews, recommendations from acquaintances, and visits to real estate agents. Throughout this process, we critically evaluate the collected evidence, including our own experiences, and assess the reliability of individual claims. For instance, if our goal is to find a small and affordable house, we understand that reviews written by luxury homeowners may be less relevant than those published in weekend newspapers. We also prioritize specific features, such as nearby amenities, over others like the house's material specifications or location and access, and we seek out reviews that assess houses based on similar criteria to our own.

While the example above simplifies the complexity of decision-making, it introduces the purpose of reviews and highlights some of the crucial considerations involved in conducting a review. ²⁰

¹⁸ Rumona Boland, Angela; Cherry, M. Gemma; Dickson, *Doing a Systematic Review - A Student's Guide 2nd Edition*, SAGE Publications Ltd, 2014.

¹⁹ David Gough, Sandy Oliver, and James Thomas, *An Introduction to Systematic Reviews*, SAGE Publications Ltd, 2012, <https://b-ok.asia/book/2718381/a08a63>.

²⁰ Gough, Oliver, and Thomas.

David Gough, the Director of the EPPI Centre, outlines a comprehensive nine-phase process for conducting a systematic review. These steps are crucial for ensuring the accuracy and effectiveness of the review: ²¹

- a) Establishing the review question: Clearly define the research question that the review aims to address.
- b) Defining inclusion and exclusion criteria: Specify the criteria that will be used to determine which studies are eligible for inclusion in the review.
- c) Articulating the search strategy: Develop a systematic and comprehensive search strategy to identify relevant studies, including the selection of appropriate information sources.
- d) Screening articles: Evaluate the identified articles to determine if they meet the predefined inclusion and exclusion criteria.
- e) Reporting search results: Present the outcomes of the search strategy, often in the form of a flowchart, to demonstrate the selection process and the number of studies included.
- f) Extracting data: Extract relevant data from the included studies, ensuring that key information is collected consistently and accurately.
- g) Assessing methodological quality: Evaluate the quality and rigor of the included studies to determine their reliability and potential biases.
- h) Synthesizing evidence: Synthesize the findings of the included studies either quantitatively (through statistical analysis) or qualitatively (through narrative summaries), to provide a comprehensive overview of the collective evidence.
- i) Concluding and communicating findings: Summarize and communicate the review findings in a manner that is relevant and accessible to the intended audience, such as researchers, policymakers, or practitioners.

Additionally, Lindsay S. Uman, in their article "Systematic Reviews and Meta Analysis," describes eight stages for systematic reviews and meta-analyses, which align closely with Gough's framework: ²²

²¹ Margaret Bearman et al., "Systematic Review Methodology in Higher Education," *Higher Education Research and Development* 31, no. 5 (2012): 625–40, <https://doi.org/10.1080/07294360.2012.702735>; Gough, Oliver, and Thomas, *An Introduction to Systematic Reviews*.

²² Lindsay S. Uman PhD, "Systematic Reviews and Meta-Analyses," *Clinical Research Methods for Surgeons*, no. February (2011): 57–59, https://doi.org/10.1007/978-1-59745-230-4_18.

- a) Formulate the review question: Clearly define the research question or objective of the review.
- b) Define inclusion and exclusion criteria: Establish specific criteria to determine which studies will be included or excluded.
- c) Develop search strategy and locate studies: Create a comprehensive search strategy and identify relevant studies from various sources.
- d) Select studies: Evaluate the identified studies based on the predefined criteria and include those that meet the requirements.
- e) Extract data: Extract relevant information and data from the selected studies in a systematic manner.
- f) Assess research quality: Evaluate the methodological quality and reliability of the included studies to assess their validity.
- g) Analyze and interpret results: Analyze the collected data and interpret the findings to draw meaningful conclusions.
- h) Disseminate findings: Share the results of the systematic review and meta-analysis through appropriate channels, such as publications or presentations.

A systematic review is a methodical approach to conducting literature reviews that involve structured planning and adherence to predefined standards and criteria. It can serve as an independent research study, generating review articles as outputs. A systematic review is not merely a search for relevant literature; it involves a well-designed research process with careful planning. The results of a systematic review, which consolidate the findings of multiple previous studies, can be utilized in policy studies to enhance existing results, improve outcomes, or provide recommendations for future implementation. The integration of systematic review and meta-analysis methodologies enhances the rigor and reliability of research findings by minimizing bias, increasing statistical power, and facilitating evidence synthesis. Furthermore, systematic review findings can guide future research agendas and contribute to policy development and implementation recommendations.²³

B. Theoretical Framework

The theoretical framework serves as a foundational structure that supports the theories underlying research studies. It plays a crucial role in introducing and explaining the reasons behind the

²³ Rr. Tutik Sri Hariyati, "Mengenal Sistematis Review Theory Dan Studi Kasus," *Jurnal Keperawatan Indonesia* 13, no. 2 (2010): 124–32.

problems being investigated in a study. In this context, the following theoretical framework will be employed to illustrate the research:

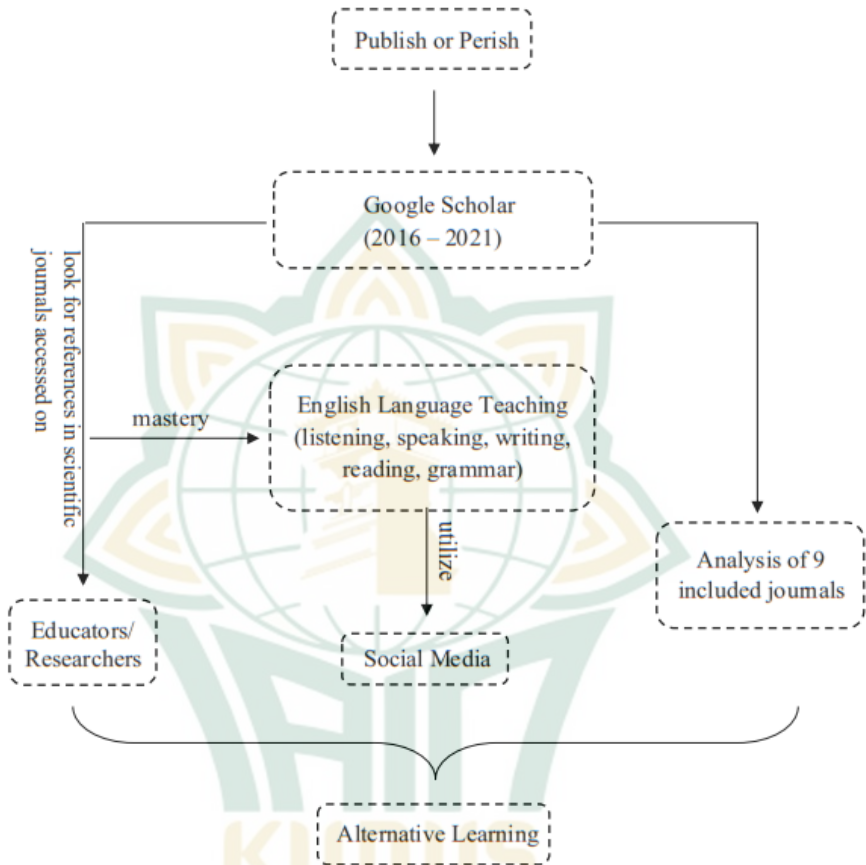


Figure 2.2. Theoretical Framework.

The COVID-19 pandemic brought about widespread closures of educational institutions, leaving students confined to their homes worldwide. This urges teachers and students to maximize technological developments and mobile learning as they can no longer use conventional face-to-face learning methods. Within this context, the focus of this research is to delve into the utilization of social media platforms in the context of English language teaching.

To facilitate the search process, the researcher uses Publish or Perish for relevant scholarly references accessed via Google Scholar to simplify the search process related to the social media utilization

for English teaching classes. The search spanned a five-year period, from 2016 to 2021. Specifically, the researcher sought articles that discussed the incorporation of social media in various aspects of English language instruction, including listening, speaking, writing, reading, and grammar.

To ensure a comprehensive and systematic approach, the data filtering process entailed four distinct stages: searching, identification, screening for eligibility, and inclusion. Through this rigorous methodology, the researcher identified nine journals that met the criteria and will be thoroughly examined in this research. The study will culminate in the researchers' conclusive insights and recommendations regarding alternative learning methods suitable for English language learners.

C. Review of Previous Study

In conducting this research, the researcher refers to the theory of some previous research. The studies of social media utilization as instructional media in language teaching have been conducted by some researchers. The researcher will present some previous research related to this research to develop the discussion those are:

1. Systematic Review and Meta-Analysis on The Effectiveness of Facebook Application in Teaching and Learning Process

In the rapidly evolving digital landscape, various technological advancements have significantly influenced the way we approach education. With numerous mediums, channels, and tools available for learning, the Facebook application has emerged as a prominent platform. This article aims to present a comprehensive analysis of the effectiveness of Facebook applications in the teaching and learning process, referring to previous study conducted by Hairul Faiezi Bin Lokman, Ruhizan Mohammad Yasin, and Fariza Khalid in 2017.²⁴

The previous study employed a combination of systematic review and meta-analysis methodologies. The systematic review method focused on qualitative findings, whereas the meta-analysis method examined quantitative data. By adopting a systematic approach, the researchers were able to establish a well-defined research framework and select appropriate coding criteria. The study extracted information from three prominent research

²⁴ Fariza Khalid, "Systematic Review and Meta-Analysis on the Effectiveness of Facebook Application in Teaching and Learning Process Systematic Review and Meta-Analysis on the Learning Process," n.d., <https://doi.org/10.6007/IJARBS/v7-i5/2907>.

databases, namely EBSCOhost, Scopus, and Jstor, covering the period from 2010 to 2015. The research primarily centered on investigating the utilization of Facebook in the teaching and learning process, encompassing participants from secondary to higher education levels.

The research findings indicate that Facebook serves as a valuable assistant within the classroom setting, positively impacting various aspects of the learning environment. By utilizing the potential of the Facebook application, educators are able to enhance the learning experience of 21st-century students. Contrary to popular belief, the study reveals that Facebook not only offers advantages and benefits but also dispels concerns about its potential negative effects on students. In fact, Facebook reshapes traditional roles and functions, particularly within the realm of educational pedagogy. It emerges as an exciting and effective learning tool that fosters a comprehensive understanding and enriches the quality of learning.

While sharing similarities with previous research in terms of utilizing the systematic review method, this study differs in its specific focus on evaluating the effectiveness of Facebook in the teaching and learning process. By examining the unique contributions of Facebook applications, this research delves deeper into understanding their impact on educational outcomes.

In conclusion, the systematic review and meta-analysis conducted by Hairul Faiezi bin Lokman, Ruhizan Mohammad Yasin, and Fariza Khalid explained the significant advantages and positive effects of integrating Facebook applications into the teaching and learning process. By leveraging this social media platform, educators have the opportunity to revolutionize their pedagogical approach and facilitate comprehensive learning experiences. As the educational landscape continues to evolve, it becomes crucial for educators to utilize the potential of digital tools such as Facebook to meet the dynamic learning needs of students in the 21st century.

2. Utilizing Social Media to Increase Students Engagement: A Study of Kern County Public Schools

In 2011, Steven Lance Bynum conducted a thesis titled "Utilizing Social Media to Increase Students Engagement: A Study of Kern County Public Schools."²⁵ This research focused

²⁵ Bynum, "Utilizing Social Media to Increase Student Engagement: A Study of Kern County Public Schools."

on exploring the effective utilization of social media platforms to enhance student engagement, which plays a crucial role in advancing the education of school-age children. By conducting interviews with education professionals, Bynum gathered valuable insights into best practices for integrating social media into the school curriculum, acknowledging the significant amount of time students spend on these platforms and the need for educators to embrace this technology.

Children today are immersed in the digital world, spending over 40 hours per week on social media platforms. Recognizing this reality, educators must adapt their teaching methods and leverage social media as a means of connecting with students on a daily basis. By incorporating social media into the classroom, educators can increase student engagement, helping them develop essential skills in utilizing these platforms responsibly and effectively. Despite challenges such as the digital divide and other limitations, the integration of social media is imperative, as it equips students with the necessary tools to navigate the digitally dominant world they will enter as future leaders.

The study revealed that social media has become an integral part of students' lives, and failing to integrate it into educational practices would hinder their development. By embracing social media, educators can bridge the gap between traditional teaching methods and the digital landscape that shapes students' experiences. While existing research at the college level has explored the introduction of social media, there remains a significant gap in understanding how to effectively integrate it into the pre-collegiate curriculum. Given the pervasive influence of social media in society, more research is needed to align teaching and learning styles with the demands of an increasingly digital world. Traditional subjects remain crucial, but they should be integrated with a focus on technology, including a social media component at the very least.

Although the focus of this research aligns with the previous study on social media utilization, the methodology differs. Bynum employed a qualitative approach, utilizing interviews to gather data, while the subsequent study utilized a systematic review and content analysis method. By combining various research methods, the subsequent study aimed to provide a comprehensive understanding of the effectiveness of social media in education.

In conclusion, Steven Lance Bynum's thesis explained the significance of integrating social media platforms into educational practices. Recognizing the substantial time students spend on these platforms, educators must adapt their teaching strategies to foster engagement and equip students with the necessary digital skills. As society continues to be shaped by social media, further research is essential to effectively integrate it into pre-collegiate curricula. By embracing technology and incorporating social media, educators can ensure that students receive a well-rounded education that prepares them for the demands of the modern world.

3. Using Facebook in Teaching and Learning English

In 2015, Mislaiha Binti A. Ghani conducted a journal article titled "Using Facebook in Teaching and Learning English."²⁶ This research aimed to investigate the utilization of Facebook as a learning tool in a Malaysian college. By employing qualitative research methods, the study delved into the various aspects of Facebook's impact on the teaching and learning process.

The study utilized three instruments to gather data. Firstly, document analysis involved examining conversational content, journals or tasks, images, and videos shared on Facebook. Secondly, data was collected through observation, recording all activities such as posting messages, file transfers, comments, likes, and shares. Researchers, acting as non-participants, focused on four key aspects: activities, posts, attachments, and student participation. Lastly, individual interviews were conducted using semi-structured techniques after obtaining consent from the participants. These interviews were recorded, transcribed, and analyzed. The study involved 35 students and one lecturer from the BCSC program, specifically those taking communication engineering III courses.

The discussion revealed that students felt more comfortable interacting on Facebook, particularly through comments and expressing their opinions. Facebook provided a safe space free from shame, discrimination, and fear. It emerged as a convenient platform for enjoyable learning experiences, especially for students who felt scared or embarrassed to speak English face-to-face with lecturers or peers in real-time settings. Since speaking English correctly was a concern, social media, particularly

²⁶ Mislaiha Binti A Ghani, "Using Facebook in Teaching and Learning English," no. 2012 (2015): 97–102.

Facebook, played a crucial role in developing English skills, even if it was limited to writing statuses or comments.

In conclusion, the research highlighted the positive influence of Facebook in the field of education, creating an environment that fosters supportive interactions. Facebook not only facilitates teamwork but also enhances learning outcomes. To further enhance the learning environment and promote active student participation, lecturers should take a more proactive role in organizing activities within Facebook groups. Additionally, institutions must ensure a stable internet network to facilitate a smooth and enjoyable learning process, ultimately resolving any challenges that may arise during the learning journey.

This research shares a similarity with subsequent studies as it focuses on the utilization of social media, specifically Facebook, in English language teaching and learning within a college classroom. However, the subsequent study differs by employing a systematic research approach, providing a comprehensive analysis of the topic.

4. A Systematic Review: Incorporating Social Media Tools Into Language Learning

Dareen Alsulami conducted a comprehensive systematic review titled "Incorporating Social Media Tools Into Language Learning,"²⁷ which explored the use of social media in the modern classroom. In addition to serving as a means of communication, social media has become an essential component of our daily lives. It has also found its way into educational settings, enabling students to connect with their peers and teachers more easily. Popular social media platforms such as Facebook, Twitter, and academic platforms offer user-friendly interfaces that facilitate accessibility.

Educators are increasingly utilizing social media to establish formal and informal connections with their students. This innovative approach to communication opens up new avenues for interaction and collaboration between students and educators. While the benefits of incorporating social media tools into language learning are evident, it is essential to acknowledge areas that require improvement.

Researchers in the field of language learning emphasize the need for creativity in presenting and implementing activities

²⁷ Alsulami, "A Systematic Review: Incorporating Social Media Tools into Language Learning."

that effectively develop new language skills. They believe that integrating media into education as an instructional tool is highly valuable for enhancing language learning outcomes and student motivation. Daren Alsulami's systematic review aimed to present an overview of research on the use of social media tools in language learning.

The review followed the Preferred Reporting Item for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, which provide a standardized framework for conducting systematic reviews. PRISMA utilizes flow diagrams to visually represent the steps involved in the review process, ensuring a methodical approach to data collection and analysis and yielding more accurate and reliable results.

To assess the selected studies, the researcher employed the Critical Appraisal Skills Program (CASP) checklist, a formal methodology designed to aid in critical assessment. This checklist assists researchers in identifying and creating additional research evidence, primarily in the field of health sciences. By organizing relevant information according to specific research criteria, this method ensures a systematic and rigorous review process.

To identify relevant studies, the researcher searched databases such as LearchTechLib (EdITLib), ERIC (ProQuest), Linguistics and Language Behavior Abstracts (LLBA) (ProQuest), PSYCinfo (Ebsco), Engineering Village, and Central (ProQuest). The research focused on studies published between 2009 and 2018, and the search queries included keywords related to social media tools, second language instruction, and learning. The researcher applied specific inclusion and exclusion criteria based on the CASP checklist and PRISMA instructions.

The systematic review involved four stages based on the PRISMA guidelines. First, the identification stage involved finding publications using predetermined keywords and eliminating duplicate entries using citation management software like RefWorks. Second, the screening stage required reading the abstracts and titles of the identified publications to determine their relevance. Third, the eligibility stage involved a comprehensive reading of the full texts of selected publications, adhering to the CASP checklist criteria. Finally, the inclusion stage combined all relevant studies and research observations obtained in the previous stages.

The inclusion and exclusion criteria for the systematic review were as follows:

1. Empirical research published in peer-reviewed journals or conference proceedings was included, while books, dissertation book chapters, and non-empirical sources were excluded.
2. The selected studies should clearly explain how instructors or students utilize social media tools for language learning.
3. The studies should measure language-related aspects, such as learning outcomes or proficiency, and exclude perceptions, opinions, attitudes, or behaviors.
4. Only social media tools directly used for teaching language strategies were included, while other tools like game programs, educational networks, and Wikipedia were excluded.
5. The publications needed to include methodology and results, excluding personal opinions and theoretical arguments.
6. Empirical research conducted at secondary and higher education levels was included.
7. Studies focused on English language learning were included, while those focused on other languages were excluded.
8. The research was limited to the period between 2008 and 2018, excluding studies conducted outside this timeframe.
9. Experimental studies were considered, while meta-analyses, literature reviews, and auto-reviews were included.

The screening process involved reviewing the abstracts first, followed by a comprehensive analysis of the entire text and eligibility assessment using the CASP checklist. The researcher used two data collection instruments: the CASP checklist and an organized table. By personally assessing the documents, comparing decisions, and designing a well-structured table, the researcher ensured a thorough examination of the included studies. The table focused on empirical findings, research types (qualitative, quantitative, or mixed methods), and key points derived from reading the abstracts and research titles.

Data analysis in the systematic review revolved around four main themes. Firstly, it examined the types of social media tools utilized in language learning. Secondly, it analyzed the research methods and data collection techniques employed in studies involving social media and language learning. Third, it considered the publication period of the selected research. At last, it evaluated the effectiveness of using social media in language learning.

In conclusion, Dareen Alsulami's research on the impact of social media on language learning provides a comprehensive analysis of the existing literature. The findings reveal divergent opinions regarding the use of social media for language learning, yet there is a general consensus on its positive impact. The research meticulously describes 21 articles covering various social media tools used for investigation. However, further guidance is needed to effectively utilize social media tools in language learning and apply them in instructional settings.

A Systematic Review of Social Media Integration to Teach Speaking

The fifth previous research study is a journal article titled "A Systematic Review of Social Media Integration to Teach Speaking" authored by Emily John and Melor Md Yunus.²⁸ This study specifically focuses on the utilization of social media as a medium of instruction for teaching speaking skills, an area where many students face significant challenges. Through this systematic review, the researchers aim to explore the incorporating of social media in the teaching and learning of speaking.

To ensure a systematic approach, the researchers employ the PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analysis) guidelines, which consist of an updated checklist comprising 27 guidelines for conducting systematic reviews. Using this checklist proves invaluable in planning and executing the systematic review as it provides guidance for data collection, organization, and analysis of the articles. Following Khan's recommendations, this review incorporates more specific steps.

The first step involves framing the research questions, with a particular focus on the impact of the Covid-19 pandemic. This unprecedented situation necessitates innovative and creative approaches to language learning, prompting educators to pay closer attention to the role of social media.

The second step revolves around identifying relevant studies. The researchers choose two sources, namely Google Scholar and ERIC (Education Research Information Center). Google Scholar is an extensive search index that encompasses a wide range of subjects, including full-text articles, reports, theses,

²⁸ John and Yunus, "A Systematic Review of Social Media Integration to Teach Speaking."

and academic web pages. ERIC, on the other hand, is an online library housing over 1,000 journals.

The third step centers on assessing the quality of the selected studies. This involves ensuring that the articles are selected based on the established framework and that they meet the inclusion and exclusion criteria. The eligibility criteria for this review encompass research articles published between 2016 and 2021, focusing on social media integration for teaching speaking, and adopting quantitative, qualitative, or mixed methods research methodologies. The studies must be written in English. Exclusion criteria include books, book chapters, book series, systematic literature review articles, conference proceedings, research not specifically targeting speaking skills, library research, and action research. Non-English studies published before 2016 are also excluded.

In the fourth step, 144 articles are initially selected based on the eligibility and exclusion criteria. After the first round of screening, three articles are rejected, resulting in a total of 141 articles. The focus is then narrowed down to reading, writing, and listening skills, leading to the exclusion of articles concerning social media in general. Ultimately, 63 articles meet the eligibility and exclusion criteria, and further analysis reveals that 72 articles partially meet the criteria.

The fifth step involves interpreting the findings from the 36 selected articles, categorizing them based on the social media integration criteria for teaching speaking. Out of the 36 articles, 20 are quantitative studies, nine are qualitative studies, and seven adopt mixed methods. These articles originate from universities and higher education institutions.

In summary, the researchers have found that social media platforms serve as a means of connection that enables individuals to express their unique voices. This research emphasizes the positive impact and advantages of using social media applications to help students overcome speaking anxiety, build confidence, and increase their motivation to use English. Social media is a versatile and valuable tool that empowers educators to become innovators and facilitators of knowledge, going beyond the traditional role of information providers. It is worth noting that social media has faced criticism for its addictive nature and potential to consume excessive time. Nevertheless, during the Covid-19 pandemic, social media has played a crucial role in facilitating teaching and learning. It is important for teachers to embrace new ideas and

recognize social media integration as an inevitable aspect of education in the modern era.

A Systematic Review of Using Technology in Learning English Language

The sixth previous research study, titled "A Systematic Review of Using Technology in Learning English Language," was authored by Wee Shin Ang and Melor Md Yunus.²⁹ The purpose of this research is to delve into the utilization of technology in the process of learning English.

In the 21st century, traditional learning tools like textbooks and blackboards have been gradually replaced by technology. Digital classrooms are now spearheading new trends in educational policies. This research adopts a systematic approach to examine students' perspectives on using technology for learning English and the various factors that influence e-learning.

To conduct this systematic review, the researchers selected relevant articles from Eric and Google Scholar, spanning the years 2016 to 2020. The selection process followed the phases proposed by Khan. The first phase involved formulating questions to explore how new technologies have expanded the boundaries of traditional learning and created virtual learning spaces. This paper will shed light on students' perspectives and the challenges encountered when incorporating technology in education.

The second phase focused on identifying pertinent works through two processes. Researchers gathered articles that aligned with the topic's scope and articles that met the inclusion and exclusion criteria. They utilized keywords such as "students' perspectives on the use of technology in learning English" and "focus on influencing e-learning" to find articles published between 2016 and 2020.

In the third phase, researchers evaluated the quality of the studies by referring to the inclusion and exclusion criteria as a guide during the article search. The inclusion criteria included learning English with the aid of technology, employing research methodologies such as quantitative, qualitative, and mixed methods, incorporating samples or respondents from various countries and academic levels, focusing on technology-based

²⁹ Wee Shin Ang and Melor Md Yunus, "A Systematic Review of Using Technology in Learning English Language," *International Journal of Academic Research in Progressive Education and Development* 10, no. 1 (2021): 470–84, <https://doi.org/10.6007/ijarped/v10-i1/9138>.

learning, and being published between 2016 and 2020. Conversely, the exclusion criteria encompassed studies that did not involve technology in English learning, studies without any discernible findings, samples or respondents from the same countries and academic levels, studies that focused on learning without the use of technology, studies without any discussion on the challenges of e-learning, and articles published outside the timeframe of 2016 to 2020.

Moving on to the fourth phase, the researchers summarized the evidence gathered. They discovered a total of 200 articles through the search conducted on Eric and Google Scholar using the aforementioned keywords. After the selection and sorting process, which involved eliminating 104 non-English texts, 83 articles were excluded based on the inclusion and exclusion criteria. Ultimately, 21 articles were deemed relevant and selected for further analysis.

In the fifth phase, the researchers interpreted the findings obtained from the selected articles. They conducted qualitative, quantitative, and mixed content analyses to categorize and analyze the data. The study employed three qualitative analyses, thirteen quantitative analyses, and five mixed-method analyses.

The research concludes by identifying students' perspectives on using technology in learning English and recognizing the factors that influence e-learning. The majority of students believe that online learning is valuable, as it allows them to practice English using technology and instills confidence in their educational pursuits. Students particularly enjoy utilizing audio and visual technologies and having access to a reliable internet connection, as these resources assist them in developing their speaking and listening skills. However, a significant obstacle to effective learning arises when the internet connection is poor, disrupting the learning process. Teaching assistants play a critical role in e-learning by facilitating students' education and maintaining a professional demeanor.

To enhance the quality of education, it is essential to adhere to the application of e-learning in the teaching and learning process. This paper suggests that educational authorities should revisit learning policies to address and prevent factors that may impede the progress of e-learning. By considering the key elements for developing e-learning, educators can ensure its successful implementation and improve the overall educational experience.

Table 2.1. The similarities and differences of this research with previous research.

No.	Research Title	Authors	Similarities	Differences	Results
1.	Systematic Review and Meta-Analysis on The Effectiveness of Facebook Application in Teaching and Learning Process	Hairul Faiezi Bin Lokman, Ruhizan Mohammad Yasin, and Fariza Khalid	The method used in the research conducted by Hairul et al. is Systematic Review and Meta-Analysis.	The research only focused on one type of social media application: Facebook.	This study demonstrated the benefits of incorporating Facebook, a social media platform, into educational practices, highlighting its significant role in enhancing the teaching and learning experience.
			The research focuses on social media application in the teaching and learning process.	The sample used is from 2010 to 2015. The research themes focus not on English skills but general topics such as Language (English), Information, Idea generation, and Interaction.	
2.	Utilizing Social Media to Increase Students Engagement: A	Steven Lance Bynum, B.A.	Researching the use of social media by students to	The researcher interviewed education professionals to collect the necessary data for the study.	This research portrays the failure of integrating social media into language learning. Unfortunately,

No.	Research Title	Authors	Similarities	Differences	Results
	Study of Kern County Public Schools		integrate it into the classroom.	This study examines Kern County Public School, a prosperous school district situated in California.	numerous school districts restrict access to this technology on their computers, hindering its potential integration into classrooms. Consequently, teachers face considerable difficulties in effectively utilizing this type of technology for educational purposes.
3.	Using Facebook in Teaching and Learning English	Mislaiha Binti A. Ghani	Utilization of social media (Facebook) in teaching and learning English.	<p>Focused on one social media application: Facebook.</p> <p>This research used a case research design.</p>	This research shows that students have insecurities because of their poor English, and Facebook comes as a lifesaver for them. This motivates students to participate more (actively) in the English teaching and learning process.

No.	Research Title	Authors	Similarities	Differences	Results
4.	A Systematic Review: Incorporating Social Media Tools Into Language Learning	Dareen Alsulami	Using systematic review method to synthesize current empirical research studies.	<p>The sample used is from 2009 to 2018.</p> <p>Utilized six comprehensive databases to conduct our research: LearnTechLib (formerly known as EdITLib), ERIC (accessible through ProQuest), Linguistics and Language Behaviour Abstract (LLBA) (also available via ProQuest), PSYCinfo (accessible through Ebsco), Engineering Village, and Central (both accessible through ProQuest).</p>	The research findings indicated that educators should incorporate the utilization of social media in language learning, even if it is done on an experimental and research purposes. Most researchers have concluded that this integration has a predominantly positive impact.
5.	A Systematic Review of Social Media Integration to Teach Speaking	Emily John, and Melor Md Yunus	John and Yunus used the systematic review method to conduct this research.	This research focused on integrating social media to teach speaking, while the researcher's research is more general on English teaching and learning,	In general, the reviewed articles assert that integrating social media is viewed as a positive addition to teaching speaking skills, which can

No.	Research Title	Authors	Similarities	Differences	Results
			The sample used is from 2016 to 2021, and one of the databases was from Google Scholar.	specifically in the classrooms.	lead to increased confidence in speaking and a reduction in speaking anxiety.
6.	A Systematic Review of Using Technology in Learning English Language	Wee Ang, Melor Yunus Shin and Md	Using systematic review to conduct the research.	The sample used is from 2016 to 2020. This research has a broader focus on the use of technology in English language learning.	Overall, most research believes technology is beneficial for learning English.