CHAPTER 2

LITERATURE REVIEW

2.1 Learning Vocabulary

Vocabulary is a set of word to communicate. Therefore, Hiebert & Kamil (2005) stated that vocabulary is the knowledge of meaning word. From the statement above, vocabulary is an important part of language that must be mastery in our life. The vocabulary knowledge comes in two forms; oral and print (Hiebert & Kamil, 2005). Oral vocabulary is the set of words that we know if we read or speak orally. Meanwhile, print vocabulary is the set of words that have know the meaning when we read or speak silently. Students need to learn the more vocabulary in order to engage the material.

The vocabulary learning could occur in two different ways; intentional and incidental (Nation, 2001). Intentional vocabulary learning is any activity that aims to commit lexical information to memory (Robinson, 2001). Incidental vocabulary learning, on the other hand, refers to learning from context, such as through reading or listening. It is a byproduct of something else (Gas & Selinker et al., 2008). Both ways were needed in order to increase the students vocabulary to communicate in a language.

However, a person's ability to understand and engage a lesson is definitely different. Some are fast, moderate, and some are slow. Therefore, they often have to take different ways to understand the same information or lessons. Learning styles is ways of people in see, organize and recalling the material in their environment (Scarpaci & Fradd, 1985). Moreover, students' learning styles are influenced by environment, emotional and cognitive factors that structured by their previous experience (Kelly & Booth, 2013).

Whichever way is chosen, the learning style differences show the fastest and best way for each individual to be able to engage an outside information (Yuliatin, F., 2016). If teacher could understand how the different learning styles of each person, it might easier for the teacher in the learning process, for example, teacher must guide someone to get the right learning

style and give the maximum result for him (Hamzah, U, et al., 2004). From the above meanings, it is concluded that learning styles are the way students tend to react and use incentives to engage and then organize and process information in the learning process.

According to Reid (1995) there are three models of learning style that is: Learning should use the eye senses through observing, drawing, demonstrating, reading, using media and props. Learning should be listening, speaking, and presentations, expressing opinions, ideas, responding and arguing. Kinesthetic style (learning by moving, working and touching). Learning through physical activity and direct involvement. students prefer to handle, move, touch and feel / experience alone, body movement (hands-on, physical activity).

2.2 Learning English Vocabulary

Vocabulary mastery is a thing that students must have. It is related to linguistic competences; the students need the learning strategies to grasp vocabulary. Moreover, if the students master the vocabulary, they could express their idea fluently and clearly (Linse. 2006). It occurs throughout the school level especially in EFL context. Hence, if the language occurs in the area, it means that the vocabulary is enough to operate (Gonzales, 2019).

Further, the vocabulary learning could happen in two conditions; the technology-based and the traditional environment (Mahdi, 2018). The technology-based is a way to use technology learning to gain the new vocabulary, for example TV, PC, individual computerized partners, and cell phones. Meanwhile, the traditional environment refers to the conventional ways, for example, word cards, word references, and word records. With the help of technology, vocabulary could be introduced in various modes, for example, video inscribing, captioning, and comments.

Due to the large size in vocabulary, other aspects should be considered in learning the new words. In fact, the learners might know the spelling of a word but they fail to pronounce it, or even they might know the meaning but

they were incapable of interpreting the other meaning in different situations (Mahdi, 2018). According to Nation (2001), the form of word is considered as one of the key components to vocabulary knowledge in particular, and language learning in general.

2.3 Technology Enhanced Language Learning

Language learning and teaching has changing in a tremendous way. These changes were influenced not only from the views of language teaching and learning but it also by the occurring in general education and global development (Shrestha, 2014). Another significant factor is information and communications technologies (ICTs) which have brought about innovative changes both in general education (Laurillard, 2012) and language teaching (Chapelle, 2010), including English language teaching (ELT).

Based on the rapidly changing of the technology, it is important for English language teachers to know the effectiveness and efficient in integrating the computer technology into the curriculum design for helping students to acquire foreign or second language easily (Bilal & Saeed, 2015). According to Johnston & Barker (2002), as cited in Hermagustiana & Rusmawaty (2017) that utilizing the technology may give students the opportunity to be in touch with the real world and it will be motivate them. Additionally, using technology as a tool to help students to be more active, eager and involved in the class due to the interest from the result of technology produced.

According to Parvin & Salam (2015) that the ICT class has change the classroom environment became more enjoyable than the non-ICT class. It is also shown the students became very concentrating, excited and curious in the English classes while using the e-content. In addition, the integration of audio-visual content played a positive role in creating the learner-oriented classrooms where it is possible to monitor students' actions and thinking processes.

2.5 Autonomous Learning through Instagram

Autonomous learning, which is based on Knowel (1975) as cited in Kocak (2003) on self-directed learning research, is a key figure in adult education, as a process through which people learn accept responsibility for all decisions relating to their learning. Thanasaulas (2000) emphasized the autonomous learning as the route of learning that the process of the students go through, and it was not a product that could be manufactured in such a short period of time. From those descriptions, it is possible to conclude that autonomous learning can be everything, but it can only serve to produce good results if they have strategic competence, which means being able to plan, implement, monitor, and evaluate one's learning and taking advantage of all available opportunities both inside and outside the classroom (Sari, 2019). Moreover, Haddad (2016) mentioned that computer technology can be used effectively to help students learn vocabulary autonomously.

Instagram is one of computer technology application that provides many tools to share content. The Instagram application development provides more benefits and opportunities for students to create digital content. Due to the obvious existence of technology, these creations provide language learners with a higher sense of autonomy (Yudhiantara, 2019). Instagram could be one of the alternatives to support the practice of teaching language to the undergraduate students (Sari & Wahyudin, 2019).

2.4 Vocabulary Learning with Instagram

Instagram is a photo- and video-sharing social networking service and the users get admission to the provider through an app or a feature-limited web interface and can edit content material with various filters (Carpenter, J., P., et. al, 2020). This platform provides users with a lot of activities for interaction among people, where everybody can exchange, comment, discuss, create information and knowledge in a collaborative way by sharing photos and videos (Handayani, 2019). Instagram can be considered an excellent resource for students to support independent learning (Fidowaty, et al., 2021).

Learning English are generally in the classroom setting. It is rarely find to learn outside the classroom (Fidowaty, et al. 2021). Hence, the teacher needs learning strategy in order to achieve learning goals. Social media could as an alternative media to learn English included learn vocabulary. Students believe that online vocabulary learning is easy to access and available at their preferred time and location (Fidowaty, et al., 2021). The students in 21st century was addicted to learn through social media that known as a learning style called edutainment (Harmanto, 2013). Thus, they enjoyed entertaining themselves and learning both consciously and unconsciously (Fath, 2018).

On Instagram, there are hashtags that could find and connect with other posts regarding the content of people's interests. Therefore, it easies the user in looking for what they need and what they are interested in. Instagram has been used by the educators in any field, it is include the radiology field (e.g., Shafer, S., 2018), the pharmacy field (e.g., Prudencio, J., Wongwiwatthananukit, S., Lozano, A., & Xu, Y., 2020) and dermatology fields (e.g., Chen, J. Y., Gardner, J. M., Chen, S. C., & Mcmichael, J. R., 2020).

There are several learning models in learn through Instagram. One of the models is direct learning model, where the teacher as the source information. In this models, it is involves teachers' demonstrations and explanations accompanied by students exercises as well as feedback in order to help them obtain the knowledge and skills for further learning (Ndia, Solihatin & Syahrial, 2020). It is related to Prudencio, J., et. al (2020) in the research with the topic pharmacy field that using Instagram as the media to share the material after the pretest. He found that Instagram account have positive impact on students knowledge relating to pharmacy. The second models are self-directed models, students learn by theirself based on their needs. This model could develop students learning plan that more suitable in their conditions and accurate to their studying needs (Hong, B. V. & Huong, M., T., 2020).

Moreover, in a self-directed and self-paced mobile language learning might formed the new learning perspective, practices and learning experiences rather than a teacher-led language learning in a formal learning way (Gonulal, 2018). Instagram could engage the audience easily with the content. It is mentioned in Carpenter, J., P., et. al. (2020) that educators additionally overwhelmingly said that their Instagram use had increased their self-efficacy, content material knowledge, and pedagogical knowledge which should affect their teaching and their students' learning. It is related to @gurukumrd content that he is a teacher as well.

2.5 Content Creator @gurukumrd

Mr. Dennis called as @gurukumrd, he was a native speaker that was born in America. He was graduated from English Literature major. Further, he has many experiences in teaching English in any specialization. He has taught in academic, art and currently he is teaching business English. He is currently teaching in an English course in Jakarta as well as being a brand ambassador of the course. The course namely English Today (hereafter, ET) that having branch in several city including Jakarta, Bandung, Surabaya, Bali and Medan.

Based on his blog (gurukuseru.com), before becoming an English teacher, he was an actor in Los Angeles. After several years in Los Angeles pursuing a career as an actor, Dennis wanted to travel the world and also he got interested in languages, especially English. It has become the reason he started teaching a number of students in America and looking for work as a teacher outside of America. When he had the opportunity to come to Jakarta to teach English. Mr. Dennis immediately moved to Jakarta, and teaches in Indonesia until now. He has been an English teacher in Jakarta since 2013. He teaches English as well as the brand ambassador in English Today courses. In his life, mr. Dennis was very interested in learning languages. In 2016 he thought how to teach English out of the box, exciting and unique. Hence, he decided to create an Instagram account as @gurukumrd on 21st July, 2015.

There are several topic that usually @gurukumrd discuss, for the example were below:
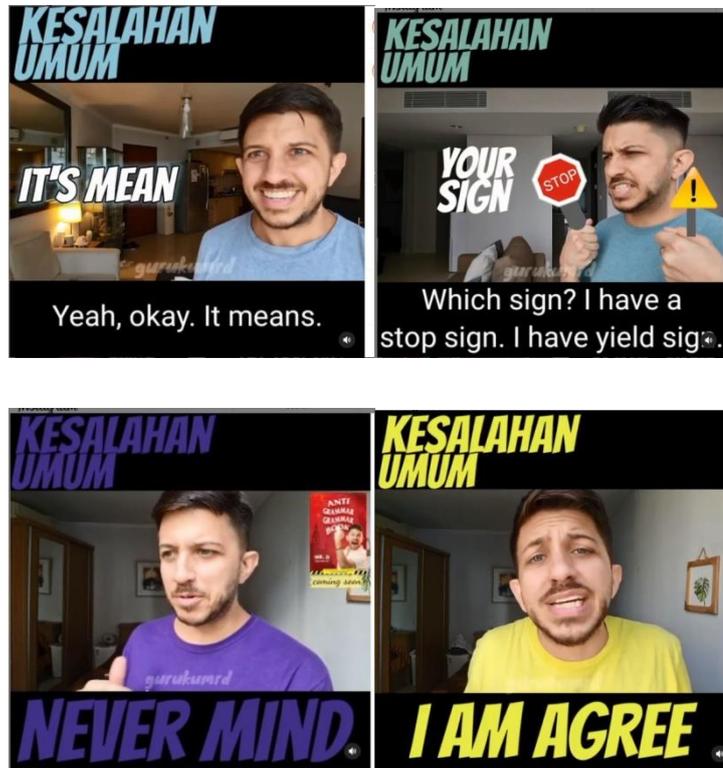
1. *Tips Bahasa Inggris*

   In this topic, he discuss the using of particular word in an appropriate context.

Enclosure 1. Screenshot of First Topic

In this video, mr. Dennis explained the differences in using a particular vocabulary based on the situation. This video definitely could broaden students' understanding. Moreover, it is also helps the student to listen the correct pronounciation from the vocabulary.

2. *Kesalahan Umum*

Enclosure 2. Screenshot of Second Topic

This topic related to the appropriateness of a phrase in a sentence based on the context. At first, Mr. Dennis mostly said the wrong expression and then he will explained in the correct way. It is helps student to use the phrases in a correct form. Further, it is also helps the student to grasped more understanding in grammar.

3. Questions and Answers Box

Enclosure 3. Screenshot of Third Topic

Due to the new features in instagram that allow the users to ask in a question box, Mr. Dennis use it as an alternative way to give the opportunities to interact with his followers. The answered question related to the daily conversation in Indonesia. It ease the student to apply in the