

The Use of Social Media in Improving English Speaking Skills (Literature Review 2014 - 2024)

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ABSTRACT

This study aims to provide a brief overview of the of the state of importance of the topic of the use of social media in improving English speaking skills, to identify patterns and trends in the effectiveness of social media for English speaking skills, and to draw conclusions about the overall effectiveness of social media in improving English speaking skills. The research method used was a literature review with a systematic review approach. The findings suggest that social media might be a useful tool for developing English-speaking skills by highlighting its positive qualities. To fully realize its potential, it should be combined with structured language instruction and feedback from qualified teachers or native speakers. In addition, some recommendations should be implemented in practice.

INTRODUCTION

In most situations, English is regarded as a second language or even a foreign language in some nations, creating such a tough environment to learn and master the language.[1] Because of the importance of English, many students who speak other language as their native language are learning English as a second or foreign language. Learning English is a difficult process that necessitates a coordinated, enormous and outstanding endeavour including not just students but also educators.[2]

According to Grauberg, many students believe that the fundamental goal of learning a foreign language is to be able to speak fluently. As a result, Grauberg headed on to say that teachers should assist learners in achieving their goals by utilizing all of their strengths. Teachers have a responsibility to encourage students' motivation to learn by establishing a stimulating environment in which they actively doubt, talk about, and share what they think and how they feel.[3]

The growth of internet usage in Indonesia is rapid. The internet is used in both cities and rural. Nowadays, internet has become an essential resource for Indonesian. In Indonesia, around 50% of the population is connected to, knows about, and uses the internet.[4] Every day, young people waste 70% of their time accessing the internet.[5] The high level of internet usage is due to the technology's numerous attractive and convenient features.[6]

The internet is commonly used to access social media. The intensity about individuals use social media is steadily growing. Indonesia ranks third in terms of time spent on social media, with approximately 3 hours and 21 minutes every day.[5] They utilize social media mostly for communication and pleasure, but also for other purposes. For students, many sorts of social media information and conversation that transcend geographical boundaries can be effective learning tools for practicing English. In a nutshell, social media can be used to practice English.[6]

Many studies have recently been undertaken in schools and colleges on the use of social media to improve English speaking skills. Based on those facts, this study intends to conduct a literature review of past studies on this topic. Aims of this study are:

- a. To provide a brief overview state of importance on the topic the use of social media in improving English speaking skills
- b. To identify patterns and trends in the effectiveness of social media for English speaking skills
- c. To draw conclusions about the overall effectiveness of social media in improving English speaking skills

LITERATURE REVIEW

Speaking Ability

Speaking ability is linked to communicative skill.[3] Foreign language acquisition is considered as more than just a predictable development process; it is also the formation of meaning through interactive negotiation among learners.[7] Communicative competence refers to our ability to express and

interpret messages, as well as negotiate meanings interpersonally within a certain situation.[3]

Speaking Skill

Speaking is a vital tool for people to communicate in social situations.[6] Chaney as cited in [6] defines speaking as “The process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.” [7] defines speaking as an organized reactive process that involves receiving, creating, and sharing information. In applied linguistics, speaking is described as a social and situational activity, as well as an interaction.[8] All of these viewpoints consider speaking as an integral part of learner’s daily lives, both receiving and generating speech. It is a vital language skill for both students and teachers.[6] According to [9], it is a complicated and multilevel skill; the complexity is explained by the fact that it requires speakers to apply their language knowledge and activate their ability in real-world settings.

Teaching Speaking

Teaching speaking requires tactics as well as duties; a lecturer must play an important role in assisting students in extracting more information from the sources. There are four components of an effective speaking activity:[3]

- a. Learner talks as much as possible throughout the time frame provided for the exercise.
- b. Class conversation is not dominated by a small number of active participants; all group members have the opportunity to speak, and contributions are spread impartially and equally.
- c. Learners are motivated to talk because they are engaged in the issue and have to express a fresh perspective, or they are committed to meeting the task objectives.
- d. Learners communicate themselves through sentences that are relevant, easily understandable to one another, and have an appropriate level of language proficiency.

Social Media

Social media is an example of internet network utilization. Social media can be classified into six types. They are:[10]

- a. Social networks that have the role of socializing and interacting (Facebook, LinkedIn, MySpace etc.)
- b. Social media for discussion and conversation (Skype, Google talk, Forums)
- c. Social media to share files including images and videos (YouTube, SlideShare, Instagram)
- d. Media for publishing (WordPress, Blog, Wikipedia, Dig Wiki)
- e. Micro blogging is a social media platform that has some limitations (Twitter, Plurk)
- f. Social games are games that can be played together (POOF DOOf, Pogo, Kongregate).

Users can choose from a variety of Social media platforms based on their needs. Social media allows for spoken and written communication, as well as direct (synchronous) and indirect (asynchronous) communication. Text, photo, audio, video, animation, simulation, and even interactive multimedia may be utilized to deliver messages on social media. Some of these social media posts use a foreign language, specifically English as an international language.[6]

METHODOLOGY

Referring to [11], methodology in this study is:

- a. Phase 1: systematic database search
 1. Conduct comprehensive searches in the website of science i.e. Google Scholar [12].
 2. Use keywords related to social media, English speaking skills, language learning, and technology.
- b. Phase 2: inclusion and exclusion criteria
 1. Include studies that empirically examine the use of social media for improving English speaking skills.
 2. Exclude studies that focus primarily on reading, writing, or grammar aspects.
- c. Phase 3: data extraction and analysis
 1. Extract relevant data from selected studies, including study design, methodology, sample characteristics, intervention details, and outcome measures.
 2. Analyse the data to identify patterns and trends in the use of social media for improving English speaking skills
- d. Phase 4: quality assessment
 1. Critically evaluate the quality of the studies using established criteria, such as research design, sample size, data collection methods, and statistical analysis.
 2. Identify potential biases or limitations in the studies.
- e. Phase 5: synthesis and discussion
 1. Synthesize the findings from the selected studies to draw conclusions about the overall effectiveness of social media in improving English speaking skills.
 2. Discuss the implications and applications of the research, identify areas for future investigation, and provide recommendations for practitioners.

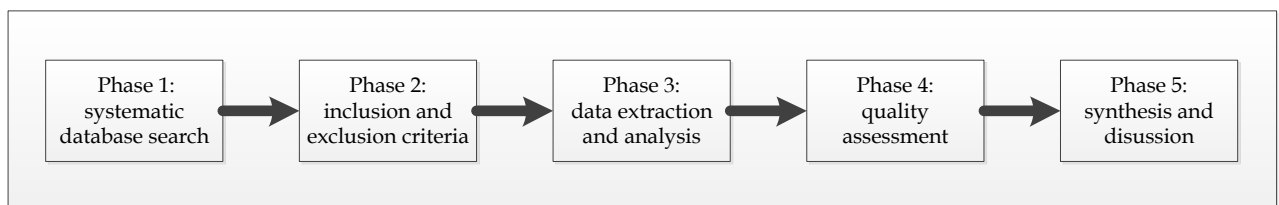


Figure 1. Phases of research method

Phases of research method (Figure 1) is adapted from Berkeley Systematic Reviews Group.[13] From Phase one, 36 previous studies were identified. This

number remains under the limit of 40 in order to maintain familiarity while synthesizing them all.[12] According to [14], there are five main goals of literature reviews. The purpose of this study is to conduct an investigation of the current state of knowledge about the use of social media to improve English speaking skills. This literature study compiles information on that topic.[14] As a result, the specific considerations and expected outcomes of this study are provided below:

Specific Considerations

- **Intervention Details**
Examine the specific social media platforms used, the types of activities engaged in (e.g., conversations, video calls, group discussions), and the duration and frequency of the interventions.
- **Outcome Measures**
Evaluate the range of English speaking skills measured, such as fluency, pronunciation, vocabulary, and grammatical accuracy.
- **Moderating Factors**
Explore factors that may influence the effectiveness of social media, such as age, language level, learning styles, and learner motivation.
- **Research Design**
Consider the strengths and limitations of different research designs used in the included studies, such as experimental, quasi-experimental, and case studies.

Expected Outcomes

- A comprehensive review of the literature on the use of social media for improving English speaking skills. Identification of effective social media practices in the implementation.
- Insights into the potential benefits and limitations of social media for improving English speaking skills.
- Recommendations for future research and practical applications in the field of language education.

RESEARCH RESULT

Patterns and trends in the use of social media to improve English speaking skills are compiled from 36 studies completed between 2014 and 2024. The result is given in the Figure 2 as below:

According to Figure 2, the number of study on the use of social media to improve English speaking skills since 2014 was one. The trends increased between 2016 and 2018, with two studies performed for each. This was the largest amount during 2019 and 2020, with 8 and 9 studies carried out, respectively. Following that, the number of studies decreased between 2021 and 2024, with 3, 5, 2, and 2 accomplished, respectively.

Based on prior studies, the five most popular social media platforms for learning English are YouTube, Facebook, WhatsApp, Twitter, and Instagram (Figure 3). YouTube had the biggest share at 30.30%, followed by Facebook and

WhatsApp (15.15% and 15.15%), and Twitter and Instagram (7.58%, and 7.58%). Tiktok, Skype, and other social networking sites are among the least preferred.

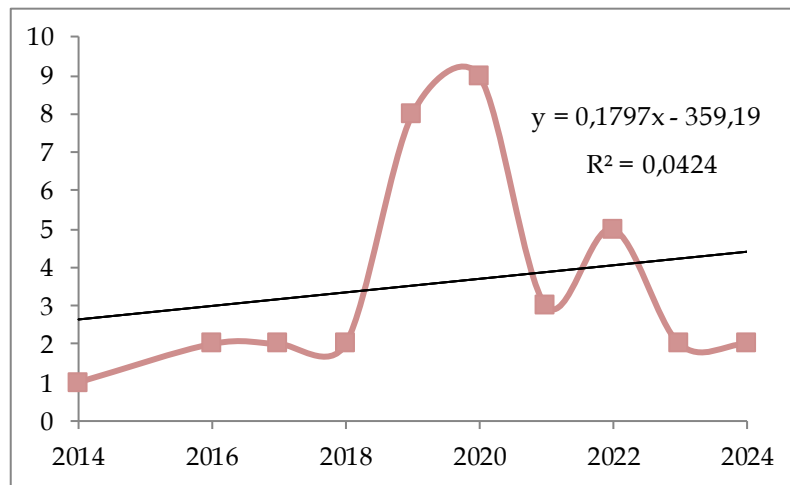


Figure 2. Patterns and trends in the use of social media based on the number of studies published between 2014 and 2024

Source: own elaboration

In line with past studies, the types of activities engaged are viewing videos and role playing, storytelling, video blogging (vlog), podcasting, speaking (e.g. talking with native speakers, repeating the video watched), reading, writing, and listening to audios and videos. Rotation and frequency of interventions were not mentioned in every study. Some of them are:

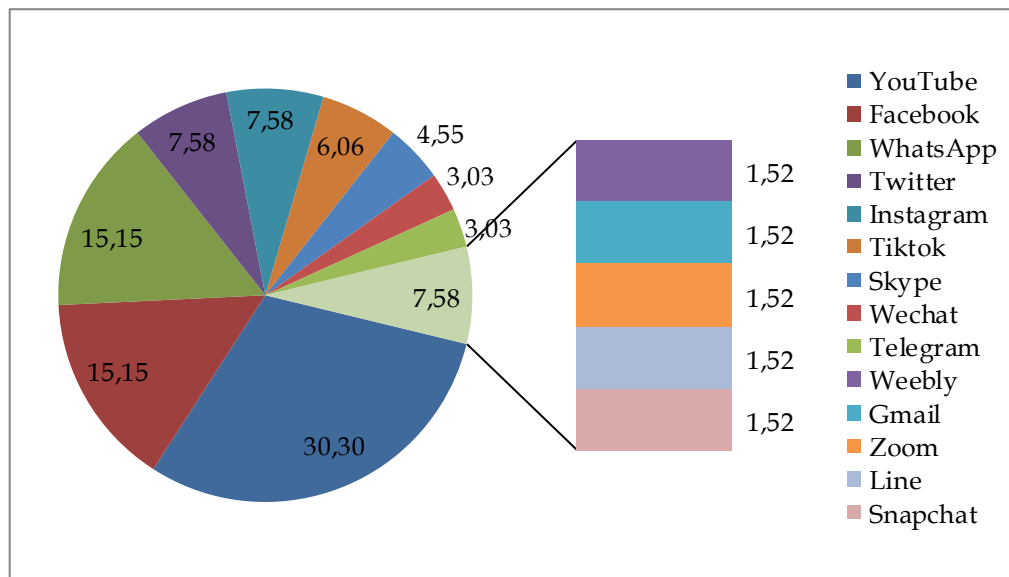


Figure 3. Social Media Preference for Learning English (%)

Source: own elaboration

- Talking using Podcast, each meeting comprised 2 x 40 minutes sessions for 3 x treatments. Here, the podcast was played 3 times.
- Watching YouTube videos and role playing, each meeting was 90 minutes

- English speaking communication was 30 hours and 60 hours via Skype inside the course
- Watching YouTube videos, discussing, presenting the videos watched in the class, was applied for 3 hours teaching every week for 16 weeks

Generally, previous studies examined the spectrum of English speaking skills using the following criteria; vocabulary, fluency, pronunciation, and comprehension. Other studies cited additional criteria. They include coherency and fluency, intonation, creativity, interest and motivation, accuracy and grammar, lexical resource, and evolution.

Social media platforms have become worldwide, providing opportunities for English language learners (ELLs) to engage with people around the world (especially native English speakers) and enhance their speaking abilities. Former studies have revealed some benefits of utilizing social media to improve English speaking skills, despite the challenges and limitations. They are:

Benefits

- **Enhanced Communication Opportunities**
Social media enables ELLs to communicate with native speakers in real-time, providing enough possibilities for speaking practice.[1][3][6][15][16][18][19][21][25][28]-[31][33][34][36][38][39][40]-[43]
- **Exposure to Authentic Content**
ELLs are exposed to authentic language usage and natural conversation patterns. This exposure allows students to improve their pronunciation, intonation, and vocabulary.[1][2][3][6][15]-[25][27]-[31][33][34][36]-[43]
- **Peer Feedback and Support**
Social media platforms allow for peer feedback and support. ELLs can submit speech recordings or written responses for feedback from academic and digital audiences. This input allows them to discover areas for improvement.[21][22]
- **Increased Motivation and Engagement**
The dynamic and engaging character of social media can motivate ELLs to take part in speaking activities. The inclusion of multimedia content, challenges, and games features contributes to a positive and enjoyable learning environment.[2][3][6][15][16][18][19][26]-[31][33][34][36]-[42]
- **Cultural Immersion and Awareness**
ELLs acquire insight into the target culture by exploring various accents, dialects, and regional differences, which improves their cultural knowledge.[1][2][19][31][39]

Challenges and Limitations

- **Lack of Structure and Feedback**
Some social media interactions may not provide structured learning opportunities or qualified feedback, potentially leading to limited speaking improvement.[2][25][26][27]

- **Lack of Controlled Environment**
One issue that should be addressed is a lack of control over the environment around it.[26]
- **Lack of Flexibility**
The issue of time constraints (lack of flexibility) has been raised as a topic of concern. This includes the time required to submit videos and practice on social media, in comparison to a busy school and university schedule.[26][27]
- **Internet Cost**
One of the disadvantages of accessing social media is the high cost of internet access, which can be prohibitively expensive in certain locations.[26]
- **Addiction and face-to-face communication**
There are two issues to address; addiction and face-to-face communication. This addiction to social networking sites leads to poor contact with real people in the real world, namely face-to-face communication.[32]
- **Language Proficiency Gaps**
The efficacy of social media in increasing English speaking abilities may be restricted for ELLs with low proficiency levels who may struggle to engage in meaningful discourse.[2][27][28]
- **Privacy Concerns and Cyber Bullying**
ELLs should be aware of privacy concerns and cyber bullying when sharing personal information or recordings on social media.[26]
- **Internet connection**
In one place, an unreliable internet connection is encountered during the implementation of social media in English learning.[42]

There was diverse challenges to the efforts to improve speaking skills, they are psychological factors (less motivated, not confident), environment factor (the relationship with their environment), linguistic factors (finding references, vocabulary selection, speaking style, and gesture).[43] According to prior study, learners' acceptance of emerging technologies and their use of social media in a technology-supported language learning environment are crucial factors influencing effective English learning through social media.[44][45] The strongest association was found between intention to use and actual use of social media in order to improve English speaking skills.[46] Another factor that effects their English language skills is the intensity with which students use social media.[6] Cultural differences were the other main theme that emerged in the conversation, accounting for the challenges in mastering speaking skills.[2]

DISCUSSION

In the contemporary digital age, social media has emerged as a universal tool that has spread through various aspects of our lives, including language acquisition. Figure 2 shows patterns and trends indicating that study on the use of social media to improve English speaking skills started in 2014. Actually, the use of social media in education emerged in the mid-2000s. During this period, educators began to recognize the value of social media platforms such as

Facebook, YouTube, and Twitter as additional tools for teaching and learning.[47] It is apparent that the increases in research on this topic between 2019 - 2021 are relate to the COVID-19 pandemic, which has affected all countries.[48] Adapted from [49], COVID-19 lockdowns and social distancing techniques have resulted in a considerable increase in the number of studies on this topic, in which everything is done from home, including teaching and learning English.

Following are some discussion points about the usage of social media to improve English speaking skills. These are the key features of social media for increasing the ability to speak English. They are:

Enhanced Interactivity

Social media platforms provide opportunities for learners to interact with native English speakers and peers from around the world, facilitating real-time conversation practice.

The most valuable feature of social media platforms is their ability to facilitate real-time conversation practice. Figure 3 depicts the top five social media sites that are equipped with this feature. Learners might communicate with native English speakers and peers from various countries without regard for time or geographical limitations. They interact naturally, such as with new friends. It stimulates interaction. This value is consistent with the benefit "Enhanced Communication Opportunities", "Peer Feedback and Support", and "Increased Motivation and Engagement".

Immersive Language Environment [50]

Social media feeds are filled with authentic English content, such as videos, articles, and posts, which expose learners to natural language use and improve their comprehension.

This next beneficial aspect of social media is also found on the top five social media sites (Figure 3). They are booster with videos, articles, and postings on various topics, particularly the most recent one. Furthermore, these themes are delivered in a variety of formats, including speaking, hearing, and writing in English. Adapted from [50], for instance learners have virtual hats with native speakers. They are transported to rich, interactive environments where they can use English in real-world settings. These immersive settings not only make studying more exciting, but they also help students develop a better knowledge of cultural nuances, idiomatic expressions, and practical language use. As a result, it exposes them to natural language use and improves their comprehension. This value aligns with the benefit "Exposure to Authentic Content" and "Cultural Immersion and Awareness".

Vocabulary Expansion

Engaging with social media content allows learners to encounter new words and phrases, enhancing their vocabulary and expanding their linguistic-repertoire[51].

Another advantage of the top five social media platforms used by learners, as shown in Figure 3, is that they help students acquire words and phrases. This is because, by engaging with them, they gain unique views on dialects, styles, registers of English language in other locations that may not be available during formal language instruction in the classroom. The content includes topics that learners can understand, speak, and/or write in English. This enhances their vocabulary and expands linguistic repertoire. This value is included in the benefit “Exposure to Authentic Content” and “Cultural Immersion and Awareness”.

Pronunciation Practice

Social media platforms with audio or video capabilities enable learners to hear and imitate native pronunciation, improving their speaking fluency and accuracy.

An additional substantial benefit is that social media platforms allow students to hear and imitate native pronunciation. The top five platforms in figure 3 have been upgraded with audio or video capabilities, allowing learners to listen to and replicate native pronunciation while interacting with native speakers or peers. This helps them talk more fluently and accurately. All of them are gained in a more pleasant environment than would be found in a traditional classroom setting. This value corresponds to the benefit “Exposure to Authentic Content”.

Cultural Insights

Social media provides a glimpse into the culture and perspectives of English-speaking communities, fostering a deeper understanding of the language and its context.

The final critical point is that social media offers insight into the culture and viewpoints of English speaking communities. This has been considered in terms of “Immersive Language Environment” and “Vocabulary Expansion”. This leads to a better knowledge of the language and its context. At last, this value fits with the benefit “Cultural Immersion and Awareness”.

The main advantages of using social media to improve English language skills involve increased confidence in spoken English; improved pronunciation and fluency; enhanced vocabulary and grammar; expanded cultural knowledge; and greater motivation and engagement. The majority of the research included in this review (80.6%) found the bright sides (see: benefits from the research result sub-section). Furthermore, these plus points coincide with the key points discussed in brief.

In contrast to the strength, some major obstacles and restrictions are likely to arise during the deployment. They are potential for errors and misunderstandings; lack of face-to-face interaction; time-consuming nature; and need for self-discipline and consistency. In contradiction to the benefits discovered by the bulk of the research included in this review, only 7 previous studies (19.4%) assessed the issues and constraints of this topic. This means that the unfavourable characteristics can be addressed by proposing solutions during the realisation stage.

Based on the reasons stated above, it is recommended that these measures be performed in practice; please refer to the earlier researches. Those measures are use a variety of social media platforms; connect with native speakers and English language learners; engage in active participation and conversation; seek feedback from others; and set realistic goals and practice regularly. Regarding issues of time-consuming nature, addiction, lack of flexibility, it is possible to find a way to determine the rotation and intervention frequency, such as the number of hours for each meeting. Internet pricing and connection are barriers that should be overcome by adjusting and changing policy and planning in each area of the nation's governance. The lack of structure and control in the environment should be addressed by integrating social media and structured language teaching. One last obstruction is privacy concern and cyber bullying. This should be regulated through collaboration between internet providers and the government in order to create a suitable environment for connecting with other individuals over the internet.

CONCLUSIONS AND RECOMMENDATIONS

This literature review concluded that, so as to use social media to improve English speaking skills, the following factors should be considered. They are:

- a. The five most popular social media platforms for learning English
YouTube, Facebook, WhatsApp, Twitter, and Instagram
- b. Types of activities engaged
Viewing videos and role playing, storytelling, video blogging (vlog), podcasting, speaking (e.g. talking with native speakers, repeating the video watched), reading, writing, and listening to audios and videos.
- c. Rotation and frequency of interventions
 - 2 x 40 minutes sessions for 3 x treatments
 - each meeting was 90 minutes
 - 30 hours and 60 hours inside the course
 - 3 hours teaching every week for 16 weeks
- d. Criteria of the spectrum of English speaking skills
 - Main criteria: vocabulary, fluency, pronunciation, and comprehension
 - Additional criteria: coherency and fluency, intonation, creativity, interest and motivation, accuracy and grammar, lexical resource, and evolution
- e. Benefits
 - Enhanced Communication Opportunities
 - Exposure to Authentic Content
 - Peer Feedback and Support
 - Increased Motivation and Engagement
 - Cultural Immersion and Awareness
- f. Challenges and limitations
 - Lack of Structure and Feedback
 - Lack of Controlled Environment
 - Lack of Flexibility
 - Internet Cost
 - Addiction and face-to-face communication

- Language Proficiency Gaps
 - Privacy Concerns and Cyber Bullying
 - Internet connection
- g. Factors influenced
- Psychological factors: less motivated, not confident.
 - Environment factor: the relationship with their environment.
 - Linguistic factors: finding references, vocabulary selection, speaking style, and gesture.
 - Other crucial factors: learners' acceptance of emerging technologies, the use of social media in a technology-supported language learning environment.
 - Intention to use and actual use of social media
 - The intensity with which students use social media
 - Cultural differences
- h. The key features of social media
Enhanced Interactivity, Immersive Language Environment, Vocabulary Expansion, Pronunciation Practice, Cultural Insights.
- i. The main advantages
- Increased confidence in spoken English
 - Improved pronunciation and fluency
 - Enhanced vocabulary and grammar
 - Expanded cultural knowledge
 - Greater motivation and engagement.
- j. Major obstacles and restrictions
- Potential for errors and misunderstandings
 - Lack of face-to-face interaction
 - Time-consuming nature
 - Need for self-discipline and consistency.
- k. Only seven previously conducted studies (19.4%) examined the negative aspects of this topic. The majority (80.6%) highlighted the positive aspects.

This review of the literature suggests that social media can be an effective tool for improving English speaking skills. It is accomplished through the provision for enhanced communication, exposure to authentic content, peer feedback, increased motivation, and cultural immersion. However, it should be used in conjunction with structured language instruction and feedback from qualified teachers or native speakers to maximize its potential. In addition, these measures should be performed in practice:

- Use a variety of social media platforms
- Connect with native speakers and English language learners
- Engage in active participation and conversation
- Set realistic goals and practice regularly
- Determine the rotation and intervention frequency, such as the number of hours for each meeting
- Adjusting and changing policy and planning in each area of nation as needed

- Create a regulation in partnership with internet providers and the government in order to create a suitable environment for connecting with other individuals over the internet

ADVANCED RESEARCH

According to [11], a successful and well-conducted literature review that incorporates findings and viewpoints from multiple empirical studies can address research concerns with greater power than any single study. This literature review, despite including many empirical studies (36 in all), has limitations. They are limitations in the breadth of investigation and time constraints. The study area is limited to Asian and Middle East countries, and the time frame is simply 2014-2024. It is concerned that there are still areas that require additional exploration. One of them is rotations and the frequency of interventions, which are not covered in all studies. As a result, it is proposed that future studies on this topic focus on rotations and intervention frequency.

After emphasising on rotations and frequency, further research could look into the power of social media and its transformative impact on English speaking abilities. By embracing these platforms and engaging in meaningful relationships, we can open up new paths for learning language and improve our communication skills. It could be intriguing to investigate how culture influences rotations and intervention frequency on this topic, particularly in a place where English is a second or foreign language.

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