

CHAPTER I

INTRODUCTION

This chapter discusses about the background of the study, the research questions, the research purposes, the research significance, the conceptual framework, Hypothesis and Previous Research.

A. BACKGROUND

Social media is a remarkable platform that enables people to communicate online and share information, ideas, personal messages, and other types of content such as videos, pictures, and audio. Over the years, social media has undergone significant development. According to Dewing (2010), the late 1990s saw the advent of websites that allowed users to upload content. The first social networking sites emerged in 1997, and numerous other social networking sites have been developed since then.

Today, countless web-based and mobile services allow users to send user-generated content, participate in online discussions, or join online communities. Social media platforms continue to evolve, with new features and benefits becoming available. Specific social media platforms have emerged for sharing many types of content, such as YouTube for videos and TikTok for short films. LinkedIn, with its resume-like layout, focuses on a user's professional relationships.

According to Lekawael (2017), most young people currently actively use the Internet in Indonesia. They need the internet to study or stay in touch with their family and friends worldwide. As stated by Bansal & Joshi (2014), they spend a lot of their time working on their smartphones. By that time, such students had lost motivation to learn from ordinary books and traditional curriculums with the dominance of social media, smartphones and smart device applications. Many things were being dealt with a device connected to the internet, so most students use their mobile devices to access the internet and carry out learning-related tasks (Wong, 2015).

Since the teaching and learning process has been switched to online learning during the epidemic that worldwide has been dealing with since 2020. Hence, a variety of social media channels might be used, Iswahyuni (2021). Syahrir et, al in their research reveals that students enjoy utilising digital reading in their educational process. YouTube and Instagram were commonly social media platforms. Facebook, TikTok, WhatsApp, Twitter, Snapchat, Telegram, and Path were also used to learn English. In addition, some others mentioned using apps such as Brainly, Duolingo, U-dictionary, and Cake. Furthermore, a few respondents reported using websites with English materials, as well as relying on Google and Google Translate to improve their English proficiency.

According to studies on the benefits of digital reading, most students believe it aids in the improvement of their learning attitudes. They considered digital reading as advantageous because it taught them how to successfully manage activities, communicate thoughts, and debate views and ideas with other students. This is consistent with the findings of Divya P and Mohamed Haneefa K (2020), who discovered that students who have access to a laptop, a phone, and the internet benefit greatly from tools like save, download, copy, paste, search, and find options for their digital reading (Kissinger, J. S., 2013). The efficacy of digital reading, most of pupils believed it was an excellent learning aid. They thought that digital reading was the most effective approach to do jobs fast and effortlessly. The impacts of technology on student culture are required to examine an increase in the usage of digital reading (Rabaud, C, et al 2018).

Meanwhile, most of them also entertain themselves with convenience, contributing to the bluntness of digital literacy. As mentioned by Le & Wu (2013), participating in social entertainment reading activities was found to have a negative indirect impact on reading literacy. Students frequently just wandered aimlessly online or occasionally just for fun on social media platforms so the unstructured social leisure activities are a part of students' browsing activities.

The earlier study, done by Iswahyuni (2021), investigated how EFL learners, particularly non-English college students, may use social media to improve their English skills. Based on the study's findings, it can be concluded

that social media can help EFL learners' English proficiency in a variety of ways, including reading, writing, vocabulary mastering, listening, speaking, and grammar mastery. The study by Ekawati (2022), which used a systematic literature review (SLR), found that students' attitudes toward using social media in EFL classes have a beneficial effect.

Social media use could be utilised as a model for teaching materials that EFL instructors can employ to engage students and further language learning objectives. Meanwhile Al Momani (2020) emphasized the statement above by considering the variety of services Telegram offers, the study has demonstrated that it is useful in enhancing pupils' reading abilities. Hence, it focuses on the significance of student motivation and involvement in a successful educational process to obtain the intended results.

The research gap is the revelation of potential talents not taught in official schools of reading skills based on the habit of utilising social media. Comparing to the first study by Iswahyuni that focused on how social media may be useful as an English learning aid; the second study by Ekawati is employed a different strategy, a systematic literature review; and the third study by Al-Momani focused on the specific social media which is Telegram app as a learning aid in reading skills. This study also emphasises the findings of the journal review, and the final goal is to find out the correlation between intensity in using social media and digital reading literacy skill. Hopefully, the usefulness of social media as an indirect learning object interlude during long lectures to improve students' ability and frequency in reading.

B. RESEARCH QUESTIONS

This research is conducted by research's concern to answer these questions below;

1. How intensely do twelfth-grade students use social media?
2. How is the twelfth-grade students' digital reading literacy skill?
3. What is the correlation between twelfth-grade students' intensity in using social media and their digital reading literacy?

C. RESEARCH PURPOSES

Coming from the questions above the purposes of this research are;

1. To find out the intensity with which twelfth-grade students use social media.
2. To find out the twelfth-grade students' digital reading literacy skill?
3. To find out the correlation between students' intensity in using social media in twelfth-grade students and their digital reading literacy.

D. RESEARCH SIGNIFICANCES

The results of this research are theoretically and practically useful for students and teachers.

1. Theoretical Significances

This research is used to support the theory of the importance of reading comprehension skills in the senior high school context. Distinctively, this research shall find a correlation between students' exposure to social media and their digital reading literacy. This research uses as a reference for any party. Especially, every teacher is still hesitant and keeps asking about the uncertainty of whether social media can be learning media or not. As for students, hopefully they can see the chance of learning through social media and encouraged to improve their reading comprehension skills, especially in this digital era.

2. Practical Significances

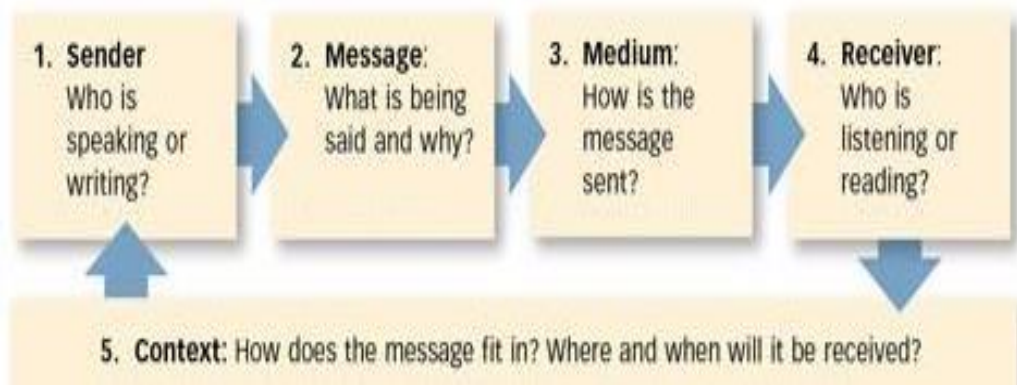
The research findings discussed in this article is expected to provide teachers with valuable insights into more about students' digital reading literacy and their social media exposure also they can expand their knowledge and awareness of key supportive elements of digital media. It helps teachers better engage students in learning about digital reading comprehension. Also, to the students can study not merely relying on the teacher but also have the confidence to review the language they learnt in the classroom in a real conversation context.

E. CONCEPTUAL FRAMEWORK

A conceptual framework centered on the study issue is going to break down in this section, the connection between digital reading and social media. According to Cho and Afflerbach (2017), reading digital text is defined as reading online in internet sources that let users to read hypertext material, which contains various webs, connections, and nodes. Kaplan, A. M., & Haenlein, M., (2010) divide social media can be divided into six categories as follows: Social networks with interaction and socializing features (facebook, linkedIn, myspace, etc.), using social media for chatting and discussion (skype, Google Talk, phorum), sharing media items such as images or movies on social media (Youtube, slideshare, feedback, instagram), publishing media (wordpress, blog, Wikipedia, dig, wikia), microblogging, a social networking tool with some restrictions (twitter, plazes, plurk), Doof, Pogo, and Koongregate are examples of cooperative video games.

The view of digital text is acquiring the new literacy that emerged along with technological growth. Readers are expected to read the material offered in online sources for nowadays literacy. In order to read and learn from online content effectively, one must acquire new reading and learning techniques. The last theoretical angle focuses on how internet users learn to deduce meaning from the text and deduce meaning from the accompanying icons, interactive graphics, and hyperlinks that are purposefully and flexibly selected. The capacity to utilise computers or the internet to find, assess, communicate, synthesise, and traverse hyperlinks supplied by the Internet is necessary for reading activities in digital texts (Leu et al., 2012; Brun-mercier, 2019).

According to Castek et al. (2007), five functions for reading are involved in digital reading tasks like reading from the Internet: "(a) recognizing important questions, (b) locating information, (c) evaluating information, (d) synthesizing information, and (e) sharing information.". If literacy entails the ability to read and write, then digital literacy necessitates the capacity to expand on those abilities in order to fully utilize the digital world (ALA, 2013).



Picture 1. 1 Diagram of Digital Literacy Concept

F. HYPOTHESIS

Creswell (2012) defines a hypothesis as a claim made in a quantitative study that foretells the outcome of the relationship between study-related variables. The alternative hypothesis (H_a) and the null hypothesis (H_0) are the hypotheses in this study.

The hypotheses of the research are as follows:

H_0 : There is no a significant correlation between Eleventh-Grade students' in using social media and their digital reading literacy.

H_a : There is a significant correlation between Eleventh-Grade students' intensity in using social media and their digital reading literacy.

To test the hypothesis using the paired sample t-test formula.

G. PREVIOUS STUDIES

The first study was investigated by Iswahyuni (2021) with the title Embracing Social Media to Improve EFL Learners' English Skill, her study analyzed how social media can help EFL learners, especially non-English college students, improve their English language skills. The purpose of this study was to determine the ways that social media can help EFL learners' English proficiency. This study used a descriptive qualitative research methodology. This study employed a questionnaire and observation to collect data. The findings demonstrated that almost all respondents used social media to further their English learning. YouTube, WhatsApp, Instagram, Facebook,

Twitter, TikTok, and other social media platforms were utilized. Social media can help EFL learners' English proficiency in numerous ways, including by enhancing their reading and comprehension abilities.

Another researcher was Ekawati (2022) with the title *Students' Beliefs about Social Media in EFL Classroom: A Review of Literature* includes a summary of past research on how social media affects students' language acquisition. In order to evaluate the papers, this study employs a systematic literature review (SLR). Peer-reviewed articles, re-examined articles, and analysis of the chosen articles are the three steps involved in choosing the article. The literature review compiles studies on student beliefs conducted between 2017 and 2021. This study references seven different articles in total. The seven studies' findings support the idea that social media use in EFL classes has a favorable impact on students' perceptions of it. Students who use social media have better English skills.

The last study was carried out by Al Momani (2020) under the title *The Effectiveness of Social Media Application "Telegram Messenger" in Improving Students' Reading Skills: A Case Study of EFL Learners at Ajloun University College/Jordan*. The study intends to analyze how contemporary technological apps, such as Telegram message channels, might help students develop their talents. Technological aids, m-learning, and e-learning could close the knowledge gap. The study is done with EFL students at the College of Ajloun University. In conclusion, the study has shown that the Telegram social media program is beneficial at enhancing students' reading abilities.

The study conducted by Iswahyuni, focused on how social media may be useful as an English learning aid; Ekawati's research has a same topic but employed a different strategy, a systematic literature review; and the researcher was Al-Momani focused on the Telegram app as a learning aid in reading skills. The research gap is the revelation of potential talents not taught in official schools of reading skills based on the habit of utilising social media. This study also emphasises the findings of the journal review, and the final goal is to demonstrate the usefulness of social media as an indirect learning object

interlude during long lectures. The last study was investigated by Iswahyuni (2021) with the title 'Embracing Social Media to Improve EFL Learners' English Skill', her study analyzed how social media can help EFL learners, especially non-English college students, improve their English

language skills. The purpose of this study was to determine the ways that social media can help EFL learners' English proficiency. This study used a descriptive qualitative research methodology. This study employed a questionnaire and observation to collect data. The findings demonstrated that almost all respondents used social media to further their English learning. YouTube, WhatsApp, Instagram, Facebook, Twitter, TikTok, and other social media platforms were utilized. Social media can help EFL learners' English proficiency in numerous ways, including by enhancing their reading and comprehension abilities.

