

CHAPTER I

INTRODUCTION

A. Background

One aspect that has contributed to many aspects of modern life is the use of social media, which is integral to human life. Platforms such as Instagram, Facebook, TikTok and WhatsApp have changed the way we interact, exchange ideas and information globally. Social media plays an important role in global communication, offering unprecedented opportunities for intercultural dialog and knowledge exchange (Fazil et al., 2024). Social media is not only a tool for personal communication, but also a resource that is part of education. Social media offers innovative ways of communicating, collaborating and engaging in various educational content. (Lusianawati et al., 2024).

Social media is a big part of how we communicate in education these days. There are lots of ways social media can be used, including for language learning, especially English, which is the most widely used language in the world. Social media is great for English education students. It's a valuable learning resource. It can help with things like communication skills, motivation, academic progress, and social interaction. (Yani et al., 2024). One of the most important English language skills is being able to speak English.

In today's globalized society, the ability to speak English has become of critical importance. In the context of ESP, professionals will often interact with individuals from diverse cultural backgrounds and navigate a range of professional scenarios. (Shella Gherina Saptiany & Bayu Ade Prabowo, 2024). Social media is an online platform that allows people to easily engage, contribute, and generate content through blogs, social networking sites forums, and virtual worlds. Online media also allows us to offer many opportunities to improve speaking skills. (Fikni et al., 2024).

As the role of social media increases, its ability to promote interactivity, support personalised learning, provide multiple learning resources, and extend the learning environment offers many new potentials and opportunities. The use of social media in teaching can be a significant innovation. (Huang et al., 2024). This is pretty common, given that social media has become a major platform for online interaction. Features like live chat, video calls, and interactive posts make it easy for users to communicate in real time and in a natural, unfiltered way. Social media is also great for helping learners recognize different accents, slang, and cultural aspects that are really important for improving speaking skills. It's not just that it allows us to communicate with people all over the world in ways we never could before, but it also gives new linguistic phenomena to grow. (Ahmed & Ahmed, 2024)

In Indonesia, the application of social media for language learning has garnered significant attention in recent years. The integration of social media as

a contemporary learning media can facilitate the enhancement of learning materials through the introduction of creativity and interest. As indicated by extant survey data, Indonesia is among the top ten countries with the highest rates of social media usage worldwide, with a multitude of social media platforms being utilized (Prasetyo et al., 2024). While social media has played a role in students' information-seeking behaviors, it is unclear whether its use has contributed to the enhancement of their English language abilities within the context of campus life. A similar situation is observed at UKI Toraja, where the vast majority of students utilize social media. It is now a fundamental aspect of daily life to engage with social media as a means of social interaction and for entertainment. These factors have an effect on the manner in which students learn and the outcomes of their learning.

Based on the explanation above, the researcher is interested in examining the type of social media used by students in the English department, with the aim of understanding the purpose of its use and whether it has an impact on English proficiency among English as a Foreign Language (EFL) students. Accordingly, the researcher has elected to undertake a study entitled "The Impact of Social Media on Students' English Speaking Proficiency."

B. Research question

Based on the back ground above, the writer formulated the research question as follow: What are the impact of social media towards students speaking English proficiency?

C. Objective of the research

This study investigated the impact of the use social media by towards student speaking English proficiency.

D. Significance of the research

The result obtained of the research are useful for :

1. For students to improve their speaking skills through social media, making learning more relevant and interactive.
2. For lecturers to utilize the findings of this study to design innovative learning methods that integrate social media in language teaching.
3. For the other researchers to develop further research on the use of social media in language learning and digital literacy.

E. Research of methodology

This research employed a qualitative design, specially a case study approach. This method allowed for an in-depth exploration of the complex relationship between social media use and English speaking proficiency among students.

F. Key terms and definition

1. Social media

Social media is a digital platform that enables individuals from disparate geographical locations to establish connections and disseminate a multitude of information, including written texts, images, videos, and other forms of media.

2. English learning

The term "English Language Learning" is used to describe the acquisition of a second or foreign language. This may be done in a variety of contexts, including English as a second language (ESL), or English as a foreign language (EFL).

3. Impact

The impact can be interpreted as influence or effect, in every decision taken by someone usually has its own impact, both positive and negative impact.

4. Speaking

Speaking is a language skill that enables a person to convey ideas or information orally. In language learning, speaking means the ability to communicate orally, both in everyday conversation and in formal situations everyday conversation or in formal situations.

5. Proficiency

The level of proficiency or skill of a person in a particular language or in a particular field. In the language context, this includes the ability to listen, speak, read, and write effectively.

6. English department

An academic department within a university or institution that specializes in the study and teaching of the English language.