

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter presents a brief explanation of some theories and previous studies that support the research. The theories are related to the concept of MALL, Instagram social media, and how Instagram can be used in EFL classroom especially in teaching writing.

#### **2.1 Mobile Assisted Language Learning (MALL)**

Mobile assisted language learning (MALL) is a highly popular multidisciplinary study field which increasingly attracts the attention of scholars around the world (Karim, 2017). The potential contained in the MALL has attracting many peoples in applying the use of mobile technology in the pedagogical field. With the relation to the technology, the emergence of MALL believed as the successor of e-learning. As stated by Lyddon (2016) “The adoption of mobile devices such as smartphones and tablet computers has largely eased restrictions on where and when learners can learn as well as introduced a host of previously unavailable options in terms of modality and content”. Possession of mobile devices as portable tools that not restrict the learner to learn only in classroom also giving learning plans support for the students to gain knowledge of learning easily. The use of mobile devices also give potential to help us observe and recall things better, fill gaps in our knowledge, and enhance our ability to communicate (Lyddon, 2016, p. 304).

Karim (2017) explained the three concepts of MALL which can carry a level of education instruction into the higher level. The concepts are divided into three substantial points which are mobility of technology, mobility of learner and

mobility of learning especially in education environment Therefore, these three concepts are mutually dependent with each other and are correspondingly important in making mobile devices be more possible as devices to make the education level better. Furthermore, related to the Savill-Smith and Kent (2004), there are many beneficial uses of mobile devices for learning such as for supporting students' motivation, help organizing skills, encourage a sense of responsibility, support both independent and collaborative learning, act as reference tools, track students' progress and deliver assessment. Therefore, many of the educational institutions started to apply the MALL for the sake of learning. In this study, the researcher tends to use MALL as a media to explore teachers' perceptions toward the utilization of Instagram social media application in writing class in EFL context.

## **2.2 The Role of Social Media in EFL Language Classrooms**

The appearance of Social Media in educational society is able to create a new community where teachers and students do not have to communicate directly such as face-to-face communication around the classroom environment. Social media have a utility which permit users to easily share their views with others and make social relations with other users (Gaudeul & Peroni, 2010). It is related with statement by Derakhshan & Hasanabbasi (2015) who said that through the use of social media, language learners can keep in touch with people specially, with their family, friends and even their teachers whenever they want to. It means that social media can be used as an important portal to connect between the teacher and students and keep the learning process alive even without real classroom meetings.

Social media is basically a web-based service owned by a well-known company (i.e Facebook & Twitter) that time by the time it transforms to a mobile application that allows people to gain access easily. It provides many features and activities that can be done by registered users. The social media can be used for sharing information ranging from news, debates, gossip, feelings or statement of mind, opinions, research (Musah and Jeffrey, 2015). These social networks are used to interact with friends, peers and others that are found in groups on these sites. The term social media is usually used to describe Social Networking Sites (SNS) such as Facebook, Instagram, Twitter, LinkedIn, WhatsApp and etc. There are many different types of social media that are provided at this time. The example types of these are such as Internet forums, weblogs, social blogs, micro blogging, wikis, podcasts, pictures, video, and rating (Ariana et al., 2014).

Defining the meaning of social media can be seen from the nature of message construction in social media used. For example, Blattner, et al. (2009, p. 22) defined social media as a platform that facilitates online communication, networking, and collaboration between people. These definitions are still too general because it could easily apply to other communication technologies such as email, missing the unique technological and social affordances that distinguish social media. Additional definitions of social media have been offered by Leach (2013, p. 645) who broadly defined social media as an interactive communication channel that allows for two-way interaction and feedback. Further specifying modern social media are characterized by their, “potential for real-time interaction, reduced anonymity, a sense of propinquity, short response times, and the ability to time shift or engage the social network whenever suits each

particular member”. The social media terms and purposes are still developing recently and it leads to a broader definition that can able to change the previous belief.

Researchers have been examining the role that social media plays beneficially in the education classroom. Some of the work has highlighted the effective outcomes of social networking sites integration where the users are feeling free to express and present themselves, sharing the feeling with others, and gaining more confidence (Asad, Mamun, & Clement, 2012). Blankenship (2011) describes how social media impacts higher education vis-a`-vis five interconnected “literacies,” which includes attention, participation, collaboration, network awareness, and critical consumption. These literacies underscore what might be the most relevant truth about the role of social media in education. By emphasizing the use of social media to support learning and teaching in higher education, students were drawn into a dimension where there are less boundaries to reach the knowledge and information, also embrace the culture that encouraged social and academic interaction between peers.

### **2.3 Perceptions of Instagram as Platform to Teach Writing**

Instagram is a well-known social media platform that is owned by Facebook. People including students and teachers see that Instagram is currently one of the most popular Social Networking Sites (SNS) in the world with over 300 million active users (Instagram Press, 2015). The general purpose of Instagram is to post individual images or videos with a custom description written by the user on their profile, more than 70 million images and videos are posted

daily (Instagram Press, 2015). Users form connections by following each other's profiles which enables them to use the feature to view contents posted on user profiles and respond in the form of comments or likes. Instagram members also have the ability to message each other privately using "Direct message" feature. These features allow users to engage in synchronous and asynchronous communication, both publicly and privately. Instagram profiles with default settings can be viewed publicly by anyone who visits the site; there are also privacy settings which can restrict the access to one profile to approved followers only.

Teaching writing in digital age is one of challenges in teaching learning process. Lecturers of writing need to follow the development of technology in order to support their teaching. Richard (2015) views "many new technological tools and online resources are available to support student writing." In this era, 21st century, students tend to access their social media platform regularly. They often chat with their friends, update their social networks, and upload their pictures so they will be called as up to date people. Ledward and Hirata in Fandino (2013) proposes 21st century skill consist of an integrated of content knowledge, particular skills, proficiency, and literacy of technologies which include skill in critical thinking, problem solving, communication, and teamwork. Instagram can be one of the social media platforms that is used in the teaching and learning process especially in writing class is an alternative way to apply 21st century skills.

Instagram has a lot of features and functions to support students' interest in writing. One of the benefits of using Instagram as social networking is to help

students to improve their ability in describing and gathering ideas to become a good descriptive paragraph. Instagram primarily provides learners with the opportunities to read and write through photo descriptions, comments and direct messages. A study by Kabilan, Ahmad and Abidin (2010) states that learners found FB, a similar SNS, to afford opportunities for writing practice and noted increased motivation to post using English. Learners writing in this public setting may feel their text has greater authenticity and purpose in comparison to traditional writing which may only be viewed by a teacher (Prichard, 2013; Blattner and Fiori, 2009).

Students' learning English can utilize this new form of literacy to assist in developing writing skills. It is important to apply these strategies and keep practicing outside of class in a medium which further engages the students and prepares them for the constantly growing mobile and social web technologies (Leach, 2013). Another research also showed how social media integrated with education. Without a doubt, writing classrooms of the future will involve writing with social media. The challenge will be to make sure that these classrooms achieve the best integration of new learning paradigms with traditional practice (Kabilan, 2010). Based on that information, Instagram seems able to provide an ideal environment for foreign language learners to learn and practice their writing skill.