

## CHAPTER I

### INTRODUCTION

#### 1.1 BACKGROUND OF THE STUDY

Literature on the interplay between social media and language learning indicates that social media help society learn English. Social media are defined as the internet based application which are also known as Web 2.0 (Kaplan & Haenlein, 2010). Social media have developed greatly since the expansion and the evolution of technology. Social media bring people together, facilitate collaboration, and make communication easier. Currently, social media are used as a platform to create and publish content continuously from one user to another (Obar & Wildman, 2015). Through the rise of Web 2.0, social media greatly improve society because people can now gain advantages which they cannot get before its existence. Users are able to use social media to act and react to what is happening around them; for instance, giving responses to the tragedy around them without depending on third persons for media access (Dijkmans, Kerkhof, & Beukeboom, 2014). Social media users take advantage by using their smartphone and get the information based on the news spreads worldwide (Best & Maier, 2007). By using social media, teenagers and college students are able to entertain themselves as they have *Twitter*, *Facebook*, *Instagram*, Instant Messaging (*LINE*, *WhatsApp*, *KakaoTalk*, and *We Chat*). Some studies had proven that social media provide the advantages and disadvantages. The most common

disadvantage of the use of social media is cyberbullying in teenage life. Cyberbullying is commonly viewed as a negative effect of social media. It is one of technology abuses in communication (Roberto, Eden, Savage, Ramos-Salazar, & Deiss, 2014). The most common type of cyberbullying is sending the inappropriate message via *instant messaging, blog*, or Short Message Service (SMS) to tease or hurt people (Stuck, 2011). Another disadvantage of social media is the identity theft or identity fraud which is defined as a crime in which someone or a group takes one's identity or personal data deceptively. This crime is usually used for an economic benefit or economic gain (Justice, 2017). Since the identity theft is mentioned as a cyber-crime, personal information which is uploaded in social media becomes less secure and social media become the cause of users' hacking of personal information. Another social media disadvantage is that social media cause unproductivity. People waste time to engage in online friendship (Alwagait, Shahzad, & Alim, 2014). They spend around 18 hours or even 24 hours online (Sorensen, 2013)

Based on the data regarding the most popular social media used by the active users, *Facebook* tops the list. It has more than 6 million active users per-month. It had 1.94 billion income in March 2017 and 2.01 billion in June 2017. These days, *Facebook* reaches 2.3 billion active users as Mark Zuckerberg announced through his personal account on June 27, 2017. The second most popular social media is *Instagram*. It has 1.5 billion users. The third is *YouTube* with 800 active users (Kallas, 2018). Kallas (2018) also mentioned that the users of social media are mostly teenagers.

Even though social media have some disadvantages, social media can improve and increase students' academic performance in class especially in English class (Alwagait, Shahzad, & Alim, 2014). More teachers are willing to integrate social media in their classroom to teach English as the foreign language (FL) to improve the students' skills such as writing, speaking, and listening. They usually use the available applications such as *Facebook, Path, Twitter, WhatsApp, Line, and BBM* (Singhai, 2007).

The teachers and learners who use social media to learn English as the second or foreign language believe that social media make the lesson inside and outside the classroom becomes more effective and easier (Chartrand, 2012). Even though some people find difficulties in learning a language, using social media to improve ones' second language is a good idea (Mubarak, 2016). The students will develop their new grammar, vocabularies, or even improve their listening and writing skills. They will read the post-caption and photos on *Instagram*, the tweets that are posted on *Twitter*, the conversation with the native speakers by having chats on *WhatsApp* and *LINE*, or watching the videos delivered in English that are available on *YouTube* (Al-rahmi, Othman, & Musa, 2014).

The writer was interested in conducting study related to social media and learning English as the foreign language among the college students. She used mixed methodology and recruited college students as her participants of the study. The previous studies mostly only adopted one methodology either qualitative methodology or quantitative methodology. The qualitative studies were conducted mostly from

interviews, classroom observations, and long-term studies observation (Gikas & Grant, 2013; Hyoungkoo Khang & Ye, 2012; Horne & Murniati, 2016). Then, for the quantitative methodology, the researchers used questionnaire as their instrument and counting the data to find the final result (Tezci 2011; Mubarak, 2016).

The writer selected university students as the participants of her study because the participants of the previous studies were mostly from high school and primary school students (Mubarak, 2016). The previous studies claimed that social media were helpful to improve their English especially in communication and language learning (Tezci, 2011). Another previous studies on social media for language and business relation selected businessmen and businesswomen as the participants to figure out how social media help them in some aspects, such as; marketing, communication, public relations, advertising, and broadcasting (Khang, Ki, & Ye, 2012).

Those reasons encouraged the writer to conduct this study in university environment. Thus, the writer decided to have Faculty of Language and Arts students as the participants of her studies instead of the students in school or businessmen and businesswomen. In this study, the writer would like to find out students' perception on using social media to learn English, what type of social media platform that students' usually used to learn English, and how students learned English using social media.

## **1.2 FIELD OF THE STUDY**

This research discussed students' perception of using social media to learn English as their foreign language. It related to the field of English teaching and learning, applied linguistics.

## **1.3 SCOPE OF THE STUDY**

This study focused on analyzing the use of technology to learn English. The writer limited it to the discussion of social media or Web 2.0 as the tool of learning English. The writer conducted her study at the Faculty of Language and Arts Soegijapranata Catholic University Semarang.

## **1.4 PROBLEM FORMULATION**

In her study, the writer would like to address the following research questions.

They are:

1. What is students' perception on the use of social media to learn English?
2. What kinds of social media do they often use to learn English?
3. How do students use social media to learn English?

## **1.5 OBJECTIVES OF THE STUDY**

From the problem formulation mentioned above, the writer has three objectives to answer the research questions:

1. To investigate the students' perception on the use of social media as the tool to learn English.

2. To find out what kinds of social media that students often used to learn English as their foreign language.
3. To figure out how students used social media to learn English as their foreign language.

### **1.6 SIGNIFICANCE OF THE STUDY**

This study aimed at investigating students' perception of the use of social media to learn English. The results of this study would give a significant contribution to the understanding of the role of social media in English language learning. The writer expected that English learners who use social media benefit the most from this study. They should be selective and smart in using social media to increase their language proficiency. In addition, the writer hoped that this study would be useful for teachers who would like to integrate technology, especially social media, in their teaching.

### **1.7 DEFINITION OF TERMS**

The definition of terms in this study can be stated as follows:

a. Perception

Perception is defined as someone's cognitive point of view about something happening around them (Goldstein, 2009). People are usually show their perception after they experience, follow, or feel a phenomenon.

b. Social Media

Social media are application which come up from Web 2.0. It has possibility to help its users enhance their communication with the other (Kaplan & Haenlein, 2010). Mubarak (2016) also defined social media are part of technology which help users ease their work in any aspect and give benefits to the users.

