

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

The researcher described the data collected based on the analysis results in this chapter. Generally, this research aimed to analyzed social media's utilization, benefits, and limitations for English language teaching and learning classrooms in Indonesia.

A. Research Findings

1. Data Exclusion and Inclusion

After gathering data used software called Publish or Perish, the researcher discovered that 15 pieces of data were inaccessible. As a result, the initial dataset of 82 data points was reduced to 67 remaining entries. To further refine this analysis, the researcher categorized the data based on document type. Surprisingly, 32 of the entries were not journals but rather consisted of proposals, theses, dissertations, and record proceedings.

Among the remaining 35 journal entries, two were written in a language other than English, which presented challenges for the researcher and necessitated their exclusion from the source data. Additionally, five journals were deemed irrelevant to the researchers' primary focus, which revolved around education. Lastly, 19 journals were eliminated from the source data because their content did not align with the title and scope of the ongoing research.

To provide a comprehensive overview of the data that did not meet the inclusion criteria, Table 4.1 has been included, offering a concise summary of the filtration process employed by the researcher.

Table 4.1. Databases of the excluded studies numbers.

| No. | Exclusion Criteria | Authors and Year | Code and Title |
|-----|--------------------|---|---|
| 1 | Inaccessible (15) | Haryanto Atmowardoyo, Sukardi Weda, Geminastiti Sakkir (2020) | A3 Information Technology Used by Millennial Good English Language Learners in an Indonesian University to Improve Their English Skills |

| No. | Exclusion Criteria | Authors and Year | Code and Title |
|-----|--------------------|--|--|
| | | Made Hery Santosa (2020) | A5 A Study of Indonesian High School Students' Perception on the Use of Instagram as English Instructional Media |
| | | Stefanie Hehner (2021) | A25 Teaching materials for TEIL: Focus on Indian English 1 |
| | | ST Palpanadan, I Ahmad (2021) | A27 Malaysian Undergraduates' Perceptions of Online Approach via Skype in Developing Speaking Skills |
| | | Emily Hellmich, Jill Castek, Blaine E. Smith, Rachel Floyd, Wen Wen (2021) | A32 Student Perspectives on Multimodal Composing in The L2 Classroom: Tensions with Audience, Media, Learning and Sharing |
| | | Yilei Wang, Dezheng (William) Feng (2021) | A34 History, Modernity, and City Branding in China: A Multimodal Critical Discourse Analysis of Xi'an's Promotional Videos on Social Media |
| | | Agustina Septua Sapta Sihotang, Sondang Manik, Arsen Nahum Pasaribu (2021) | A38 Which Book Do You Use, "Bahasa Inggris" by Kemendikbud or "Pathway to English" by Erlangga? A Content Analysis |
| | | U HARBELİOĞLU (2020) | A45 REPUBLIC OF TURKEY |
| | | Jesper Carlsson, Joakim Sund (2021) | A49 Students' Experiences of Intense and Personally Meaningful Interactions in English-Mediated Online Communities |

| No. | Exclusion Criteria | Authors and Year | Code and Title |
|-----|-----------------------------------|---|---|
| | | C Lütge, T Merse (2021) | A54 Digital Teaching and Learning: Perspectives for English Language Education |
| | | Heather Rubin, Lisa Estrada, Andrea Honigsfeld (2021) | A62 Digital-Age Teaching for English Learners: A Guide to Equitable Learning for All Students |
| | | Maria Chabo (2021) | A63 It is Important to Understand That There are not just 3 varieties of English”: Swedish Upper Secondary School Students' Awareness of and Attitudes Towards Varieties of English |
| | | Marta González-Lloret, Kristin Rock (2017) | A66 Tasks in Technology-Mediated Contexts |
| | | C Kata, D Brigitta, I Éva, K László, K Csaba, Ö Enikő (2021) | A73 Contemporary Crossroads |
| | | Gumawang Jati, Finita Dewi, Yustinus Calvin Gai Mali, Made Hery Santosa, Shelia Anjarani, Roghibatul Luthfiyah (2021) | A82 Teknologi dan Pembelajaran Bahasa Inggris |
| 2 | Document types - Non journal (32) | Marketa Vránová (2020) | A10 Modern Media and Social Networks in ELT as Source of Motivation |
| | | Fanny Margarita Narváez Caicedo (2021) | A13 The Use of Social Media as An Emulator of Genuine Communication |

| No. | Exclusion Criteria | Authors and Year | Code and Title |
|-----|--------------------|--|---|
| | | | Atmosphere Outside the EFL Classroom |
| | | Nazrul Islam (2020) | A15 Impacts of Social Media on The Students of Secondary School in Their Learning and Pronunciation of The Second Language |
| | | Meutia Safitri (2021) | A19 Students' Perception of the Use of Social Media for Learning English (A Case Study at the Eleventh-Grade Students of SMA Al-Hasra in Academic Year 2020/2021) |
| | | Marek Antal (2020) | A31 Comparison of The First and The Fourth Editions of English File Coursebook: Analysis of Development |
| | | Wong Yew Heng (2020) | A33 The Effects of Social Media on Grammar Competence Among Undergraduates in Universiti Tunku Abdul Rahman (UTAR) |
| | | Maria Sapountzi (2020) | A39 The Consequences of Social Media Use on the Orthography of Young Native Speakers of Modern Greek |
| | | Imane Boulaiche, Zineb Soukou (2021) | A42 Investigating Students' Use of Computer Assisted Language Learning in Learning English Collocations Case |

| No. | Exclusion Criteria | Authors and Year | Code and Title |
|-----|--------------------|---|--|
| | | | of Study: EFL Learners in Algeria |
| | | Mounir Abderraouf Saada, Fawzi Bouzelifa (2020) | A43 The Effect of Virtual Interactions on Students Writing |
| | | Luz Mery Mena Mena (2021) | A44 The Impact of The Interactive Reading Approach on Seventh Graders' Reading Comprehension |
| | | Ana Patricia Correla Romana Marcelo (2021) | A48 Peer Interaction as an Inclusive Tool in The English as a Foreign Language Classroom |
| | | Mebarka Boughazi, Chahinez Fodil, Djihed Azeroual (2021) | A50 The Effects of Chat Language on Student's Academic Writing: Teachers' and Students' Attitudes |
| | | Nataly Lucia Díaz Nieto (2021) | A51 Pre-University Academic Literacy: Promoting 12th Graders' Mastery of Academic Argumentative Essays |
| | | Diana Karina Hernandez Cantu, Luis Daniel Velázquez Guerrero (2021) | A52 Incorporating Flashcards Within The Writing Process In A Middle School EFL Class |
| | | Laura Gómez Lucas (2021) | A55 Teaching Programme for 1° Bachillerato: Inglés |
| | | Miriam Reixach Martin (2020) | A57 The Importance of Motivation in Spoken Production in EFL |

| No. | Exclusion Criteria | Authors and Year | Code and Title |
|-----|--------------------|--|--|
| | | Azhar Batyrova (2021) | A58 Understanding Kazakhstani Students' Challenge in Speaking English and Their Strategy Use: A Phenomenographic Study |
| | | Ala Hafferssas (2021) | A59 The Impact of Implementing Same-Language Subtitled Audiovisual Material on EFL Learners' Vocabulary Comprehension and Spelling |
| | | Hend Mohamed Abdel Moneim Hussein (2021) | A60 Learning Turkish as a Foreign Language with Educational Digital Games: Analyzing Digital Turkish Learning Games and Determining the Usability and The Views of Students' Benefits from Educational Digital Games |
| | | Maria Klechkova (2021) | A64 Developing Critical Thinking in English Classes at Elementary School |
| | | Tian Lei(2021) | A65 The Influence of the IELTS Speaking Test Preparation on Second Language Socialization of Post-Secondary International Students in Canada |
| | | Fatma Aissaoui, Mohammad Islem Jadla, Rahma Ramdani (2021) | A68 The Features of the Current Algerian Slang as Spoken in Tebessa: A Sociolinguistic Analysis of Second Year EFL Students at Larbi Tebessi |

| No. | Exclusion Criteria | Authors and Year | Code and Title |
|-----|--------------------|----------------------------------|--|
| | | | University's Speech at the Level of Phonology and Semantics |
| | | Cheick Sadibou Diagne(2021) | A69 Identifying the ESP Training Needs of FASTEf's EFL Teacher-Trainees |
| | | Sri Aulia Samosir (2020) | A70 The Implementation of Who Am I Game to Improve Students' Grammar Skill Of Simple Present Tense At The Eighth Grade Of MTs Ex PGA Proyek UNIVA Medan In 2020/2021 Academic Year |
| | | Evelin Erdos(2021) | A71 Investigating The Effects of Listening to Authentic English Audio Materials on Transcarpathian Hungarian Secondary School Children's English Pronunciation |
| | | Juan Ramon Barajas Quiroz (2021) | A72 Motivational Strategies to Teaching English in Pandemic Times |
| | | Robiatul Adawiyah Siregar (2021) | A74 English Teachers' Challenges in Teaching Speaking Skill during Covid-19 Pandemic at MTsN 1 Labuhanbatu |
| | | Leticia Tian Zhang (2020) | A75 Understanding Danmu: Interaction, Learning and |

| No. | Exclusion Criteria | Authors and Year | Code and Title |
|-----|-------------------------------------|---|---|
| | | | Multimodality in Fan Video Comments |
| | | Hanmyrat Saryev (2021) | A77 Digital Literacy: Raising Prospective Teachers' Awareness of The Fake News Spreading Through The Social Media |
| | | Bao Linh Luong Nguyen (2021) | A78 Vietglish: Translanguaging in Vietnamese and English |
| | | Chantal Kruger (2021) | A80 Digital Competencies of Grade 9 Township Teachers in the Sedibeng East District |
| | | Oryna Khatuntseva (2021) | A81 Stylistics of Contemporary English Fashion Texts from Multimodal and Receptive Perspectives |
| 3 | Language - Non English (2) | Astrid Wilches (2021) | A47 In-class Flipped Gamification as a Powerful Motivator in the EFL Class |
| | | Baibakova I. M., Hasko O. L. (2021) | A79 ESP Discourse from Confident Learners' Perspective |
| 4 | Research Area - Non Educational (5) | Michael Savage (2020) | A16 A Book Review: World Voices 2 English as a Lingua Franca by Alastair Graham |
| | | Reza Anggriyashati Adara, Novita Puspahaty (2021) | A23 How EFL Learners Maintain Motivational Factors and Positive Attitudes during COVID-19 Pandemic: A Qualitative Study |
| | | Albert P. Rayan (2019) | A35 Learn, Relearn, Unlearn: Professional Development |

| No. | Exclusion Criteria | Authors and Year | Code and Title |
|-----|-------------------------------------|---|---|
| | | | Opportunities Through ELTAI |
| | | Tian Wei Koet, Azlina Abdul Aziz (2021) | A67 Teachers' and Students' Perceptions towards Distance Learning during the Covid-19 Pandemic: A Systematic Review |
| | | Bradley Robinson (2020) | A76 Speed, Technology, and Democratic Literacy |
| 5 | Not Related with Current Study (19) | Meenakshi Sharma Yadav (2021) | A7 Role of Social Media in English Language Learning to the Adult Learners |
| | | Haryanto Atmowardoyo, Geminastiti Sakkir (2021) | A11 Effects of Best-Practice Based Materials in Receptive Language Learning Behaviours in Improving Receptive Language Skills |
| | | Pukar Singh Bhandary (2020) | A12 2 Pop Culture as a Means for Learning English: EFL Learners' Voices |
| | | Vera Leier, Alice Gruber (2021) | A17 Team New Zealand-Sweden-Germany: A Joint Venture Exploring Language Learning in Digital Spaces |
| | | Balazs Fajt (2021) | A20 Hungarian Secondary School Students' Extramural English Interests: The Development and The Validation of a Questionnaire |
| | | Agatha Lisa, Abdurrachman Faridi, Dwi | A21 A TPACK-in Practice Model for Enhancing EFL |

| No. | Exclusion Criteria | Authors and Year | Code and Title |
|-----|--------------------|---|--|
| | | Anggaini Linggar Bharati, Mursid Saleh (2021) | Students' Readiness to Teach with Ed-Tech Apps |
| | | Reima Saado Al-Jarf (2021) | A22 EFL Speaking Practice in Distance Learning During the Coronavirus Pandemic 2020-2021 |
| | | Minxue Du (2021) | A24 The Place of Digital Texts and Digital Literacy in Chinese EFL Classroom |
| | | Estefania Sánchez-Aunon, Pedro Antonio Férrez-Mora (2021) | A26 Films for EFL: Exploring the Perceptions of a High School Teacher |
| | | Shayne Fogle, Alanna Carter, Shereen Seoudi (2021) | A28 Creative Assignments to Help Students Connect English to The Outside World and Build Confidence |
| | | Amal Basheikh (2021) | A30 Smartphone Use for Language Learning Before and After the COVID-19 Lockdown |
| | | Sharina Munggaraning Westhisi, Ocih Setiasih (2018) | A36 Literacy Development through Proper Technologies in Teaching English to Young Learners |
| | | Eka Prasetio, Joko Priyana (2021) | A37 Tourism Vocational High School Students' Online EFL Learning Experience during COVID-19 Pandemic |
| | | Oksana Zabolotna, Liudmyla Zagoruiko, | A40 Teaching English Vocabulary Online: Is the Screen a Barrier? |

| No. | Exclusion Criteria | Authors and Year | Code and Title |
|-----|--------------------|--|---|
| | | Ielyzaveta Panchenko, Yevhen Plotnikov (2021) | |
| | | L Kupchyk, A Litvinchuk (2021) | A41 Constructing Personal Learning Environments Through ICT-Mediated Foreign Language Instruction |
| | | Mariana, Ahmad Laut Hasibuan, Risnawati (2021) | A46 Improving Students' Vocabulary Through English Song |
| | | Gregorio P Ebron Jr, Romualdo A Mabuan (2021) | A53 Flipped Learning Approach in Teaching Writing in a University Setting: Students' Experiences, Preferences, and Perspectives |
| | | David James Townsend (2021) | A56 Perceptions of Peer Assessment of Presentations |
| | | Carolina Clerici, Cristian Dopazzo (2020) | A61 Discussing ELT with Instagram Livestream Sessions as an Opportunity to Reflect in Times of Coronavirus |

2. The Results of the Included Studies

After undergoing a comprehensive selection process comprising five phases to identify suitable journals, a total of nine full-text, peer-reviewed journals were deemed suitable for this research. This section provided an in-depth discussion of the results obtained from the selected previous studies. Although the research methodologies employed varied, encompassing qualitative, quantitative, and mixed methods, all of the studies examined the utilization of social media for English language teaching.

Among the collection of nine journals, it was evident that educators and language teaching practitioners frequently employ

social media platforms to facilitate English language learning in diverse ways. The majority of researchers incorporated a combination of social media networks or applications into their studies (seven studies), while a smaller subset focused on investigating the impact of a specific social media application (two studies).

To facilitated the systematic review, Table 4.2 has been provided, presenting a comprehensive summary and classification of the nine journals in an organized format. The table included essential details such as the research title, author and journal year, research type (qualitative, quantitative, or mixed methods), social media platforms utilized, the aspects of learning measured, and the respective findings.



Table 4.2. The organized table with all the included studies details.

| No. | Code | Title | Author and Year | Type of Research | Social Media Tools | Learning Measured | Findings |
|------------|-------------|--|---|-----------------------------------|---------------------------|--|---|
| 1. | A29 | The Influence of Social Media on Spelling Skills among Primary School Students | Lee Yi Rou, Melor Md. Yunus, and Ashairi Suliman (2019) | Exploratory Quantitative research | Mostly YouTube (spelling) | The data collection questionnaire covers six sections: demographics, ICT tool access, social media preferences, social media skills, reasons for using social media, and factors impacting spelling. | The findings reveal that students in this study enthusiastically adopted digital communication and made use of social media. Moreover, the research suggests that social media assists students in informally acquiring language. They acquire new vocabulary by reading social media posts and |

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|----|----|--|--|--------------|--------------------------|---|---|
| | | | | | | | often incorporate those words into their formal writing assignments. |
| 2. | A9 | The Potential Use of Social Media on Malaysian Primary Students to Improve Writing | Melor Md. Yunus, Sakinah Zakaria, and Ashairi Suliman (2019) | Mixed method | Mostly YouTube (writing) | A study was conducted to examine how social media could help students with writing. The research involved surveys with 47 ESL Primary students to understand their perceptions on using online networking for learning. | ICT and social media remove barriers in the classroom, creating a positive learning space. Students become more independent and responsible for their learning by using online resources for education. Playing games like Quizziz and Kahoot and listening to English songs on YouTube were found to enhance writing skills, according to respondents. |

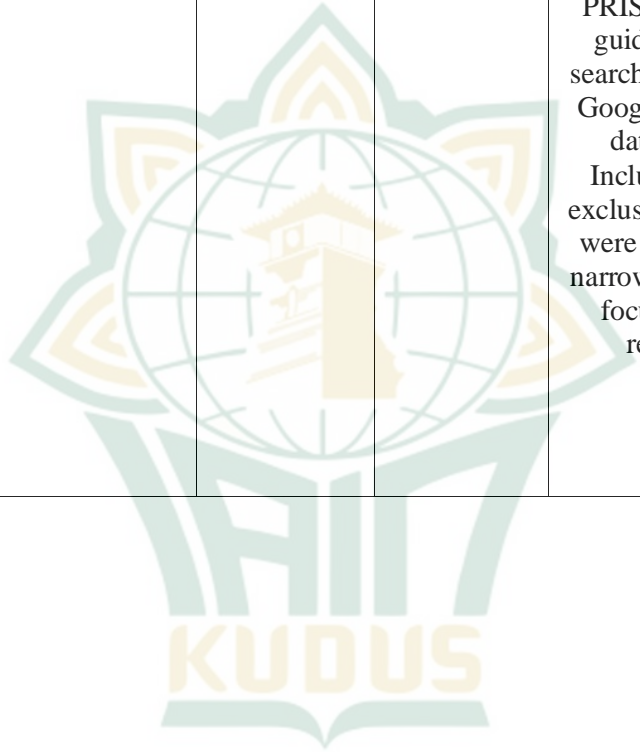
| | | | | | | | |
|----|-----|---|-------------------------------|----------------------|--|--|---|
| 3. | A18 | Boost Students' Competency in Writing Caption on Instagram | Meita Lesmiaty Khasyar (2020) | Qualitative research | Instagram (writing) | This research involves students from SMA 6 Bogor as informants. Observations and interviews are used as research methods. | Writing Instagram captions can enhance students' writing skills, fostering interaction through comments, expanding vocabulary, and reinforcing reading abilities. |
| 4. | A1 | Secondary-School Students' Perspectives of Utilizing Tik Tok for English Learning in and Beyond the EFL Classroom | Huining Yang (2020) | Qualitative research | TikTok (listening, vocabulary, speaking) | 187 Chinese secondary school students willingly participated by completing an online questionnaire, which consisted of 9 multiple-choice and open-ended questions. | Regardless of their grades, the majority of high school students studying English as a foreign language showed a favorable inclination towards utilizing TikTok as a tool for learning English both inside and outside the classroom. |

| | | | | | | | |
|----|----|---|--|----------------------------------|-------------------------------------|---|---|
| 5. | A8 | Construction of Knowledge Through Video Resources in Foreign Language Classroom Settings | Yiran Li, and Branko Medic (2021) | Descriptive Qualitative research | Mostly YouTube (listening, reading) | They were observed from the effects of interviews and questionnaires conducted by various authors. | It improves listening skills to better understand and comprehend on the more advanced level. Using video subtitles can also improve reading skills simultaneously. |
| 6. | A2 | An Exploratory Study of English Teachers: The Use of Social Media for Teaching English on Distance Learning | Ubaedillah, Damar Isti Pratiwi, S. Thoriqul Huda, and Dwi Agung Kurniawan (2021) | Exploratory Qualitative research | Mostly WhatsApp | This study selected 43 English teachers from junior high schools in Cirebon using purposive sampling. The data collection involved distributing surveys and recording interviews. | English teachers have embraced digital tools like e-learning and online platforms, limiting their choices. While they regularly utilize various social media platforms, WhatsApp stands out for its superior presentation. Amid the Indonesian COVID-19 |

| | | | | | | | |
|----|-----|--|---|------------------------------|----------------|--|--|
| | | | | | | | pandemic, teachers relied on e-learning as social media users for distance education. |
| 7. | A14 | Fostering Media Literacy Skills in the EFL Virtual Classroom: A Case Study in the COVID-19 Lockdown Period | Marina Bilotserkovets, Tatiana Fomenko, Oksana Gubina, Tetiana Klochkova and Oksana Lytvynko (2021) | Applied Qualitative research | Mostly YouTube | The experimental group was formed by engaging participants in social media projects, analyzing social media texts, and creating content. Qualitative progress was evaluated through observation and expert assessment, while quantitative data was measured using psychological techniques and | The research showed that participants in the experimental group improved their reflective-evaluative, collaborative, and searching-creative skills, along with their English proficiency. This study's findings could be valuable for educators interested in using media technologies for teaching foreign languages. |

| | | | | | | | |
|----|----|---|--|---|---|--|---|
| | | | | | | mathematical methods. | |
| 8. | A4 | Embracing Social Media to Improve EFL Learners' English Skill | Dwi Iswahyuni (2021) | Descriptive Qualitative research | Mostly YouTube and Instagram (reading, writing, vocabulary, listening, speaking, grammar) | To gain this data, this research used a questionnaire and observation. | The study revealed various challenges faced by English learners, and social media was found to help overcome these obstacles. Nearly all participants utilized social media for English learning, with the majority focusing on improving reading skills rather than mastering grammar. |
| 9. | A6 | A Systematic Review of Social Media Integration to Teach Speaking | Emily John, and Melor Md. Yunur (2021) | Systematic review Quantitative Research | Mostly YouTube and WhatsApp (speaking) | The authors examined 36 research articles published between 2016 and 2021. We used | The articles suggest that incorporating social media into teaching can enhance speaking |

| | | | | | | |
|--|--|--|--|--|---|--|
| | | | | | <p>PRISMA 2020 guidelines to search ERIC and Google Scholar databases.</p> <p>Inclusion and exclusion criteria were applied to narrow down the focus of the review.</p> | <p>skills. Students showed improvement, gained confidence, and experienced less anxiety when speaking.</p> <p>Educators now have the opportunity to use social media platforms to offer learners additional practice beyond the classroom.</p> |
|--|--|--|--|--|---|--|



These scholarly journals supported the belief that using social media for teaching English is an effective approach to enhance and develop language skills. The majority of studies reviewed demonstrated that social media was valuable and effective in improving English teaching and learning skills. Interestingly, these studies suggest that it is not solely the social media tool itself but rather language collaboration activities, discussions, communication, and teaching methods that have a positive influence on English instruction. The studies further indicate that social media has the potential to improve motivation and enjoyment in learning English.

The first two studies, coded A29 and A9, focused on the use of YouTube as an alternative educational tool for teaching English. Both studies concluded that employing YouTube increased primary school students' understanding of lessons and their willingness to be involved in learning activities. In Lee, Yunus, and Suliman's (2019) research (A29), it was found that a majority of respondents had easy access to the internet, with 98% of them using social media. The most widely used social media platforms proven to impact their English speaking skills were YouTube (88%) and WhatsApp (74%). These findings align with Burroughs' statement that students are well-acquainted with YouTube because of its widespread use at home and its simple design. ¹ The students highly appreciate communication through social media platforms as they have the opportunity to acquire new vocabulary. Additionally, 60% of respondents acknowledged that social media contributes to enhancing their spelling skills, and they often integrate new words from social media into their more formal writing.

There are no significant differences between the first and second studies, except for the presented percentages and research focus. The second study (A9), conducted by Yunus, Zakaria, and Suliman (2019), primarily focused on the potential of social media to improve the writing skills of primary school students. The findings indicated that social media served as an accessible and valuable tool for bridging the communication barrier. According to research carried out in Malaysia, it was found that social media had a beneficial effect on students' writing abilities. It helped them

¹ Benjamin Burroughs, "Youtube Kids: The App Economy and Mobile Parenting," *Social Media and Society* 3, no. 2 (2017): 8, <https://doi.org/10.1177/2056305117707189>.

enhance their writing skills, communicate effectively through audio-visual conversations, acquire proficiency in various languages, and gain access to online samples of well-written essays.²

The third research (A18), conducted by Khasyar in 2020 was focused on boosting students' writing competency through the use of Instagram. The researcher selected grade XII students from SMA 6 Bogor as participants for this study. The researcher supervised and structured the students' activities to align with the research's goals of gathering information about both the students and the phenomenon being investigated. Observation and interviews were conducted as instruments to evaluate the students' capability to write captions on Instagram, identify challenges during the teaching and learning process, and explore how teachers addressed these issues.

In Huining Yang's (2020) research (A1), the focus was on students' perspectives regarding the use of TikTok, one of the most popular social media platforms in China, for English learning. The qualitative survey involved 187 Chinese secondary school students from various grades. Regardless of the grade level, most students displayed positive attitudes toward using TikTok to learn English, both inside and outside the classroom. Additionally, students conveyed a keen longing for their teachers to provide guidance and assistance in order to make optimal use of TikTok as a tool for learning the English language.

Research conducted by Li and Medic (A8) in 2021 investigated the use of video resources and discovered that YouTube was the preferred application among participants. At a more advanced level, participants reported improvements in listening comprehension and understanding. Furthermore, the use of video subtitles was found to enhanced reading skills simultaneously.

Ubaedillah et al. (A2) conducted exploratory qualitative research in 2021 to investigate the utilization of social media for English teaching through distance learning. The research involved 43 English teachers from junior high schools in Cirebon, Indonesia, using purposive sampling. Due to the limitations of e-

² Kamarul Faizal Hashim, Ammar Rashid, and Shadi Atalla, "Social Media for Teaching and Learning within Higher Education Institution: A Bibliometric Analysis of the Literature (2008-2018)," *International Journal of Interactive Mobile Technologies* 12, no. 7 (2018): 4–19, <https://doi.org/10.3991/ijim.v12i7.9634>.

learning and available facilities for junior high school teachers, social media platforms have increasingly become a preferred communication tool. Among various social media platforms, WhatsApp emerged as the most popular choice. The Covid-19 pandemic prompted teachers to resort to distance learning through e-learning, leading them to rely on social media platforms.

Bilotserkovets et al. (A14) carried out a study in 2021 to examined the analysis of social media texts and the generation of social media content. The experimental group, consisting of 70 students, was formed by engaging them in various social media projects. Additionally, a control group of 68 students was included in the research, resulting in a total of 138 participants. The research findings revealed that the experimental group participants indicated positive developments to reflect, evaluate, collaborate, and think creatively, along with improved English proficiency. These results may be relevant to educators interested in integrating media technologies in foreign-language teaching and learning.

Iswahyuni (A4) conducted a study in 2021 to examined the significance of using social media as a means to enhanced English proficiency, specifically among non-English college students who are learning English as a foreign language (EFL). The research employed questionnaires and observations to collect data. The research discovered that English Foreign Language (EFL) learners face numerous challenges when studying English, which can be addressed through the utilization of social media. The majority of respondents made use of social media platforms for learning English, with the highest percentage using it to improved their reading skills and the lowest percentage for mastering grammar. YouTube and Instagram were the most commonly used applications to enhanced their learning skills.

The final research, conducted by John and Yunus in 2021 (A6), reviewed the incorporating of social media for teaching speaking skills. The review analyzed 36 peer-reviewed journal articles from 2016 to 2021, employing the Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) 2020 guidelines. The reviewed articles collectively suggested that integrating social media in teaching is beneficial for developing speaking skills. Various social media applications, particularly YouTube and WhatsApp, were found to be the most frequently utilized. The findings indicated improved speaking skills, increased confidence, and reduced speaking anxiety. With the availability of diverse social media platforms, teachers and

educators can provide learners with additional opportunities to practice outside the traditional classroom setting.

a) Social Media Used in English Language Teaching and Learning

In the 9 included journals, the author discovered a number of social media platforms that are widely used by students and teachers in the process of English language teaching and learning. The most commonly used platforms are YouTube, followed by Instagram and WhatsApp with the same percentage, and then TikTok. The usage of social media is recorded in a chart that indicates its usage in 9 selected journals.

The utilization of social media in the context of English language teaching has become a significant phenomenon in recent years. YouTube, as the largest video platform, offers various educational content that can help students acquire English knowledge and skills interactively. Instagram and WhatsApp also play an essential roles in the learning process by enabling students and teachers to interact in real-time, share materials, and engage in discussions through text, voice, or video messages.

TikTok, as a popular social media platform among teenagers, has also begun to be utilized in English language teaching. With short and creative videos, TikTok can spark students' interest in learning English in a fun and interactive way.

The provided chart in Figure 4.1. provides an overview that outlines the usage of social media in English language teaching and learning, and it can offer valuable insights for educators and researchers in designing teaching strategies that are align with the current requirements of students.

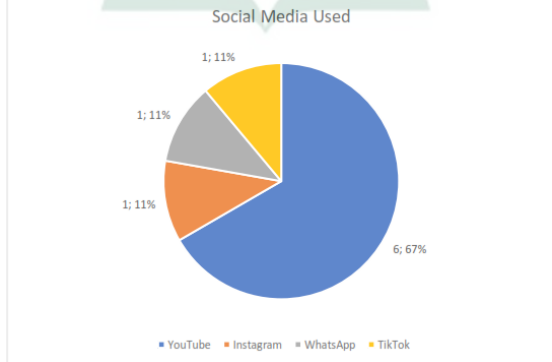


Figure 4.1. Social Media Used in The Nine Included Studies

Various research studies have explained on the significant impact of social media in English language teaching and learning. Research A1 conducted by Huining Yang focused on the use of TikTok and revealed that students' speaking skills experienced improvement through its utilization. Similarly, research A2 by Ubaedillah et al. highlighted the impact of WhatsApp in enhancing students' language abilities, leveraging its widespread use for everyday communication among Indonesian citizens.

In the realm of English language learning, YouTube and Instagram emerged as the dominant social media platforms in research A4 by Iswahyuhni. These platforms were favored by English learners as valuable resources for enhancing their reading, writing, vocabulary, listening, speaking, and grammar skills. Moreover, research A6 by John and Yunus emphasized the effectiveness of YouTube and WhatsApp in significantly enhancing the speaking capabilities of both English teachers and learners.

The importance of YouTube as a versatile resource was further underscored by Li and Medic in their research (A8), which highlighted its positive impact on learners' listening and reading abilities. Additionally, YouTube emerged as the preferred tool in research A9 by Yunnus et al. and A14 by Bilotserkovets et al., where it was found to be widely used for improving writing and communication skills.

Diversifying the social media landscape, research A18 by Khasyar explored the use of Instagram as a platform to boost writing competency. Lastly, the influence of social media on students' spelling skills was analyzed in the final research, A29, which revealed YouTube as the most commonly utilized platform.

Collectively, these studies provided valuable insights into the extensive utilization of social media platforms, such as TikTok, WhatsApp, YouTube, and Instagram, in English language teaching and learning. They highlighted the positive impact of these platforms on various language skills and emphasized the need for educators and learners to harness their potential effectively.

b) Distribution of The Studies by Years

The research identified the time range covered by nine studies. These studies were published between 2016 and 2021.

The majority of the investigations (n = 0 or 0%) were published between 2016 and 2018. However, there were also two studies (n = 2 or 22%) published in 2019, two studies (n = 2 or 22%) published in 2020, and five studies (n = 5 or 56%) published in 2021.

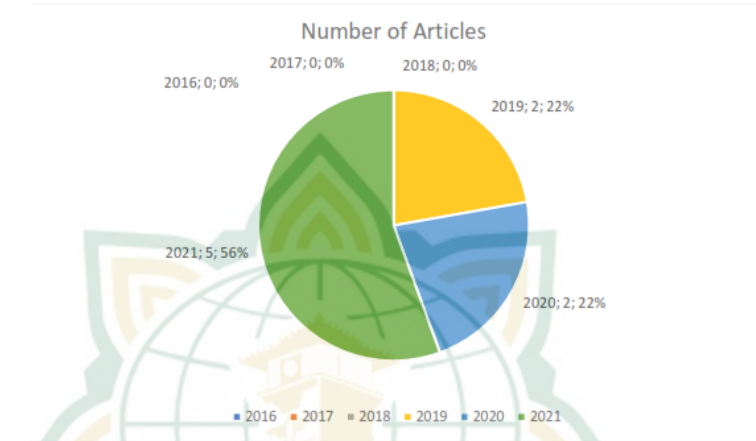


Figure 4.2. Number of research based on the time span.

The utilization of social media in English language teaching and learning has gained significant popularity over the years, as evidenced by the data presented in Figure 4.2. This growing trend reflected the increasing adoption of social media platforms in educational settings for language acquisition and learning purposes.

Recent studies have revealed a noticeable surge in the preference for incorporating social media into language education, particularly for teaching English. This positive reception is observed among teachers, educational institutions, and various sectors involved in the field of education. The appeal lies in the potential of social media to effectively support learners in acquiring a foreign language, such as English.

The advent of rapidly evolving technologies has necessitated the adaptation of teachers and researchers to leverage social media as an integral part of their instructional practices. With the widespread presence of social media, it has become a daily habit for a vast majority of individuals. As a result, incorporating social media into language education has become not only advantageous but also necessary in keeping up with the changing educational landscape.

3. The Main Findings of The Utilization of Social Media for English Language Teaching and Learning Classroom

a) Studied Basic Language Skills

Out of the 9 journals analyzed by the researchers, most of the studies do not exclusively concentrated on a single language proficiency skill. Four of them, like research A9 and A18, focus solely on enhanced writing skills. Another study, A29, explored how spelling ability can be improved through YouTube. Additionally, research A6 looked into leveraging YouTube and WhatsApp to enhanced speaking skills. However, the remaining five studies take a broader approach, investigating various aspects of language proficiency. These studies cover a range of skills, including listening, writing, reading, speaking, grammar mastery, and vocabulary improvement.

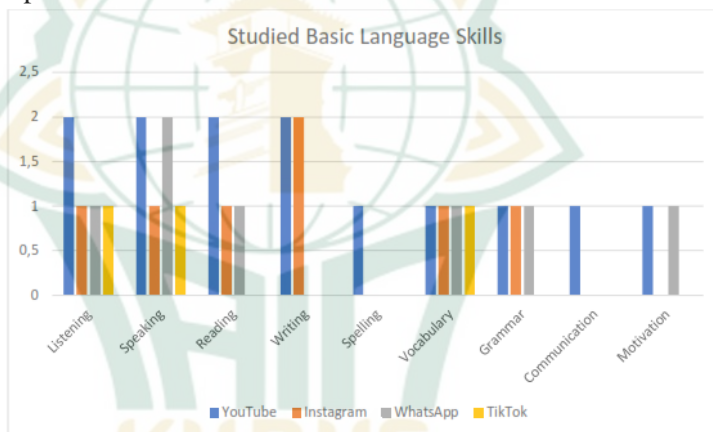


Figure 4.3. Social Media Tools with Language Skills.

b) Advantages of The Social Media Used in English Language Teaching and Learning

The table 4.3. presented summarized the advantages of utilizing a specific instructional approach or tool to enhance various aspects of learners' skills and experiences. It included a list of advantages along with corresponding sample articles that supported each advantage.

Table 4.3. Advantages of utilizing social media for ELT environment.

| No. | Advantages | Sample Article |
|-----|--------------------------------------|---|
| 1. | Enhancing the engagement of learners | A9 by Yunus et al (2019), A18 by Khasyar (2020) |

| No. | Advantages | Sample Article |
|-----|---|---|
| 2. | Enhancing learner's speaking skills | A1 by Yang (2020), A2 by Ubaedillah et al (2021), A4 by Iswahyuni (2021), A6 by John and Yunus (2021), A14 by Bilotserkovets et al (2021) |
| 3. | Enhancing peer interactions | A6 by John and Yunus (2021), A8 by Li and Medic (2021), A9 by Yunus et al (2019), A14 by Bilotserkovets et al (2021), A18 by Khasyar (2020), A29 by Rou et al (2019) |
| 4. | Increasing the learning achievement of learners | A6 by John and Yunus (2021), A8 by Li and Medic (2021) |
| 5. | Boosting learners' motivation | A2 by Ubaedillah et al (2021), A14 by Bilotserkovets et al (2021) |
| 6. | Providing a learning environment at learners' own pace | A1 by Yang (2020), A2 by Ubaedillah et al (2021), A6 by John and Yunus (2021), A8 by Li and Medic (2021), A9 by Yunus et al (2019), A14 by Bilotserkovets et al (2021), A29 by Rou et al (2019) |
| 7. | Enhancing the preparedness of learners | A1 by Yang (2020), A6 by John and Yunus (2021), A8 by Li and Medic (2021), A14 by Bilotserkovets et al (2019) |
| 8. | Improving the writing skills of learners | A4 by Iswahyuni (2021), A18 by Khasyar (2020) |
| 9. | Improving the grammar skills of learners | A2 by Ubaedillah et al (2021), A4 by Iswahyuni (2021) |
| 10. | Enhancing learners' obtaining immediate instructor feedback | A1 by Yang (2020), A8 by Li and Medic (2021), A9 by Yunus et al (2019), A18 by Khasyar (2020) |

| No. | Advantages | Sample Article |
|-----|--|--|
| 11. | Improving the listening skills of learners | A1 by Yang (2020), A2 by Ubaedillah (2021), A4 by ISAWhyuni (2021), A8 by Li and Medic (2021) |
| 12. | Decreasing learners' speaking nervousness | A6 by John and Yunus (2021) |
| 13. | Enhancing learners' English reading comprehension | A2 by Ubaedillah et al (2021), A4 by Iswahyuni (2021), A8 by Li and Medic (2021) |
| 14. | Enhancing the use of deep learning strategies | A1 by Yang (2020), A14 by Bilotserkovets et al (2021) |
| 15. | Enhancing positive attitudes to the language learning experience | A1 by Yang (2020), A4 by Iswahyuni (2021), A8 by Li and Medic (2021), A9 by Yunus et al (2019) |
| 16. | Improving the vocabulary knowledge of learners | A2 by Ubaedillah et al (2021), A4 by Iswahyuni (2021) |
| 17. | Enhancing learner's ICT skills | A9 by Yunus et al (2019), A14 by Bilotserkovets et al (2021), A29 by Rou et al (2019) |

One of the highlighted advantages is enhancing learner engagement. This is supported by articles A9 by Yunus et al (2019) and A18 by Khasyar (2020). Another advantage is the improvement of learners' speaking skills, which is supported by articles A1 by Yang (2020), A2 by Ubaedillah et al (2021), A4 by Iswahyuni (2021), A6 by John and Yunus (2021), and A14 by Bilotserkovets et al (2021).

Enhancing peer interactions is another benefit mentioned in the table, supported by articles A6 by John and Yunus (2021), A8 by Li and Medic (2021), A9 by Yunus et al (2019),

A14 by Bilotserkovets et al (2021), A18 by Khasyar (2020), and A29 by Rou et al (2019).

The table also emphasized the advantage of increasing learners' overall learning achievement, with support from articles A6 by John and Yunus (2021) and A8 by Li and Medic (2021). It further highlights the positive impact on learners' motivation, which is backed by articles A2 by Ubaedillah et al (2021) and A14 by Bilotserkovets et al (2021).

Additionally, the instructional approach or tool is noted to provide a learning environment that allows learners to progress at their own pace. This advantage is supported by multiple articles, including A1 by Yang (2020), A2 by Ubaedillah et al (2021), A6 by John and Yunus (2021), A8 by Li and Medic (2021), A9 by Yunus et al (2019), A14 by Bilotserkovets et al (2021), and A29 by Rou et al (2019).

Moreover, the use of this instructional approach enhanced learners' preparedness, as demonstrated by articles A1 by Yang (2020), A6 by John and Yunus (2021), A8 by Li and Medic (2021), and A14 by Bilotserkovets et al (2019).

Other advantages mentioned in the table include improvements in learners' writing skills and grammar skills, which are supported by articles A4 by Iswahyuni (2021), A18 by Khasyar (2020), A2 by Ubaedillah et al (2021), and A4 by Iswahyuni (2021), respectively.

The table also emphasized the advantage of learners obtaining immediate instructor feedback, as supported by articles A1 by Yang (2020), A8 by Li and Medic (2021), A9 by Yunus et al (2019), and A18 by Khasyar (2020). Furthermore, this instructional approach is effective in improving learners' listening skills, with backing from articles A1 by Yang (2020), A2 by Ubaedillah (2021), A4 by Iswahyuni (2021), and A8 by Li and Medic (2021).

Additionally, the table highlights that this approach reduced learners' speaking nervousness, as evidenced by article A6 by John and Yunus (2021). It also enhanced learners' English reading comprehension, with support from articles A2 by Ubaedillah et al (2021), A4 by Iswahyuni (2021), and A8 by Li and Medic (2021).

Furthermore, the table mentioned additional advantages such as enhancing the use of deep learning strategies, fostering positive attitudes toward the language learning experience, improving learners' vocabulary knowledge, and enhancing

learners' ICT skills. These advantages are supported by various articles listed in the table.

c) Challenge of Implementing The Social Media Used in English Language Teaching and Learning.

Social media has been widely recognized for its numerous benefits in English language teaching and learning. However, it is essential to recognize that the path may not always proceed as smoothly as expected. According to the findings presented in Table 4.4, the primary hurdles frequently encountered are related to technology and internet connectivity issues. These challenges have been consistently reported by educators and learners alike.

Despite the considerable advantages associated with integrating social media into language education, it is crucial to recognize and address the obstacles that can impede the process. The reliance on technology introduces a level of complexity that can disrupt the otherwise promising educational experience. For instance, individuals may encounter difficulties accessing social media platforms due to limited internet connectivity or technical malfunctions.

Table 4.4. Challenges of social media utilization in ELT.

| No. | Challenges | Sample Article |
|-----|-------------------------------------|--|
| 1. | Extra workload for learners | A14 by Bilotserkovets et al (2021) |
| 2. | Technology/Internet related problem | A2 by Ubaedillah et al (2021), A18 by Khasyar (2020) |
| 3. | Extra workload for teachers | A14 by Bilotserkovets et al (2021) |
| 4. | Speaking anxiety | A6 by John and Yunus (2021) |

Table 4.4 provides a comprehensive overview of the most commonly reported challenges faced by educators and learners in utilizing social media for English language teaching and learning. These challenges primarily revolve around technological aspects, emphasizing the importance of stable internet connections and reliable devices. By acknowledging these hurdles, educators and learners can proactively seek solutions to mitigate their impact and ensure a smoother integration of social media into language education.

d) The Effectiveness of Social Media Used in English Language Teaching and Learning.

Based on the consensus from various journals, the utilization of social media in English language teaching and learning is considered highly effective. Social media provides ease of use and understanding. For example, in research A2 presented by Ubaedillah et al. (2021), a teacher expressed that "I believe that social media helps me teach English more effectively." This is because social media offers options to teach English through distance learning easily.

However, Li and Medic (2021) in their research (A8) stated that the use of subtitles in YouTube videos is not effective in improving students' language skills. It is considered to distract students' attention, as they tend to focus more on the subtitles rather than the content conveyed in the video.

A similar opinion is also expressed by Biotserkovets et al. (2021) in their research (A14). They concluded that the utilization of social media in language learning is ineffective due to the lack of discussion on the learning materials between teachers and groupmates. Teachers tend to focus only on practice and utilization of social media without providing sufficient understanding of the materials beforehand to the students.

Nevertheless, overall studies agree that the efficient positive impact of using social media in English language learning is greater and more effective compared to conventional methods in the classroom. However, clear supervision and guidance are still necessary to ensure that the utilization of social media provides optimal benefits.

B. Discussion

This section discusses findings, drawing out the main achievements and explaining results. It makes links between aims, findings, and the literature. It may also make recommendations that could also appear in Chapter V.

This systematic review aimed to investigate the impact of using social media on English language teaching and learning. The research followed a specific process to find relevant publications to examine the impact of using social media in English language teaching and learning. Nine journals were identified that presented the impact of using social media in English language teaching and learning. While there were

differences and similarities in the results, most studies indicated that social media positively affect language learning. However, a few studies suggested that social media tools may need to be more helpful in improving language learning.

Various social media platforms offer diverse features and levels of accessibility. However, when it comes to incorporating social media into English language teaching classrooms, this systematic review identifies YouTube, Instagram, TikTok, and WhatsApp as the most frequently utilized platforms. These platforms were employed individually or in combination as tools to assess the efficacy and influence of language learning. The effectiveness of each social media may depend on the learning objectives and the specific targeted skills. For example, Instagram may improve vocabulary and grammar through visual cues, while WhatsApp may be more effective for improving reading comprehension and vocabulary through interactive discussions. Similarly, TikTok and YouTube may be more effective for enhancing communication and observation skills through video chats and multimedia content. Therefore, it is essential for language teachers and learners to carefully consider the specific goals and objectives of their language learning activities when choosing the appropriate social media to use.

Most of the studies included in this research used qualitative data analysis. The most commonly used qualitative design was the questionnaire collected data. Observation and interviews were also implemented as the data collection method. There were also applied case studies in which an experimental group was developed through social media projects. On the other hand, a systematic review also leads the research using the Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) guidelines.

The importance of social media and the fast-paced technological advancements have prompted researchers to explore the connection between language learning and technology, specifically focusing on social media websites and tools. Studies on language learning research has been linked with technological research in various global context. With the widespread use of social media, language institutions need to adapt and incorporate its use in learning settings. This paragraph presents the results of the analyzed journals on the effectiveness of social media tools for language acquisition and learning. Almost all the gathered journals reported a highly positive outcome in English teaching and learning. Although nearly all the collected journals reported a highly positive effect on English teaching and learning, there are still limitations to using social media for English language teaching

and learning. Conventional schools, for instance, may hinder the integration of social media into classroom teaching and learning due to certain restrictions. After the COVID-19 pandemic ends and face-to-face learning resumes, few schools have continued to use social media in their classrooms. They have reverted to conventional teaching methods in the classroom, only occasionally providing tips and ways to learn language by utilizing social media outside the classroom/school.

The main objective of this research was to examine the influence of social media tools on the process of language learning. To achieve this, a systematic review was carried out to identify relevant studies that fulfilled specific criteria aligned with the research questions. This chapter aims to present the findings of the data collection process, which involved analysis of 9 studies. The results explored how social media are used and their impact on various aspects and skills of language learning. The subsequent chapter will delve into a detailed discussion of the results.

1. The Documented Best Practices for Implementing Social Media to Support Language Learning

Most studies in language learning and social media have focused on utilizing social media as a tool for language acquisition. Specifically, many studies have examined the use of social media in activities related to writing, listening, and reading. One fundamental approach is selecting the appropriate social media platform based on the learning objectives and targeted skills. Researchers have found that implementing social media applications, such as YouTube, Instagram, and TikTok, has led to improvements in English learners' ability to acquire new vocabulary, develop their reading strategies, and critically analyze and produce new sentences. Studies by Yunus, Zakaria, and Sulliman (2019), Khasyar (2020), Yang (2020), Li and Medic (2021), and Iswahyuni (2021) all demonstrated the benefits of using social media in language learning. Additionally, social media applications like WhatsApp chat groups have been shown to improve learners' speaking and writing abilities by increasing interaction among learners.

Social media positively affect the English language teaching and learning experience and improve the learners' level and English skills. However, we must remember how we implement social media and design the activities we use through social media is critical. The best practice is integrating social media into existing English learning activities, such as assigning social media tasks as homework or incorporating them into classroom discussions. This can increase learner engagement and provide more opportunities for

language practice. For example, designing activities, planning, and experimenting with social media applications before using them in class are essential factors in successful social media learning.

Remember that using an appropriate teaching method, curriculum, and materials can make or break the experience. English teachers must be trained to use social media tools in the classroom effectively. This includes providing training on incorporating social media into lesson plans and managing students' use of social media during class time. Language teachers should create a supportive and engaging learning environment by using social media tools to facilitate communication and collaboration between learners. Proper implementation of social media in language learning is essential for engaging learners and encouraging their continued usage beyond the classroom setting.

It is also essential to provide clear instructions and guidelines for using social media in language learning, including guidelines for appropriate behavior and communication online. This can help to ensure a safe and positive learning environment for all learners. Implementing social media for language learning can be effective, but it is essential to carefully consider the specific goals and objectives and select appropriate platforms. Additionally, providing clear guidelines and feedback on social media tasks can help learners identify improvement areas and track their progress. This can also motivate learners to continue using social media for language learning and enhance learning outcomes. Collaboration between teachers, institutes, and researchers is necessary to provide learners with the best English learning experience.

Documented best practices for implementing social media to support English language teaching and learning suggest various strategies for teachers and learners. One effective strategy is to create or join online communities of learners and native speakers, such as language exchange groups or forums. These groups can be used to share resources, ask questions, and practice English skills through conversation and written exchanges. Another approach is to follow the social media accounts on Instagram, YouTube, or TikTok of influencers or organizations that provide language learning resources and tips. These accounts can offer a wealth of valuable information and guidance for learners. Teachers can curate lists of relevant accounts and hashtags for learners to follow, encouraging them to engage with native speakers and consume content in the target language. Finally, engaging with social media content actively is essential, such as by commenting, sharing, or creating content in

the target language. By leveraging the power of social media, English learners can enhance their language proficiency, engage with the target culture, and connect with others who share their interests.

2. Types of Data Collection and Analysis Have Been Used to Measure the Use of Social Media in Language Learning

Different methods of gathering and evaluating data have been employed to quantify the utilization of social media in the process of language acquisition. One common approach is to conduct questionnaires, interviews, or observations with language learners to gather information about their social media usage and its impact on their language learning. Researchers observed the effects of interviews and questionnaires conducted by various authors, and the interview sessions were recorded for data collection purposes. These data can provide insights into learners' perceptions of social media as a language learning tool and their preferences and challenges. Some studies have used qualitative analysis of social media content, such as text or audiovisual material created by learners, to explore the nature and quality of their language learning experiences.

Another research method involved the implementation of an experimental group in developing the series performance of social media projects, critically analyze social media, and generate social media content. To obtain qualitative results on the participants' development, pedagogical observation and expert evaluation were utilized. Two studies adopted a quantitative approach to research, where one used a systematic review to gather the collected data. The final research applied a mixed-methods approach, combining a quantitative and qualitative survey to explore the potential benefits of social media and how students perceive its role in English education.

Various methods of gathering and analyzing data have been employed to assess the utilization of social media in language learning. In many studies, qualitative data collection methods such as questionnaires, observations, and interviews have been utilized. Questionnaires were the most commonly used qualitative method to gather data on language learners' perceptions and attitudes toward the use of social media tools. Observations have also been employed to monitor the use of social media tools in English language teaching classrooms and to examine the students' engagement levels during the learning process. Case studies have discussed the integration of social media tools into language learning activities and examined their impact on learning outcomes. Quantitative data collection

methods, such as surveys, have also been utilized to measure the effect of social media tools on language learning outcomes. Lastly, some studies have used mixed-methods approaches, combining quantitative and qualitative data collection methods to gain a more comprehensive understanding of the role of social media in language learning. Overall, using various data collection and analysis methods has enabled researchers to gain a comprehensive understanding how social media tools impact language learning outcomes.

