Chapter One

Introduction

This chapter shows the research description. There are six critical parts provided in this research. The first is background of the study discussing about the reasons of conducting this study. The second part is the statement of the problem presenting some problems related to the research topic. The third is limitation of the problems in which the researcher limits the research issue and only focuses on one discussion. Then, the researcher provides the research questions. The researchers also presents the research objectives and the last part of this chapter is the significance of the study.

Background of the Study

The Government of Indonesia took an action following the outbreak of the pandemic that spread worldwide. COVID-19 was first identified in Wuhan, China, on November 19th, 2019. The virus then spread rapidly throughout the world until March 15th, 2020, and the Indonesian Government implemented a policy to implement social distancing in the community. This condition has significantly affected many fields, including the field of education. Due to the COVID-19 outbreak, ABC News (March 7th, 2020) reported that school closures have occurred in dozens of countries. According to UNESCO, this corona pandemic threatens 577 million students worldwide.The school closure affects all levels of education, including elementary schools/ibtidaiyah, junior high schools/Madrasah Tsanawiyah, and high schools/ Madrasah Aliyah, as well as

tertiary institutions under the Indonesian Ministry of Education and Culture and the Indonesian Ministry of Religion (Putri, et al., 2020). The Government decided to carry out distance online learning to continue the teaching and learning process by following health protocols. This regulation is written on the circular letter MENDIKBUD number 4 in 2020.

Because the pandemic has reduced and fewer people were affected, the government introduced the term new normal or post-pandemic. The government issued a new regulation on the learning process. The government issued a Joint Decree (SKB) of 4 Ministers. The SKB 4 Ministers include the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs Number 01/KB/2022, Number 408 of 2022, Number HK.01.08/MENKES/1140/2022, Number 420-1026 the YEAR 2022 Concerning Guidelines Implementation of Learning Coronavirus Disease (COVID-19) Post Pandemic. In SKB 4, the government guides holding face-to-face meetings, a mixture of face-to-face and distance learning. The change from online learning to face-to-face learning provides a change for students. However, there are several things that students still do while studying during the pandemic to the present era. Students still use online learning.

Students use technology in the post-pandemic era. The development of technology is proliferating.. According to Raja and Nagasubramani (2018), today's students are more interested in using technology in learning. In addition, students' interactivity is improved with the help of technology. Rahmawati (2016)

found that students have a good perception of using technology such as online learning in their learning process. Online learning makes the learning process more flexible, makes the latest information easily accessible, allows students to access many sources, encourages students to read a lot, and helps students become more active, fast, and straightforward. By using online learning, students can learn flexibly. Sadeghi (2019) explained that the advantage of online learning is that students can study anywhere and anytime.

In the post-pandemic, many schools still value the use of technology. The schools apply technology in their learning process. Schools have started exposing their students to technology, including social media. Students in the post-pandemic era still use technology in the learning process. According to Ahmad (2022), the combination of literature on government policies and regulations on the concept of education in Indonesia with field studies on how social media works creates adjustments to educational rules and social media work steps that are in line with post-pandemic educational conditions. The simple features and user interface make the application easy to learn and does not require high internet speed and it is enough to use a smartphone to access the application. It is crucial to understand how students think about using technology, including social media, in their learning for the teachers to be their consideration in creating learning activities.

Social media is a technological platform that enables individuals to access information and facilitates exchanges of information. Social media, as defined by

Ismail and Mukhaiyar (2018), refers to a virtual network that enables individuals to create and distribute diverse content, information, ideas, interests, and expressions through communities using websites, applications, or computer-mediated technology. It also facilitates participation in social networking. The use of social media is very closely related to daily life in society to communicate and obtain information, including in the field of education. It is crucial for students who are accustomed to using social media to communicate with friends, colleagues, and family to explore the benefits of such technology in education. Social media has some advantages for students and teachers; that platform can be communication channels, engagement tools, and collaborative platforms. Li (2017), Putrawangsa and Hasanah (2018) stated that social media has many benefits, from learning facilities and communicating with friends to making money. Some of the social media that are widely used by teenagers today are YouTube, Facebook, Instagram, Twitter or X, Line, and WhatsApp.

There are previous studies related to social media in English learning during Covid-19 pandemic. Abu-ayfah (2020) conducted a study on university students' perception of using telegram applications to learn English. Abu-ayfah found that the students perceived that telegram helped improve their learning, particularly in vocabulary learning. Moreover, the study conducted by Harun et al. (2022), Natasa and Solusia (2022) shows that university students perceive using YouTube videos in learning well. The students agree that learning using YouTube improves their English skills. In addition, Hilman (2019), Bestari, Faiza, and Mayekti (2020) found that students perceive that Instagram helped them practice

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writing by writing some Instagram captions. Another study done by Handayani et al. (2021) and Safitri et al. (2022) found that students perceive social media positively. Social media provides many resources for students to learn English.

Despite the wealth of research on students' perception of using social media in English learning, a gap becomes apparent with this current study when considering the method, the location, and the participants. The previous study mostly used questionnaires and interviews to collect the data. In this research, the researcher only used interviews to collect the data because the researcher wanted to explore in-depth participants' points of view and experiences. Next, in terms of study location, it has different characteristics from previous studies. Second, the previous research was mainly conducted research at the university level. This research was conducted at senior high school level. The researcher focuses on senior high school students because the students have different learning needs and preferences compared to the university students.

This research is necessary because this study provides information about the influence of social media on learning English, student preferences regarding social media applications used to learn English, and activities that can done by students to learn English. In addition, this research can help the teacher to decide on the learning activities to engage the students. Finally, the title of this study is "Senior High School Students' Perceptions of Using Social Media in Learning English Post COVID-19 Pandemic."

Statement of the Problem

In the post-pandemic, students are required to continue their studies. Some senior high schools still use social media in the learning process. Initial data was gathered through informal conversation by asking several students in one senior high school in Cirebon. The students stated that they use social media platform to improve their learning. Social media, usually applied for daily communication, is now also used as a platform for learning. During the outbreak, social media became popular in the field of education. Students from one senior high school in Cirebon also used social media to improve their English skills during the COVID-19 pandemic. They used social media for learning either inside or outside the classroom. Meanwhile, there are many social media platforms that existed. Because there are so many social media platforms available, researchers want to know what social media platforms students usually use for learning and students' learning activities while using social media.

Furthermore, students still use social media in the post-pandemic era. The students use social media to improve their English skills. These phenomena make the researcher felt enthusiastic about digging deeper into the social media platforms used by students for learning English and the learning activities done by students while learning English using social media in the post-pandemic era. Therefore, it is crucial to know students' perceptions of using social media in learning to be a consideration for teachers in making teaching and learning activities more effective.

Delimitation of the Study

This study focuses on senior high school students' perceptions of social media in learning English during the Post COVID-19 pandemic. In the post-pandemic, students still use social media in their learning process. This research emphasizes the platform of the social media for learning English, as well as the activities that implemented by the students in learning English in the post COVID-19 pandemic. The researcher limits the research focus to more detail. First, the researcher only focused on the perceptions of senior high school students regarding the social media applications that they use to learn English, including the reasons. Second, the researcher investigates the activities of the senior high school students in learning English using social media either inside or outside the class in the post COVID-19 pandemic. Third, the research participants are six students of a public senior high school in Cirebon.

Research Questions

To conduct this research, two research questions are used as guidelines. The following are the research questions:

1. What social media platforms do senior high school students use for learning English in the post Covid-19 pandemic?
2. What activities done by senior high school students to learn English using social media in the post Covid-19 pandemic?

The Objectives of this Study

This study focuses on students' perceptions of using social media in English learning. The aims of the study are presented below:

1. To discover social media platforms that are applied by senior high school students for learning English in the post-Covid-19 pandemic, including the reasons.

2. To find out the activities done by senior high school students to learn English using social media in the post Covid-19 pandemic.

Significance of this Study

The researcher hopes that this study can give significance to some parties such as teachers, students, institutions, and other researchers. The explanation is presented below:

Teachers. The findings of this study hopefully can be used to add some information regarding the student's perceptions of using social media in English learning. The finding of this study can give some ideas in making interesting learning activity using social media in English learning.

Students. The result of this study presents information about the students' perceptions of using social media in English learning. It is also a reflection of the students being selective in choosing social media applications for their learning. Moreover, the students can use this research to know the platform and the activities to learn English using social media.

Institution. The finding of this research can give information for the institutions related to the senior high school students' point of view on using social media in English learning in the post Covid-19 Pandemic. In addition, it can be the consideration for the institution to do some workshops for teachers regarding the use of social media for teaching and learning.

Other researchers. This research can be used as references to other researchers who want to conduct a research on the related topic of the students' perceptions of using social media in English learning.