

CHAPTER I

INTRODUCTION

1.1 Background of the study

The rise of globalization has propelled English to the forefront of international communication, making it not just a lingua franca but a key to accessing and disseminating knowledge across diverse fields like academia, science, technology, and business (Seidlhofer, 2018). This critical role is reflected in the over one billion people estimated to be learning English worldwide. Mastering English unlocks a treasure trove of valuable information resources, including academic journals, scientific publications, and news outlets, often unavailable in their native languages. Proficiency in English empowers students to not only access this vast knowledge base but also actively participate in international conferences, workshops, and online forums. These interactions foster cross-cultural exchanges, broaden understanding of diverse perspectives, and enable meaningful conversations with native speakers, enriching cultural understanding and fostering global connections.

Among the four fundamental English language skills – listening, speaking, reading, and writing – receptive skills, particularly listening, hold paramount importance in language acquisition (Yashima et al, 2021). While productive skills showcase outward proficiency, receptive skills, especially listening, act as the cornerstone for comprehending and interpreting language input. Listening is a

complex, active process that involves deconstructing sounds, understanding vocabulary and grammar, and following the speaker's organization (Rost, 2011).

Mastering listening skills not only allows learners to grasp spoken language but also forms the foundation for developing productive skills like speaking and writing (Vanderplank, 2018).

Despite the challenges faced by learners, the rise of social media platforms like Instagram presents exciting opportunities for learning English listening comprehension. Instagram's engaging visual content serves as a gateway to authentic materials, such as videos and podcasts, featuring native speakers and diverse accents (Rosell et al, 2018). By leveraging this exposure to real-world English, students can significantly improve their ability to understand spoken language. Furthermore, Instagram's interactive nature fosters peer interaction and facilitates immediate feedback, creating a dynamic learning environment that can accelerate language acquisition (Lomicka et al, 2016).

Instagram's inherent features, such as group creation, shared content curation, and discussion forums or peers. Students can leverage features like Instagram groups to share curated English listening content, such as educational videos, podcasts, and short audio recordings. This fosters collaboration by enabling students to discuss their comprehension, ask questions, and provide peer feedback.

This study investigates the perceptions of students at MAN 2 Model Medan regarding the use of Instagram to enhance their English listening skills. The research is particularly timely given the growing importance of English proficiency

in a globalized world and the persistent challenges faced by students, particularly in developing strong listening skills. Preliminary discussions with teachers at MAN 2 Model Medan highlight concerns about the limitations of traditional classroom instruction in fostering robust listening skills. While the teachers acknowledged the students' active use of Instagram, they expressed doubts about the platform's effectiveness in directly learning listening skills within the context of classroom discourse. Additionally, interviews with teachers revealed that although they utilize Instagram to some extent for understanding, they remain uncertain about its effectiveness.

The research aims to bridge this gap by examining student perceptions of Instagram in learning English listening skills especially in a topic of report, narrative, or analytical exposition in video. Through interviews with 28 eleventh-grade students, the study explores how they utilize Instagram for language learning, their preferred content and features, and their perceived impact on their listening skills. By comparing student perspectives with the initial teacher observations, this research can offer a more comprehensive understanding of Instagram's potential as a tool for listening practice within the specific context of MAN 2 Model Medan. The ultimate goal is to understand student perceptions of using Instagram as a learning tool to enhance their listening skills. Here is the finding:

Researcher: As you know, my research is on how students see using Instagram to improve their English listening skills. I'd love to hear your thoughts on how your students typically use Instagram for listening activities in class.

Teacher: Sure, from what I've seen, the students seem interested in using Instagram for listening practice. They're often quite engaged with short listening clips, especially those with visuals or music. However, I do have some concerns.

Based on the interview above, the research is interested to do this research to find out student perception in learning English listening skills on Instagram to see how they engage with other people to dig in more about the up-to-date information about English. Thus, this research aims to know the effectiveness of Instagram feature.

1.2 Problems of the study

Based on the background of the study, the research deals with students' perception on learning listening skills through Instagram. The problems of this research are formulated as follows:

- 1 What are the types of perceptions regarding the use of Instagram for learning students' listening skills?
- 2 Why is Instagram appropriate for use in learning listening skills from students' perception?

1.3 Objectives of the study

Based in the problem of the study, the objectives of this research as follows:

1. To identify the types of perception have regarding the use of Instagram for learning students' listening skills.
2. To explore why Instagram is perceived as suitable for learning listening skills from the perspective of students.

1.4 Scope of the study

This research focuses on 28 eleventh-grade students at MAN 2 Model Medan and aims to investigate their perceptions of using Instagram to enhance listening skills. The study examined how these perceptions influence the effectiveness of Instagram in improving students' listening abilities.

1.5 Significance of the study

Theoretically, this study is expected to give further information or references about students' perception in learning English listening skills through Instagram. Practically, this study is expected to be useful for:

1. **Students**

Understanding students' preferences and challenges with Instagram can help in developing tailored approaches to enhance listening skills effectively. This insight ensures that educational resources are aligned with students' digital learning behaviours and preferences.

2. **Teachers**

Educators can benefit by gaining a deeper understanding of how to integrate Instagram into language teaching strategies. The findings will guide teachers in designing engaging activities that leverage Instagram's features to foster better listening comprehension among students.

3. **Researchers**

The study adds to the body of research on language acquisition and digital learning environments. It provides a foundation for future research

endeavours exploring the effectiveness of social media platforms for specific language skill development, thereby advancing knowledge in educational technology and language pedagogy.

