

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research questions, the research objectives, the research significances, the scope and limitations of research, and the definition of key terms.

A. Background of the Study

Human social life today cannot be separated from the influence of rapidly advancing technology. Technology advances in the communication sector at a very quick pace. Technology is growing and becoming very influential for humans (Halawa, 2024). Humans created technology by form of creation between tools and techniques. The understanding of technology in human life is increase align with the advancement of time or modernization of technology. This creation facilitating and producing both positive and negative effects. New technology like the internet can meet all human needs. There are many things, starting grom fulfilling social needs, obtaining information, and enjoying entertainment (Soliha, 2015).

Social media is one of the results of technological development that bridge human social interaction. Social media is an online tool in the form of media that can be accessed, and its used can be either positive or negative (Mubarok, 2022). The term social media consists of two words, namely “media” and “social.” “Media” refers to communication tools (Laughey, 2007; McQuail, 2003), and “social” refers to the fact that everyone does things that are beneficial to society. The way people interact and access information changed along with various types of social platforms. Social media connects everyone from all corners of the world and allows them to interact with each other. With the presence of social media, the obstacles in long-distance communication, the acquisition of accurate and quick information are no longer be problem for people.

The use of social media continues to increase significantly. As of January 2024, the number of social media user identities reached 5.04 billion, representing 62.3% of the global population (Kepios & We Are Social, 2024). By July 2024, this figure had increased to 5.7 billion users, accounting for approximately 63-64% of the global population (We Are Social, 2024). One of social media like Instagram

that functions to share moments of its users in the form of photos and videos has become widely used by the community (Rasyiid et al., 2021)

In Indonesia, Instagram users are estimated to reach 85.3% of the total population. Instagram users are dominated by teenagers and young adults, with around 30.3% of Instagram users coming from the 25-34 age group, 30.8% from the 18-24 age group, and 15.7% from the 35-44 age group (GoodStates, 2023). Based on this data, it can be concluded that Instagram users are teenagers aged 18-24, which corresponds to the age of the majority of university students. Hence, it is common for Indonesian university students to have Instagram accounts and become active users of Instagram (Baruti & Subekti, 2023).

Furthermore, not only in the way people communicate but technology advances quickly and effectively in all fields, including education. The advancement of digital technologies brings a fresh approach in teaching and learning process. The integration of information and communication technology (ICT) in the field of education is one of the current norms. (Nugroho & Rahmawati, 2020). One of the uses of ICT in teaching and learning process is when educator use social media for teaching. Social media is a type of communication and information technology that people use to communicate at any time, accessed by different ages and different socioeconomic backgrounds. In the twenty-first century, the progressive education sector has employed technology to improve the educational process. Many social media elements are utilized for educational purposes, despite the fact that social media is not a platform for education.

Instagram, English language students' most popular social networking channel, outnumbering all other platforms (Ghafar, et al., 2023). Instagram is no longer just a platform for communication and social interaction, the changing landscape of learning led some people repurpose Instagram as an educational media. Whilst 'by default' Instagram seen as a social and entertainment platform, there are still plenty of rooms where language can be learned on Instagram (Subekti & Damaryanan, 2023). Instagram has advantages such as easy access to information and the availability of interesting features that provide a different experience compared to conventional learning. Many Instagram accounts currently exist that provide not only photographs and video but also particular information regarding

English stuff (Rizal & Farikhah, 2021). Students have access to join the Instagram community to interact with other users, exchange knowledge, and receive support. Instagram can be utilized as resource to help students (Setiawati et al., 2024). This kind of social media is free and easy to sign up for. That is also the reason why most people use it anytime and anywhere (Halawa, 2024).

A language is a system of symbols through which people communicate (Kreidler & Charles, 1998). Brown stated that language is viewed as a system made up of symbols or sound that can be used for communication. The core of language acquisition is a positive behavioral shift brought about by experience and communication practice in a language-learning environment. English is a vehicle for verbal and written expression of ideas, thoughts, opinions, and feelings. As a global language, English has influenced almost every aspect of social life, so it is important to learn. The rapid advancement of technology has impacted the lives of Indonesian society.

Nowadays, mastering a foreign language is an important skill. In Indonesia, people use English to learn and advance science, technology, the arts, and culture. English is related to all aspects of society, including students. English is a mandatory subject in public and private schools in Indonesia. The process of learning a foreign language takes a long time. In order to overcome the problem, practicing learning outside of formal classes is required. In this case, Instagram is a great tool for improving English skills. Instagram allows students to learn and improve their English through its features, such as posts, stories, comments, reels, and messages. Students can follow accounts that share interesting content in English, such as quotes, idioms, or grammar guides. With captions and comments, language practice is made easier. This method allows students to practice writing and speaking in English.

Students could deeper their understanding by reading educational sites on teaching approaches, methods, strategies, and teaching media on Instagram (Pasha et al., 2023). Seeing how friends in the community can also be an encouragement to keep learning. According to some students, social networking can aid in learning, particularly when studying English. It greatly aids in the student's acquisition of vocabulary, grammar, pronunciation, and listening skills. As a result, students can

complete the test and learn new information that they were previously unaware of.

In order to affect behavior and attitudes, perception entails taking in stimuli, organizing them, and then translating or interpreting them. Perception is what a person sees, thinks, and feels about an object or the objects around them. A person's attitudes, knowledge and opinions about that thing will then be influenced by that perception. People can traverse the world and make decisions in a variety of situations because they can detect their surroundings and respond appropriately to what they see, hear, and feel (Aqira, 2021). Despite the fact that the thing is the same, each person may perceive something differently due to variety of reasons because perception varies from person to person. Students' perceptions can be described as their method of understanding the learning process. Thus, student's awareness is a response to the learning process. Environmental factors trigger sensory impressions and views of diverse experiences are shaped by sensory impressions. According to their needs, stereotypes, selectivity, self-concept, and predicted emotions, students may have various and different opinion of using Instagram to learn English. On the other hand, if Instagram viewed as a non-effective medium to learn English, students may form a negative opinion as result of their unsatisfaction.

As a result of the fact that students have their own Instagram accounts, they may have different perceptions of the impact of using Instagram in English language learning. Perception, according to Gibson et al (2009:94), is how someone gives meaning to their environment. Depending on various influencing factors, students can perceive something positively or negatively. There are certain difficulties with using Instagram to learn English such as students' ignorance of the proper use of Instagram as a learning tool, the lack of assistance in incorporating Instagram, and the paucity of studies demonstrating the usefulness of Instagram for English language learning.

Based on previous research by Gladys Liani in 2021 on "Students' Perceptions of the Influence of Instagram Use in English Language Learning" which showed positive responses from English literature students towards the use of Instagram as a medium for English language learning. According to the researcher's findings from interviews with students at Nahdlatul Ulama University of South Kalimantan,

Instagram is a popular social media platform among students. Instagram serves as a tool for learning English in addition to being a communication tool. As a result, the researcher wants to learn more about the viewpoints of the students at Nahdlatul Ulama University of South Kalimantan. Therefore, the research titled “Students’ Perceptions of Using Instagram in English Language Learning at Nahdlatul Ulama University of South Kalimantan” caught the researcher’s attention to understand the perception of Nahdlatul Ulama University of South Kalimantan students regarding the use of Instagram as a media for learning English. The researcher also hopes to motivate and assist readers in using Instagram while learning English through this research.

B. Research Questions

The researcher formulated the research problem as follows:

1. How do Nahdlatul Ulama University of South Kalimantan students perceive the use of Instagram as an English learning media?
2. What are the factors that influence students’ perceptions towards the use of Instagram in English language learning?
3. What are challenges that students face in using Instagram as a tool in English language learning?

C. Research Objectives

This research has several objectives, they are:

1. To explore the perceptions of students at Nahdlatul Ulama University of South Kalimantan regarding the use of Instagram in English language learning.
2. To identify the factors that influence students’ perceptions of using Instagram in English language learning.
3. To investigate the challenges students, face when using Instagram as a learning tool in English language learning.

D. Research Significances

1. Theoretical Significance

This research contributes to academic discussions on students’ attitudes towards using social media, particularly Instagram, as a tool for learning

English. It offers new insights for future studies on social media integration in language education.

2. Practical Significance

The findings may help educators and university stakeholders better understand the role of Instagram in English language learning, encouraging its use to enhance student motivation.

E. Scope and Limitations

The study will focus on Instagram as a learning tool and explore how students perceive the effectiveness of Instagram in enhancing their English skills. Perception analysis of this study will analyze students' perceptions both positive and negative. This study will focus on Nahdlatul Ulama University of South Kalimantan students aged 18-24 who are the primary users of Instagram. The findings of this study may not be generalizable to all university students in Indonesia or other countries, as the study is limited to a specific institution and demographic group. This study relies on self-reported data which may be influenced by personal biases, experiences and expectations. The study will not explore other social media platforms that may also be used for language learning. The study is conducted at a specific point in time and perceptions may change as technology and social media evolve. The study assumes that all respondents have equal access to Instagram and possess the necessary digital literacy skills to use the platform effectively for learning.

F. Definition of Key Terms

There are some operational definitions of the key words in the study:

1. Perception

Perception constitutes the cognitive process wherein sensory information is organized, identified, and interpreted to facilitate environmental comprehension (Walgito, 2010). This multifaceted process initiates with sensory stimulation, progresses through selective attention, interpretative processing, and culminates in reactive responses (Kretch & Crutchfield, 1948). The perceptual process is mediated by experiential and contextual factors, influencing the brain's interpretation of stimuli registered by sensory organs (Damasio, 2004). Ultimately, perception

construes individuals' experiential realities, generating meaningful understanding of their environmental interactions. Perception refers to a cognition or apprehension obtained through the senses and intellect, as well as to ideas or notions arising from such knowledge.

2. English Language Learning

English Language Learning (ELL) refers to the process of acquiring English as an additional language, involving cognitive, affective, social aspects, encompassing linguistic, communicative, and cultural competence (Ortega, 2019). ELL is the dynamic and complex process of developing proficiency in English, encompassing listening, speaking, reading, and writing skills, informed by individual differences, instructional contexts, and sociocultural factors (Lighbrown & Spada, 2021).

ELL involves instructed second language acquisition, focusing on linguistic and cognitive development, and emphasizing effective instructional strategies and assessment (Marsden & Kasproicz, 2020). English Language Learning encompasses principles-based instruction, integrating language, literacy, and cultural competence, tailored to diverse learner needs (NCTE, 2022). ELL is a cognitive process involving language acquisition, processing, and production, influenced by individual differences, motivation, and learning styles (Gass & Mackey, 2013). English Language Learning is a sociocultural-mediated process, where learners negotiate meaning, construct identity, and develop agency through language use (TESOL International Association, 2024). Key components of English Language Learning are linguistic competence (grammar, vocabulary, pronunciation), communicative competence (listening, speaking, reading, writing), cultural competence, cognitive and affective factor, and individual differences and learning styles.

3. Instagram

Instagram constitutes a free online platform facilitating photo and video sharing, editing, and social networking via mobile applications (Kaplan & Hanlein, 2010). Founded in 2010 by Kevin Systrom and Mike Krieger, Instagram was subsequently acquired by Meta Platforms (formerly

Facebook) in 2012 for \$1 billion (Sharma, 2012; Aqira, 2021). Instagram is a digital-based social media platform that operates under Meta. Instagram is a social media platform that encourages communication involving families, friends, and professionals in various aspects. This platform allows users to build a personal account, add other users as friends, chat online, and receiving automated alerts when users update their daily life on it (Husna, 2023)

Instagram has some features such as feed, story, caption, and Reels (Nabila, 2022). Users can upload, edit, and disseminate photos and videos publicly or among approved followers (Kaplan & Hanlein, 2010). Hashtags and geotags enable post organization and searchability (Marwick & Boyd, 2011). Instagram Stories permit 24-hour content posting (Bayer et al., 2016). Direct Messaging facilitates private communication among users (Kaplan & Hanlein, 2010).

Instagram has introduced enhancements, including reels, comment liking, and profile interface redesigns (Instagram, 2020). Efforts to mitigate harassment, expand e-commerce, and ensure online safety have also intensified (Gillespie, 2018). Scholars regard Instagram as a pivotal platform for social networking, self-expression, and marketing, boasting over 1 billion global users (Kaplan & Hanlein, 2010). However, concerns persist regarding mental health implications, censorship, and online safety (Marwick & Boyd, 2011).

According to Wibowo and Ellysinta (2022) Instagram is an effective medium for English language learning. The availability in interesting and interactive content can increase student engagement. Instagram is easily accessible and usable by anyone including students. Here are benefits of using Instagram in English language learning:

a. Accessibility and affordability

Instagram is easily accessible and usable. Instagram is designed to be attractive in visual.

b. Diverse content

Instagram offers a variety of content from images and short

videos to text. Instagram allows students to learn the language through multiple media, making learning more enjoyable and less monotonous.

c. High student engagement

Instagram has interactive features such as comments, like, and direct messages enable students to interact with each other. It can increase students' motivation and involvement in the learning process.

d. Autonomous learning

English learning materials are easily founded in Instagram. Accounts that provide material based on various types can encourages students because the relevancies of the material to students' interest.

4. Nahdlatul Ulama University of South Kalimantan

Nahdlatul Ulama University of South Kalimantan (UNUKASE) is a private university in South Kalimantan, Indonesia, founded by Nahdlatul Ulama (NU). UNUKASE is located at Jl. A. Yani No. KM 12.5, Banua Hanyar, Kec. Kertak Hanyar, Banjar, South Kalimantan. UNUKASE is the first NU university in South Kalimantan. As an Islamic-based university, UNUKASE offers various relevant study programs tailored to contemporary needs, providing high-quality educational services to its students. The university's academic programs encompass Accounting, Elementary Teacher Education, Mathematics Education, English Language Education, Agribusiness, Informatics Engineering, Civil Engineering, Urban and Regional Planning, Architecture, and Pharmacy.

CHAPTER V

CONCLUSIONS

This chapter serves the conclusions and suggestions that are obtained from the results and discussion of students' perception of using Instagram in English language learning at Nahdlatul Ulama University of South Kalimantan.

A. Conclusions

Based on the findings of the research presented in the previous chapter, it can be concluded that:

1. The positive students' perceptions towards Instagram as a media in English Language Learning received 73,35% score that shows it has good impacts.
2. Factors that influenced students' perceptions towards Instagram as a media in English Language Learning had a 74,1% score, indicating that algorithmics personalization, peer influence and age appropriateness, personal learning experience, and content presentation influenced students' perceptions.
3. The score of 64,3% received from students indicating that there are challenges faced by students while using Instagram as a media in English Language Learning but it can be fixed.

In conclusion, the average score of 73,85%, indicating that the majority of English education students at Nahdlatul Ulama University of South Kalimantan perceive a positive perception towards Instagram driven by its accessibility, engaging content, and social influences. However, to optimize its effectiveness as an educational tool, challenges such as limitation in content duration and incomplete information, internet connectivity issues, distractions from social features, and exposure to negative or unreliable content for advanced learning need to be addressed. The findings contribute to the growing body of research on technology-enhanced language learning and highlight the importance of considering both the affordances and limitations of social media platforms in educational contexts.

B. Suggestions

Based on the findings and conclusions, researcher may offer the following suggestions for future consideration:

1. The potential of Instagram as a media for learning English can be maximized by students by using its features, such as reels, stories, hashtags, and afterwards, can engage diverse content which benefit the language learning itself. In addition, self-regulation skills and avoiding potential distractions on Instagram should be the main things to consider by students.
2. Integrating Instagram into teaching practices by using its features effectively make language learning more engaging and interactive as long as educators provide guidance on how to support language learning and minimize distractions. It is important for educators to monitor students' progress, giving feedback, helping students to stay on track and achieve their goals while using Instagram for English language learning.
3. Future researcher can investigate the impact and the effectiveness of Instagram on specific language skills such as reading, writing, listening, or speaking in English. Additionally, to understand the potential of Instagram, researcher can examine its role according to different educational contexts including primary, secondary, or tertiary education. Furthermore, developing strategies to optimize and mitigate distractions on Instagram are needed to provide valuable insight for educators and students.
4. Although Instagram can be utilized as a media in English language learning, the fundamental purpose as a social media platform cannot be replaced. Instagram is not a replacement for educational media but rather a complementary media in English language learning.

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