

CHAPTER I

INTRODUCTION

This chapter explains about some sub-topic, such as: background of the problem, problem identification, limitation of the problem, research questions, research objectives, and research significance.

1.1 Background of the Problem

Digital technology on this globalization era become essential tool for human life since it is used to help their daily activities (Abdulaziz Al Fadda, 2020). The use of digital technology, especially the information technology (IT) which is supported by internet develops rapidly since it provides multiple opportunities, especially for youth to communicate and access information across the world (Lamb & Arisandy, 2020). On this case, social media become the most impactful sub-set of information and communication technology which used to share words, photos, videos, quotes, etc. (Handayani et al., 2020). Nevertheless, definition of social media was not clear yet. It is because the research findings which examined social media were not transferable and not comparable one to others (Wolf et al., 2018).

However, in general social media can be defined as an information system which represents a set of ideological beliefs of information that should be created, accessed, and distributed, built upon communication technology, computing technology, and internet (Wolf et al., 2018). Social media is a term that is used to

refers to new form of interactive online media involving the users' participation. It has two common characteristics consist of involve interaction and allow some form of participation (Manning, 2014). Additionally, the general definition of social media also stated by Kaplan and Haenlein (2010) which stated that social media is a group of internet-based application which is built on ideological and technological foundation of Web 2.0 and allow the creation and exchange of User Generated Content.

Massive used of social media attracts the attention of many researchers to examined the impact given toward many aspects of human life, including the field of education. Yet, social media are usually used to gain the teaching and learning goals, especially in English language teaching (ELT) and learning. Numerous researches had been done to investigate the effect of using social media in English learning process (e.g. Hamat & Hassan, 2019; Albiladi & Abdeen, 2021; Ariantini et al., 2021; Abdalgane, 2022; Kusuma, 2022; Noori et al., 2022; Prayudha, 2022; Amalia & Gumiandari, 2023). Previous researches have presented many aspects related to social media in English language teaching and learning such as: 1) how social media used to teach and learn English either in formal or informal learning; 2) students' and teachers' perspective of using social media in learning and teaching English; 3) advantages and disadvantage of using social media in English language teaching and learning, etc. For example, Amalia and Gumiandari (2023) examined at least 5 journals about social media in English learning which reported that social media are used to increasing knowledge, communication skill, and promoting something. Additionally, Noori et al. (2022) also stated that social media is used by university students to learn about their course, especially to get updated information. This

study also showed that Facebook and WhatsApp are the most used social media in ELT and English learning. Ariantini et al. (2021) also presented the most common social media used in English language learning including Facebook, WhatsApp, YouTube, Instagram, and Twitter (now changes to X). Those kinds of social media platform are used to find or share information, do or make group activity, and to practice their language skill.

Furthermore, Kusuma (2022) has examined the reasons of English teachers (consist of 18 preservice teachers) who have implemented social media platform while teaching English. This study shown that the participants has used social media platform (e.g. WhatsApp and YouTube) to teach English since those could assist their students to understand the material easily and those were easy to access and suggested by the schools and supervisors. Nonetheless, other social media platforms such as Facebook and Instagram were not used in ELT because the participants considered that those social media could make students did not focus to the learning material and also needed high internet bandwidth. Besides that, participants also said that they did not know how to use these platforms in teaching and learning process, did not have account to access it in teaching and learning process, and not allowed to use in teaching and learning process by the supervisors.

Besides inside-of-classroom learning, social media also used to learn English outside-of-classroom. This is known as informal learning. Informal learning is learner-controlled, which means it is not linked into any course and it takes place outside of classroom (Trinder, 2017). Nowadays, informal learning had been done by many learners through digital technologies. Various digital technologies were used to earn knowledge and information as much as possible, including smartphone,

laptop, computer, etc. Those kinds of technologies were used to access many sources of information and knowledge such as internet, blogs, social media, online games, etc. (Lee & Dressman, 2018). This activity is called informal digital learning. Numerous students learn any kind of learning subjects through digital technology informally, including English language. The use of digital technology in English language learning outside-of-classroom had been studied by many researchers and had gotten results which showed the impact of digital environment toward English learning itself. For example, Lee and Dressman (2018) examined about Informal Digital Learning of English (IDLE), which was explained as a self-directed informal digital English learning independent of formal context, had shown that informal English learning in digital environment was rapidly developed to expand language acquisition beyond formal learning.

Furthermore, Rahman et al. (2023) also presented a study about IDLE in which the participants said that activities that they did on digital environment (such as watching movie or video on YouTube and texting or talking via social media) would enhance their English proficiency. They believed that number of IDLE activities would affect their English proficiency improvement. In addition, Trinder (2017) presented that English learners confirmed IDLE as a way to enhance their English language, especially to improve ESP vocabularies. Participants on this study said that beside accessing online journals, watching video and films which can accessed on social media also help them to enhance their English proficiency. Lee and Lee (2021) also stated that IDLE could assist EFL students in affective variable. IDLE activities provided positive emotional environment in English learning process.

Discussing to the use of social media in English language learning, positive psychology and positive emotion also have correlation among social media and English language learning. Positive psychology is a branch of psychology which focus on what makes life more worth living (Al-Jarf, 2022). While positive emotion as a part of positive psychology is a feeling such as enjoyment which can bring about satisfaction (Oladrostam et al., 2024). Some study showed positive emotions were influenced by the use of social media in English language learning (e.g. Ariantini et al, 2021; Lee & Lee, 2021; Akpan & Chayanuvat, 2022; Nur & Zalzabilah, 2022). For example, Ariantini et al. (2021) presented that the use of social media in English language learning could improve students' motivation to learn English besides enhancing their English proficiency. On the other hand, Prayudha (2022) presented that social media provided positive psychology for English learners due to it was an interesting and fun. However, it was also shown on his study that monotonous activity on social media caused boredom which means it is not a positive emotion. Therefore, this became challenge for the English teachers.

According to previous studies above, social media give benefits in English learning context, especially for the English language learners in cognitive, psychophysics, and affective variables. In cognitive and psychophysics variable, social media could help students to enhance their English skills, such as speaking, listening, writing, reading, vocabularies, grammar, and pronunciation (Hamat & Hassan, 2019; Albiladi & Abdeen, 2021; Ariantini et. al., 2021; Abdalgane, 2022; Kusuma, 2022; Prayudha, 2022; Amalia & Gumiandari, 2023). While, in affective variable, social media could affect students' emotions, such as learning motivation,

self-confidence, and anxiety (Abdalgane, 2022; Nur & Zalzabilah, 2022; Lee & Lee, 2021).

However, other previous studies also presented additional information about the use of social media in English language learning which said that social media also brought disadvantages and challenges for both educators and learners. As explained by Pham (2022) who said that it became challenge for teachers to prepare proper material due to a little training of how to make the best using social media which would be time-consuming. Additionally, Prayudha (2022) also presented that disadvantages and challenges of using social media in English language learning including monotonous learning activity, difficult to express creativity, spend more internet data, boredom, bad responses and unarranged schedule. Thus, besides giving some advantages, the use of social media for ELT purposes also brought disadvantages for both learners and educators (Abdulaziz Al Fadda, 2020; Albiladi & Abdeen, 2021; Ghimire 2022; Pham, 2022; Prayudha, 2022; Khan et al., 2023).

Thus, according to previous researches, it could be concluded that social media is a part of digital technology which were massively used by people not only for sharing information, but also for getting knowledge, especially in English language learning. This was because using social media gave benefits specially for English learners. However, it also brought disadvantages and challenges on its implementation. This became such an essential and interesting topic to be investigated on second language research. Therefore, this research was conducted in order to get more information about that topic, especially about the reason why social media was still used in English language learning and what kinds of positive

emotions were still gotten from the use of social media in English language learning despite the existence of the disadvantages and challenges.

1.2 Problem Identification

Numerous researches about the use of social media in English language learning had been done. Many results also had been presented to give information specifically for English teachers and learners. There were lots of researches presented the advantages given by social media in its implementation on English language learning. For example, Nur and Zalzabilah (2022) stated that using social media in English language learning increase students' motivation and vocabulary. Kusuma et al. (2024) also showed that OILE through social media brought advantages which affected their cognitive (such as vocabulary, grammar, pronunciation, listening, reading, and writing) and affective domain (such as got more information, easily understood learning material, provided more opportunities to learn English, fun and enjoyable, improved motivation and self-confidence, and decreasing anxiety). Nonetheless, OILE through social media also brought disadvantages for EFL learner as they said that they could not focus on formal learning, could not provide appropriate information, could not facilitate appropriate English learning, gadget addiction, and increasing anxiety. Other researcher also presented some disadvantages of using social media in English language learning, such as monotonous activity, difficulty in expressing creativity, spend more internet data, etc. (Prayudha, 2022). In addition, challenges of using social media in English language learning also existed. As the previous studies presented, some challenges

in implementing social media on English language learning inconsistent information, distraction, bad responses, unarranged schedule, etc. (Khan, 2023; Prayudha, 2022). Moreover, some researches about the use of social media in learning English were also done in University and involving university students, especially English language students (e.g. Hamat & Hassan, 2019; Noori et al., 2022; Muftah, 2023). Those researches showed that lots of university students were learning English language through social media inside and outside of classroom.

In addition, based on preliminary observation had done by researcher, English Language Education students in Faculty of Languages and Arts, Ganesha University of Education were allowed to use social media for their English learning. Most of them used various of social media inside and outside of classroom while learning English language. They also used social media in uploading their assignment and task in form of picture or video. However, the reasons why they used social media for learning English, either inside or outside of classroom, were not clearly known yet. There just little information about this was provided. An indication about a role of lecturer who asked the ELE students to use social media in English language teaching and learning process might be a reason why they kept using it for learning English.

On the other case, previous studies had not presented about the reason of their participants were still using social media in learning English yet, even though they had known that social media brought disadvantages and challenges for them. Meanwhile the reasons of the university students kept using social media to learn English despite its disadvantages and challenges were necessary to be informed in

order to give consideration for the other user of social media. In addition, positive emotions gotten from using social media in learning English had been presented actually as advantages of using social media in English learning. This might be one of the reasons why English students still using social media to learn English. However, the existence of positive emotions on the implementation of social media in English language learning behind the existence of disadvantages and challenges were not informed yet on the previous studies. Hence, it was also needed to explore some positive emotions that still gotten while implementing social media for learning English as a consideration if it became one of the reasons or not. Therefore, all the social media users who want to use it for learning could consider and more aware of the disadvantages and challenges that they might face later.

Therefore, this study would be conducted in order to fill the gap of previous study about those two problems. This study would explore the reasons of students who already knew disadvantages and challenges of using social media in learning English but still used it. This would also explore the positive emotions gotten from social media in English language learning despite the disadvantages and challenges of social media itself. This study was done in order to give information about the reasons of university students' reason and positive emotions gotten from social media as a consideration for the next English learners who might have willingness to use social media in learning English.

1.3 Limitation of the Problem

This research was limited for English language students which are affiliated in English language education study program on Faculty of Languages and Arts at

Ganesha University of Education. The focus of this study was to investigate the reasons of the English students still using social media in learning English after knowing its disadvantages and challenges and to explore positive emotions gotten by students who still using social media in learning English behind the existence of its disadvantages and challenges.

1.4 Research Questions

Concerning the problem above, the problem statements are formulated as follows:

1. Despite the disadvantages and challenges of social media, why do the university students who are affiliated in English language education study program in Ganesha University of Education still use social media in formal or informal learning of English?
2. What are the positive emotions perceived by English learners at Ganesha University of Education from the use of social media in learning English, behind its disadvantages and challenges?

1.5 Research Objectives

According to research questions above, this research is conducted in purpose to:

1. To investigate the reasons why the university students who are affiliated in English language education study program in Ganesha University of

Education are still using social media in learning English behind the existence of its disadvantages and challenges.

2. To explore the positive emotions gotten by English learners in Ganesha University of Education of still using social media in learning English behind the existence of its disadvantages and challenges.

1.6 Research Significance

This research is expected to be useful and give contribution to English learners, English educators, and other researchers which are interested in using social media for English teaching and learning.

1. English Learners

The result of this research is expected to give information as a consideration for other English learners about some reasons and positive emotions gotten by English learners in Ganesha University of Education of still using social media in learning English besides the existence of its disadvantages and challenges.

2. English Educators

The outcome of this research is also expected to assist English educators to consider the use of social media in English language teaching by providing the reasons and positive emotions gotten by English learners in Ganesha University of Education from using social media in learning English besides the existence of its disadvantages and challenges.

3. Other Researchers

This research is conducted to get the result which is expected can be a reference for other researchers who will conduct similar researches related to the use of social media in English language teaching and learning.

