

CHAPTER I

INTRODUCTION

This chapter provides an overview of the study, including the background, issue statement, research objectives, scope, and significance.

1.1 Background of the Study

Social media is an important part of social interaction in the world. Most students nowadays use social media for more than just conversation; in addition, students use it to learn and discover information as well (Handayani et al. 2020). In addition, Handayani et al. (2020) also reveals that students' interest in studying can be increased by using social media as a study platform. Social media refers to a digital platform that enables users to actively engage, distribute, and generate various forms of content. Various forms of social media can be observed in contemporary society, such as blogs, social networks, wikis, forums, and virtual worlds (Cahyono, 2016).

This study stated from existing problems in Indonesia, namely learning in the classroom, which is still viewed as only one way through lecture methods, question and answer, and group discussions, which make students bored in class. While the current generation is the heutagogy generation, this generation has been confronted with a situation that changes rapidly due to the advancement of information technology in a matter of minutes. Technology is gradually changing people's lifestyles and thought patterns, particularly among teenagers (Wahyudi & Sukmasaris, 2014). As a result, many teachers are required to know more

appropriate social media tools for teaching and learning, such as blogs and wikis, as well as the use of other social media tools, such as Facebook, YouTube, or WhatsApp. "Social media has the potential to enhance student learning by facilitating educator and student interaction, skill development, and levels of satisfaction with the new mobile learning engagement," (Castro-Romero, 2015).

The variety of social media platforms provides users with various options based on their needs. Social media can communicate verbally and in writing, as well as directly (synchronously) or indirectly (asynchronous). Text, photo, audio, video, animation, simulation, and even interactive multimedia can all be used to convey messages via social media (Anwas et al., 2020).

To provide an effective and engaging learning experience for students, effective integration of social media in teaching and learning necessitates creative and well-planned solutions from teachers (Leung et al., 2015). In order to reduce student errors in English learning, teachers must be able to create conducive conditions in the teaching and learning processes that allow students to easily understand and use English. Using methods, techniques, and media that are appropriate to the subject matter of learning can increase students' interest and motivation in learning English, causing them to be more interested in and pay attention to these subjects.

Although teachers have tried their best efforts to provide the most effective media for students to learn English, some students may not find it effective for them. What students feel about the use of learning media may vary from one another due to some personal aspects such as learning styles, gadgets, internet connection and

so on. Therefore, teachers also need to take into account what students think about the media they use in order to prepare a better and effective learning media for students in the future. Thus, students' perceptions on the use of media, especially social media, is necessary information that could help teachers develop teaching class.

There have been some studies focusing on investigating the students perception on learning English through social media. Harun et al. (2022) in his research showed the findings indicated that students' perceptions of English songs were regarded as a valuable resource for their learning, as evidenced by their personal experiences. The efficacy of YouTube song videos in facilitating English language acquisition can be inferred. In addition, Ismail et al. (2019) on his study titled "Student Perspective in Utilizing Social Media as a Tool for English Language Learning," the researcher demonstrated that second semester English students at the Islamic University of Riau find social media to be a more engaging platform for their learning. Furthermore, the availability of advanced technology enhances the appeal of the English language, rendering it more captivating.

These two previous studies discussed the students' perception on learning English through social media among pre-service English teachers. However, there are limited studies conducted in this field, so it is difficult to draw a conclusion from the two previous studies. A more studies conducted in this field are needed in order to support the theory related to students' perception on learning English through social media. Therefore, it becomes inspiration for research to conduct similar study and compare the results from the previous ones.

Based on the preceding explanation, the researcher intends to undertake a study with the objective of examining students' perception regarding the acquisition of English language skills through the utilization of social media platforms. Therefore, the researcher conducted thesis entitled” STUDENTS’ PERCEPTION ON LEARNING ENGLISH THROUGH SOCIAL MEDIA”.

1.2 The Problems of The Study

Based on the explanation of the background of this research, the researcher tries to answer the following questions:

“What is the students’ perception of learning English through social media?”

1.3 The Objectives of The Study

The objective of this study is to investigate students' perceptions towards the use of social media as an English learning media.

1.4 The Scopes of The Study

Based on the issues raised above, this study investigated students' perceptions of learning English via social media at Universitas Muhammadiyah Kalimantan Timur. Students majoring in English Education at Universitas Muhammadiyah Kalimantan Timur for the 2022/2023 academic year are the subjects of this study.

1.5 The Significances of the Study

1. Theoretical Significance

The outcomes of this study are expected to serve as a valuable resource for educators and future scholars seeking to conduct comparable research on students' perspectives regarding English language acquisition using social media platforms.

2. Practical Significance

This study is anticipated to yield benefits for educators, learners, and prospective scholars as well. Students may exhibit increased enthusiasm for learning when implementing effective tactics. Teachers should ensure proper implementation of English teaching methodologies in order to provide a successful teaching and learning process. This study aims to enhance the English teachers' ability to effectively implement appropriate instructional approaches during the teaching and learning process for young learners.

This study would also be beneficial for future researchers who plan to conduct similar studies. They could learn the methodology that is utilized in this study and adopt it on their future research. They also conduct further research under this topic to investigate other student's perception on learning English through social media.