Linguistics

The Effectiveness of Social Media in Learning English: A Systematic Review

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ABSTRACT

The author conducted a systematic review of the published literature on the use of social media in learning English to answer two questions. These research questions are (1) How do the results of the intervention using social media affect learning achievement and outcomes such as learning motivation, interest, understanding, attitudes and skills for English language learners? (2) What are the obstacles and benefits of implementing social media by teachers? This study uses a systematic review method with the PICO technique in searching for articles to be reviewed. Reviews were written according to Preferred Reporting Items for Systematic Reporting and Meta-Analysis (PRISMA). The author also uses the Publish or Perish application and VOSviewer to determine research gaps. The author is looking for articles that discuss social media interventions in learning English as a foreign language. The results obtained were fourteen pieces of literature that met the inclusion criteria. Interventions that use social media are associated with the effectiveness and success of achieving learning outcomes (test scores) and English language skills, and attitudes (cooperation, collaborative and cooperative). The conclusion is that social media interventions in learning English can improve students' language skills as seen in the form of values, skills, motivational attitudes, self-confidence, ability to communicate and collaborate, critical thinking and self-efficacy in English. Benefits for teachers, social media can help promote teaching, motivate students, support and build teaching.

I. INTRODUCTION

Social media is not only has function as social communication but have another function in learning and education like a discourse. The idea is that technology should be used to create the learning process, so modern technology ought to facilitate learning (Azis et al., 2020). Social media includes things like publications, online forums, weblogs, social blogs, microblogging, wikis, podcasts, photographs, or pictures, videos, ratings, and social bookmarking (Mahmud et al., 2022). Initially social media was a communication medium in cyberspace networks that use the internet to greet and communicate with each other. The pandemic has transformed instruction from a traditional model to one that is entirely online (McKibbin & Fernando, 2021; Tawafak et al., 2021). Social media serves as a tool for communication as well as an informative and valuable educational resource with significant educational potential. (Tolmachev et al., 2021; Zenin et al., 2021; Zhao et al., 2021). Studies have indicated that social media's engaging platforms encourage kids to interact with their lecturers and peers who are willing to work in a foreign language (Khajavy et al., 2019; Mohammadi et al., 2019)

One of the impacts of the Covid 19 pandemic is the increased use of technology in the form of

social media in the teaching and learning process. With the online model such as social media make the learning to be flexible. This gives rise to various positive and negative views of the influence of social media. However, here the author wants to collect evidence of the positive effects of using social media in learning English from several studies. The value of the present study to the scientific community and, in particular, the tertiary educational community is evident from the results of the previous analysis about the benefits of social media use for academic accomplishment.

With a systematic review method, we try to identify and evaluate some literature which discusses the intervention of social media in learning English for EFL. We try to answer some of the questions below: (1) how do social media interventions give affected results of satisfaction, knowledge, attitude and skills for EFL? (2) What specific challenges and opportunities for the use of social media are educators facing in implementing this intervention?

The Effectiveness of Social Media in English Learning

There are many studies that prove the effectiveness of social media to support education especially English language learning. (Jiao et al., 2015; Kim et al., 2020) stated that social media networking transmission technology skill improvement and information sharing skill development facilitates collaboration between fellow students from various major universities, different colleges, and various countries with various cultures and training programs. Besides that, social media can be a channel for sharing knowledge and information between teachers and learners. These methods to compare, and encourages both educators and students to be active members in order to develop in a collaborative way by having shared information and engaging in teaching and learning activities (Hinojo-Lucena et al., 2020; Hirci & Pisanski Peterlin, 2020).

After that, in writing skills, social media has an important role in developing students' imagination and creativity. This opinion is supported of (Paragas & Francisco, 2020) if the effect of using social media in increasing writing skills in English for students is that students could think creatively. In addition, they should be given the opportunity to see the world of poetry through windows and observe it and they can write creatively with any fear. This research proves that social media can improve understanding, foster imagination and provide many references on how to write correctly and creatively in English.

With social media, learning process can provide access for students to learn English from social media accounts owned by native English speakers. According to (Kietzmann et al., 2011), social media uses mobile and online technology to create growth and transformation platforms through which individuals and communities exchange, co-produce, discuss, and alter user-generated material. In addition (Grosseck & Bran, 2016) stressed that social media is a mechanism for people in a virtual community to share and create content online. Although no appreciable differences were found, independent and collaborative student groups' intentions to use social media for learning are significantly influenced by each other. (Balakrishnan & Gan, 2016). From this research it can be concluded that social media is a forum that can make students confident in communicating in English and working together with virtual communities and even native speakers.

The expansion of the function of social media can share information in the form of photos and videos. There are many learning accounts that provide learning content such as English learning. Academics have shown interest in social media in a number of areas. Among these subjects, social media use for learning or mobile learning in higher education has drawn little attention but is beginning to garner more studies (Tess, 2013).

Systematic Review of Social Media Usage in Education

Many internationally accredited studies use systematic review methods. According (Chong et al., 2022) if the growing amount of systematic reviews on the use of social media in education emphasizes their significance in changing research studies, indicating future fields of study, and bridging the study divide. Many researchers have used a variety of ways to conduct systematic reviews of scientific literature with various method such as qualitative synthesis by (Manca, 2020; Niu, 2019)meta-analysis (also known as quantitative synthesis) by (Mnkandla & Minnaar, 2017); mixed methods approach using bibliometric

analysis (Greenhow & Askari, 2017; Manca et al., 2021; Manca & Ranieri, 2013, 2016; Tang & Hew, 2017) bibliometric analysis (Barrot, 2021; Lopes et al., 2017; REHM et al., 2020); and, most recently and famous that is a mixed methodologies approach combining bibliometric and qualitative analysis (Barrot, 2021). In here the writer uses meta-analysis to get the result of study and qualitative method to explain the answer of research question.

II. METHODS

This study uses a systematic review method with the Preferred Reporting Items for Systematic Resources and Meta-Analysis (PRISMA) model. This model will lead to reporting and evaluating the effectiveness of social media in learning English. Searching the main data of this systematic review research uses PICO (Population, Intervention, Control, and Outcome) to draw questions in this systematic review. The following are the forms of the questions:

P (Population)   : EFL Learners

I (Interventions)   : Social media

C (Comparison)   :Tradical learning

O (Outcomes)   :Learning achievements OR Outcomes OR effectiveness

Literature Search Strategy

Collection of research data and information on various kinds of literature obtained from the internet. Data searches were carried out in October-November 2022 which was searched on the PubMed, Highwire, Wiley, Cochrane library, ProQuest, Science direct, Google Scholar pages and Web of Science. Those source have good quality like (REHM et al., 2020) said Furthermore, for materials published before 1900, the WoS Core Collection offers fully indexed cited references, authors, and author affiliations. This is the data set that they assembled. We defined social media as web-based tools that enable to expressing data that extends below fact-sharing to be shared among multiple users. Based on an analysis of significant papers, this definition excludes internet technology that disseminates static material (such as remote learning) in support of finding technologies that promote sharing of ideas and transformation with collaboration, interaction, and discussion. Researchers search for articles about the effectiveness of social media in learning English for EFL published in peer-reviewed journals in reputable accredited International journals. The aim is to make research results relevant to current conditions. We defined learning English as all levels of EFL education: junior, high school, senior high school, college at al.

Our key search terms were learning English, social media, traditional learning, effectiveness and learning achievement. For example, we searched PUBMED using the following strategy:

(Learning English*)AND(Social media*)AND(Traditional learning)AND (Effectiveness) OR (learning Achievement)

The writer is looking for the reference list of studies including the limit of the year rises between 2017 to 2022, and full text or open access.

Article Selection and Eligibility Criteria

The author selected pertinent papers after reviewing the publications' titles and abstracts found during the search to be included, if possible. That will further evaluate these publications against our systematic review; we downloaded the entire texts of each one. These conditions were as follows: English language, published in peer-reviewed journals, study of English, evaluation of educational interventions that use social media tools. We did not include publications that were published in conference proceedings or whose complete text was unavailable.

Data Extraction and Synthesis

This rta from the studies were the study authors, the year the study was published, the description of the intervention (content, timing, participants), the goals of the intervention, the study design (qualitative or quantitative), the key findings, the social media technology used, and the opportunities and challenges related to this technology. After data extraction, we examined, analysed, and classified each article's

indicated potential and difficulties with using social media platforms. Then, the author goes back and categorizes each article using the extracted data. The appearance of data collecting and extracting is reported with PRISMA diagrams.
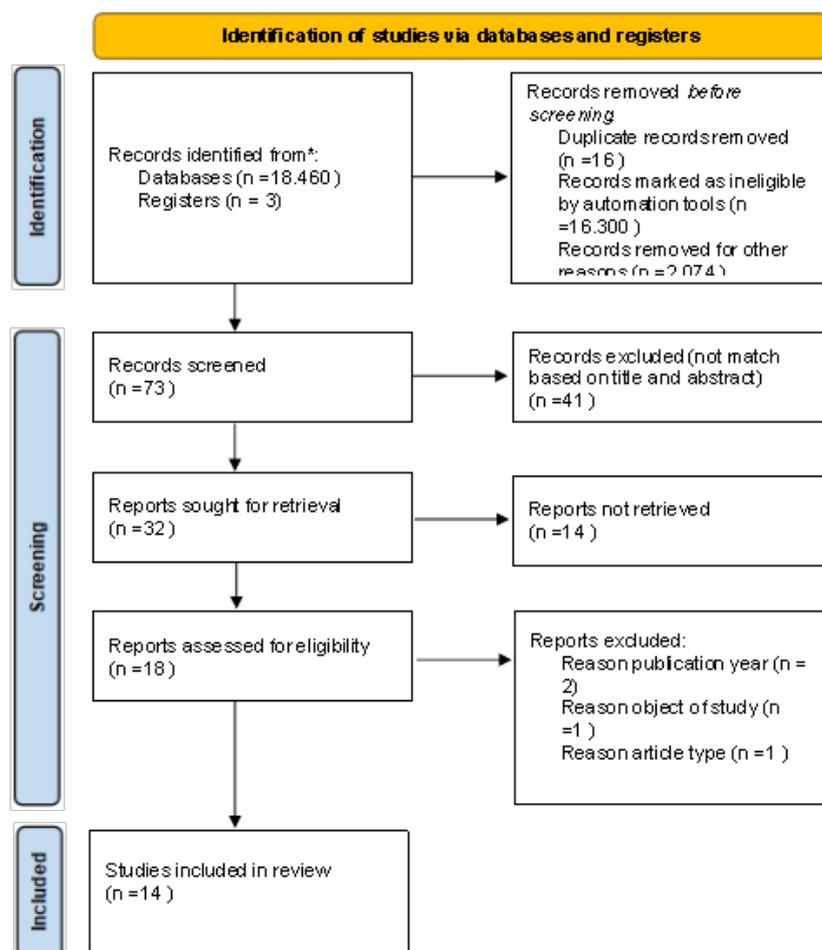

Figure 1. PRISMA diagram describes the data collection phase with a systematic review.

After the article is searched and downloaded, the author reads the full article. The author searches based on relevant titles and filters content according to the topic. In the form of a selection diagram for the articles you are looking for. The data has been selected is studied, the students who are the research subjects, the forms of social media used, how social media functions, and what the results are.

Procedure

This study article Using VOSviewer, 982 articles were obtained to begin the meta data search analysis. Search the data by identifying the year of publication, place of publication, authors, institutions, countries, and terms that are often used. Using the VOS clustering technique, a network visualization depicts the connections between the key terms in the abstract that was constructed (van Eck & Waltman, 2010) VOSViewer program generates distance-based maps and identifies clusters of co-occurring words, allowing for the identification of frequently occurring keywords and their associations (Waltman et al., 2010).

To determine novelty in this study, researchers used the VOSviewer application to review literature publications using a systematic review method regarding the effectiveness of interventions using social media in learning of English. To collect Meta data, researchers use Publish or Perish by searching data on Google Scholar by entering the keywords effectiveness, social media, and learning English.

III. RESULTS AND DISCUSSION

In the results of searching for research gaps on VOSviewer, there were 982 studies that used the terms effectiveness, social media, and learning English. In the network visualization is illustrated that the use of the systematic review method is widely used to analyse interventions. Term intervention and systematic review have the same colour, namely blue and have a direct network connection. Meanwhile, the term social media is coloured red and has no direct network connection with a systematic review. This can explain that there are not many systematic review studies on the effectiveness of social media in learning English which summarizes the four language skills in one study from 2017 to 2022.

There are 73 terms obtained from the VOSviewer analyses which are often used in research, while connectors, conjunctions, prepositions, articles, and adjectives are ignored. Figure 2 shows the most used word in abstract. The word network is most used in the abstract (n=195) followed by learning (n=114), student (n=95) data (n=68), intervention (n=50) foreign language (n=15), intervention (n=50), social media data (n=25), tweets (=31), language learning (23), teaching (n=44), outcome (n=21), systematic review (n=73), motivation (n=17), student (n=95), teacher (n=38), learning (n=114), twitter (n=35), social media site (n=14).
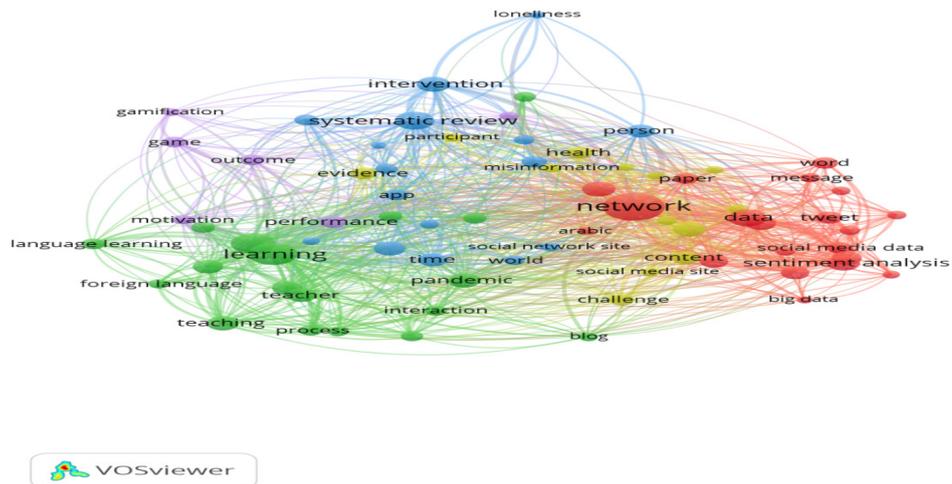

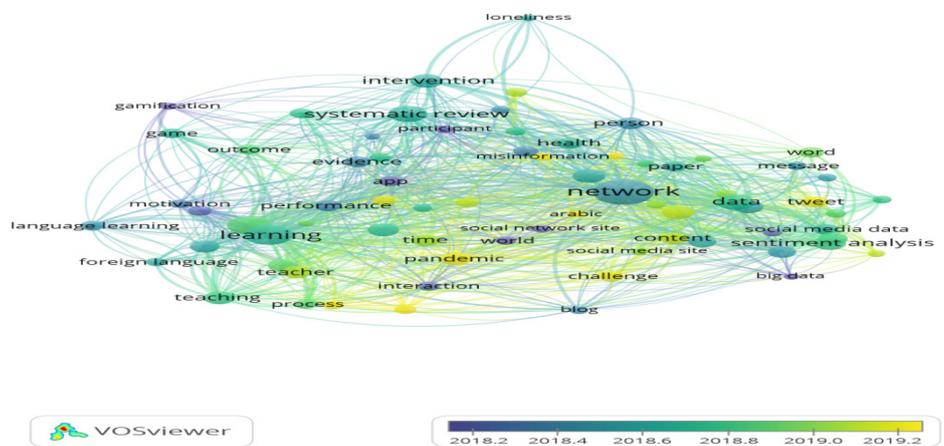**Figure 2.Most of words used in abstracts**

Figure 3. Change throughout time of terms used in abstracts

Figure 3 shows the distribution of the number of keywords by year of publication. There are five clusters visualized in the figure. Each cluster consists of several terms connected according to the colour on the map. The following is the distribution of clusters according to colour and the frequency of their large appearance in the literature. The following is an overview: (i) "Network-data-site-sentiment analysis-twitter" (colour red), (ii) "learning-student-teacher-language learning-teaching" (green). (iii) "Systematic review-intervention-meta-analysis, application-literature" (blue). (iv) "survey-challenge-social media site-opportunity-evidence" (yellow). (v) "performance-motivation-outcome-game-overview" (purple). (iii) "Systematic review-intervention-meta-analysis, application-literature" (blue). (iv) "survey-challenge-social media site-opportunity-evidence" (yellow). (v) "performance-motivation-outcome-game-overview" (purple). (iii) "systematic review-intervention-meta-analysis, application-literature" (blue). (iv) "survey-challenge-social media site-opportunity-evidence" (yellow). (v) "performance-motivation-outcome-game-overview" (purple).

Figure 3 illustrates the use of these terms from year to year which is relevant to studies that focus on the use of social media networks by students in the learning process and research that uses systematic reviews. The term network appears most frequently in research in 2018.4 which relates to the terms social network analysis, language learning, motivation, evidence. In 2018.64 there was a lot of research using the term systematic review related to intervention, learning, classroom, games. In 2018.86 there was quite a lot of intensity using the term student, which relates to outcome, teaching, perception, process. In 2019, a term appears that has a lot of frequency of appearance in survey terms, which is related to the terms questionnaire, challenge, time, teacher, and attitude. In 2020, the term with the most frequency appears in the term pandemic which is related to the terms online learning, attitude, tweet, challenge, and questionnaire.

Next, tables and summary explanations containing the study (owner of the article, who is the criteria for the research subject, what interventions to use social media are used, comparisons before and after the use of social media, outcomes of using social media on students and research designs)

Table 1. Article Selected

No.	Author, Year, and Title of Article	Subject of Research, kind of research	Kind of social media	Comparison	Outcomes Or Learning Achievement
1	(Chi-Jen Lin, 2018) *A Learning Analytics Approach to Investigating Factors Affecting EFL Students' Oral Performance in a Flipped Classroom*	*This is the experimental research.* The subject of research is 33 students.	Flipped Classroom, Facebook	Traditional Learning	With social media, students become more responsible and independent in oral performance
2	(Papademetriou et al., 2022) *COVID-19 Pandemic: The Impact of the Social Media Technology on Higher Education*	It is a case study research project. The study's participants are faculty members and students at a university on the island of Cyprus. Five distinct school faculties were used to choose the participants.	YouTube, WordPress, Wikipedia, Facebook, Instagram, Twitter, and LinkedIn Vibe, Skype and WhatsApp	traditional learning	Social media promotes teaching and learning, motivates and supports, develops community relationships
3	(Rezaul Karim et al., 2022) *Social Media and Learning of English Language: A Study on the Undergraduate Students of Assam, India Mohammed*	This study employs a survey method in conjunction with a qualitative approach. 274 undergraduate students studying English as a second language at several Assamese colleges are the focus of the study.	WhatsApp, Facebook, Twitter, Instagram, YouTube, Messenger, and IMO	traditional learning	Social media helps students improve their general English skills.

4	(Chang & Lu, 2018) *Social Media Facilitated English Prewriting Activity Design and Evaluation*	This is experimental research. The subject of study ia student (80 participants in a high school in Taiwan)	LINE platform	traditional learning	(1) social media significantly changes communication quality, language accuracy and language acquisition, and (2) pre-writing activities help students' writing in terms of communication quality and social cooperation
5	(Muftah,2022) *Impact of social media on learning English during the COVID-19 pandemic*	There are 166 students in the research subject, all majoring in English language and holding bachelor's degrees—66 of them are male and 100 of them are female.	WhatsApp, Facebook, Twitter, Google, Instagram, WeChat, LinkedIn	Traditional Learning	Social media provides an opportunity for communication between students during the pandemic. Social media is an interesting pedagogy tool in learning English because They can engage with study groups and other learning-supporting educational systems, as well as obtain more helpful information. Through the use of social media, learning can become more student-centered and more sophisticated in terms of syntax and lexicon through interactive collaboration and information exchange.
6	(Perguna et al., 2021) *Alternative Online Learning Using Social Media as a Panacea*	This research uses the quantitative approach The subject of study consisted of fifteen informants who were lecturers.	Facebook, YouTube, Instagram, and WhatsApp	Traditional Learning	Online learning using social media, although it has many advantages, is not without its weaknesses and challenges. Its most important strengths are efficiency, flexibility and popularity
7	(Murugaiah & Yen, 2019) *Navigating the Shortcomings of Virtual Learning Environments Via social media*	This research uses a qualitative approach. The subject of study are 25 participants as lecturers.	Facebook, Twitter, WhatsApp		With the help of social media, the learner can build participatory and collaborative learning. The principle of student-centered learning is largely promoted through online social activity, which has become a pedagogical norm.
8	(Bailey & Rakushin-Lee, 2021) *Confidence is Everything: The Mediating Effects of Self-efficacy on Task Value and Social Media Participation*	This research uses survey data. The subjects of research are students (n=203) who participated in a six week SNLL program in South Korea.	Facebook groups	traditional learning	The findings demonstrated that task values and participation are fully mediated by self-efficacy, suggesting that higher levels of self-efficacy account for the association between SNLL language learning objectives and engagement in Facebook groups for EFL classes.
9	(Mahmud et al., 2022) *Students' Voices of the Use of Facebook and Instagram in Teaching English in the University Context*	This research is a qualitative. The subject of research is Students (n=60) of English in Universities in Makassar.	Facebook and Instagram	Traditional Learning	The study's findings demonstrate that English majors in Makassar colleges had a favorable opinion of social media use. The informants used social media as a tool for English language learning in their daily lives and still do.
10	(Abdullah et al., 2022) *Analysis of EFL Learners' Language Proficiency Development Across Different Social Media Platforms*	The subject of study is a randomly selected sample of 80 students from the first and second levels of the English Undergraduate program at Mu'tah University.	Facebook, Twitter, and YouTube	Traditional Learning	Through YouTube, Twitter, and Facebook, EFL students improve their vocabulary, reading comprehension, and pronunciation, respectively. Furthermore, language development varies significantly throughout social media platforms. Based on the needs of their pupils, teachers should be able to choose the best platforms for improving their instruction with the help of this study.

11	(Shin, 2018) *Social Media & English Learners' Academic Literacy Development*	The subject of study. One teacher and one student. This is experimental research	Gloster, Edmodo, Facebook,	Traditional Learning	Incorporating social media into the ELA writing curriculum allowed parents to be part of their children's educational journey while also strengthening students' literacy outside of the classroom while they mastered academic writing.
12	(Ibrahim et al., 2021) *ENHANCING VOCABULARY KNOWLEDGE AMONG SECONDARY SCHOOL EFL STUDENTS BY USING FACEBOOK*	This research uses the mixed method design. Seventy-two students were chosen from one of the secondary schools in Erbil in the north of Iraq in the academic year 2019-2020. .	Facebook	Traditional Instruction	The outcomes demonstrated that FOLP was superior to conventional training in terms of helping EFL students' vocabulary grow. Furthermore, the findings demonstrated that opportunities for individual study, good teamwork, quick feedback, and a variety of teaching strategies all had a favorable impact on students' acquisition of English vocabulary..
13	(Susanto et al., 2020) *Facebook Aided Lesson Study Design: Investigating Its Potentials on EFL Students' Literature Review Writing Skill*	This research is an experimental study. The subject of study are EFL Learners/ The participants were 30 EFL undergraduate students (8 male and 22 female) majoring in English language education department from a private university in Indonesia.	Facebook	traditional learning	Study found a positive correlation between EFL students' literary review comprehension and literary writing ability. In relation to EFL teaching and learning, it is recommended to use communication tools supported by Facebook to plan, perform and view lesson learning activities.
14	(Ramazanova et al., 2022) *Using Instagram to raise the effectiveness of distance learning in English: The experience of Kazakhstani students*	This is an experimental study the subject of study involved a sample of 525 people, consisting of 30 English language teaching.	Instagram	traditional learning	Educational institutions and social media platforms can become an effective tool for distance learning of current students, while teachers can manage student abilities.

The articles sought were filtered through several criteria such as free access and full text, indexed by Scopus on a scale of Q1, Q2, Q3 and Q4. The data search uses the PICO technique where the keywords are P (population) = EFL learners, I (intervention) = social media, C (comparison) = traditional learning, and O (outcomes) = effectiveness OR learning achievement. By using this PICO technique, the authors get as many as 18,460 articles based on keywords and titles and 3 registers. After that the authors chose 73 articles that had relevant studies and 18,387 irrelevant studies, of which 16 were the same articles, 16,300 articles were ineligible and 2. 074 based on other factors. Of the 73 relevant studies analysed based on the title and abstract, there were 41 articles that were inappropriate based on the title and abstract which only discussed 'EFL learners' or 'Social media' without any connection between the two factors.

There are 32 articles that will be read in their entirety from the contents of the text and 18 articles are selected according to the population, intervention, comparison and research outcomes of this systematic review. As a result, there were 14 articles that met the eligibility standards. The author chose 5 articles using experimental research, 1 case study research article, 3 qualitative studies, 2 quantitative studies, 2 survey studies, and 1 mixed method study.

Media tools that are often used

Facebook is the most used social media tool (n=12), Flipped (n=1), Youtube (n=4), Word Press (n=1), IMO (n=1), Line (n=1), Google (n=1), WeChat (n=1), Gloster (n=1), Edmodo (n=1), Wikipedia (n=1), Instagram (n=5), Twitter (n=5), LinkedIn (n=2), Viber (n=1), Skype (n=1), Whatsapp (n4), Messenger (n=1). Of the 14 articles reviewed, 12 articles discussed Facebook as an intervention tool for learning English. This demonstrates how kids are familiar with and comfortable using the popular Facebook social media tool. Five studies used one tool, four studies used three tools, two studies used seven tools, one study used two tools, one study used four tools, and one study used 10 tools.
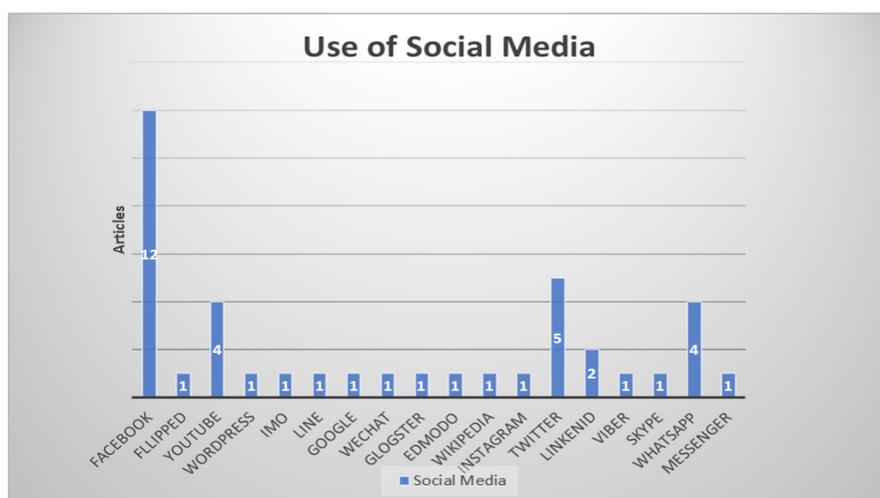
Figure 4. The comparison of media tools.

Outcome and Learning Achievement

Based on the systematic review above, the writers found the kind of effectiveness or learning achievements which EFL learners achieved in learning English with social media. Various learning outcomes and achievements from social media interventions for students are described as positive. There are five studies that only assess one social media as an English language learning intervention such as (Bailey & Rakushin-Lee, 2021; Chang & Lu, 2018; Ibrahim et al., 2021; Ramazanova et al., 2022; Susanto et al., 2020)but learners need a deliberate approach to pursue deeper learning. To this end, the aim of this study was to design a prewriting activity using a mobile-based concept map to assess participants' writing performance in different aspects of writing. The designed prewriting activity comprised (1. Flipped Classroom is a kind ofsocial media which has intervention in English learning. Here the students follow the online community-based flipped instruction using mobile devices can enhance students' English oral performance (Chi-Jen Lin, 2018). Outcomes of studies that assess more than one intervention by (Abdullah et al., 2022; Mahmud et al., 2022; Muftah, 2022; Murugaiah & Yen, 2019; Papademetriou et al., 2022; Perguna et al., 2021; Rezaul Karim et al., 2022; Shin, 2018)social media has become progressively prominent as teaching and learning resources in universities. Several studies have been conducted for the development of social media as a learning tool. However, there is limited empirical evidence supporting this claim. The present study bridges the gap in the literature concerning the value of the use of social media in higher education. This research seeks to examine the impact of the use of social media in (a for example, students like Facebook more. Using Facebook Live Streaming: Students taped conversations and shared the resulting video clips to receive instant feedback from classmates and teachers. 31% of students either don't use them (applicable) or use them poorly, whereas 69% of students are proficient in using prominent social media sites like Facebook (mean score 5.88) (Rezaul Karim et al., 2022).

The use of social media interventions in learning English to achieve outcomes and achievements in the form of values, skills, attitudes, motivation, and self-confidence. According to (Saydan & Dulek, 2019; Souravlas et al., 2021; Souravlas & Anastasiadou, 2020)social media can be broadly defined as online communities where users share information about themselves, their interests, and their behaviors using mobile devices and big data apps.. Achievement of learning outcomes in the form of increasing the four components of language skills such as listening, speaking, reading and writing. The following is an explanation of the results of learning achievements and outcomes obtained from the discussion and research of the fourteen literatures above. First, social media could make the learner to be responsible and autonomous in oral performance. Social media is media where users will try to display and publish their best performances because they will be watched by social media users all over the world. With this motivation, students will be responsible for how the video looks by studying as hard as possible to speak English properly and correctly. In addition, there are many video tutorials on social media that can guide

students to pronounce English correctly, even like native speakers.

Second, social media is promoting; teaching, motivating, supporting, and developing communication connections. In social media there are videos and pictures that contain creative content for learning English. Creative content has interesting audio-visual features with a more contemporary or up-to-date approach. These creative contents are very helpful for teachers to be used as teaching guides, additional media, teaching materials to improve the quality of learning and attract students' interest. Third, social media helps students to improve their skills in English language. English proficiency includes mastery of vocabulary, phrases and sentence structures. With social media students can see a collection of words, phrases and sentences and copy them into a notebook (Rezaul Karim et al., 2022). This can increase their knowledge of English skills such as writing.

Fourth, social media builds the linguistic competence of students. It would enable students to learn how the placement of phrases and clauses affects their linguistic proficiency as they build longer, more complicated sentences from shorter ones (Paragas & Francisco, 2020). Fifth, social media develops students' abilities in communication and social collaboration. These tools allow students to interact and collaborate with each other and instructors. As (Gikas & Grant, 2013) that it promote personal choice, customization and student familiarity. Sixth, social media facilitated the learning to be student centered and interactive collaborative. This is because social media technology has enormous learning benefits, which could boost learning programs by facilitating collaboration, engagement, critical thinking, active involvement, and knowledge and resource sharing (Alalwan et al., 2019). Seventh, social media is effective in learning English because it is flexible and popular. (Boahene et al., 2019)its application among tertiary students is inevitable. Its influence on academic performance turns out to be an ever more important question to think about. Researchers have mixed results, some found social media usage having little to no effect, and others found negative and positive effects on academic performance. Using a sample of 808 students in ten public tertiary institutions, this study makes an effort on how to deal with these differing outcomes and to investigate the effect of social media usage on tertiary students' academic performance. We explored the relationship of the frequency of students' use of social media for educational purposes and their academic performance, as measured by their cumulative grade point average (i.e., CGPA mention that sharing on social sites exposes students to new skills, leads to more effective learning, and improves students' belief in effectiveness.

Eighth, social media builds students to become self-efficacy in English skills. The self-efficacy of learners can be improved by social media tools such as Flipped Classroom. The flipped learning model can be characterized as a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, (O'Flaherty & Phillips, 2015). In social media it also consists of arts in features of English learning and displays. With arts the student can build the self-efficacy like A. Abduh stated the self-efficacy paradigm offers Indonesian EFL teachers a potential strategy to use in teaching English through art, particularly local arts as a source of material (Abduh et al., 2022). The art can be found on social media with many interesting features, pictures, animations which combine with learning English. Ninth, social media is useful for increasing student engagement, which improves self-efficacy. (Siregar et al., 2022) said that social media, as a critical learning tool in the 21st century, has proven itself to be an educational tool by transforming it into the higher self-efficacy beliefs necessary to improve performance in classroom management, classroom strategy, and student engagement activities. In addition to social media influencing students' self-efficacy, research has highlighted the role of social media in shaping other positive psychological constructs, such as well-being (Kross et al., 2021), academic engagement, enjoyment (Graciyal & Viswam, 2021), grits (Siah et al., 2020), resilience (Mano, 2020), and pedagogical love.

Lastly, social media as a useful platform to develop reading skills, vocabulary mastery and pronunciation. Research has also shown that social media has a significant impact on students' motivation and perceived ability to communicate, which affects their willingness to communicate in a foreign language (Atmojo & Priyo, 2020; Mulyono & Saskia, 2020; Sharma, 2019).

Social Media-Specific Obstacles and Advantages have Teachers and Learners Discovered while Applying these Interventions

The development of social media technology has greatly influenced human civilization, especially in the socio-cultural, economic and psychological aspects. In the socio-cultural aspect, it has positive and negative impacts, of course. The positive impact is that it can connect human social ties that are geographically long distances to be close, thus making communication smooth. The negative impact, social media can be a practical place to spread fake news that causes social bonds to break.

The first disadvantage of social media use is the difficulty of maintaining privacy. Technological innovation makes it simple to monitor people's online actions, putting their security and privacy at risk (Boyd & Ellison, 2007; Brew et al., 2013). Simultaneously, the complexity of internet communication can lead to misinterpretations and disagreements. In addition, (Hope, 2016) said that because all of the behaviors occur in a virtual student environment that is occasionally very different from the real world, social media plays a role in antisocial conduct. The challenge of observing and regulating the caliber of instruction and learning is another problem (Mazer et al., 2007; Papademetriou et al., 2022). Since there are so many publicly accessible external social media sources, it is challenging for educators to keep an eye on every tool to make sure that kids are using them appropriately. Besides that, the risk of having no Internet connectivity at home or limitations on data downloads from portable devices (Marcelle & Christy, 2014) would make the educational process extremely difficult. Likewise, references (D. Ryan et al., 2011) highlighted the mobility limitations of Learning Management Systems, as some of them are only compatible with a limited number of mobile gadgets

Next, in the economic aspect, the use of social media requires quite a large amount of money and has even become a basic necessity. Low-income families may be discouraged by the cost of internet access (Putri et al., 2020). Because of the parents' low economic standing and their own extremely low digital literacy, the combined parents are consequently unable to support e-learning generally and to help their children with their lesson skills (Foti, 2020; Lestiyanawati, 2020).

The influence of social media is also much related to the psychological aspects of the user. Changes in the environment from traditional to virtual greatly impact the adaptation process of social media users. There are users who are smart and can sort out the positive and negative things available in social media services, but there are users less wise who cannot filter information. An example of the negative psychological impact on children are trapped in forbidden social forums and addicted to online games.

Solutions to risks can actually be built by teachers with direction and student monitoring in social media use. Moreover, engaging and assisting students facilitates the learning process. When it comes to student motivation, they said that it happens when a student is motivated to finish an assignment because of its own advantages, the knowledge it would get, and any emotions it might be experiencing. Student motivation is correlated with support. Assistance can take many different forms, including as financial, intellectual, emotional, physical, or spiritual. It is one of the most important factors in a student's success in school. So that the student may be focused on learning, the teacher must take all necessary steps to help the student obtain a better level of need satisfaction (Williams & Williams, 2011).

IV. CONCLUSION

This study is to prove the effectiveness of social media as intervention in English learning. We are used the systematic review method with Preferred Reporting Items for Systematic Resources and Meta-Analysis (PRISMA) model. The result research is about the 14 articles reviewed which discuss about the benefit and outcomes from social media intervention in English learning process. Facebook is a form of social media that is often used, easy to use and provides the most effective results for learning English.

There are outcomes and learning achievements which we found in those literatures. First, social media could make the learner to be responsible and autonomous in oral performance. Second, social media is promoting; teaching, motivating, supporting, and developing communication connections. Third, social media helps students to improve their skills such as listening, speaking, reading, and writing in English

language. Fourth, social media builds the linguistic competence of students. Fifth, social media develops students' abilities in communication and social collaboration. Sixth, social media facilitated the learning to be student centered and interactive collaborative. Seventh, social media is effective in learning English because it is flexible and popular. Eighth, social media builds students to become self-efficacy in English skills. The last one, social media could develop reading skills, vocabulary mastery and pronunciation of learners.

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