

CHAPTER I

INTRODUCTION

This chapter presents the description of the research widely. It comprises the background of the research, formulation of problem, operational definition, the aims of the research and the significanses of the research.

A. Background

The web as a source of information plays an imperative role in modern education (Kuiper et al., 2005). Most people utilizing Web 2.0 and virtual world technologies in the classroom to communicate, express ideas and having relationships based on their interests whether it is through a social networking site like Facebook, a video stream via YouTube, collaborative discussion and document sharing via Google Apps, and many more. Rather than only building information, users make whole networks included self-constructed worlds and avatars based on regular interests, learning, or socialization in order to promote information exchange (Harris & Rea, 2009). Dealing with those characteristics, teacher may utilize online platforms mentioned to support their teaching activities in classroom (Mali, 2015) or even create a virtual learning environment so that teacher could share materials, schedules, spaces to interact, do the test and monitoring students' progress.

In the recent years, the increasing of various web 2.0 especially Social Network Services (SNS) like Facebook has given students the opportunity to interact and carry out their learning activities in various contexts. In fact, Facebook was the most used SNS which has 1.56 billions worldwide users in 2018 (Statista, 2019). Facebook offers environment for learning, information sources, connect students' personal life, and lead more student involvement in academic environment (Saengsawang, 2013). Kabilan et al (2010) found that Facebook possess potential for student in English learning context although there were still negative responses from the participants. As it was already applied in a university in Tasikmalaya, West Java, Indonesia. Some teachers from English Education Department were using Facebook as teaching-learning media for several subjects (e.g., Public Speaking, Technology Enhanced Language Learning, Literature in ELT). They usually utilized Facebook as media to share materials, posting project or assignment, give online feedback, or even create space for discussion. Additionally, the quality and quantity such as duration and intensity of the interactions on Facebook may influence student learning process. In short, the use of this kind of SNS have a positive impact or a negative impact (Madge et al., 2009).

Among the myriad study proposed about the use of Facebook in teaching-learning issue, the latest studies has been paid to Yu, Yuen, & Jae (2012). This focused on exploring perspectives of students, teachers and parents on using web 2.0 technologies in a secondary school in Hongkong. Meanwhile, another study has observed reinforcement theory combined with

a badge system to foster student's performance in e-learning environments (Troussas, Krouska and Virvou, 2017). This research showed how students learn their behavior, and how its behavior shaped through reinforcement from the learning environment (e-learning). However, those studies only highlight web 2.0 in general, there is a little attention given to focus on the use of Facebook in leaning English. To fill this void, the current research highlights the key issues occurring in learning English through the use of Facebook in an Indonesian higher education level.

B. Formulation of Problem

A research question in this research is “What are students’ perceptions on using Facebook as web 2.0 technology in learning English?”

C. Operational Definition

To avoid misunderstanding about the terms set out in this research, the researcher provides some definitions related to this research, as follow:

1. Students' Perception : Students' judgment by interpreting their behavior toward the use of Facebook.
2. Web 2.0 : Social networking sites like Twitter and Facebook, file sharing websites like Google Drive and Dropbox, participatory sites such as YouTube, and network gaming sites such as Runescape.

3. Facebook : Social Networking Site or online platform used by undergraduate students in learning English.

D. Aims of The Research

This research aims to find out students' perceptions on using facebook as web 2.0 technology in learning English. It is expected that 21st century teachers could apply appropriate technology platform in teaching-learning process.

E. Significanses of The Research

1. Theoretical : This research aims to expand pedagogical approach toward the use of Facebook as web 2.0 technology in learning English.
2. Practical : This study will serve the ways 21st century teachers to apply appropriate technology platform in teaching-learning process.
3. Empirical : This study will provide empirical insights into how the technology especially Facebook supports or alters cognitive processes in EFL class.