CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides a comprehensive analysis of relevant literature. This chapter consists of two primary parts. The first part explains EFL instructional media. The second part explains Instagram as social media in EFL classrooms.

2.1 EFL Instructional Media

Instructional media are crucial to the learning process. According to Petina (2023), instructional media or learning media is designed to attract and encourage students to follow the learning process. Andriani et al., (2022) argued that teachers must exhibit the skill to determine the correct and best instructional media in the learning process because it impacts students' understanding of what they have learned. The learning objectives, technology infrastructure, learning objectives, student ability levels, and available resources influence the selection and use of instructional media in EFL classes. Besides, the implementation of instructional media is expected to make students more interested, fun, and memorable.

2.1.1 Kinds of Instructional Media

In the field of education, there are various types of instructional media. Instructional media is classified into several sorts based on its format, purpose, and distribution mode. The development of instructional media is influenced by revolutionary changes in which adjustments to the new curriculum are made. Hikmah (2019) found that there are three types of instructional media, such as audio, visual, and audio-visual media. Examples of audio media are compact disks, radio, and tape recorders, visual media are boards, computers, magazines, comics,

newspapers, and literary works; and audio-visual media are television, film, and YouTube. These instructional media are intended to engage students by providing visual and audio support as well as creating an interactive and immersive learning environment.

Even so, the types of instructional media that teachers often use are videos, pictures, and books (Aisyah & Haryudin, 2020). Similarly, eight types of instructional media are applied during the process of learning: slides, web, boards, natural objects or models, videos, books, audio, and pictures (Ristika et al., 2020). The selection of instructional media is tailored to the specific requirements of the teaching and learning context, and each teacher may have preferred implementation strategies. In addition, the selection of appropriate instructional media must consider the ACTION factors: Access, Cost, Technology, Interactivity, Organization, and Novelty.

Social media platforms have emerged as a new target market for educational institutions in the current digital era. Most people, especially students, already have an Instagram account. Even though Instagram is primarily known as a social media platform, EFL teachers and students can utilize Instagram as a learning resource. Based on Laksono et al., (2019), as many as 80.7% of students agree that social media is used as instructional media. Teachers and students can use Instagram to consult, share announcements, conduct quizzes, and participate in discussions, augmenting the educational experience. Instagram's extensive popularity and interactive capabilities make it a promising educational engagement and collaboration platform.

The media serves as a facility for EFL teachers and students. Teachers use the media as a tool to communicate and deliver material to students. It is essential for teachers to choose a material that is interesting and aligned with learning objectives and students' ability levels when adding media to EFL teaching. In order to create meaningful language learning experiences, they should also give direction and plan activities centered on media. In the EFL context, students' English skills and competencies increase unconsciously if the teacher applies suitable instructional media. Research conducted by Jem et al., (2023) shows that some of these applications were used as instructional media during online learning, such as Google Meet, Zoom, Google Classroom, Schoology, and WhatsApp.

2.1.2 The Strengths of Instructional Media in EFL Classroom

Each individual has different strengths. Strengths can be defined as qualities and characteristics that lead to positive things. Moreover, identifying strengths in this context provides positive information or benefits from the application of instructional media in the learning process of EFL classes. It allows teachers to evaluate and select instructional materials that align with their student's learning environment. By identifying and capitalizing on these strengths, teachers can create a more effective and engaging learning environment for students. Understanding the characteristics of instructional media permits targeted and strategic implementation, which fosters an optimal learning environment and maximizes student potential.

In recent years, instructional media has grown progressively popular. The development of science and technology affects the quality of education in

Indonesia, where instructional media indirectly requires technology in the learning process. One of the instructional media, PowerPoint, provides an advantage for teachers in attracting students' attention and compiling teaching materials (Dewi & Kareviati, 2021). There are several other strengths of instructional media in EFL classes, such as interactive and collaborative learning, increasing student involvement and motivation, and enhancing student understanding and comprehension. It is important for EFL teachers to create an effective learning environment by involving appropriate instructional media in the classroom.

2.1.3 The Weaknesses of Instructional Media in EFL Classroom

Weaknesses can be regarded as limitations or deficiencies that inhibit optimal performance or outcomes. The emergence of weaknesses can be from various factors and causes. In order to improve the learning experience, it is essential that teachers identify and address these weaknesses. Teachers can create a more engaging and effective learning environment by recognizing and addressing instructional media's shortcomings. The thoughtful application and development of instructional media can enhance the quality of student learning and the achievement of learning objectives. Teachers can mitigate weaknesses and promote a more successful and pleasant learning journey for students through continuous evaluation and improvement.

Many previous studies revealed that the strength of using instructional media facilitates the learning process. Otherwise, teachers must admit that instructional media has weaknesses that must be fixed. One of the weaknesses of instructional media is the lack of personal interaction between teachers and

students. Teachers need personal interaction to understand each of the characteristics of their students and adjust their teaching methods. Another weakness reveals that teachers and students have difficulty using instructional media (Sumartini et al., 2021). Therefore, EFL teachers must be capable of considering several factors in determining instructional media so that learning runs smoothly.

2.2 Instagram as Social Media in EFL Classroom

Social media platforms have grown in popularity and have become an integral aspect of daily life. Instagram, a social media platform famous for its easy image and video-sharing features, has several other exciting features to use. Unsurprisingly, it can be used as an English learning tool in the classroom. Instagram has its advantages and disadvantages. When utilizing Instagram in the EFL classroom, creating standards and guaranteeing a safe and regulated atmosphere is critical. Besides, teachers must be able to take responsibility for using it as a medium to help students achieve their language learning goals.

2.2.1 Instagram in Learning English Skills

English skills are generally categorized into four parts: speaking, reading, writing and listening. Each of these skills has its challenges. Individuals can develop these skills through various media available around them, including social media, which is increasingly necessary in the context of technology-based education. Instagram, as one of the popular social media platforms, has become an option for many as a learning tool, including students and teachers. Wibowo and

Ellysinta (2022) state that Instagram can be effectively used to learn English skills provided that students intend to learn through the platform.

With an ever-expanding array of features, students have the opportunity to utilize them effectively in an educational context. They can learn through the accounts they follow or the video content in the "explore" section. The flexibility of using Instagram allows students to customize it to their learning needs and preferences. Nowadays, more and more accounts are presenting educational content about English on the platform. Hence, Instagram is a supporting media for students or a solution to learning English skills, more precisely, learning English vocabulary (Rasyiid et al., 2021).

As an alternative learning medium, Instagram provides significant support in the teaching-learning process. With its engaging interface and available content, the platform provides a better understanding of English compared to the old teaching methods. Incorporating Instagram into English learning creates a dynamic and interactive learning environment, stimulating creativity, communication and language development.

2.2.2 Instagram in Learning Speaking

Instagram is a multifunctional social media platform that provides information, entertainment, communication, promotion, business, and education. Its use is often for social interaction and self-expression. In addition, Instagram has evolved into a valuable tool for language learning and practice. Utilizing Instagram to learn English will provide meaningful benefits if used appropriately. According

to Khasanah (2023), English educational content on Instagram is essential for improving speaking skills through the features and formats provided, such as quizzes, Reels, stories, and live sessions.

Incorporating Instagram into speaking classes produces interactive and engaging language learning experiences, preparing students for real-world communication scenarios in the digital age. Additionally, Instagram enables students to explore and follow accounts that align with their interests. Students can find original content that captivates their attention by following accounts related to their fields of study, passions, or interests. Furthermore, they may generate their content, such as videos, stories, or images, allowing them to communicate their ideas and opinions via captions and comments. It encourages students to express their viewpoints and passions.

2.2.3 The Strengths and Weaknesses of Instagram in Speaking Class

Instagram has demonstrated numerous advantages contributing to users' satisfaction with its functionalities. Instagram can serve as an adaptable platform for a variety of educational purposes. Teachers can utilize its features to assign tasks, facilitate student collaboration, share educational content, encourage the development of visual vocabulary, provide photo prompts for discussion, and even construct language challenges. Based on Lestari and German (2021), there are several principles of incorporating Social Network Sites (SNS) into English language pedagogy: students' motivation, authentic materials, constructive feedback, and observation and participation. Teachers can enrich their student's

learning experience by encouraging them to follow accounts that feature content from native speakers or cultural figures.

Research conducted by Dewi et al., (2022b) indicates that Instagram can improve students' speaking skills, motivation, consciousness, vocabulary, grammar, accent, pronunciation, and knowledge. Several students also reported that the use of Instagram Reels increased their speaking confidence and decreased their nervousness. Most students support the implementation of Instagram as an authentic instrument for developing speaking skills. This positive response demonstrates the platform's capacity to facilitate effective language acquisition and skill development as an influential language-learning resource.

Even so, many people still need to learn about the potential weaknesses of Instagram, especially as a medium of learning in speaking classes. With so many Instagram features, students cannot use it with a focus on being an educational medium because their attention has been distracted by other things. Those accustomed to using Instagram daily may find it more straightforward to incorporate it for educational purposes. In contrast, those who are unfamiliar with the platform may have difficulty navigating its language-learning features. Moreover, students face additional obstacles when using Instagram Reels, including a lack of digital literacy, the length of Instagram Reels was insufficient, and limited internet access (Dewi et al., 2022b).