CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Learning English is necessary for students in entire world, People study English since it is an international language that is commonly used to communicate and may be utilized for the primary needs in every career opportunity (Wargadinata, et al 2020). English proficiency is crucial for worldwide communication in the Fourth Industrial Revolution (Pranoto and Suprayogi, 2019). English was previously taught to students in Indonesia mostly using conventional methods. Only the English structure was taught to them. Instead than teaching students how to communicate in English, the focus was on helping them understand how the language is structured. The student did not receive any training to hone their communication skills. Because they were forbidden from participating in communicative activities, English language learners are unable to practice speaking the language in conversation.

Learning English creates challenges in Indonesian environment because Indonesian students regard English as a foreign language. There aren't many public English lessons to learn (Mandasari and Aminatun, 2020). Focusing on understanding English grammar might result in bad student performance on English. The number of meetings or teaching hours also plays a major influence in language learning, which is why the conventional approach was not the main reason of the incompetent learners. To achieve good EFL learning goals in Indonesia, the country needs to

make a lot of revisions and changes to the learning system (Ismail, 2020). Numerous studies have shown that using the traditional technique resulted in students losing interest in and engagement in their English language acquisition. Due to their limited opportunities to speak English in class, they kept mute. As previously stated, student only had a short amount of time to participate in speaking English. Students will have a positive attitude and take an active role in the teaching and learning activities they participate in (Anggarista & Wahyudin, 2022). Students also believed that learning English was simply done to meet the minimal standards necessary to pass a level of schooling. In general, it may be said that new methods for teaching English to students are required.

This study offers important information for foreign language teachers, education administrators, policy makers, and directors of English programs, regardless of whether social media should be used for teaching and studying English as a foreign language. It is the responsibility of the instructor to design a creative teaching strategy that allows students to use social media to ask questions and share their thoughts. Learning media as in learning process is very important to make learning more appealing, the course content clear, and the learning techniques more numerous. The use of media in the classroom can increase students' motivation to learn English (Oktaviani and Mandasari, 2020). Thus, the class atmosphere becomes more active and there is a relationship between the teacher and the students so that the learning activities that take place will be more optimal and effective because the teacher involves students to the fullest.

Formal definitions of social networking are still hard to come by despite substantial study on these websites. According to some academics, social media's definition "can only be flexible and appropriate for certain contexts" (Sloan & Quan-Haase, 2017), Sloan and Quan-Haase point out that the term "social media" may be interpreted broadly to include online social networking sites (SNS), which provide forums for users to engage, collaborate, and exchange information. Facebook, Twitter, Pinterest, YouTube, Instagram, Myspace, and Friendster are a few of the well-known social networking platforms. According to researchers, integrating technology into the teaching and learning process provides various advantages for students' academic and interpersonal skills. To be relevant in the digital era, teachers must take advantage of this technological change (Dwyer, 2016).

Boyd (2015) claims that the exceptional rate at which social media platforms are being used globally shows how extraordinary the social media phenomena is. It is crucial to examine the social media phenomena for this reason. Social media platforms can be used in classes to assist students gain fluency and comprehension in the target language. Social media, when utilized effectively, may improve students' linguistic abilities, teaching strategies, and learning (Lederer, 2012). Social media has been widely used as a communicative and pedagogical tool to supplement teaching and learning, with educators increasingly advocating for it (Mahmud et al., 2016). Therefore, it is needed to investigate how teachers utilize social media to become more efficient and effective in teaching students in creative media courses. The majority of students need a more interactive e-learning approach than what is currently available in the Learning Management Systems

(LMS) that they are using at school, according to a previous study (Oh, 2017) that conducted preliminary interviews to determine students' perceptions of e-learning. Students desire more interactive platforms with social media characteristics, according to the interview sessions, so they can communicate instead of relying on one-way "announcement" features. Therefore, the purpose of this study was to investigate the roles of using social media in English language teaching and obstacle faced by teachers in using social media in English class at SMAN 1 Adiluwih.

1.2 Research Questions

Based on the explanation above, the researcher formulates the research questions as follows:

1. What are the roles of using social media in English language teaching?
2. What obstacle are faced by teachers in using social media in English class?

1.3 Research Objectives

This research was conducted to find out these following objectives:

1. To explore the roles of using social media in English language teaching.
2. To identify obstacle are faced by teachers in using social media in English class.

1.4 Uses of the Study

This study aims to help teachers in schools to explore and find out how teachers develop material through social media platforms. so that teachers can choose the right teaching strategies and activities in teaching.

1.4.1 Theoretically

This research expected to help teacher at school find out how teachers motivated and develop material through social media platform. The findings obtained from this research are useful to provide information to everyone in this modern era to know about the role social media in education.

1.4.2 Practically

The result of this research can be used by teachers to design an innovative learning or take advantage of social media as a learning media. Teacher can use online learning platform such as Facebook, Instagram, Tiktok, Youtube, Etc, to motivate their student and developing material. This research practically bring benefit for:

 a. The Teachers

Teachers may use this as a reference to gain a greater understanding of the significance of their social media teaching and learning strategies. Teachers may use it as inspiration to develop new teaching strategies by incorporating social media into their classrooms.

 b. The Future Researchers

To enable future researchers to increase the insight into roles of using social media. As the references to research on the theme of obstacle in using social media to develop their research.

1.5 Scope of the Study

This research is focus on the use of social media in teaching English. The samples used in this study are English teachers from SMAN 1 Adiluwih. This research starts

from June 2023 until finish. The topic examined in this study is the roles of social media used by teachers in teaching English at SMAN 1 Adiluwih. The data collection was carried out by interviews and distributed questionnaires and finding the required information from other sources.