

CHAPTER I

INTRODUCTION

This chapter of the research contains and discusses about background of the study, limitations of the study, problem statement, and objectives of the study and benefit of the study.

A. Background of the Study

In this last decade there was an innovative and powerful technology called smartphone which made the user being addictive with internet and mobile phones for more than a decade (Carbonell, Chamarro, Oberst, Rodrigo, & Prades, 2018). It has many function to helps people for communication and also as a mobile entertainment. Nowadays, people get easier, faster, and cheaper to reach information through mobile apps (Kugler, 2016). Beside of the mobile character of smartphone it makes people changes the way how people live, communication, and also how them get information as learning. Nowadays, people need everything in fast, especially information. By simple searches people can find out anything (Halloran, Thies, & Halloran, 2012). People can update information so fast and in anytime only by look at on their smartphone.

Social media is the biggest phenomenon related on the development of the sophisticated smartphone in last decade, actually for young generation. Students spend more time on social media (Of & Media, 2012). Any limitations of social networking provide the ease information and expanding the network that connect to everyone around the world (Kurniawati, 2018). The young generation used social media for entertained theirselves, they can fulfill everything they need by only look at their smartphone and get all of information they needs. Usually they used social media for sharing moment, picture, entertainment, tutorial and others creative thing they can create.

Social media which very close with teenager in Indonesia currently is instagram. Indonesian`s teenager being the biggest number of society consuming social media (Felita et al., 2016). 32% as the number of

Instagram user in Indonesia, made it to be number two of popular social platform (Murnane, 2018). Instagram used by all of people in the world and many of them used english for their caption and without our realize usually we read the stranger words that translated to our language, we can said that its a learning progress for improving vocabulary.

Teachers are the subject who can give a perception about how the class situation when they are teaching in the classroom based on a phenomenon. A phenomenological approach is an approach that is used a deep interview and observation without any personal perspective or judgment from the researcher. (Amadeo Giorgi, 2009) stated on his article that a phenomenological approach is fussy, extended and it cannot be done halfway.

Some education theorists said that teacher role to act in classroom being their authority in transmitting knowledge to students for more than less eighty years (O'Dwyer, 2006). Creative individuality teacher being the important part of teacher in future or we can called as a education facilitator, who transmitting knowledge to students with their creativity and made them enjoy the learning process (Muzyka, 2017). Teachers have to be creartive in teaching students and update their sources material teaching as their duty as a facilitator.

In the last decade there was a discussion that declared networking sites can be used in academic settings (Riquelme Ximena1, 2014). Social media can be used as a source of innovative learning to support students selflearning, one of social that can be used is instagram. Smartphone activities such as social networking and entertaining activity can use for fun learning or we called mobile learning, they learn through their smartphone as the source information and also as a media learning (Mulyani, Razzaq, Sumardi, & Anshari, 2019). In instagram students can get educational content created by many creators in whole the world, teacher need to guide students to choose the content which suits to students need and be smart of choosing content.

Instagram is interesting mobile learning media to improve students vocabulary of four factors namely; simplicity, accessibility, feeling of happiness, and student`s vocabulary mastery achievement (Kamal, 2019). Four factors above being the new pedagogical strategy for teaching, indeed modernity bring teenagers or students be more addicted with smartphone.

Instagram is edutainment learning style has made students feeling comfortable, learning english through instagram is an interesting vocabulary input for Gen Z students (Sandy & Aris, 2018). Positive feeling in learning through Instagram increase the number of students learning interest (Ramdhany,2017). Students interest and enjoyable the learning process can influence their goals achievement in learning.

The previous research show Instagram as a mobile learning has been interested for young generation in this era can be used as a good alternative media teaching to improve students vocabulary. By following the era digital, where people use many thing with technology, and also social media can be part of modern learning.

Conducting research empirically can give eneficial information, so it can develop the proces English teaching and learning. The phenomenon of instagram as social media that can be used as mobile learning to improve students vocabulary be reasonable how affective of this media in enhancing students` vocabulary competency and to support self-learning inside and outside classroom. The important thing of this part is how students interest in instagram that can be an important factor that can influence learning process.

This study uses descriptive qualitative in contrast to previous studies using quantitative methods that explain the percentage of instagram success in increasing vocabulary. Selection of subjects that are different from previous studies by selecting students who use English in learning and are active users of Instagram. The exposure of different subjects and the use of qualitative descriptive was assessed to provide broader results in

interpreting students' experiences in using Instagram to improve vocabulary.

In this research, the researcher analyze the students of first semester of English Education in Muhammadiyah Surakarta University that used English as basic language learning in class and also as active users of Instagram in facing improving vocabulary ability through Instagram as media learning. The writer aims at investigating the use of Instagram as mobile learning to improve students' vocabulary. The researcher will observe and gather the data from the students' first semester English Education of Muhammadiyah Surakarta University by interview. Therefore, the writer proposes a research entitled **“THE USE OF INSTAGRAM AS MOBILE LEARNING TO IMPROVE STUDENTS VOCABULARY”**.

This research is focused to find out the use of Instagram to improve students' vocabulary and to find out the benefits by using Instagram as mobile learning for first semester Department English Education Students. The researcher is interested in this topic because the learning methods used is social media that closed with learners. Most of learners have difficulties in understanding the words' meaning because of lack of vocabulary mastery, learners need to enrich their vocabulary. This is interesting to combine what learners need with what learners interest. Choosing Instagram as mobile learning being the interested one for learners to enjoy the learning process. Therefore, the research on the use of Instagram to improve students' vocabulary is worth to conduct.

B. Limitation of the Study

The research conducted by interviewing the students of first semester of English Education in Muhammadiyah Surakarta University that used English as basic language learning in class and also as active users of Instagram. This research focuses on how the students of first semester use Instagram as mobile learning for vocabulary mastery.

C. Problem Statement

- a. How is the implementation of using instagram as mobile learning to improve students of Department English Education vocabulary?
- b. What are the benefits of using instagram as mobile learning to improve students of Department English Education vocabulary?

D. Objectives of the Study

Based on the problem statements in the previous, the objectives of this research are:

1. To describe the implementation of using instagram as mobile learning to improve students of Department English Education vocabulary.
2. To describe the benefits of using instagram as mobile learning to improve students of Department English Education vocabulary.

E. Benefits of the Study

This research can be a good guide for teachers in modern English learning innovation to improve students vocabulary through students interest in social media which could give students benefit when trying to discover the best way to learn English as foreign language in the future.

This research result can be divided into two kinds of benefit. Those are theoretical and practical benefits.

1. Theoretical public

It can be a study and an evaluation for teaching-learning process especially in improving students vocabulary ability.

2. Practical benefit

This research can be a comparison or reference that is used for the next research.

F. Research Paper Organization

This research paper organization of “The Use of Instagram as Mobile Learning to Improve Students Vocabulary” was arranged systematically into five chapters. Each chapter of this research was divided into further divisions. The researcher arranged this research paper as follows:

Chapter I discuss about introduction. This chapter explains about the main problem of this research paper. This chapter consist of background of the study, limitation of the study, problem statement, objectives of the study, and benefit of the study.

Chapter II is related literature. This chapter discusses about previous study related to this topic and underlying theory used in this research.

Chapter III discusses about research method. This chapter contains the type of the research, subject of the research, data and data source, technique of collecting data, technique of analyzing data and credibility of data.

Chapter IV is research finding and discussion. This chapter consists of research finding and discussion.

Chapter V discusses about conclusion, implication and suggestion of the research. In this chapter, the researcher concludes the result of the research, the pedagogical implication of the research and gives suggestion related to the result of research.