CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

This chapter presents review of theories concerning the research topics and conceptual framework underlying the study. The details of the theoretical review and conceptual framework are presents as follows.

2.1.1 Social Media

The following theories related to the research being studied are about concept of social media, purpose of social media, types of social media, and social media in language proficiency level of english.

2.1.1.1 Concept of Social Media

Social media is defined as a group of internet based applications that build on the ideological and technological foundations of web 2.0 internet – based applications, social media can we use not only in computers but also in smartphone especially in this modern era. According to Dewing (2010) Social media allow users to participate in cyberspace, constristion in users content and communities. It means that Social media can be helpful in communicationof the users.

The defenition of social media is the relationships between network of people Walter an Riviera Cited by Wang Qingya (2011). Social media has become an integral part of modern society, especially among college students.

The are general social media networks with user bases larger than the population of most countries. There are many sites for virtually every special interest out there. There are sites to share photos, videos, status updates, sites for meeting new people and sites to connect with old friends. It seems there are social solutions to just about every need. Not only for people in different countries also people usual use social media fot their surrounding communities that they can meet in real life, and not infrequently they are also make a friend with their families in social media.

According to Gerald (2016) social media would be any object or tool that connects people in dialogue ir interaction in person, in print, or online. It is mean that social media has come to mean a specific category practices, technology, tool and online sites that involve social relationship.

There are many social media that students can use for many function, college students also use social media for their homework, increase their knowledge by read all of information in social media and also read many books from social media that made special for people to read a book with many genre from much writes.

2.1.1.2 Purpose of Social Media

APJII (2015) said that using social media networks wa the most common digital activity conducted in indonesia with many purpose. The purpose of social

media is not only for communicate with other people it is also an affective tool for business promotion, asking and giving information, narcissistic promotion, express ourselves and media in education. According to Gross (2004) students use social media networking sites not only for leisure and personal socialization but also as a platform for more meaningful and serious deliberations, and students are using social networking for making friends, sharing links, online learning, finding jobs to accomplish their economic, educational, political and social being. It is mean that social media have many fuction in every field, so the writer think that we also can use social media in academic reading class. The writer think that university students already use social media as their life style especially inreading activity.

2.1.1.3 Types of Social Media

According to Tim Pusat Humas Kementrian Perdagangan RI (2014) mobile social media applications are divided into 4 types there are :

1. Types of time-location (location and time sensitive), which disseminates information related to a specific location at a soecific time as well (eg, Facebook Places, Foursquare).

2. Types is the only rely on location alone (space locators), in which the perpetrators of social media with mobile devices to exchange information about a specific location (eg.Yelp or Qype app).

3. Type that is moving or mobile social media that rely on the present time (real time) using an application such as Twitter and Facebook status updates.

4. The last type, does not depend on the present and location factors (slow timer). So more free from the constraints of time. The use of mobile applications such as the use of this type of conventional social media applications on the desktop or laptop. For example, watch videos on YouTube or read the news on social media.

Social media divided into some popular application that use by people in Indonesia Tim Pusat Humas Kementrian Perdagangan RI (2014:62).

1. Social media sharing video application (Video Sharing)

2. Microblogging social media applications

3. Social media application sharing social networking

4. Application sharing network professionals

5. Management twitter application (tweetdeck)

6. Photo sharing application

2.1.2 Social Media for Reading Activities

The are some social media that can students use in academic reading because these social media has advantages in the field of knowledge and the latest information about the world in all fields. There are:

2.1.2.1 YouTube

YouTube is a video sharing application. Youtube is a website headquartered in San Bruno, California, United States. YouTube was founded by Chad Hurley, Steve Chen and Jawed Karim, the three are former employees of PayPal, the online trading site. They founded YouTube in February 2005, but has been running for a year, the site had been purchased by the giant cyberspace explorers, Google Inc., in late 2006.

Indonesia mentioned have a special role in the depeloptment of YouTube. Director of Product Management Asia Pasific YouTube, Adam Smith, Said a many as 70% of YouTube's audience comes from outside the United States. In Asia, Indonesia has a very strong influence in boosting the number of viewers.

2.1.2.2 Whatsapp

Whatsapp, was incorporated in 2009 by Brian Acton and Jan Koum, both former employees of Yahoo!. WhatsApp Messenger is a proprietary, cross-platform, encrypted instant messanging client for smartphones. It uses the Internet to make voice calls, video calls, send text messages, documents, PDF file, images, GIF, videos, user location, audio files, phone contacts and voice notes to other users using standard cellular mobile numbers.

2.1.2.3 Line

Line is a mobile messaging app from Japan in 2011. On July 3, 2012, Japan announced the new Line features Home and Timeline. The features allowed users

to share recent personal developments to a community of contacts in real-time, similar to the status updates in social networking services such as Facebook.

2.1.2.4 Facebook

This app was founded by Mark Zuckerbeg with some of their colleagues at Harvard University, Eduardo Saverin, Andrew McCollum,Dustin Moskovitz and Chris Hughes, on 4 February 2004.

At first, Facebook is only used for a limited on campus only. But quickly expanded to the Boston area, the United States, up to a worldwide, including Indonesia. Because of many users of Facebook user usual updates about anything in it include about all of information in the world and any reading material and information about things that educate or high-level readings as well as reading materials in use in academic reading class.

2.1.2.5 Google +

Google+, there are also who wrote "Google Plus", a network share social activities owned by Google Inc. Giant cyberspace explorers provides Google+ is intergrated with email services, Cloud and search engines.

In October 2013, Google claims there are at least 540 million active users per month who use at least one of various features in Google+. Another survey said 30%of smartphone owners use Google+ least once a month.

2.1.2.6 Slide Share

One of the founders Slidedhare initially only used for the exchange of material business among empployees. But in its development, Slidshare used not only for business, but also entertainment with the increasing number of outstanding slide. Users did not only send text slides, but also can count on the slide, to leave a comment.

For thisreason, Slidshare also referred to as the World's Top 10 devices and educational process of learning. In addition, a number of famous institutions of government and educational institutions also become users and customers Slidshare.Among them are The White House, NASA, the World Economic Forum, State of Utah, O> Reilly Media, Hewlett Packard and IBM.

2.1.2.7 Instagram

Instagram was created by Kevin Systrom and Mike Krieger and launched in October 2010. The name Instagram, according to them, is a combination of "instant camera" and "telegram". Instagram now can be installed on a variety of mobile operating system, ranging from the Apple App Store, Google Play and Windows Phone Store.

In pew research center claimed that Instagram is one of social media tht use by user to share about news or they called it as News use across social media, even though Reddit is the first in their platforms. The survey conducted Januaty 12 till February 8, with 4,654 members of pew Reasearch Center's American Trends Panel2016.

2.1.3 Language Proficiency Level

2.1.3.1 Concept Language Proficiency Level of English

Language proficiency or linguistic proficiency is the ability of an individual to speak or perform in a language. As theories among pedagogues as to what constitutes proficiency go, there is little consistency as to how different organizations classify it. Additionally, fluency and language competence are generally recognized as being related, but separate controversial subjects. In predominant frameworks in the United States, proficient speakers demonstrate both accuracy and fluency, and use a variety of discourse strategies.Thus, native speakers of a language can be fluent without being considered proficient.

Canales (1994) underlies the definition of language proficiency with a socio-theoretical foundation, ie language is not seen as a fragmentary part (eg, pronunciation, vocabulary, and grammar). Language develops in a culture and serves as a medium for conveying beliefs and customs and cultural habits (see case of idiomatic translation). Language skills are dynamic and contextual (varies by situation, speaker status and topic of conversation), discursive (requires related speech), and require integrative skills so that communicative competence can be achieved. It mean, language proficiency is the ability to use discrete language elements such as vocabulary, discourse structure and body language to convey meaning.

2.1.3.2 Common European Framework of Reference (CEFR)

The Common Euraopean Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications. It also means that employers and educational institutions can easily compare our qualifications to other exams in their country.

The **Common European Framework of Reference for Languages** (CEF or CEFR) was put together by the Council of Europe as a way of standardising the levels of language exams in different regions. It is very widely used internationally and all important exams are mapped to the CEFR.

There are six levels: A1, A2, B1, B2, C1, C2. These are described in the table below.

Table 2.1 Level of Common European Framework of Reference (CEFR)

Council of Europe levels	Description
C2 Mastery	The capacity to deal with material which is academic or cognitively demanding, and to use language to good effect at a level of performance which may in certain respects be more advanced than that of an average native speaker. Example: *CAN scan texts for relevant information, and grasp main topic of text, reading almost as quickly as a native speaker.*
C1 Effective Operational Proficiency	The ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics. Example: *CAN deal with hostile questioning confidently. CAN get and hold onto his/her turn to speak.*

Council of Europe levels	Description
B2 Vantage	The capacity to achieve most goals and express oneself on a range of topics. Example: *CAN show visitors around and give a detailed description of a place.*
B1 Threshold	The ability to express oneself in a limited way in familiar situations and to deal in a general way with nonroutine information. Example: *CAN ask to open an account at a bank, provided that the procedure is straightforward.*
A2 Waystage	An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts. Example: *CAN take part in a routine conversation on simple predictable topics.*
A1 Breakthrough	A basic ability to communicate and exchange information in a simple way. Example: *CAN ask simple questions about a menu and understand simple answers.*

*Source: "ILR scale." Wikipedia, The Free Encyclopedia. Wikipedia, The Free Encyclopedia, 4 Dec. 2017. Web.

The CEFR is often used by policy-makers to set minimum language requirements for a wide range of purposes. It is also widely used in curriculum planning, preparing textbooks and many other contexts. It can be a vaualable tool for all of these purposes, but users need to understand its limitations and original intentions.

The CEFR is useful to you if you are involved in learning, teaching or assessing languages. We have aimed this booklet at language professionals such as teachers and administrators rather than candidates or language learners. It is based on Cambridge ESOL's extensive experience of working with the CEFR over many years. The CEFR is a comprehensive document, and as such, individual users can find it difficult to read and interpret. The Council of Europe has created a number of guidance documents to help in this interpretation.

Helping you find your way around the CEFR and its supporting documents is one of our key aims in creating Using the CEFR: Principles of Good Practice. If you want a brief overview of the CEFR read Section 1 of this booklet. If you are a teacher or administrator working in an educational setting and would like guidance on using and interacting with the CEFR then reading Section 2 will be useful to you. If you want to find out about how Cambridge ESOL works with the CEFR then read Section 3. Each section is preceded by a page that signposts key further reading.

The scales in the CEFR are not exhaustive. They cannot cover every possible context of language use and do not attempt to do so. Whilst they have been empirically validated, some of them still have significant gaps, e.g. at the lowest level (A1) and at the top of the scale (the C levels). Certain contexts are less well elaborated, e.g. young learners. The CEFR is not an international standard or seal of approval. Most test providers, textbook writers and curriculum designers now claim links to the CEFR. However, the quality of the claims can vary (as can the quality of the tests, textbooks and curricula themselves). There is no single 'best' method of carrying out an alignment study or accounting for claims which are made. What is required is a reasoned explanation backed up by supporting evidence.

2.2 Relevances Studies

Some researches of related with this research as follows:

Qingya Wang, Wei Chan,and Yu Liang (2011) conducted the research with the title "The Effects Of Social Media On College Students" in their research
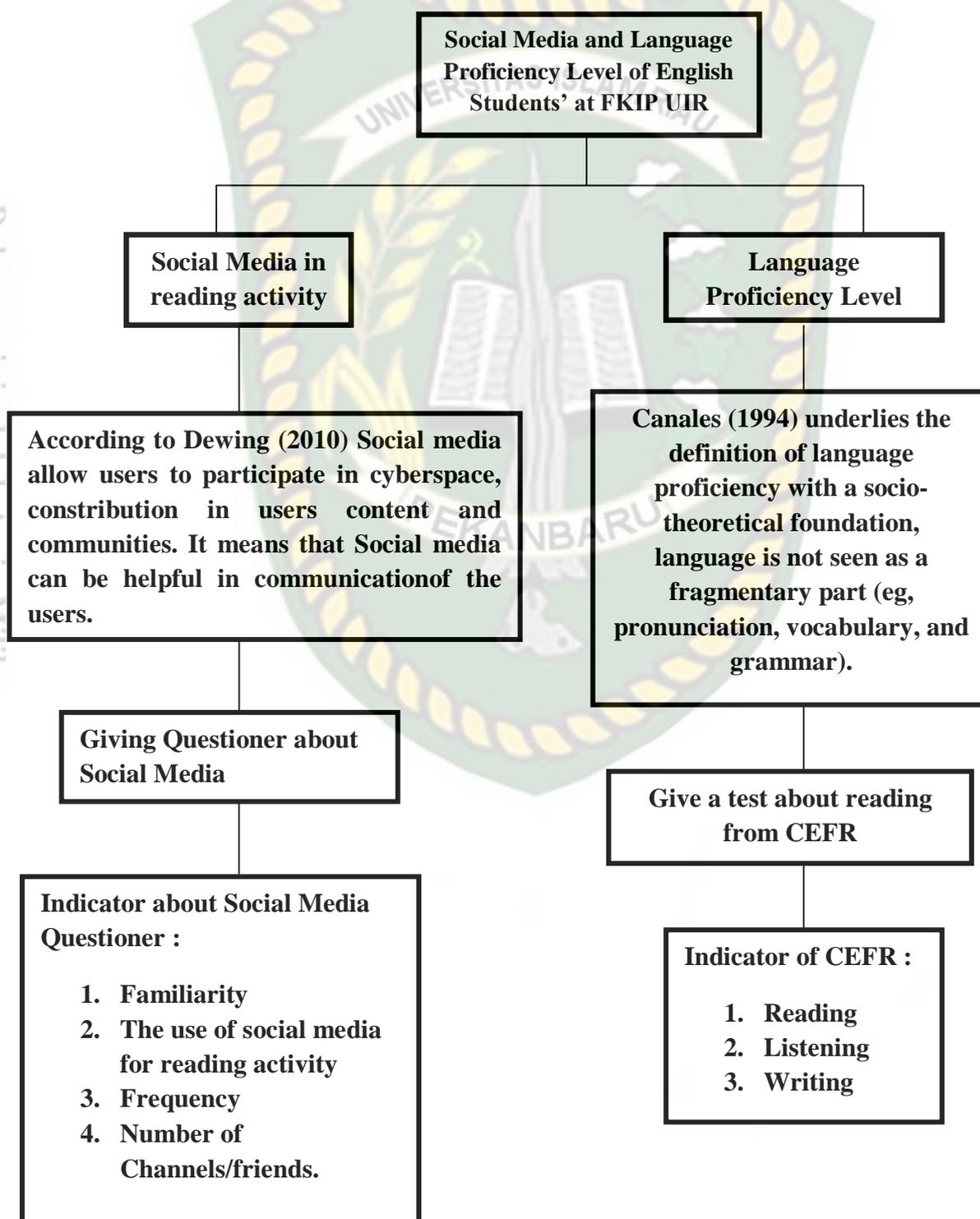
they said that the research has revealed that college students were likely to be affected by social media. This research also indicates than an approach is needed to better balance the relationship between social media and academic study.

The journal Marlyna Maros, Siti Hamin Stapa & Mohamad Subakir Mohd Yasin with the title "English Language Proficiency Levels and Needs of International Postgraduate Students: Implications and Recommendations". The aim of this research was to present the findings of a study on the language proficiency levels and needs among postgraduate students in Universiti Kebangsaan Malaysia (UKM), Malaysia to later develop a course suitable to the levels and needs of the students based on the findings. The findings revealed that majority of the students' proficiency levels were below the entry level of the university's requirement. Where else the results of needs analysis showed that the most crucial language skills needed by the students are listening and speaking.

In this research, the researcher focused on the correlation between social media and language proficiency level of students english in the second semester at FKIP UIR to find out the correlation. Then, this research took all of the students in the class. It means there is no difference between male and female. This research also used CEFR test in Language Proficiency Level. The design of this research was a correlational research.

2.2 Conceptual Framework

Figure 2.1 Concept Variable X dan Variable Y

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            ┌─────────────────────────────┐
            │  Social Media and Language  │
            │ Proficiency Level of English│
            │    Students' at FKIP UIR    │
            └─────────────────────────────┘
                 │                    │
    ┌──────────────────────┐   ┌──────────────────────┐
    │   Social Media in     │   │     Language          │
    │   reading activity     │   │  Proficiency Level    │
    └──────────────────────┘   └──────────────────────┘
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According to Dewing (2010) Social media allow users to participate in cyberspace, constribution in users content and communities. It means that Social media can be helpful in communicationof the users.

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Giving Questioner about Social Media

Give a test about reading from CEFR

Indicator about Social Media Questioner :

1. Familiarity
2. The use of social media for reading activity
3. Frequency
4. Number of Channels/friends.

Indicator of CEFR :

1. Reading
2. Listening
3. Writing

2.4 Hypothesis

There are two hyphothesis in this research , they are :

1. Null hyphotheis (H_o)

    There is no correlation between social media and language proficiency level of english students' at FKIP UIR

2. Alternative hyphoyhesis (H_a)

    There is no correlation between social media and language proficiency level of english students' at FKIP UIR.