

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Social Media as a Platform for Language Learning

Instagram, a popular social media platform, can be considered as a component of Mobile-Assisted Language Learning (MALL), which falls under the broader umbrella of technology-assisted language learning. People can easily get information instantaneously due to more advanced technologies. Being able to use the internet is simple, and many people today utilize it to assist and facilitate their activities in numerous areas of need, including as a source of learning and information (Juwita, 2014). Through the use of the Internet, social media serves as a tool for communication that helps users expand their horizons, connect with others, and create new friends. Facebook, Instagram, WhatsApp, Twitter, Tiktok, and Path are examples of social media platforms. Social media, as a channel for information and communication, is crucial for giving language style recommendations. (Djharuddin, 2017). As a result, it appears that social media can be used to further language acquisition.

2.1.2 The Use of Instagram for Vocabulary Learning

Instagram is a mobile application that lets users shoot pictures, record videos, and add digital effects before sharing them on other social media platforms or keeping them private by saving them to their gallery. The free internet program Instagram was introduced in October 2010 by Kevin Systrom and Mike Krieger. Because Instagram offers a fresh method of communication through the sharing of images or videos, its use is occasionally growing, ranging from teenagers to adults. Instagram was first launched in the last decade it utilizes by people for social sharing like photos and videos about daily life or so on according to (Ellison, 2017) Instagram was first created in 2010 as a

photo-sharing platform, but as time went on, other capabilities such as video, texting, and story sharing were introduced, considerably contributing to its growth.

Instagram offers a new way for students to learn language and culture critically while also assisting students in reflecting on significant learning processes. Due to the large number of young people who use Instagram, some of whom are students, accounts containing lessons have sprouted to increase knowledge for users who follow these accounts (Chun, Smith & Kern, 2016).

Massive amounts of material vocabulary are available on Instagram. The majority of the English-language content on Instagram is idiomatic phrases, and practically all of it is idiomatic phrases. The materials are typically compared to standard English. Academic English discusses blunders and errors, advice and techniques, and practical applications. The materials typically take the form of movies and images that may be found on every English-related page. For instance, *English with Nab* is one such page. This page was made by Nab to adjust with terminology in the local environment. Each week, a lot of videos and photos are sent from this page. In general, the information is insightful and helps the readers improve their English vocabulary. So, Instagram still has much potential to find and significantly develop vocabulary comprehension.

2.1.3 Nab and Instagram for Vocabulary Learning

English with Nab on Instagram aligns with Krashen's (1985) theory of vocabulary acquisition, which emphasizes the importance of exposure to comprehensible input in a supportive environment. According to Krashen, learners acquire vocabulary through exposure to new words and phrases presented in a meaningful context. By following "*English with Nab*" on Instagram, learners have access to a variety of multimedia content, such as images, videos, and audio recordings,

which provide comprehensible input and facilitate understanding of new vocabulary.

The effectiveness of *English with Nab* in vocabulary acquisition can be further supported by theories proposed by experts in the field. Learning new oral vocabulary involves making links between a word's pronunciation and its meaning, while learning sight vocabulary involves making additional links between these representations and a word's spelling or orthography. For example, the word "dog" is spelled d-o-g. Therefore, it can be inferred that the elements of vocabulary include not only the meaning of words but also their pronunciation, spelling, and usage in grammar (Ricketts et al., 2011, p. 1). *English with Nab* aligned with this framework by providing learners with not only the meaning but also the correct pronunciation and usage of vocabulary. By presenting vocabulary in context and encouraging learners to engage with the material, *English with Nab* facilitated a comprehensive understanding and retention of new words.

The findings from Kara and Cephe's (2019) study, along with the research conducted by Alm (2015), Kabilan et al. (2010), and Taskiran et al. (2018), highlight the use of social networking platforms, such as Instagram, as effective tools for improving vocabulary knowledge among English language learners (ELLs). This body of research supports the potential relevance and effectiveness of utilizing *English with Nab* on Instagram as a resource for vocabulary learning. By engaging with *English with Nab* on Instagram, ELLs may have access to vocabulary-focused content, interactive learning activities, and opportunities to interact with a community of language learners. This alignment with previous studies suggests that *English with Nab* on Instagram has the potential to positively contribute to ELLs' vocabulary development, making it a valuable resource for language learners seeking to enhance their vocabulary skills.

Besides, Vocabulary learning in technology, such as through platforms like *English with Nab* on Instagram, offers a unique and valuable approach to enhancing vocabulary acquisition. *English with Nab* provides learners with a digital space to engage with vocabulary content in a visually appealing and contextually rich manner. Learners can access posts, videos, and captions that present vocabulary in authentic contexts, promoting a deeper understanding of meaning and usage. By following *English with Nab*, learners can expand their receptive vocabulary by exposing themselves to a wide range of words and expressions used in various real-life situations.

Moreover, *English with Nab* aligns with the theories of Ricketts and colleagues (2011) and Nation (2001) by emphasizing the connections between pronunciation, meaning, spelling, and grammatical usage in vocabulary learning. The account not only provides the meaning of words but also focuses on correct pronunciation and usage, helping learners develop both their receptive and productive vocabulary. The interactive nature of Instagram allows learners to engage with the content by commenting, sharing, and interacting with other learners and native speakers. This social aspect promotes the application and reinforcement of vocabulary knowledge in authentic communication.

2.2 Study of the Relevant Research

Several studies have explored the use of Instagram as a learning tool in various language learning contexts. Kurniawan and Kastuhandayani (2016) investigated the potential of Instagram for developing pupils' writing abilities. The study found that Instagram provided favourable and appropriate learning material, motivating students to engage in writing activities. Similarly, Suryantari and Priyana (2018) focused on the four English language skills and examined the use of Instagram in the classroom. Their study revealed that Instagram was suitable as a learning tool and created a fresh and

cutting-edge learning environment. These studies suggest the positive impact of Instagram on language learning and student motivation.

In contrast, Al-Garawi (2019) examined the challenges and advantages of using Instagram for English language learning. The study reported a neutral stance, considering the balance between delightful learning scenarios and the potential distraction that students may experience. While Instagram offers engaging learning opportunities, it is essential to address any weaknesses that might hinder students' attention and focus during instruction.

Lastly, Qisthi and Arifani (2020) explored the effects of Instagram on oral communication abilities through project-based learning. Their study demonstrated promising results, indicating that learning through Instagram was enjoyable and effective in improving speaking skills.

In addition, research has also shown that technology-assisted language learning, including platforms like *English with Nab*, can have a positive impact on vocabulary acquisition. Incorporating technology in vocabulary learning provides learners with engaging and personalized experiences, allowing them to practice and reinforce vocabulary knowledge at their own pace. The convenience and accessibility of technology enable learners to engage with vocabulary materials anytime and anywhere, fostering independent and self-directed learning.

In summary, *English with Nab* on Instagram exemplifies how technology can be effectively utilized for vocabulary acquisition. By providing authentic and contextually rich vocabulary content, emphasizing pronunciation and usage, and fostering interactive and social learning experiences, *English with Nab* contributes to learners' vocabulary growth and development.