

# CHAPTER I: INTRODUCTION

## 1.1 Background of the study

Learning English as a Foreign Language (EFL) can be hard for students. They often have trouble gaining enough vocabulary to assist with other language skills (like speaking, reading, listening, and writing). Vocabulary is super important for being good at a language. Things can be challenging for EFL learners in places where English isn't spoken much. They miss out on chances to hear and use real English, making it harder to pick up new words. Because of this, they might feel a bit unsure of themselves when they try to speak. Studies (Fajriah, 2024) and (Zahro, 2020) show that not having enough words can make students hesitate and slow their other language skills from improving.

Even though this scenario seems to be complicated, it requires some innovations in terms of teaching methods that facilitate learners acquiring vocabulary that is meaningful in real-life contexts. Platforms in social networking, such as Instagram, can be of assistance as they give students opportunities to see and make use of vocabulary in their proper contexts. Thus, it is a better way to acquire vocabulary, and it can even be more fun than conventional teaching. In the last few years, linguistic issues have become a real bane in EFL classes, and technology has been more extensively employed by teachers in these classes, students' social media has turned out to be a really good deal to teach a language. As noted (AL, 2021) in their work published in the NOBEL Journal, it is much simpler to study a foreign language thanks to social media, which is related to learning a language since it includes interaction, pictures, and sounds that can be linked to real life. Faisal (2023) states that the effectiveness of the use of Instagram to teach students how to make descriptions is that it is interesting and allows students to view ideas, which facilitates learning. By integrating such media that the students are comfortable with, the teachers can enhance the overall involvement of learners and foster warm relations within the class for the students of English as a foreign language.

Use of Social Media in Foreign Language Acquisition As video can be used in learning, social network use within the context of language classrooms is also effective in the motivational aspect, particularly with the use of interactive and attractive Instagram (Nurmufidah, 2018). Such interest is important as it allows students to practice and contribute. The study (Nurfadillah, 2024) shows how Instagram managed to attract students and provide

exposure to the target language. Nevertheless, it is necessary as long as it is fun and authentic for the students. (Wahdini, 2024) Instastory has been reported to assist in improving students' confidence, with proof in my investigation which is the normal distribution testing, that there exists a relationship between now and the time before InstaStory Student Learning Content Creator Significance Instagram Against TeacherList Community The ability to create content that encourages students performance anxiety creates exposure good learning atmosphere Source Managed Published at Universitas Indraprastha PGRI Jakarta Such a motivational boost sometimes can be traced back to their relative ease and comfort of browsing social, In these students, the master of English seems to be a leisurely login, because it is interesting, simple, and makes sense, it is easy to approach.

Other studies on social media in the context of English vocabulary development, such as (Anwas, 2020) and (Alghofariyah, 2023), mostly regard social media as an additional aspect rather than an integral part of vocabulary acquisition or motivation enhancement. For us, particularly in our research, "The Integration of Social Media in Building English Vocabulary and Its Impact on Student Motivation" differs from previous studies because one of the aims of this research is to examine the effects of social media (especially Instagram) on students' EFL (English as a Foreign Language) vocabulary development programs and its lasting impact on learning motivation. This investigation focuses on the potential of Instagram as a tool for 'vocabulary expansion' used by EFL students and the conceptualization of vocabulary learning efficiency. Therefore, our effort addresses an important issue in the previously published literature by asserting that Instagram should not be treated as an additional supporting medium but rather as one of the core teaching tools with significant potential to enhance vocabulary courses and the motivation of EFL students.

## **1.2 Problem of the study**

Like it or not, social media is a part of students' world today, and it affects how they interact with language, including how they learn English. However, many students still struggle to remember new vocabulary and lack the inspiration to continue learning. Therefore, to gain a deeper understanding of this issue, the following questions will be investigated:

1. What are the students' level of vocabulary in STKIP Pangeran Antasari?
2. How are the students' motivation in learning vocabulary?
3. Does social media impact on students' vocabulary mastery?
4. How does social media impact students' learning motivation in learning vocabulary?

### **1.3 Objective of the study**

The objectives of this study are to determine how social media can be used as an effective tool to enhance school students' motivation for learning English. Specifically, the objectives are as follows:

1. To analyze the students' level of vocabulary in STKIP Pangeran Antasari
2. To analyze students' motivation in learning vocabulary
3. To analyze the impact of social media on student's vocabulary mastery
4. To analyze the impact of social media on students' learning motivation in learning vocabulary

### **1.4 Significance of the study**

The essence of this research is to focus on the importance of social networking websites to the student's ability to learn English. The significance of this study includes:

1. The research provides practitioners with valuable insights into the role of social media in supporting English language learning activities.
2. To anticipate the increased interest in the English language as a result of the innovative use of social media.
3. Also, researchers, this research enables them to serve as a guide to conducting other investigations on the combinations of technology and foreign language studies.

### **1.5 Scope and Limitations**

The findings of the study cannot be applied to all students since this study included a relatively small summer sample of students who were targeted purposely. Furthermore, this study only investigates Instagram as a social network to assist learners in acquiring English vocabulary. Other platforms like YouTube or TikTok are not included, and therefore, the findings are limited to addressing Instagram. Such studies limit when it would be possible to conduct other linguistic-oriented studies, such as speaking and listening, and only concentrate on the expansion of English vocabulary. This research employs quantitative methods. This method uses data from the tests, questionnaires, and interviews.

## **CHAPTER II: LITERATURE REVIEW**

The implications of social media on aspects such as language learning, vocabulary learning, and student engagement are assessed in this section. By evaluating these studies, both theoretically and empirically, the advantages and disadvantages of integrating social media tools for teaching English as a Foreign Language (EFL) learners can be understood.

### **2.1 The Role of Social Media in Language Learning**

To put it mildly, social networks have transformed how students retrieve and utilize learning materials. In the case of EFL students, social networking tools like Instagram, TikTok, and even YouTube provide some more appealing and energetic ways to learn than customary approaches. In the words of Pitaloka (2021), social networks give students the platform to access English content more interactively and collaboratively, thus promoting teamwork and sharing of knowledge. Connectivism theory by Siemens(2005)provides that during the education process, it is advisable to establish links with other people, which is consistent with social media being collaborative and interactive. These tools allow students to access a wide range of resources, which adds to the learning experience and level of language skills.

### **2.2 Developing Vocabulary Skills in Language Learning**

The significance of vocabulary learning can be seen in the communication of any kind, including reading, listening, speaking, and writing (Nation, 2001). Irrespective of a person having strong points in grammar, language efficacy may be undermined by a lack of vocabulary. According to Anwas (2020), relating words to pictures or stories makes it easier to learn and understand them. Another recommendation made by Qisti (2020) is that teaching vocabulary should not be passive. Such methods not only enhance students' vocabulary but also assure them to use the learned words again and again in different scenarios.

### **2.3 Student Learning Motivation**

Motivation is an integral aspect of educational attainment, as is the case with a particular type of motivation, which pertains to language. Deci (2000) identifies motivation as two: intrinsic and extrinsic. An intrinsic motivation derives from an individual's interest and satisfaction, whereas an extrinsic motivation relies upon the aspect of provision of grades as incentives. Both forms are relevant to the language acquisition process, although the former is critical for prolonged success. Hibatullah (2019) points out that students who study English through social media use it to create a social identity and, thus, become the primary facilitators of their development. On the other hand, Bakhshaei (2020) demonstrates that the use of social

media in study broadens the outlook of students towards the study process, raising the level of their interest to excel further.

#### **2.4 Empirical Studies on Social Media in Language Learning**

Several studies have validated the usefulness of social media in improving language skill acquisition. Liu (2019) established that social media users within the student demographic were able to enhance their lexicon and English mastery levels. Hamadeh (2020) observed that social media induces authentic scenarios in which language can be learned, which optimizes the ecosystem for doing so. While some would point out that social media is detrimental as it distracts the learner, studies show that it promotes interaction and cooperation instead. Thus, there has been a call for encouragement to use these tools during the lessons to utilize their full educational capabilities.

#### **2.5 Social Media and Learning Motivation**

According to Ko (2019), students' vocabulary acquisition is enhanced when they use social media tools and mobile devices to encourage students to get more engaged in the lecture. As Topping (2018) points out, social media facilitates the exchange of information, ideas, and learning experiences among colleagues, thus forming a well-structured academic environment characterized by social networks. Although there are critics who sit on the side of social media being an engaging factor that distracts students' attention, the positive aspects of social media, especially in inspiring language learners, extend dramatically. Language teachers may use social media as a part of their language training since using these tools increases interaction, thus motivating students to attain their desired goals.