CHAPTER 2
LITERATURE REVIEW

This chapter presents brief explanation of some theories that support the study. The theories are related to Mobile Assisted Language Learning (MALL), Instagram Reels as learning medium, and students' perceptions.

2.1 English Learning towards MALL

Mobile Assisted Language Learning (MALL) became the focus of language learning since the use of mobile devices on learning activity growth rapidly. According to Gonulal (2019), MALL can be broadly defined as the language learning process assisted by mobile technology. Besides, Thornton and Houser (2005) demonstrate that mobile devices can be useful instruments for delivering language learning resources to students. Thus, the usage of mobile technology has aided people in language learning.

Since mobile devices claimed as useful instruments in delivering language learning, MALL has numerous advantages for the students such as flexibility, low cost, and user-friendliness. Nuraeni et al., (2020) stated that students can found authentic English learning material anywhere and anytime with using their mobile devices. Thus, they also found that students can utilize mobile devices to learn different English language skills. Moreover, Huang (2012) found that mobile devices have low cost and small screen size which can be useful for the students who carry their mobile devices anywhere. However, MALL also has obvious disadvantages since its commonly use internet to access. The internet connectivity was the first problem found in Nuraeni et al., (2020) study. Furthermore, the mobile feature, small screen size and the battery capacity included as the disadvantages of mobile devices.

One of the most prominent applications of MALL is through social media platforms. Tess (2013) states that social media platforms can significantly enhance student engagement and motivation by providing interactive and socially connected learning environments. Social media,

with its wide reach and user-friendly interfaces, provides an ideal medium for language learning. Platforms like Instagram, Facebook, and TikTok offer unique opportunities for immersive and interactive language learning experiences.

Instagram Reels, for instance, exemplify how social media can enhance language learning. As noted in the analysis of Instagram Reels, the platform's engaging content, accessibility, and user familiarity make it an effective tool for improving English skills. The short, interesting videos cater to the learning preferences of modern students, providing a flexible and enjoyable way to learn and practice new vocabulary, grammar, and pronunciation. Instagram Reels, with their combination of visual and auditory elements, allow learners to see and hear language in context, improving their understanding and retention of new vocabulary and grammar concepts. As Chen & Bryer (2012) highlight social medias' multimedia capabilities provide a rich, multisensory learning environment that enhances comprehension and retention.

2.2 Instagram Reels as Learning Medium

Instagram is an online social media or social network service that allows users to share photos and videos. Kevin Systrom and Mike Kreiger launched the app in 2010, and it is currently owned by Meta Platforms, Inc., the parent company of Facebook, one of the world's largest company platforms (Eldrige, 2023). Instagram has various features. As Ali (2014) said that the functions of Instagram include creating accounts, posting content (pictures or videos), applying filters, adding captions, tagging other users, adding locations, adding hashtags, liking content, adding comments, browsing and following other accounts, checking feeds generated by followed accounts and exploring hashtags/users. Other new features are added such as Instagram TV, Direct Messages, and story sharing which have contributed greatly to its growth (Ellison, 2017). Thus, the other new features also added to replace Instagram TV namely Instagram Reels.

Instagram Reels is one of the features that is used to share a short video content. Instagram Reels is a feature based on short video content which debuted in 2020 Dewi et al., (2022). On Instagram Reels, the user can create a content with adding a background, sounds or music that support the content to be an interest content. As a result, Dewi et al., (2022) stated that Instagram Reels can be an effective educational tool, elevating the learning experience and making it more meaningful and insightful. Some account that provides English learning videos are englishwithnab, aarons.english, kate.kulp, mike.thechameleon, zelynafah, barberenglish, cettaenglish, englishbygiovanna, etc. Moreover, Instagram Reels provides many English learning contents which can support students' self-learning. Thus, Instagram's accessibility also makes it easier for students to get English learning resources.
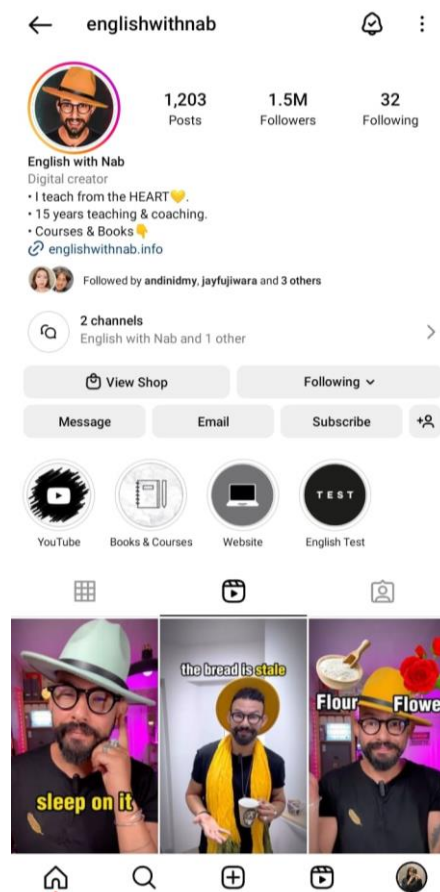
Figure 2.1 One of Instagram account who provides English learning

Instagram offers an easy-to access layout that can help the students explore the Instagram Reels to watch English learning videos. In user profile, the students will find Instagram Reels in the middle of Feeds and Tag section. The students can access the videos of English learning through Instagram Reels section. Moreover, the students can choose which videos that they will be watching or which English learning videos they need at that time.

Figure 2.2 Example of Instagram Reels

On Instagram Reels videos, the creators frequently place text on their videos to make the videos easier to understand. The videos usually has backsound in order to encourage students to watch English learning videos.

Instagram Reels presents many English learning videos that support students in their self-learning activities. Generally, in self-learning activities

they had their own strategies, personal goals, and self-regulated learning. These terms refer to one theory namely cognitive engagement. Reschly et, al. (2014, as cited in Pohl, 2020) defined cognitive engagement as students' investments in their learning, valuing of their learning, and setting strategies to understand materials and achieve their goals. This type of theory is used by researchers to design research instruments as an indicator. Thus, Pohl (2020) developed cognitive engagement into several sub-type as follows:

Table 2. 1 Indicators of Cognitive engagement

Broad Indicators	Specific Indicators	Examples of Evidence of the Indicator that Could Be gathered
Investment in learning/motivatio nto learn	Valuing of learning	• Say "I want to"—they want toengage in a learning task and can explain why • Articulate the relevance of the learning to their shortterm and long-term goals • Articulate an appreciation for the learning that will result fromcompleting a task • Demonstrate interest and enthusiasm in their learning • Enjoy challenging learning tasks
	Demonstrating self-efficacy	• Believe they have the skills, knowledge, and ability to succeed on a task or in learning • Believe they have control over their learning

	Setting personal mastery goals and attributing success toeffort	• Set personal mastery goals in which they approach the task as an opportunity to improve their competence (rather than as an opportunity to perform better than others or complete the task to please the teacher) • Attribute success to things within their control such as effort andstrategy use • Take academic risks and are willing to make mistakes knowing that they can learn from them
	Investing time, attention, and effortin learning	• Give up other activities (evenpreferred ones) to complete a task • Spend enough time on a task todemonstrate mastery • Maintain concentrated attentionto the learning task • Exert mental energy on a task • Report trying hard on a task • Persist on the task, even when itgets difficult • Go above and beyond what isrequired for a task
Use of cognitive and metacognitive strategies to self-regulate one's learning	Appraising the task and one's ability to accomplish the task	• Determine the requirements of the task • Consider whether or not they have the skills to be successful onthe task • Make a judgment about whether or not the task is relevant to their personal goals • Consider their interest in the task

		• Consider how much effort and time the task will take, what they may have to give up to complete the task, and whether or not they are willing to give the task their time and effort
	Planning	• Articulate long-term and short- term goals
		• Set specific, proximal goals related to the learning task
		• Create and record an action plan for completing a task and/or meeting goal
		• Break down large projects into manageable chunks Make a to-do-list, use their agenda/assignment book, calendar, or other means of tracking their tasks
		• Consider which strategies will help in completing the task
	Using specifics study skills or learning strategies	• Utilize specific strategies such as note-taking, previewing texts, reading comprehension techniques, summarizing, outlining, mnemonic devices, andtest preparation strategies
		• Remain focused on the learning task
		• Remove distractions
	Monitoring progressand adjusting strategies	• Self-monitor their completionand the accuracy of their completion of tasks
		• Self-monitor progress toward short-term and long-

		term goals
		• Engage in self-questioning to check for understanding, appropriateness of strategies selected to complete a task, productivity (amount completed), and accuracy (level ofcorrectness)
		• Seek help when needed
		• Use strategies to stay motivated such as setting up self-rewards or engaging in self-talk
	Self-evaluating and reflecting	• Compare their performance to established expectations or rubrics
		• Compare their performance topast performance or a pre-assessment to check for improvement and growth
		• Evaluate whether or not they met their short-term goals
		• Evaluate outcomes to determine if their selected strategies for completing the task were the best strategies given the circumstances or whether different strategies should be employed in the future
		• Reflect on how they feel about their performance on the task andthe final product

2.3 Students' Perceptions

Perception can be defined as someone's point of view over something. As Leavitt (2002) said that perception is defined as how to see something. According to Walgito (2004), perception can be affected by

many factors, including internal factors and external factors. Internal factors come from an individual or personal psychological such as thoughts, needs, feeling, willingness, and attention. Meanwhile, external factors come from outside that includes experiences, environment culture, social environment, behavior, or the stimulus itself. In the same way, students' perceptions arise from existing factors that brings up point of view and interpretation of something. As Nuraeni et, al. (2020) stated that students' perceptions can be understood as their subjective views, interpretations, and evaluations of various aspects.

From the explanation above, it can be concluded that students' perception is their ability to give their point of view about something based on their experience or the information they get. Furthermore, it is the act of observing something in the brain in order to interpret it in the form of ideas or beliefs that develop as a result of the learners' experience.

2.4 Study of the Relevant Research

Before the researcher decided to do this research, the researcher studied the previous research on Instagram as English learning medium. Furthermore, the previous related studies will be discussed in the following order.

The recent study was conducted by Indriani et al., (2023) entitled, "Instagram for English Language Learning for University Students." They found that Instagram catch the students' interest in language learning. The students feel their language skills are sufficiently improved by learning through the content on Instagram. This study also showed that by learning to use social media that available anywhere and anytime will be able to make students easier to adapt in 4.0 era.

Another study was conducted by Aprian, Oktavia, & Trisnawati (2023) on students' perceptions using Instagram Reels toward speaking ability improvement. They found positive impact of using Instagram Reels to the students. The students showed the significant progress during the use of Instagram Reels. They are also found the easiness on using Instagram

Reels for the students to find English learning material. However, they found the obstacles that caused the learning process ineffective, it is because the students found fraud account that occurs on Instagram that caused students' confusion while they are trying to find Instagram account for improving their speaking ability.