

CHAPTER I

INTRODUCTION

In this chapter, the researcher describes about (1) Background, (2) Identification of the Problem, (3) Limitation of the Study, (4) Formulation of the Problem, (5) The Objectives of the Study, and (6) The Significances of the Study.

1. Background

Social networking site (SNS) is something that has become a daily necessity for life in the modern era. In the 21 century, all activities can be done easily, quickly, and practiced both in the economic, social, cultural, especially in the field of education. Based on (Rianto & Farid, 2016), Social Networking Site is a web-based service that allows each individual to build social relationships through cyberspace such as building a profile about himself, showing one's connections, and showing what relationships exist between one member and another member in the system provided. According to Kaplan & Haenlein (2010), SNS is one type of social media. Social media is a big umbrella that includes six types, namely collaborative projects, blogs, virtual gaming worlds, and virtual social worlds. Not only in the form of boring words or text, but we can also access videos, images, and sounds from applications with web-based ptechnology, such as Instagram, WhatsApp, Youtube, Facebook, and others. This is behind the interest for users, in addition to facilitating all activities that are also interesting to users.

Based on Norhailawati et al (2019), A social networking website is a platform that enables user to create social relations and communicate between them, sharing activities, interests' backgrounds on Social Networking Sites (SNS) such as Facebook, Instagram, Twitter, WhatsApp, Telegram, YouTube, and others that contain user profiles, reaction on user profile and publicly broadcast social networks that are displayed in connection with the profile. Based on Kaplan & Haenlein, (2010), Social networking sites are applications that enable users to connect by creating personal information profiles, inviting friends and colleagues to have access to those profiles, and sending e-mails and instant messages between each other. These personal profiles can include any type of information, including photos, video, audio files, and blogs. Based on Meilinda, (2018) media is the digitization of the development of technology and science, which is manual to be automated and of all complicated becomes concise and can be said to be digital communication technology that is computerized and connected to the internet network. The world seems to be within our grasp if we can make the right use of social networking sites. With social networking sites we can communicate with each other, share information and exchange opinions through platforms that are increasingly sophisticated.

According to the results of national research conducted by the Indonesian Internet Service Providers Association (APJII, 2022), the increasing penetration of these social networking sites continues to grow the

digital population to encourage higher use of social media in Indonesia. As of January 2021, Indonesia had around 170 million active social media users, and there were 215 million internet users in the period January 2022 until January 2023, it was indicated that internet users in Indonesia increased by 2.1 million between 2021 and 2022 and got the third rank after China and India in the Asia Pacific (Statista.com, 2022), with this number, Indonesia was still in the third place with the most internet users in Asia (internet world stats, 2022).

Based on the Jakpat Survey, YouTube is the most widely accessed social networking site in Indonesia, YouTube had 139.0 million users in Indonesia in early 2022, this means that YouTube ads research 67,9% of Indonesia's total internet users in January 2022. Instagram had 99.15 million users in Indonesia. Meanwhile according to national research conducted by the Indonesian Internet Service Providers Association (APJII, 2022) when viewed from the penetration of internet users based on age, the highest internet user in the group of 13-18 years old, almost 99.16% of the age group was connected to the internet. This suggests social networking site use has become an important leisure activity for many, especially in English learning, allowing students to connect with one another online irrespective of time and space limitations.

With the high score of the internet users among adolescents in Indonesia, the writer is interested in conducting research on SNS to improve

students' reading achievement of Junior High School 3 of Rambang Niru, using YouTube and Instagram as the most widely accessed social networking site in Indonesia, to find out how can SNS improve students' reading achievement.

Based on the writer's experience while be the teacher at the Junior High School 3 of Rambang Niru, it was found so many problems in English learning, lack of students' vocabulary, and so many difficulties in reading. Most of students had assumption that reading is boring activity, it was caused low of students' scores.

Koskimaa (2007) stated that digital literature is a literary work in the contemporary media landscape. Teaching reading of narrative text by using digital literature is seen beneficial. Narrative texts usually use a long text that should be comprehended by the students. However, the students often find the boring, and difficult to understand. Consequently, the students had not interested in the learning process to read and comprehend narrative texts. Whereas, reading is the basic important thing for us to get any information.

Digital literature is the term of literature occurred in digital era. In addition, Koskimaa (2007) claims that digital literature can motivate student in learning. Therefore, it can be concluded that digital literature is beneficial in educational environment. Besides, Digital literature can become a tool for teaching and learning, it can also motivate students in learning English. Digital literature also is one of media to be read on a computer. There are

many subjects in the teaching and learning English, some of them are English basic skill, such as reading, writing, speaking, and listening as one of the basic language. Reading is important to be mastered by the students. Reading has positive effect on students' vocabulary knowledge, reading, spelling and writing.

According to Alderson (2000), poor first and second-language reader lack motivation to read or to spend time improving their ability to read. Narrative texts, or texts that tell stories, can be used to improve students' reading abilities. Narrative texts can be used to improve students' motivation in reading. According to Alderson (2000), what causes difficulty in texts is the way the text is written; it styles or features that make one text different from another. Expository texts are harder to process than narrative texts. The structures associated with stories (story grammars) seem to facilitate comprehension by allowing readers to quickly construct a model of the text. In addition, narrative texts appear to induce visualization in readers as part of the reading process. In other words, readers can see scenes in their head when they read narrative texts. The visualization helps readers understand texts easier, and readers did not feel discouraged.

In this research, there are 32 students observed in the class. Most of the students got lower scores under the Minimum Completeness Criteria or *Kriteria Ketuntasan Minimal (KKM)* in reading. The Minimum completeness Criteria is 60, among them only 6 students who got between 60 and 70. The

remaining 26 students got less than 60 in the class. Therefore, the teachers need to find an appropriate way to increase student's reading achievement in the classroom.

Table 1.1
Students' English Score

No.	Name	English Score
1.	ARD	50
2.	AP	55
3.	AAS	55
4.	A	50
5.	AA	56
6.	CR	60
7.	CAP	56
8.	CA	48
9.	DS	40
10.	DDP	50
11.	DAP	55
12.	FK	56
13.	FJO	56
14.	FRD	68

15.	HZS	58
16.	HTA	66
17.	JA	80
18.	KJ	50
19.	KL	45
20.	KM	50
21.	MK	40
22.	PGS	40
23.	RN	68
24.	RY	35
25.	RHA	70
26.	SA	56
27.	SZP	56
28.	TMC	50
29.	TMP	48
30.	TW	40
31.	VMP	40
32.	WD	56

According to Brown (1987), motivation as 'an inner drive, impulse, emotion or desire that moves one to a particular action'. Thus, a motivated learner is the learner who wants to achieve a goal and who is willing to invest time and effort in reaching that goal.

According to Daskalovska (2012), there are a lot of factors which influence success in language learning. However, one of the most important factors is the learner's motivation to learn the language in order to be able to use it in real-life situations. Research and experience show that learners with strong motivation can achieve a lot regardless of circumstances. Studies of motivation in second language learning have led to several distinctions, one of which is the distinction between integrative and instrumental motivation.

According to Arkorful (2014), There are several function and benefit of using digital literature in classroom activity, as follow: The first, the teacher was involved the flexible time and place in learning activity when every student's choose a luxury facility that make them comfort. The second, the teacher enhanced the effective of students' knowledge to access a huge information, then the students find the qualification of the reading of narrative text by using digital literature in learning activity. The third, the teacher motivated the students to communicate each other and improves the relationship of work. The fourth, the teacher suggested the students to share and compare the task each other while the activity. The fifth, the teacher are implemented many competence: the students' knowledge about reading of

narrative text by using digital literature, where the teacher facilitated the students with the tools of they needed. The sixth, the teacher used E-learning to increase the speed of works' qualification.

In addition, there are some social networking sites that could be used in teaching learning process such as Youtube and Instagram. The teachers used social networking sites as an alternative for the better teaching learning process, such as using YouTube to provide examples or references in the form of videos, so that teaching learning becomes more interesting and not boring. Students can easily understand the material if compared to just reading the text. Besides studying at school, students can also repeat and find more information about the material that has been or will be studied, because YouTube can be used anytime and anywhere irrespective of time and space limitations. Beside YouTube, students also take advantage of other social networking sites such as Instagram. It can be said that every student has an Instagram account and able to apply it well. On Instagram there are many accounts that educated, especially about English. Besides students can discuss with each other and comment on the material directly without having to meet face to face. Students also use Instagram to do homework such as making video conversations and then collect them in the form of links.

According to the result of the survey conducted by the writer on March 23, there are 62 students at the eleventh grade students of Junior High

School 3 of Rambang Niru. It reached all of students used Youtube, 35 students used Facebook, and 62 students used the Instagram.

In this research the researcher used Youtube and Instagram to improve the students' reading achievement. All of students in the Junior High School 3 of Rambang Niru used Youtube and Instagram, and only which amount 35 students used Facebook. Students' learning process could be simple, students could found so many reference to learn, discuss and learning simultaneously with another with Youtube and Instagram.

The research considers how can social networking sites (Youtube and Instagram) improve students' reading achievement. Because of that, the research conducted the research with the title "**The Use of Social Networking Site to Increase Students' Reading Achievement of State Junior High School 3 of Rambang Niru**"

1.2 Identification of the Problem

Based on the first observation at the State Junior High School 3 of Rambang Niru, it was found so many problems in English learning, most of students' score was low, lack of vocabulary, and got so many difficulties in understanding English, and the root of the problem is not about the interesting learning method, but the low of students' motivation in learning English.

With the high score of the internet users among adolescents in Indonesia, the writer was interested in conducting research on SNS to improve students' reading achievement, using YouTube and Instagram as the most widely accessed social networking site in Indonesia, to find out how can SNS improve students' reading achievement.

1.3 Limitation of the Study

The problem in this study is limited towards the significant effect of the power of social networking site to increase students' reading achievement.

1.4 Formulation of Problem

The problem of this study is formulated as follows:

How could social networking site improve students' reading achievement of State Junior High School 3 of Rambang Niru?

1.5 Objectives of the Study

Based on the research question, the objective of this study was to describe how social networking site could improve students' reading achievement of State Junior High School 3 of Rambang Niru.

1.6 Significances of the Study

Practical Significance

1. For the Teachers

The result of this study is expected to be useful for English education regarding the role of the social networking site in learning English.

2. For the Students

Hopefully, the result of this study can be a reference to using social networking sites for better learning English.

3. For the Readers

The readers can get detailed information of this research related to the social networking site in learning English. Therefore, the readers can know about how the excellence that social networking sites in learning English.

4. For other researchers

As study material for other researchers who want to discuss the same problem. It would be their references in the future when they want to discuss social networking sites that can be used in learning English.

5. For the writer herself

The writer hopes this study can enhance her knowledge and gets a lot of experience to know more about social networking sites in learning English.

Theoretical Significance

This research can be used as the reference for someone who wants to do a research in the power of social networking site especially in learning English.