

CHAPTER I

INTRODUCTION

Chapter one of this thesis is the introduction, which consists of the background of the study, the formulation of the problem, the objective of the study, the focus of the study, the significance of the study, and an operational definition. The full explanation is as follows:

A. Background of Study

Social media are becoming the most used tools for interaction among people, where everyone can create, share, comment, discuss and develop information and knowledge in a collaborative way (Devi et al., 2019). According to Purwanto (2023), the development of social media in changing people's behavior and perceptions are driving audiences to become digitally friendly; changing people's behavior from passive to active, non-participatory to participatory, and enabling previously users to utilize the use of social media. Nowadays the most famous social media platforms used by everyone, especially students are YouTube, TikTok, Twitter, Instagram, and WhatsApp (Harun et al., 2022). Its use is growing significantly more than ever before, especially in the post-pandemic era, marked by a great revolution happening to the educational systems (Chen & Xiao, 2022).

The use of social media among students is rapidly increasing, influenced by the various forms of communication and the post-pandemic rush to use multiple

social media platforms for education (Chen & Xiao, 2022). For the last two years, there has been a considerable increase in the number of content creators who concentrate on learning English. These content creators use platforms like YouTube, Instagram, TikTok, and educational websites to provide a variety of English learning materials, such as grammar, vocabulary, pronunciation, and practice language activities. Their innovative approaches, which frequently include humor, storytelling, and interactive components, are popular with audiences who are seeking new and exciting ways to improve their English skills. As stated by Iwamoto & Chun (2020), recent finding of using social media show that approximately 3 billion individuals worldwide are now communicating via social media. A survey by Datareportal (2024), it revealed that Indonesia was home to 139.0 million social media users in January 2024, equating to 49.9 percent of the total population. This growing users of social media is spending more and more time on social network, as facts and figures show that individuals spend their time, on average, on a variety of social media applications, exchanging pictures and messages, updating status, tweeting, favoring, and commenting on social media (Chen & Xiao, 2022).

Social media plays an important role in the education to encourage students in using social media for learning (Chueinta, 2017). As described by Alazemi (2021), the use of social media in education field allows students to obtain useful knowledge and information, to connect with learning groups and other educational platforms that make education appropriate. Social media is important in encouraging students to study English since it has a variety of aspects that can ignite

their creativity and make learning enjoyable (Hairul & Nurhayati, 2023). Furthermore, students have more flexibility in determining when and where they learn using social media (Maulina et al., 2022). Students can learn language by choosing topics and levels of lessons from variety of channels based on their interests and skill levels (Chueinta, 2017). Teachers exploring the use of social media will also be able to discover the real potential of social media to transform the basis of their teaching experience, giving the students a tool that they can use to learning English and flexible learning English experiences (Devi et al., 2019).

The English eighth grade teacher at SMP N 1 Bayat has made social media the most important part of the learning process. Recognizing social media's pervasive influence in students' daily lives, the teacher carefully integrated these platforms to provide a comprehensive and enjoyable learning experience. By utilizing social media, the teacher tried to reach out to students' interests and experiences with digital technology, resulting in a more active and participatory learning experience. Furthermore, the teacher used many different kinds of social media such as Youtube, Instagram, TikTok, and blogs, trying to maximize the use of social media in learning process. In general, the choice to integrate social media into the learning process at SMP N 1 Bayat stemmed from a desire to use technology as a tool for increasing student involvement and supporting learning experiences in social media.

Considering the increasing influence of social media on learning English, a study on students' perceptions of using social media in learning English is important to be investigated since teachers need to know their students' preferences

in terms of the social media applications they use and their ways of using social media for learning English. Studies exploring junior high school students' views on social media for learning English in Indonesia are relatively low. The findings of the present study may offer new insights on the students' perceptions of using social media in learning English, kind of social media that students use in learning English and factors the students' face while using social media to learn English.

B. Formulation of the Study

Based on the above phenomenon that the author has conveyed, the problem formulations contained in this study are:

1. What is students' perception of using social media in learning English?
2. What kinds of social media do the students often use to learn English?
3. What are the factors that influence students in using social media in learning English?

C. Objective of the Study

Based on the formulation of the problem described above, the research objectives are:

1. To find out the students' perception of using social media in learning English.
2. To find out what kind of social media students often use to learn English
3. To figure out the factors that influence students in using social media to learn English.

D. Focus of the Study

The focus of study is to know students' perception of using social media in learning English including students' experience in using social media, the kind of social media students use in learning, and factors students use social media to learn English.

E. Significance of the Study

1. For teachers

This study can contribute to understand the role of social media in English language learning. The researcher suggests that this study would be meaningful and worth reading for teachers to integrate technology into their teaching, especially social media which is believed to have many benefits for enhancing students' language skills.

2. For students

The study results are supposed to motivate students to learn English anytime and anywhere, maximize the use of social media in learning English.

3. For further researchers

The results of the study are supposed to give information and knowledge about students' perception of using social media in learning English.

F. Operational Definition

To avoid misunderstanding the terms used in this study. With that in mind, the following explains the terms related to this study.

1. Perception

Perception is the view or response of students by inferring information and interpreting messages based on experience about particular objects or events that are preceded by the sensing process in solving a problem or social situation (Pebriani et al., 2022). Perception is achieved by summarizing and analyzing information from a person, allowing the person can respond to either positively or negatively of the information (Gedik & Cosar, 2020). Perception is primarily concerned with the relationship between a person and his surroundings as seen through senses. When a human detects an object, it is processed to determine the object's meaning (Kitchakarn, 2016).

2. Social media

Social media is a media on the internet that allows users to represent themselves, to interact, collaborate, share, and communicate with other users. Social media such as social networking provides interaction that allows users to select what information they consume while managing the information they shared (Sari & Hasibuan, 2019). Social media has created a large connection by connecting all of the people and institutions that can react to an undesired event regardless where it occurs in the world, as well as all the people who can think and express themselves at anytime and anywhere in the world (Gedik & Cosar, 2020).