

CHAPTER I

INTRODUCTION

1.1 Background of the study

English language learning developed in Indonesia along with the needs of the community for the importance of language skills in the era of globalization. English was considered a universal language because it was used by most countries in the world as the main language. Additionally, English was one of the international languages that was deemed important to master or learn. In all kinds of fields in that era, language skills were needed, especially English. Besides the ability to use native languages, humans were required to be able to master other foreign languages to fulfill the ability to compete in various fields. English could be learned at school at various levels. In the world of education, English played a very important role because with English, it could be likened to the key to mastering science. English, both spoken and written, had to be actively mastered by students because English was a means of global communication (Handayani, 2006). English was one of the subjects included in the adaptive subjects. English was one of the subjects taught to improve students' language skills, the core of language mastery was as a tool for communication. English, as a tool for oral and written communication, could be used to convey information, thoughts, and feelings.

English teaching was needed as a medium to communicate with each other (Sharifian, 2009).

In the learning process in the current era, English teaching certainly couldn't only be accessed using traditional methods such as textbooks. There was a transition in learning aimed at adjusting to the times, where the use of technology had a very good impact on the world of education itself. Through the development of technology, digital communication media were also created. This communication media was almost used by all groups as a tool to access all knowledge. The utilization of communication media had a huge impact on the learning process. Following the development of the times, there was a communication media, namely social media, which was almost used by all groups. Social media was not only used as a means of virtual communication but could also be used as the latest learning media. According to Hrastinski (2009), the emergence of social media on the internet allowed more frequent interaction between learners and instructors. In addition, the emergence of social media didn't limit learners' access to any information for their knowledge. Through social media, communication activities and the exchange of information and news became easy and fast.

Social media allowed learners to further develop their skills, especially in the technical and social aspects that were needed to cope with the development in the digital era of that time. They also found ways to adapt and mingle with their

close friends through social media, where better friendships were formed. Social media played a huge role in education. This was certainly evidenced by the increasing number of methods developed in education that used social media as learning media. The utilization of social media for learning could further improve the quality of learning if used to its full potential. Social media was also a medium for discussion, making it easier for students to find material, especially as students at that time were already using sophisticated technology and needed to have social media accounts to discuss with friends at school and outside school. Learners were also facilitated in finding learning materials for further reference because they were easy to find and easy to access. Furthermore, the material displayed could facilitate and support students in completing assignments given, thus allowing students to develop their skills and creativity. The benefit of using social media as learning media lay in the aspect of interaction and wider information sharing (Selwyn, 2009).

One social media platform that was quite popular and effective in helping in the learning process was Instagram. Instagram was a social media platform that was originally used to share users' photos. But along with the times, Instagram was now able to be utilized as a medium for disseminating news information, means of communication, news, and also digital learning media. The popularity of Instagram had a huge impact on learners. Learners spent more time using social media through their gadgets. Learners even had their own accounts to interact with friends and

even to socialize with new people around the world. Therefore, this could be adapted by teachers or educators to develop certain activities that used social media in English teaching. Teachers or educators could actively use Instagram to stay connected with learners (Zhang, 2013).

Based on the researcher's knowledge during the PLP at SMAN 2 Tanjungpinang, the researcher found that teachers and students involved the use of social media in the learning process. Teachers gave students the freedom to utilize gadgets and social media as an additional tool in learning, which was certainly very helpful for students in the learning process. In practice, many students were able to take advantage of this opportunity to be more active and creative during learning. The expectation of effective learning could be fulfilled because the utilization was very good, so the learning objectives were achieved. The researcher was interested in conducting research on **"An Analysis of Teachers' Perception on The Use of Instagram in The English Teaching at SMAN 2 Tanjungpinang"**. The findings obtained were expected to provide benefits and knowledge or understanding of the use of Instagram in learning.

1.2 Research Question

What were the perceptions of the teachers on the use of Instagram in English teaching?

1.3 Objective of the Study

The objective of this study was to figure out the perceptions of teachers at SMAN 2 Tanjungpinang regarding the use of Instagram during English teaching.

1.4 Scope of the Study

This study focused on understanding how teachers perceived the use of Instagram in English language learning. Additionally, this study explored the use of Instagram as a learning medium. High school teachers were the focus of this study, with all English teachers included as research subjects.

1.5 Significance of the Study

Based on the study, this research was expected to gain knowledge, insights, and benefits in the world of education. The direct results of this research were expected to be useful for understanding how teachers thought about the use of Instagram in learning. From this research, readers could also find out about the use of Instagram as a medium in learning English. This was very useful to be learned by teachers and prospective English teachers. By knowing how they were perceived, this became additional knowledge for prospective teachers when conducting learning. Additionally, this study served

as a reference for other researchers who were interested in researching the use of Instagram in English teaching.

This research was expected to have significant benefits. The significance of the study was as follows :

a. Theoritically

To provide information about an analysis of teachers' perception on the use of Instagram in English teaching at SMAN 2 Tanjungpinang.

b. Practically

1). For the teachers

In this study, it was expected that teachers could consider the use of Instagram in learning.

2). For the researcher

In this study, it was expected to be a reference for researchers as English teachers in the future.

3). For the other Researcher

This research was expected to provide an overview and serve as a reference for those who would research related to the use of Instagram in learning.

1.6 Definition of the Key Terms

1. Instagram Reels

Instagram reels was an video-sharing social media that was being utilized more widely according to its usage.

2. Teacher Perception

Teacher perception referred to the process by which a teacher understood the information received according to his or her understanding.

3. English Teaching

English teaching for Eleven Class was the process of instructing eleven students class students in the English language, including reading, writing, speaking, and listening skills, with the goal of improving their proficiency and fluency in English.