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Submission date: 10-Sep-2020 06:50PM (UTC+0700)

Submission ID: 1383573278

File name: ning_In_Islamic_Higher_Education_Toward_Online_Collaboration.pdf (549.15K)

Word count: 5836

Character count: 33872

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INSTAGRAM-ASSISTED LANGUAGE LEARNING IN ISLAMIC HIGHER EDUCATION: TOWARD ONLINE COLLABORATION

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Abstract: The purpose of this study is to investigate instagram use among English pre-service teachers (EPST) to support their language learning in a particular course. This study sought to explore the following research questions: (1) How do EPST explore instagram to accomplish Online Task-Based Language Learning (OTBLL)? (2) What contents are created and shared by EPST to accomplish OTBLL? To collect the data, this study applied observation and content analysis. In addition several tasks were designed to be accomplished by EPST. The findings shows that EPST were able to integrate both the ability to use instagram and the ability to integrate it for OTBLL. The contents that EPST created and shared met the requirement of OTBLL. The contents included several types: creating video to explain topic assigned, writing phonetic transcription, and other tasks. The results of this study are expected to contribute in improving EPST language skills and their ability to explore social media use for language learning. Being able to seize social media to support language learning is a necessary skill to be nurtured for future language teacher in the 21st century.

Keywords: *English pre-service teachers, Islamic higher education, online interaction, social media, task-based language learning*

INTRODUCTION

Technology in education is very important to meet the needs of student and teacher in teaching and learning. It can be seized by creative teachers in order to develop a range of simple technological tools to support learning in higher education (Nuryantini, Mahen,

Sawitri, & Nuryadin, 2017). Its developments enable educators to use the application to assist learning process and assessment of students' thinking skills (Nuryantini, Setiadi, Kurniawan, & Farida, 2015). In English language teaching, technology offers various possibilities to boost teaching and learning (Hidayati, 2016); technology-assisted language learning is best supported in a language laboratory (Aulia, 2016); it also helped students to minimize fear and boost speaking skill (Halimah, Lustyantje, & Ibrahim, 2018).

The development of information and communication technology has led many foreign language teachers to develop studies concerning Mobile Assisted Language Learning (MALL). Being hailed as one of the most influential gadget, , smartphone offers students benefit from the features and applications available and are potential devices for learning foreign language (Kukulka-Hulme & Shield, 2008). It can be promoted to students to help their language learning process since it offers features and various application to support their English language learning both in the classroom and beyond its wall (Yudhiantara & Nasir, 2017).

The presence of mobile phones and social media applications are expected not only to meet the needs of students to socialize with their colleagues but also to support their foreign language learning activities. Several studies have reported on the use of social media for language learning purposes; it helps create a good learning climate outside the classroom (Warner, 2017); it facilitates discussions to develop social and cognition skills in online interaction (Arnold & Ducate, 2006); and it helps the learning process in language classes because it facilitates language learners to interact and share learning-related material for discussion online beyond the conventional classroom (Chawinga, 2017).

The development of information and communication technology in the world of higher education (HE) institutions lead to virtual learning environment including mobile device support for mobile learning (Panagiotidis, 2013). To make this happens, various stakeholders who are concerned with teaching and learning should

support each other. This is not an easy mission. The challenge of implementing mobile learning among English education students is severe since there are many obstacles existed in many institutions (Graziano, 2018). The challenge requires creativity and extra efforts on the part of teacher and students to conduct mobile- assisted language learning (MALL). Therefore, students need to gain experience how to use social media for their language learning purposes. MALL offers wide opportunity in terms of social media use like twitter that can be used for English learning related purposes (Yudhiantara, 2017).

In Indonesia, especially in the context of Islamic education institutions, English language teaching and learning conditions vary. Schools with creative and professional teachers can help their students improve the four language skills (Nurjaman, 2013). At the level of Islamic higher education (IHE), learning listening skill needs to be designed with some interesting activities to improve students' listening skills (Saehu, 2016). Reading skills can be improved to meet the curriculum's desires and this needs to be supplemented by additional materials to develop students' reading skills in IHE (Riswanto & Febriani, 2016).

Studies on MALL in Indonesian IHE have not been conducted extensively. Some articles had been published to report MALL implementation in Indonesian IHE. Mobile technology with several features and benefits helps students to deal with the process of learning English in IHE (Yudhiantara; Nasir, 2017). Some features and applications such as monolingual electronic dictionaries can be installed and used in students' mobile phones and they can seize the applications in assisting English learning process (Yudhiantara; Saehu, 2017). Furthermore, social media applications such as twitter can be optimized its use and benefit to help English learning and educational activities in general (Yudhiantara, 2017).

Studies related to social media use focusing on instagram in IHE have not been published extensively. Therefore, instagram usage to support English learning needs to be investigated. The study should explore the possibility of instagram to facilitate students to

interact and share English learning materials or content. This study attempts to fill the gap. It is an effort to seize and explore the potential application of social media to support mobile learning and is geared toward nurturing 21st century skill namely communication and collaboration.

Given the above consideration, this study sought to explore (1) How do EPST use instagram to support their language learning and accomplish OTBLL?; (2) What contents did they produce and share in instagram to accomplish OTBLL?

LITERATURE REVIEW

Mobile-assisted Language learning (MALL) studies focus more on possibilities, benefit, challenges, students' motivation and the effect of mobile devices that can be used to support foreign language learning (Kukulka-Hulme & Shield, 2008). Its publication trend has been going on since 2006 and the issues covered student perceptions, the use of several tools for language learning and English dominates foreign language learning (Shadiev, Hwang, & Huang, 2017).

Several electronic gadget for communication and information in foreign language teaching and learning have been the focus of MALL research and practice. Mobile devices like cell phones and tablets undoubtedly have boosted foreign language learning activities both in class and beyond class (Arvanitis, Krystalli, & Panagiotidis, 2016). Tablet computers with the strength of possible access everywhere and everytime have also demonstrated to be pivotal learning tool for creating and collaborating content in language learning (Chen, 2013). In Germany, language teacher and learner used iPod to facilitate language conversation learning and cater interaction and scaffolding (Lys, 2013).

Compared to other devices, mobile phone has been the most favorable gadget among language learners. It was powerful to assist learning English as well as other activities outside the classroom (Yudhiantara; Nasir, 2017). In the process of learning a foreign language, it played important role as an additional tool to a laptop

device for students while they accomplish simple task of searching and communicating with peers to accomplish their tasks (Vasudeva, Colthorpe, & Ernst, 2017). When it comes to learn language component and skill like reading and grammar, mobile phone provides an impressive experience in language learning (Wang & Smith, 2013). In addition, it also offers benefit from some applications available to explore by language learners to support their language learning activities (Yudhiantara; Saehu, 2017).

Smartphone comes along with thousand applications available to offer to users. Mobile app technology brings several platforms to interact among users. Social media is an application that can be used to interact and share content among netizens. These platforms attract language education experts who are interested to conducts studies on the potential and benefits of social media for foreign language learning (Godwin-Jones, 2005). Some popular social media platforms are used by millions of users and have been researched by several language educators including facebook (Özdemir, 2017); microblogging applications such as twitter (Yudhiantara, 2017); and instagram apps (Paper, Kazan, & Region, 2016).

There are various social media platform and one of them is facebook which has inspired researchers and language practitioners to integrate the power of social media in foreign language learning. The power of this platform provides space for students to participate and interact on facebook for the purposes of language development (Warner, 2017). In addition it supports students in online interaction by expressing their social presence and interact to discuss taught material in the classroom (Arnold & Ducate, 2006). If properly designed, it has the power to trigger better learning discussions among students beyond classroom because they can share material, interact and reflect on their foreign language learning (Chawinga, 2017).

Instagram is a social media platform that is widely used among digital natives like teenagers including students who grow with the advance of internet (Prensky, 2001). This platform makes it possible to create, send and share content among students. For the

purpose of learning English, instagram can be utilized to assist learning activities. Research has shown that instagram helps the English learning activities (Paper et al., 2016). Another research shows that instagram helps students while they go on vacation to help the language learners even though they are not in their classroom (Al-ali, 2014). Instagram can help learning activities in the classroom. It allows interaction between students and teachers and fellow students to happen. Much of the information, content related to learning tasks can be created, shared and accessed through the Instagram (Handayani, 2016).

The notion of online interaction has been burning issue among language researchers. The development of Web-based learning can support face-to-face and also improve students' online interaction skills (Satar & Akcan, 2018). Its development brings more advantages and opportunities for students to produce content in digital form. These creations provide a wider autonomous on the part of language learners by the existence of the technology. Along with the content in digital form, the term multimodal comes into existence. The term multimodal refers to an emerging product which is the result of combination of file types such as audio and video texts. These file serve as media to facilitate language learners (Blake, 2016).

Online collaboration learning has been studied by researchers and language practitioners. To allow this to happen, project groups are made online to provide opportunities for learner to conduct online collaborative learning (Paulus, 2005). There is a call for language teachers to design and provide task that trigger language learners to produce authentic foreign language learning. The task must be well-designed to ensure students to do tasks and simultaneously use language to accomplish the mission.

Online collaboration requires task on the part of student to collaborate. Online task-based language learning (OTBLL) is the possible option to offer to language learners. With the help of social media like instagram, task-based language learning caters students with the freedom to create content or multimodal file that matches and meet the requirement of a particular task. While the task of being

open gives a lot of freedom to create the content (Lee, 2016). The possibility to collaborate in the social media platform to complete the task is very promising and worth exploring for language teachers. Language learners perform better interaction and collaboration in completing tasks because they are assisted by social media applications (Sun, Liu, Luo, Wu, & Shi, 2017).

Speaking of online interaction in social media, there several types of interaction. At least there are three types of interaction, namely participation, interaction and collaboration. These types may occur in social media for the purposes of learning English. Students' participation in social media have been reported by several studies. Language learners integrate mobile phone technology into their language learning and they perform this by the high interaction among students. Their focus is to accomplish task. Their efforts can be viewed from many comment messages and readings in their interactions (Sing & Kline, 2006).

The pattern of participation in using social media for language learning has been investigated by language researchers in several studies. Online discussions among students regarding the task they are undergoing also show that language learners' online discussions happen. Contributing content among language learners takes place and it generates multiple messages to show how participation and interaction between language learner take place (Hara, Bonk, & Angeli, 2000).

Other studies have reported students' participation in asynchronous discussions. To investigate this, postings made by students are scrutinized to examine their increased online participation. One of the benefit of their online interaction concerns teacher dominance reduction in social media interactions. On the other hand students' interaction is becoming increasingly dynamic and powerful with (Zheng & Warschauer, 2015).

To make it clear, there is a distinction among participation, interaction and collaboration in the context of social media use for language learning purposes. Participation refers to a message sent in a discussion without generating any peer response. While interaction

may result a response when a message get feedback from colleagues. This simple interaction and stops there. It means that there is no response following this from the sender of the message or from other colleagues. The ultimate type is collaboration and it happens when interaction is plural. It implies that the message sender gets peer feedback that is forwarded with comments from other colleagues. Further studies are encouraged to investigate the development of interaction and collaboration among language learners in using social media (Zhao, Sullivan, & Mellenius, 2014).

A study of instagram use to promote online task- based language learning (OTBLL) in Indonesian IHE has not been widely conducted. This research tried to fill the void of literature on online collaborative learning based on instagram social media. To be specific, this study sought to explore how EPST used instagram to support OTBLL and to investigate content or multimodal file created and shared by EPST to accomplish OTBLL.

METHOD

This research was aimed at investigating the use of instagram among EPST to facilitate OTBLL and the content they created and shared. To achieve the objective of the study, qualitative method was applied.

Subjects in this study were EPST in one of the Indonesian state IHE. They were first semester students who took the course of basic pronunciation academic year 2017-2018. This course was provided to provide them with basic knowledge and practice of English pronunciation. There were three classes involved in this study.

To answer research question one, this study introduced the program of integrating instagram to support EPST in accomplishing OTBLL. Several activities were done included focus group discussion and practice to use instagram to accomplish OTBLL. Research question two was obtained by providing EPST several tasks to accomplish in order to show their understanding and mastery on the topics learned. The tasks required EPST to use their instagram account in order to create and share their content to meet the

requirement of the tasks. Some examples of research adopted in the research step for online collaboration are qualitative collaborative research conducted by Paul in 2008 (T. Paulus, Woodside, & Ziegler, 2008)⁶

Data obtained from this research were analyzed by using several stages including data descriptions, data categorization, data coding, and classification. These stages made it easier to answer research questions.

FINDING

How EPST Used Instagram to Accomplish OTBLL

Prior to implementation Social media based language learning to accomplish online task, this study conducted focus group discussion. There were several findings emerged from discussion with EPST concerning Instagram use for English language learning purposes. The findings show that instagram has been common practice for social networking among EPST. In other words every student had instagram account. It was the most favorable social media for EPST to enjoy most of their time daily.

Another finding was that EPST used their instagram account for many purposes included sharing pictures, activities and their leisure on instagram. They wanted to show their achievement, hobby and other interesting facts to their online follower. This was the most common practice of instagram use among EPST in this study.

Some students paid attention for foreign language learning purposes when they used their instagram account. They said that there were many accounts providing English learning vocabulary, accent, grammar, listening and speaking skill that they could learn from when using instagram.

Following focus group discussion, this study had several stages to implement instagram assisted language learning. Broad⁸ speaking, the table below shows EPST activities in participating to use social media instagram for the purposes of language learning and OTBLL.

Table 1. EPST Participation in Instagram Use to Accomplish OTBLL

No	Activities	What EPST did
1	Word syllables	They produced one- minute video presenting the concept
2	Phonetic transcription	They produced photo containing a sentence and its phonetic transcription
3	News reading performance	They produced a video showing their reading performance
4	Collaboration on sentence writing	They asked their collaborator to write the sentence they read
5	Collaboration on minimal pair	They asked their collaborator to provide examples

From the table above, it can be seen that there were five stages concerning the use of instagram to support EPST language learning. These stages guided EPST to accomplish their online task using their instagram account. Each activity was marked by hastag (#) in their instagram account when posting and sharing their content.

Each task was given after classroom learning took place. First online task required their understanding on the concept of word syllable. They produced a one minute video presenting the concept of word syllable in English. Task two required EPST to demonstrate their ability to write phonetic transcription on a particular sentence. The product took form a photo sharing. Task three asked them to produce a video showing one minute reading performance on some sentences taken from news.

In addition to online task accomplishment, there were two task introducing the notion of online collaboration in using instagram. Task four allowed them to produce video consisting their reading performance and inviting their collaborator to write sentences spoken in the video. Task five provided them a chance to produce video on minimal pair. In this task collaboration occurred

since the video asked response from viewer to write examples for minimal pairs.

The Contents EPST Created and Shared to Accomplish OTBLL

Research question two investigated what content that EPST produced and shared to deal with OTBLL. This study found that EPST were able to create and shared product meeting the demand of OTBLL. They produced content in forms of video and pictures to accomplish OTBLL.

Referring to the table 1, EPST produced content to accomplish a particular OTBLL. This section deals with contents produced and shared by the students in order to complete the OTBLL. The study found contents that show how EPST used instagram to fulfill task. Their content are open and available to access by other users. The following image showing content a video produced and shared by a student to explain word syllable.

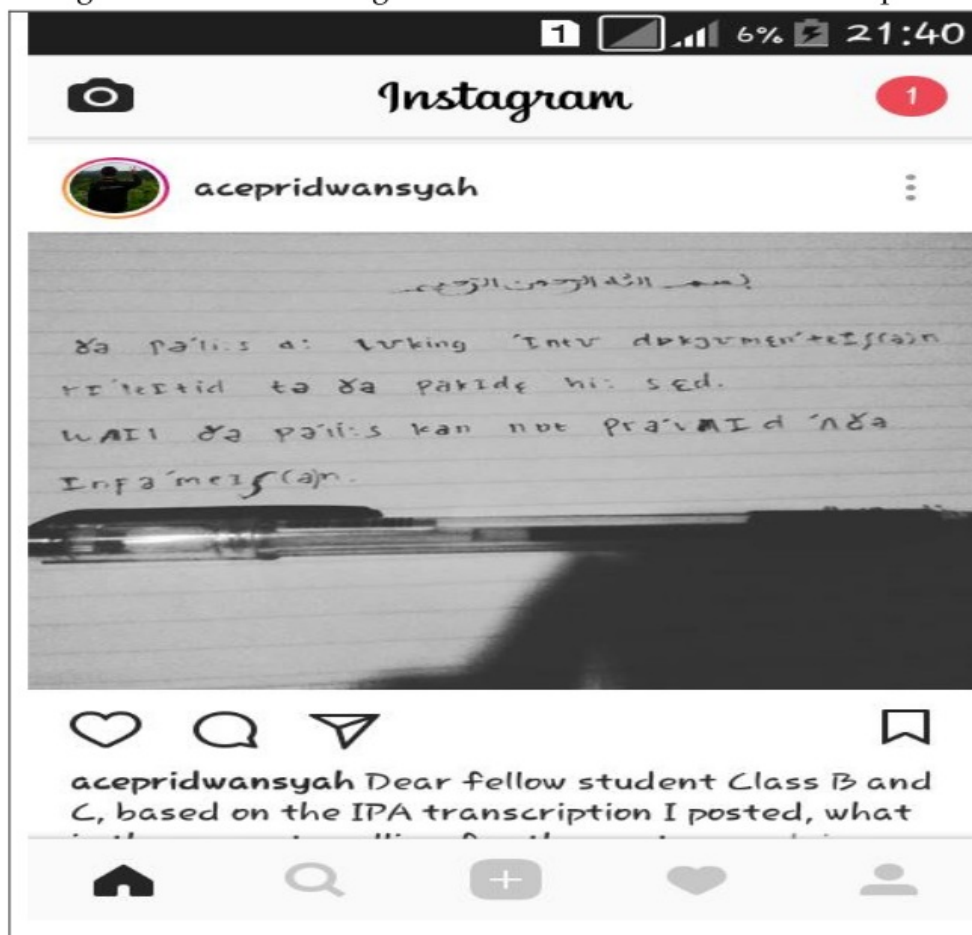
Image 1. Video Content Showing Student's Performance to Explain Word Syllable



The content had one-minute duration demonstrating their knowledge on word syllable concept. This task was accomplished by EPST and their content are accessible. The hastag used was #wordsyllable2017class1.

Another content produced and shared is phonetic transcription task. EPST produced content in form of picture. They wrote a sentence and its phonemic transcription on a piece of paper then took a photo of it.

Image 2. Content Showing EPST Produced Phonemic Transcription

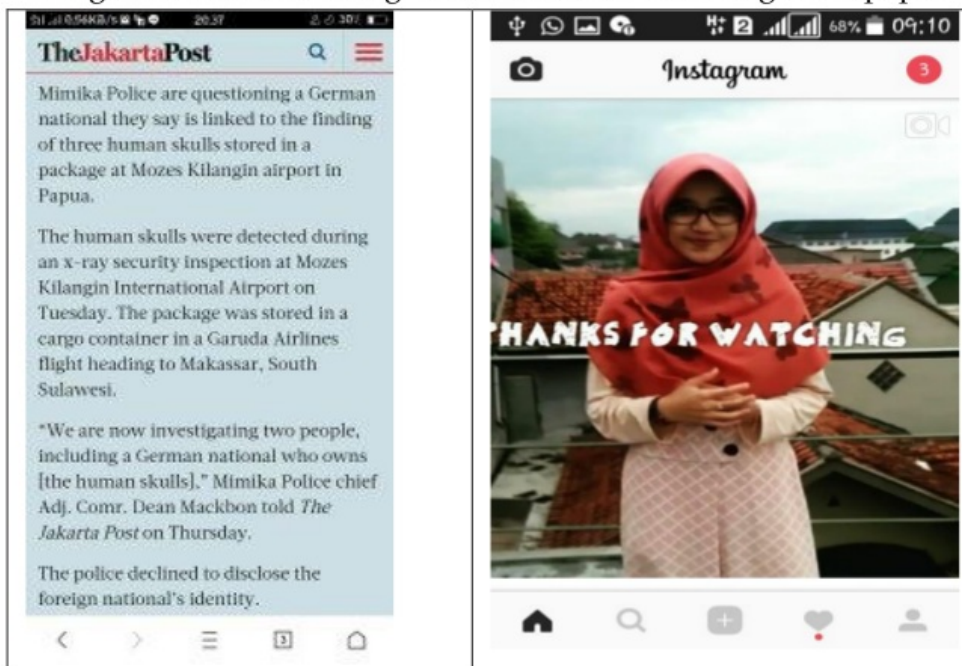


In this content, they accomplished OTBLL by writing phonemic transcription and sharing the content in their instagram

account. This task was accomplished by them. They marked the content using hashtag #phonetictranscription2017class1.

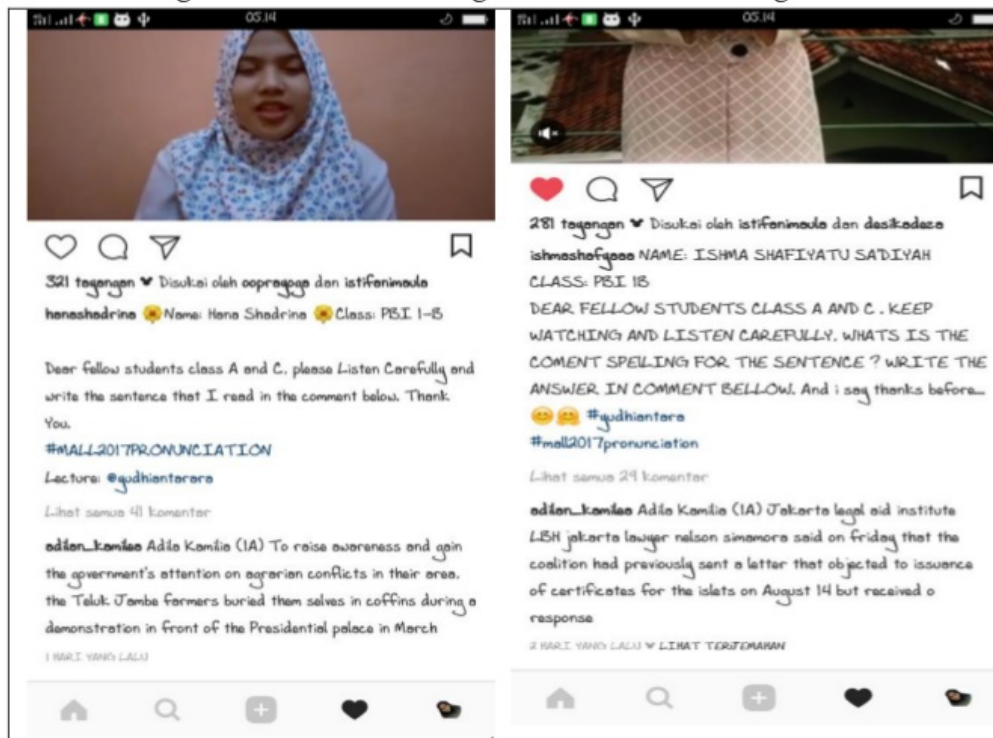
The third content produced and shared related to news taken from English newspaper online. They selected some sentences and read them. This activity was recorded in a one- minute video. They shared the content in their instagram account to accomplish OTBLL.

Image 3. Content Showing Video on Student Reading Newspaper



This task was accomplished by EPST. They shared content displaying the text selection and their video on news reading. They marked this content by the hashtag #newsreading2017class1. This hashtag is very useful to categorize the information they are searching for and to obtain more engagements. In addition to online task, EPST also explored the possibility to conduct online collaboration in producing and sharing their content. This task can initiate the students' creativity and maintain social interaction in online classroom. Their engagement in online classroom can familiarize them with how to be a good netizen that gives constructive response on the student's work.

Image 4. Content Showing Collaboration among EPST



In this content, they produced a short video showing their reading performance. In addition they invited their friend to collaborate by writing the sentences spoken in the video. In comment thread some interaction occurred between EPST. This content show that online collaboration occurred among EPST in their instagram account.

DISCUSSION

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This study show that EPST were ready to explore the potential benefits of instagram for their language learning. In focus group discussion, this study found their daily habit of using gadget or smartphome including instagram use. It is widely known that this generation belongs to digital natives (Prensky, 2001). Their daily life has been fully occupied by gadget and various application to fulfill their leisure and other purposes.

The way teenagers consume and use gadget has been the concern of language teachers. This phenomenon has been the concern of language teachers and researchers to seize this into powerful aspect for language learning (Kukulska-Hulme & Shield, 2008) (Shadiev et al., 2017). They were inseparable from their smartphone. There is a call on the part of teacher to seize their gadget for language learning purposes. It means that in addition to mobile phone use for communication purposes among peers they can optimize gadget to support their language learning (Lys, 2013); (Arvanitis et al., 2016).

According to their opinion, smartphone were helpful to facilitate them in searching information. It seems that the world information is in the palm of their hand when they can click every single piece of information through their gadget. They also knew that smartphone offered various application to help them learn language. These findings confirmed previous studies on the use of mobile phones which are geared toward language learning (Wang & Smith, 2013); (Vasudeva et al., 2017); (Yudhiantara; Saehu, 2017); (Yudhiantara; Nasir, 2017)

In their opinion, they had several platform that they navigated everyday including facebook, twitter and instagram. Compared to other social media applications, instagram is more interesting application to use everyday. It suits their need to show and share their daily activities, achievement and others. They love sharing their hobby and other things that depict their pride and pleasure. When tailored properly for language learning purposes, those social media are very helpful to assist students learning English. These findings are in line with the previous studies (Godwin-Jones, 2005); (Özdemir, 2017) and (Paper et al., 2016).

With respect to contents produced and shared by EPST, there are several things to consider. They were able to produce contents to meet every task in OTBLL. Their contents demonstrated their knowledge, understanding and skill on the course they were taking. Not to mention their skill to navigate the application for language learning. When carefully tailored, instagram is powerful application to help them accomplish OTBLL in a particular course. These

findings are in line with previous studies (Al-ali, 2014); (Handayani, 2016); (Mansor & Rahim, n.d.)

Their content have achieved at least two aspect, first their learning objectives and their creativity to produce multimodal content in social media. The first objective must be accomplished to achieve their academic goal. In addition they might explore their creativity to create particular content. This is important for their future career in 21st century. They should be encouraged to seize social media benefit and explore their creativity to produce creative multimodal content (Blake, 2016). In addition to multimodal creation, Their content had allowed online interaction to occur (Satar & Akcan, 2018). Since the content they created triggered other users to comment, their interaction led to collaboration to accomplish task in OTBLL.

This study has found online interaction occurring in the content that EPST shared. In some contents, they shared a video showing their performance and asked viewer to collaborate by writing sentences spoken in the video. This interaction developed online collaboration in its simple way. Careful task given to EPST could initiate their effort to conduct online collaboration (Paulus, 2005). They should be given ample opportunities to explore their creativity in producing content (Lee, 2016). In addition some students wanted to explore and bring their creativity to higher level in producing particular content. This shows that the ability to use social media and content selection is a benefit that students can gain in collaborative learning online using social media (Zheng & Warschauer, 2015). Instagram platform can facilitate this collaboration to happen.

Interaction can arise because of the shared content from EPST. They got response from their collaborator concerning sentences spoken in their video. These comments are a good chance to develop online collaboration (Sing & Khine, 2006). The large number of comments from a collaborating friend helps the task get done right away. The contribution of many comments will give input to students completing their tasks (Hara et al., 2000).

CONCLUSION

This study sought to explore EPST ability to operate Instagram and seize the application to accomplish OTBLL. Based on the results of this study, there are several conclusions that can be drawn into two important points (1) EPST were able to navigate instagram in order to accomplish OTBLL. This can be seen from their ability to participate and create particular content to accomplish OTBLL; (2) they produced and shared contents to meet the requirement of OTBLL. Their contents included images showing their understanding on the taught material. In addition videos showing their performance in reading newspaper. Furthermore online collaboration occurred since the content they shared triggered more interaction among users. Their comment happened to respond the content requiring their participation to be accomplished.

This study has limitation in terms of its method. Further study may address this limitation. However this study has filled the gap concerning the issue of online collaboration using social media like instagram among EPST in Indonesian IHE.

ACKNOWLEDGEMENT

This research was financially supported by Grant from BOPTAN 2018 LPPM, UIN Sunan Gunung Djati Bandung

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