

CHAPTER I

INTRODUCTION

This chapter consists of a background of the study, limitations of the study, statements of the problem, purpose of the study, the significance of the study, and definition of the key terms.

A. Background of the Study

Nowadays everyone can communicate to another by people using social media. In social media, we can talk, chat or share something to another. Many applications of social media use for talk or chat with someone, such as Facebook, Twitter, Instagram, etc. We can learn or create something and share it on social media. Nuttakritta (2019, p.57) states that social media is the tool that can allow individuals to participate in, comment on, and share various media such as texts, images, and video and audio recordings as means of communication with other users online.

Teaching speaking in the digital age is one of the challenges in teaching learning process. Teachers need to follow the development of technology in order to support their teaching. In this era, students often access their social media platforms. They often chat with their friends, update their social networks, and upload their photos. Through the phenomenon of using social media, it is necessary to use social media platforms in the teaching and learning process of speaking by giving the task of making videos, which requires students to be creative in learning.

Instagram as a social media of instruction in teaching speaking skill in senior high school. Moreover, there are many social media, such as Blackberry Messenger, WhatsApp, Twitter, Facebook, and Path. Application Instagram is flexible to use because Instagram can be accessed anywhere and anytime, Instagram also accesses through cell phones and computers. This flexibility makes Instagram more special than other social media. The students can show and tell what they will talk about. The students can show some videos and share it on Instagram, so the others can also see. As the most popular sites in Indonesia, Instagram can be to improve students' speaking skill.

Speaking is the mode of communication that is usually used to declare opinions, arguments, explanations, transmit information, and impression upon others. Student needs to speak well in their life and social interactions. Kayi (2006, p.1) stated that speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Eggen et al. (2010, p.4) argued that the field of teaching is at a particularly exciting time in its history. Education has always been one of the most rewarding professions, but at the same time, it continues to be one of the most challenging. An effective teacher combines the best of human relations, intuition, sound judgment, knowledge of the subject matter, and knowledge of how people learn—all in one simultaneous act. This task is extremely complex, and one of the factors making it particularly difficult has been the lack of a clear and documented body of knowledge on which to base professional decisions.

The study conducted by Mubarokah (2017) explains that how Instagram gave more motivation to the students to learn writing, and students learning prefer Instagram to textbooks or students' worksheets because the student can learn anywhere and anytime. In addition, research by Manaroinsong (2018) argued that mobile phones helped students learning out of the classroom.

Based on the previous study, the researcher thinks that social media is not just for communication with other people, but social media can be a platform for learning outside and inside the classroom. Instagram is a learning tool in digital literacy to foster student creativity. However, other studies also suggest that students face some problems in using Instagram, which raises some questions about the students' perception toward using Instagram in teaching speaking skill in a junior high school. Therefore, this study

aims at investigating students' perceptions toward using Instagram in teaching speaking skills in a junior high school.

SMA Dr. Soetomo Surabaya is one of the famous senior high school in Surabaya. This school located on Jl. Manyar Rejo I No.39, Menur Pumpungan, Surabaya, East Java SMA Dr. Soetomo Surabaya provides Wi-Fi hotspot access is free for both teachers and students can anyone reasonably priced hotspot network are free to use the internet even though access is restricted. Internet access was obtained to connect all classes. Also, nearly 90% of students of SMA Dr. Soetomo Surabaya have an android phone which has a quota of internet and have an Instagram account. This school also has good achievements in non-academic matters. This year, this school was ranked 6th in basketball competition throughout East Java.

Concern the problems in teaching speaking, based on the researcher observation SMA Dr. Soetomo Surabaya, it also happened and related to some of the problems above. First, in teaching and learning speaking still used interactive learning media. It is related to who compared the traditional classroom and boring classroom such as student-to-student talk is discouraged, students' comprehension during the class is not monitored, etc. It is in line with cases in SMA Dr. Soetomo Surabaya which the teacher manage an instructional classroom such as, the teacher teaches or gives the new material in class, the students work in group for some materials as homework, they prepare the presentation of the

homework for the next meeting, they (each of groups) presents the material or homework in front of the class, and they have questions and answers in end of the sessions. Therefore, the students have fewer opportunities to share their ideas, practice speaking as a communication, and interact with each other using English during the lesson.

Second, many students feel bored when the teacher instructed the student to spontaneously the topic in peer or group in front of the class. Teachers give students assignments to do in student worksheets they felt unexciting to do this. Students presentation their task in front of the class, the media make students spiritless to learn English speaking skill. They feel enjoy when study used technology.

Then, as the importance of speaking and the response to those problems, much research has been conducted to offer some alternative ways to solve the problems in teaching speaking. The interesting alternative media of teaching speaking skills in SMA Dr. Soetomo Surabaya is Media Instagram. This media can help the student to increase their speaking skill, this application is familiar with teenagers. They used it to upload their moment with friends or family.

B. Limitation of the Study

The study is focused on teaching the speaking process using Instagram that is uploaded on Instagram, and the topic material is to wish and to plan of 10th class in SMA Dr. Soetomo Surabaya.

C. Statements of the Problem

According to the background above, the researcher states the problems as follows:

1. What are the students' perceptions toward using Instagram in teaching speaking skills in SMA Dr. Soetomo Surabaya?

D. Purpose of the Study

Based on the statement of the problem above, the purpose of the study is as follows:

1. To investigate students' perceptions toward using Instagram in teaching speaking skills in SMA Dr. Soetomo Surabaya.

E. Significance of the Study

This study to find the students perception of using instagram in teaching speaking skills in a junior high school. Benefits of the study in the various sectors are as follows:

1. For the teacher, the result of this study is expected to improve teachers' knowledge and give new information about social media used in teaching speaking, and it is hoped to be applied in teaching and learning process.

2. For the student, this result of this study is expected that students could feel more confident and enjoyable when they speak English. Therefore, student can be able to make creative and interesting speaking.
3. For the other researcher, the result of this study is expected to help the other researchers find references for further research and starting point to explore another teaching technique in the future in order to create a better teaching learning process.

F. Definition of the Key Terms

This section provides an explanation or information about some key terms used in this study as follows:

1. Instagram is a relatively new form of communication where users can easily share their updates by taking photos and tweaking them using filters. It has rapid growth in the number of users as well as uploads since it was launched in October 2010 (Manikonda et al., 2013, p.3).
2. Speaking is productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test (Brown, 2004, p.140).

3. Teaching speaking is the activity that focuses in the spoken language in the classroom in which other aims are included, for instance, a task may be carried out to help the student gain awareness of, or to practise, some aspect of linguistic knowledge (whether a grammatical rule, or application of a phonemic regularity to which they have been introduced), or to develop productive skills (for example rhythm, intonation or vowel-to-vowel linking), or to raise awareness of some socio-linguistic or pragmatic point (for instance how to interrupt politely, respond to a compliment appropriately, or show that one has understood (Huges. 2011, p.6). Hence, teaching speaking is the activity that student to do assignment using oral test, and the test usually use repition of dialog or the student makes role play .