

CHAPTER II

REVIEW OF LITERATURE

A. Previous study

Previous studies aimed to provide comparisons and reference materials. In addition, to avoid assumptions of similarity with this study, the researchers included the results of previous studies as follows.

The first research by Islam, (2022) the title The Role of Social Media in Enchanting English Language proficiency. The findings revealed that interacting with English content on various platforms, such as YouTube, Facebook, Twitter and Instagram platforms, can increase a range of information, particularly in English, including informal conversations and slang.

The findings revealed that interacting with English content on various platforms such as YouTube, Facebook, Twitter and Instagram platforms can increase a variety of information especially English, including informal conversations and slang. The study also found that social media contributes to a better understanding of the culture of native speakers. By interacting with cultural content, users gain insight into the nuances, idioms and customs of the culture, which they can learn in context to improve their fluency in English.

The second research from Wootton et al., (2024) with the title Examining the use of social media in teaching and learning foreign languages and the

impact on students' speaking abilities. This study aims to examine the relationship between the use of social media and the improvement of foreign language skills. The results of the study demonstrated that social media platforms, such as live streaming on Instagram and language courses on YouTube, can effectively enhance the speaking and grammar skills of university students studying a foreign language. The findings substantiate the hypothesis that social media use has a positive correlation with the improvement of foreign language competence, particularly in the domains of speaking and grammar.

The third research by Abedi et al., (2023) with the title Leveraging Social Media Platforms to Enhance Students' English Proficiency: A Comprehensive Analysis. This research aims to examine the use of social media as a medium to improve students' understanding of English, while exploring the challenges faced, particularly the distractions caused by entertainment content. The results show that social media platforms provide extensive access to educational content that helps students improve their English language skills, including listening, speaking, grammar and vocabulary. However, social media also poses a significant risk of distraction, where students tend to be distracted by entertainment content rather than learning.

The fourth study titled The Influence of Social Media in Learning English for Hospitality and Tourism Students by (Kartika et al., 2021). This study was conducted to find out how social media platforms can affect the English learning process of university students taking General English courses. The

researcher analysed the data and concluded that the results showed that most students agreed and even strongly agreed that social media affected their language learning from various perspective. This shows that the use of popular social media such as Facebook, Instagram and others has a positive impact on students' English language skills, both in terms of communication and access to information that supports learning.

The fifth study title Exploring the Benefits and Challenges of Social Media in English Language Learning: Insights from English Education Students by (Wati et al., 2024). This study aims to explore the benefits and challenges arising from the use of social media in English language learning, with a focus on students of the English language education study program. The findings show various positive and negative sides, such as the flexibility of using social media on the one hand, and the distractions that can hinder the learning process on the other. This emphasizes the importance of a targeted and tailored approach so that the benefits of social media can be optimally utilized in language education.

The aforementioned study highlights both similarities and differences with this research. The similarity lies in demonstrating the impact of social media usage on students' English language skills in learning English as a Foreign Language (EFL). However, the difference is that this study involves a distinct context, subjects, and location compared to the research that will be conducted.

B. Some Pertinent Ideas

1. Definition of social media

The term “social media” refers to a variety of internet and mobile-based services that allow users to participate in online exchanges, contribute to user-generated content or in online communities. The term 'social media' is derived from two words: 'social' and 'network'. 'Social' refers to the manner in which society is structured and organised, and how it interacts with other social systems. 'Network', on the other hand, denotes a system of two or more computer systems that are interconnected (Namaziandost & Nasri, 2019).

Over the years, many social media have evolved significantly and emerged with their own characteristics and features. Facilitating communication and getting information is the purpose of using social media. Almost all levels of society are now connected to social media. According to Chris Brogan, the definition of social media is a set of new tools for communicating and collaborating that enable various types of interactions that were previously unavailable to ordinary people (Liedfray et al., 2022).

Social media is a social phenomenon that can be defined as the use of digital technology to construct virtual communities and facilitate social interaction. Kaplan and Haenlein posit that social media is a group of internet-based applications that are built on the ideological foundations of

Web 2.0, which can be conceptualized as a platform for the evolution of social media that allows the creation and exchange of user-generated content (Iainkedi, 2016).

In Nasrullah (2015), Van Dijk asserts that social media is a platform that prioritizes the presence of users, who engage in activities and collaboration facilitated by the platform. In light of these observations, it can be posited that social media functions as an online medium, facilitating the strengthening of relationships between users and the formation of social bonds (Watie, 2018).

From some of the definitions above, it can be concluded that social media are online tools and services that allow users to connect, interact, create, share, exchange and modify ideas or ideas in the form of virtual or network communication. We can see the various opportunities that can be obtained from social media where every society has used social in their daily lives. It can be argued that social media plays an influential role in the field of education, facilitating direct connections with a multitude of existing sources and fostering collaboration in the advancement of knowledge and more accurate information.

2. The most popular social media

The author sourced information from the Indeed career guide website, which identified a variety of social media platforms. There are all kinds of social media networks out there, catering to different interests. For instance,

there are learning networks that can help you understand the context and reinforce the information you're learning. Learning about the different types of social media can help you find information and ways to learn English (Kustiawan et al., 2022).

a. Social networks

Social networking sites help people connect with each other for different information attract people. Users can share their thoughts, form groups based on their interests, curate content, upload photos and videos, and participate in group discussions.

b. Discussion forum

Discussion forums are great for getting answers to questions, sharing ideas, and keeping up with the latest news. Many of these social media sites are all about asking questions and getting the best answers. If you answer them correctly and honestly, it'll help you build credibility on the forum.

c. Image-sharing network

These social media sites are great for sharing photos and related content. They're also a great way to start conversations and get those creative juices flowing.

d. Bookmarking network

Bookmarking networks are online platforms that allow users to save a variety of content, including ideas, articles, posts, and other materials, for future reference. Additionally, many users share links to lists of online resources, facilitating the discovery of new content based on shared interests and fostering discussion about emerging trends.

e. Video hosting platforms

Video hosting platforms provide independent video makers, journalists, and other creators with a way to quickly and easily stream video to their audiences.

From some of the criteria above, it can be ascertained that social media that is suitable for use in improving students' English language skills is as follows.

a. Instagram

As a photo-sharing platform and over time new features such as video, text messaging, and story sharing have been added, which significantly contributed to its growth. This suggests that Instagram can be used as a resource for implementing various activities in the language classroom, such as digital storytelling, grammar activities through photos, role-playing, reading, and speaking activities through videos, etc (D, 2019).

b. WhatsApp

This social media platform focuses on instant messaging or serves as a place to exchange messages, just like meeting someone and talking about many things in an English class group. This result emphasizes the potential of WhatsApp to enhance English language learning in the classroom because it is easy to use and allows students to interact in English with teachers and other students (Kurnia & Nasution, 2022).

c. Youtube

This website is very efficient in providing a more specific experience. YouTube contributes greatly to improving English language skills such as practicing speaking skills, watching grammar to get new vocabulary and even listening to native speakers and practicing live (Rifandi, 2021).

Social media is now an effective tool in supporting daily learning, especially in the evolving era of education. Social media platforms also facilitate collaboration between students, lecturers and the education community, allowing them to exchange information and experiences.

3. Definition of Speaking Proficiency

The term "speaking" is used to describe the act of delivering language through the mouth. The act of speaking entails the production of sounds through the manipulation of multiple bodily systems. According to baron (2020) Speaking is the process of producing meaning through various stages,

including the production, reception, and processing of information, making it an interactive process. Speaking is a language skill that students need to master when learning a language. The purpose of learning a language is to communicate (Syakur et al., 2020). Speaking skills have been identified as complex, making it important to classify how they are assessed in the student learning process.

Speaking proficiency is the ability to master language orally. Its important aspects include fluency, which includes the ability to convey messages without hindrance, as well as a deep understanding of the language system and its use in various communication situations. In other words, speaking proficiency is means how well language is used in communication (Abdullaev et al., 2021).

Speaking proficiency is an important skill that deserves attention in first and second language learning. Speaking proficiency is very important in the process of learning a second or foreign language. Proficiency in speaking is assessed based on one's ability to participate in meaningful dialogues in the target language (Ghafar et al., 2023).

In addition to syakur, specific speaking skills are needed in a profession. The several components of English language skills including pronunciation, fluency, grammar, and vocabulary. In order to enhance speaking proficiency, it is essential to focus on the four major components of English language skills:

a. Vocabulary

Vocabulary is an important foundation in beginning language learning, especially in a university setting. Students need to learn basic terms relevant to academic activities, such as words related to schedules, assignments, campus facilities, and daily communication in class.

b. Pronunciation

The act of pronouncing a word or sentence in English is not overly challenging, and thus, it can be readily practiced with relative ease. To enhance this skill, it is important to focus on a single dialect or accent. An approach that refers to two distinct accents may prove to be distracting and potentially confusing.

c. Fluency

Fluency is the fluidity and efficiency with you express your ideas, particularly when speaking some grammatical faults may emerge in the explanation, but they should be communicated in a way that is easy to grasp and demonstrates your command of the language. A speaker is regarded to be fluent if he can use the language rapidly and confidently, with no hesitation or awkward pause, false start, said search, and so on.

d. Grammar

The improvement of English grammar serves to enhance one's proficiency and confidence in spoken English by facilitating more accurate and well-constructed sentence formation. To enhance one's

proficiency in this area, in addition to engaging with structured grammatical exercises, it is recommended to make use of the English as a Second Language (ESL) forum as a platform for collaborative practice with fellow learners or even with native speakers.

Following the CEFR (Common European Framework of Reference for Language), English language proficiency is divided into six levels.

a. A1

Students at this level are able to understand and use familiar everyday expressions and basic phrases to fulfill concrete needs. They can introduce themselves and others, and ask and answer questions about personal details such as where they live, people they know and things they own.

b. A2

Students at this level are able to understand sentences and frequently used expressions related to the most relevant topics such as hobbies and daily activities.

c. B1

Students at this level are able to understand the main points of clear, standardized information on topics frequently encountered in everyday life, such as work, school, or leisure activities.

d. B2

Students at this level are able to understand the gist of complex texts of both concrete and abstract nature, including technical discussions within their field of specialization.

e. C1

Students at this level are able to understand a variety of challenging and longer texts and can grasp the implied meaning. They can express themselves fluently and spontaneously without struggling to find words.

f. C2

Students at this level are able to understand almost everything they hear or read. They can gather information from a variety of oral and written sources, organizing arguments and descriptions in a way that is easy to understand. In addition, they can speak spontaneously, fluently and accurately, and distinguish nuances of meaning even in complex situations.

Each level has its own level such as level A1-A2 for beginner, levels B1-B2 for intermediate, and levels C1-C2 for the advanced. We can also determine a person's level of proficiency in speaking English.

4. Social media in enhancing speaking skills

The term "social media usage" is defined as the activity of using digital platforms for the purposes of communication, information sharing, and accessing a variety of content. In the context of English language learning, social media can be considered a practical and interactive tool for the expansion of knowledge and skills. With the inclusion of supportive features, social media provides a flexible learning experience and supports independent learning. Social media is very helpful in improving the speaking skills of English students, especially in terms of motivation and increasing confidence in speaking English (Manogaran & Sulaiman, 2022). Speaking plays a crucial role in the teaching and learning of a

foreign/second language. It has always occupied an important and delicate position in the history of language teaching.

From the perspective of time efficiency, social media offers users the opportunity to engage in learning activities at any time and from any location, according to their individual needs and preferences. In contrast to conventional techniques that are frequently constrained by schedules, social media affords the flexibility to determine the duration and frequency of learning. To illustrate, the consumption of a brief one-minute video or participation in an online discussion requires less time but still yields positive outcomes. Furthermore, notifications and content recommendations from the platforms facilitate users' ability to remain consistent in accessing relevant materials, thereby enhancing their English language abilities.

For students, the different types of information and conversations on social media that cross geographical boundaries can be a great way to practise English. (Azizah & Supeno, 2024). When it comes to improving English language skills, social media offers a variety of opportunities for practice and live interaction. Social media offers significant benefits for learning English. It provides opportunities to enhance English language skills through various platforms. Additionally, many content creators focus on teaching English, covering topics like vocabulary, grammar, conversation, pronunciation, reading, and more.

This demonstrates how social media can effectively support language learning and skill improvement. (Djamdjuri et al., 2024). Features such as live streaming, discussion forums and audio-video chat rooms allow users to communicate with native speakers or fellow learners. Through regular engagement, users not only practice pronunciation and intonation, but also increase their confidence in communicating in English.

Overall, the use of social media in English language learning offers an interactive, flexible and efficient approach. With a variety of features and creative content available, social media allows users to learn anytime, anywhere, without time or place restrictions. In addition, these platforms provide direct access to global communities and speaking activities that can significantly improve communication skills.

5. Impact

a. Definition of Impact

In general, impact refers to the result or outcome of an action or an event that can have an effect. Influence is a condition in which there is a reciprocal relationship or cause-and-effect relationship between something that exerts influence and something that is influenced (Afandi, 2019). In some cases, the influence is two-way, with both parties having an effect on each other. This suggests a structured process where an action or condition is the cause and the result is seen

in the thing affected (the effect). Impact can be interpreted as the result or influence of an action.

Every decision made by someone usually has its own impact, whether it is a positive or negative impact. Change refers to an influence that is involved by an impact that has a reciprocal relationship (Daud et al., 2021). Change occurs through interactions that influence each other. In a relationship of interaction, not only does one party have an impact, but both parties (or more) contribute to creating change. Impact is the result and consequence arising from the implementation of a policy.

Impact is the result of an action that can be positive or negative, affecting conditions or behavior. Changes occur due to mutual influence in interaction. Every decision or policy needs to pay attention to its impact so that the results are as expected.

b. Positive and negative impact social media

In the context of social media, the impact is far-reaching and affects many areas of life, including education, communication, mental health and language skills.

1) Positive impact

social media appropriately can help students to improve some aspects of their speaking improve students' English speaking ability, even from beginner to intermediate level. such as pronunciation,

fluency, and accuracy (Mongkaren & Usuh, 2022). The presence of native speakers will have a positive impact on students' speaking ability. The use of social media as a means to present native speaker models has a significant effect on improving students' speaking skills, especially in terms of comprehension, fluency, and vocabulary mastery (Kamal et al., 2024). By looking at English content can contribute to students improving their English language skills by increasing fluency, confidence, motivation, and pronunciation (Kusumaningrum & Ratna Pertiwi, 2022). Social media has transformed the classroom into a more organized environment, enhanced students' learning motivation, and fostered a more enjoyable learning atmosphere. Additionally, social media has facilitated the improvement of students' speaking skills through global interactions.

The aspects such as sentence structure, vocabulary, and fluency can be acquired more spontaneously through exposure to social media, which in turn can contribute to improving students' speaking proficiency (Alaraj, 2020). According to Anwas et al., (2020) Using social media to practice speaking can reduce the impact of psychological factors, such as fear of mistakes, shyness, nervousness, lack of confidence, and low motivation, which are often barriers for students to speak English in the classroom.

2) Negative impact

On the other hand, uncontrolled use of social media can have adverse effects, such as decreased concentration, increased anxiety levels, or reduced focus on achieving academic goals. Negative effects of social media use noted include poor grammar, spelling errors, and increased use of less meaningful content (Raya et al., 2024). Another aspect to note is that while social media has many advantages, it also brings negative impacts. One of them is encouraging students to adopt a lifestyle that tends to be passive, with minimal physical activity (Wang et al., 2022).

In fact, in the Total Physical Response approach, active physical engagement plays an important role in supporting the learning process. The excess use of social media can reduce opportunities to practice speaking in person, which in turn leads to a decrease in fluency and mastery in delivering verbal expressions effectively. Reliance on text-based communication on social media can reduce opportunities to practice speaking in person, hindering the development of verbal speaking skills (Ramzan et al., 2023).

Social media sites can negatively affect students' English skills due to the more frequent use of slang and jargon compared to proper vocabulary (Mufti et al., 2023). The use of social media on learners such as the vocabulary used on social networks is not

entirely correct, there are many complaints about the negative impact on students' use of grammar and spelling (Zainal & Rahmat, 2020). The tendency to use non-standard or excessive language in writing messages on social media can also be detrimental to students' academic speaking skills, especially in terms of correct spelling and grammar (John & Yunus, 2021).

c. Impact of social media in english language learning

The use of social media provides opportunities for English language learners to interact with native speakers and improve their speaking skills. However, there are negative impacts such as exposure to informal language or slang that can hinder proper English acquisition. In addition, excessive interaction on social media can reduce the development of formal speaking and direct communication skills that are important in language learning (Amin et al., 2020; Subekti & Damaryanan, 2018).

1) Positif impact

a) Increased exposure to native speakers

Social media facilitates interaction between learners and a global community, thereby providing opportunities for interaction with native speakers. This facilitates opportunities for learners to engage in authentic conversations that mirror real-world interaction, helping to improve fluency and comprehension.

b) Confidence building

Posting videos or participating in challenges like english speaking challenges can help learners overcome shyness and develop the confidence to speak in public or with other.

c) Collaboration and discourse

Social media facilitates the participation in a diverse array of English language communities, fostering discourse and the provision of feedback among members.

2) Negatif impact

a) A deficiency in self-assurance

Social media, while offering opportunities for English language learning, can also lower students' self-confidence. Unhealthy comparisons and negative criticism make students reluctant to participate, thus hindering their language progress.

b) Over-reliance on written language

This can result in a limitation of opportunities for learners to engage in oral practice. An excessive reliance on text-based communication can impede the development of verbal skills.

c) Lack of face-to-face interaction

Excessive use of social media reduces face-to-face interaction, which is essential for communication skills, especially when learning English. Students miss out on developing their speaking, listening and non-verbal comprehension skills needed for everyday communication.

d) Distraction and waste of time

Uncontrolled social media distracts students from learning English. Time that should be spent studying is often wasted

browsing social media, potentially affecting their academic progress in English.

C. Theoretical Framework

Speaking proficiency refers to a person's ability to convey messages effectively through spoken language. This skill includes several key elements, such as pronunciation, fluency, grammar, vocabulary acquisition, and the ability to organize ideas coherently. As one of the important aspects of second language acquisition (SLA), speaking proficiency is influenced by various factors including linguistic, cognitive and social aspects.

Social media has changed the way we learn English. Platforms like Instagram and TikTok are not just for entertainment, but can also be effective tools to improve speaking skills and learning motivation. Through social media, we can interact with native speakers and learn English in a more fun way. Features such as short videos, live streaming and interactive comments allow for more flexible and contextualized learning, as well as access to a wide range of English content that can be learned anytime and anywhere. Social media platforms provide a dynamic and interactive learning environment, allowing students to practice speaking directly with native speakers from different parts of the world. These interactions not only improve speaking skills, but also broaden students' understanding of the variety and use of English in academic and professional contexts, thus increasing their confidence level and speaking ability in various situations.

The effect of social media on speaking skills is not always positive, as it largely depends on how it is used. Active participation in online discussions or the use of live streaming features can improve confidence, spontaneous speaking ability and pronunciation clarity. Conversely, simply consuming content without interaction tends to be less effective in developing speaking skills. This phenomenon is evident at UKI Toraja, where many students use social media to communicate and convey their ideas. However, its effectiveness is greatly influenced by the extent to which they actively participate. Therefore, further research is needed to identify elements of social media that can support students' speaking skills at UKI Toraja, taking into account the unique local context.