

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher wrote the outlines about literature review, previous studies, conceptual framework.

1.1 Literature Review

The literature review of this study discusses the concepts of students' perception, social media, and learning English through social media.

1.1.1 Students' Perception

According to Nelson-Smith (2008), students' perceptions are influenced by their experiences and expectations, which may not always be accurate. Perception, as defined by Carr as cited (Nelson-Smith 2008), is formed through the combination of sensory input and language. In other words, it is the external interpretation of the surrounding environment and its verbal description. This means that what students perceive is not necessarily the objective reality, but rather a subjective interpretation of their sensory input. Therefore, students' perceptions are based on both what they observe and how they interpret it emotionally.

According to Wang (2007), perception involves a complex set of cognitive processes that occur in the subconscious mind. These processes involve the collection, integration, interpretation, and analysis of internal information within the brain. To put it differently, perception is an individual's interpretation of something they believe to be true. This means that perception shapes a person's

understanding or viewpoint towards a particular object or situation. Perception represents people's thoughts about something they believed to be true and understood them. In essence, perception is a subjective and individualized process that is influenced by personal experiences, biases, and prior knowledge. It is a dynamic and ongoing process that can change as a result of new information or different perspectives.

1.1.2 **Social Media**

Social media is a communication and information dissemination technique utilized by individuals to distribute content at any given time (Harun et al., 2022). This phenomenon is popular among individuals of all ages and backgrounds worldwide. Moreover, social media serves as a communication tool that facilitates the formation of online communities for the purpose of exchanging knowledge, ideas, engaging in personal conversations, and sharing multimedia content such as photographs and videos (Barreto 2017). In a similar vein, social media platforms are online mediums through which users construct and disseminate information inside virtual communities and social networks. An individual engages in the management of social media platforms, disseminating and redistributing news, as well as creating and broadcasting material using online social communication channels. Social media platforms collect and store comprehensive data pertaining to various aspects of individuals' behavior and conduct. Learners have the opportunity to acquire knowledge through the utilization of many social media platforms, including YouTube, Twitter, TikTok, Instagram, and WhatsApp. Social media is defined by two prevalent traits. First and foremost, social media serves as

a means to document various forms of engagement. It is postulated that social networking platforms, such as Facebook, have the potential to facilitate the passive consumption of content shared by others (Lumentut & Lengkoan 2021). In such circumstances, it is typically necessary to create a profile account, which facilitates the initiation of potential exchanges. Furthermore, the impact of social media on interpersonal relationships is noteworthy. This relationship can encompass individuals who have established connections as confirmed acquaintances, relatives, or newly acquainted individuals who engage in the exchange of mutually beneficial resources (Samratulangi, 2021). In essence, social media refers to a collection of Internet-based apps that are developed using the principles of Web 4.0. These applications enable users to generate and disseminate information (Harun et al. 2022). Individuals have the ability to engage in virtual communication, enabling them to generate and distribute visual media, such as images, films, and various forms of information, within their respective communities.

1.1.3 Learning English Through Social Media

Learning through social media is a learning process that involves using social media platforms as learning resources or tools, such as Facebook, Twitter, Instagram, LinkedIn, YouTube, or other online learning platforms. Social media is used in this context to gain new knowledge and skills, participate in discussions or collaborations with others, and gain access to a variety of learning resources.

Furthermore, there has been an increasing number of scholarly endeavors dedicated to bolstering pedagogy and knowledge acquisition through the utilization of diverse social media platforms. According to the research, incorporating social

media technologies into traditional learning methods has proven to be appealing to students and can effectively enhance their engagement in the educational process. In recent times, social media has effectively addressed the issue by disseminating pertinent information to instructors. However, social media platforms have contributed to the resolution of certain issues by incorporating interactive features that engage students and encourage their active engagement in the educational process. This, in turn, leads to an increased attractiveness towards social media as a means to gain knowledge and understanding about various subjects (Raut & Patil, 2016).

The utilisation of social media platforms significantly influences the process of English language acquisition as it affords English language learners with valuable possibilities to enhance their writing and reading skills. Additionally, it enables them to encounter unfamiliar texts and phrases, hence facilitating the expansion of their vocabulary. In our nation, the instruction of English is founded upon two fundamental components, namely, (a) vocabulary and (b) structure. The contemporary methodologies employed in teaching English as a second language are founded upon the premise that, in the process of language acquisition, the attainment of grammatical structures holds greater significance than the mere accumulation of vocabulary. However, it is important to note that the acquisition of structure cannot occur in isolation, as it necessitates a substantial vocabulary base in order to effectively utilise linguistic frameworks. It is apparent, therefore, that in order to acquire proficiency in a language, one must attain a comprehensive

understanding of its fundamental vocabulary and underlying grammatical framework (Khan et al. 2016).

Social media has made it possible for English learners to easily share information, start conversations, and create their own content of interest (Ismail et al. 2019). Following accounts relevant to the topic you want to study, joining online groups or communities related to that topic, watching video tutorials or webinars, reading articles or blogs, and using online learning platforms are all ways to learn through social media. Learning through social media has become a popular and effective learning option as technology has advanced.

1.2 Previous Studies

There are several reviews related to previous researchers' research findings in this study, including:

Harun et al. (2022) in his research entitle Students' perceptions of social media to learn English. The objective of this study is to investigate the perspectives of students on the utilisation of social media as a tool for English language acquisition. The primary objective of this study is to assess the efficacy of utilising social media platforms as a means of enhancing students' English language ability. The research was carried out at the Department of English Education, Faculty of Languages and Arts, Universitas Negeri Manado. The research sample consisted of 25 participants. The researcher employed a questionnaire as a means of data collection. The present study examines the manner in which students see YouTube song videos as a means to enhance their pronunciation skills. The findings of this study indicate that the students saw an enhancement in their pronouncing abilities.

Engaging in the activity of listening to English songs on YouTube enhances individuals' familiarity with English vocabulary and facilitates the acquisition of distinct linguistic expressions found within song lyrics.

Ismail et al. (2019) in his research entitle Student Perspective in Using Social Media As a Tool in English Language Learning. The objectives of this study are to examine the utilization of social media and to assess the attitudes and viewpoints of students about the incorporation of social media as a pedagogical instrument in English language acquisition within the English Study Program. The research gathered data of both qualitative and quantitative nature from students enrolled in the English Department of the Faculty of Education at the Islamic University of Riau. The researcher employed questionnaires and interviews as data collection methods. The research findings indicate that social media serves as a practical and valuable instrument for obtaining general information and knowledge, while also enhancing language proficiency among students. Based on the empirical evidence presented in this study, it can be inferred that the use of social media as a platform for English language acquisition holds greater appeal among second semester English students enrolled at Riau Islamic University. Moreover, with the continuous progress of technology, the subject of English has grown progressively more captivating.

1.3 Conceptual Framework

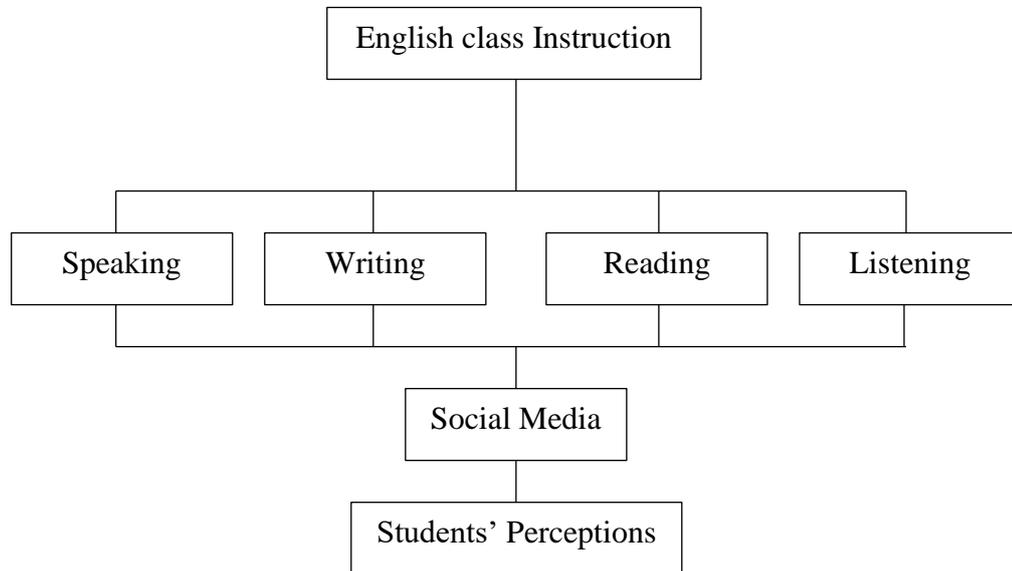


Figure 2.1 Conceptual Framework