

CHAPTER I

INTRODUCTION

In this chapter, the researcher would explain the background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study, the research question, the purpose of the study, and the definition of the key terms.

1.1 Background of the Study

The use of social media is not new and it has been discussed for several years. Edosomwan, Prakasan, Kouame, Watson, and Seymour (2011) state that social media is a tool that connects with others, and that social media is further developed by Hartshon, (2010), whereas social media is still a media that is primarily used to transmit or share information with a broad audience (Edosomwan et al 2011). Social media has increased the quality and level of collaboration for students (Jackson, 2011). It has increased the quality and level of collaboration for students (Jackson, 2011) so the use of social media in the classroom can have a positive impact. Facebook pages can be a positive example used as a central page for students and lecturers to share and discuss information (Guardian, 2013).

In international scope, some studies focus on social media learning in an online course at the university level. For instance, a study by Taylor et al (2012), the study shows that students prefer interaction in the classroom, rather than just watching one-dimensional lectures on the internet. It also shows that the preparation of online courses must include several interactive strategies - the main topics that must be addressed in the future because of the need for accelerating online courses. Another result of the study by Mcdool et al., (2016), elaborates on the use of social

media and children's welfare results that limiting the use of social media during childhood can help improve children`s well-being, as well as address the concerns of policymakers about the effects of digital technology on children.

In Indonesian's scope, it turns out that research relating to social media such as research by Sakkir et al. (2016) indicate that the majority of students exhibit positive attitudes towards and willingness to use social media in writing classes. However, factors such as large classes, lack of training on Internet use, and lack of facilities can be possible barriers to social media use in the classroom. Another result shows teacher perspectives on social media in schools (powers & Green, 2016) This study aimed to investigate teachers' perspectives on the effect of bringing social media to the classroom. The majority of teachers who were employed in this survey believe that the implementation of social media in the classroom for instructional purposes plays a significant role for both teachers and students in classroom teaching and learning activities. The results showed that social media has a positive impact on students` interaction in the classroom and help them to develop standardized test scores.

The most popular social media application today is Facebook Using Facebook becomes part of a routine. Students use Facebook frequently to communicate and interact with their friends and classmates (Adam, 2008) whereas they may spend hours there (Zhao et al., 2008) even though online learning platforms provide a discussion forum and messaging features then students still prefer discussing and communicating on Facebook. To motivate students' learning, some teachers are trying to use Facebook in teaching and learning. (Mazer et al., 2007).

Another social media application is Instagram. It was founded in 2010. It is a mobile application for Smartphones. According to Bergström & Bäckman, (2013), being mainly a photo-sharing application, Instagram has excelled as an effective communication and marketing tool to display products with visual descriptions. Hence, it becomes a useful social networking platform instantly for individuals. Although the application was just launched in 2010, it has grown steadily and strongly. In 2013, it was estimated that Instagram had 100 million users, and approximately four billion photos were uploaded and displayed (Abbott et al., 2013) such as the sharing of images rather than words alone has made communication with friends and broader groups of users who share similar interests more ideal, convenient, and fascinating (Bakhshi et al., 2014).

In addition, the other application tools that students can utilize and almost everyone familiar is Whatsapp. Whatsapp is one of the major changes in mobile app communication in the recent past. Its users are growing very fast on mobile phones and also on computers. WhatsApp users become worldwide since February 2016. The service is one of the most popular mobile apps worldwide (Kumar & Sharma, 2017). However, WhatsApp has become highly popular among them. Mobile messaging applications like WhatsApp have emerged as largely free alternatives to standard SMS messaging. Besides, text electronic messaging additionally supports the exchange of pictures, videos, or voice records. This Application is very addictive and might produce an excellent impact on regular users, cited (Kumar & Sharma, 2017).

Related to the use of social media in project-based learning, there are some issues faced by students in the current field study based on student interviews in

finding out their difficulties in project-based learning from the Syntax class. They have difficulties in justifying the wrong Syntax and Grammar sentences to the correct ones, and in terms. To justify the wrong sentence to be true, they just need a long time to correct mistakes in project-based learning.

To overcome the above problems, social media makes it easy for students to find mistakes. Social media can inform the public about their problems and can help them complete their tasks and improve their sentences by posting on social media. Facebook through three facilities, such as: like, comment and share. People's behavior on Facebook is not always the same. They like a post, comment on another, or share the other (Kim & Yang, 2017).

However, even in the international context and the Indonesian context have been a conducting a lot of research on the use of social media, researcher needs to know how the student's perceptions of the use of social media in the syntax class, especially in project-based learning. This is very important to know their beliefs or perceptions. El-Badawy and Hashem (2014) state that participants' perceptions provide evidence that additional research to assess the integration of social media in classroom learning. Therefore, this Study has more significance to clarify students' perceptions of the use of social media in project-based learning in the Syntax class.

1.2 Scope of the Study

In this study, the participants used social media for project-based learning in the Syntax class. There some sequences project that students did in class nevertheless, this study only focuses on students' perceptions positive about the use of social media Facebook and Whatsapp in project-based learning.

1.3 Research Question

Based on the background above, the researcher formulates the research question as follows: How do students perceive the use of social media in project-based learning in the EFL context?

1.4 Purposes of the Study

Based on the research background, this present study is aiming to identify students' perceptions of the use of social media in project-based learning in the EFL context.

1.5 Significances of the Study

This study offers several insights and benefits. This research can be used for those who want to research analyzing students' perceptions about the use of social media in the syntax class, it can have a positive impact on all lecturers.

Firstly, this research will be beneficial for students in the world of social media education. It also plays an important role in improving the students' quality of use of social media to trigger the quality of students by utilizing the ease of communicating and sharing information so that the learning process is more effective, and efficient, and accelerates the overall information.

Secondly, teachers or lecturers can know the students' perception include of the benefit of social media users such as creating communication and also adding insight for lecturers.

Thirdly, this study is a reference for schools or campuses as a tool to help the learning process and to find out the benefits of being used in the classroom and as a preparation for better education programs in the future.

The last, this research will be helpful for lecturers to improve the quality of learning by using social media for the English education department, not only from the English Education Department that used social media but also for the other courses which can use social media in learning.

1.6 Definition of Key Terms

In this study, the terms to be defined are students' perception, a social media and project-based learning listed as follows:

Students' perception in this study means positive as students' act of transmitting information to provide an overview and understanding of the perception environment in the process of using previously owned knowledge to obtain and interpret stimuli that originate from the senses. Perception of this research refers to how students' perceptions of the Department of English Education especially in the fifth semester of Syntax class A in the academic year 2019 at IAIN despite perceiving the use of social media in project-based learning.

Social media in this study means is an online media and communication tool with functions to facilitate relationships between people and each other. Social media in everyday life is very important for every person, including communicating and seeking information about what is happening in the community. usually used to assess the progress of students who are mostly lecturers in the Department of English teacher education using social media in project-based learning. The technique in this research is to use social media as a tool to determine progress in learning English in the syntax class by posting a few sentences on social media. In this study, social media used are facebook, whatsapp, and instagram.

Project-based learning (PBL) is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems. Students learn about a subject by working for an extended period to investigate and respond to a complex question, challenge, or problem. The challenges that are given in this study are in the Syntax class by looking for English sentences outside of campus and they are required to post these sentences on their social media accounts, both on Facebook, Whatsapp, and Instagram.

