

CHAPTER II

THEORETICAL BACKGROUND

A. Social Media as a Tool for Teaching-Learning

Social media is variety of web-based tools used by all age levels and linked up individuals to share or obtain the information. As cited in Mullen *et al.* (2014) that “Social media is the collection of online platforms that facilitate user-created content and interactive communication between two or more individuals.” (p. 4). In addition, it is claimed that social media has fostered a:

New focus on innovation, creation, and collaboration, and an emphasis on collective knowledge over static information delivery, knowledge management over content management, and social interaction over isolated surfing... those new uses mirror much of what we know to be good models of learning, in that they are collaborative and encourage active participation by the user. (Maloney, as cited in Graham, 2014, p. 17)

Accordingly, applying social media in teaching-learning is an innovative method to accomplish educational purposes as teachers and students operate it in appropriate way.

As the rapid growth of social media, it can be accessed not only on computer but also on smartphone. Most students in higher education have smartphone, and teachers can perceive it as the opportunity to encourage student collaboration and engagement with learning material. Pearce (2010, as cited in Ivala & Gachago, 2012, p. 156) argued that “the main form of internet access is from cell phones; this can explain the increased use

of mobile technology to promote student interaction and greater engagement with the learning materials”. By going mobile makes social media easier to access anytime and anywhere. In that case, peer interaction, student-teacher communication and discussion can be improved beyond classroom.

One of the most frequently used social media, especially by students, is LINE. It was launched in Japan in June 2011 developed to run mobile device and evolve to coat the varied range of mobile devices. LINE as one of online chat application can deeply assist informal communication about classroom activity given since it is easy to access (Van De Bogart & Wichade, 2015, p. 66). LINE provides accessibility for making voice calls and having chat for its users. Thus, it can help teacher facilitate the students to have a better learning engagement.

B. Engaging Students through Social Media

Engaging higher education students in an online learning is pivotal for them since they have lack of opportunity in being engaged with their institution they study in. According to Banna, Lin, Stewart, and Fialkowski (2015), engagement is the key solution to the issue of learner isolation, dropout, retention, and graduation rate in online learning (as cited in Martin & Bolliger, 2018, p. 206). Additionally, some of them who take research as their final task in the institution undergo similar experience as mentioned due to some part time jobs, marriage, and etc. Even though they have their own research supervisors, it is paramount to have a platform to facilitate them in engaging themselves with the institution. Hence, the need of providing opportunities for

the students to have engagement is can be promoted through online environment.

Students' engagement in online learning process becomes a pivotal aspect to have an enhanced learning and teaching quality in higher education. It is asserted that the students' engagement has become the latest focus of attention among those aiming to enhance learning and teaching in higher education (Trowler, 2010, p. 2). Teachers are required to have their students engaged in the learning and teaching process, either behaviourally, cognitively, or emotionally. In particular, behavioural engagement is connected with the students' actions. It is asserted that "students who are behaviourally engaged would typically comply with behavioural norms, such as attendance and involvement, and would demonstrate the absence of disruptive or negative behaviour (Bloom, 1956; Fredricks, Blumenfeld & Paris, 2004, pp. 62-63; as cited in Trowler, 2010, p. 5).

Emotional engagement is about how students feel about course and learning and its stakeholders. It is asserted that "students who engage emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging (Bloom, 1956; Fredricks, Blumenfeld & Paris, 2004, pp. 62-63; as cited in Trowler, 2010, p. 5). Additionally, emotional engagement can also refer to students' affective attitudes toward professors, peers, or even the course in general (Buelow, et al., 2018, p. 314).

Cognitive engagement is more about how students' cognitively involved in learning process. It is explained that "cognitively engaged students

would be invested in their learning, seek to go beyond the requirements, and relish challenge” (Bloom, 1956; Fredricks, Blumenfeld & Paris, 2004, pp. 62-63; as cited in Trowler, 2010, p. 5). Moreover, active cognitive engagement involves deep learning which occurs when students are able to connect with course topics, find value in them and see how to apply them to real-world situations (Czerkawski, 2014, p. 30, as cited in Buelow, et al., 2018, p. 329). It is also said that cognitive engagement relates to understanding of students about learning materials (Bond & Bedenlier, 2019). Hence, all the aspects of engagement are necessary to be facilitated by the teachers in order to make the students engaged in the process of learning and teaching.

Promoting students’ engagement in online learning environment is paramount yet difficult to do. Even so, lecturers are required to have certain ways in making their students engage in the learning. Accordingly, “engagement strategies are aimed at providing positive learner experiences including active learning opportunities, such as participating in collaborative group work, having students facilitate presentations and discussions, sharing resources actively, creating course assignments with hands on components, and integrating case studies and reflections” (Martin & Bolliger, 2018, p. 206). Additionally, it is asserted that “the importance of student engagement to online learning because they believe student engagement can be shown as evidence of students’ considerable effort required for their cognitive development and their given ability to create their own knowledge, leading to a high level of student success” (Meyer, 2014, Banna, 2015, and Britt, 2015, as

cited in Martin & Bolliger, 2018, p. 206). Hence, it is necessary to facilitate students in order that they can have engagement in online learning situation.

There are several activities which can be organized in order to make students engaged in online learning situation. As explained by Buelow, Barry, & Rich (2018), some activities are able to facilitate students' engagement in online learning, they are having fun in an online classroom, connecting ideas from prior experiences and knowledge, changing the way they understand an issue or concept, and connecting their learning to societal problems or issues (p. 320). Therefore, lecturers are required to organize appropriate activities which encourage students' engagement in online learning.

Current research has indicated that using social media as an educational tool can lead to increased student engagement (Annetta, Minogue, Holmes, & Cheng, 2009; Chen, Lambert, & Guidry, 2010; Junco, 2012a; Junco et al., 2011; Patera, Draper, & Naef, 2008). By encouraging engagement with social media, students develop connections with peers, establish a virtual community of learners and ultimately increase their overall learning (Fewkes & McCabe, 2012; Heafner & Friedman, 2008; Jackson, 2011; Kuh, 1993; Liu, Liu, Chen, Lin & Chen, 2011; Nelson Laird & Kuh, 2005; Yu, Tian, Vogel, & Kwok, 2010). Student engagement concerns about time, effort and behaviour that student afford in learning process to achieve academic goals. Astin (1984) in his concept of involvement argues that engagement refers to "the amount of physical and psychological energy that student devotes to the academic experience" (p. 518). Furthermore, it focuses on improving achievement,

positive behaviour and sense of belonging in students to remain in learning (Taylor & Parsons, 2011). It can be achieved by having an ethic of caring and supporting relationships, respect, fairness, trust and a strong disciplinary climate (Dunleavy & Milton, 2009, as cited in Taylor & Parsons, 2011). In addition, teachers' sense of shared responsibility and efficacy related to learning, and a school-wide culture of "academic press" (Lee, Bryk, & Smith, 1993, as cited in Taylor & Parsons, 2011), or high expectations for academic success (Dunleavy & Milton, 2009, p. 8, as cited in Taylor & Parsons, 2011). Hence, it takes parts of enthusiasm and participation by students' responses in learning processes to achieve the goal.

Social media can be implemented to mediate students' engagement in learning and teaching process. For instance, LINE application as one of the social media enables students to interact with other students and also with teacher. It is affirmed that "a majority of students use it for social interaction. When LINE-based activities are incorporated into an English course, students seem to be more motivated to learn" (Van De Bogart & Wichade, 2015, p. 79). In addition, "it can support their learning; they can improve their communication skills through messages and calls. LINE is deemed the most effective tool for communicating with the teacher and updating the information about the course" (Van De Bogart & Wichade, 2015, p. 79). Therefore, "LINE makes learning more convenient since students can engage more in effective educational practices" (Van De Bogart & Wichade, 2015, p. 79).

C. Study of Relevant Researches

A previous study about student engagement on social media is conducted by Junco, Heiberger and Loken (2010). They tried to study about the effect of twitter on college student engagement and grades. The participants are 125 students that divide into two groups; the experimental group and the control group. The result showed that students in the experimental group had a significantly greater increase not only in engagement, but also in semester grades than the control group. They reported that twitter can be used as an educational tool to help engage students.

Another study was conducted by Ivala and Gachago (2012). Their research was about the use of Facebook and blogs to enhance student engagement at a South African university of technology. The participants are three courses students in a University Their research showed that the use of Facebook and blogs in teaching and learning can enhance student engagement both on and off campus.

The studies above similarly investigated the impact of social networking sites on student engagement. The results showed it indeed increases students' response to be more active learner. Nevertheless, there is still the need for investigating the instant messaging application, LINE, as a sort of social media to enhance student engagement. Further research is extremely needed to investigate student engagement on LINE as virtual classroom in higher education.