

CHAPTER I

INTRODUCTION

1.1 Background of the study

The advancements in information and communication technologies in the digital age have significantly reshaped the landscape of education. These technologies support more adaptable, inclusive, and student-centered learning environments in addition to expanding access to educational resources. The transition to online learning during the COVID-19 pandemic sped up the use of a variety of digital platforms, including Google Classroom, e-learning portals, and messaging apps like WhatsApp. These platforms played a crucial role in teacher-student communication and content delivery (Rahim & Ali, 2021; Suni Astini, 2020). With the use of these resources, students were able to participate in asynchronous learning, which gave them the freedom to study whenever and wherever best met their needs. By overcoming geographic barriers and extending digital access, this change has helped Indonesia achieve more educational equity and bring the country's educational system into line with 21st-century demands (Endrawati Subroto et al., 2023.; Sutikno & Basit, 2023).

The widespread use of social media has influenced modern university teaching strategies. Social media sites like YouTube, Instagram, and WhatsApp have developed into useful resources for encouraging student participation, teamwork, and information exchange in both official and informal educational contexts (Ansari & Khan, 2020; Sutikno & Basit, 2023). Students can use these

platforms to explore multimedia information shared by instructors and peers, take part in online discussion forums, and access learning materials at their own speed. Social media also helps students learn collaboratively by providing flexible group projects that improve their writing, communication, and critical thinking abilities (Giunchiglia et al., 2020; Mendoza et al., 2021).

Generation Z (born 1997-2012) and Generation Alpha (born after 2012) have integrated social media deeply into their educational experiences, but this integration comes with significant psychological implications. The psychological condition known as Fear of Missing Out (FOMO) is a major factor in these generations' heavy reliance on social media. Young people are compelled to constantly check their social media feeds in order to avoid feeling excluded, as this condition stems from the basic human need for social recognition and connection. Consequently, social media has become an essential part of these generations' everyday lives, leading to frequent and occasionally excessive use (Siti Amallia, 2023). (Francis et al., 2023) also highlighted that those who suffer from high levels of FOMO are more likely to use social media extensively in order to fulfill their desire for belonging and social validation, frequently at the expense of their personal wellbeing and academic focus.

Building upon this psychological foundation, the adoption of social media as a tool for academic learning has become increasingly prevalent among university students in recent years. This pattern illustrates how higher education and digital platforms are changing together, especially in remote or hybrid

learning settings. These days, social media platforms are frequently incorporated into group projects, study habits, and teacher communications. As part of their multitasking habits, students regularly use social media apps like Facebook, Instagram, and WhatsApp during study sessions and class time, according to (Giunchiglia et al., 2020) These platforms serve as unofficial learning spaces where students exchange academic materials, ask questions about assignments, and have conversations outside of the classroom in addition to serving as informal communication channels. This trend was confirmed by (Calunsag & Calunsag, 2023), who discovered that students have embraced social media as an educational tool because of its usability, accessibility, and ability to support collaborative and real-time communication. However, they also emphasized the critical need for structured integration of social media into academic contexts to minimize potential distractions and maximize its educational value.

In the current digital era, the impact of social media usage and Fear of Missing Out (FOMO) on students' speaking competence has become an important issue in English language learning. Speaking competence is one of the essential skills that English Education students must master because it reflects their ability to communicate ideas, opinions, and information effectively in English. However, many students still experience difficulties in speaking English due to limited confidence, lack of practice, anxiety, and fear of making mistakes during communication activities (Brown, 2004). Social media platforms such as YouTube, TikTok, Instagram, and WhatsApp can

provide opportunities for students to improve their speaking competence through exposure to English content, pronunciation practice, and online communication. According to previous studies, social media can support collaborative learning and increase students' engagement in language learning activities (Ansari & Khan, 2020). Students can imitate native speakers, practice pronunciation, improve vocabulary mastery, and participate in English discussions through digital platforms (Giunchiglia et al., 2020).

However, excessive social media usage may also negatively affect students' speaking competence. Many students spend more time consuming entertainment content rather than practicing English speaking skills. In addition, the phenomenon of Fear of Missing Out (FOMO) encourages students to continuously check social media updates, which can reduce learning focus and speaking practice time. Students who experience high levels of FOMO may also feel anxious, less confident, and afraid of negative evaluation when speaking English in front of others (Francis et al., 2023; Tandon et al., 2021).

Several previous studies have examined the relationship between social media usage, FOMO, and academic performance. However, limited studies specifically investigate the influence of social media usage and FOMO on students' speaking competence, especially among English Education students. Therefore, this study aims to analyze the impact of social media usage and Fear of Missing Out (FOMO) on students' speaking competence at Muhammadiyah University of Ponorogo.

1.2 Statement of The Problem

Based on the background of the study above, the research question of this study in this study is: “Do social media usage and Fear of Missing Out (FOMO) significantly influence students’ speaking competence?”

1.3 Purpose of the Study

Based on the statement of the problem above, the purpose of the study in this research is: “To examine whether social media usage and Fear of Missing Out (FOMO) significantly influence students’ speaking competence.”

1.4 Significance of the Study

The result of this research is expected to give some benefits are as follows :

1.4.1 Students of the English Education Department

This study is expected to help students understand the impact of social media usage and Fear of Missing Out (FOMO) on their speaking competence. By understanding both the positive and negative effects of social media, students are expected to use social media more wisely and effectively to improve their English speaking ability, confidence, pronunciation, and communication skills.

1.4.2 The next Researcher

This study can serve as a reference for future researchers who are interested in investigating the relationship between social media usage, Fear of Missing Out (FOMO), and students’ speaking competence. Future studies may expand the scope of the research by involving

different educational levels, larger samples, or additional variables related to English language learning.

1.4.3 Educational Institutions

This study is expected to provide insights for educational institutions, especially universities and lecturers, regarding the influence of social media usage and Fear of Missing Out (FOMO) on students' speaking competence. The findings of this study may help institutions develop effective learning strategies and encourage the productive use of social media in improving students' English speaking skills.

1.5 Scope and Limitation of the Study

1.5.1 Scope of the Study

The scope of this study is limited to students of the English Education Study Program at Muhammadiyah University of Ponorogo in the 2024/2025 academic year. This study focuses on the influence of social media usage and Fear of Missing Out (FOMO) on students' speaking competence. Specifically, this study investigates students' frequency and purpose of using social media, their level of Fear of Missing Out (FOMO), and how these variables relate to students' speaking competence, including speaking confidence, fluency, pronunciation, vocabulary mastery, and communication ability in English.

1.5.2 Research Limitations

This study has several limitations. First, this study relies on self-reported data obtained from questionnaires, which may contain subjective responses from the participants. Second, the study only involves students from the English Education Study Program at Muhammadiyah University of Ponorogo, so the findings may not be generalized to students from different departments or universities. In addition, this study uses a quantitative approach that focuses on examining the relationship between variables and does not deeply explore students' personal experiences related to speaking competence, social media usage, and Fear of Missing Out (FOMO).

1.6 Definition of Key Term

In order to clarify the key terms used in this study, some definitions are put forward.

Social Media Use : Refers to the frequency, duration, and purposes of students in using social media platforms such as YouTube, Instagram, TikTok, WhatsApp, and Facebook for communication, entertainment, and learning activities (Ansari & Khan, 2020; Sutikno & Basit, 2023).

FOMO : Refers to a psychological condition characterized by anxiety and the fear of missing important information, experiences, or activities

shared by others on social media, which encourages individuals to continuously check online platforms (Tandon et al., 2021).

Speaking Competence : Refers to students' ability to communicate effectively in spoken English, including fluency, pronunciation, vocabulary mastery, grammar accuracy, comprehension, and confidence during speaking activities (Brown, 2004).

