CHAPTER I

INTRODUCTION

A. Background of the Study

In this digital era, social media platforms have gained a huge role in the lives of individuals, especially young people. Based on the data from Statista (2020) there are more than 3 billion users of social media around the world. According to Safitri et al. (2022), 13 to 34 years old represent the majority of social media users in Indonesia, which is an indication that social media is widely used by young people. Pustika (2020) states that in this era, technology is used by several people in their lives. Various Social media platforms such as Facebook, Instagram, Twitter, YouTube, etc certainly affect interaction and information sharing and have been implemented to support financial and knowledge enrichment. This refers to Agustin & Ayu (2021) who explained that currently, the use of social media is to share information and increase knowledge. The education sector has started using social media platforms both as a learning resource and as a learning media. Sari (2020) points out that online platforms and multimedia games can be alternative tools for learning.

The use of platforms can certainly be used to learn languages, one of which is English because English has been proclaimed as an international communication tool used throughout the world (Shobikah, 2020; Iswahyuni, 2021). For this reason, learning English in the current era is not only a requirement to fulfill certain grades or assignments at school or college, but must be a necessity for every individual, especially in countries that do not use English as the main language in everyday life such as Indonesia. Research conducted by Mongkaren & Jeini Usoh (2022) explained that currently in Indonesia many people have started to communicate using English in their daily lives.

Learning English will certainly not be far from the language competencies that must be achieved such as linguistic competence, sociolinguistic competence, discourse competence, pragmatic competence, fluency, pronunciation, and language skills. Social

media platforms are very helpful in the process of improving these English competencies. For example, using Instagram as a medium to learn English can be a fun way to do it. According to Agustin & Ayu (2021), Instagram is not only an application that can be used to communicate, the features on Instagram can be used to share photos and videos, apply digital filters, and share information or images to various social networks. Through Instagram, learners can also build a community by creating an account just for learning English, they will communicate and share information about English around the world.

Learning English through social media platforms is very helpful for learners who want to learn independently. Learners don't have to join a course or study privately with a teacher face-to-face. Through social media platforms, the process of learning English becomes more flexible and can be reached from anywhere (Arif, et al., 2019). Industry 4.0 has supported students to access social media as it has wider learning resources (Mongkaren & Jeini Usoh, 2022). Social media platforms have been implemented by several levels of education such as the university level. However, the many types of social media platforms used by each individual for English language learning have the impact of too broad coverage related to social media platforms that are often used whether they make a difference in increasing English competence and to what extent the use of social media platforms on increasing English competence.

Based on this explanation, researchers want to research which social media platforms are often used to improve English competence and to what extent the use of social media platforms can improve the English competence of the students of the Faculty of Teacher Training and Education, Muhammadiyah University of Surakarta.

B. Limitation of the Study

The limitations of this research are object and subject. The object is a social media platform to improve English competence used by students at Universitas Muhammadiyah Surakarta. The subjects of this research are students of the Faculty of Teaching Training and Education University of Muhammadiyah Surakarta.

C. Research Problem

Based on the background of the study, the Research Problem that will be discussed further is as follows.

1. What platform is frequently used by students at the Faculty of Teaching Training and Education University of Muhammadiyah Surakarta to increase English competence?
2. To what extent the use of social media platforms can increase the English competence of students in the Faculty of Teaching Training and Education University of Muhammadiyah Surakarta?

D. Objectives of the Study

Based on the research problem that was described in the previous section, the following are the objectives of the study

1. To describe the social media platforms that are frequently used by students at the Faculty of Teaching Training and Education University of Muhammadiyah Surakarta to increase their English competence.
2. To describe to what extent social media platforms can improve the competence of English language students at the Faculty of Teacher Training and Education at Universitas Muhammadiyah Surakarta.

E. Significance of the Study

This research is expected to contribute to the knowledge of what social media platforms can be used to improve English competence and to provide a new method to enhance English competency through social media platform applications.

F. Organization of the Paper

This research paper is divided into five chapters as follows:

Chapter I is the introduction. The introduction consists of the background of the study, limitations of the study, research problem, objectives of the study, significance of the study, and organization of the paper.

Chapter II is the review of related literature. The chapter consists of previous studies and a theoretical review.

Chapter III is about research methods. It consists of the research type, Time and Place of the research, object and subject of the research, data, and data source, method of collecting data, data validity, and the technique of analyzing data.

Chapter IV is the research findings and discussion.

Chapter V is the conclusion, pedagogical implication, and suggestion for further research.