CHAPTER TWO
LITERATURE REVIEW

2.1 Previous Studies

Salmon et al (2015) examined the use of social media in learning (or in the world of education), specifically discussing the benefits of using social media in learning. The social media used in this study are Facebook and Twitter in the term of the Massive Open Online Course (MOOC). There were three data collection methods used by researchers in this study, the first was online surveys, the second method was direct interviews, and the third method was conducting surveys using posts on Facebook and Twitter. The results of this study indicated that students could enjoy online learning through social media. In addition, the use of social media in online learning brought benefits, namely the increased interest in student learning due to the formation of social interactions among students. Besides the advantages, this research also stated some objections which were a result of the discomfort of some students when using social media in online learning.

Friedman and Friedman (2013) examined the use of social media technology as a medium that supporting and increasing online learning activities. The method used to collect data in this study was a literature review or by reviewing some research results or literature that were relevant to the problem or theme raised in this study. The results obtained by researchers in this study were an explanation of the characteristics of social media in online learning and also changes in the learning system (education field).

Ansari and Khan (2020) examined the use of social media in collaborative learning to distribute material and also as a medium for communication between academics in higher education. The methods used by researchers to collect data in this study were offline and online surveys. The results obtained from this study indicated that the use of social media in collaborative learning played a role in increasing interaction between teachers and students and also increasing insight because students could exchange ideas, both among students or between teachers and students.

Thaariq (2020) examined the use of social media which had a position as a medium to support learning in the new normal era (Pandemic Covid-19). The method used by researchers in this study was a literature review. The data used in this study were coming from previous journals, books and other sources relevant to the themes or problems raised in this study. The results obtained from this study stated that the use of social media could improve student's abilities. In addition, in this study, researchers also recommend and explained the use of several social media in online learning, for example, such as Instagram, Youtube, and WhatsApp.

Blaschke (2014) examined the role of social media in student development in online learning. The method used by researchers to collect data in this study was to interview students and instructors. In addition, researchers also conducted a survey about students' opinions or perceptions regarding to the application of social media in classroom learning. The results obtained in this study, the

researchers found that students felt that the use of social media had an impact on increasing specific cognitive and meta-cognitive skills. In addition, this study also showed an increase in student interaction and skills when carrying out learning using social media.

Those were the explanations about kinds of previous studies that discussed about the use of social media in online learning. The five studies as a whole focus on examining the use of social media in online learning, and there were also several studies that examined the role of social media in online learning. Those were the driving factor why the research entitled "The Roles of Social Media as Learning Media to Support Online English Learning during Covid-19 Pandemic for Eleventh Grade Students at SMK Negeri 9 Bandar Lampung" carried out. This research examined more deeply the role of social media as learning media in online learning during the Covid-19 pandemic, especially in English subject. It was not only discussing the role of social media in online English learning during the Covid-19 pandemic, but also identified about kinds of social media used by students in online English learning. Besides, the results from this study were useful to inspire the teaching staff to create more interactive learning activities. That's why this study was certainly different from the studies that had been conducted by previous researchers.

2.2 Theoretical Framework
2.2.1 Definition of Online Learning

In the past, learning only carried out in class or face to face directly (offline class), along with the development of technology, learning activities no longer carried

out only in the class. Now people were familiar with the term of online learning or learning by not requiring students and teachers to come to the class (not face to face). This was in line with the opinion expressed by Ayu (2021), she explained that the increased significance of continuous learning, e-learning had become a great feature which well received by 21st century education. Online learning was the learning that used or utilized several technologies as access (Benson, 2002; Carliner, 2004; Conrad, 2002). Besides, Hiltz & Turoff (2005) also stated that online learning was the development or the new form of distance learning.

From the definition of online learning above, the researcher concluded that the meaning of online learning was a form of learning that used or utilized technological sophistication (such as smartphones, laptops, computers, etc) as a medium to access it. Sari & Oktaviani (2021) stated that technology-based online learning portals had offered to assist Indonesian students to be successful in their online learning education. Online learning was a development of distance learning, therefore in this online learning, every teacher and student could carry out learning activities even though they were not conducting face to face meeting or even when separated by a considerable distance. Both teachers and students could carry out learning activities anytime and anywhere.

2.2.2 Definition of Social Media

What came to your mind when you heard the word social media? Surely you were imagining several online platforms such as Facebook, WhatsApp, and others. However, what was the meaning of this social media? According to Obar and

Wildman (2015), social media was describing as media that supported or facilitated the development of online social networks by connecting one individual identity (profiles) to another. Salmon et al (2015) described the definition of social media as social tools and a digital environment that was outside the provision of a formal learning management system in a university.

From the definition of social media put forward by several researchers, the researcher could define that social media as a media used to communicate or socialize through online. Then, in another study, Devi et al (2019) explained that social media also created a forum to develop the learning process in the world of education. This showed that social media did not only play a role as a medium to socialize with each other through online, but also can be a medium to provide material or become a learning medium other than presenting information like books.

2.2.3 Kinds of Social Media in Online English Learning

Previously, the researcher had discussed about several definitions of social media. In simple terms, social media was an online platform that used to communicate or share information with other people, both those who were already known and other people and even strangers. Currently, social media was not only using as a meant of communicating or socializing through online, but also as a learning media in online learning.

Social media itself had several kinds. In this sub-title, the researcher mentioned several kinds of social media that used as media to carry out learning activities. Thaariq (2020), he gave 3 social media recommendations that could be used as learning resources, especially in the New Normal era, such as Youtube, Instagram, and WhatsApp. Those social media were the subject in this research. The following were some informations from the three social and also their functions.

a. **WhatsApp**

One of the most widely used applications for online communicating was WhatsApp. Nowadays, almost everyone had this application on their smartphone, including students who being the biggest users of WhatsApp. WhatsApp itself was a simple tool that used for self-paced learning and it was free to use for calling, texting, and sharing media such as images, location, audio, video and contacts (Sari, 2018). Those were the various features that users could use when installing this application on their smartphone, besides to send short online messages.

In this era, WhatsApp was not only used to communicate via online, but also used as a supporting media in learning activities. Sari (2019) stated that WhatsApp had a special feature that allowed users to build a specific group in order to connect the persons and intimate the communication between students and teachers regarding course aspects. Thus, it could be said that teachers and students could use the WhatsApp application to maximize the delivery of material and also discuss regarding the material being discussed through this online chat application.

b. Youtube

Youtube was one of the social media where someone could share or watch videos with various content through the account or channel they had created. Not only shared and watched videos, the users of this application could also react to the videos or content creator in the application through the "like" menu or by giving comment in the column provided. In this era, there were a lot of content creators appear on YouTube, one of which was content creators who uploaded videos about education, such as English learning materials.

Simanjuntak et al (2021) stated that YouTube was one of the facilities in the world of education which could provide various materials required in all subject areas, including English. It could be said that Youtube had a function as one of the supporting media in learning activities. The researcher can know this kind of thing from the many content creators who upload content about learning on Youtube, one of which was content about English material. Through Youtube, students could get other useful references to improve their English skills, apart from the material that had been delivered by the teacher. Nofrika (2019) also explained that Youtube helped students to improve their English skills, such as reading, writing, listening, vocabulary lists, and pronunciation. From this statements the researcher concluded that the use of Youtube as a media to support English learning activities could improve the skills students need to master English.

c.   **Instagram**

Instagram was a photo-sharing, video-sharing, and social networking service available on the web and on smart phones. As a result, it allowed its users to take photos and videos and share them on the app, either publicly or privately (Wahyudin & Sari, 2018). All the users of this application could also do broadcast live through the "live" feature provided by Instagram to share moments or activities that were being carried out by users to their followers directly.

Besides, Instagram had a role in education in this modern era. This was in line with the opinion expressed by Bestari, Faiza & Mayekti (2020), they stated that Instagram had become one of the options for online learning media, particularly for enhancing writing skill. In their research, they explained that the application of Instagram as an online learning media could improve students' writing skills through the use of English captions written on Instagram. The results of their research proved that Instagram had another roles besides being a social media, but also as an online learning media in learning English.

2.2.4 The Importance of Social Media in an Online Learning Process

The common assumption and perspective that social networking sites could be effectively used in Second - language education had provided justification for relevant studies (Sari & Wahyudin, 2019). It's all proven that today social media had other uses. Social media was no longer only useful as an online platform for socializing with each other in cyberspace, but also in the field of education,

especially in the online learning process. In the field of education, digital communication via social network services had grown in popularity between student groups or between students and teachers (Sari & Putri, 2020). Social media had been used by several teachers to carry out learning activities in this modern era. According to Balakrishnan & Gan (2016) explained that the big fame and abilities of social media could enhance and encourage learning to form virtual study groups, support opinions during discussions, and introduce active interactions between students and teachers or lecturers to accommodate and encourage learning. Chartrand (2012) explained that social media enabled students to learn a language by using podcasts and videos. Woo et al. (2007) also stated that multimedia materials could increase students' motivation to learn the language.

According to latest studies, a specific group that received lessons, commitment, and inspiration through a social media website performed better on an English proficiency test than the group that received training on a face-to-face basis (Wamba, 2016). Shazali, Shamsudin, & Yunus (2019) explained that the development of students' writing skills in terms of learning motivation and knowledge of new vocabulary facilitated on Instagram. Another research, Kartikawati & Pratama (2017) stated that higher order thinking skills could be trained using WhatsApp. From some of the research that had been explained, the researcher could see that social media played an important role in online learning. That was what made social media important in the online English learning process.