

**Library Research : The Effectiveness of Social Media on EFL Learners'
Speaking Skill (Youtube,ig,fb,wa,twitter)**

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ABSTRACT

Social media is a tool of information and communication technology used by people to communicate online. There are many kinds of social media such as Facebook, Twitter, Instagram, Youtube, etc. Due to the pandemic in the last two years, students and teachers use virtual or online learning which uses several applications or social media sites. The purpose of this research is to help the EFL learners' to find out what type of social media is most effectively used for speaking skill. The method used in this study is a qualitative approach with a library research method, there are 15 articles compared in this study with a time span of the last 6 years.

The results of this study, based on 15 articles that have been reviewed, show that all types of social media when used in learning English are effective. In this case it is said to be effective based on the type of learning and the skills learned but the researcher found that the most popular social media and most often used by EFL to improve their speaking skill in the last 6 years is the YouTube application.

Keyword: Effective, Social Media, EFL Learners, Speaking

RINGKASAN

Media sosial merupakan salah satu sarana teknologi informasi dan komunikasi yang digunakan oleh masyarakat untuk berkomunikasi secara online. Ada banyak sekali jenis media sosial seperti Facebook, Twitter, Instagram, Youtube, dll. Karena adanya pandemi dalam dua tahun terakhir, siswa dan guru

menggunakan pembelajaran virtual atau online yang menggunakan beberapa aplikasi atau situs media sosial. Tujuan dari penelitian ini adalah untuk membantu pembelajar EFL untuk mengetahui jenis media sosial apa yang paling efektif digunakan untuk keterampilan berbicara. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif dengan metode penelitian kepustakaan, terdapat 15 artikel yang dibandingkan dalam penelitian ini dengan rentang waktu 6 tahun terakhir.

Hasil penelitian ini, berdasarkan 15 artikel yang telah direview, menunjukkan bahwa semua jenis media sosial ketika digunakan dalam pembelajaran bahasa Inggris efektif. Dalam hal ini dikatakan efektif berdasarkan jenis pembelajaran dan keterampilan yang dipelajari tetapi peneliti menemukan bahwa media sosial yang paling populer dan paling sering digunakan oleh EFL untuk meningkatkan keterampilan berbicara mereka dalam 6 tahun terakhir adalah aplikasi YouTube.

Kata Kunci: Efektif, Media Sosial, Peserta Didik EFL, Berbicara.

Introduction

Information and Communication Technology (ICT) is more commonly used in language learning and teaching in the last decade. ICT refers to the computerbased technologies and internet-based technologies, which is used for creating, storing, displaying and sharing information. In the context of EFL, ICT can provide English language learners with opportunities for interaction to native speakers through ICT tools such as e-mail, social media like Facebook, Instagram, and video-based communication like Skype (Annamalai, 2017). One form of ICT is social media, it is one of the results of the advance of technology (Liu, 2010). Social media is also a set of tools that allow people to establish and to engage a relationship. Social media is one of the technologies that mostly used by people around the world, starting from the young learner to old people. For the university students, they used social media in various situation in their daily activities (Al Arif, 2019).

In the EFL context, the use of social media provides some opportunities to develop students' English language skills. It is the fact that English is one of the languages that mostly used in social media, because English is known as international languages that is used all over the world to communicate each other. English in Indonesia is used by people especially the students as the foreign language, where the students will get English and learn English in just certain places like schools, courses, or universities as one of the available subjects in that places. English Learners use their mobilephone in which social media to communicate each other and they believe that mobile learning can facilitate them to learn anywhere and anytime (Ayuningtyas, 2018).

Due to the pandemic in the last two years, students and teachers use virtual or online learning which uses several applications or social media sites. Based on the backround above, the author are interested in examining one of the most popular types of social media in all circles of this era, namely social networking. In this study the author will compare several articles on the use of social networking (Facebook, Instagram, WhatsApp, YouTube, and Twitter) which are the most effective for EFL learners speaking skill. The researcher is interested in finding it out by carrying out the title: "*The Effectiveness of Social Media on EFL Learners' Speaking Skill (Youtube,ig,fb,wa,twitter)* " by using a qualitative approach with library research methods.

Method

In this study, the researchers used a Qualitative approach with Library research method. Library research is research activities carried out by how to collect information and data with the help of various materials which is in the library like a book reference, the results of previous research similar, articles, notes, as well various journals related to the problem we want to solve. Activities carried out systematically for collect, process, and conclude the data with using certain methods / techniques in

search of answers to problems faced (Milya, 2020). In this research, the researcher are simply looking for and describing an article related to the title of the research. The data used in this study were taken from 15 articles discussing the use of social media in learning English, especially in skill speaking that had been reviewed.

Findings and Discussion

In this section, the researcher has reviewed 15 articles that suitable with the technique of data collection and will draw some relevant findings and discussion from the result of the review. Those are the finding and discussion of the review 15 articles:

The comparison of title each 15 articles:

Article 1	<i>Students Perception on the Use of Social Media to Learn English within Secondary Education in Developing Countries</i>
Article 2	<i>Using Social Media as a Learning Media of Foreign Language Students in Higher Education</i>
Article 3	<i>Effect of social media on enhancement of english learning proficiency at University level in Khyber Pakhtunkhwa</i>
Article 4	<i>The use of WhatsApp group discussion to improve students writing achievement</i>
Article 5	<i>The Effect of "Whatsapp" Usage on the Attitudes of Students Toward English Self-Efficacy and English Courses in Foreign Language Education Outside the School</i>
Article 6	<i>Using A Facebook Closed Group To Improve Efl Students' Writing</i>
Article 7	<i>Effects of Facebook usage on English learning behavior of Thai English teachers</i>
Article 8	<i>The Effect of Instagram to Students' Speaking at The Paradise English Course of Kampung Inggris in 2018</i>
Article 9	<i>Students' Perceptions and Attitudes Towards The use of Instagram in English Language Writing</i>
Article 10	<i>Using Twitter as an ELT Tool in the Saudi EFL Context</i>
Article 11	<i>The use of twitter and Youlish for the learning and retention of commonly mispronounced English words</i>
Article 12	<i>Use of YouTube-Based Videos to Improve Students' Speaking Skill</i>
Article 13	<i>Learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube.</i>

Article 14	<i>Social Media In A High School English Class: A Collective Case Study</i>
Article 15	<i>Pre-service EFL Teachers' Attitudes towards Language Learning through Social Media</i>

Based on the 15 articles above, the researcher chose 5 articles that discussed social media in general contained, in articles 1, 2, 3, 14 and 15. The researcher also selected 2 articles for each social media site that discussed in this study, articles 4 and 5 discusses the use of whatsapp, articles 6 and 7 discuss the use of facebook, articles 8 and 9 discuss the use of instagram, articles 10 and 11 discuss the use of twitter, article 12 and 13 discuss the use of youtube, in learning English.

The comparison of year publisher each 15 articles:

Article 1	Article 2	Article 3	Article 4	Article 5	Article 6	Article 7	Article 8	Article 9	Article 10	Article 11	Article 12	Article 13	Article 14	Article 15
2016	2019	2016	2019	2019	2016	2018	2018	2017	2017	2019	2016	2019	2017	2016

From the 15 articles above, the researcher chose articles in the last 5 years (from 2016 to 2019) which discussed the use of social media in learning English. There were 5 articles published in 2016, 3 articles published in 2017, 2 articles published in 2018, and 5 articles published in 2019. Researcher choose articles that are published in the last 5 years, because data are used more updated and related to current condirtions.

The comparison of the research method each 15 Articles:

Article 1	Mixedmethod
Article 2	Qualitativeapproach
Article 3	Qualitative, Descriptivestudy
Article 4	Quasi-experimental
Article 5	Mixedresearch methods.
Article 6	Qualitative (case study)
Article 7	Mixedmethod
Article 8	Pre-experimetal quantitative with one-group pre-test
Article 9	Mixedmethod
Article 10	Quantitative study
Article 11	A mixed-method design, qualitative and quantitative data collection instruments.
Article 12	Qualitativeapproach using an Action Research (AR) method

Article 13	Qualitative research
Article 14	Qualitative approach (case study)
Article 15	Quantitative research

Based on the 15 articles above, we can see a comparison of the methods used in each article. There was 5 articles used mixed method (articles 1,5,7,9 and 11), 3 articles used Qualitative research/approach (articles 2,13, and 15), 1 qualitative approach descriptive study (article 3), 2 qualitative approach, case study (articles 6 and 14), 1 quasi-experimental (article 4), 1 quantitative pre-experimental (article 8), 1 quantitative study (article 10), and 1 qualitative approach using an action research method (article 12). From the distribution of the 15 articles above, it can be concluded that there are 8 research methods used to found the results of the more effective social media in learning English.

In research that has used the mix method in articles 1,5,7,9 and 11, , the results found: youtube, whatsapp, fb, instagram, and twitter are affectively used in learning English, both for students and teachers. In studies that have used a qualitative approach in articles 2,3, and 15, researchers found that YouTube is more effective for students, while Facebook is used by teachers. In studies that have used qualitative descriptive method in article 3, students at universities are more interested in using Facebook in learning English skills. In research that has used qualitative methods (case study) in articles 6 and 14, it is explained that fb, and instagram are applications that students can easily access for their writing skills. in the research that has used the quasi-experimental method in article 4, whatsapp becomes the application used to improve their writing skills. In research that has used the quantitative pre-experimental method in article 8, Instagram is the application of choice to improve speaking skills for students in the course. In research that has used the quantitative method in article 10, twitter as an application used by the saudi EFL students. and finally on research that has used qualitative action research methods in article 12 YouTube as an effective application used in improving students' speaking skills and pronunciation.

The comparison of the research samples of each 15 articles:

Article 1	The Philippines from 164 respondents. A total of 164 students took part in the online survey, which composes of 55 males and 109 females
Article 2	The data of this study are 52 foreign language education students in universities spread across various universities / colleges / equivalent in Indonesia.
Article 3	the researcher randomly selected 100 students (50 male and 50 female) of different age level i.e. 18 to 21 years, 22 to 25 years, 26 years and above as a respondents from university of Science & Technology Bannu
Article 4	The population of the study covered all of the second semester students of English study program in STKIP Muhammadiyah Pagaralam. Fourty students were selected purposively from all the population.
Article 5	The participants consist of 11th grade students studying in an Anatolian High School in the center of Sivas
Article 6	Fifteen EFL students participated in this case study. They were second, third, and fourth year students of English Education Department of a university in Bandung, who voluntarily joined a Facebookclosed group for about four months and contributed their journal entries
Article 7	Participant 1 In total, 1,170 Thai teachers who teach English in 437 schools under the Bangkok Metropolitan Administration were involved in the survey step. Participant 2 Seventeen BMA teachers who had indicated their keen interest in joining the English Learning through Facebook project and most frequently used Facebook were purposively selected.
Article 8	The subject of this research is 13 students that consist of 3 males and 10 females of second level speaking class at Paredise Course in Kampung Inggris
Article 9	There were 101 participants of this study who participated in a descriptive English essay writing activity on Instagram, answered a set of questionnaire with 20 closed-ended items, and five open-ended questions about using Instagram for English language learning
Article 10	The sampleofthis study consist of 50 female preparatory year students (PYS) studying EFL at the ELI. Their ages will range between the ages of 18 and 21 years old and will all be likely to come from an Arab origin.

Article 11	The research was conducted with first-year pre-service language teachers studying in the ELTE program of a state university in central Turkey. Ninety-three first-year pre-service teachers took part in this study.
Article 12	This study was conducted in one of junior high schools in Surakarta. The subjects of this study were the students of IX. This class consist of 28 students
Article 13	This study involved 20 university students (ten male students and ten female students) from a wide range of academic disciplines (e.g. Chinese studies, Applied Foreign Languages, Business Administration, Education, Industrial Management, and Mechanical Engineering) at two public universities in northern Taiwan
Article 14	The teacher in this study was given the pseudonym “Darlene” throughout this inquiry. The sample population is both Darlene and all her students in five 11th-grade enriched English 52 classes
Article 15	120 pre-service EFL teachers enrolled in the English Language Teaching Department of a state university in Turkey in the academic year of 2014-2015 participated in the study

Based on the 15 articles above, the researcher found that the sample used came from students from both private and public schools, universities, as well as course students and teachers who teach English. of all the articles reviewed in this study, most of the samples used were university students, there were 6 articles that used from universities as samples (articles 2, 3, 4, 6, 13, and 15). in articles 1, 5, 7, 12, and 14 used school institutions as samples, both students and teachers were sampled in the article. while articles 8 and 11 use samples from students who study in the course.

Based on the explanation above, the researcher can conclude that the use of social media is currently very fast and very developed, because almost all people, use social media as one of the media used in learning English, both students and teachers, whether formal or not. Researcher also found that YouTube is more effectively used for students in learning English, both for school students, college students, or universities, both in learning in the class and learning on their own. While fb and youtube are effective applications that have been used by teachers in teaching.

The comparison of the result/finding/conclusion of each 15 articles:

Article 1	Results of this survey shows that most of the female student respondents from both private and public sector schools consider social media as essential part of their learning process. The most popular social media forums used by students includes Edmodo, Google Plus, Google docs and YouTube. These platforms help student in better understanding of English in their secondary education. It plays a vital role as all the students doesn't have same fluency level and grip over every day English. Other than English, social media platforms also help them a lot in general learning.
Article 2	The results of the study show that students generally always use smartphones and use social media in all their activities. Students use a lot of social media in exploring vocabulary and increasing vocabulary mastery, learning as well as building networks for native speakers (Muttersprachler), and making social media a means of learning by accessing foreign-language songs and interesting media in student foreign language learning. Thus social media can be one of the means of education for students which ends in improving foreign language skills. These results can be interpreted that the most popular type of social media in learning foreign languages is Youtube. This social media offers features in the form of videos that can stimulate the senses of sight and hearing of learners so that the percentage of understanding of foreign languages studied also increases.
Article 3	The result of this study showed that social media sources have a positive effect on English learners at university level because social media motivate the English language learners and arouse their interest towards English language learning proficiency at university level. based on the views of female and male respondents about the role of social media in learning English skills and Competence, most of them choose Facebook as a social media site that is easier and more effective to use in learning English.
Article 4	The result of data analysis showed that the students obtained better improvement in English writing ability after being treated by using WhatsApp group discussion. Based on the result of independent t-test, the t value obtained was 5.298 and the significance level was $p < .001$. Futhermore, it can be concluded that there was a significant difference between the student who were taught through WhatsApp group discussion and those who were not. The students were interested using WhatsApp group as media of learning especially in English

	writing. During the discussion in the WhatsApp group, they could get input such as new knowledge, better grammar, and improved vocabulary. WhatsApp group is a good way to be used as a teaching media especially in increasing students' writing achievement.
Article 5	The results of the study revealed that using WhatsApp outside the course leads to a significant differentiation in the self-efficacy beliefs of the students for both reading and listening. The data obtained from qualitative processes also confirm this. In addition, it shows that the practice has a statistically meaningful effect on students' attitudes toward the course. The data obtained from the qualitative processes have proved that the implementation is influential in the emotions such as happiness, joy, excitement, pride and that the students considerably support the use of this implementation.
Article 6	The findings of this study indicated that Facebook could significantly help improve writing skills, namely accuracy, meaningfulness, clarity, and relevance. It also effectively enhanced teachers' English learning attributes, namely fluency, confidence, satisfaction, value, and self-efficacy belief
Article 7	The findings of the study revealed that Facebook had a positive effect on BMA English teachers' English writing skills and learning attributes. Based on these results, Facebook can be a visionary, recommended platform for English learning. Thus, three key factors for the implementation of language learning through Facebook design should be taken into account. The first is interaction due to its ease and effectiveness. The second is the diversity of Facebook's features and participants. The last is correction or editing in an atmosphere of goodwill or friendship. These factors resulted in better changes in their writing skills and learning attributes.
Article 8	This research, researcher found that Instagram has an effect on students' speaking in Paradise English Course Kampung Inggris. First, the score of students' speaking after using Instagram is higher than the score before using Instagram. Also the result of t-test is higher than t-table. It means there was significant effect on Instagram to students' speaking in Paradise English Course Kampung Inggris. The second, all of aspects in speaking were increased especially vocabulary. So, Instagram helps much to improve the vocabulary.
Article 9	The results demonstrated students' high positive perceptions and views towards using Instagram in improving their writing skills, but moderate attitudes
Article 10	The results of this study give a clear indication of a general acceptance of the Saudi EFL students towards the utilizing of Twitter as an English learning tool. This suggests that Twitter

	could be made part of the ELI curriculum as supplementary source of information in the teaching and learning of English as a foreign language. This can be applied through conducting further experimental studies with the intent to explore the effects of integrating Twitter on EFL students linked to subjects and concepts presented in the classroom
Article 11	The present paper reports on the findings of a study into the effects of the social networking site Twitter and Youglish on the learning and retention of commonly mispronounced words. Twitter, a microblogging tool, was used for explicit instruction and input enhancement for the words by capitalizing of stressed syllables, providing links to authentic talks, stressing the problematic features of the target words, and showing other pronunciation-related familiar words. Youglish was used to utilize the tenets of extensive listening and input enhancement. Tweets aimed at drawing direct attention to the pronunciation of each word. In each tweet, a link to Youglish was provided as an attempt to foster pronunciation learning in context
Article 12	The finding showed that there was an improvement in the students' speaking skill. Some aspects which are improved included students' fluency, vocabulary, pronunciation, grammar, and content. To conclude the article, the result of the research and some activities in teaching and learning activities that can help improve students' speaking skill are reviewed. the implementation of YouTube-based videos in teaching speaking can improve the students' speaking skills and motivation. This improvement is proven by the students' speaking achievement and the score gained.
Article 13	this study examined the EFL university students' self-regulated language learning on YouTube outside of the classroom. It brings to light the students' purposes of watching the English-teaching videos produced by YouTubers and the actions they take after viewing. The results indicate that students need to take a more active role and embrace the social nature when they view tutorial videos online.
Article 14	This chapter presented data gathered in both surveys provided to the students and an interview with the teacher. The data went through several coding processes, including in vivo coding and a further reduction of coding to determine common themes. The five resulting themes were social media as an educational tool, gaining real-world experience through technology, learning through discourse and diverse opinions, communication and connection, and creating interest. These themes created a framework that explains the teacher and her students' perceptions of using social media in the high school English

	class. In this article, most of the participants prefer Instagram as their learning medium in learning English
Article 15	The results of the study can be summed up in three topics: the attitudes of pre-service EFL teachers towards language learning through social media, the role of social media in their foreign language learning experiences and the relationships between attitudes and independent variables. First, pre-service EFL teachers have positive attitudes towards the use of social media in language learning, which supports the previous research.. They also believe that social media creates a more relaxed and stress-free language learning environment and gives language learners access to more authentic language use. According to the pre-service EFL teachers, a language learner is more self-directed and flexible while using social media. They also agree that social media can make language learning more accessible. As for language skills, most of the pre-service EFL teachers agree that social media can help them to develop their reading, communication, listening, writing, speaking, and pronunciation skills. Furthermore, they believe that social media helps them to improve their studies and enables them to become more confident in using language. They agree that social media can motivate them more to learn a language. Lastly, they regard language learning through social media as more collaborative than the traditional learning and think that using social media for language learning can assist them to incorporate better into the world they live in. In the research, most of them are users of Facebook, Twitter, and YouTube accounts.

Based on the results of the 15 articles above, it can be concluded that social media has an important role in the learning process, especially in learning English, for students by using social media they can better improve their academic performance, because according to them social media is currently very easily accessible both via smartphone or computer. Currently, almost all students have social media on their smartphones and use social media in their all activities, especially for YouTube, Instagram, and Facebook users.

From the results of the research above, the researchers found that the most widely accessed social media sites by students and teachers are YouTube, Instagram and Facebook which are contained in articles 1,2,3,14, and 15. Of the 3 applications, many respondents prefer YouTube as the more effective application

they use in learning English, because This social media is very popular and has a variety of positive content, especially in learning foreign languages. Features of videos, songs, and comments can be used by students learning foreign languages. For the English teachers, the use of YouTube-based videos can improve the students' academic performance. English teachers are highly suggested to use YouTube-based videos as the authentic materials. The teacher can use YouTube in offline mode or if it is possible in online mode would be much better.

from the explanation above, the researcher can conclude that students will find it easier to understand the lesson if the material they learn can be easily accessed by them such as by using youtube, almost all students have this application on their smartphone which they can access anytime and anywhere. On YouTube, it is easier for them to get what material they need and want by simply typing the key words in the search engine, the material they want to learn will appear automatically. By using YouTube, students are more interested and easier to practice the lesson because they can see and listen to the material.

The comparison from the country of each 15 articles:

Article 1	Philippines
Article 2	Indonesia
Article 3	Pakistan
Article 4	Indonesia
Article 5	Turkey
Article 6	Indonesia
Article 7	Thailand
Article 8	Indonesia
Article 9	Malaysia
Article 10	Saudi arabia
Article 11	Turkey
Article 12	Indonesia
Article 13	Taiwan
Article 14	Lousiana
Article 15	Turkey

English is an international language, so almost all countries implement the use of English as their second language, including some of the countries above.

Based on the 15 articles above, research was conducted from several countries, such as Indonesia, Philippines, Turkey, Thailand, Taiwan, Pakistan, Malaysia, Saudi Arabia, and Louisiana. In articles 2, 6, 8, and 12 studies were conducted in Indonesia, articles 5, 11 and 15 studies were conducted in Turkey, article 1 in the Philippines, article 3 in Pakistan, article 7 in Thailand, article 9 in Malaysia, article 10 in Saudi Arabia, article 13 in Taiwan, and 15 in Louisiana.

The results of the comparison of the six points from each article above, which discusses the use of social media (fb, wa, ig, youtube, twitter) in learning English, especially on speaking skills explained that all social media can be used in learning English because almost all people have access to each of these social media, where they use social media for their daily activities, to learn, share, and find out the information they need but to improve speaking skills for EFL learners, not all of their social media sites are used as learning media. For example:

1. Whatsapp

In this study, articles 4 and 5 explain that students get a better improvement in English writing skills by using whatsapp groups. WhatsApp is a popular smartphone application that functions on various devices and gadgets. As for the purpose of sending and receiving messages either between groups or individuals, WhatsApp provides various functions, for instance text messages, audio files, attached images, link to any websites and video files which can be shared.

2. Facebook

In articles 6 and 7 explain that Facebook can significantly help improve writing skills, namely accuracy, meaningfulness, punch, and relevance. Facebook can be a visionary and recommended platform for learning English. Thus, three key factors for the implementation of learning through Facebook design must be taken into account. The first is interaction because of its ease and effectiveness. Second, the diversity of Facebook features and participants. is a correction or editing in an atmosphere of good

faith or last friendship. These factors resulted in better changes in their writing skills and learning attributes.

3. Instagram

In articles 8 and 9 explained that in this study, students' high perceptions and positive views of the use of Instagram and researchers found that Instagram had an effect on students' speaking and writing skills.

4. Twitter

Articles 10 and 11 explain that Twitter is used in English learning in general, it does not focus on one or two skills. Twitter can be used as part of the ELI curriculum as an additional source of information in the teaching and learning process of English as a foreign language.

5. Youtube

In articles 11 and 12 it is explained that there is an increase in students' speaking skills. Some of the improved aspects include student fluency, vocabulary, pronunciation, grammar, and content. the application of YouTube-based videos in teaching speaking can improve students' speaking skills and motivation. This increase is evidenced by the students' speaking achievement and the scores obtained.

Conclusion

The results of this study, based on 15 articles that have been reviewed, show that all types of social media when used in learning English are effective. In this case it is said to be effective based on the type of learning and the skills learned. For example, if students want to improve their reading skills, the social media Facebook and Twitter are effective applications to use in this lesson. If the students want to develop pronunciation and speaking skills then Instagram and YouTube are the most effective social media to use in this lesson. But from the 15 articles that have been researched, the researcher found that the most popular social media

and most often used by EFL to improve their speaking skill in the last 6 years is the YouTube application.

On YouTube, it is easier for students to get what material they need and want by simply typing the key words in the search engine, the material they want to learn will appear automatically by using YouTube, students are more interested and easier to practice the lesson because they can see and listen to the material.

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