

CHAPTER I

INTRODUCTION

This chapter presents research background, research problem, research objectives, scope and limitation, research significance and definition of key term. Each section described as follow:

1.1 Research Background

The use of social media is very popular nowadays and social media has grown over the years. In recent years, people have offered a number of ways to make correct use of the Internet and social media. The use of both has a huge impact on many fields. Social media is also used in the field of education as a tool for the learning and teaching process. Online learning offers ease of use for both teachers and students. Teachers should make easy use of social media for learning media and share their resources and media with others. Students can learn individually or find examples of subjects they study.

The user of social media makes use of social media for several reasons. People usually use social media as entertainment, job search, community sharing info, doing business etc. The user of social media comes from different age. According to the survey conducted in 2015 by Pew Research Centre, the 18-29 has a higher percentage in using social media in 2005-2015. While in the educational field, people who attended college and college graduates have a higher percentage

of using social media. This survey proves that university students do use a lot of social media for educational purposes.

Social media with the development of the internet in the 21st century have made developers create multiple platforms. With a lot of social media users, many developers also created a new social media platform. Each platform has its own features, that attract social media users. Students also involve the use of social media for learning English language. Students can use a variety of platforms that help students in the learning process.

Research about social media in learning has been conducted before. According to Handayani et al., (2020), the most used social media by student of English Education Department of Universitas Muria Kudus are *YouTube*, *Instagram*, and *Whatsapp*. Another research by Al Arif (2019) shows Instagram was the most common social media used by students for English language learning and has improved student English skill from social media content. The research in the Islamic Institute of Palangka Raya investigated the most common social media sites that can influence student's English language skills. The finding shows *YouTube* as the most common social media site that can influence English learning skills along with *Facebook* and *Instagram*. *YouTube* influenced listening and speaking skills while *Instagram* and *Facebook* influenced writing skills (Sari, 2018).

This study was different from the previous ones because it aims to know English skills of students who learn from social media, how students actively

activate social media for English learning, and this study conducted at a different context from the previous ones. Considering on the previous research, this study aimed to examine the use of social media by college students at the English language education department at the University of Muhammadiyah Malang for learning the English Language.

1.2 Research Problem

1. What are social media used by English Language Education Department students of University of Muhammadiyah Malang?
2. What English skills do English Language Education Department students of University of Muhammadiyah Malang learn from social media?

1.3 Research Objectives

The objectives of this study were:

1. To know social media used by English Language Education Department students of University of Muhammadiyah Malang
2. To know what English skills do English Language Education Department students of University of Muhammadiyah Malang learn from social media

1.4 Scope and Limitation

The scope of this present study is the students who usually learn the English language through social media. The study involved 32 students from the 7th semester of English language education department at the University of Muhammadiyah Malang.

1.5 Research Significances

This research will give many benefits to several stakeholders in the same field to this research. The significances of this research are:

This study will provide social media as a medium for learning English for students. Students will know more about the use of social media, especially for learning English. Teachers can get the idea for social media they will use in teaching English. The teacher will consider the most popular social media used by students to implement it in the teaching process.

1.6 Definition of Key term

Social Media: Social media refers to technology that allow for stakeholder discourse, collaboration, and social interaction. These technologies include virtual worlds, blogs, wikis, networking platforms (like Facebook), and media sharing tools for text, photos, videos, and audio. (Bryer & Zavatarro, 2011).

English language skills: Most practitioners in the field of teaching second and foreign languages nowadays tend to assume that language instruction is inherently separated into several skill sets, including speaking, listening, reading, and writing, and that these skill sets are often arranged in this sequence.(Hinkel, E. 2010).

English skills: The four skills are the peak of language and will carry you forward. Although they are apart, they are inextricably linked to one another. (Sadiku, L.M. 2015).