

CHAPTER I

INTRODUCTION

In this chapter will provide the research background, identification of research problems, limitations, research questions, research objectives, and research significance.

1.1 Research Background

Technological advances had many impacts in the field of education, especially in learning English as a foreign language. According to Khaloufi & Laabidi (2017), the use of Information and Communication Technology (ICT) in learning English was able to help students improve their English skills. Using ICT motivated students in learning English. In the context of English as a Foreign Language (EFL), ICT provided opportunities for English language learners to interact with native speakers using ICT tools such as social media Instagram, Facebook, and Tiktok, and to communicate via video such as Skype (Annamalai, 2017). This was because ICT provided a context for human-to-machine communication and a context for information, display, and sharing. According to Liu (2010), ICT itself was a form of social media, where ICT was one of the results of technological advances. Currently, social media was one of the technologies that developed rapidly and was one of the most widely used technologies by people all over the world, from students to parents. In fact, for all students, using social media was commonly used in various situations in their daily activities (Al Arif, 2019).

Social media was one of the means of information and communication technology that was used to communicate online remotely. Social media was also one of the most popular means of communication among ages. There were many types of social media, including Facebook, Twitter, Instagram, YouTube, Skype, Telegram, and others. Using social media also looked very easy and not difficult to do. Kusuma et al., (2021) used YouTube to provide videos for EFL students in Indonesia to help them understand the topics being taught. This was implemented because YouTube had various learning videos that could support student learning. People could use these platforms for free by registering for free first. They tended to always use social media because it was fun and made them comfortable using it. In the context of EFL, using social media could allow them to develop students' English skills. Some facts revealed that English was the language most often used in social media. This was because English was an international language that was certainly used by all people in the world for them to communicate with one another. In Indonesia, English was used by students as a foreign language, and students only got English learning in certain places, such as schools, English courses, and universities. According to Ayuningtyas (2018), students used social media to communicate with each other and believed that mobile learning could facilitate them to learn anywhere and anytime.

According to Marisa (2019), with social media, people could also join and chat with each other in chat rooms on the internet. They could talk to each other, listen to their interlocutors, send and display pictures, and

also view pictures. One of the reasons social media developed very quickly was because nowadays everyone seemed to be able to have their own media. If people today still used traditional media such as old television, radio, and newspapers that required a lot of capital, they wouldn't have been able to have them. People who used social media could access their social media through their internet network, even if the access they had was small and slow. They could do it themselves without the help of employees and others. According to Karman (2014), it was said that as social media users, we could freely edit, change, add, reduce, or even modify the text, images, videos, or other content.

School students were among the current users of social media. This was because by using social media, students were able to easily communicate over long distances without having to meet directly at school. Social media was important for students because it served as a place for gathering and searching for information. Moreover, social media had become a part of everyone's lifestyle. Students who did not want to be outdated or considered old-fashioned by their friends made sure to have accounts on all social media platforms.

Here, students usually used social media to express themselves and share content about themselves with many people, especially their friends and close acquaintances who also had social media accounts. Moreover, social media had become a platform where individuals could find opportunities to earn money. Those who possessed self-motivation had the potential to achieve success in their lives. The definition of motivation

itself refers to the process through which a person strives to achieve a goal. Additionally, motivation plays a role in providing encouragement, guidance, and positivity. Thus, motivated individuals engage in activities and behaviors with enthusiasm, purpose, and direction.

Based on the explanation above, researchers were motivated to investigate students' perceptions of their learning motivation towards the implementation of social media-based online learning at SMAN 1 Ubud school. The school incorporated technology into the learning process, utilizing social media platforms such as YouTube and WhatsApp. These platforms allowed students to communicate with each other and engage in content discussions by leaving comments. The researchers aimed to understand how students perceived their motivation to learn in this social media-based online learning environment.

1.2 Identification of Research Problem

Social media can be interpreted as a digital platform that provides facilities for various social activities, including for school students. Students use social media because it makes it easier for them to learn and communicate, whether it's within a close range or over long distances, without the need to meet in person at school. In addition to academic purposes, students also use social media as part of their lifestyle. In the context of learning, motivation plays a crucial role. Motivation helps students maintain their enthusiasm for learning. Conversely, without motivation, students' learning motivation may decline, leading to a decrease in their enthusiasm for learning.

Many previous studies have utilized social media in English learning. For instance, Shih et al., (2010) explored blended learning and employed video-based blogs as an effective approach for L2 learners to improve their public speaking skills. The mixed learning model using video-based blogs proved beneficial in enhancing learners' ability to speak in public proficiently and efficiently. It facilitated collaborative blended learning and allowed learners to reflect on their own progress. In another study, YouTube was utilized to provide relevant videos for 29 EFL students in Indonesia, aiding their understanding of the topics being taught (Kusuma, 2022). The use of YouTube in the learning process was attributed to its diverse range of educational videos that supported student learning.

Meinawati & Baron (2019) conducted a study on the effectiveness of using Facebook in learning English, which had a positive impact on overall English writing skills, particularly in the descriptive writing learning process. This was evident from the results of the descriptive writing test in English. The findings of this study also had implications for the teaching and learning process, both within and outside the classroom, which could be further utilized with technological advancements. Previous studies have demonstrated positive results and beneficial effects on students. Consequently, students' willingness to learn increases as some students enjoy using social media as a medium for learning English. This, in turn, can enhance students' learning motivation.

In the past few decades, research has been conducted on the influence of social media on students' learning motivation. Hafsah (2018) conducted a study that revealed strong evidence of the influence of social media on learning motivation based on significant correlations. This indicates that social media contributes to enhancing students' motivation to learn. Similarly, a study by Mardalena (2018) focused on the influence of social media on students' learning motivation at SMK Pembina Bangsa Bukittinggi. The results of the questionnaire analysis indicated that there is indeed an influence of social media on students' learning motivation at the school. The study found that the influence of social media on students' learning motivation was moderate and positively oriented. These studies collectively suggest that social media can have a positive impact on students' motivation to learn, with various factors contributing to the influence of social media on learning motivation.

Based on the results of research related to the influence of social media on students' learning motivation, it has been found that social media has a significant impact on students' learning motivation. In Indonesia, the use of social media in education is highly beneficial. It helps students develop their skills, access information easily, engage in online learning, and encourages self-expression. However, it is important to note that the use of social media in teaching should be approached wisely. While social media can bring numerous benefits to education, it should be used responsibly and in ways that enhance the learning experience. Proper

guidance and supervision are necessary to ensure that students utilize social media effectively and in line with educational goals.

However, there is still a lack of specific information regarding students' perceptions of online-based social media and its impact on their students understanding and learning motivation. It is crucial to conduct detailed investigations into students' perceptions of social media and how it affects their motivation to learn. This information is important not only for the students themselves but also for teachers who may consider using social media in their teaching practices. By understanding the students' perceptions, it can potentially enhance their understanding and learning motivation. Therefore, this study aims to bridge this gap by conducting research focused on students' perceptions of leveraging the incorporation of social media to support students understanding and learning motivation.

1.3 Limitation of The Study

This study focuses on exploring the student perceptions of learning motivation towards the implementation of online-based social media. The participants in this study will be students from class XI at SMAN 1 Ubud. The goal is to gather insights into how students perceive the influence of online-based social media on their motivation to learn. By specifically examining the perspectives of students at SMAN 1 Ubud, the study aims to provide valuable insights and recommendations for utilizing social media in educational settings to enhance students understanding and learning motivation.

1.4 Research Questions

From the background of the problem described above, the study centers on the following questions:

1. How was the student's experience in teaching and learning using social media related to the cognitive domain?
2. How was student's experience in teaching and learning using social media related to motivation?

1.5 Research Objective

Based on the statements of the problem, the objectives of this research were described as follows:

1. To find out students' perceptions related to the use of social media in increasing their cognitive learning and learning motivation.

1.6 Research Significant

The results of this study were expected to provided benefits both theoretically and practically.

1.6.1 Research Significant

Results of this study were expected to have provided feedback and positive perceptions of student learning motivation. Based on this research, leveraging the incorporation of YouTube and WhatsApp to support students understanding and learning motivation were investigated.

1.6.2 Practical Significant

This research was expected to provide benefits for students and other researchers.

a) For students

The results of this study were expected to have helped school students increase their learning motivation. Perhaps by using online-based social media as a place for them to learn, they were happier and enjoyed their learning, which encouraged their motivation to study harder. Thus, it produced quality students who were diligent and eager to learn.

b) For other Researchers

The research was expected to serve as a reference for other researchers in future studies who were interested in the same topic.

