RESEARCH OF SOCIAL MEDIA INTEGRATED WITH SPEAKING ENGLISH PROFICIENCY

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Abstract. *Social media is broadly used to communicate and seek information. In improving English speaking proficiency, the impact of industry system 4.0 provides numerous advantages for EFL learners to have better access toward social media that share many sources of learning. By watching some English videos, students could acquire language by listening, then it may affect to their speaking. This study reports a systematic review in exploring the utilization of social media in English as a Foreign Language (EFL) to enhance the proficiency of English speaking from the year 2016 onwards. Eight studies were included and reviewed in terms of (i) methods and procedures, (ii) participants, and (iii) main findings. Results show that social media positively give a significant impact on EFL learners in improving speaking proficiency. Social media also acts to stimulate students' motivation and self-confidence in speaking English. By these findings, it can conclude that the integration between social media and speaking proficiency gives a contribution to the EFL classroom. Therefore, the implication of this study is hopefully the teachers or lecturers would implement social media utilization in EFL classes to create a more interactive learning process in enhancing the speaking proficiency of EFL learners.*

INTRODUCTION

In Indonesia, numerous people use English as a foreign language in daily life communication. In recent years EFL has become famous since English considered as an International language and it used as a public communication tool. As people who live in a non-English speaking country are curious about the way of improving four main English skills namely writing, reading, speaking and listening. However, speaking skill is one of the essential skills for a language learner to communicate. Alonso (2014) argued that speaking is a demanding skill.

Namaziandost & Nasri (2019) stated language teaching has always been facing various difficulties in the process of seeking success. One of the main issues that EFL teachers come across is how to make learners use the language competently and function accurately in a real context. Another issue is stated by Aydin (2001) that self-confidence and hesitation become some psychological factors which can affect the EFL's speaking ability. Pasaribu & Harendita (2018)

investigate that anxiety may be the obstruction for learners in achieving the target language satisfactory. To decrease the speaking anxiety of learners, teachers, in this case, should be able to produce a feeling of achievement by creating an innovation in teaching speaking, which eventually will guide learners to the improvement of their self-confidence (Leger Saint 2009).

Another factor which influences EFL learners is when learner attempts to speak English, they have limited opportunity as they have to practice in English speaking class. What makes the situation even more complicated is that the same teachers are still using traditional techniques and methods which do not provide the required environment for students to speak comfortably. Namaziandost & Nasri (2019). The language they learn in class is not helping them to enhance their communicative competence. Traditional methodologies ordinarily such as repeating after the teacher, memorizing the dialogue, or responding to drills (Richard 2008).

However, now we live in the era of technology which brought a significant impact in the education field especially for language learners. Industry system 4.0 provides the advantages for the students to have better access to social media that shares many sources of learning through online videos. By watching some videos of a native speaker, students will acquire language by listening, and it may affect their speaking proficiency. Hamad, Metally & Alfaruque (2019) propose, listening and speaking are related to each other, what we listen as input, we speak as output. So, aural and oral skills cannot be excluded from each other. Therefore, learners should practice listening more to get a good result in speaking.

In teaching speaking, the teachers are required to not only give a humdrum language learning yet provide a task that can foster students' creativity and independence in learning as well as encourage them to be more productive in learning the target language. Thus, students have to rehearse to speak outside the classroom as they can learn it inside the speaking class by employing the innovative media by the teacher that can enlarge students' opportunities in practicing the extensive speaking English.

In this era, we found that students mostly engage with several social media in their daily activities, for instance, Instagram, WhatsApp, Facebook, Youtube, Twitter, and Telegram, which are chosen by the students in completing their life. Social media is believed as media that facilitate students to build social interaction with both friends and teacher. However, social media is not only use for communicate and obtain the information yet it incorporates in language classes especially in English speaking class. Social media may become a tool in language learning since one of the goals of language learning is to enable learners to communicate.

Many scholars believe that the appropriate use and the successful integration of Information and Communication Technologies (ICT) and social media in the classroom can reduce the impediments that prevent EFL learners from the mastery of the speaking skill. Namaziandost & Nasri (2019) assist social media as taking the most of student's time, can be thought of as an educating tool if it used properly.

This study deals with the effect of social media on speaking proficiency of the students. Furthermore, the current research aims to report a systematic review in exploring the utilization of social media in improving students' speaking proficiency in English as a Foreign Language (EFL) context. The systematic review is undertaken from the journal articles published from 2016 to 2019. This review is conducted to find four research questions as follow:
1. Which is the major methodology?
2. How were the procedures?
3. Who were the main participants of the studies?
4. What were the effects of social media on speaking English proficiency?

Social Media and Language Learning

Social media sites such as Instagram, WhatsApp, Facebook, Youtube, Twitter or Telegram is widely used for exchanging information or sharing personal experience. Social media can make the users are able to connect with people around the world and make friends with strangers (Boyd & Elison 2007). On the other hand, Baruah (2012) claimed that social media like Facebook, Twitter, Instagram, Youtube, etc are used extensively for the purpose of communication.

Facebook is one of the famous social networking sites that make the users can upload about the surrounding occurrences, and connect with all the colleagues and relatives through chat, call, or even video call. The existence of Facebook nowadays can bring whether positive or negative

impact for the students. If the students use Facebook appropriately, it will bring a significant and positive impact on their study, particularly in studying language. Students may have a great opportunity by communicating with a large number of people around the world, spending time to browse others' Facebook profiles, discovering new experiences, and having a relationship with the new people who understand English. At the same time, it would be a beneficial collaboration in learning the target language (Educause Learning Initiative, 2006).

For the next social media is Instagram which is the most engaged network after Facebook. It has 1 billion monthly active users and more than 500 million of them use the platform every day (Statista 2018). The main goal of Instagram is to share the good memories through photos or videos and the users usually write an inspiring and motivated caption bellow the photo or video. Instagram offers the fiture named Instagram stories as well, where people can inform anything as their story of the day.

The third social media is YouTube. It considered as one of the popular Website due to many visitors every day and the profession that deal with YouTube is quite convincing. In the education field, YouTube has contributed, by giving the educated channels like additional materials, or a summary of particular topics (Nasr, 2018). Whether teachers or students can access YouTube to obtain other sources in enriching their knowledge, so it can be interpreted that YouTube may become learning media, especially in learning English.

In the study of Zayed (2016), about the utilization of mobile phone in increasing students' motivation, revealed that the Social Networks offer the occasion for students to avoid the feeling of tension in making mistake in the classroom activity.

Speaking Proficiency

Speaking has several aspects that speaker need to acquire in order to communicate effectively. According to Duong (2014) some aspects of speaking are:

First is vocabulary. Without sufficient vocabulary we cannot express our idea and understand what others saying. Thus, vocabulary is recognized as basic element for achieve speaking proficiency. Second is grammar. Grammar is a description of the language structure and how the units of language like phrase and words are formed to be a sentence (Richard and Schmidt 2010). Weaver (1996) also mention another definition of grammar which is divided into two definitions. First, grammar is a description of the syntax of a language, and the second grammar is a set of rules that has a function to guide someone on how to use language. Third is pronunciation. It is about sound and how students pronounce the English words correctly. Seidlhofer (2001) mention that, pronunciation comprises the production and perception of "segmental sounds", "stressed and unstressed syllables, and "intonation". In order to learn English pronunciation, the teachers usually use the International Phonetic Alphabet (IPA), to show the students exactly how to say the words. Forth is fluency. Richard (2006) points out that fluency is the use of language that happens naturally when the speaker involves in a conversation and maintain a meaningful dialogue with the interlocutor. Baily (2003) describes fluency as the use of language quickly and confidently, without any hesitation with the choices of words, and unnatural pauses. Fifth is accuracy. In speaking English, accuracy means when a speaker can produce the precise pronunciation, grammar, and even the word choice, so it can be understood by the interlocutor. There are three components that represent the accuracy: pronunciation, vocabulary, and grammar.

Speaking skill is a productive skill. As the EFL learners, they hope could do a fluent conversation with others as well as pronounce the words correctly. However, in fact, learners have been afraid in speaking English, because they are commonly lack of both confidence and vocabulary. Consequently, many students still have low competencies in speaking. According to Richard (2008), students often speak slowly because of several aspects such as students have no linguistics competence, their spoken language do not sound natural, poor of grammar, and pronunciation. In encouraging students' awareness and motivation in learning speaking, it is important for teachers or lecturers to provide new teaching strategy that can allow the students to speak English as much as they can. Students need to be convinced that they have to speak, even though there will be some mistakes made by them. The more they speak, the more they learn and it will develop their proficiency in speaking English.

METHODS

Systematic review is a research method itself through rigorous examination of relevant study according to explicit criteria to answer specific questions (Torgerson 2003). However in education field, this term is use loosely (Bearman et al,. 2012). This review is guided by different versions of systematic review, and the design has been constructed loosely around the method outline by Petticrew and Roberts (2006). This systematic literature review involves the following steps:

1. Defining the parameters, questions and choosing key words, inclusion and exclusion criteria and databases.
2. Carrying out the literature search.
3. Screening the references.
4. Assessing the remaining studies against inclusion and exclusion criteria.
5. Assessing the quality.
6. Extracting the data into a summary table of information
7. Synthesizing the studies to answer the research question
8. Writing up the report.

The key search terms used were "social media", or "speaking", "improve speaking", or "English Foreign Language", or "EFL", "instagram", or "facebook", or "social network". The reviewed studies were identified through popular e-journal, namely ERIC, and Google Scholar. Seven studies from twenty are included in this review.

Inclusion criteria:
- The research that focus on social media and speaking.
- The research carried out in an English as a foreign language (EFL) context.
- The research that only focused on EFL non-native speaker.
- The research reported in English peer reviewed academic journals whose full text can be accessed online.
- Academic publication from 2016 – 2020.

Exclusion criteria:
- The studies before 2016.
- The studies with focus on others' English skill improvement.
- The studies that not used social media.

The researcher were identified 34 research articles that related with the topic. The number is considerably reduced after applying the inclusion and exclusion criteria to 8 articles. The information of those reports was extracted into a summary table with the following headings: (1) Methods and procedure, (2) Participants, and (3) Main findings. In the in-depth review, the collected information was synthesized to answer the research questions.

RESULTS AND DISCUSSION

As it was stated at the beginning of the document, the aim of this research was to report a systematically review in exploring the utilization of social media in English as a Foreign Language to enhance speaking proficiency. This researcher identified 34 papers that related to social media and speaking in EFL context. The number was decreased to 8 documents after applying the inclusion and exclusion criteria as it was influential and important to identify only papers that addressed the specific use social media in the years 2016-2020.

Methods and Procedures of Data Gathering

During the review it was possible to see that most of the selected papers focused on the use of social media integrated with speaking proficiency in EFL contexts. There are varied different techniques of collecting the data. Through this opportunity students have chance to speak English indirectly with other native speaker. Social media makes the students have a possibility in

examining themselves by looking on their video which had already uploaded in social media. Thus, social media provides a tremendous effect in language teaching. EFL learners can access social media anytime and anywhere. The more they use the social media properly, it would bring a positive impact for them in enhancing English proficiency, especially in speaking.

Table 1 shows the different methods of gathering the data. The most major approach is quantitative approach (57.1%) for measuring the speaking proficiency of the participants, followed by qualitative approach (28.6%), and mixed method was (14.3 %).

Table 1. The Methods of The Study About Social Media and Speaking

Research approach	Research method	Study
Quantitative (n=4)	Experimental, Survey	Yukselir and Komur (2017) Abbasi and Behjat (2018) Xodabande (2017) Namaziandost and Nasri (2019)
Qualitative (n=2)	Interview Action Research	Nilayan and Brahmakasikara (2018) Riswandi (2016)
Mixed methods (n=1)	Experimental + personal interview	Wulandari (2019)

There are some varieties steps are presented bellows. The utilization of YouTube (28.5%) and Telegram (28.5%) is the most common and rest of it used Instagram (14.2%), Edmodo (14.2), and from the survey proved that WhatsApp and Telegram got quite large popularity in comparison with other Social Media.

From the table bellows, also indicate that Social Media gave contribution for the students in examining and increasing students' IELTS speaking score due to there are three articles used IELTS speaking test criteria: fluency and coherence, lexical resource, grammar and accuracy, and pronunciation to assess students' speaking improvement.

Table 2: The Procedures of Data Gathering

No.	THEME	PROCEDURES
1	"Online Video to Improve EFL Learners' Speaking Ability"	**1.** Students watched video from Youtube, BBC, VOA and TED with subtitles respectively within 5 weeks. **2.** They required to complete exercise about the videos. **3.** Choose 10 students to be in experimental groups. **4.** Students answer the speaking exam question by testing office of the School of Foreign Languages.
2	"Social Network Sites for Language Learning and Video Conferencing Technology toImprove English Speaking Skill"	**1.** Pre test (participants selected topics of their interest from social media app, Edmodo). **2.** Participant conversed with Chinese partner on topic 1. **3.** Participant conversed with American partner on topic 1. **4.** Conversed with partner they found from a social network site (ooVoo) on topic 1. **5.** Step two to four repeated on topic 2 and 3. **6.** Participants were tested again on post test. **7.** Participant were interview to determine perception.
3	"Improving EFL Learners' Speaking Profiiency Through Instagram Vlog"	**1.** Pre Test with IELTS speaking task 2. **2.** Implementation of IG Vlog Assignment: - The chairman make private class IG account. - There are six vlogs were required in 14 weeks. The topics are: *10 Facts about me; What do you like and dislike?; My Family; Guessing the person; News report; Interviewing Foreigner* - Students uploaded IG post of their video speaking in English. - Next week they will receive feedback from classmates & instructor. **3.** Post Test with IELTS speaking task 2.
4	"The Effectiveness of Storytelling through Telegram on Iranian EFL Learners' Speaking Complexity"	**1.** Access participant language proficiency through Oxford Placement Test (OPT). **2.** Pre-test with IELTS speaking task 1-3 around 11-14 minutes. **3.** 10 sessions of treatment: - In the experimental group the material delivered through Telegram channel. - During each class day, participants were asked to use Telegram, and respond to a daily story while practice outside the classroom and keep active on the conversation. - The participants who were in control group receive speaking instruction of the story inside the classroom, practiced and did the exercise in the classroom. **4.** Post-test with IELTS speaking task 1-3 around 11-14 minutes.

5	"Use YouTube-Based Video to Improve Students' Speaking Skill"	**1.** Planning: Use videos relevant to the topic discussion. **2.** Acting: Carry out the activity in the class and students were first briefed about the activities & the plan of the day. - The students watched video in pair & allowed to discuss with partner & take notes. - Students planned the script to perform. - Perform the conversation in pair in front of the class. - All peers and the teacher gave comment and suggestion for students' performance. **3.** Observing: Discuss with the students about the activities and plan of the day. - Teacher ask students about today's activity and the students gave respond. **4.** Reflecting: Is the session very confusing? Is anything wrong or even right? - Teacher do the evaluation and revision that need to be improved. **5.** Do the first to fourth steps again until the students' improvement appeared.
6	"Telegram in Teaching Language Pronunciation to Iranian EFL learners"	**1.** Pre-test of the uncommon English pronuniation. **2.** Created Telegram Channel for each experimental and control group. **3.** Students were asked to read 20 sentences & recorded their voices for further analysis. (Make sure the students dindn't realize the real purpose of the test). **5.** Both classes are introduced the study by the teacher. **6.** Students in experimental group joined the English pronuniation channel & the control group joined English vocabulary channel. **7.** After a month of broadcasting daily pronunciation and vocabulary teaching message in the two channels (20 messages), the teacher administered Post-test.
7	"A Survey Study on Students and Teachers in using Social Media on EFL Learners' Speaking Skill:	Questionnaire's Question: **1.** How often do you use social media? **2.** Have you ever used social media for educational purposes? **3.** Do you get in touch with learners through the use of social media? **4.** Which one the favorite social media that teacher used to get in touch with learners or native speaker? **5.** Which language is mostly used when using the tools? **6.** What extent can social media be helpful to the student?

Participants

Table 3 shows the educational form and the education level reported in the selected research articles. The most participants derived from formal education, there are 182 (69.5%) students. Otherwise, there are only 80 (30.5%) participants from the informal education.

Table 3. Education Form By Educational Level Studied In The Selected Articles

Education Level	Formal	Informal	Total
Secondary School	28	30	58
Higher Education	154	50	204
Total	182	80	262

The data indicates that a majority of the participants are 154 students (84.6%) that focused mainly on EFL learners in formal higher education. There are also 50 (62.5%) students in higher education in informal education. Then, 30 (37.5%) students in a secondary school from informal education. The least participants are 28 (15.3%) students in a secondary school from formal education.

On the other hand, there are also 100 teachers as participants in the current reviewed study. Thus, the total participants are three hundred and sixty-two where the main participant is from students (72.3%), and the rest is from teachers (27.7%).
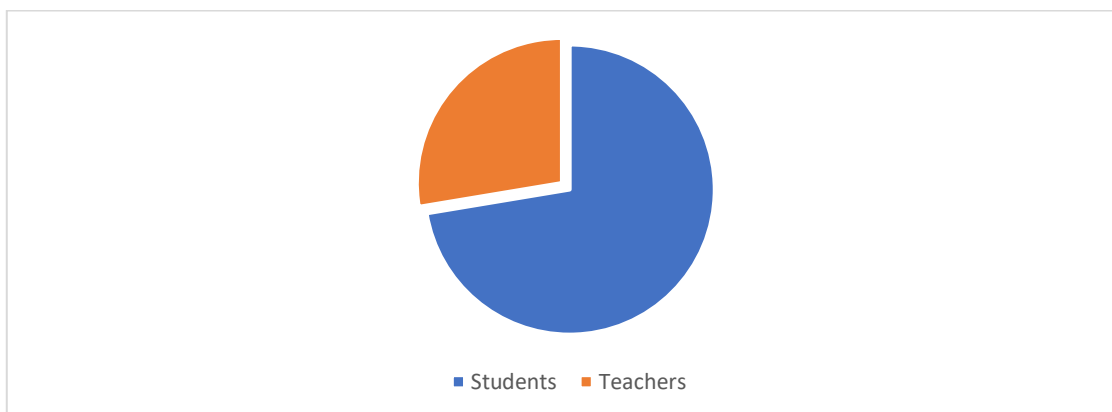

Figure 1. Participants in using Social Media to Improve Speaking Proficiency studies conducted 2016-2020

The participants from the studies mostly in the higher education and followed by the secondary school students. It seemed like many scholars prefer to conduct the study about social media and implement it in higher education classroom than secondary or even primary school. It assumed that the utilization of social media is more recommended to the higher education students than the primary school students. From the study review, there was only one study that chose social media to be implemented in secondary school students. The result showed a good impact for the students where they actively involved in the class. The utilization of social media in the classroom basically creates a new environment which can stimulate the students to be more motivate.

In this age we cannot deny that even the students from primary school have already used the social media. In this context, it will be much better if the teachers employ the social media as a learning media to improve students' speaking proficiency. Social media would be beneficial in learning process if we use it wisely and properly.

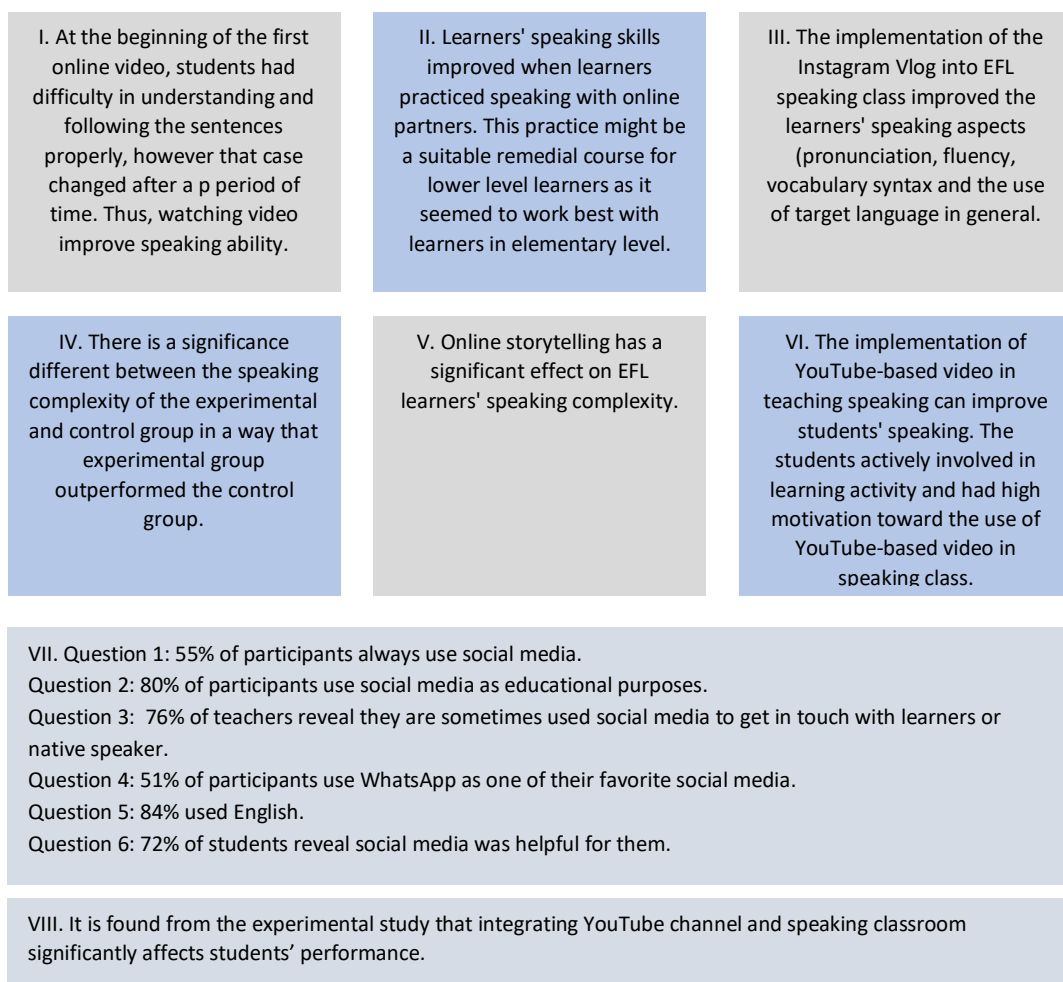### The Effects of Social Media Towards Speaking

I. At the beginning of the first online video, students had difficulty in understanding and following the sentences properly, however that case changed after a p period of time. Thus, watching video improve speaking ability.

II. Learners' speaking skills improved when learners practiced speaking with online partners. This practice might be a suitable remedial course for lower level learners as it seemed to work best with learners in elementary level.

III. The implementation of the Instagram Vlog into EFL speaking class improved the learners' speaking aspects (pronunciation, fluency, vocabulary syntax and the use of target language in general.

IV. There is a significance different between the speaking complexity of the experimental and control group in a way that experimental group outperformed the control group.

V. Online storytelling has a significant effect on EFL learners' speaking complexity.

VI. The implementation of YouTube-based video in teaching speaking can improve students' speaking. The students actively involved in learning activity and had high motivation toward the use of YouTube-based video in speaking class.

VII. Question 1: 55% of participants always use social media.
Question 2: 80% of participants use social media as educational purposes.
Question 3: 76% of teachers reveal they are sometimes used social media to get in touch with learners or native speaker.
Question 4: 51% of participants use WhatsApp as one of their favorite social media.
Question 5: 84% used English.
Question 6: 72% of students reveal social media was helpful for them.

VIII. It is found from the experimental study that integrating YouTube channel and speaking classroom significantly affects students' performance.

Figure 2: Findings from the Studies About Utilization of Social Media and Speaking Proficieny

Main Findings

The main findings indicate to the improvement of the students' speaking proficiency. There are seven studies conclude social media give an important role in speaking proficiency especially in higher education & one survey study about the impact of social media on EFL learners' speaking. Following the CEFR (Common European Framework of Reference for Language) terms, English proficiency divided by six levels: A1 and A2 refers to Beginner, B1 and B2 refers to Intermediate and C1 and C2 refers to Advanced. According to the findings above, there is a finding that surprisingly improve students' speaking proficiency from beginner to intermediate

by using IELTS Speaking Criteria for the assessment of Post-test. It means by applying social media in a right way in learning process could help the students to enhance their speaking proficiency and it can be related with the IELTS level of speaking.

Regarding IELTS in higher education is very important, students can consider about the utilization of social media in their education field and social life. Getting a great score for IELTS or TOEFL would be advantageous for the higher education students. In the other hand, social media brings another benefit where it can help students to improve some aspects of speaking. They are vocabulary, grammar, pronunciation, fluency and accuracy.

Main Outcomes

In this era, innovation in teaching and learning English is obviously clear where the teacher are welcomed to create more creative ways in their teaching. In this study, researcher found that social-media based video was the most common way in improving students' speaking proficiency. There are some ways as follow; students upload their video into social media, students watch English video from social media, or the student converse with the teachers or lecturer, peers, or even with English native speaker through the social media.

Uploading students' speaking video facilitate them to measure their English speaking ability and give correction for themselves if whether they found any mispronunciations in their video. Watching some videos from social media like YouTube, provide an opportunity for students to train their pronunciation since the teacher stated that there is no sufficient time to teach pronunciation during the class hours. Through social media also, students could converse with their teachers, lecturers, or with the native speaker of English who can make their self-confidence increased.

Concerning to speaking improvement of the students, they have to be active as well in a process of training. If the students desire to have a significant improvement, they should to participate actively. The more students use the Social Media properly, the more they obtain a tremendous effects on their speaking. In addition, by watching English videos from social media, students could practice their listening skill as well.

Nevertheless, based on the reviewed study in social media usage, students occasionally faced some obstacles due to they are necessary to spend more money to purchase quota internet. Another obstacle faced by students is sometimes the internet connection is in trouble where it can be a distraction in the learning process. To overcome those problems, students usually look for an available place that supplies a Wi-fi connection.

CONCLUSION

The current study presented a research on social media integrated with speaking English proficiency. We have read that in learning speaking, social media is likely to contribute a huge amount of advantageous in improving students' speaking proficiency. The use of video-web technology enables teacher and students to create an attractive virtual environment for learning a language collaboratively, together with feature of its culture.

Integrating of social media and speaking proficiency can be helpful for both teachers and students in language learning. However, there are some weaknesses regard to the utilization of social media in teaching and learning process. First, the internet connection sometimes are not stable, so probably it becomes a distraction for students and teachers. Second, in some social media applications, there is a time limitation that make students have limit time to convey their ideas. Third, students could access other things and spend lot of hours in using social media which is inappropriate for them. So, the teacher should guide the students to balance their learning time with others useful activity.

Further studies can be conducted is Integrating of social media and other skills of English for example social media integrated with writing skill. Thereby it can be more beneficial for EFL learners in the learning process.

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