

CHAPTER I

INTRODUCTION

In this chapter the researcher presents the background, the research problem, objectives of the research, significance of the research, scope of the research, and definitions of key terms.

A. BACKGROUNDS

During the last pandemic, all teaching and learning activities were carried out online. Submission of materials, assignments, discussions, and evaluations is carried out online using an online platform (Inayati, 2014) . This condition resulted in most teachers being required to learn more about digital applications to carry out distance learning, one of which is learning through social media. Social media is very useful and is an online platform that is often used by teachers as a learning medium while online, especially in learning English (Ghofur, 1970; Maisani et al., 2022; Rahmadiyah et al., 2023) .

So far social media is an effective learning medium to assist the learning and teaching process (Mahmud et al., 2021) . Social media is still the most important thing in learning media. Currently, students are very familiar and use social media a lot (Handayani et al., 2021) . Where social media is a place or platform for managing and sharing information, either through words/sentences, photos, videos, and others.

Most of students learn English through social media (Bawawa & Musamus, 2022) . Based on this statement, in learning English, it was found that students like to use social media for different purposes. Students like to open social media as entertainment and also learn English (Meinawati et al., 2019) . According to students, by opening social media, they can find many learning resources, both from videos, photos, captions and others. Based on this, teachers use social media as a medium for learning English for students because social media makes it easy for students to learn English and has many other benefits. Social media also provides fun learning resources so students become more interested in learning English (Astuti, 2021) . This is what underlies the teacher choosing social media as a learning medium to increase students' English skills.

Students will be happier using social media as their learning media when they feel difficult and want to improve their English skills. Social media has a positive impact on teachers and students as learning resources or media (Handayani et al., 2020) . Through social media students can communicate with friends and all people in the world (Namaziandost, 2019) . Both students and teachers can share and seek information or knowledge by viewing and reading information.

Based on the preliminary study conducted at MTsN 5 Nganjuk it is one of the schools located in Nganjuk with accreditation A. The school is quite good at implementing English, one of which is through several activities such as English Morning, English Camp, English Day, and

English Speech. Indicators of success and failure in English language learning, teachers have a very important role. One of them is the application of the use of learning media, especially social media in English class learning. Implementation of the use of social media as a learning medium to help improve students' English skills. Therefore, this research is very important to carry out. The reason is, in English learning classes the teacher is the main source who conveys material to students. Therefore, it is very important for teachers to be able to apply learning media in English classes.

There are some previous studies related to this research arch. The first is Rahmadiyah (2023) who has done the research with the aims to describe the teachers' perceptions through social media as a learning media. In this study, three teachers from different schools in Batang Kuis District were the subjects. Second one is Handayani et al (2021) who have done the research aims to describe the perception on the use of social media in learning English Classroom. The subjects of this research were 50 fourth semester students of the English Department of Muria Kudus University. And the last is Mahmud et al (2021) who have done the research with the aims to know how are teachers' perceptions about the implementation of the used social media in teaching English in Universities Makassar. This study employed the descriptive qualitative method. The subjects of this research were 50 teachers of English in Universities Makassar.

Based on the results of the three previous studies, the researcher states that three of those previous studies have the same research method,

technique of the data collection, and the results finding and discussion about teachers' perceptions through the used social media as a learning media as this research. This research will be different from the three previous studies mentioned previously. The difference between those previous studies is the type of social media and the subject of the study. In this research subject of the study are English teachers at MTsN 5 Nganjuk.

Currently learning has returned to being carried out offline again . This research was conducted to determine the use of social media as a learning medium in English classes based on the perceptions of English teachers . This research was conducted to find out the perceptions of English teachers at MTsN 5 Nganjuk on the use of social media in teaching English after the pandemic. The results of this research are expected to be useful for readers and teachers who will apply social media as their learning medium after the pandemic.

B. RESEARCH PROBLEMS

From the background of the research, the researcher formulated the research questions as follows:

1. What are the types of social media still being used by teachers in teaching English after the pandemic?
2. How are teachers' perceptions toward the use of social media as learning media in teaching English?

- a. What are the advantages of the implementation social media in the classroom?
- b. What are the disadvantages of the implementation social media in the classroom?
- c. What are social media considered the most effective for use as media in teaching English after the pandemic?

C. OBJECTIVES OF THE RESEARCH

The focus of the research is to know teachers' perceptions through social media about:

1. To find out which type of social media is still frequently used by teachers in teaching English after the pandemic.
2. To know the teachers' perceptions toward the use of social media as learning media in teaching English.
 - a. To know what are the advantages of the implementation of social media in teaching English classroom.
 - b. To know what are the disadvantages of the implementation of social media in teaching English classroom.
 - c. To determine what social media is most effective to use as a medium for teaching English after the pandemic.

D. SIGNIFICANCE OF THE RESEARCH

The research results are estimated to provide information for:

- a. For teachers, the results of this research are expected to be able to provide information and suggestions for teachers in using social media as a medium of learning in their English classes, especially after the pandemic. Because social media is believed to provide many benefits to improve students' English skills. This study is focused on teachers who want to use social media as their learning media.
- b. For students, the results of this study are expected to motivate them to learn English because English proficiency is very important for them to support their future careers. They can use social media as a learning medium to make it easier for them to understand English, especially in class.
- c. For the researchers themselves, the results of this study can help increase knowledge, experience and application of instructional media in learning English. Researchers can apply social media in learning English to convey learning materials.

E. SCOPE OF THE RESEARCH

This research is a type of qualitative descriptive research. Qualitative descriptive research is research that utilizes qualitative data and is described descriptively. Qualitative descriptive research displays the data as it is without the process of manipulating the variables studied. The purpose of this study is to describe, analyze and decipher data about how

teachers perceive the use of social media as a learning medium. The research aims to test and empirical evidence about the use of social media as a medium for learning English. The purpose of this research is to determine what media are still and are often used as learning media after the pandemic.

F. DEFINITIONS OF KEY TERMS

1. Teachers' Perception

The definition of perception in the standard dictionary is explained as an influence or an impression by a more object. Perception is basically a cognitive process experienced by someone in understanding information about the world or environment. The teacher's perception means an analysis of how to integrate our application of the things around the individual with existing impressions or concepts, and then recognize the object. Teacher perception is a process of how the teacher selects, organizes and interprets existing information inputs and experiences and then interprets them to create a meaningful overall picture.

2. Social media

Social media is a medium for socializing with each other and is done online which allows humans to interact with each other without being limited by space and time . Social media is a digital platform that facilitates its users to socialize with each other, be it

communicating or sharing content in the form of writing, photos and videos. The function of social media aside from being a communication and marketing tool, social media can also be used as a learning medium. Especially the use of social media in learning English.

3. Learning Media

Learning media can be said to be anything that can be used to convey or distribute material from the teacher in a planned manner so that students can learn effectively and efficiently . Learning media is anything that can be used to convey lesson information to students and can stimulate the thoughts, feelings, attention, and willingness of the learner so that it can encourage the learning process.

Media has a very important role in education as a means or device that functions as an intermediary or channel in a process of communication between communicators and communicants. Because media is any tool that can be used as a channel for messages to achieve teaching goals. Where the media can display information through sound, image, movement and color, both naturally and manipulated, thereby helping teachers to create a more lively learning atmosphere, not monotonous and not boring.