CHAPTER II
REVIEW OF THE LITERATURE

This chapter is divided into two major parts presenting a discussion about theoretical studies and previous studies. Theoretical studies comprise related theorists in this study while previous studies discuss the implementation of that related theorists in prior studies.

2.1 Theoretical Framework

2.1.1 Social Media in Field of Education

Social Media is also being more and more used to provide learning activities apart from its extensive use for social communications among the younger generation. Implementation of social media in learning or education where learners are given the power to produce and arrange their learning activities is behind the concept of e-learning. In other side, Students` are motivated to cooperate more dynamically during class through collaborations among the teachers and students and they are encouraged to create an effective involvement with the topic substance (Al-Rahmi et al., 2015).

Social media has become thoroughly rooted in modern culture People have woven these networks into their daily routines, using Facebook, Twitter, LinkedIn, online gaming environments, and other tools. Social media makes kids more peer-based. Young people are motivated to learn from their peers online. They interact and receive feedback from one another. (Junco et al., 2010) state that students use social media tools for many purposes such as access to information, group discussion, resource sharing, and entertainment.

A social media platform is described as an interactive software platform that supports the development and exchange of user-generated content and requires users to build service-specific profiles and identities (Kaplan & Haenlein, 2010; Obar & Wildman, 2015). By linking a user's profile with the profiles of other people and groups, social media platforms also contribute to the growth of online social networks (Obar & Wildman, 2015). This definition of social media includes a broad range of applications, such as messaging, video and image sharing (such as Twitter, Snapchat, Instagram, Slack, Discord, Facebook, WhatsApp, Messenger, YouTube, Skype, and e-mails), forums, discussion boards, and blogging (such as Reddit, LinkedIn, and Facebook), as well as management tools (such as Trello, Asana, Google Drive, and Overleaf) (Bjørner, 2020).

There are several social media famously used by netizen. But in this case, the social media mostly used by students among others. Facebook was created in February 2004 by Mark Zuckerberg at Harvard University and it has over 130 million active members worldwide, Facebook has also been used for formal learning with academics setting up open or private groups for classroom practices(Ivala & Gachago, 2016)). Social media generates a lot of interest from virtual friends like educators. There is a growing body that social networking has the potential to improve social connectivity and that high school and university students spend a lot of time connected to all types of internet services(Cheung & Lee,2010) cited in Vandoorn & Eklund (2013).

In addition, WhatsApp is one of the big changes in mobile app communications in the past. Users are growing very fast on mobile and also on computers. WhatsApp is active monthly worldwide in February 2016. In that month,

the mobile messaging application announced more than 1 billion active monthly users, up from more than 700 million in January 2015. This service is one of the most popular applications worldwide (Naveen &, 2017).

Social media has been used innovatively. Students should be taught to use this tool in a better way in the educational classes Media, just being used for messaging or texting rather than they should learn to figure out how to use these media for good. Social media has increased the quality and rate of collaboration for students. With the help of social media students can easily communicate or share information quickly with each through various social sites like Facebook(Al-Rahmi et al., 2014) this has spurred discussion among faculties, across disciplines and from various schools about the effectiveness and stability of social media as a teaching tool.

2.1.2. Social Media Tools as a Learning Resource

Social media tool as a learning resource because social media tools are mostly free applications for public use and this can be seen from the many new methods in the world of education that many use learning media taken from social media. Learning activities also become easier when social media is used in education. Through social media students can be more creative and independent in learning, thus the quality of students can improve, with the increase in the quality of students, the quality of education will also be better Liu, Y. (2010). In Facebook Web site statistics, there are more than 400 million active users from over 180 countries right now, more than 60 million status updates posted each day, more than 3.5 million events created each month, and more than 3 billion photos uploaded each month Facebook, April (2010). Facebook has the following features: user's profile, status, friends, a news feed, wall, discussion boards, photo tagging, and applications. Based

on these features, Facebook could be a wonderful tool for building a sustainable and life-long learning social network and building an extended community learning environment (Liu, 2010).

Social media is an online medium that allows its users to easily participate, share, And create a work Social media is more fun because there are various features that stimulate the users' thinking to stay happy and not bored. For learning English In this millennial era, students cannot be separated from the information and technology development (Maulina, 2018). One of them is social media. English Education Department students use it for various purposes. One of them is for academic purpose. That is used as learning sources, whether when they are in class or outside of class so they can learn English by the lecturer's guidance or autonomously (by themselves) The social media applications mostly used by the students to improve their English are youtube, instagram, facebook, and Whatsapp.

Social media encourages autonomous research and decision-making, preparing pupils for life after school. These social media abilities can be led and improved to yield superior learning outcomes and critical awareness when they are reinforced in a classroom setting. Social media also gives students more opportunity to communicate and collaborate outside of the traditional classroom, allowing them to begin experiencing a linked world long before they start working. In this study there are three uses of social media, namely: Facebook, Instagram and WhatsApp. Educational terms by social media and website allow users, who sign-up for free profiles to connect with friends, work colleagues or people they do not know, online. It allows users to share pictures, music, videos, and articles, as well as their own thoughts and opinions with however many people they like.

2.1.3. The Influence of Social Media for the Learning Process

Social media has become an integral part of daily lives, it is therefore important that such tool be leveraged on as an educative tool especially in the learning process. One of the current users of social media is a student, because by using social media students can easily communicate near and long distance without have to meet face to face. Social media for students is important not only as a place to get interesting information but also as a lifestyle or lifestyle, Social media offers unrivalled opportunities to interact, build relationships using social media, easily get instant feedback, and quickly, (Bouvier, 2018) Social media is online media that supports social interaction and social media using -based technology web that turns communication into interactive dialogue.

The growth of social media over the past few years has brought about a change in the way the use of the internet for its users in the world of education. Social media in the world Education is functionally conditioned as a form of collaboration, friendliness, and creativity its users, conditions that occur today, many people do not realize the importance of the need for social media and the internet in education, The learning process is a process of delivering information, knowledge, information that is formally and informally often happens around us.

Learning process is a condition of the individual's capacity to know more broadly. Through a social media, knowledge and learning process is no longer only focused on accumulation prior individual knowledge. Regardless of good or bad, using the media as a medium in the learning process, it is clear that social media applications and devices have succeeded in providing a new challenge concept in the formation of formal education that has existed at this time, (Bandura, 2001).

The use of social media is now happening a lot in the process distance education (e-learning) where the teaching and learning process is no longer limited to space class, distance, and time. The influence of social media on the learning process is very good as it creates a community, many students are challenged to be able to adapt to new learning concepts and special tasks. Social media helps to centralize the collective knowledge of the whole class to make learning and communication more efficient such as starting a class contact list to collaborate and share specific lesson tips and Invite teachers or friends who use social media to join study groups so they can provide input and feedback.

2.1.4. How Social Media Works in Educational Media

Social media in education include of Facebook, Twitter, Linked-in, Google plus, message boards, and blogging among which Facebook (Devi et al., 2019). Besides, the social media was defined as Facebook, YouTube, Blogs, Twitter, MySpace, or LinkedIn. They create a space for students to ask and answer questions. When students get home and begin working on their homework, they can post a question to the groups to get it answered by the group member. It is also ideal for teachers using in the flipped classroom. Post videos, photos, documents, and other resources on the group's wall and students can access before class or when they work on their assignments(Urista & Day, 2008). Social media tools created a platform for the improvement of the educational process to enrich the learning and teaching process with text, videos, and audio materials. The social media tools are useful, they also supportthe learning process of students and supports teachers in addition to the learning evaluation process.

Students and institutions have many potentials to improve learning methods by means of social networking applications. Everyone particularly in educational field can use social media plugins on these networks to enable engagement and sharing. Online lessons on YouTube, distance learning courses from other universities through Skype, and a wealth of information that is shared on social media are all helpful to students. In this case, social media can provide useful information for research purposes, such as analytics and insights on numerous topics or concerns. Being involved on as many social media platforms as you can as a school is essential because it helps teachers or students as well as institutions develop better student training programs and impacts student culture.

2.1.6 Student`s perceptions on using Social Media

Students' perception on social media, supports information, and shares and collaborates between individuals, group of individuals, societies, communities, countries, and others (Franklin 2016). It also manifests a huge and significant influence on the daily search for information necessary for decision making the participant perceptions provide evidence that additional research to assess the integration of social media in classroom learning is needed. Also, most of the participants are familiar with both social media tools Facebook. However, Facebook is higher in several friends and followers, indicating that Facebook could be more effective than Twitter for engaging students with others in learning contexts Coren, E (2016) Cited in Franklin, (2016)

In identifying the student's perception, there are positive and negative perceptions. Positive perception is a valuable present that prepares the self-confidence and power to catch on the world, to endure crises, and to focus outside

oneself. It increases the construction of relationships and giving to others, while the negative perception is disposed to focus on their desires, tried to acquire and proved their self-worth Amalia, (2018).

Powers & Green, (2016) conducted a research about teachers' perspectives on the effect of bringing social media to the classroom. The majority of teachers who were employed in this survey believe that the implementation of social media in the classroom for instructional purposes plays a significant role for both teachers and students in classroom teaching and learning activities.

Halim's (2020) conducted a research about teacher and students' perception on project-based learning in nursing department. The study was aimed at investigating the students' and teacher's perceptions in utilizing technology-based classroom instructions with project based learning approach in learning.

Muetia (2010) conducted a research about students have a positive perception of the use of the social media for learning English. They stated that social media provides an endless supply of English content which enables them to keep practicing their English skills.

Students` perception includes their thought, belief, and feeling about person, situation, and event in the classroom (Hazari, 2014). Regarding to the fact that perception toward the learning process is an important concern that influences students' attitude. It is important to investigate students' perception. According to Perdanawati (2010), the students have tendencies to create their own perception about the quality of learning and then give positive or negative reaction based on their own expectation and previous experience.

Table 2.1 Example of Research on perceptions on using Social Media.

No	Students` perceptions
1	Students' perception on social media, supports information, and shares and collaborates between individuals, group of individuals, societies, communities, countries, and others Franklin (2016).
2	Students` perception includes their thought, belief, and feeling about person, situation, and event in the classroom (Hazari, 2014).
3	Students` perception about the quality of learning and then give positive or negative reaction based on their own expectation and previous experience. Perdanawati (2010),

2.1.7 Project-Based Learning (PBL) by Social Media Use

2.1.7.1 Notion of Project-Based Learning

Project-Based Learning (PjBL) is a student-centered teaching method based on constructivism and constructionism theories developed by Gergen, (1995); Piaget and Inhelder (1969); Vygotsky, (1978). A review of the literature shows that PBL has increasingly been trailed and adopted across a diversity of educational institutions worldwide (Pereira, et al, 2017) and (Willkson, 2014). The main purpose behind developing this method is to create effective learning opportunities where learners can work collaboratively in groups to answer a driving question, solve a problem, or tackle a challenge to create an end product. (Chen, 2019) described PBL as an effective method of teaching that can be used in various "contexts, including racial groups and low achievers". Unlike traditional methods of teaching where teachers are considered the main source of information and dominate most of the talk time in class, earlier research shows that teachers' understanding of the criteria for effective PBL plays an essential role in how teachers implement PBL, thereby also affect students' content understanding and developing skills (Han et al., 2015; cited in (Chen, 2019).

Social networking emerged as a brand-new medium of communication in 1997 (Pew Research Center, 2018). Users might accept friendship requests from others through the computer application in order to converse online. Another computer program, called My Space, was developed that allowed people to accept new acquaintances for online friendships and internet communication.

The first blogging platforms went live on the internet in 1999, sparking a media frenzy. Zuckerberg founded Facebook in 2004, and it quickly emerged as the standard form of communication for people in the 2000s and beyond.

PjBL based its instructional approach on learner-centered teaching. Students are given an issue to answer and are then required to conduct research and produce a project that displays their level of understanding (Dole et al., 2016; Hou, Yu, et al., 2016). According to Gmez-Pablos et al. (2017) and Hou, Wang, et al. (2015), the method is centered on students developing projects to demonstrate their knowledge and accomplishments relative to their educational level.

Teachers can help students connect with material from their past experiences to develop new meanings when PjBL is used in conjunction with social media technology. This helps students understand the subject matter better (Canaleta et al., 2014; Scoggin & Ark, 2018). Bandura's theory could be applied to PjBL to describe instances in which teachers need to know how much and what kind of scaffolding their students require in order to achieve. It is in line with what Canaleta et al. (2014, p. 651) state, "The main task of the teacher is to guide students through this learning process, helping them to discover for themselves the knowledge they must learn."

PjBL is learning that is focused on the student. Students are given an issue to address and are then required to conduct research (Hou, Yu, et al., 2016) and create a

project that exhibits their learning capacity (Dole et al., 2016). Students must initially take on the role of investigators in order to establish both an issue and potential solutions to the problem. Students struggle with their learning throughout the learning process until a new understanding occurs. As learners grasp the material, transformational learning can occasionally take place (Lee & Hannafin, 2016; Mezirow, 1991).

Implementation of PjBL involves the following steps: significant content should be carefully chosen to meet the learners' needs and attract their attention. Then the topic should be introduced in an interesting way such as activating students' prior knowledge through short discussion, eliciting questions, displaying a video or a trip. The main purpose of this stage is to stimulate students and encourage their eagerness to know more about the topic. After introducing and discussing the topic, students are encouraged to come up with a question. The question should be challenging, open ended and directly related to the core of the project. However, different groups might have different driving questions. After answering the main driving question, learners have to share with each other the gathered information to be evaluated and summarized, and then more sub questions can be generated by students for more detailed information. Thought the PBL, students can revise and modify their work according to the feedback received from their teacher and peers, and present the end product to a public audience like students and teachers of other classes (Aldabbus, 2018).

It is very important to make the project meaningful by giving students enough freedom for their voice and choice about how to carry out the project. They should be encouraged to use their ideas in designing the project, what materials to be used,

and sources of information and how to present the end product. This room would help them to be more creative and independent learners. During the process of conducting the project, teachers should make sure that learners have sufficient time and opportunities to practice skills such as effective communication, using technology, critical thinking and problem solving which all are important, cited from Aldabbus (2018).

2.7.1.2 PjBL and Social Media Use in Learning Process

One of the ideas in accommodating and facilitating students' activities in project-based learning, is using social media in accomplishing the project given. In the current study, Syntax class as the EFL classroom issues arised, the teacher and students maximize the use of social media as the tool for reaching the goals of the project. Here, implementation in using social media applications can make the learning process easier. Through social media, students can actively be more creative and independent so that the quality of lessons increases both in terms of knowledge and quality. Meanwhile, the way to use social media in order to further trigger the quality of students is to take advantage of the ease of communication and information shared by related media (Haghshenas, 2014). Social media an important in every student`s life. It is often easier and more convenient to access information, provide information and communicate via social media. Students can be connected to each other and can make good use of these platforms for the benefit of their learning and teaching Akram (2017).

PjBL is now again being used in schools around the world, according to earlier studies (Akirolu & Erdemir, 2018; Chu, Zhang, Chen, Chan, & Lee, 2017). The 2014 study by Ravitz and Blazevski employed a quantitative methodology to

compare the ways in which teachers used technology to help students develop their PjBL methods. The researchers discovered correlations, showing that teachers who had experience with technology were more likely to incorporate it into PjBL lessons. Teachers who were less tech savvy had difficulty using it or chose not to utilize it for PjBL lessons in the classroom. The researchers recommended that a qualitative study be conducted to examine the factors that contribute to the variations in how technology is used in classrooms as well as what technology which is effective for students in PjBL environment (McMahan-Krepop, 2020).

In PjBL, teachers assist students in connecting with material from their prior experiences to build new meanings that in turn deepen their comprehension of the subject matter (Scoggin & Ark, 2018; Canaleta et al., 2014). This scaffolding is made possible by social media platforms. Social media is a type of technology that may be used to mentor pupils because it is something they already use on a regular basis.

The use of social media in teaching and learning activities takes place under the supervision and direction of the teacher. The use of social media that is managed positively will certainly have a positive impact on students in using social media. This means that students become more enthusiastic in learning, create motivation, more learning resources or knowledge they get so as to create student achievement that always increases or increases. The use of social media as a learning aid has been seen as important in higher education, because as part of the world of social networking, media users have transcended themselves and become part of a wider network.

Social media is a medium that absorbs information and knowledge The development of social media makes performance faster, more precise, accurate so

that can increase the resulting productivity. The social media that is often used at this time namely by using the social media application Facebook, WhatsApp, Instagram which will be implemented in the Syntax class, precisely in Project-based learning, by asking students to look for sentences and then uploading them on their respective social media, with the aim that the sentences they uploaded get corrections from their social media friends.

Using the pedagogy of project-based learning (PjBL) combined with social technology is one technique to instruct in a classroom where the focus is on the students. In a classroom context, Hou, Wang, et al. (2015) contrasted the outcomes of conventional communications with those of social media debates. According to the researchers' findings (Hou, Wang, et al., 2015), knowledge might be co-formulated with other students during discussions as they exchanged information. Following the interpretation of the shared concepts through the learner's own prior experiences, a new learning paradigm was established (Hou, Wang, et al., 2015).

Researchers such as Condliffe, et al. (2017), Hou, Wang, et al. (2015), Kale and Goh (2014), and Veletsianos et al. (2016) addressed some of the gaps in the literature over the past ten years. The teacher was not examined by the latter researchers, who instead focused on the PjBL environment or the technology that pupils used. To encourage a PjBL curriculum in the classroom or school, a qualitative study utilizing focus groups would be helpful. This study would examine how teachers acquired the technology skills they needed for their classrooms and their capacity to teach students how to use the technology.

2.8 Technological Pedogogical and Content Knowledge (TPACK) Framework for PjBL in Media Social Use

The social learning theory and the technological pedagogical content knowledge (TPCK) framework serve as the study's conceptual framework. When using social media tools to teach students in PjBL contexts, educators must consider the connections between Bandura's theory and the TPCK. When the TPCK and social learning theory are applied together, they establish a way for cooperation in the learning environment in addition to a way to teach.

As stated by Kokotsaki, Menzies, and Wiggins (2016), PjBL is based on the social constructivism approach because learning requires collaboration. Constructivist courses should be collaborative, relevant, interactive, project-based, and allow students some degree of choice or control over their learning (Gibbs & Partlow, 2003). In PjBL, students gain knowledge while working on projects and collaborating with others (Dole et al., 2016; Hou, Yu, et al., 2016). Collaboration is the foundation of the learning. Additionally, learning is built on a topic's exploration and inquiry. After that, the students would create a project to find a solution (Dole et al., 2016). Bandura's theory could also be used to explain how individuals of a group can learn from one another when participating in collaborative activities (Lee, Huh, & Reigeluth, 2015). The teacher and student must first communicate before any collaboration can take place.

In order for students to understand how to use technology and include it in the classroom, teachers and students must have open lines of communication. For PjBL to be successful, teachers need to be inspired and have a plan for how to make the collaboration meaningful. According to the cognitive framework, learning is a

mental process that uses data that has been gathered from the five senses. These opinions are based on Bandura's (2009) idea.

In accordance with Bandura's theory, each person has knowledge that is specific to them and is the consequence of the learning process. Behavior is learnt through modeling as well as the concept of self-efficacy, where people prefer to set ambitious objectives, according to Bandura (2009). The learning process makes the goals more difficult while also inspiring the student to achieve them (Bandura, 2009). Bandura's social theory of modeling-assisted learning states that certain of these tasks require modeling and scaffolding. In order for students to learn, a teacher must first demonstrate how to do something correctly before they can do it on their own. Education professionals must participate in professional development if they have questions about how to use particular computer apps and tools. Using the TPACK is one method of educator training.

Mishra and Koehler (2006) created the TPACK to help teachers learn how to use technology effectively for student learning. The TPACK was created to help teachers comprehend how pedagogical knowledge, technology knowledge, and student knowledge are interconnected. The TPACK framework encourages the use of technology as a supplement to the curriculum instead of as its centerpiece since it should be used to enhance learning rather than replace it. The framework used is really helpful in utilizing and providing social media which should supported by the digital literacy related to the TPACK framework, the the all of the knowledge needs can be accommodated in accomplishing the task, particularly for the project based learning.
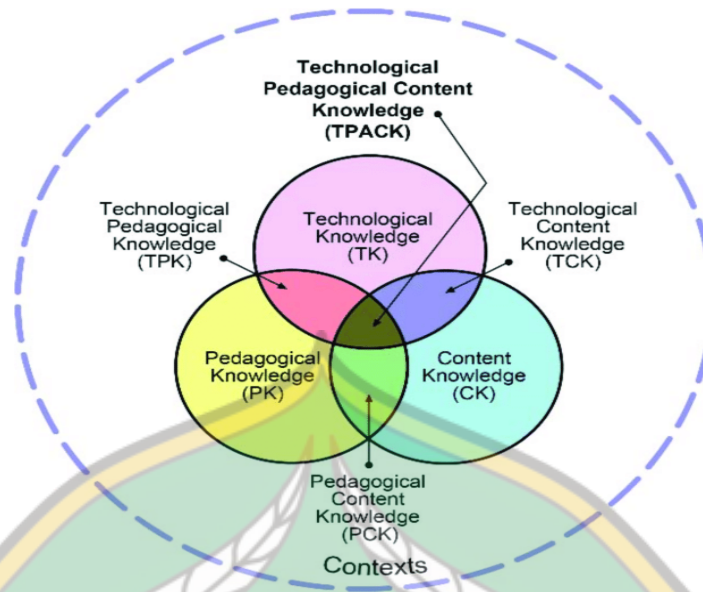
Figure 2.1 TPACK Framework by Mishra and Koehler (2006)

Four stages proceed with the design of the TPCK framework. The first step was to demonstrate to instructors how Bloom's taxonomy should be used to organize curricula according to topic and thinking level. The second stage includes models and instructional strategies that teachers can employ to teach certain subjects. The third stage examines how the teacher uses technology and whether the building has the necessary technology to support the goal in the first place. In order to determine whether using technology is necessary for student success in the information studied or if students could acquire the material without using computers or laptop or PC, teachers must also consider the cognitive level and instructional tactics of their lesson. Finally, in order to assist student learning and understanding with the defined abilities, the instructor must choose technology tools (Grant, Hindman, & Stronge, 2010).

2.1.5 The Benefits and Drawbacks of Project Based Learning (PjBL) and Social Media Use

As social media makes it possible for students to collaborate with one another and provide them with more resources for learning by inquiry than simply the textbook, using technology to enhance PjBL has several advantages (Ravitz & Blazevski, 2014). When using technology as a tool for collaborative communication, collaboration is still necessary in PjBL (Hou, Yu, et al., 2016; Stozhko, Bortnik, Mironova, Tchernyshev, & Podshivalova, 2015). Collaboration in learning and teaching is facilitated by PjBL management systems that use 2.0 telecom technologies (Mosier, Bradley-Levine, & Perkins, 2016; Ravitz & Blazevski, 2014).

One of the advantages of using Social Media, according to Carrick (2018) is social media allows students to easily relate to each other related to their projects assignments and students can also work on group assignments from their homes and students who have difficulties in expressing their thoughts in class that can be involved in the learning process. It helps to build their level of self-confidence as well. Doubts can be clarified by posting messages through social media sites like Facebook (Devi et al., 2019). Jacobs (2017) asserts that when social media technology, such as Facebook, is incorporated into PjBL, students are able to engage with one another during the project development process and are able to share their completed projects with others in the community for outreach reasons.

During PjBL, teachers can use a variety of online resources, including social networking sites, to scaffold students' higher order thinking skills. Teachers can help students connect with material from their past experiences to develop new meanings with the help of scaffolding provided by social media platforms, which in turn helps

students grasp the subject matter better (Canaleta et al., 2014). As stated by Ark (2017), teachers must assist pupils in becoming connected to technology, whether it be online or off. Despite the fact that PjBL emphasizes cooperation and scaffolding, the audience for the final output is necessary for the learning process.

When community members are the primary audience for PjBL, students are more motivated (DeCapite & Bush, 2016). When the community participates, pupils learn more from external resources. Students feel they can make a difference in the actual world and have an audience to which they may present their efforts. According to Gmez-Pablos et al. (2017), PjBL is a pedagogy that fosters students' higher order thinking abilities.

Students may accomplish two long-term project goals when they present the community with their final work. First and foremost, the PjBL's objective is for students to use real-world experiences to improve society (DeCapite & Bush, 2016). As they create and subsequently present their finished product to the community, the students are inspired by their personal experiences to achieve the project's objectives (Hopper, 2014). The second would be that the project's completion in Ohio would meet the grade level standards for technology and communication abilities set forth by the Ohio Department of Education for graduation (Ohio's Learning Standards for Technology, 2017). PjBL has been abandoned owing to policy changes even though it has been utilized for scaffolding students' knowledge throughout the past few decades.

In terms of using technology for its benefits, Tablets and iPads are great for smaller size projects and activities, as well as for timing concerns if teachers need to schedule times for student use of the desk/laptop, whereas PCs are ideal for large

scale projects and plug-in programs that take large scale bytes to load (Conn, 2013).

In a PjBL setting, students and teachers can develop and/or make use of a variety of applications (Conn, 2013; Hou, Wang, et al., 2015; Karchmer- Klein, Mouza, Shinas, & Park, 2017). Use of a web map during the planning stages of PjBL is one use.

As the teacher scaffolds the content, students would collaborate while expressing their ideas and making sense of new knowledge during the planning phases (Hou, Yu, et al., 2016). Another use of social media is to use video conferencing to inform the public about the PjBL's conclusion (Hopper, 2014). Students would meet the ISTE criteria and Ohio technology standards by collaborating and planning. The implementation of the Common Core "aligns well with the approach of integrating core, technology, and discipline standards" (Conn, 2013, p. 37). Students must be aware that they will share their projects with the community in addition to the teacher, their classmates, and other students. This results in the development of an intrinsic incentive strategy for learning (Bandura, 2009). Since students take pride in their work, the teacher rarely needs to use motivating techniques to keep them engaged in the project. Students fulfill course-level technological standards when they create content for social media platforms and share it with the public.

Besides, the social media use in PjBL also has some drawbacks in general. The primary negative impact of social media is an addiction to constantly checking Facebook, Twitter, LinkedIn, and other social media updates (Raut Prafulla Patil, 2016). Other negative impacts include a dependency to constantly check Facebook and other online lives for updates, which can affect other honorable practices like

concentrating on contemplation, engaging actively in sports, and ignoring illicit substances (Wadia, 2019).

2.1.9 Previous Studies

Some of the similar studies have been done. one of the studies is focused on students, such as Halim's research results in 2020 about teacher and students' perception on project-based learning in nursing department. The study was aimed at investigating the students' and teacher's perceptions in utilizing technology-based classroom instructions with project based learning approach in learning.

Also, Parlin (2020) research results about students' perception on the use of social media as a media for learning english students to learn and improve their English language skills. They chose facebook, Whatsaap as the most used application. In addition, another study focuses on students' perception of the use of social media for learning English by Muetia (2010). Based on her findings, students have a positive perception of the use of the social media for learning English. They stated that social media provides an endless supply of English content which enables them to keep practicing their English skills.

Moreover, a study conducted by Richard (2020) about social media technology usage in project-based learning, by its purpose of the qualitative case study was to explore how teachers and leaders describe social media technology used in order to create a project-based learning environment.

Taylor et al (2012), conducted a research about Social media learning in an online course at the university level the study shows that students prefer interaction in the classroom, rather than just watching one-dimensional lectures on the internet.

It also shows that the preparation of online courses must include several interactive strategies - the main topics that must be addressed in the future because of the need for accelerating online courses.

Another result of the study by Mcdool et al., (2016), conducted a research about elaborates on the use of social media and children's welfare results that limiting the use of social media during childhood can help improve children`s well-being, as well as address the concerns of policymakers about the effects of digital technology on children.

It turns out that research relating to social media such as research by Sakkir et al., (2016) indicates that the majority of students exhibit positive attitudes towards and willingness to use social media in writing classes. However, lack of training on Internet use, and lack of facilities can be possible barriers to social media use in the classroom.

Another result shows teacher perspectives on social media in schools (powers & Green, 2016) conducted a research about teachers' perspectives on the effect of bringing social media to the classroom. The majority of teachers who were employed in this survey believe that the implementation of social media in the classroom for instructional purposes plays a significant role for both teachers and students in classroom teaching and learning activities. The results showed that social media has a positive impact on students` interaction in the classroom and help them to develop standardized test scores.

The differences and similaries of previous research with the research conducted, previous research conducted by Halim's research results in 2020 about teacher and students' perception on project-based learning in nursing department.

The differences Halim's research focus in teacher nursing department, while the research conducted is focused in Syntax class, as for the similarities of this research is use students' perception on Social media use in project-based learning, The second previous research conducted by Parlin (2020) research results about students' perception on the use of Social media as a media for learning English. The differences Parlin research focus on Social media as a media for learning, the research conducted is focused in Students perception on Social media use in project-based learning in Syntax class, Richard (2020) conducted about Social media technology usage in project-based learning. The differences Richard focus on Social media technology usage in project-based learning the research conducted focused on student perception on Social media use in project-based learning. Hence, it can be concluded that the similarity of this study is the perception of students in using social media.