

## **BENEFIT OF FACEBOOK USAGE AND EFFECTIVENESS IN TEACHING ENGLISH: A SYSTEMATIC REVIEW**

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**Abstract:** Facebook has become a global phenomenon that influences various aspects of life, including English education. It has emerged as a potential tool for educators to improve student's language skills and academic performance. This study aims to test whether Facebook is useful or not for improving students' overall English skills. A systematic review of literature sources shows that the use of Facebook in language teaching has the potential to improve students' language skills, especially in the context of writing skills, understanding grammar, and creating a conducive learning environment. The method used in this article is a systematic review. Methodological steps include the identification of relevant literature sources. The initial stage involved a systematic search in various academic databases, such as Google Scholar, Eric, and DOAJ (Directory of Open Access Journals). Overall, the evidence presented in this article supports the idea that Facebook can be used effectively for English language learning in both social and academic contexts.

**Keywords:** Facebook, English language teaching, Social media.

### **INTRODUCTION**

Facebook has advantages as a learning tool—its slogan is "inspirational learning," a method that has been used long before the era of modern technological education. English video content posted on Facebook on social media currently serves as a means of allowing students to have direct access to original material. If educational audio-visual teaching aids include special, methodically processed materials used to master a language and solve specific language problems, then non-educational and authentic audio-visual aids include materials that are not educational and initially considered for educational purposes and created for native speakers but can be used as instructional. Social networks and natural media can also be involved in language classes (Jassim & Dzakiria, 2020). Traditional teaching methods have significant advantages, including a deep understanding of Anglophone socio-culture. Research has demonstrated the positive impact of video content on the linguistic learning process, including increased student engagement, motivation, and interaction, as well as improved understanding of the content. Anticipatory strategies can prevent students from expressing themselves, enhance learning, increase creativity, and encourage collaboration. Video teaching also helps in creating engaging content, facilitating complex interactions, and creating engaging visual content.

In English language teaching, the use of Facebook can expand learning outside the classroom. Students can connect with native speakers, additional learning resources, and relevant multimedia content through online communities and study groups. This enhances the student's learning experience and allows wider language exploration (Rodliyah, 2016). Therefore, this study aims to examine whether Facebook is useful or not for improving students' overall English skills.

Research Question:

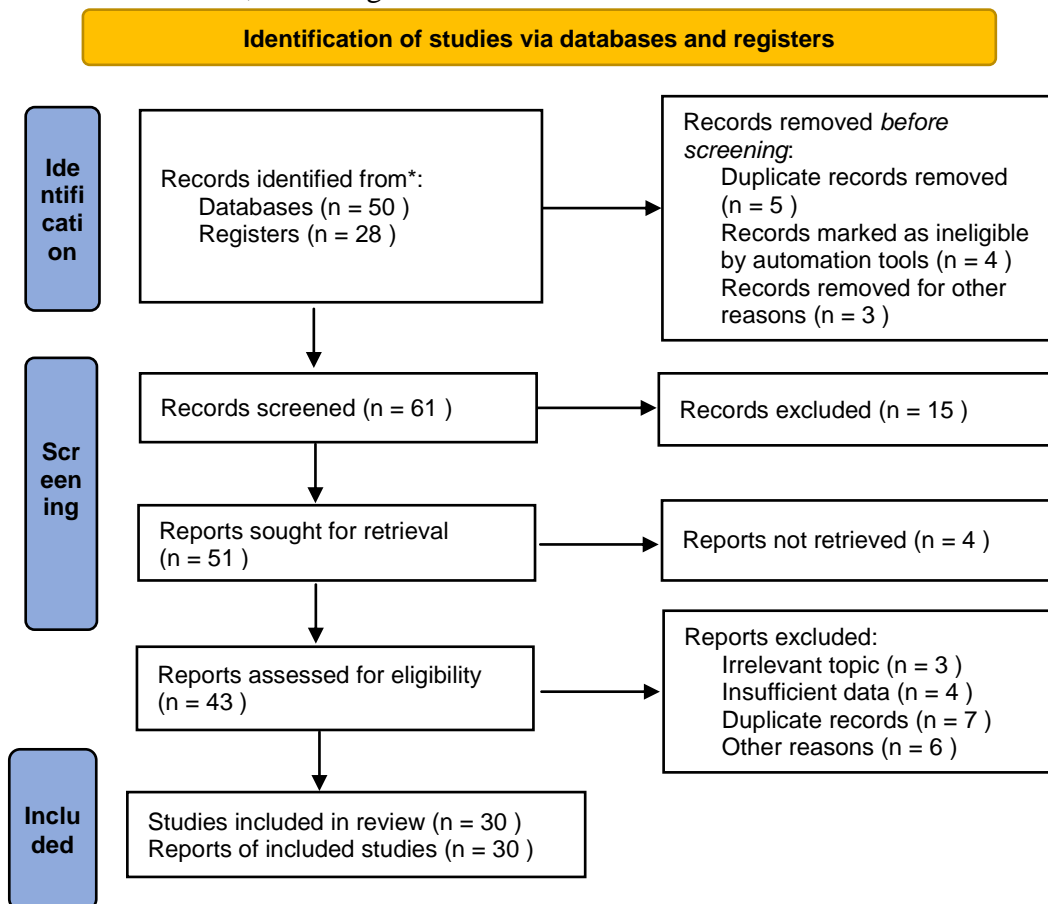
What are the benefits of Facebook for teaching English?

How effective is Facebook for teaching English?

## METHOD

The method used in this article is a systematic review that follows the PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analysis) guidelines. The methodological steps include identifying relevant literature sources. Identification of these articles involved systematic searches in various academic databases, such as Google Scholar, Eric, and DOAJ (Directory of Open Access Journals). Keywords used include "Facebook", "Facebook in English teaching", "Facebook in EFL" and others. The samples used were articles which were then filtered based on predetermined inclusion criteria. Then the quality of the selected articles is evaluated using certain criteria, such as the research methods used, data analysis, and relevance to the topic discussed. Articles that met research quality standards were then considered for inclusion in this systematic review.

For analysis data was taken from each selected article, including information about research participants, research design, variables measured, main findings, and research conclusions. The data extraction process is also carried out systematically and structured to ensure that information is obtained accurately. then the data is thoroughly analyzed to identify patterns, trends and key findings emerging from the included literature. These findings were then developed through a logical discussion framework, namely the benefits of using Facebook in teaching English. So through a systematic review approach, this article aims to present a comprehensive understanding of the benefits of using Facebook and its effectiveness in the context of English language teaching. The data collected using the Systematic Review approach follows PRISMA, including:



## **RESULT AND DISCUSSION**

### **Benefits of Facebook for Teaching English**

- **Improved Engagement and Motivation**

Facebook's interactive nature fosters a more engaging learning environment. Students can connect with peers and teachers, participate in discussions, and create content, which can boost motivation and make learning more enjoyable (Diasamidze, 2018). Facebook's interactive nature can enhance the learning environment for students by connecting them with peers and teachers, and facilitating virtual classrooms for discussions and collaboration. This allows students to engage with teachers and peers outside traditional classroom hours, fostering a virtual classroom-like environment. Facebook also offers tools for discussions, such as comments, posts, and group chats, allowing students to engage in discussions and develop critical thinking skills. The asynchronous nature of these discussions makes it more inclusive for those who might hesitate to speak up in traditional classroom settings.

Facebook also allows students to create and share content related to their learning experiences, reinforcing their own learning and contributing to the learning community. This creative approach boosts confidence and motivation, and the interactive nature of Facebook can boost students' motivation and enjoyment of the learning process. The informal and familiar environment of Facebook makes learning feel less intimidating, leading to increased engagement and satisfaction with their educational experiences.

However, it is crucial for educators to establish clear guidelines and boundaries to ensure the use of Facebook remains focused on educational objectives and maintains respectful and constructive discourse among participants.

- **Exposure to Authentic Language**

Facebook provides access to a wealth of authentic English content, such as news articles, videos, and social media posts. This exposure can improve students' understanding of how English is used in real-world contexts (Shih, 2013). Facebook offers a vast array of authentic English content, including news articles, videos, and social media posts, which can improve students' understanding of English usage in real-world contexts. The platform provides students with exposure to various styles of writing, speaking, and communication in English, reflecting the diversity of real-world English usage. Real-time updates and trends are also available, allowing students to stay informed about current events, trending topics, and cultural phenomena. Facebook also hosts a variety of multimedia formats, such as videos, photos, and audio clips, which enhance listening and visual comprehension skills while exposing students to different accents, dialects, and non-verbal communication cues.

Interaction with native and non-native English speakers on Facebook allows students to observe and analyze how language is used by individuals with varying linguistic backgrounds, cultural contexts, and communicative purposes. This exposure contributes to a richer understanding of English as a global language and promotes intercultural communication skills.

Informal language and slang on social media platforms like Facebook help students gain insight into colloquial English and develop proficiency in understanding informal communication styles in real-world interactions. Engaging with authentic English content on Facebook not only improves language skills but also fosters broader cognitive abilities essential for navigating the digital landscape effectively.

- Enhanced Communication Skills

Facebook groups and discussions allow students to practice their writing, reading, and speaking skills in a safe and supportive environment. They can get feedback from peers and teachers, improving their communication fluency (Mariappan et al., 2017). Facebook groups and discussions provide a supportive environment for student to practice and enhance their writing, reading, and speaking skills. Writing skills are honed through various activities, such as posting responses to discussion prompts, sharing thoughts, and writing reflective essays. Participation in these groups allows students to practice without fear of judgment, allowing them to take risks and experiment with language use. Peers and teachers provide constructive feedback on writing assignments, helping students identify areas for improvement and refine their skills over time.

According to (Sabaruddin, 2019) Reading skills are enhanced through exposure to diverse written texts, requiring students to employ various reading strategies. Exposure to different writing styles, perspectives, and genres broadens students' understanding of language usage in different contexts. Speaking skills are also honed through features like live video streaming, voice messages, and audio calls, fostering confidence and fluency.

Feedback and improvement are facilitated through peer-to-peer and teacher-student feedback loops, allowing students to receive timely and constructive criticism on their language skills. Teachers can monitor discussions, provide individualized feedback, and offer guidance on language usage, mechanics, and rhetorical strategies.

Finally, Facebook groups provide a safe and supportive environment for language learners to express themselves without fear of embarrassment or ridicule. The asynchronous nature of online communication allows students to participate at their own pace, alleviating anxiety associated with real-time speaking interactions. The sense of community and camaraderie within Facebook groups fosters mutual respect, empathy, and encouragement, creating a conducive environment for risk-taking, experimentation, and growth in language skills.

- Accessibility and Flexibility

Facebook is a readily available platform accessible from almost any device. This allows for flexible learning, enabling students to study at their own pace and convenience (Sabaruddin, 2019). Facebook's accessibility and flexibility contribute to flexible learning for students. The platform is accessible from various devices, including smartphones, tablets, laptops, and desktop computers, making it convenient for students to engage in learning activities anytime, anywhere. Its internet accessibility allows students to access the platform from virtually any location with internet connectivity, promoting inclusivity and democratizing access to education.

Facebook operates 24/7, allowing students to engage in learning activities at any time of the day or night, accommodating different learning styles, preferences, and schedules. Its asynchronous nature enables self-paced learning, promoting autonomy, self-regulation, and metacognitive skills.

Facebook's messaging and notification features facilitate convenient communication between students and teachers, as well as among peers. Students can easily reach out to instructors for clarification, feedback, or guidance on assignments. Additionally, group discussions and collaborative projects can be coordinated seamlessly through Facebook, allowing meaningful interactions and teamwork regardless of physical proximity or time zone differences.

Facebook's versatility accommodates different learning styles, catering to auditory, visual, kinesthetic, and social learners. Through text-based posts, multimedia content, live

videos, and interactive discussions, students can engage with course materials in ways that align with their preferred learning modalities, enhancing engagement, motivation, and retention.

### **Effectiveness of Facebook for Teaching English**

- **Improved Language Proficiency**

Research suggests that Facebook can lead to measurable improvements in students' grammar, vocabulary, and overall English proficiency (Rodliyah, 2016). The study reveals a correlation between Facebook usage and the enhancement of English language skills in students. Students who use Facebook engage in regular English usage, such as writing statuses, commenting, and group discussions, which helps them practice grammar and vocabulary. The platform's diverse English content, including news articles, blog posts, memes, and videos, expands their understanding of the language and vocabulary. Social interaction with friends online, such as chatting, responding, and sharing information, helps students practice English in a real context, improving their communication skills. Facebook also offers language assistance tools, such as auto-translators and incorrect grammar marking, which assist students in understanding and correcting their grammar mistakes (Sabaruddin, 2019). These features help students improve their grammar, vocabulary, and overall English proficiency. Thus, Facebook provides opportunities for students to actively practice and improve their English skills through social interaction, exposure to English content, and the use of language tools.

- **Development of Specific Skills**

Facebook can be used to target specific language skills. For instance, educators can create groups for pronunciation practice or writing activities (Jassim & Dzakiria, 2020). Facebook can be used by educators to target specific language skills, such as pronunciation and writing activities.

According to Yunus & Salehi (2012) Teachers can create specialized groups for pronunciation practice, where students can share their audio or video while reading or answering questions. This structured practice and feedback can help students improve their pronunciation. Similarly, educators can create groups for writing activities, where students can participate and provide feedback. This approach encourages collaboration and interaction between students. Facebook also offers live streaming and video uploading features, allowing educators to give tips on pronunciation and writing strategies. Students can follow the live stream and interact with the educator directly. Regular activity scheduling allows educators to plan language learning activities, directing students to participate consistently. This approach creates an interactive and structured learning experience, allowing students to practice language skills directly and receive feedback, ultimately helping them achieve significant progress in English learning.

- **Increased Cultural Awareness**

Interaction with native speakers and exposure to diverse content on Facebook can enhance students' cultural understanding of the English-speaking world. Facebook offers students a platform to engage in direct interaction with native English speakers, allowing them to learn about culture, customs, and perspectives directly from people who actually experience them (Jassim & Dzakiria, 2020). This can include learning about slang, traditions, and the latest trends. Facebook also provides easy access to diverse cultural content, such as music, movies, art, and news, which can deepen students' understanding of British culture.

According to Lam, W. S. E. (2000) Informal learning about culture is another benefit of Facebook. Through interaction with content and native speakers, students can gain a

deeper understanding of the daily life, values, and norms underlying English-speaking societies. This process helps develop a broader and more nuanced understanding of the culture they are studying in the context of English.

Facebook also allows students to share and exchange experiences with native speakers and fellow learners, enriching their learning experience and building relationships. Thus, interaction with native speakers and exposure to diverse content on Facebook can significantly enhance students' cultural understanding of the English-speaking world.

According to Sabaruddin (2019) The benefits of using Facebook in English language teaching, highlighting its effectiveness in improving students' writing skills. It highlights the increased motivation to write in English, as Facebook offers a platform for students to practice writing remotely, receive instant feedback, and engage in synchronous or asynchronous interactions with teachers and peers. This enhances students' grammar understanding, as peer-to-peer assessment and feedback facilitate better understanding of English grammar. Additionally, Facebook creates a comfortable learning environment, reducing anxiety students may feel when writing in the presence of an instructor, promoting engagement in language learning activities. Overall, the article suggests that Facebook's use in language teaching is beneficial for enhancing students' writing skills, improving grammar understanding, and creating a conducive learning environment.

## **CONCLUSIONS**

The conclusion that can be drawn from the content of this article is that Facebook can be a useful tool for English language learning, especially in the context of writing skills, understanding grammar, and creating a conducive learning environment. A systematic review of literature sources shows that the use of facebook in language teaching has the potential to improve students' language skills and academic performance. In addition, the article highlights the positive impact Facebook has on students' confidence in using English, as it provides a platform for individual learning and interaction. Overall, the evidence presented in this article supports the idea that Facebook can be used effectively for English language learning in both social and academic contexts.

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