CHAPTER 1

INTRODUCTION

In this chapter the researcher discusses the background of problem, the identification ofproblem, the limitation of problem, the formulation of problem, research questions, the purposes of research, the significance ofresearch, and the definition of key terms.

1.1 The Background of Problem

One of the developments in technology and information that is very familiar in today's life is social media. Social media are a technological information and communication tool used by everyone worldwide. The recent development of social media brings new opportunities not only for communication and entertainment of human activities but also for sharing knowledge and learning, especially for students (Eid & Al-Jabri, 2016). They use social media to share information, discuss themes or concepts, and cooperate on homework assignments. Due to social media facilities, knowledge can develop rapidly in education. Therefore, social media seems to be the preferred learning method. The availability of social media encourages independent learning and change from traditional teacher-focused learning to student-centered learning (Eid & Al-Jabri, 2016).

For now, the use of social media is very popular with young people until old people, especially for Gen Z. Gen Z is the Digital generation or net generation born in the range of 1995-2009 (Major et al.,2020). Alfath (2018) said that Gen Z

1

was born between 1995 and 2012. They had another set of requirements, such as being born as digital natives, typically at a high education level, having a culture of using social media, and having the same attitudes as Gen Z students.

They are also called the Digital generation because they are always connected to the digital world to spend time in a digital environment (Hockly, 2011). The use of social media is a must for them right now (Bolton et al., 2013). They will never be separated from social media. This creates a special fear for Gen Z that they will miss the development of social media. As stated by Rideout & Robb (in Greenhow et al., 2019) in their research result, in out-of-school contexts, social media has surpassed texting and face-to-face interactions as the most popular form of communication among Gen Z, 70% of Gen Z reported using social media multiple times per day as their most preferred form of communication, apart from texting and face-to-face interactions. This fear has become a syndrome called FOMO, or fear of missing out. As stated by Pryzlski, Murayama, DeHaan, & Gladwell in Maysitoh et al. (2020) in their research results, FoMo has a very dominant characteristic in the form of a very big desire to always be connected with other people through the digital world in order to know all the activities that take place. In general, Gen Z uses social media facilities to play games, express themselves through movement, follow trends, and even only use them to chat about unnecessary topics. Positively, Gen Z can also learn English through social media (Erzad & Suciati, 2018). The facilities they use are not just for fun, but can also be used for learning.

UNIVERSITAS BUNG HATTA

As we know, English is the most widely used international language to communicate with many people around the world. So far, social media has been widely used in learning English, which can provide many opportunities for students to develop their abilities such as writing, speaking, reading, etc. Based on the results of research by Erzad & Suciati (2018), students' ability to learn English can be improved with social media such as Youtube, Instagram, Facebook, etc., because they are considered attractive, easy to use, very simple and practical. The phenomenon of using social media in a formal context is expected in the learning process. Students can use Youtube and Tik Tok as video media to practice speaking and listening skills. They saw several videos via Youtube as a learning reference and used TikTok media to practice speaking by imitating. We can conclude that using social media in the formal setting is crucial to using learning media networking because it can improve EFL learners' oral and aural skills.

Besides in a formal context, social media can also be used in informal learning for students. According to Bagdonaitest & Zydziunaite (2016), *informal learning* is defined as "self-directed learning rather than curriculum-based learning. It refers to self-study that takes place outside of the classroom. Students can study independently to increase vocabulary and practice writing skills through social media such as Instagram. Instagram is a social networking app made for sharing photos and videos from a smartphone. Independent learning using Instagram does not have a time limit while learning in class has a time limit.

According to Zarei (2020), Instagram is used by 21st-century learners to improve their learning productivity. Students can learn through Instagram with

3

various activities that can expand their information. Through Instagram, students can practice 4 skills in English at once. Instagram can be used for a variety of purposes. If any students can make a new post on Instagram for a day, it would be beneficial to their language development if they wrote their post in English.

The use of technology in English language teaching (ELT) is of great importance these days, and students can use informal learning strategies to access social media, such as watching movies and other audiovisual resources in informal EFL learning (Bin-Hady & Al-Tamimi,2021). Instagram is one of the most popular social media platforms (Ting et al., 2015). It allows users to instantly capture and share life moments with their friends through a series of photos and videos. Using Instagram to develop skills in informal learning can accomplish a lot. Students with writing skills can write text into the "caption" section and provide feedback in the comments column before sharing their photographs or videos. For students, it will be more enjoyable than writing papers. This tool allows students to share their thoughts and opinions on various issues. Teachers can consider Instagram useful educational material because of its qualities (Sallamah & As Sabiq, 2020). Its popularity among the younger generation and its ability to share photographs can assist students in developing their writing skills in informal settings.

Based on the explanation above, using social media has provided opportunities for students to learn writing, speaking, reading, and listening. Basically, social media can be divided into two categories that are video based and text-based. In this study, the researcher focuses on Instagram as a social media platform based on

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video and text. The researcher would like to see the intensity of using Instagram for English learning incidentally by secondary school students as Gen Z in an informal context. Therefore, in this study, the researcher wants to conduct research on intensity of the Instagram for learning writing in informal setting for DKV majoring eleventh grade students at SMK Negeri 4 Padang. This research was conducted because there has not been any research focusing on this topic, particularly in Padang. This research will be helpful in adding in-depth information to current knowledge about social media usage to learn English in an informal setting.

1.2 The Identification of Problem

Due to the COVID-19 pandemic, the learning process carried out in the classroom has changed to online. It makes students spend much more time with mobile phones, primarily for using social media. There are still many students who cannot use social media well. Some examples are that they are often late in collecting assignments because they are too busy using social media for their favorite activities, such as making vlogs and even living on social media. Sometimes when the teacher was explaining in front of the class, some students were busy chatting about unnecessary topics, so they forgot to do their homework. This results in students neglecting their responsibilities. It is a shame that students cannot control their behavior when interacting on social media.

The students usually face some problems in their learning process, especially in learning writing. Learning writing is the most challenging process because it has to go through processes such as prewriting, drafting, revising and

editing, rewriting, and publishing—reflecting the author's ability to influence the components of writing, including organization and idea development (Pratiwi,2016). Students generally have difficulties writing because of a lack of knowledge about English grammar, vocabulary, and mechanics.

Based on researcher observation in and out school environment of SMKN 4 Padang, the pandemic resulted in students spending more time using their cellphones at home, and they have limited time and schedule for English learning. Hence, some use social media as mobile learning in informal settings to support learning writing. Some of the social media that they often use is Instagram. Usually, they do typical activities on social media to view videos, upload pictures, and even make mini vlogs. Instagram can be a better alternative to gaining the student learning process in informal setting. Using this application, students can directly see, review, and evaluate other people's posts in learning to write by chance. According to Erarslan (2019) Instagram as a platform that influences students' language learning processes in an informal context, and Instagram can be used to improve the writing process outside the classroom.

Clearly, students' time was absorbed much more by social media activities. However, it is not clear yet whether such activities can contribute to their English learning incidentally.

1.3 The Limitation of Problem

Based on the Identifications of the problem above, the researcher limitted the problem of intensity of using Instagram for learning writing in informal

UNIVERSITAS BUNG HATTA

setting for majoring DKV eleventh grade students at SMKN 4 Padang. The researcher conducted this study in SMKN 4 Padang.

1.4 The Formulation of Problem

Based on the limitation of the problem above, the researcher formulated the problem of the research as follows " How did the intensity of using Instagram for learning writing in informal setting for majoring DKV eleventh grade students at SMKN 4 Padang?".

1.5 The Research Questions

Based on the formulation of the problem above, the research questions of this study are as follow   :

1. How often did intensity of using Instagram to organize idea in writing for Informal learning?

2. How often did intensity of using Instagram use appropriate vocabulary in writing for informal learning?

3. How often did intensity of using Instagram to apply grammar in writing for informal learning?

4. How often did intensity of Instagram use for mechanics in writing for informal learning?

1.6 The Purposes of Research

The main purpose of this research was to find out the use of Instagram for learning writing in an informal settingfor eleventh grade students' at SMKN 4 Padang. Especially the purposes of the research were:

UNIVERSITAS BUNG HATTA

1. To find out intensity of using Instagram to organize idea in writing for Informal learning

2. To find out intensity of using Instagram used for appropriate vocabulary in writing for informal learning

3. To find out the intensity of Instagram apply grammar in writing for informal learning

4. To find out intensity of Instagram use mechanics in writing for informal learning.

1.7 The Significance of Problem

The researcher expects that the result of this research can givecontribution to the teachers, and future researchers. For teachers, it is hoped that the results of this study can provide information and advice for teachers especially after the COVID-19 pandemic teaching and learning process, because social media is thought to have many benefits for improving students' language skills. Furthermore, in this study is likely to be a source of attention for teachers who want to use social media as a learning media.

For future researchers, this research will help them to improve their knowledge and information about the role of Instagram for English learning, as well as to conduct future research focusing on specific skills and social media.

1.8 The Definition of Key Terms

To avoid misunderstanding about the key terms used in this research, the researcher defines them as follows:

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1. Social media is an online media that is used to carry out long-distance communication, the process of interaction between one user and another, as well as getting information through a special application device in the form of an internet network.

2. Learning writing is a way of communicating thoughts, ideas, feelings, and opinions in written form.

3. Instagram is a photo and video sharing application that allows users to take photos, take videos, apply digital filters, and other networking activities.

4. Informal learning is learning that is done incidentally (or unintentionally) of the required skills through a medium and a tool, which can involve students' awareness of both the learning process and product.

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