

# CHAPTER I

## INTRODUCTION

This chapter explains the research's background, problem, purpose, limitations, and importance.

### **A. Background of The Research**

English is one of the languages used worldwide to communicate, and English is even an international language. There are many methods to learn English. One of the methods to learn it is by using the Internet. Along with the growing popularity of the Internet, online learning has gained traction in several countries. As one of the most significant developments of the internet is social media, social media networks also play a role in classroom learning. Social media makes it easy for us to connect and share with others.

Technology cannot be divorced from teaching and learning in this age of globalisation. Using technology in classroom learning has become a requirement. We may now access and use social media from anywhere and anytime by using cell phones connected to the internet. Using the Internet, we may obtain more and faster information. Children and teenagers are the most active users of the Internet and social networks. Social networking has become one of the most popular apps among individuals, particularly youngsters. Given that most young people or students utilise social media, they can quickly obtain information on the subjects or knowledge they are studying—

particularly about foreign languages, specifically English. Teenagers and adolescents can learn foreign languages like English by utilising media learning tools like social networks or social media.

Information and communication technology (ICT) has become more widely employed in language learning and teaching in the last decade. ICT is computer- and internet-based technologies used to create, save, display, and share information. In an EFL context, ICT can enable English language learners to communicate with native speakers via email, social networking platforms such as Facebook, TikTok, and Instagram, and video-based communication platforms such as Skype (Annamalai, 2017). Social media is one example of ICT. Social media is also a collection of tools that enable people to form and maintain relationships. From students to the elderly, social media is one of the most frequently used technologies. Students use social media in various scenarios during their daily activities (Al Arif, 2019). People use social media as an information and communication technology tool to communicate online. Social media is another well-known tool people of all ages and levels use. Social media is one of the outcomes of recent technology advancements. According to Kaplan and Haenlein (2010), social media is a group of online apps that enable the development of numerous types of material worldwide. There are numerous social media platforms, including Facebook, Twitter, Instagram, and YouTube, as well as the newest one, TikTok. It is simple to sign up for

this social media platform for free. This is also one of the primary reasons why most people utilise social media.

In an EFL context, social media gives students several chances to improve their English language skills. This is because English is one of the most extensively used languages on social media, and English is recognised as an international language used by people worldwide to interact. English is utilised as a foreign language in Indonesia by people, particularly students, where students will obtain English and learn English exclusively at specific institutions such as schools, courses, or universities, which are some of the disciplines available in those places. English language learners communicate with one another via mobile phones, i.e. social media, and they believe that mobile learning will allow them to learn anywhere and at any time (Ayuningtyas, 2018). They have a favourable opinion of the use of ICT for English language learning (Lizamuddin, Asib and Ahmad, & Ngadiso and Md Abdul Bari, 2019).

This is supported by research on the relationship of social media and linguistic expertise. People can learn English by using social media. Social media are internet-based applications learned during the 4.0 era (Paraduk, Rombepajung, & Karisi, 2021). Since technical advancements and adjustments, social media has significantly changed. Social media brings people together, creates relationships, and facilitates communication. Today, social media constantly produces and transmits material from one user to another. Social media has

considerably enhanced communities through the emergence of the 4.0 era since people may now obtain benefits they could not obtain before the 4.0 era.

Social media emerged in the early 2000s, allowing users to share information readily (Sekeon et al., 2018). It is now one of the most influential mediums for expressing emotions. Today's most popular social media platforms include YouTube, Twitter, Instagram, TikTok, and WhatsApp. College students in industrialised countries typically share, which improves personal learning, coordination, alliances, and confidence. This helps students learn something new, particularly in English, and more grammar, essays, and themes are included. (Bermudez, Prasad, Alsadoon, & Hourany, 2016).

Although social media was not explicitly designed for educational purposes, many students utilise it to learn English. For a learner, classroom instruction is insufficient to increase their English competence. They want to be exposed to the English environment through social media video learning. Many social media profiles offer English courses to make learning the language more enjoyable. Students and teachers can also form learning groups to connect and learn English using social media platforms like Facebook and WhatsApp. (Arumugam, Shanthi, & Mello, 2019).

Students can also discover English lessons on Instagram, TikTok, Facebook, and YouTube. They can follow accounts that

provide everything in English and specific information like vocabulary, grammar, speaking, and pronunciation. Most social media platforms are in English. Thus, it helps students learn English while practising conversing with native speakers worldwide and exchanging ideas through chatting and commenting. English learners engage with foreigners through social media, believing that mobile learning will allow them to learn anywhere and anytime (Ayuningtyas, 2018). Most students use social media because it is an engaging learning platform that presents audio-visual content and is quickly accessible via mobile phone.

Students can use social media to improve their English abilities, practice the skills of others, and motivate themselves to learn independently. Because millennial students spend more time on social media than reading English books in the library, researchers are eager to learn about students' perceptions of using social media to learn English and how students use social media to learn English.

Several investigations in the same field as this one have been completed, according to Muh's findings. Arasy Hairul and Nurhayati's (2023) research, most students in this study had a positive attitude toward this learning model via social media. They can also utilise social media to improve their English vocabulary, grammar, reading, speaking, listening, and sentence structure. Most students believed that social media allows them to engage with native English speakers and get exposure to English. A study conducted by Safitri M. et al. (2022)

found that social media can be employed as a medium in English language instruction. The characteristics and their familiarity with students can help teachers develop students' English competency. However, before incorporating social media into the classroom, the teacher must be knowledgeable about social media and devote significant time to training students to use social media for learning. According to the findings of Novitasari and Ainul Addinna (2022), students have a favourable view of utilising TikTok to learn English. They mentioned that TikTok gives them opportunities to improve their English skills. Learning English on TikTok is enjoyable and stress-free, and they can learn more. As a result, it can boost their motivation to learn. TikTok also allows students to learn on their own time.

Based on the above, a study on students' perceptions of using social media to learn English is necessary, as teachers must be aware of their students' preferences regarding using social media applications to learn English. In Indonesia, there has been little research into senior high school students' perspectives on using social media to learn English. As a result, this study was started to provide vital information on how senior high school students use social media to learn English, specifically TikTok and Instagram Reels. Because social media has become a widespread phenomenon and most students utilise it, the researcher conducted a study, **"Students' Perception on the Contribution of TikTok and Instagram Reels for Learning English"**.

## **B. Identification of the Problem**

Based on the background mentioned above, the problems can be identified as follows:

1. What are students' perceptions of using TikTok and Instagram Reels as English learning tools?
2. Why do students use TikTok and Instagram Reels as English learning tools?

## **C. Objective of the Research**

Based on the problem above, the main objectives of this study are:

1. To know students' perceptions of using TikTok and Instagram Reels as English learning tools.
2. To know why students perceive using TikTok and Instagram Reels as English learning tools.

## **D. Limitation of the Research**

After identifying the problem, the writer focuses on the students' perceptions of TikTok and Instagram Reels' contributions as learning tools. This will be done to collect students' opinions.

## **E. Significant of the Research**

This study is helpful for teachers, students, and other researchers. Teachers can use the data on students' impressions of

utilising social media as a learning tool to help them learn. Students are required to study English through social media. This study is also expected to be a resource for anyone interested in performing similar research.

## **F. Definition of The Key Terms**

### **1. Students' Perception**

Perception is an active process that involves interpreting typical sensations from the environment using knowledge and awareness of the universe to create meaningful experiences. The process of perception includes sensory recording, pattern recognition, and attention. Student perception is a student's point of view on something that occurs in the classroom learning process. It results in suggestions or arguments for the teacher or classmates to better their learning process. Student perception means students have their own opinions about what they get out of the learning and teaching process and how they approach it.

From the definition above, student perception is how students' thoughts respond to what they have done or learned.

### **2. Contribution**

According to Cambridge Learner's Dictionary, Contribution is something you do to help produce or develop something or to help make something successful. In academic or scientific contexts, "contribution" often refers to the unique and valuable insights or findings that a research study brings to the existing body of knowledge. In human resources, "contribution" may refer to the employee's positive



impact on the organisation through their skills, efforts, and achievements. In general, the concept of contribution implies adding value, making a positive impact, or providing something meaningful to a particular context. The specific definition can vary based on the field or discipline in which the term is used (GPT).

### **3. Tik Tok**

TikTok is a social networking site where people can make, share, and watch short videos. TikTok, a Chinese internet company's 2016 launch, has become a global phenomenon with a massive user base. TikTok allows users to make short films ranging from 15 to 60 seconds, which can be embellished with various creative effects, music, and filters. TikTok has specific characteristics that distinguish it from other social media platforms.

TikTok has much creative content about work, education, religion, etc. There are also many types of educational content on TikTok, one of which is English learning content. Not only counter creators from Indonesia, but we also watch English learning content from native speakers. The content also varies. Some discuss vocabulary, pronunciation, grammar, and the four skills in English, namely listening, speaking, writing, and reading.

### **4. Instagram Reels**

Instagram's vertical video-sharing tool, Reels, debuted in 2020 and is now available in 50 countries worldwide. Instagram describes it as "a

new way to create and discover short, entertaining videos.". Reels similar to TikTok allow users to record and edit a 15-second or 60-second fun video and share it with friends or other Instagram users. Reels, unlike TikTok, is not a standalone app. It is instead a function of the Instagram platform, and users may find it near the bottom of the Instagram camera.

Instagram reels have various audio-video editing tools and effects options, and users may see and navigate through the videos by swiping them up. Like TikTok, the content on Instagram also varies, one of which is English learning content.

## **5. Learning English**

Learning is a process that consists of a sequence of teacher and student actions that occur in the classroom in order to attain specific goals. The process of obtaining the capacity to use the English language is known as learning English. This includes understanding language systems such as vocabulary, grammar, pronunciation, and discourse and improving language abilities such as speaking, listening, reading, and writing. Learning English can be accomplished through various techniques, including traditional classroom instruction, online courses, self-study with books and recorded materials, and immersion programs for non-native speakers.