CHAPTER I

INTRODUCTION

This chapter presents seven topics related to the study. These topics are background of the study, research problem, objective of the research, the hypothesis of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Study

In this era, social media is widely accessed by almost all people, from children to youth and adults to middle age. This is in accordance with the report written by Carneige in BBC News Indonesia, which stated that 98% of Generation Z, 81% of Generation Y, 70% of Generation X, 50% of Baby Boomers, and 30% of the Silent Generation were using social media daily for various purposes. Many people spend their time accessing social media to the point where they need hours of screen time. Rajeswari S (2023:1) stated that the use of social networking sites among youngsters has grown in popularity over the years. This phenomenon likely happens because almost everything right now, such as business and education, can be done online via social media. Damota in Nabila et al. (2022:145) stated that as a matter of fact, social media now has become the most important tool to possess for surviving the digital era that is currently happening around the world.

Social media used by Indonesian people is relatively high. According to State of Mobile 2023 from the report of data.ai survey cited in CNBC,

Indonesian people spend an average of 5.7 hours every day on cellular networks throughout 2022. This figure has increased from the average duration of playing on a cell phone of 5.4 hours per day in 2021. Social media not only functions as a tool of communication with people who have been recognized before, but users can also access a variety of content created by people from other cities, regions, islands, and even abroad. According to Anwas et al. (2020:42), people use social media for communication, entertainment and also for other needs. That way, information can be spread very easily. Sidgi (2021:91) added, the advancement in technology bridged the communication gap by introducing social media platforms and a convenient way of interacting and sharing information.

On social media, there are lots of terms in English that go viral and are used as slang by social media users, especially teenagers. These terms can attempt to be abbreviations, words, and phrases. Some people call it code mixing. According to Lumintang & Rahmawati (2023:167), code mixing is where someone speaks a certain language inserting a foreign language and using them together in a text while interacting with others. One of the most well-known phenomena is the "English Jaksel", which is famous for the large number of people living in South Jakarta who speak in Indonesian by using the Jakarta accent combined with some English words that sound cool. South Jakarta language is a form of code mixing between Indonesian and English. This code-mixing now has been spread over the country through social media and used by a lot of people who live far away in their daily lives. Those

people who receive the new English terms and use them to connect with others. Without realizing it, they have learned and used English words in context.

It cannot be denied that English students are also a part of a group of people who actively access social media. Especially for English students who are studying at universities where their age is in the range of 18 to 25 years which is a productive age. They are literate about advances in technology and information. This is a brilliant and potential opportunity for English students to increase their understanding of new English words.

Aside from increasing their understanding of new English words, social media also has the potential to help English students who have foreign language fundamentals to learn cross-cultural knowledge which can expand their communication range. Developing cross-cultural knowledge is a process that involves methods and procedures dedicated to evolving cross-cultural knowledge that leads to the adoption and understanding of the features of one's own culture, develops a positive attitude toward other cultural groups and their participants, and increases the ability to understand and interact with them. Rohmah (2021:13) stated that Cross-Cultural Knowledge (CCK) refers to direct knowledge of different cultures. This involves understanding different values, beliefs, attitudes, mindsets, traditions, lifestyles, and ways of communicating. By understanding all of these cultural aspects, English students will find it easier to communicate with people in other regions.

Meanwhile, English, as is well known, is an international language that is studied massively by many people, either by attending courses or by formal education such as university. In this globalization era, English is important to learn. Damota in Nabila et al. stated that as the main language of the international world, English is considered to be the lingua franca of international business, education, science, technology, and even entertainment.

For foreign students who want to be able to communicate in English, several English skills have to be mastered. There are two kinds of English skills; productive skills including speaking and writing, and receptive skills including reading and listening. Along with these important skills, three language components are essential to be learned. The three components refer to vocabulary, grammar, and pronunciation.

Vocabulary is one of the most critical components that English students are required to master. It has a crucial role in the communication process. Thombury in Karmadi (2008) stated that without grammar very little can be conveyed. Without vocabulary, nothing can be conveyed. English students must be proficient in vocabulary so they can connect with people smoothly.

In formal education, vocabulary has been taught quite well in terms of quantity. However, there are many students, especially in regular schools who learn vocabulary only by memorizing without understanding the context. In this case, this huge quantity of words will run from their brain easily, so it will be very hard for students to communicate using those vocabularies. This kind

of method reduces students' enthusiasm for learning, thus causing their lack of English language skills.

Seeing the current conditions where many things are being done digitally, this could be a breakthrough for learning English in a less boring and more meaningful way. There are a lot of digital platforms that are potentially great to use as the media for English vocabulary acquisition. Furthermore, those digital platforms tend to be familiar to English students. One of the most popular digital platforms nowadays is social media which a huge number of English students access in their daily lives.

Researchers assume that students' intensity in accessing social media is related to their understanding of the English terms used by social media users. Sidgi (2021) considers that English is the primary language used in the modern transactional world, students exposed to social media have an increased potential to communicate and succeed in the classroom compared to the rest. Students can collect some new English vocabulary from those social media platforms while accessing the contents or just doing some social media activity, such as post their latest photo which social media users tend to call "upload", or when they share their current condition and feeling to their online friends, they call it "update" and something like that.

In addition to the social media terms, they can collect some English vocabulary or phrases used by other social media users through their posts or contents. Those words or phrases tend to be used in context, people who just hear that for the first time will guess the exact meaning of that term, but they

already know the specific context to use that term in communication. It makes the process of understanding the word become easier. When the terms appear several times, they will be more meaningful for social media users. They may start to communicate using those terms soon.

There are several studies conducted by other researchers that investigated social media in increasing vocabulary. A previous research was conducted by Nabila, et al. (2022) entitled "The Correlation Between Social Media Activeness and Vocabulary Mastery of the English Department Students of Universitas Riau". In this research, it was found that there is a moderately significant correlation between social media activeness and vocabulary mastery. In another study conducted by Sidgi (2019) entitled "The Impact of Social Media on Learning English Vocabularies", it was discovered that social media is an important learning tool. It provides motivation, engagement, and exposure to a wide range of English vocabularies, improving the learner's language skills. The last research was conducted by Malik, et al. (2019) entitled "Using Social Media as a Learning Media of Foreign Language Students in Higher Education". This study finds that social media influences on improving student's foreign language ability.

It was analyzed that the first study was limited only to measuring students' vocabulary mastery in general. The second one was qualitative research that uses a systematic review methodology aimed at exploring the impact of social media on learning English vocabulary. This study was limited to vocabulary learning to American and British English words only. The last study is a

survey qualitative method that aims to discuss further the use of social media in student foreign language learning in Indonesia.

Based on the previous studies above, the researcher was interested in conducting a research to investigate the correlation between the intensity of English Education Department students' access to social media and their understanding of English words that commonly appear on social media, entitled *"The Correlation between English Education Department Students' Intensity in Accessing Social Media and Their Understanding of Viral English Words"*.

B. Research Problem

Based on the background of the study, the formulated research problem is "Is there any correlation between the second-year of English Education Department students' intensity in accessing social media and their understanding of viral English words at UIN Sayyid Ali Rahmatullah Tulungagung?"

C. Objectives of the Research

Based on the research question above, the objective of the study is to know the correlation between the second-year English Education Department students' intensity in accessing social media and their understanding of viral English words at UIN Sayyid Ali Rahmatullah Tulungagung.

D. The Hypothesis of the Research

Based on the theory and rationale, the hypothesis of this research are formulated as follows:

H_0: There is no significant correlation between English Education Department students' intensity in accessing social media and their understanding of viral English words.

H_a: There is significant correlation between English Education Department students' intensity in accessing social media and their understanding of viral English words.

E. Significance of the Research

This study is expected to contribute to knowing the students' understanding of viral English words based on their screen time on accessing social media.

1. To Teachers

    It can be useful for English teachers who want to use technology, especially the internet and social media as the medium of learning.

2. To Students

    The students might get new experiences in learning English.

3. To Future Researchers

    It can be used by other researchers in conducting their study about vocabulary development through social media.

F. Scope and Limitation of the Research

In this research, the scope of the study covers the correlation between second-year English Education Department students' intensity in accessing social media and their understanding of viral English words in terms of social media. This study was conducted at UIN Sayyid Ali Rahmatullah Tulungagung.

The writer limits the subject of the research to only the second-year English Education Department students in the hope that the research will be more focused and detailed. On the other hand, the number of samples used in this research is relatively small. Other researchers in the future can conduct research where the participants are not limited by class level. Additionally, it is hoped that future researchers can use a larger sample size to obtain more accurate results.

G. Definition of Key Terms

To avoid some misunderstanding, the researcher explains the operational definition of key terms used in this research.

1. According to Sitoyo & Sodik (2015:100), correlational research is used to know the correlation between two variables. In this study, correlational research was used to know whether or not there is a significant relationship between English students' intensity in accessing social media as the predictor variable and students' understanding of viral English words as the criterion variable.

2. Intensity can be defined in various contexts, but generally, it refers to the strength, degree, or level of something. According to Pellegrino et al. (2022:3), in the context of accessing social media, intensity is interpreted as a user's degree of activity and engagement on social media sites. In this study, it was referred to the activeness of English students who are used to accessing social media marked by the length of time they spend on it and the attention they give to it.

3. Viral English Words are some English vocabulary that frequently appears on social media whether it is often stated by social media users or the term used by social media users which might replace the equal Indonesian words in Indonesian sentences and spread rapidly towards English students.