

STUDENTS' BELIEFS ABOUT SOCIAL MEDIA IN EFL CLASSROOM: A REVIEW OF LITERATURE

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Abstract: This article reviews research on student beliefs about the use of social media in English as a Foreign Language (EFL) classrooms. This study involves a discussion of how social media impacts students' language learning from previous studies. This study uses a systematic literature review (SLR) in reviewing articles. In determining the article, it is carried out in three stages, namely peer-reviewed articles, re-examined articles, and analyzing the selected articles. The literature review summarizes research on student beliefs from 2017 to 2021. A total of seven articles are referenced in this study. The conclusion drawn from the seven literatures is that students' beliefs about the use of social media in EFL classrooms are positively affected. Social media helps students to improve their English skills. The use of social media can be a reference for teach media that EFL teachers can present in learning activities to attract students' attention and achieve goals in language learning.

Keywords: *student; beliefs; social media; EF; classroom*

INTRODUCTION

The popularity of social media cannot undoubtedly. People use social media platforms for entertainment. Since the pandemic era, people have relied more on social media to express feelings, get information, communicate with each other and even use social media as a tools for the teaching and learning process. This has an impact on increasing social media users as illustrated in the following table (Cinelli, Quattrociochi, Galeazzi, Valensise, Brugnoli, Schmidt, Zola, Zollo, & Scala, 2020):

Table 1. *Social media users according to Cinelli et al. (2020)*

	Posts	Comments	Users	Period
Gab	6,252	4,364	2,629	01/01-14/02
Reddit	10,084	300,751	89,456	01/01-14/02
YouTube	111,709	7,051,595	3,199,525	01/01-14/02
Instagram	26,576	109,011	52,339	01/01-14/02
Twitter	1,187,482	-	390,866	27/01-14/02
Total	1,342,103	7,465,721	3,734,815	

The data above depict the traffic on social media usage during the pandemic is quite high.

The use of social media can have a good impact on increasing literacy skills, especially digital literacy. Digital literacy can be translated into a third space in teaching (Mcdougall, Readman, & Wilkinson, 2018). Social media as part of digital applications makes it easier for people to communicate with each other even though they are in different places. Easy access to social media allows everyone to talk freely even if they just know each other. On social media applications such as Facebook, Instagram, WhatsApp, Telegram, Twitter, YouTube, etc., everyone can upload photos and write captions and give each other comments. They can also upload live videos and video blogs (vlogs). By using social media, people can hone their language skills such as speaking, writing, listening, reading, and language components such as vocabulary, grammar, etc.

In the teaching and learning process in the pandemic era, social media can be used as an interesting learning media. This can attract students' attention to learning activities that they are not aware of. Students and some teachers as Generation Z have characters that support digital learning through social media. Generation Z are people born after 1995-2010 (Mohr & Mohr, 2017) who tend to be digital natives (Ayuni, 2019). So for Generation Z, both students and teachers, there

are very few obstacles in using digital media and using social media applications. They can operate both.

Some teachers have implemented the application by using social media even before the Covid-19 outbreak. In addition, several studies have also suggested the effectiveness of social media in learning itself. Some studies described about the advantages of using social media for students learning process. Soviyah & Etikaningsih (2018) in their articles concluded there is a significant difference in students writing score. Students taught using Instagram had a good score than those who aren't. Azlan, Zakaria, & Yunus (2019) in their article believes Instagram encourages and improvements pupils interest to practice English speaking and at the same time increase their speaking skills. They were concluded after they gave observation and semi structured interview for student year 6. Gonulal (2019) in his study claims that the effectiveness of social networking platforms and mobile-assisted language learning (MALL) applications in a mobile language learning tool is highly recommended. Moreover, Ahmed (2020) claimed social media let students to free communication with native-speakers. Students had a good impact to elaborate the language.

The effectiveness of the use of social media in teaching can also be seen from various points of view, namely the teacher as a teacher and students as learners. In this study reviews the effectiveness of students as users of social media in learning. This study uses a literature review of research that has been done previously. The questions that will be answered in this research are: How are the current researches of students' beliefs about social media in EFL classroom?

The sequences of this review involves the methods in selecting the studies to improve the review and current the findings of the review. In section three discusses the results and discussion of the review. Lastly, the conclusion of the review findings in the fourth section.

METHOD

This research entitled Students' Beliefs about Social Media in EFL Classroom: A Review of Literature. This study uses a systematic literature review method (SLR). Systematic literature review (SLR) demands thorough and accurate understanding beyond traditional literature in answering questions

or discussing topics of interest (Xiao & Watson, 2019). Moreover, Xia et al. in Tan, Le, & Xuan, 2020 explained the sequences of SLR as follow: First, search databases using keywords taken from abstract titles, search databases on WoS, Scopus, Google scholar, and others, search for publications based on article research and time span: before doing research. Second, re-check the articles obtained by eliminating duplicate documents, and eliminating unrelated articles. Third, analyze the content of research articles through coding and synthesizing. In analyzing the text, the typology used is a narrative review method. The data obtained were extracted in an informal way (non-standardized or systematic) and the data were synthesized by juxtaposing narrative evidence (Xiao & Watson, 2019).

Therefore, in this article the data is taken using three steps. First, the peer-reviewed article is collected from the online database of "Scopus" and "Google Scholar" using publish or perish. Specified key words were chosen; "students perspective using social media", "students' perception using social media", "social media for writing". Furthermore, the criteria of article were 100 articles published from 2017 until 2021. Second, re-examined unrelated articles. Third, the articles were analyzed.

Observation is continued by processing data using vosviewer. The result of vosviewer as follow:

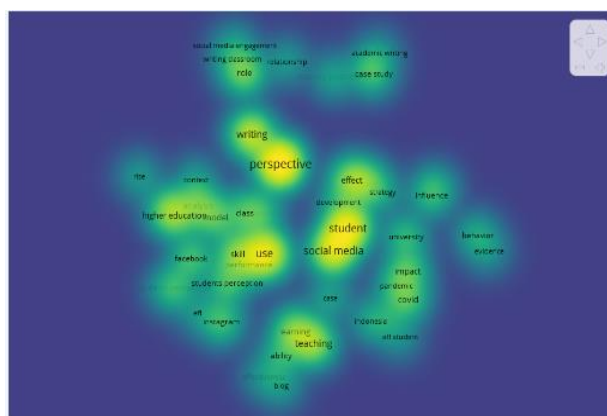


Figure 1. The results of vosviewer

From the figure 1 above, it can be concluded that "student", "perspective", and "social media" are rarely discussed topic in research. Hence, in this articles those topics interest to explain.

RESULTS AND DISCUSSION

A total 7 articles chosen to described about social media in EFL classroom. The articles illustrated in

table 2. It is divided into five columns consist of the number of participants, and the study result. the author, the year of the publication, instruments,

Table 2. *Articles about social media in EFL classroom*

Author	Year	Instrument	Participants	The Study Result
Ayuni Akhiar, Al- Amin Mydin & Shaidatul Akma Adi Kasuma	2017	Questionnaire	101	Students have very positive responses and wider views on using Instagram to improve their writing skills.
Ismail Xodabande	2017	Classroom observation	30	Social media had a great deal to helped writing class.
Geminastiti Sakkir, A. Eritme Yustika Abrar	2018	Questionnaire	20	Facebook group could attracting students in learning to write.
Renata Kenanga Rinda, Adriadi Novawan, Alfi Hidayatu Miqawati	2018	Questionnaire	70	Instagram could control students to correct grammar, ideas to construct writing, spelling correction, and motivated to compose a better essay
Ari Hilman	2019	Pre test, post test, questionnaire	48	Instagram had positive impact for students in writing activity.
Rahmah Fithriani, Utami Dewi, Sholihatul Hamidah Daulay, Maryati Salmiah, and Widia Fransiska	2019	Questionnaire , interview, and observation of students'	52	Using Facebook depict significant for students confidence, encouraging students participation in class discussion, and gaining students proficiency in the writing skill.
Nikenda Putri, Dyah Aminatun	2021	Questionnaire	20	Students provide their positive response of using Facebook to drill their writing skill.

First, article entitled “Students’ Perceptions and Attitudes towards the Use of Instagram in English Language Writing” written by Akhiar, Mydin, Akma, & Kasuma (2017) which published in *Malaysian Journal of Learning and Instruction: Special Issues*. In their research, 101 participants, consists of 70 percent female and 30 percent male, answered questionnaire with 20 closed-ended items, and five open-ended questions about using Instagram for English language learning process. The close-ended questionnaire analyzed using quantitative to found mean scores and the open-ended questionnaire analyzed using mixed method (quantitative to found up mean scores and qualitative for content analysis).

Second, article entitled “The effectiveness of social media network telegram in teaching English language pronunciation to Iranian EFL learners” written by Xodabande (2017) which published in *Cogent Education*. 30 EFL learners from Iran as the participants in this research. Those students divided into experimental and control class. 14 students in experimental class and 16 in control class. They

taught using different treatments over four weeks. They filled pre-test and post-test. Then the test analyzed using SPSS and ANOVA.

Third, article entitled “Students’ Perception of the Implementation Facebook Group in Learning Writing Skill” written by Sakkir & Abrar (2018) which published in *The 65th TEFLIN International Conference*. The participant were 20 students of second semester English education department in 2016/2017 academic year. The data taken from the questionnaire about the students’ perception and implementation in writing of Facebook group. The scored were examined by using Likert scale.

Fourth, article entitled “Students’ perspectives on social media-based learning of writing through Instagram” written by Rinda, Novawan, & Miqawati (2018) which published in *Journal of English in Academic and Professional Communication (JEAPCo.)*. The data collected using close ended questionnaire and focus group discussion. After that, the data were analyzed using qualitative method.

Fifth, article entitled “The Effectiveness of Using Instagram in Developing Students’ Descriptive Text Writing” written by Hilman (2019) which published in *Journal of Applied Linguistics and Literacy (JALL)*. The participants were 48 students of tenth grade. They were divided into 24 students in control and 24 students in experiment class. Their aged between 16-17 years old. The pre-test and post-test examined using quantitatively and the questionnaire counted using qualitatively.

Sixth, article entitled “Using Facebook in EFL Writing Class: Its Effectiveness from Students’ Perspective” written by Fithriani, Dewi, Daulay, Salmiah, & Widia (2019) which published in *The Second Annual International Conference on Language and Literature*. The participants were 53 students, 40 female and 13 male. The data were composed using three instruments; close-ended and open-ended questionnaire, semi-structured open-ended in-depth interview; and observation. The data used mix method, qualitative and quantitative method.

Seventh, article entitled “Using Facebook to Practice Writing Skill: What Do the Students Think?” written by Putri & Aminatun (2021) which published in *Journal of English Language Teaching and Learning (JELTL)*. The participants were 20 English students. The instruments were questionnaire adopted Likert-type scale, and interviewed.

From the five articles it can be concluded that social media attracts students to learn and explore their ideas. Social media can be a media for traditional learning methods through drilling and discussion. Through social media, students have more confidence in learning. This is good news for educators, learning can be done with social media. In addition to attracting students according to the data obtained from previous research, social media can also reduce students' feelings of depression while studying.

CONCLUSION

Advances in technology have brought smartphones that make it easier for everyone to access the internet. Various applications are offered for various purposes. This application can be used by various groups such as applications to watch videos on YouTube and YouTube Kids, social media applications such as Facebook, Instagram,

WhatsApp, and so on. However, the use of this technology has not been maximized in learning. Most of the students spend much of their time accessing social networks and others, some students use the internet for dictionaries and games, and only a few students use the internet for educational purposes (Lekawael, 2017).

As time goes by, learning by using applications is getting more interesting and easier for both teachers and students. Several studies reveal that the use of social media can be maximized in helping students learn. Learning using social media also has a positive impact, namely fun learning without feeling pressured and not limited by space and time. Students can also cultivate their creativity.

The research was conducted using a systematic literature review (SLR). The purpose of the SLR is to assess a systematic literature review (secondary study) by conducting research as a tertiary literature review (Kitchenham et al., 2009). A total of seven journal articles related to the research title "Students' Beliefs about Social Media in EFL Classroom: A Review of Literature" were analyzed. The conclusion that can be drawn from the seven articles is that students' beliefs about the use of social media in EFL classes have a positive impact. Social media is considered to be able to help students to improve their ability in learning English. Thus, the use of social media can be a reference for teaching media that can be used by EFL teachers in learning activities that serve to attract students' attention and achieve goals in language learning. From the results of the literature review in this study, it is hoped that it can provide a gap so that it can facilitate further research.

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