Social Media for English Teaching and Learning: A Bibliometric Analysis of Research Publications (2012–2023)

Urai Salam[1*], Erica Ikramunnisa[1], Yanti Sri Rezeki[1], Carla Queiroz[2]

[1]Faculty of Teacher Training and Education, Universitas Tanjungpura, Indonesia
[2]Academia BAI, Luanda, Angola, Southern Africa

ARTICLE INFO	ABSTRACT
	This study presents the first comprehensive bibliometric analysis exploring the role of social media in English Language Teaching (SM-ELT) in Indonesia between 2012 and 2023. A total of 2,652 articles were initially retrieved from the Garuda database. After applying rigorous inclusion criteria—focusing on the Indonesian context, journal publications, and English-language articles—687 publications were analyzed. The findings reveal a steady increase in publication volume, with 79.5% of the studies published during the COVID-19 pandemic, primarily investigating students' perceptions of social media in online learning. YouTube was identified as the most frequently studied platform (124 occurrences), followed by TikTok (78), with a noticeable decline in Facebook usage. The analysis also highlights the most cited journals (e.g., SELTICS with 282 citations) and prolific authors (e.g., Wahyudin with 300 citations), reflecting strong research networks within Indonesian institutions. Using VOSviewer, co-word and temporal analyses identified key research clusters, including writing skills, vocabulary acquisition, students' perceptions, and pedagogical innovations such as blended and project-based learning. The study suggests that TikTok will continue to grow in relevance due to its engaging, short-form content and appeal to younger learners. However, it also cautions that the rise of Artificial Intelligence (AI) tools may shift the focus away from social media platforms, offering potentially more effective and scalable solutions for language education. Therefore, future research should explore the intersections between AI and social media in ELT. This bibliometric study provides a foundation for scholars and educators to navigate evolving digital landscapes in English language education.

1. INTRODUCTION

Social media platforms, Facebook, YouTube, Twitter, Instagram, WhatsApp, and other social media networks are now ubiquitous on the global digital stage. By January 2022, 4.62 billion people, or 58.4% of the world's population, were active on social media, spending an average of 2 hours and 27 minutes daily (DataReportal, 2022a). In Indonesia, the rates of social media use are even higher: as of February 2022, 191.4 million out of the country's 277.7 million citizens, or 68.9% of the country's population, were social media users who spent an average of 3 hours and 17 minutes per day on social media platforms (DataReportal, 2022b). Moreover, the main users' purpose in using social media is about to sustain social relationship (58%), saving time (57.5%), knowing a popular issues/latest news (50.1%), finding/buying interesting things (50%), looking for what's been trending (48.8%), or news reading (44.9%) (DataReportal, 2022b). These numbers show how deeply social media has entrenched itself in the day-to-day lives of the Indonesian people. Therefore, the widespread nature of social media implies strong potential for its application in the educational sphere, particularly in English Language Teaching (ELT), as such platforms can boost students' accessibility, interaction, and engagement.

Social media has changed the game for communication, interaction, and information sharing in the 21st century and has also become a useful resource for education and teaching, especially in English Language Teaching (ELT). In Indonesia, as a non-English speaking country, English as a Foreign Language (EFL) and limited use of English in society, social media opens up instant passage for teachers and students. It allows students to gain access to authentic and diverse (English language) materials, participate in meaningful and collaborative language learning activities, and develop both linguistic proficiency and intercultural competence (Mofareh, 2019).

An accumulating literature on using social media in English language teaching and learning (SM-ELT) has evidenced the beneficial influence of social media, in particular in the development of students' language skills. Many studies have demonstrated using social media tools in educational environments to enhance English language learning (Cahyana, 2020; Fatimah & Nurmanik, 2021; Pikhart & Botezat, 2021). For instance, Desta et al. (2021) suggested that Pakistani university students enhanced their English in the digital language context by using YouTube and Google Plus. Similarly, Iswahyuni (2021) found that Indonesian EFL learners used platforms such as YouTube, WhatsApp, and Instagram to improve skills such as reading, writing, vocabulary, listening, speaking, and grammar. Anwas et al. (2020) have also highlighted the importance of enhancing exposure to English through social media among Indonesian high school students, which is positively associated with their own-perceived proficiency in the foreign language. Furthermore, Wang and Tsai (2023) found that YouTube, Instagram, Facebook, and LINE were the most popular platforms used by Indonesian students to enhance their listening, speaking, writing, and reading abilities. Combining this evidence, there is no doubt that social media is a useful tool for enhancing the learning and improvement of English. Furthermore, students seem more motivated and interested in learning English via social media (Arif, 2019; Rerung, 2021).

Despite the increasing number of studies on Social Media in English Language Teaching (SM-ELT) in Indonesia, the existing but fragmented body of literature has not yet been synthesized to produce an overall picture of the scholarly landscape in the field. To fill this void, the current bibliometric study systematically reviews existing studies on using SNS in teaching English in the Indonesian context. This kind of synthesis is necessary to create an overview of what is being done, what is being studied but not yet done, and what is not being researched. By using bibliometric analyses, this study quantifies trends of publications and citations, as well as areas of research interest and potential for promising growth in new areas. Crucially, this study represents the first extensive bibliometric analysis of SM-ELT in the Indonesian context, including a wide range of platforms (YouTube, TikTok, WhatsApp, Instagram, etc). Much of the existing research investigates the educative functions of individual platforms. However, there has yet to be a systematic review that pools information on social media sites for an understanding of their collective potential. Hence, this research makes a unique contribution by presenting broad insights into SM-ELT research in Indonesia and setting a cornerstone for further investigation in a fast-developing field of study.

With current globalised research, research is increasingly spread across international networked databases. However, without organized synthesis efforts, that research activity often remains fragmented and underused. Research synthesis is essential to deconstruct the principal findings of multifarious literature, contributing a coherent insight into various advancements among fields of study (Gutiérrez-Salcedo et al., 2017; Oliveira et al., 2019). In this sense, bibliometric analysis represents a useful methodological approach to examine large and diverse datasets, including analysis dimensions such as co-authorship patterns, thematic clusters, and temporal trends. It can complement clarity and historical perspective to shed light on the trajectory of research topics, especially in the era of digital scholarship and vast academic bases (Donthu et al., 2021).

In line with this approach, this paper explores research tendencies in the area of social media in English Language Teaching (SM-ELT) undertakings in Indonesia using a bibliometric method. It aims at systematically charting and detecting the leading trends of academic publications in the field. More specifically, the following three research questions are explored in the study: (1) What are the trends of quantity and citation of SM-ELT research publications from 2012 to 2023? (2) What are the most cited journals, authors, and articles during these years? Moreover, (3) How have the popular trends and topics in SM-ELT articles and mirrors changed in the past twelve years?.

2. METHOD

Data Searching and Screening

The search was initiated in the Garuda (nationally managed by the Indonesian government) as it has comprehensive coverage for local academic publications. The platform provided valuable access to a breadth of scholarly publications. However, several issues extended the search and review stages, including the inability to download full documents, inconsistent metadata formatting, incomplete bibliographic records, double counting, and duplicates. For searching, the search combined keywords (see Table 1) that describe the most popular social media used in Indonesia -WhatsApp, Facebook, YouTube, Instagram, TikTok, Telegram, Twitter, and LINE (Katadata & Kementerian Komunikasi dan Informatika, 2022) as a start to retrieve appropriate literature. Without sophisticated keyword filters in the platform, the search was restricted by adding the keyword 8220;

abstract" to maximize the chances of capturing the pertinent stuff. Moreover, we added a publication year filter to select only articles published from 2012 to 2023. This in-depth search process led to a final number of 2,652 articles that were identified.

Table 1. Results of Data Searching and Data Screening

No	Search Keywords	Year	Search Result	Screening Result
1	Facebook-English	2012-2023	280	85
2	Instagram-English	2015-2023	272	128
3	Line-English	2012-2023	763	7
4	Telegram-English	2013-2023	42	23
5	TikTok-English	2021-2023	53	39
6	Twitter-English	2012-2023	126	20
7	WhatsApp-English	2016-2023	513	253
8	YouTube-English	2012-2023	603	316
	Total		2652	871
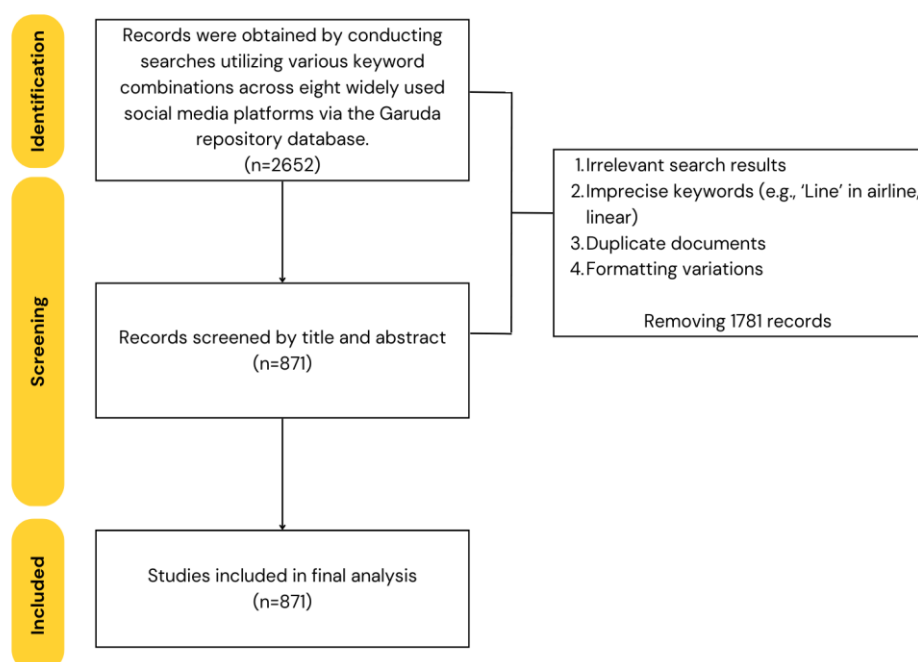
Figure 1. Article Screening and Selection Process

After the primary search, intense data sifting was carried out to filter out those articles that did not fulfil the predetermined inclusion criteria (Table 2). It yielded a curated dataset of 871 articles through the review process. The screening process relied on a comprehensive screening of the titles and abstracts extracted from articles found in eight keyword-level searches (see Table 1), which were searched systematically across years to reduce the risk of bias. There were problems at this stage, such as the return of irrelevant search results, due to misleading or inaccurate words. For example, the keyword "LINE" could appear in unrelated terms such as "airline," "linear," and "online," which would have produced a large fraction of false positives. This lack of specificity in identifying search terms likely led to overlap in results and lower precision in the search. Furthermore, we found duplicate entries, due in part to a slightly non-standardised source of data entries (e.g., similar names/nicknames typed in different formats or capitalisation/punctuation, sometimes with apostrophes), adding another level to the screening process.

Table 2. Inclusion and Exclusion Criteria

No	Inclusion Criteria	Exclusion Criteria
1	In the scope of SM-ELT	Review article
2	Published in 2012-2023	Meta-analysis article
3	Published as a journal article	Systematic review article
4	Conducted in the Indonesian context	Duplicated article
5	Written in English	

Data Fixing and Duplication Removal

Accurate and consistent metadata (e.g., article titles, author names, abstracts, citation counts, and publication information) is determinant in bibliometric analysis. However, we also identified several problems and inconsistencies in metadata downloaded from the Garuda database: misspelled or scrambled authors' surnames, non-standard form of journals' titles, and lack of author keywords. To increase the trustworthiness of the dataset, cross-validation between metadata and the corresponding full-text articles was performed manually using Mendeley Desktop. De-duplication was also performed to dispose of duplicate records obtained by an overlapping keyword search. This iterative data cleaning resulted in the final data set of 687 articles eligible for bibliometric analysis..

Data Analysis

This study adopted a two-stage methodology to assess the bibliometric performance of 687 articles (published in 376 journals and written by 1,318 authors) on Social Media (SM) and English Language Teaching (ELT) with a focus on classroom practices within an Indonesian context. The 1 st level of data analysis was performed to answer the RQ1 and RQ2 using Microsoft Excel to process the initial data refinement. This step was carried out by discarding irrelevant keywords and removing duplicates to guarantee the accuracy of the data. The second stage investigated the thematic structure and temporal evolution of research topics with the VOSviewer software (van Eck & Waltman, 2021). Keyword frequency was analyzed in the titles, abstracts, and author-assigned keywords by existing bibliometric literature (Lee et al., 2020; Zupic & Čater, 2015). A thesaurus file was created to normalize the terminology by eliminating irrelevant terminology, correcting spelling errors , and aggregating the meanings of keywords. A co-word analysis was then performed to reveal the co-occurrence of keywords and to graphically represent these relationships in a network map based on VOSviewer—this mapping aimed at revealing implicit conceptual themes in the literature. Moreover, a temporal overlay was projected on the network map that showed the average year of publication of the keywords to detect changes in research focus over time (van Eck & Waltman, 2022).

3. RESULTS

Publication and citation growth trends

This study examines the publication and citation patterns of 687 scholarly articles on social media in English Language Teaching (SM-ELT) in the Indonesian context from 2012 to 2023. As shown in Figure 2, the publication trend can be denoted by three separate stages: slow and steady growth between 2012 and 2017 (i.e., 44 articles, 6.4%); moderate and accelerating growth from 2018 to 2019 (i.e., 97 articles, 14.1%) and fast growth between 2020 and 2022 (i.e., 546 articles, 79.5%). However, there was an abrupt drop-off in 2023 with just 48 publications listed. This decline can be partially explained by a change in the focus of scientific inquiry towards new topics, including technology such as AI, especially since the release to the public of tools such as ChatGPT at the end of 2022. The citation analysis indicates a very complex and evolving pattern during the same period. We counted 4,555 citations, which is a high academic impact. Citation activity was markedly variable: there was a first increase between 2012 and 2014 (this last year the citation count was 120) and a decline between 2015 and 2016 (annual citation count lower than 100). This trend strongly resurfaced between 2017 and 2020, reaching a maximum of 1,750 citations 2020. It would be premature to infer a decline in interest and relevance following that in 2021 and 2022, authors should consider that the citation window for newer publications is limited, as it may take time to gain visibility and scholarly uptake.
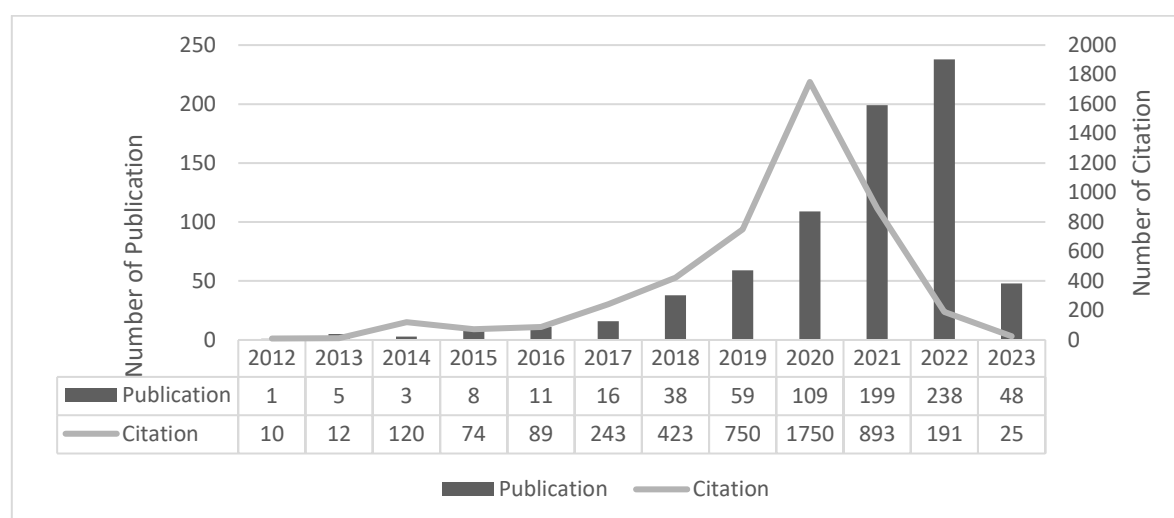
Figure 2. Publication and citation growth trends

Journals, authors, and articles with the most significant citation impact

Table 3. Perspectives of online education

No	Journal	Publisher	TC	TP	C/P	S	h
1	Celtics Journal: Scope of English Language Teaching, Literature and Linguistics Journal (SELTICS)	Universitas Muslim Maros	282	3	94	S5	6
2	IJoLE: International Journal of Language Education (IJoLE)	Universitas Negeri Makassar	237	2	118,5	S1	16
3	Journal of English Language Teaching and Learning (JELTL)	Universitas Teknokrat Indonesia	208	4	52	N/A	10*
4	Jurnal Pendidikan dan Pengajaran (JPP)	Universitas Pendidikan Ganesha	172	2	86	S2	29
5	Studies in English Language and Education (SiELE)	Universitas Syiah Kuala	136	4	34	S1	24
6	Pedagogy: Journal of English Language Teaching (Pedagogy)	Institut Agama Islam Negeri Metro Lampung	133	5	26,6	S4	8
7	Metathesis: Journal of English Language, Literature, and Teaching (Metathesis)	Universitas Tidar	124	5	24,8	S3	16
8	Studies in Learning and Teaching (SiLeT)	Indonesia Approach Education	113	1	113	N/A	7*
9	Journal of English for Academic (J-SHMIC)	Universitas Islam Riau	102	7	14,5	S4	10
10	Loquen: English Studies Journal (Loquen)	Universitas Islam Negeri Sultan Maulana Hasanuddin Banten	94	6	15,6	S3	9

Abbreviations: R, rank; TC, total citation; TP, total publication; C/P, citation per publication; S, Sinta accreditation (as of January 2023); h, h-index; N/A, Not Accredited; *h-index from Google Scholar

This section provides an overview of the citation impact of the top ten journals, authors, and articles

on social media in English language teaching (SM-ELT) within the Indonesian research environment. Total citation counts determine citation impact and provide a quantitative method for evaluating academic contributions made by key contributors in the field. The results are listed in three analytical units: journals, authors, and articles, offering a concise and thorough presentation of the most influential literature. These describing categories point to both individual academic productivity and scholarly recognition trends across the terrain of SM-ELT.

The study consists of 687 articles that are published in 376 journals and is evaluated by several bibliometric indicators such as total citations (TC), total publications (TP), citations per article (C/P), Google Scholar h-index (h), and national journal accreditation status based on the SINTA index. SELTICS had the most total citations, but the lowest h-index for the top ten, alluding to focused impact from a few highly cited papers. IJoLE had the highest citation-per-article (118.5), and was also S1-accredited along with SiELE. J-SHMIC, however, published the most papers, yet received only a moderate citation impact overall. These trends suggest the importance of publication volume, citation efficiency, and journal reputation for predicting scholarly impact.

Table 4 lists the top authors of SM-ELT based on total citation counts from 2012 to 2023. It is interesting to note that co-authorship is a common practice, as it is evident that most authors in these networks of collaborations are usually co-authors. Many have repeated collaboration ties, usually with co-authors from the same institution, indicating strong ties between authors. Notable examples of such cooperation are Barus and Simanjuntak, Sujarwo and Sukmawati, whose work has contributed to the development of this field. As for authors, Wahyudin is the most influential author, with 300 citations for three publications. Sakkir, in comparison, is cited less overall; in fact, it is the most productive with 7 papers published. This study illustrates the contributions of individuals who lead the research and how SM-ELT research remains a networked enterprise, providing insights into the interrelated scholarly community shaping the research landscape.

Table 4. Authors with the greatest citation impact

Rank	Author	Affiliation	TC	TP	C/P
1	Wahyudin, A. Y.	Universitas Teknokrat Indonesia	300	3	100
2	Sari, F. M.	Universitas Teknokrat Indonesia	292	3	97,3
3	Barus, I. R. G	Institut Pertanian Bogor	258	1	258
4	Simanjuntak, M. B.	Institut Pertanian Bogor	258	1	258
5	Sujarwo, S.	Universitas Megarezky	202	3	67,3
6	Sukmawati, S.	Universitas Megarezky	202	3	67,3
7	Aminatun, D.	Universitas Teknokrat Indonesia	180	3	60
8	Siradjuddin, S.	Universitas Megarezky	177	2	88,5
9	Sakkir, G.	Universitas Negeri Makassar	158	7	22,5
10	Dollah, S.	Universitas Negeri Makassar	157	5	31,4

This section presents the citation impact (CI) of articles, an essential measure for assessing the influence of research. For this analysis, 687 eligible articles were reviewed, and the top ten articles with the greatest citation impact are detailed in Table 5. These ten articles received 1,285 citations, accounting for approximately 28.2% of this field's total citations. Eight out of ten high-impact articles were published in the highest-impact journals in Table 4. It is also remarkable that most of the papers on the list are relatively recent, as they were published in 2020 (5 papers) and 2021 (3 papers), indicating that influential SM-ELT research has recently increased its presence. The paper with the largest total count of citative actions and average yearly count is Barus and Simanjuntak (2020). This article and six others focus on student opinion and attitudes towards SM-ELT, indicating a substantial thematic cluster in the research. Furthermore, the other impactful papers range in themes from the teacher perspective (Fitria, 2020) to learning achievement (Rozal et al., 2021; Syafiq et al., 2021), indicating a wide and varied scope of study in the SM-ELT field.

Table 5. Articles with the greatest citation impact

| No	Title	Author	Journal	PY	TC	C/Y
1	WhatsApp Group and Google Classroom-Based Learning Materials in English Classes: Students' Perceptions (2020)	Barus, I. R. G., & Simanjuntak, M. B.	SELTICS	2020	258	86
2	Undergraduate Students' Perceptions Toward Blended Learning Through Instagram in English for Business Class (2019)	Sari, F. M., & Wahyudin, A. Y.	IJoLE	2019	217	54,2
3	An Analysis of University Students' Perspective on Online Learning amid the COVID-19 Pandemic (2020)	Sujarwo, S., Sukmawati, S., Akhiruddin, A., Ridwan, R., & Siradjuddin, S.	JPP	2020	155	51,6
4	Looking Into EFL Students' Perceptions of Listening by Using English Movie Videos on YouTube (2014)	Silviyanti, T. M.	SiELE	2014	118	13,1
5	Students' Experiences in Using Online Learning Applications Due to Covid-19 In English Classroom (2020)	Famularsih, S.	SiLeT	2020	113	37,6
6	Teaching English Through Online Learning System During the COVID-19 Pandemic (2020)	Fitria, T. N.	Pedagogy	2020	104	34,6
7	The Effect of Project-Based Learning Through YouTube Presentations on English Learning Outcomes in Physics (2021)	Rozal, E., Ananda, R., Zb, A., Fauziddin, M., & Sulman, F.	AL-ISHLAH: Jurnal Pendidikan	2021	86	43
8	Using Facebook to Practice Writing Skills: What Do the Students Think? (2021)	Putri, N., & Aminatun, D.	JELTL	2021	81	40,5
9	Students Point of View on The Use of WhatsApp Groups to Elevate Writing Ability (2020)	Handayani, E. T., & Aminatun, D.	JELTL	2020	79	26,3
10	Increasing Speaking Skills Through YouTube Videos as English Learning Material During Online Learning in the Pandemic Covid-19 (2021)	Syafiq, A. N., Rahmawati, A., Anwari, A., & Oktaviana, T.	Elsya: Journal of English Language Studies	2021	74	37

Abbreviations: PY, publication year; C/Y, citation per year; TC total citation

Topical foci evolution

The study coded 580 keywords from the chosen articles about SM-ELT to identify the main themes of

interest. In particular, two keywords—YouTube and students' perceptions—were generated more than 100 times, and eight other keywords emerged more than 50 times, which indicated some foci of related research in the field. The social media platform quoted the most was YouTube, with 124 cases, followed by WhatsApp with 92 and Instagram with 78, indicating that these media are interesting for their incorporation into practices of teaching language at the university level. The keyword COVID-19 pandemic (92 hits) demonstrates the importance of social media for language learning during the pandemic. The term all social media (74 instances) also demonstrates the interest in the potential of social media in different ELT settings in general.

The examination also discloses the strong integration of social media within the development of specific language competences. For example, there was a high frequency of connection between social media keywords and speaking (99 occurrences) and writing (83 occurrences) skills, indicating the importance of those platforms for the development of key language skills. This result corresponds to the theme of students' perceptions (119 instances), which means that achieving insight into learners' experiences and perspectives of social media-integrated interventions for ELT was a key focus of the literature. Keywords co-word map. It is realized in the representation of relationships between keywords visually, according to the following method. Keywords are represented as nodes (circles), with co-occurrence links. In contrast, the node size is proportional to the frequency with which the given term occurred, and the thickness of the link represents the number of articles in which the two terms occurred together. These relationships were clustered and colored, which offered a new perspective on the research landscape in the field of SM-ELT. This visual explanation permitted a better intuitive insight into interrelations between the key research areas, according to Zupic and Čater (2015).
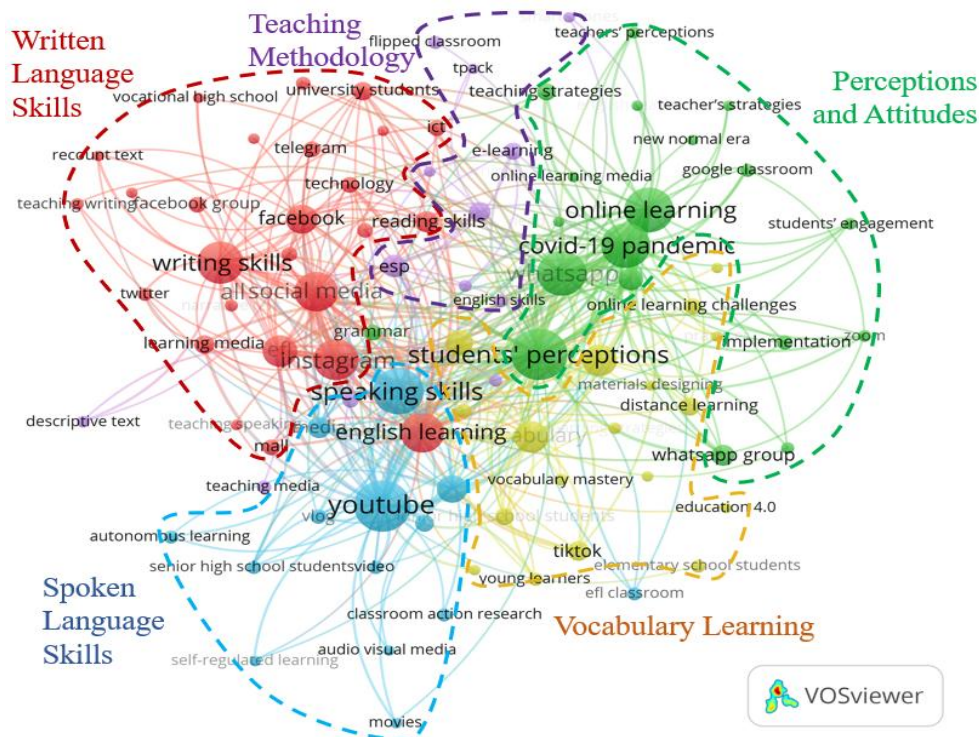
Figure 3. Co-word map of keywords on SM-ELT research in Indonesia, 2012-2023

The co-words analysis shown in Figure 3 points out the five main theme clusters according to the co-occurrence of 90 key words (from a total of 580), which appeared at least five times, with five or more co-occurrences. The biggest red cluster comprises 26 keywords and relates to the use of social media to promote writing in English Language Teaching (ELT). Interestingly, Facebook is reported as the most commonly used tool for enhancing reading and writing skills (Arfiandhani, 2020). Instagram is singled out especially for writing skills, with Telegram and Twitter highlighted for potential for reading and writing ability. University students form the basic recipients of these interventions, focusing on narrative and recount genres. Moreover, the co-occurring keywords indicate a strong tie to descriptive texts, supporting the thematic orientation of the use of social media in ELT.

Moreover, finally, this batch explores several issues on social media in English language learning, especially on the motivation theme, especially in an Indonesian context where platforms such as Instagram and Facebook appear more often. We can also see "all social media" and EFL (English as a Foreign Language), again indicating the current study's appropriateness to the Indonesian context. Furthermore, the word "Learning English" is also a prominent microtheme reflecting the important themes of this cluster. The second cluster (in green) is a 19-word cluster regarding perceptions and attitudes toward social media in English language education. This cluster emphasizes the potential of social media as a vehicle for pedagogy, especially in the era of the COVID-19 pandemic. The focus is on students' perceptions; less is given to teachers' perceptions. This development indicates research that seeks to understand how students use and gain advantages from social media for language learning. The phrase "new normal era" reflects the transition into a time of teaching and learning post-pandemic, with much of the interest centring around platforms such as WhatsApp for communication skills, Google Classroom to manage education, and Zoom for videoconference courses.

The third cluster (in yellow) includes 18 keywords . It is related to vocabulary learning, specifically the application of video materials on YouTube covering longer and shorter video formats (i.e., TikTok) and incorporating English songs. Most of the studies in this group are related to teaching vocabulary among young learners, which implies that social media positively impacts vocabulary learning, particularly for primary and junior high school students. The results emphasize the importance of social media for promoting the English Language Teaching (ELT) policy in Indonesia. The fourth cluster is blue and consists of 14 words, with keywords focusing on speaking and listening in ELT, such as for senior high school students. This category focuses on using audiovisual texts, e.g., movies, video files, and vlogs from YouTube for language development. Special attention has been given to both speaking and independent learning strategies, and the use of YouTube to develop pronunciation in the classroom action research. The third cluster is depicted in purple and is associated with 13 KWs , including teaching methods such as blended learning, flipped classroom, and project-based learning. These approaches demonstrate how social media may be incorporated into ELT. The cluster also includes studies on authentic materials and e-learning techniques, as well as the TPACK (Technological Pedagogical Content Knowledge) , which is highlighted as pivotal in teaching opportunities.

Temporal Map

In constructing a co-word analysis map, we used VOSviewer to produce a temporal map (Figure 4), building upon the core map generated in Figure 3 above. The journey map concept indicates the time-spanning related gaps in SM-ELT research. It uses different shades to reflect the time-depth of topics, with darker shades corresponding to earlier stages of research and lighter shades indicating more recent developments. The colour of each keyword represents its average publication year from 2017 to 2021, which provides useful interpretations about the temporal trends and core themes in SM-ELT research.

This examination identifies two major directions in social media use in ELT. Facebook was the most dominant platform originally in SM-ELT research, overtly suggested by its darker temporal colour and mid-late literature life (2017), which indicates its prominence in the early years of SM-ELT research. However, it has lost a lot of its importance. On the other hand, YouTube has remained an enduring platform and, with a peak of network importance around 2020, has not lost relevance as one of the earliest platforms exploited for ELT. Instagram and WhatsApp, with an average publication year of 2020, gained in popularity in ELT research to a greater extent than previous platforms, including Facebook and YouTube. By contrast, applications like LINE, Telegram, and Twitter have yet to achieve much penetration in ELT research; the former is hardly present, and the latter two have a limited presence.

Recent trends in social media and English Language Teaching (SM-ELT) research underscore the growing significance of *TikTok* as a key platform, as evidenced by 78 publications in 2021. This represents a significant increase for TikTok with other platforms, such as Telegram and Twitter, being mentioned with a similar frequency, demonstrating how social media trends change, and how this feeds into ELT research and our understanding of teaching and learning online. In addition, the analysis shows a recent changing tendency in SM-ELT themes. Previous research has concentrated on using social media to develop English language skills, especially in writing and reading, and this attention increased around 2019. Speaking and listening were also covered, with more emphasis on speaking.

These are longitudinal trends from 2012 to 2019 that predate the COVID-19 pandemic and suggest that the research agendas around these focal topics were well developed prior to the novel coronavirus and the severe shifts in the educational and research priorities due to COVID-19. The research context changed in 2020

due to the COVID-19 pandemic, which shifted research focus from language skills to perceptions and attitudes toward online learning. Amid the pandemic, another key trend was investigating students' opinions of social media in online learning. This has extended into the post-pandemic "new normal," becoming a recurring hot topic in 2022, with added emphasis on students' views. These studies, with the average year of publication near 2021, illustrate a pronounced attention to the pandemic-related topics, highlighting its current relevance and growing submission in the literature of ELT.
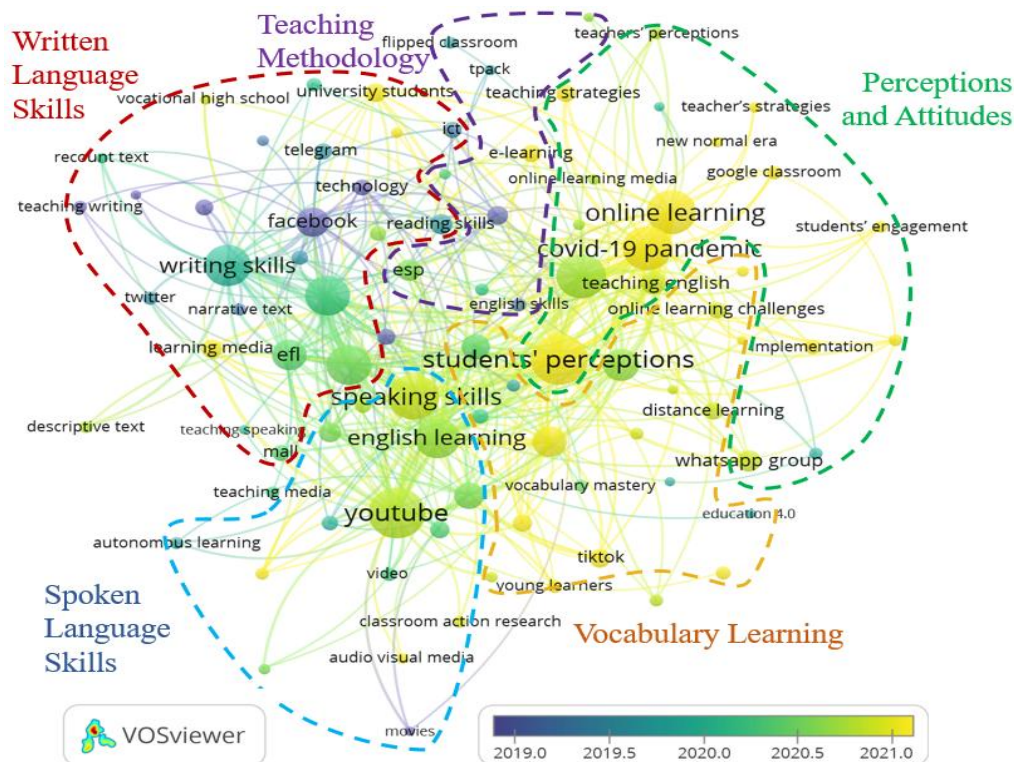
Figure 4. Temporal co-word map of keywords on SM-ELT research in Indonesia, 2012-2023

4. DISCUSSION

Trends in Research: Literature on Social Media and English Language Teaching (SM-ELT)

The results show an increasing trend of publications on Social Media and English Language Teaching (SM-ELT) from 2012 to 2023. Although the citation behavior is mixed across the different citation patterns, the increase in the number of studies stands out. There was a remarkable increase in publications in 2020–2022, accounting for 79.5% of the total articles. It can be argued that this exceptional increase in followers is because the COVID-19 pandemic initiated a sudden and massive transformation in ELT activities worldwide. Face-to-face teaching was cancelled because of health-oriented guidelines, resulting in a rapid shift to online teaching and learning spaces (Moorhouse & Kohnke, 2021).

The imposed shift to digital space for teaching and learning has led to new pedagogical spaces calling for the necessity of leveraging social media tools for the continuity of teaching and learning. When it comes to teaching and learning, as the search for effective means of online communication tools spread, social media tools presented themselves as crucial tools conducive to stimulating engagement, collaboration, communication, resource sharing, language learning, and retention (Ismail et al., 2022; Mazov et al., 2020; Paliath & Evangeline, 2022; Gozali et al., 2022; Papademetriou et al., 2022; Zhang et al., 2022). This process, therefore, serves as a case study of the rapid response of the research community to global shocks and how it quickly shifted attention to the new affordances and challenges of SM-ELT.

Additionally, the COVID-19 pandemic influenced publication output, citation patterns, author productivity, and journal performance (Fuad et al., 2022). Authors who trended themselves toward hot global topics, such as social media for distance education, exhibited increased visibility and citation benefits in this session. Literatures, such as Barus and Simanjuntak (2020) in SELTICS and Sari and Wahyudin (2019) in IJoLE, reflect this must-follow trend. Their timely and relevant study contributed to the growing knowledge about technology-enhanced language learning. Before the COVID-19 outbreak, studies on SM-ELT in Indonesia were still limited, highly experimental (Mariyana, 2019; Rakhmanina & Yuneva, 2018; Styati, 2016; Susanti & Purwati, 2017), and frequently limited to exploring specific uses of social media for educational purposes.

The pandemic resulted in a change in research direction, leading to extended examination of student perceptions, attitudes, and experiences with social media as an integral part of online learning contexts. This change is due not only to the increasing salience of social media in educational processes, but also to the ability of the research community to alter its investigatory tool in light of global educational change. Thus, social media transitioned from a supplementary means to a focal research topic in ELT during the COVID-19 pandemic.

Platform-Specific Trends and Future Research Directions

The utilisation of social media in ELT research, by and large, reflects the following: The larger social trends and popularity of these platforms in society. There are, however, important exceptions, especially about Facebook. Even though Facebook has traditionally been among the most popular social media in ELT research globally (Perez et al., 2023), the use of Facebook is less prominent in recent Indonesian ELT studies. Nevertheless, Facebook still holds a major fan base in Indonesia (Katadata & Kementerian Komunikasi dan Informatika, 2023) and is known for its value in second language learning studies (Barrot, 2020, 2021; Yu et al., 2023). One possible reason for this downturn is that Facebook's academic study may have peaked. Previous research has very well investigated the affordances of Facebook for language learning, leaving scarce margins for original contributions and new research findings in the present situation (Gournelos et al., 2019).

On the other hand, TikTok has quickly become an interesting area of research in ELT and is being studied specifically in Indonesia. The trend of TikTok as a popular social media in Indonesian users' life, has grown similarly with its prevalence on educational research (Katadata & Kementerian Komunikasi dan Informatika, 2023). Recent studies emphasize the educational value of the TikTok platform, considering its provision of short, entertaining, and creative content targeted at a younger population (Khlaif & Salha, 2021; Garcia et al., 2022). By its nature, TikTok is an environment where short-form videos, representing creative expressions, are widely shared. It provides language learners with multiple affordances for language learning, including exposure to vocabulary, practicing pronunciation, and access to the usability of real-life language that emerges from user-generated content.

In addition, TikTok is becoming known for its potential to motivate students and educators. Zeng et al. (2021) observe that TikTok can encourage creativity, opening up new possibilities for educators to reach learners in an increasingly digital world. Escamilla-Fajardo et al., (2021) determined that homework activities, once again within higher education, that were related to educational TikTok use resulted in increased motivational and creative scores. These changes indicate that TikTok is not just a fad to follow; something fundamental is currently happening with how digital resources can be used in language teaching. Based on these findings, TikTok is considered a potential medium for further ELT studies, particularly in the context of Indonesia. Possible future research can investigate successful pedagogical models for integrating TikTok and the long-term affect on language learning outcomes, and research that compare TikTok to other social media. In addition, it is necessary to research challenges, e.g., content moderation, data privacy, and digital literacy capabilities, that arise when utilizing TikTok in an educational context. A better understanding of these gaps may provide insights into the potential of new social media tools in the future of English teaching and learning.

5. CONCLUSION

The present study suggests that TikTok is poised to become an increasingly prominent platform in English language teaching (ELT) due to its user-friendly features and strong appeal to younger generations. As a result, it is anticipated that TikTok will be a central focus of future social media research in the ELT domain, offering new opportunities and challenges for language instruction and learning. However, the rapid rise of Artificial Intelligence (AI) across various sectors, including education, may pose a significant challenge to TikTok's dominance in ELT. AI has the potential to provide more efficient and personalized solutions for English language learning, which could potentially diminish TikTok's role in educational settings. Consequently, while TikTok presents considerable research potential, it is important to consider AI as a competing and transformative force that may influence the language education landscape in the coming years.

6. ACKNOWLEDGMENTS

7.　REFERENCES

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