

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In the 21st-century era, technology has become a part that can not be separated from people's lives. People use technology to help with their activities, including education. In education, many students utilize social media as technology to help them learn in learning activities. Especially for students who live in the millennial era or as Gen Z, their teaching and learning activities must be accompanied by technology such as PCs, smartphones, and social media usage.

According to Ziveria (2017), social media is a tool for social interaction that has a structured technique and can accommodate many people around the world. Social media also is a web-based technology that is capable of creating interactive communication. Moreover, due to the ease of accessing the internet, the use of social media, such as Instagram, TikTok, and YouTube, has also been increasing in Indonesia. According to Google Consumer Data Behavior in Kemp (2018), 50% of the total 256.4 million, which is 128,2 million in Indonesia, are internet users. Moreover, according to the data from Good Statistics (<https://data.goodstats.id>), from 2013 until 2023, shows an increase in internet users in Indonesia. Specifically, there are 212.9 million people, and 77% of the total population, including students age, are internet users. As many as 70.5% of internet users use at least one social media account. Furthermore, according to the results of a pre-survey conducted by the author at the school in concerned, it shows that the majority of students are internet users and more than 250 students are social media user. Additionally, Indonesia occupies the sixth position among most internet users in the world (Gultom et al., 2020). Therefore, the widespread use of social media in student age has become a critical and exciting issue to study.

The use of social media by the young generation might help them to be motivated to learn something because social media can create a new learning atmosphere, including improving their vocabulary mastery. According to Richards (2015), several studies have provided convincing proof that social media has emerged as a learning environment for language acquisition, particularly for those

studying English as a second language (ESL) or as a foreign language (EFL). Social media may also help with vocabulary acquisition (Schwartz et al., 2013). As stated by Zainal & Rahmat (2020), students can also share and discuss their academic content on social media, which can improve their vocabulary mastery. Furthermore, English language learners can use social media to expand their vocabulary and learn new words and phrases (Khan et al., 2016).

Vocabulary is the most important component in communication and linguistics. As stated by Hatch and Brown (1995), the set of terms that a particular language's speakers may use is called their vocabulary. In terms of vocabulary mastery, learners can comprehend, apply, and recognize each person's lexicon and its meaning (Rahman, 2021).

In this research, the writer found that there is a previous study conducted by Nabilla et al. (2022), titled "The Correlation Between Social Media Activeness And Vocabulary Mastery Of The English Department Students Of Universitas Riau," claimed that there is a relationship between the English Department Students of Universitas Riau and their social media activeness. Because of that, the writer wants to do the same research but in a different setting place and participation. Also, the writer wants to know if there is any correlation between social media usage and students' vocabulary mastery at the Junior High School level.

1.2 Formulation of the Problem

In the current study, the research question addressed is "Is there any correlation between social media usage and students' vocabulary mastery?"

1.3 Aim of the Study

This research aims to inform readers about the correlation between social media usage and students' vocabulary mastery. Consequently, readers can maximize or reduce social media usage for their students, children, siblings, etc.

1.4 Significances of the Study

1.4.1 Theoretical Significance

This research can provide a theoretical significance by examining whether there is a relationship between social media usage and students' vocabulary mastery. This research can complement previous studies and enrich the understanding and knowledge of social media usage in vocabulary learning in the context of English foreign learning (EFL).

1.4.2 Practical Significance

This research can have practical significance by providing insight to teachers and practicals about the correlation between social media usage and students' vocabulary mastery. Thus, teachers and practicals can maximize or reduce social media usage for their students in the classroom.

1.4.3 Empirical Significance

This research can give empirical significance to other researchers by providing insight into collecting data and analyzing the results to inform the correlation between social media usage and students' vocabulary mastery.