



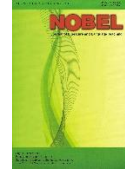
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INTEGRATING SOCIAL MEDIA INTO ENGLISH LANGUAGE LEARNING: HOW AND TO WHAT BENEFITS ACCORDING TO RECENT STUDIES

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Abstract

Social media has become an integral part of life, including in the field of education. This study aimed to explore social media as a teaching and learning tool, its use, and its benefit for students of English as Foreign Language. This study applied library research from George (2008), where the sources of the data were previous studies on the use of social media in the context of English as Foreign Language, published in reputable international journals or accredited national journal ranked SINTA 1, SINTA 2, and SINTA 3, between 2015 to 2020. The review revealed that YouTube, WhatsApp, Facebook, Instagram, and Twitter have been frequently applied as English learning media through various activities that matched the features provided by the respective social media. Their implementations in English learning have been argued to positively impact the students' language skills, vocabulary, grammar, pronunciation, spelling, motivation, as well as their creative and critical thinking. These results reflect a positive attitude toward social media as an inseparable part of the students' 21st-century learning contexts. However, more studies need to be conducted to optimize the use of social media for improving students' English and their 21st-century skills.

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INTRODUCTION

With the exponential development of information/communication technology (Diamandis & Kotler, 2012), life has changed, affecting the skills needed by future occupations and how people learn to prepare for these coming occupations (Trilling & Fadel, 2009). As digital devices become very affordable for most people, they become parts of people's daily lives, including studying (Dantes et al., 2017; Artana et al., 2018; Dantes et al., 2019; Suwastini et al., 2020, Utami et al., 2021). One of the most generic digital technologies used by most of the world's population is social media (Abu-Shanab & Al Tarawneh, 2015; Xodabande, 2017), with 3.6 billion users in 2020 globally (Statista, 2020). This growing number of social media users opens more contextual learning opportunities (Anggraeni, 2018; Boholano, 2017; Lau, 2018; Song & Bong, 2016; Listiani, 2021). It is because they can provide relevant information, sharing knowledge, ideas, thoughts, life stories with the support to accessing course content, video clips, material transfer, instructional notes (Ansari & Khan, 2020; Baruah, 2012; Beemt, Thurlings, & Willems, 2019; Eyo, 2016). In the increasingly fragmented society of the 21st Century, social media can provide social connectivity in everyday human life (Alsaadat, 2018) because they can assist in communication, interaction, and collaboration (Assegaff et al., 2016), which are in line with 21st-century skills that should be developed to prepare the students for their future (Trilling and Fadel, 2009; Puspawati et al., 2021).

According to Chisenga et al. (2014), there are fifteen categories of social media applications, namely audio sharing applications, blogging applications, micro-blogging applications, social networking services, voice over Internet (VoIP) applications, Academic Social Networking Sites, social bookmarking applications, Online Calendars, Photo Sharing Applications, Presentations, Video Sharing Applications, Online Collaboration Applications, Online Mapping Tools, Cloud Storage Applications, and Discussion Platforms. Among these fifteen categories, social media primarily used in Indonesia are YouTube, WhatsApp, Facebook, Instagram, Twitter, Line, Messenger, LinkedIn, and Telegram (Statista, 2020).

Recent studies have focused on applying social media to improve student's general learning skills, media literacy, learning performance, and motivation (Boholano, 2017; Camus et al., 2018; Lundy & Stephen, 2015; Ma'azi & Janfeshan, 2018; Menzies, Petrie, & Zaab, 2017). Specific to English learning, social media have been argued to support students' English proficiency (Ahmed, 2019; Alwehaibi & Adulrahman, 2015; Espinosa, 2015; Listiani et al., 2021) while improving their multiliteracies (Eisenlauer, 2020; Elkaseh, Wong & Fung, 2016), their intercultural awareness (Ozdemir, 2017), critical thinking (Pattanapichet & Wichadee, 2015), in more authentic learning (Vanek, King & Bigelow, 2018) with more independent and

self-regulated learning (Wang & Chen, 2018). Various studies have argued on the benefits of implementing social media for improving the students' English skills (i.e., Al-Arif, 2019 and Damanik, 2019) as well as students' vocabulary, grammar, and spelling (i.e., Aloraini, 2018; Ayuningtyas, 2018; Çetinkaya & Sütçü, 2018; Pérez-Sabater & Montero-Fleta, 2015; Listiani et al., 2021).

However, preliminary observations on the previous studies showed that not all social media had been implemented as learning media, especially in English Language Learning. Closely related to the data provided by Statistia (2020), the social media most often researched in Indonesia related to its implementation in EFL are Facebook, Youtube, Twitter, Instagram, and WhatsApp. What is more important is that it is also observed that the implementations of social media in EFL are still conducted partially, leaving some of their potentials untouched. One of the most striking examples is the lack of studies that observe the use of YouTube videos for improving students' grammar despite the many videos about grammar use in YouTube and the lack of studies that implement Facebook/WhatsApp for improving students' spelling despite its compatibility with the device's spelling check feature. Thus, the present study will critically review previous studies that implement social media as in EFL. It aims to provide a comprehensive summary of what social media have been implemented as learning media in EFL contexts, what activities have been conducted to improve students' English, how they can be optimized, what benefits have been proven by the previous studies, and the possibilities of gaining more benefits. As a preliminary study, this library research can spark ideas on what social media can be implemented and what activities can be conducted to benefit the students' English.

METHOD

As a preliminary study, the present study was conducted as library research that utilized previous studies related to the topic under investigation (George, 2008). The following diagram describes how George's Diagram of the Library Research Process is adopted into the present study.

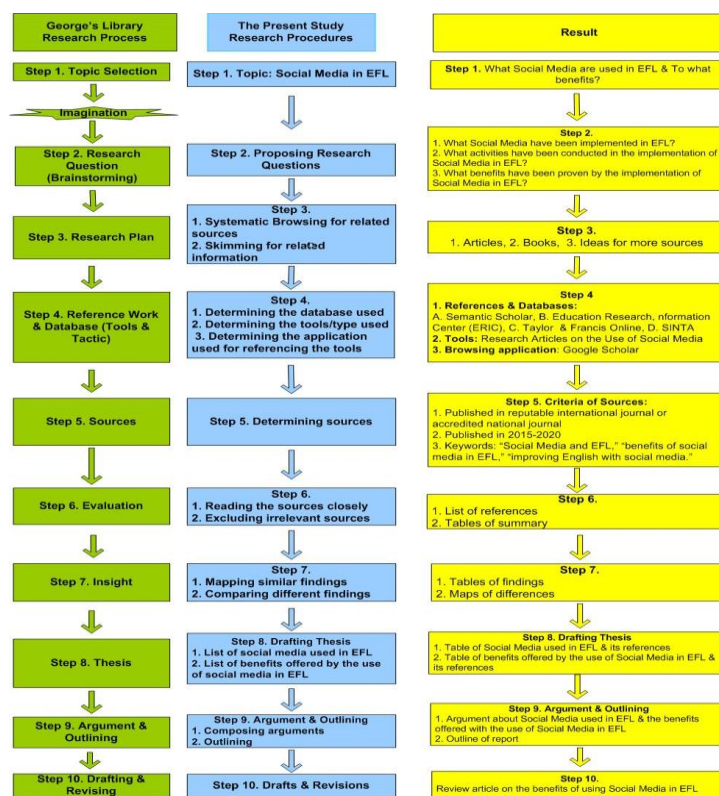


Figure 1. Library Research Procedure. (Source: George, 2008: pp. 66)

Figure 1: Adapting George’s (2008) model of Library Research Procedure

As illustrated in the above diagram, the first step in this study identified the topic to be researched. In this step, the researcher identified the topic of social media that can be used for teaching. The second step was proposing the research questions, namely what social media have been implemented in EFL, what activities have been conducted in the implementation of social media in EFL, and what benefits have been proven by implementing social media in EFL. The third step was determining the research plan, including browsing and skimming for information related to the research questions by reading books, articles, websites, and observing social media. In the fourth step, three decisions were made. Firstly, the databases used for selecting the data sources were determined, namely Semantic Scholar, Education Research Information Center (ERIC), Google Scholar, Taylor & Francis Online (TANDFONLINE), and Science and Technology Index (SINTA). Secondly, the references used as data sources were determined, namely articles supported with relevant websites and applications for observing the social media implemented in the previous studies. Thirdly, Google Scholar was decided as the application used for retrieving the articles. Due to the research’s independent funding, the present study only used articles that are open source.

The fifth step determined the criteria of the articles used as sources in this study: the articles were published in reputable international journals indexed by Scopus and national journal

accredited by Science and Technology Index (SINTA), index SINTA 1, SINTA 2, and SINTA 3 and they were published between 2015 to 2020. The keywords used for retrieving the articles were “Social Media and EFL,” “benefits of social media in EFL,” “improving English with social media.” With these keywords, around forty-two articles were retrieved. They were then closely read in the sixth step, from which it was determined that most of the articles retrieved implemented either Facebook, YouTube, WhatsApp, Twitter, and Instagram. It was decided that the present study would be limited on the use of these five social media in English learning, followed by the exclusion of articles irrelevant to the five social media. Another search was conducted to retrieve more articles related to the use of these five social media in English learning using the keywords “YouTube Improving English,” “Facebook for Improving English,” “WhatsApp for Improving English,” “Twitter for Improving English,” “Instagram for Improving English.” These cyclic processes resulted in thirty-two articles used as sources in this present study: twenty-five were published in reputable international journals. Seven of them were published in accredited national journals.

In the seventh step, the thirty-two articles were then critically read to gain insights. The articles arguing for Facebook, YouTube, WhatsApp, Twitter, and Instagram were summarized, activities in their respective implementations were mapped, and the benefits argued from each implementation were synthesized. From these insights, theses for answering the research questions were proposed in step eight. In the next step, the theses were then elaborated into arguments about the types of social media used in English learning, the activities implemented, what could be done more, and what benefits offered by these implementations were outlined. The outline was then developed into the draft of the research report in this article, which was then revised according to further readings of the articles and suggestions from colleagues and reviewers.

RESULTS AND DISCUSSIONS

The Social Media Implemented as Teaching and Learning Tools

The research’s first question was to identify the social media mainly used as learning tools in English learning. The question was first answered in the fifth and sixth step of the research when a general search on social media use in the EFL context was conducted using general keywords “social media” instead of social media’s specific names. The search results confirmed the data from Statistia.com on the most used social media in 2020. It was then decided that the present study would focus on the five most researched social media for learning

media in EFL contexts, namely Instagram, YouTube, Facebook, WhatsApp, and Twitter. The reading of the thirty-two articles summarized the mapping of the study's social media as follows.

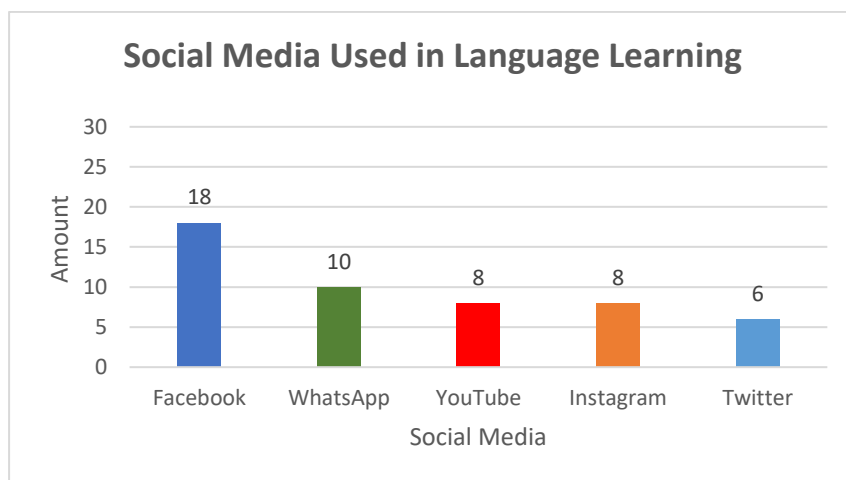


Figure 2: Social Media used in EFL

From Figure 2 above, it can be observed that out of the thirty-two studies selected as the source of data for the present study, eighteen of them reported on the implementation of Facebook in EFL contexts, followed by WhatsApp with ten studies, YouTube and Instagram were reported to be used in eight studies. Meanwhile, six studies used Twitter in the EFL context. It should be noted that by any means, this diagram represents the actual numbers and percentage of researches that implemented social media for improving students' English. The study only included those reported in reputable international journals and accredited national journals (ranked Sinta 1, Sinta 2, and Sinta 3). Only articles marked as open source and can be accessed without subscription included in this study.

However, the revelation of Facebook as the most implemented social media for learning tools in the EFL context among the thirty-two studies investigated in this study is parallel with the several surveys that reveal Facebook as the most used social media. The websites <https://www.statista.com/topics/2478/mobile-social-networks/>, <https://buffer.com/library/social-media-sites/>, <https://revive.digital/blog/most-popular-social-media/>, <https://spark.adobe.com/make/learn/top-social-media-sites/>, <https://www.dreamgrow.com/top-15-most-popular-social-networking-sites/> list Facebook as the most used social media. With more than 2 billion users worldwide, it is understandable that researchers such as Al-Arif (2019), Akayoğlu et al. (2020), Alshabeb & Almaqrn (2018), Alshenqeeti (2018), Badri et al. (2018), Çetinkaya & Sütçü (2018), Elkaseh et al. (2016),

Espinosa (2015), Ghouali & Benmoussat (2019), Klimova & Pikhart (2019), Majid & Stapa (2017), Ozdemir (2017), Ramdani & Widodo (2019), Pattanapichet & Wichadee (2015) Rodliyah (2016), Siddig (2020), Suswati & Saleh (2019), and Vanek, King & Bigelow (2018) chose to observe how Facebook impacted the students English. Çetinkaya & Sütçü (2018), Espinosa (2015), Siddig (2020), for example, saw this preference among their students as the opportunities to prompt English practices through a media that they use voluntarily. For Ramdani & Widodo (2019), Facebook promotes English learning engagement because they feel at ease with this social media. Rodliyah (2016), on the other hand, seized the discussion group feature on Facebook as the right platform to prompt students to write and speak in English, as well as to listen to and read their friends' opinions through group interactions.

The survey from <https://www.statista.com/topics/2478/mobile-social-networks/> recognizes WhatsApp as the most used messaging application in the world. Its implementation in EFL seemed to have been inspired by the exact reason for its popularity: the ease of use offered by WhatsApp (Akayoğlu et al., 2020; Al-Arif 2019). For example, Ayuningtyas (2018), Çetinkaya & Sütçü (2018), and Damanik (2019) relied on the accessibility of WhatsApp through mobile devices to promote English among their students. Minalla (2018) saw the group chat feature offered by WhatsApp as a place to share ideas. Likewise, Awada (2016) perceived the WhatsApp group chat as a suitable place for sharing explanations and teaching material. For Rajab & Al Sadi (2015), Siddig (2020), and Suswati & Saleh (2019), WhatsApp is one of the technologies that made learning English more accessible, more interesting, and more contextual to the students' 21st-century context.

Youtube may come third and in a tie with Instagram among the thirty-two studies investigated here. Yet, many articles reporting the use of Youtube in EFL contexts were locked behind a paywall and thus inaccessible for this study. As the second most used social media globally according to <https://buffer.com/library/social-media-sites/>, <https://revive.digital/blog/most-popular-social-media/>, <https://spark.adobe.com/make/learn/top-social-media-sites/>, and <https://www.dreamgrow.com/top-15-most-popular-social-networking-sites/>. Youtube has been widely implemented as learning media because it is one of the most visited social media globally (Alshenqeeti, 2018; Alwehaibi, 2015; Eisenlauer, 2020; Siddig, 2020; Wang & Chen, 2019; Yusri et al., 2018). According to Al-Arif (2019) and Alshabeb & Almaqrn, 2018; Youtube appeals to students because it is fun, easy to access, and offers a wide range of videos with interactivity connects the students globally. For Alshenqeeti (2018), YouTube has features that allow uploading, sharing, and watching videos that offer various formats and content that

can be very useful to facilitate the students' learning interests. Alwehaibi (2015) focused on the wide range of content shared through YouTube as a platform to provide their students with relevant information to facilitate university students' problem-solving skills. The audiovisual nature of YouTube content has been seen as a pivotal point that makes YouTube preferred by students (Yusri et al., 2018).

Together with YouTube, Instagram is also widely used by students today. Among the thirty-two studies observed, eight studies argue for the use of Instagram as media for learning English (Al-Arif, 2019; Akayoğlu et al., 2020; Aloraini, 2018; Alshabeb & Almaqrn, 2018; Gunantar & Transinata, 2019; Prasetyawati & Ardi, 2020; Suswati & Saleh, 2019; Wulandari, 2019). For Prasetyawati & Ardi (2020) and Gunantar & Transinata (2019), the caption feature on Instagram promotes students' motivation to write in English. Besides, Instagram has also been widely used for uploading short videos and recorded information. For Wulandari (2019), this feature motivates the students to speak in English.

Twitter has ranked the fourth most visited social media according to <https://www.adobe.com/express/learn/blog/top-social-media-sites>. Twitter has been widely used as learning media (Chawinga, 2017; Tur & Marin, 2015), including English learning. Among the thirty-two studies observed, six of them identified Twitter as the media used by EFL students (Akayoğlu et al., 2020; Alshabeb & Almaqrn, (2018); Alshenqeeti (2018); Badri et al. (2017); Pérez-Sabate & Montero-Fleta, (2015). For Pérez-Sabate and Montero-Fleta (2015), Twitter's interactivity promotes the development of students' vocabulary. Al-Arif (2019), Akayoğlu et al. (2020), and Badri et al. (2017) saw interactivity as an opportunity to promote communicative skills and collaborations among students.

From the thirty-two articles reviewed in this study, the five top social media used in EFL are Facebook, WhatsApp, Youtube, Instagram, and Twitter. Although the study limits the articles used as the source of data in such a way that it could only include thirty-two articles, which is in no way representative of all studies concerning the use of social media in EFL, these five top social media identified in this study do correlate with the general trend in social media users. Facebook, Youtube, Instagram, and Twitter are the four top most popular social media in 2020, according to <https://www.adobe.com/express/learn/blog/top-social-media-sites>. In the meantime, WhatsApp is considered the most popular messaging application in the world by <https://www.statista.com/topics/2478/mobile-social-networks/>. Thus, the use of these most popular social media in EFL indicates that researchers and educators have been keeping up with the 21st-century contexts of their students by utilizing the students' digital literacy and their digital lifestyle as an opportunity to promote more effective learning.

However, as Chisenga et al. (2014) indicate, there are many more social media available, which could be beneficial for educational purposes, such as Academic Social Networking Sites (i.e., Mendeley and ResearchGate), Presentations (i.e., Slideshare and Slidesix), Cloud Storage Applications (i.e., Dropbox and SkyDrive) and Discussion Platforms (i.e., Google Groups and Dgroups). Most of these applications have been widely used and implemented by researchers and academicians. However, their specific contributions as learning media in EFL contexts seemed to have not been made formally researched and documented. It indicates broad choices for future research topics concerning these social media implementations to improve students' English or improve general instructions.

Activities in Social Media Used as Tools of Teaching and Learning

In line with social media classifications from Cisenga et al. (2014), Facebook, WhatsApp, and Instagram belong to Social Networking Service (SNS). YouTube belongs to the Video-sharing application, while Twitter belongs to the Microblogging application. These social media allow students to create an account for free and to become fans of other accounts. In Facebook and WhatsApp, students can "add" other people's accounts; in Instagram and Twitter, it is called to "follow," and in Youtube, it is called to "subscribe." SNS like Facebook and WhatsApp provides features for uploading or sharing pictures and videos, liking or disliking someone's updates, commenting on other people's sharing, making groups, and doing personal chat. Video-sharing applications like Youtube only allow sharing videos, browsing for videos, commenting on shared videos, like or dislike shared videos, and sharing videos to other applications. Microblogging like Twitter has video and picture sharing, too. It allows only four pictures and one video simultaneously, with a limited number of characters for its updates and contents.

These features have been utilized in previous studies for improving instructions (Boholano, 2017; Camus et al., 2016; Chawinga, 2017; Lundy and Stephens, 2015; Zachos et al., 2018). Among the use of social media observed in the thirty-two articles investigated in the present study, Facebook, WhatsApp, Youtube, Instagram, and Twitter have been implemented in EFL contexts through 5 major activities, namely Activity 1: Sharing/finding Information/media/ material; Activity 2: Joining/ following/making account; Activity 3: Making/Doing Group activity/Q and A/ Online Discussion; Activity 4: Posting assignment/ summary/ video; and Activity 5: Practicing language skills/vocabulary/grammar/spelling. The following diagram displays these activities among social media implementation as learning media in the EFL context.

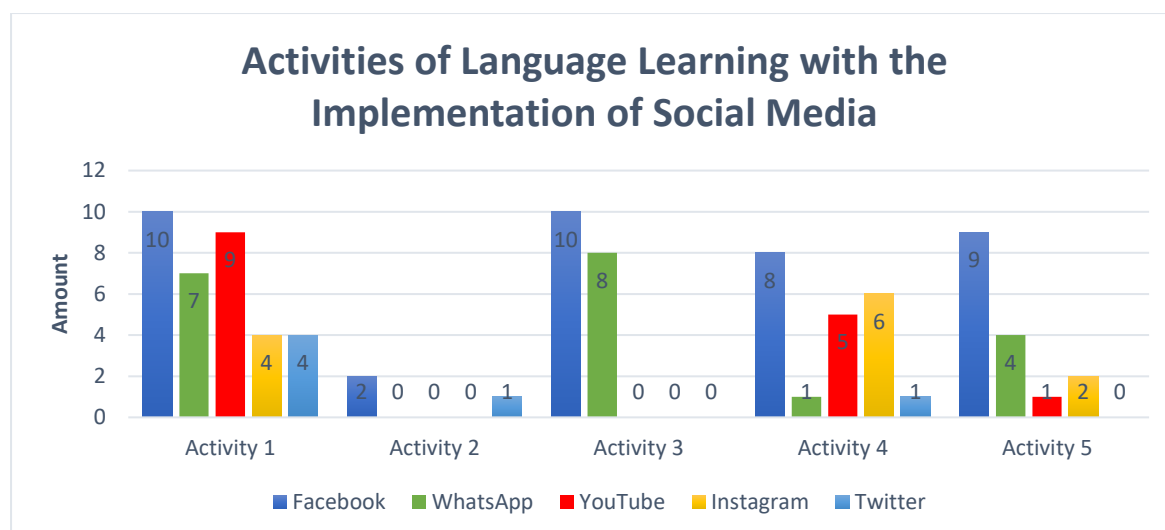


Figure 3: Activities of Language Learning with the Implementation of Social Media

From Figure 3 above, it can be observed that the thirty-two articles observed in this study mostly identified the collective use of most of the possible activities allowed by the features provided by the social media. Studies on Facebook as learning media in the EFL context have identified that the learning process activities included all five major categories. The most often used feature identified by the total twenty-two studies on the use of Facebook was sharing/finding information such as journals, articles, and videos (Akayoğlu et al., 2020; Alshenqeeti, 2018; Elkaseh et al., 2016; Espinosa, 2015; Ghouali & Benmoussat, 2019; Pattanapichet & Wichadee, 2020; Rodliyah, 2016; Ramdani & Widodo, 2019; Rodliyah, 2016; Siddig, 2020). Ten studies reported that Making/doing group activities or Question and Answer, or online discussion can be done in a group or Facebook page (Al-Arif, 2019; Alshabeb & Almaqrn, 2018; Espinosa, 2015; Klimova & Pikhart, 2019; Ozdemir, 2017; Pattanapichet & Wichadee, 2020; Ramdani & Widodo, 2019; Rodliyah, 2016; Siddig, 2020; Vanek, King, & Bigelow, 2018). Nine studies identified the activity of practicing language skills, vocabulary, grammar, or spelling through watching videos, doing an online presentation, and making summary (Al-Arif, 2019; Ghouali & Benmoussat, 2019; Klimova & Pikhart, 2019; Pattanapichet & Wichadee, 2020; Rodliyah, 2016; Suswati & Saleh, 2019; Rajab & Al-Sadi, 2015; Rodliyah, 2016; Siddig, 2020). Eight studies identified the activity of posting assignments in the form of videos, summary, or essay (Espinosa, 2015; Ghouali & Benmoussat, 2019; Klimova & Pikhart, 2019; Majid & Stapa, 2017; Pattanapichet & Wichadee, 2020; Rodliyah, 2016; Suswati & Saleh, 2019; Vanek et al., 2018). The least used feature is joining/following/making accounts by joining English language forums which were only identified in two studies (Al-Arif, 2019; Alshabeb & Almaqrn, 2018).

The use of WhatsApp as learning media in EFL context is mainly used for making/doing group activities or Question and Answer, or online discussion (Al-Arif, 2019; Akayoğlu et al., 2020; Awada, 2016; Ayuningtyas, 2018; Damanik, 2019; Siddig, 2020; Suswati & Saleh, 2019). Question and Answer can be conducted through WhatsApp group chats or using voice notes to increase verbal interaction (Damanik, 2019; Minalla, 2018). WhatsApp is also valuable for sharing/finding information, media, or material which can be done through making learning community/group (Al-Arif, 2019; Akayoğlu et al., 2020; Ayuningtyas, 2018; Çetinkaya & Sütçü, 2018; Damanik, 2019; Siddig, 2020; Suswati & Saleh, 2019). In terms of practicing language skills, vocabulary, grammar, or spelling which are identified in four studies, WhatsApp can be modified for reading activity (Damanik, 2019; Minalla, 2018; Rajab & Al-Said, 2015; Suswati & Saleh, 2019). Additionally, Suswati & Saleh (2019) reported that WhatsApp is useful in posting assignments in the form of videos, summaries, or comments, which can be managed through WhatsApp group chats.

Meanwhile, YouTube is mainly used for sharing/finding information, media, or material, especially in the form of educational videos (Al-Arif, 2019; Alwehaibi, 2015; Eisenlauer, 2020; Wang & Chen, 2019; Yusri et al., 2018; Yusri et al., 2018). Alwehaibi (2015) and Al-Arif (2019) reported that they gain information from the videos and write the obtained information. YouTube also enables its users to post assignments in the form of videos, summaries, or comments (Alshenqeeti, 2018; Alwehaibi, 2015; Eisenlauer, 2020; Wang & Chen, 2019; Yusri et al., 2018). Oral presentation assignments let the students practice their speaking. However, YouTube is rarely used for the fifth category, where only Alwehaibi (2015) reported the use of YouTube as a place to present an oral presentation. Meanwhile, the second and the third categories for YouTube were not identified in any study.

Studies on Instagram as learning media in EFL context mainly were found for online discussions, such as giving online feedback on student's work in the comment section (Akayoğlu et al., 2020; Al-Arif, 2019; Aloraini, 2018; Alshabeb & Almaqrn, 2018; Prasetyawati & Ardi, 2020; Suswati & Saleh, 2019). Akayoğlu et al. (2020), Al-Arif (2019), Alshabeb & Almaqrn (2018), and Gunantar & Transinata (2019) reported the use of Instagram for sharing/finding information, media, or material. Furthermore, practicing language skills, vocabulary, grammar, or spelling through the video creation and video upload was identified in two studies by Alshabeb & Almaqrn (2018) and Suswati & Saleh (2019). Uploading book reviews, article reviews, or videos to the Instagram account was assignment submissions identified by Wulandari (2019). However, recent studies have not identified either using Instagram for following accounts as part of activities for improving English. It is unexpected

because there are Instagram accounts that focus on English learning, such as @english_grammar_and_idioms (https://www.instagram.com/english_grammar_and_idioms) or @englishbuster (<https://www.instagram.com/englishbuster>) that give valuable inputs about English usage.

Among other social media, Twitter is the least used in the categories shown in Figure 2. There were only four studies from Akayoğlu et al. (2020), Al-Arif (2019), Alshenqeeti (2018), and Badri et al. (2017) reporting its use in sharing/finding information, media, or material. One study from Alshabeb & Almaqrn (2018) reported its use in following educators' accounts and discovering new vocabulary. Another study reported Twitter for posting assignments by typing it (Pérez-Sabate & Montero-Fleta, 2015). Meanwhile, there was not any study that identified the use of Twitter for making/doing group activity/ Question and Answer/ online discussion.

Thus, only Facebook has been used for all categories, while Twitter was documented with the least activities for English learning. However, when reviewed from individual studies, some features that could have been very influential for the students were not optimally exploited. It is understandable that each study, especially those with controlled variables, might focus only on specific features. However, it is also a strong indication that further studies on the other features are also urgently needed for the same reason: they are all part of the students' digital contexts of learning, and their implementations into the classroom would improve the learning process.

The Benefits of Using Social Media as Teaching and Learning Tools

With the prevalence of social media, many benefits can be procured for students (Boholano, 2017; Camus et al., 2016). In the context of EFL, social media have been argued to promote the practice of language skills, improve students' vocabulary, grammar, pronunciation, and spelling, as well as prompt motivation and creativity. Among the thirty-two articles observed in the present study, almost all of the benefits were identified in social media implementations into English lessons, as displayed in Table 1.

From Table 1, it can be observed that Facebook and Instagram have been argued to improve students' four skills, grammar, vocabulary, pronunciation, and spelling, while improving students' learning motivation and creativity. YouTube is deemed beneficial for students' four skills, grammar, vocabulary, pronunciation, motivation, and creativity. WhatsApp is argued to help students in the four language skills, vocabulary, pronunciation, motivation, and creativity, but not students' grammar and spelling. Meanwhile, Twitter is

argued to support students' speaking and writing skills, improving students' vocabulary, pronunciation, spelling, and creativity.

Table 1. Benefits of Using Social Media for English Learning

No.	Social Media	Benefits									
		Reading Skills	Listening Skills	Speaking Skills	Writing Skills	Grammar	Vocabulary	Pronunciation	Spelling	Motivation	Creative/critical thinking
1.	Facebook	√	√	√	√	√	√	√	√	√	√
2.	WhatsApp	√	√	√	√		√	√		√	√
3.	YouTube	√	√	√	√	√	√	√		√	√
4.	Instagram	√	√	√	√	√	√	√	√	√	√
5.	Twitter			√	√	√	√	√	√		√

Facebook has been deemed to improve student's English proficiency (Alshabeb & Almaqrn, 2018; Espinosa, 2015; Siddig, 2020; Wang & Chen (2019). Facebook has been argued to impact students' reading skills (Akayoğlu et al., 2020; Al-Arif, 2019; Alshenqeeti, 2018; Badri et al., 2017). Facebook is also referred to have positively affected the students' listening skills (Al-Arif, 2019; Alshenqeeti, 2018). In terms of writing skills, Akayoğlu et al. (2020), Alshenqeeti (2018), Ghouali & Benmoussat (2019), Klimova & Pikhart (2019), Majid & Stapa (2017), Suswati & Saleh (2019), Vanek, King, & Bigelow (2018) argue that Facebook can impact students' written production positively. In the meantime, Ramdani & Widodo (2019), Ozdemir (2017), and Vanek, King, & Bigelow (2018) have proven the improvement of their students' speaking during the use of Facebook in their EFL class skills positively (Ramdani & Widodo, 2019). Besides, students' English vocabulary is also reported to be improved through the use of Facebook by Al-Arif (2019), Çetinkaya & Sütçü (2018), and Rodliyah (2016). Besides, Facebook is also argued to benefit EFL students in terms of grammar (Al-Arif, 2019; Rodliyah 2016), pronunciation (Al-Arif (2019), spelling (Rodliyah, 2016), motivation (Espinosa, 2015), as well as students' creative and critical thinking (Ozdemir, 2017; Vanek, King, & Bigelow, 2018; Wang & Chen, 2019).

WhatsApp is argued to positively affect the students' EFL learning (Damanik, 2019, Siddig, 2020). WhatsApp is argued to improve students' reading skills (Al-Arif, 2019; Akayoğlu et al., 2020; Badri et al., 2017; Damanik, 2019; Rajab & Al-Sadi, 2015; Minalla, 2018). According to Al-Arif (2019), Damanik (2019), and Minalla (2018), video-sharing and voice-note features in WhatsApp promote students' listening and speaking skills. Since WhatsApp is a text-messaging application, its use for improving students' writing skills has

been widely researched (Akayoğlu et al., 2020; Awada, 2016; Ayuningtyas, 2018; Damanik, 2019; Minalla, 2018). WhatsApp has also been argued to improve students' vocabulary (Al-Arif, 2019; Ayuningtyas, 2018; Çetinkaya & Sütçü, 2018; Minalla, 2018), grammar (Al-Arif, 2019), pronunciation (Al-Arif, 2019), motivation (Awada, 2016; Minalla, 2018; Rajab & Al-Sadi, 2015), and students' creativity (Badri et al., 2017, Damanik, 2019).

In general, YouTube is argued to promote better EFL learning (Alshabeb & Almaqrn, 2018; Alwehaibi, 2015; Wang & Chen, 2019). YouTube has been hailed as the social media that can promote listening skills (Al-Arif, 2019; Alwehaibi, 2015; Wang & Chen, 2019), speaking skills (Al-Arif, 2019; Wang & Chen, 2019; Alshenqeeti, 2018), and improving students' vocabulary (Al-Arif, 2019; Alwehaibi, 2015; Wang & Chen, 2019), pronunciations (Al-Arif, 2019; Alwehaibi, 2015; Siddig, 2020), as well as their creative and critical thinking (Al-Arif, 2019; Alwehaibi, 2015; Yusri et al., 2018). Perhaps it is because YouTube relies mainly on videos as audiovisual media. They are best used to improve students' listening and speaking skills, vocabulary, and pronunciation, both from having models from the videos and creating YouTube content as parts of their English assignments. The audiovisual media also appeals to the students, motivating them to learn English (Al-Arif, 2019; Alwehaibi, 2015; Alshenqeeti, 2018). However, YouTube videos often include subtitles and descriptions that can act as reading prompt for students (Al-Arif, 2019; Alwehaibi, 2015). Meanwhile, watching videos on YouTube can also prompt students to make comments and summary in written form to improve their writing skills (Al-Arif, 2019; Alwehaibi, 2015). Responses toward the videos (both oral and written) and the making of spoken videos require students to practice their grammar while also getting familiarized with grammar in use through the videos they watch (Al-Arif, 2019).

As social media combines pictures, videos, and captions as its main features, Instagram has been argued to promote students' overall English proficiency (Alshabeb & Almaqrn, 2018). Instagram's captions have been claimed to be beneficial prompts to improve the students' reading and writing skills (Al-Arif, 2019; Aloraini, 2018; Suswati & Saleh, 2019; Gunantar & Transinata, 2019), while the videos watched and shared are deemed beneficial for improving the students' listening and speaking skills (Al-Arif, 2019; Suswati & Saleh, 2019). The consumption and production of videos and captions and Instagram can promote students' grammar, vocabulary, pronunciation, and spelling (Al-Arif, 2019; Aloraini, 2018; Alshabeb & Almaqrn, 2018; Gunantar & Transinata, 2019; Prasetyawati & Ardi, 2020). As one of the most visited social media globally, Instagram seemed to appeal to students' motivation to learn, promoting their language productions (Al-Arif, 2019; Akayoglu, 2020; Suswati & Saleh, 2019;

Wulandari, 2019). Most importantly, the productions of captions, pictures, and videos to be uploaded to the students' Instagram accounts is argued to have triggered creative thinking, along with critical captioning and commenting (Al-Arif, 2019; Suswati & Saleh, 2019). For Badri et al. (2017), creative and critical thinking is one of Instagram's most important benefits for EFL students.

Among the thirty-two articles reviewed in this study, six of them observed Twitter as learning media in the EFL context. The most referred benefit of Twitter is its possibility to prompt creative and critical thinking among students (Al-Arif, 2019; Alshenqeeti, 2018; Pérez-Sabate & Montero-Fleta, 2015). For Pérez-Sabate & Montero-Fleta (2015), the limited number of characters allowed when tweeting and replying to a tweet prompts creative and critical thinking. Writing something concisely includes the skill to synthesize opinion, which is more complicated than mere compositions without limitation of words. According to Tur & Marin (2015), such a creative and critical process can promote education in general. Although Twitter does not have a feature that detects grammatical errors, Twitter is argued to improve students' grammar (Al-Arif, 2019; Pérez-Sabate & Montero-Fleta, 2015). Since Twitter has a feature that allows the tweeting of short videos, it is deemed to be beneficial for improving student's speaking skills and pronunciation (Al-Arif, 2019; Alshenqeeti, 2018), although both the tweet and the videos are argued to promote vocabulary building (Al-Arif, 2019; Pérez-Sabate & Montero-Fleta, 2015). Specifically for the tweets, its written nature is argued to be beneficial for improving students' spelling (Alshabeb & Almaqrn, 2018; Pérez-Sabate & Montero-Fleta, 2015).

From the above discussions, it can be observed that social media can be beneficial for improving students' English. While Facebook, WhatsApp, Youtube, and Instagram are argued to improve students' language skills, Twitter's benefit for improving students' reading and listening skills is not yet revealed by the thirty-two articles investigated in this study. It is somewhat unexpected since Twitter's updates are mainly short texts, pictures, and short videos that should trigger quick comprehension of the texts and videos to promote reading and listening skills. In terms of language aspects, Facebook, Youtube, and Twitter are argued to benefit students' grammar, yet the same benefit is not documented in the implementation of WhatsApp in EFL. Perhaps the intended colloquial nature of WhatsApp chats does not promote grammatical sentences among students. Still, whether or not this feature should be detrimental for students' grammar should be considered an opportunity that needs to be researched further. While the five social media are deemed beneficial for students' vocabulary and pronunciation, WhatsApp and Youtube have not been purported to improve students' spelling. It is somewhat

baffling because WhatsApp is integrated into its mobile phone or desktop setting when using WhatsApp Desktop. It means all the sentences written in the chat (group and personal) can be set to mark spelling errors. Unfortunately, the spelling error markers do disappear once the text is sent.

Thus, all five social media have been argued to improve students' motivation, creativity, and critical thinking, except for Twitter, whose motivational benefit has not been documented among the thirty-two studies. These results are remarkable because it reflects that students and teachers already recognize the converging of students' digital lifestyle, the availability of digital thinking tools to support learning with the shifts in the importance of knowledge and how to extract them from/with the digital networks widely available in the 21st Century. As Trilling and Fadel (2009) argued, the convergence of these four aspects has shifted how students learn and the learning process's goal beyond the achievement of language skills, aspects, and content into the communicative, collaborative, creative, and critical skills of the 21st Century.

CONCLUSION

From the critical review of the thirty-two articles in this study, three broad conclusions can be derived. Firstly, the five social media most researched in their implementations in EFL contexts are Facebook, WhatsApp, YouTube, Instagram, and Twitter. The use of the five social media as EFL learning media are sharing/finding Information, media, or material; followed by posting assignment, summary, or videos; and then making/doing group activities, Question-and-Answer, or online discussion; followed by practicing language skills, vocabulary, grammar, spelling; and the least popular activity documented is joining, following, or making account educational accounts. From these activities, the benefits argued by the previous studies are the improvements of the students' reading, listening, speaking, and writing skills, vocabulary, pronunciation, spelling, motivation, and their creative/critical thinking.

These findings reflect a robust change in social media treatment as a positive aspect of the students' English learning. This conclusion is inspiring because the findings show that both teachers and students have now embraced the 21st-century contexts of digital lifestyles and learning tools as an integral part of the learning process toward the mastery of 21st-century knowledge and skills. While in no way the present studies provide a conclusively representative summary of all studies conducted on the implementation of social media for improving

students' English, it is safe to suggest that further studies need to be conducted to cultivate the ever-developing features offered by social media to optimize the students' learning process.

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