

The Impact of Social Media Usage on Social English Among Generation Z: A Literature Review

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ABSTRACT

Social media has become an integral part of Generation Z's lives, raising questions about its impact on their social English skills. Through a systematic literature review, we aim to reveal the impact of social media use on Generation Z's social English. Research findings show that social media has a mixed impact on Generation Z's social English skills. This can be both beneficial and detrimental. On the positive side, it helps grow social English through engagement with influencers and content. On the negative side, issues such as information overload, FOMO, imitation of inappropriate content, and mental health problems can harm social English skills. Additionally, it influences communication styles through the widespread use of emojis, acronyms and emoticons. This must be balanced with proficiency in formal social English for effective communication.

ABSTRAK

Media sosial telah menjadi bagian integral dari kehidupan Generasi Z, sehingga menimbulkan pertanyaan tentang dampaknya terhadap kemampuan sosial bahasa Inggris mereka. Melalui tinjauan literatur yang sistematis, kami bertujuan untuk mengungkap dampak penggunaan media sosial terhadap bahasa Inggris sosial Generasi Z. Temuan penelitian menunjukkan bahwa media sosial mempunyai

dampak yang beragam terhadap kemampuan bahasa Inggris sosial Generasi Z. Ini bisa bermanfaat dan merugikan. Sisi positifnya, ini membantu mengembangkan bahasa Inggris sosial melalui keterlibatan dengan influencer dan konten. Sisi negatifnya, permasalahan seperti informasi yang berlebihan, FOMO, peniruan konten yang tidak pantas, dan masalah kesehatan mental dapat membahayakan kemampuan sosial bahasa Inggris. Selain itu, hal ini memengaruhi gaya komunikasi melalui meluasnya penggunaan emoji, akronim, dan emotikon. Hal ini harus diimbangi dengan kemahiran dalam bahasa Inggris sosial formal untuk komunikasi yang efektif.

1. INTRODUCTION

Social media has become an integral part of the lives of Generation Z, the cohort born between the mid-1990s and early 2010s. With the widespread use of platforms such as Facebook, Instagram, Twitter, and Snapchat, Generation Z has grown up in a digital age where social interactions and use are increasingly high (Yadav & Rai, 2017). Understanding these personality predictors can provide insights into how Generation Z engages with social media and how it influences their social English. This raises the question of how social media usage impacts the development of social English skills among this generation. This has led to a transformation in the way they use social English, with social media platforms shaping their language use and communication patterns (Desta et al., 2021).

Several studies have explored the various aspects of social media usage among Generation Z. Mude & Undale (2023) investigate the features of social media that are utilized by this generation, including socialization, information, entertainment, education, and shopping. This article takes the format of literature review to understand how social media impact social English among the gen Z. Research has shown that social media usage is influenced by various factors, including personality traits (Hughes et al., 2012). For example, a study by Kosar (2023) highlights that Millennials and Generation Z are the generations with the highest rates of social media usage. This indicates the significant influence that social media has on the communication patterns and behaviors of these generations. The Pew Research Center reports that 69% of Americans use some form of social media, with Millennials and Generation Z being the most active users (Kosar, 2023).

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Researcher also dive into the impact of social media on language learning and proficiency. Desta et al. (2021) find that social media usage positively affects learners' understanding of English. Boothe & Wickstrom (2019) argue that social media enhances the quality of language learning by expanding the limits of time and place for instruction. Similarly, Nuri et al. (2021) investigate the effects of social media on English language learning from the teachers' perspective.

Moreover, social media usage has implications for literacy development among young people. Research has shown that social media can have both positive and negative effects on literacy skills (Ghanney et al., 2017). While social media can provide opportunities for informal learning and engagement with text, it can also lead to distractions and reduced attention span. Understanding the effects of social media on literacy development is crucial for educators and policymakers in designing effective language learning strategies for Generation Z.

The primary research objective is to investigate the impact of Generation Z's extensive use of social media on the evolution of social English. This involves identifying and analyzing linguistic transformations, encompassing shifts in vocabulary, grammar, syntax, and discourse patterns, which have arisen due to Generation Z's engagement with social media. Additionally, the study aims to scrutinize the trends and shifts in social English usage among Generation Z, elucidating how their interactions on social media platforms have influenced language choices, communication styles, and the establishment of new language norms within this demographic.

2. METHOD

This article embarks on a comprehensive exploration of a critical subject matter. It is important to clarify that the nature of this article is fundamentally that of a literature review. As such, it does not involve original experimentation or data collection but rather serves as a meticulously curated synthesis of existing research and scholarly works. The aim of this literature review is to provide a structured and insightful analysis of the extensive body of knowledge surrounding the influence of social media on the language and communication skills of Generation Z. By drawing from a diverse range of academic sources published within the last 5-10 years, this article seeks to offer a holistic perspective on the subject, distilling key insights, trends, and findings that have emerged from previous research endeavors. Through this literature review, readers will gain valuable insights into the impact of social media on social English within the context of the Generation Z demographic, paving the way for informed discussions and future research directions in this evolving field.

Inclusion and Exclusion Criteria

A critical aspect of this research design involves the establishment of clear inclusion and exclusion criteria. Inclusion criteria encompass studies that explicitly focus on examining the impact of social media on the language and communication skills of Generation Z. This selection criterion ensures that the selected literature directly addresses the relationship between social media usage and the development of social English. Additionally, studies conducted in various geographical regions will be included to account for potential cultural differences and nuances in the impact of social media on language skills. The application of these criteria serves to create a focused and relevant body of literature for the literature review.

Data Collection and Analysis

Upon identification of the relevant literature, the next phase of the research design involves the systematic extraction of pertinent data and findings from the selected sources. This data will be organized into categories based on emerging themes, including positive impacts, negative impacts, factors influencing social English change, and linguistic trends. The analysis of this data will facilitate the identification of patterns, trends, and correlations that will form the basis for the synthesis of findings in the subsequent stages of the literature review.

Synthesis of Findings and Conclusion

Following the data collection and analysis, the literature review will proceed to synthesize and summarize the key findings extracted from the selected studies. This synthesis will provide an in-depth understanding of how social media usage has affected the social English skills of Generation Z. Furthermore, the review will highlight the primary factors that have contributed to changes in social English. In the concluding sections, the literature review will draw overarching conclusions about the impact of social media on social English among Generation Z and discuss the implications of these findings for educators, parents, and policymakers. Additionally, it will suggest potential areas for further research or interventions to mitigate any negative effects identified in the reviewed literature.

3. RESULTS AND DISCUSSION

This article is laid out in three sections; impact of social media on language development, impact of social media on slang and idiom usage, and impact of social media on communication style.

The extensive use of social media by Generation Z has had a significant impact on the evolution of social English. This impact can be observed in various linguistic transformations, including shifts in vocabulary, grammar, syntax, and discourse patterns (Wannas & Hassan, 2023). Social media platforms have become a prominent source of language input for Generation Z, particularly in terms of learning English vocabulary (Wannas & Hassan, 2023). Studies have shown that social media can have pedagogical effects on English language learners, enhancing their language learning experience (Nuri et al., 2021). The use of Web 2.0 and social media platforms has been found to positively influence English language learning and teaching (Uddin et al., 2022).

The English language used in social media has also been found to impact English language learners. Social media platforms like Facebook and Twitter provide valuable frequency estimates for studying word recognition (Herdağdelen & Marelli, 2016). The language used on social media can influence the language learning process and the development of language skills among undergraduate students (Saeed, 2021).

The impact of social media on the English language usage of Generation Z has been further amplified during the COVID-19 pandemic. Digital media, including social media, has played a crucial role in the lives of Generation Z during this time, shaping their language use and communication patterns (Suwana et al., 2020).

Impact of Social Media on Language Development

First, I would like to delve into 2 main aspects regarding the topic discussed here: positive and negative aspects.

a) Positive Impact

Social media usage has been found to have positive effects on social English among Generation Z. Studies have shown that social media can contribute to the learning behavior of students, leading to increased knowledge and technological advancements (Abbas et al., 2019). Platforms like TikTok have been proven to improve oral English communication (Zhai & Razali, 2021), other social media usage has also been found to improve English language proficiency (Desta et al., 2021) and contributed to vocabulary development in English learners at all levels (Nuri et al., 2021). Overall, these findings support the notion that social media usage has a positive influence on social English among Generation Z.

In terms of language proficiency, social media has been found to have both positive and negative effects. On one hand, social media usage has been associated with improved English language proficiency among medical students (Desta et al., 2021). Social media platforms provide opportunities for language practice and exposure to authentic English content.

Similarly, research on Iraqi Kurd EFL learners revealed that the use of social media by learners can have both positive and adverse effects (Nuri et al., 2021). Additionally, a case study conducted at Van Lang University in Vietnam showed that students perceive social media as a useful tool for enhancing their English vocabulary, highlighting the positive effects of social media on language learning (Pham et al., 2023).

These findings suggest that social media can play a beneficial role in improving social English skills among Generation Z. By engaging with social media platforms, students have the opportunity to interact with English content, practice their language skills, and expand their vocabulary. However, it is important to note that the effects of social media usage may vary depending on individual learners and their specific contexts. Therefore, educators and learners should approach social media as a supplementary tool in language learning, taking into account its potential benefits and limitations.

b) Negative Impact

The use of gadgets and social media in Generation Z has also been found to have both positive and negative impacts, particularly in academic aspects (Hanifah et al., 2018). The negative impact of social media usage on Generation Z's language skills extends beyond social English. Studies have shown that increased social media usage is associated with negative affect, lowered self-esteem, and lowered life satisfaction, which can indirectly affect their language skills (Kalinin & Edguer, 2023), which can further impact their language development (Fs et al., 2021).

Social media usage among Generation Z has been found to have negative impacts on their social English skills. Social media can also lead to the emergence of neologisms and non-standard language use (Sabir, 2022). Another study highlighted that the use of social media and the fear of missing out (FOMO) among Generation Z can have both negative and positive influences, depending on their position and capacity (Herawati et al., 2022). Additionally, research has shown that social media usage is higher for Generation Z compared to Generation Y, indicating a potential negative impact on their social English skills (Mude & Undale, 2023).

Furthermore, the influence of social media content on Generation Z is a concern. Research has found that vulgar language or behaviors in YouTube videos are imitated by Generation Z audiences, leading to negative impacts on their language skills (Fei & Li, 2022). Moreover, the intensity of Instagram social media use has been found to have an influence on the level of narcissism in Generation Z, which can affect their social English skills (Lengkong & Dewi, 2021).

Impact of Social Media on Slang and Idioms Usage

Generation Z is utilizing social media platforms to spread messages, leading to the rapid development and propagation of slang. The study by Yusuf et al. (2023) highlights the prevalence of slang usage among Generation Z on social media. It emphasizes how Generation Z utilizes social media platforms to spread messages, resulting in the rapid development and propagation of slang. This indicates that social media plays a crucial role in the creation and dissemination of new linguistic trends among Generation Z.

Furthermore, the study by Linuwih & K. (2022) focuses on the impact of Generation Z slang on English language learning. It emphasizes the importance of understanding and mastering Gen-Z slangs for effective communication and language acquisition. This suggests that the influence of social media on slang and idioms extends beyond informal communication and can impact language learning and proficiency.

Impact of Social Media on Communication Style

One study by Dijck & Poell (2015) highlights how social media has reshaped public and private communication, transforming the political economy of the media landscape. This transformation has led to the widespread use of emojis, acronyms, and emoticons as a way to convey emotions and simplify communication. The use of social media has had a significant impact on the communication style of Generation Z, particularly in terms of the use of emojis, acronyms, and emoticons. Research has shown that social media platforms have popularized the use of these visual elements as a means of expressing emotions, conveying messages, and enhancing communication efficiency (Dijck & Poell, 2015).

The study by Whiting & Williams (2013) adopts a uses and gratifications approach to understand why people use social media. It identifies ten uses and gratifications for using social media, including self-expression, social interaction, and entertainment. The use of emojis, acronyms, and emoticons aligns with these gratifications by allowing Generation Z to express themselves, interact with others, and make communication more engaging and entertaining.

Moreover, Li et al. (2022) conducted research on the dissemination of celebrities' opinions and found that speech act theory and potential category analysis can be applied to analyze the impact of celebrities' opinions on social media. This suggests that the use of emojis, acronyms, and emoticons by celebrities and influencers on social media can influence the communication style of Generation Z, as they may adopt similar linguistic patterns and expressions.

4. CONCLUSION AND SUGGESTION

After conducting a comprehensive evaluation of numerous articles and sources pertaining to the subject matter, several noteworthy conclusions have emerged. Firstly, it becomes evident that social media exerts a multifaceted impact on the social English skills of Generation Z. This impact can be characterized by a duality, encompassing both positive and negative dimensions. On one hand, social media platforms play a crucial role in facilitating the development of social English skills among this demographic. Notably, influencers and content engagement contribute significantly to enhancing their language proficiency. However, it is equally crucial to acknowledge the potential detrimental effects of excessive social media usage on language skills.

Building upon the first set of findings, it becomes apparent that social media's influence on the language skills of Generation Z is a nuanced phenomenon. The positive aspects involve its role in fostering the growth of social English, but it is equally essential to address the negative repercussions. This negative impact arises primarily from factors such as information overload, the fear of missing out (FOMO), imitation of inappropriate content, and the potential impact on mental health. Therefore, the responsible and mindful use of social media emerges as a critical consideration. Striking a balance between the advantages and disadvantages is essential to harness the potential benefits of these platforms while mitigating their adverse consequences.

Additionally, the examination of the impact of social media on Generation Z's language skills reveals intriguing trends. The digital landscape has contributed to the emergence and propagation of slang and idiomatic expressions among this demographic. This phenomenon highlights the need for a delicate equilibrium between informal and formal language usage within the Generation Z communication sphere. Furthermore, the pervasive use of emojis, acronyms, and emoticons on social media platforms has significantly shaped the communication style of this generation. It is imperative to recognize the importance

of balancing proficiency in formal social English with these contemporary linguistic elements to ensure effective and adaptable communication strategies among Generation Z individuals in the ever-evolving digital landscape.

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