

CHAPTER I

INTRODUCTION

A. Research Background

Social media has grown in popularity among most users as a result of the Covid 19 pandemic, the phenomena where everyone was locked in or prohibited from leaving their homes, and the requirement that all activities now is completed online or through the internet. Because of the urge to socialize or communicate with others sharing makes the world smaller and makes it easier to get to know others and the rest of the globe social media is focused on how people know each other and participate even when they aren't looking at each other directly. Because social networks are so helpful in all areas of life, including politics, the economy, and education, they play a big part in our lives.

Everyone uses billions of social media platforms every day. It is capable of handling social media for work, business, amusement, and even education. Actually, ninety percent of students visit this social media site every day or more. It might be argued that every person needs to open at least one social networking app, if not more, including Facebook, Twitter, LinkedIn, online gaming platforms, and others. Social media use is become a regular component of peoples' everyday life. Because of social media's influence, students have begun using it extensively in the classroom in addition to professionals and parents. With unrestricted access to the internet, people might be able to utilize social media to learn new things on

their own, be more real, express themselves more freely even receive status update.

Some folks aren't even able to write their own names or convey how they feel. Students typically utilize social media for studying, amusement, and even to try to solve their own learning problems or provide any information fast and simply. Social media use differs throughout individuals due to its mixed benefits and drawbacks for society.

According to Kusuma's (2016) research, over 50% of Indonesians in every province require social media and the internet, with between 50% and 60% of the country's population being frequent users. Consequently, throughout the pandemic, social media usage in Indonesia surged rapidly as individuals utilized it to publicize local events and stay informed about worldwide happenings. Per Jatmiko (quoting Harahap & Adeni, 2020), the proportion of internet users rose to 196.7 million in 2020, or 73.7 percent of the total population. Wearesocial Hootsuite research indicates that 150 million Indonesians, or 56% of the whole population, use social media.

According to the information above, social media is a web-based platform and instrument for knowledge sharing and expansion. Sharing textual content (pictures, videos, and music), words, data, and networking sites can all be done with it. Social media is a platform for ideas, events, and other things, according to Baruah (2012). Michael (2012) defines "social media" as internet-based and mobile applications that let users join communities, participate in online discussions, and produce content. Social media is one outcome of information and communication technologies (Arif, 2019). Hudson (as mentioned in Handayani et al., 2020) defines

social media as websites and applications designed expressly to facilitate users' easy, efficient, and real-time content sharing. The majority of people on the planet, including adults and children, utilize social media. Zhu and Chen claim that social media has four functions: it connects individuals, facilitates user collaboration, lets users display their identities, and lets users express their creativity by Reinhardt (2018). Social media gives students the opportunity to improve their English language proficiency, claims Al Arif (2019). The entertaining educational materials available on social media draw students' interest in developing their English language proficiency. Social media can help students become more proficient students in the classroom, especially in English. Alwagait, Shahzad, & Alim, (2014). Typically, they use social media platforms like BBM, WhatsApp, Line, Twitter, Facebook, and Path (Singhai, 2007).

Writing is a crucial language skill that, in addition to serving as a communication tool, helps ESL/EFL students build their literacy and sense of self. It tracks their language learning progress and aids in helping them recall and understand what they have learned. Additionally, it aids people in remembering recently learned vocabulary, expressions, and grammatical structures Raimes. Additionally, writing helps students become more proficient in language, expands their horizons in terms of behavior, and supports their academic success. Thus, scholars recommend that writing be included in all language classes. Unfortunately, it has been asserted that writing requires proficiency as well as expertise in several disciplines of study, making it a challenging task in both the first and second language. In order to produce work that meets writing standards, students are

expected to apply both their comprehension of the topic for which they are writing and their understanding of the writing process (i.e., planning, drafting, editing, and revising). Additionally, according to Tribble, pupils need to apply what they know about the syntactic, grammatical, semantic, and word usage conventions that are applied in essays. They also need to apply their knowledge of the market, category customs, and social environment more, in addition to drawing on their prior experiences and expectations from communication situations. The verse at Taha: 114 emphasizes that using social media can damage writing skills if we pursue learning, even though mastering English writing presents many challenges and it would be wonderful to take our time.

فَتَعَلَىٰ اللَّهُ الْمَلِكُ الْحَقُّ ۖ وَلَا تَعْجَلْ بِالْقُرْآنِ أَنْ يُفْضَلَ إِلَيْكَ وَحْيُهُ ۗ وَقُلْ رَبِّ زِدْنِي عِلْمًا

The surah below leads one to the conclusion that, despite challenges like learning English abilities for EFL students, learning needs to be perfected in many places . It is crucial to remember that writing in English is a crucial ability that pupils need to have. Writing, however, is not always easy, and challenges could arise at any time. These include students who struggle to come up with original and thought-provoking ideas for their writing and who almost never locate peers who can provide feedback on their work in addition to edits or changes. or just a secure area where people can express themselves in writing and write anything they want to when they talk to one another. Because of the aforementioned challenges, conducting a thorough discussion is essential to using social media for writing purposes. Therefore, despite social media's lack of instructional intent, some educators have been interested in it, particularly those who work in the English

teaching and learning field (Safitri, 2021). Numerous investigations have been conducted to ascertain whether social media platforms may be utilized in the English language learning process. One of these studies was carried out by Basoz, who came to the conclusion that social media gives students a chance to improve their educational experience (Safitri, 2021). Additionally, social media enables students to concentrate on acquiring the necessary language proficiency, according to Sharma's research (Safitri, 2021).

They are also less suited to learn English since they can use harsh language due to the harmful effects of social media, such as cyberbullying, in which someone makes an emotive and offensive statement about another person based on grammatical mistakes. Islam likewise gives social media ethics a lot of weight.

Al-Ahzab verse 70's formulation of social media ethics serves as evidence for this.

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾

The linguist Ibn Faris suggests that the term *sadidan* means "to tear down and then fix it." It is made up of the letters *sin* and *dal*. He also refers to consistency, or *istiqamah*. Targets are also referred to by this word. This word is used to characterize someone who speaks truthfully and effectively. As a result, *sadidan's* statement in the poem above must be accurate as well as true, as the translation suggests. The verse above suggest that EFL students should also understand criticism should be constructive, that's mean the information shared should be accurate, insightful, and well-written and also Allah here have done discovered effect of communication so that's why as a researcher also have to discover about the effect of this day communication we called social media.

The present study and the three previous studies share several similarities, including a focus on the use of digital technology or social media applications, an examination of EFL students' writing skills, and the use of participant writing as a form of data collection; a paragraph writing (Mustafa, Khan, & Abbasi, 2022), a writing Test (Putri, 2021), a narrative frame (this present study), and some recommendations from the one of previous studies (Parella, Leggette, Redwine, 2021). These recommendations have allowed researchers to continue their investigation into the ways in which digital technologies impact students' abilities.

However, there are also a number of differences between the three earlier studies. All three used quantitative designs; the experimental group focusing on students' writing abilities (Mustafa, Khan, & Abbasi, 2022); the MWSP scale and SONTUS scale focusing on students' time spent on social media (Parella, Leggette, Redwine, 2021), the questionnaire and writing test focusing on students' habit when using social media (Putri, 2021).

These beneficial ramifications encouraged the researcher to carry out this investigation at UIN Antasari, a university. As a by product, the researcher chose to establish a Tarbiyah teaching faculty and a teacher preparation program with an emphasis on English instruction. Thus, this suggested research aims to investigate **The Implication of Social Media Application on EFL Students' Writing Abilities** based on the background information provided above.

B. Definition of Key Terms

The terminology linked to the research has been explained in order to avoid misunderstandings. Definition of key terms as follows:

a. Social Media is a digital application that facilitates its users to communicate with each other or share content in the form of writing, photos, videos, and is a digital platform that offers its users the ability to conduct socializing.

a) Instagram

Instagram derives the designation of the terms instant and telegraph.

Instagram offers the benefit of offering an accessible experience to share visual post with the caption.

b) Tiktok

Tiktok fosters people' creativity by offering many kinds of sound options & enables people to publish their own clips of productivity, freestyle dance, as well as additional procedures.

c) Twitter

Twitter is a social media tool that generates brief and to the point interaction messages (tweets). Anyone with accounts logged in, on the other hand, may generate twitter via the internet, short messages (SMS), or different smart reach out applications.

b. EFL stands for English as a Foreign Language means teaching or learning English in a country where English is not spoken. The present study conducted

EFL students class of 2020 at UIN Antasari Banjarmasin.

- c. A writing Skill is the ability to organize sentences or put ideas into writing so that readers can easily understand it. They are 2 types :
- a) Micro of writing skills
 - b) Macro of writing skills
 - c) Aspects of writing skills

Aspect of writing skill. When unity is the employing of language materials, along with to paragraph form and word arrangements, to establish consistency in composition. In this regard, pupils need to be given a consistent and logical comprehension of the two every word.

- d. The implication is the process that happens when one or more things come in relations. Essentially, in the context of the impact analysis manage, "effect" really refers to every one of the planned alterations that result from utilizing and carrying out a specific a means or action.

C. Research Questions

The research questions of the research are as follows:

1. What are the experiences of EFL using social media that influence their writing abilities?
2. What are social media that have an influence on EFL writing abilities?
3. What are the impacts of social media on EFL students' writing abilities?

D. Research Objectives

Based on the research questions above, the objective of this study are:

1. To explore about EFL students' experiences using social media for writing

abilities

2. To describe the kinds of social media that can influence EFL's writing abilities.
3. To recognize the function and implication of social media on EFL students' writing abilities.

E. Research Significance

Considering that social media and life are intrinsically related, this study can assist EFL students, teachers, and researchers make better use of the environment by using social media to improve EFL writing skills. The information in this study about the use of social media in English learning especially writing would be highly beneficial to teachers. It is hoped that future social media studies on writing will draw inspiration from this work. There is little question that all readers would benefit from the study's conclusions.

a) EFL Student's

This study looks at the social media sites that have a big impact on the writing skills of young EFL students. This research should be useful to students who are curious about the usage of social media or how it could affect their ability to write in English.

b) Teachers/practitioners

The study's conclusions can help educators who work with young children make better use of social media and improve their own and their students' instructional strategies to inspire children to learn English.

c) Other researchers

Other academics who want to learn more about social media use both positively and negatively can use the study's findings as a roadmap to further their grasp of the topic.