CHAPTER I

INTRODUCTION

This chapter covers the background of the study, problem identification, limitation of the study, research questions, and purposes of the study. This chapter also describes the significances of the study for both theoretical and practical significances.

1.1 Background of the Study

The advancement and popularity of technology are becoming essential in the education system. Technology becomes a part of the learning process for students' medium. Various advanced technologies have developed as tools or applications that enable learners to create, generate, and contribute knowledge in information sharing exploration and ideas collaboratively (Sumuer, 2018). In addition, digital media technology becomes an important role in young people's experiences of friendship and identity as well as online peer communication (Davis, 2012). Meanwhile, the internet is becoming increasingly prominent with social networking that has grown to be a common international trend that has spread across almost every corner of the world (Kaya & Bicen, 2016; Wu, 2015). As a part of technology, the internet becomes a digital network to connect people around the world. Savage and Vogel (2013) state that the digital network is transforming data using devices such as a personal computer, mainframe, supercomputer, and mobile device (Tablets/Smartphone). Besides, the internet has had a platform through numerous sites in various countries, belonging to

thousands of businesses, governments, research institutions, educational institutions, and other organizations to link up (Emeka & Nyeche, 2016)

Related to this study, social media has been known as a social network within the internet in the technology system. With the increasing utilization of social media among students, particularly higher students, social media applications provide the medium for searching, sharing, discussing the learning materials (Brooks, 2009). Several studies have been done on this particular topic of using social media. Most of the students are enthusiastic about using social media for their activities through social media facilitate, for instance: Facebook, YouTube, and Instagram to learn and apply digital literacy in academic environments (Kaya & Bicen, 2016). Studies have shown that promoting social network-based learning boosts attractive learning through the technology system (Stefanone et al., 2010). It means that social media is self-regulatory learning for formal and informal learning related to the demanding lifestyle. The students can collaborate, share, create, and make meaning of their learning process through cloud-computing technology (Dabbagh & Kitsantas, 2012). Social media within students' learning process becomes part of the interaction in which it is able to share knowledge through the learning management process (Zhang et al., 2015) and also providing a bunch of information with different unique learning styles where instructors carefully manage and monitor students' learning (Boyd & Ellison, 2007; Dabbagh & Kitsantas, 2012).

Several college students reported by Greenhow and Robelia (2009), Dhanya (2016), Talaue et al. (2018), Mushtaq and Benraghda (2018) revealed that social

media as a part of technology in their learning process in which it seems to furnish an efficient media to gather insights within interactive opportunities to increase the students' potential. A study by Seaman and Tinti-Kane (2013) under education services company of Babson Survey Research Group and Pearson Learning Soluion found that social media used by higher education in the learning process has grown 21% from 2012 to 2013 in the United States. Perrin (2015) reported that social media had penetrated the lives of many young adults, the social media usage of American adults aged 18- 29 years soared from 12% in 2005 to 90% in 2015. Meanwhile, fostering and assessing the students' achievement with the learning environments relate to students' success that largely depends on the effectiveness of teaching materials and technology (Wang et al., 2016).

Wu (2015) revealed that social media enhance students' awareness of their attention towards technology-supported time diaries. It was focused as a result of discussing university students' motivated attention and the use of regulation strategies on social media. It showed that the use of social media helps students keep track of their time for their online learning activities. Besides, there are also academic researches that are focusing on context in university students' learning process. Previous studies like Greenhow and Lewin (2016), Greenhow and Gleason (2014), and Selwyn (2012) revealed the learning collaboration with social media could affect the students - habit, either positive or negative behavior. The study by Aljuboori et al. (2020) generally investigated the impacts of social media on university students in Iraq. The result suggests positive impressions among university students, yet, it emerges with the case in which social media

usage occasionally brings up the opportunities for unexpected communication effects construction in unexpected ways. Referring to the effects construction appeared by unexpected act in learning processs, Kaya and Bicen (2016), Rahman et al. (2020), Lau (2017) found the situation in which social media utilization influences to their participation, and behavior related to the learning process. Based on several studies, those refer to the condition on social media that might affect their behavior and motivation on learning achievement.

In accordance to the studies of phenomenon about social media utilization in higher students. Several researchers have observed the social media phenomenon updately. Throughout the observing about the study of social media, several result of the studies have called for a new study in expanding much detail about negative evaluations of using social media within several specific aspects. For this reason alone, it is imperative to analyze the phenomenon of social media. The current study aims to fill that gap. Hence, this current study is conducted as the representative to examine and describe the utilization of social media within the learning process. This current study offers to explore the utilization of social media by higher students in their learning activities through a survey study. The proposed research employ subjects on English undergraduate students to describe several aspects, namely perception, motivation, and attitude included several domains (indicator) within each aspect of utilizing social media for their learning activities. The research is conducted in English education program at University of Muhammadiyah Jember.

1.2 Problem Identification

With the increasing development of technology, social media has been widely utilized in every corner of the education system. Therefore, the essential role of social media has been a part of education. Next to the statements above, several issues need to be considered regarding social media utilization in learning activities. The desire conditions concerning university students utilizing social media for their learning activities have been widely observed by many researchers. Numerous issues in the studies reveal that social media is regarded as an attractive application. Various kinds of social media are potentially more used for university students' shared, discussed, and posted course materials general, academic, political, commercial, and so forth.

Yet, in reality, based on the empirical studies result, several studies on social media revealed how social media are being used in education settings – for better and for worse toward academic or non-academic purposes. In this regard, participatory digital cultures relate to utilizing social media in education illustrate how the lines between self-directed, intentional learning and spontaneous, incidental, and experiential learning are blurring, certainly in 'informal' contexts (Greenhow & Lewin, 2016).

The study by Greenhow and Gleason (2014) revealed that some young people, although in the minority, are engaging fully, initiating self-directed learning activities utilizing the full potential of participatory and collaborative technologies. The statement is also based on the earlier study by Selwyn (2012) in which the learning attributes of social media could enrich young people's

experiences of learning in institutional contexts. In both cases, social media offered opportunities for young people to harness the power of the network and seek relevant expertise.

Social media usage generated opportunities for unexpected network effects through interactions with peers outside the school walls, shaping young people's knowledge construction in unexpected ways. However, the initiation and direction of learning activities bring anxiety regarding the freedoms associated with information-learning attributes. The cases bring up the assumptions of how formal structures (clear tasks, tight deadlines) are supported by informal practices that are not perceived to hold a legitimate place in formal education. Udayana et al. (2018) identified several challenges of using social media platforms in English instruction namely the lack of accessibility, the lack of purpose, the lack of flexibility, and the lack of social support. Thus, some challenges emerged toward social media usage in the learning process.

Several researchers like Bou-Hamad (2020), Saaid and Abd Wahab (2014), Dike et al. (2013), Kaye and Johnson (2004), and Owusu-Acheaw (2016) have found that the use of social media affects their reading and lifestyle habits. Further, Lau (2017) also found video gaming is a part of social media that frequently brings negative effects for non-academic purposes. The result refers to the kind of features on social media that might affect their behavior and motivation on learning achievement. It becomes a barrier for them to become addicted factor beyond their learning progress. The prior studies cited throughout have provided a background to aid identify where the research on this particular

topic lacks, and it can be developed by doing more research. The result of these studies have called for a study to ascertain the extent to which students' use of social media can affect their learning.

This current study is offered to examine and analyze the utilization of social media by English undergraduate students for their learning activities. The proposed research employ subjects on English undergraduate students as representative to describe several aspects, namely perception, motivation, and attitude included several domains (indicator) within each aspect of utilizing social media for their learning activities. The research is conducted in English education program at University of Muhammadiyah Jember. As known that the focused institution in this present study particularly, English undergraduate students at University of Muhammadiyah Jember develops the integration of technology in which several media application is utilized as a part of their learning process. In this regard, it could be a consideration as the population to be measured.

1.3 Limitation of the Study

Based on the problems identified above, the proposed research is limited to describe the most social media used by English undergraduate students as well as their perception, motivation, and attitude included several domains (indicator) within each aspect of utilizing social media for learning activities. The population of the study is undergraduate students in the English education program at University of Muhammadiyah Jember.

1.4 Research Questions

1. What social media platforms are used by the English undergraduate students for learning activities at the University of Muhammadiyah Jember?

2. What is the English undergraduate students' perception of utilizing social media for learning activities at the University of Muhammadiyah Jember?

3. What is the English undergraduate students' motivation of utilizing social media for learning activities at the University of Muhammadiyah Jember?

4. What is the English undergraduate students' attitude of utilizing social media for learning activities at the University of Muhammadiyah Jember?

1.5 Purposes of the Study

The purposes of the study are formulated as follows.

1. To describe social media platforms used by the English undergraduate students for learning activities at the University of Muhammadiyah Jember.

2. To analyse the English undergraduate students' perception of utilizing social media for learning activities at the University of Muhammadiyah Jember.

3. To analyse the English undergraduate students' motivation of utilizing social media for learning activities at the University of Muhammadiyah Jember.

4. To analyse the English undergraduate students' attitude of utilizing social media for learning activities at the University of Muhammadiyah Jember.

1.6 Significances of the Study

This study contributes to future researches in this area. This research has mainly beneficial to investigate how the perception, motivation, and attitude of

English undergraduate students regarding the utilization of social media in the English education program. Thus, the present study was expected to be beneficial for future researchers interested in researching the same field.

Social media has become a popular media application for the college community, teenagers, and young adults (Walther et al., 2008; Zakahi et al., 1993). The studies of technology have been widely developed through the investigation of social media. Social media as a social network has commonly been used by many institutions for the education system (Al-Deen & Hendricks, 2011; Sloan & Quan-Haase, 2017). The result of this study was expected to expand the grasp of utilizing social media in the education system, specifically English education.

1.6.1 Theoretically

The result of the present study could be an opportunity to develop more literature, and the results of the study will become one of the references to get information about technology, especially social media, in the education system. The result of the study is more focused on how the perception, motivation, and attitude of undergraduate students regarding the utilization of social media in English education program.

1.6.2 Practically

It was expected that this research gives advantages in practical theory as follows:

1. For Education Stakeholders

The finding of this research might support the education stakeholders to decide the technological implementation for the education system, specifically

social media in English education program. Furthermore, the government might consider the results of this research to create an adequate policy to support technology for students' achievement.

2. For Researcher

The researcher widens knowledge of technology use in academic performance, especially on utilizing social media in English education program. In addition, the researcher may use these findings as a key to other researchers in collecting data about social media in researching the same field.

3. For other Researchers

This study was expected to aid other researchers who are interested in the same topic. The other researchers can benefit from this study by focusing on the gaps left by this study.

1.7 Assumption and Limitation

In the present research, several aspects measured were not directly controllable, and they were assumed as follows.

1.7.1 The instruments used to measure perception, motivation, and attitude of utilizing social media were adapted from relevant previous studies. The instruments were assumed to be reliable and valid used to measure the aspects described in this present study.

1.7.2 The descriptive survey to measure perception, motivation, and attitude of utilizing social media based on the instruments of the relevant previous studies were also assumed to be reliable and valid.

1.7.3 The measures of perception, motivation, and attitude of utilizing social media were not directly generalizable beyond a whole of indicators used in this present research.