

CHAPTER I

INTRODUCTION

1.1 Background of Study

The impact of technological advancements on education, particularly in the field of learning English as a foreign language, has been enormous. The use of Information and Communication Technology (ICT) in English language instruction can assist students in improving their language skills. (Khaloufi, A., Laabidi, H. 2018). In addition, the use of ICT in English language study may empower and motivate students. To improve their critical thinking skills, it encourages teachers to change their teaching approaches to be more active, adaptable, effective, and student-centered (Asmara, et.al, 2019). In the context of EFL, ICT platforms such as e-mail, social media such as Facebook and Instagram, and video-based communication such as Skype can provide English language learners with chances for engagement with native speakers (Annamalai, 2017). One example of ICT is social media, which is one of the outcomes of technological advancement (Liu, 2010).

According to research done by Eke, Omekwu, and Odoh (2014) among Nigerian undergraduates, using social media has some benefits. These benefits include virtual meetings with co-research scholars, self-esteem and wellbeing, research and learning, strengthening interpersonal relationships, and reading and writing web skills, among others. According to Mensah and Nizam (2016), social networking has a significant impact on students' academic achievement. They also brought up the issue of students' unusual use of social media platforms. According to the study, Malaysian universities and colleges instruct students on how to use these platforms for educational reasons, as doing so will improve their academic performance.

Social media is also a collection of tools that enable people to form and maintain relationships. Social media is one of the most widely used technologies by

individuals all over the world, from young learners to the elderly. In their regular activities, university students used social media in a variety of situations (Al Arif, 2019). In the recent decade, several different types of social media have emerged, such as Facebook, Twitter, Instagram, Youtube, and others (Monica & Anamaria, 2014).

The quick growth of social media tools, which are increasingly used by students in social and academic settings, has been made possible by the quick development of technology. Since its community-centered design promotes meaningful interactions outside of the classroom and facilitates the spread of genuine language, social networking sites are regarded in academia as aiding in language learning. Increasing student comfort with educational technological innovations (Akhiar, Mydin, & Kasuma, 2017). Social media is a really useful tool for students. For instance, they can interact with individuals from all over the world and make friends with them. Students can find images or videos about the state of the planet from various locations using social media platforms like Instagram. Students are more adept at using social media to stay current on local events than they are at using traditional forms of media, like newspapers. Social media can also be utilized to assist students in learning English.

In the context of EFL, the usage of social media offers certain opportunities for students to improve their English language skills. It is true that English is one of the most commonly used languages on social media, as English is seen as an international language that is used to connect between people all over the world. People in Indonesia, particularly students, use English as a foreign language, with English being taught and learned in only a few institutions such as schools, courses, or universities as one of the disciplines offered there. English learners communicate with one another via mobile phones and social media, and they believe that mobile learning will allow them to learn anywhere and at any time (Ayuningtyas, 2018).

People all over the world spend a lot of time on social media, making it the most significant aspect of our lives today (Eren, 2012). Almost every group, including students, teachers, students, professionals, and even kids, has used social media. Social media is a highly common topic among students. They utilize social media for a variety of things, including information access, idea sharing, and amusement. Despite not being specifically designed for instructional reasons, social media has caught the attention of educators, particularly those who work in the English teaching industry. Because English is an international language, it is widely available and used in social media. From social media, there are many things that students can gain access to for learning especially the focus in this research is English. Technology is currently being used to increase the excitement and engagement of teaching and learning. Facebook, YouTube, Twitter, and email are just a few of the websites and programs that are increasingly being used in the teaching and learning process. The most popular social networking site, social media, enables users to share and engage with others in their network (Selwyn, 2007).

The first related study is "The Use of Social Media for Learning English," was conducted by Rahmawati Dwi Handayani, Muh Syafei, and Aisayah Ririn Perwikasih Utari (2020). The objective of this study is to determine which types of social media are used by fourth-semester English Education Department students at Universitas Muria Kudus to learn English. Tubagus Zam Zam Al Arif (2019) published a second study titled "The Use of Social Media for English Language Learning: An Exploratory Study of EFL University Students." The purpose of this research was to look into the use of social media in English language learning. To evaluate the use of social media for English language learning, the researcher conducted an exploratory study. The third study is "Social Media for Improving Students' English Quality in the Millennial Era" was conducted by Azizah Maulina Erzad and Suciati (2018). This study intends to learn about the most popular social media applications among students, how English skills may be enhanced, and why they utilize social media to

improve English quality in the millennial era. Muetia Safitri (2021) conducted a fourth similar study titled "Students' Perception of the Use of Social Media for Learning English." This research aims to discover more about how high school students use social media to learn English, as well as the benefits and problems they face while doing so. Magdalena Kartika Sari Tandy Rerung (2021) completed a fifth related study titled "The Influence of Social Media on Learning English for Hospitality and Tourism Students." The following study examines the impact of social media, particularly Facebook and Instagram, on students' language learning.

Although there are other has done this research, they generally do research in SMA unit and university students, so I did it as Madrasah Aliyah and take some students that have different background. Some of the teachers are not aware of using social media, because some of them are not aware the use of social media itself in learning English. It is hoped that this research can also be a motivation for teachers to be more creative and innovative in the teaching and learning process by following the development of existing technology, therefore I want to contribute with the title of this research that I made. The method I used was through interviews by asking students' perceptions of the use of social media for them in learning English. This is known based on informal interview that was conducted directly on February 2022 with one of the students at this school. Based on the results of interview it is known that all the students at this school use social media. The researcher concludes that this school is suitable as a place to conduct this research.

Based on the explanation above, the study of analyzing students' perceptions of the use of social media for learning English is important to study because of technological developments and following the times that make many students, especially in schools that I do research using social media. So it is necessary for teachers to know what social media students usually use to learn English, how they use it and what are the advantages and disadvantages they get from social media in learning English.

Studies on Analysis Students' Perception of the Use of Social Media for Learning English at first grade students in senior high school in Indonesia are relatively low and few have done it. The social media are Facebook, YouTube, WhatsApp, Instagram, Twitter, and Telegram. Therefore, this study was conducted to provide valuable information about how high school students with different parental work backgrounds use social media, what are the advantages and challenges they face when using social media when learning English. That is why the researcher conducted a research with title **THE STUDENTS' PERCEPTIONS ON THE USE OF SOCIAL MEDIA FOR LEARNING ENGLISH AT FIRST GRADE STUDENTS IN SENIOR HIGH SCHOOL.**

1.2 The limitations of Problem

Researchers are limited to knowing students' perceptions about the use of social media for learning English at first grade at MAS Miftahussalam. The subjects of this study are all students class X at MAS Miftahussalam especially in English subjects.

1.3 Formulation of Problem

1. What are the students' perceptions on the use of social media for learning English?
2. Why do they have those perceptions about the use of social media for learning English?

1.4 Objective of Study

1. To find out the student's perception on the use of social media for learning English.
2. To investigate the reason why they have those perceptions about the use of social media for learning English.

1.5 Significant of Study

The research result is estimated to give information and benefits as follow:

1. Theoretical Significance

This research can be useful to enrich knowledge about the use of social media in English learning.

2. Practical Significance

- a. For English teacher, the result of this study are intended to provide teachers with information and suggestions for using social media in their English classes, as social media is thought to have numerous benefits for improving students' language abilities. Furthermore, teachers who desire to use social media should be concerned about the explanation of students' responses in this study.
- b. For the learners, the research is expected to motivate students to learn English through social media outside the classroom, and they do not only use social media as entertainment, but also learn English language. Because, English is an important skill for their future career.
- c. For the researcher, can useful to added information from the results of this study and the practice of teaching English by using social media.
- d. For the further researcher, the results of study are intended to provide information and knowledge regarding students' perceptions of the use of social media for English learning, and to encourage them to conduct further research in other field.
- e. For the schools, the results of the study are expected to be a source and information for schools to motivate an English teacher at the school to be more creative and innovative in teaching their students and also to keep up with the times.