

CHAPTER I

INTRODUCTION

A. Background

Nowadays, social media becomes one of the most utilized tools for promoting students' engagement in learning. It is affirmed that the use of social media emerged as a positive predictor of student engagement (Rashid & Asghar, 2016). Additionally, it is asserted that "social media consists of internet websites, services and practices to facilitate collaboration, participation and sharing" (Junco, Heiberger & Loken, 2011, p. 1). Moreover, it enables its users to build a clear, much more convenient and interactive relationship, identities of subject, teacher and students are developed, discussions are carried out, all kinds of content are being shared, there are no time or location constraints (Thomas, et al. 2012, as cited in Jankauskaite, 2015, p. 55). Hence, teachers are required to use carefully selected social media to create learning engagement of the students.

In Indonesia, LINE is being used by 90 million people dominated by teenagers 18-25 years old (Yorisya Inez, Business Developer Manager LINE Indonesia as cited in Tempo.co, 2017). It is believed that "LINE can greatly facilitate informal communication around classroom activities since it can be easily accessed and allows its users to make voice calls and send messages whenever and wherever they are" (Van de Bogart & Wichadee, 2015, p. 66). In addition, it can be applied as a tool for teaching-learning in form of virtual classroom to facilitate students-teacher collaboration because "the LINE chat

app immediately sets up the ability to exchange ideas without any hindrances that could be caused by gender, age and in the case of using LINE in an academic setting with a teacher” (Van de Bogart & Wichadee, 2015, p. 79). Therefore, regarding the strengths of the application, teachers in higher education begin to consider it as an innovative way to create students’ engagement inside and outside classroom learning.

In higher education, particularly in one of universities in Indonesia, LINE application is used by a lecturer to facilitate undergraduate students in compiling their research proposal. It tends to provide them opportunity to have a wider discussion about the research in ELT subject to help them to write their own research proposal. During its utilization, students’ engagement appears to be an interesting phenomenon to study further. Hence, the researcher decides to take it as his research topic.

In previous studies review about the research issue, it was found that the use of Facebook and blogs in teaching and learning can improve student engagement both on and off campus (Ivala & Gachago, 2012). Moreover, utilizing voice message chat on WhatsApp is an effective technique in enhancing EFL learners’ verbal interaction and engagement (Minalla, 2018). Additionally, Instagram as a multimodal digital storytelling could be the tool to foster the engagement of college-level ELLs (Yeh & Mitric, 2019). Based on the previous study findings, the researcher found a gap that LINE is left unresearched. Therefore, to fill this gap, the researcher tries to figure out how

LINE contribute for students' engagement in learning at one of Universities in Indonesia.

B. Formulation of the Problem

As discussed previously, the formulation of the problem in this research is "How does LINE contribute for students' learning engagement in higher education?"

C. Operational Definitions

To avoid misunderstanding about the topic, there are the operational definitions, as follows:

1. Students' Engagement : It is time, energy and behaviour that students afford in learning to achieve academic goals.
2. LINE : It is a kind of social media that is used to facilitate collaboration, participation and sharing information in virtual classroom.

D. Aim of the Research

This current research aims at investigating how LINE contributes for learning engagement of students in higher education.

E. Uses of the Research

1. Theoretical Use

Theoretically, this research is expected to give additional knowledge and discussion about the contributions of LINE in promoting learning engagement of students in higher education.

2. Empirical Use

The result of this research provides the information about contributions of LINE as the platform in promoting students' engagement in learning.

3. Practical Use

The result of this research can be used to give illustration about the contributions of LINE in promoting learning engagement of students in higher education.