CHAPTER 1
INTRODUCTION

This chapter explains the background of the research by describing the importance of conducting the research and the problems to be addressed, supported by previous studies, with the formulation of research questions, objectives, scope of research, and significance of the research in providing scientific contributions and practical benefits.

1.1 Background of the Research

Listening skills are one of the most fundamental aspects of learning English, as they are the first receptive skill that learners must master before developing reading, writing, and speaking skills (Susanto & Suparmi, 2024). Through listening, learners are exposed to pronunciation, intonation, stress patterns, and natural speech flow, which form the foundation for effective communication. Without sufficient listening competence, the learners may experience difficulties in understanding spoken English and responding appropriately in communicative situations (Aprilia & Pratiwi, 2024). However, this is one of the most challenging skills that students must master because it requires understanding, concentration, and exposure to authentic input (Muftah, 2023). Unlike reading, listening does not allow learners to control the speed of input, making it challenging when speakers talk too fast, use unfamiliar accents, or apply natural speech features such as reduced forms and connected speech. Many students also have limited exposure to authentic English listening input, especially outside the classroom, which causes difficulties in understanding real-context communication. Learners

must simultaneously recognize sounds, process grammatical structures, understand vocabulary and infer meaning from context, which can be overwhelming (Hairul & Nurhayati, 2023). In addition, students often feel anxious when they fail to catch words or meanings during listening activities, leading to low confidence and reduced motivation. As a result, listening is frequently perceived as a challenging and demanding skill, particularly for junior high school students who are still developing their basic language proficiency.

After the pandemic ended, humans became more accustomed to technology in a learning context, especially on social media. The use of social media as a tool for learning is one of the improvements caused by the development of information technology. Social media, which includes platforms such as Instagram, YouTube, and TikTok, has become famous in people's lives, especially for teenagers. Several international studies have proven that social media can improve learning outcomes by increasing motivation, student engagement, and access to authentic materials (Perez et al., 2023).

Nevertheless, the reality of education in Indonesia shows that many students are still unaware of the benefits of social media for improving their listening skills. Students tend to use social media for entertainment or purposes unrelated to learning. In the Indonesian context, Rinaldy Malik & Ashar Asnur (2019) revealed that of the majority of students who use social media, only some of them use it for language learning, while others still

consider social media to be less useful for academic purposes. This shows that the educational potential of social media has not been fully optimized.

Several previous studies show that social media will affect to students' listening skills. The research by Safitri (2021) found that students chose YouTube as the effective social media to helped them practice, especially to expand vocabulary, listening and improve their pronunciation. However, there are still obstacles such as privacy, internet connection problems, and inappropriate content. Research by Aprilia & Pratiwi (2024) entitled "Students' Perception on the Use of Social Media to Promote Their Listening Skill" also showed there is a positive impact of the use social media to improve their listening skills. Furthermore, research by Hairul & Nurhayati (2023) is almost the same as Safitri's research which shows that social media provides various sources of interesting content for learning and they choose instagram and YouTube as the most frequently used to learn English, especially in receptive skills such as reading and listening. Meanwhile, research by Handayani et al. (2021) also emphasized that social media has a positive impact in improving students' skills in learning English, especially listening, speaking, reading, and writing. This study also show the importance of subtitles for learning English through social media.

However, most previous studies have primarily focused on the effectiveness of social media platforms, particularly on their technical features, and have tended to examine higher-level students, while paying limited attention to specific English skills. As a result, little is known about

how junior high school students perceive the use of multiple popular social media platforms simultaneously for developing a particular language skill, especially listening. This gap indicates a lack of understanding of learners' perspectives, which are crucial in determining the acceptance, engagement, and effectiveness of technology-based learning. Therefore, this study aims to explore students' perceptions of the use of TikTok, YouTube, and Instagram in learning English listening skills by examining both positive and negative viewpoints regarding English video content on social media. By focusing on students' perceptions, this research provides valuable insights into how social media is experienced by learners and how it can be meaningfully integrated into listening instruction.This study will use the theory of the Technology Acceptance Model (TAM) by Davis (1989) to explore various students' perceptions about social media in the context of academic to improve their listening skills.

The significance of this research lies in its contribution to understanding the effectiveness of social media as a learning tool by examining both the strengths and weaknesses of English video content used by students. By focusing on students' perceptions, this study provides valuable insights for teachers in developing more relevant and engaging language learning strategies that align with students' digital habits. The findings are expected to support educators in integrating social media meaningfully into classroom instruction, particularly for listening activities, and to encourage students to utilize social media more purposefully for

educational purposes.

1.2 Research Question

1. What are the students' perceptions of using YouTube, TikTok, and Instagram in learning English listening skills in an academic context?

2. What are the strengths and weaknesses of using social media platforms in supporting students' listening practice?

1.3 Purpose of the Study

1. To explore various students' perceptions regarding the use of social media to improve listening skills in an academic context.

2. To identify the strengths and weaknesses of using social media platforms in supporting students' listening practice.

1.4 Scope of the Study

This study only covers the investigation of eighth-grade students' perceptions of the use of social media platforms, particularly YouTube, TikTok, and Instagram, in learning English listening skills. The focus of this study is to explore students' positive and negative perceptions, including the advantages and disadvantages of these 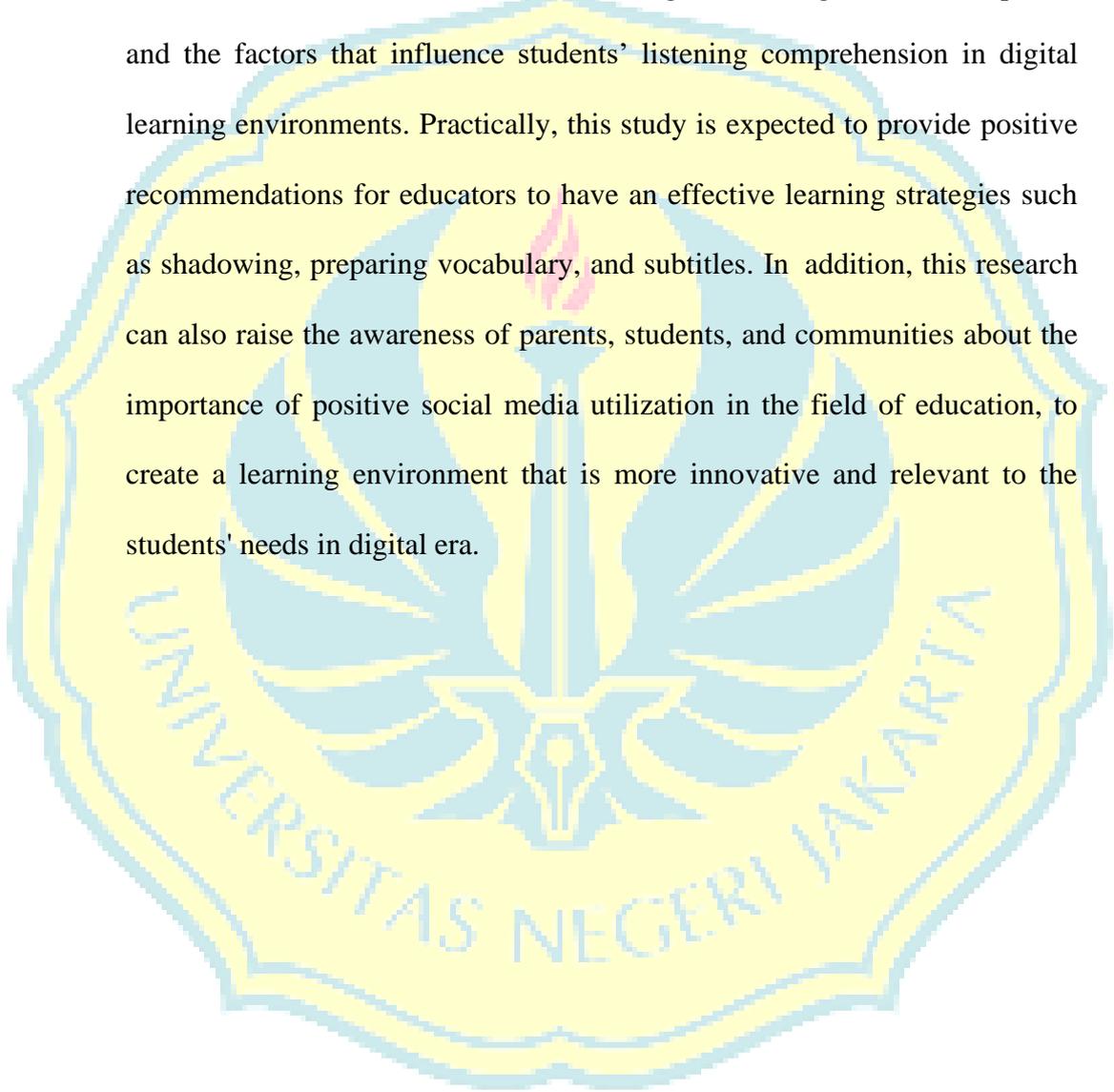platforms as additional tools for listening practice. This study does not measure students' actual listening skills but rather focuses on their subjective experiences and views regarding the social media they use. Research participants will be limited to 8th grade students from junior high schools that meet the research criteria, considering their stage of development and relevance to the English curriculum.

1.5 Significance of the Study

This study is expected to have both theoretical and practical benefits.

Theoretically, this research is expected to contribute to the development of technology-based learning theory by offering updated insights such as how long the student should use social media in a day or what videos that they have to consider. It will enrich the understanding of listening skills development and the factors that influence students' listening comprehension in digital learning environments. Practically, this study is expected to provide positive recommendations for educators to have an effective learning strategies such as shadowing, preparing vocabulary, and subtitles. In addition, this research can also raise the awareness of parents, students, and communities about the importance of positive social media utilization in the field of education, to create a learning environment that is more innovative and relevant to the students' needs in digital era.