

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Learning English in industry 4.0**

Industry 4.0 is a name given to the current trend of automation and data exchange in manufacturing technologies. It includes cyber-physical systems, the Internet of things, cloud computing, and cognitive computing. Industry 4.0 is commonly referred to as the fourth industrial revolution. This transition is so compelling that it is being called Industry 4.0 to represent the fourth revolution that has occurred in manufacturing. From the first industrial revolution (mechanization through water and steam power) to the mass production and assembly lines using electricity in the second, the fourth industrial revolution will take what was started in the third with the adoption of computers and automation and enhance it with smart and autonomous systems fueled by data and machine learning. (forbes.com)

Digitalization is leading to fundamental changes in education and training. Global connectivity, smart machines, and new media are just some of the drivers reshaping how we think about work, what constitutes work, and how we learn and develop the skills to work in the future. The concept of a “100-year life” becoming the norm, and the majority of that spent studying and working, means that learning will be a lot more important, and different, for the next generations. Most people will have at least 6 different careers, requiring fundamental re-educating, whilst the relentless speed of innovation

will constantly demand new skills and knowledge to keep pace, let alone an edge.

In the opinion of Hirschel and Fritz (2013), computers can present information in varied contexts which is valuable for learners. They reported 12% higher gains in vocabulary learning for the subjects in the treatment group as compared to the comparison group who were taught through pen and paper method. The gains achieved through computer-assisted learning have been found longer-lasting than other methods (Lin, Hsiao, Tseng, & Chan, 2014). Computers have become more capable after the advent of the Internet.

Technological innovation has made another mode of delivery available that is mobile phones. Since Chickering and Ehrmann (1996) used the term Mobile Assisted Language Learning (MALL) first time two decades ago, it has been flourishing as a research field. The following section reviews some of the lessons learned in this field. Comparing different modes of vocabulary presentation that is paper-based, online and through mobile phones, Nikoopour and Kazemi (2014) found that mobile phone delivery option WhatsApps the best among the three modes investigated. In another study, one component of a communication skills course WhatsApps delivered through mobile phones. The subjects didn't have face to face interaction with the teacher. All interactions among the subjects and the teacher WhatsApps through mobile phone. The study reported significantly improved the performance of the subjects in this component of the course (Abdullah et al., 2013). Jarvis and Achilleos (2013) reported results of a qualitative study that

explored the learners' preferences in the use of multimedia for second language learning purposes. The majority of the subjects showed their preference for mobile language learning.

Basoglu and Akdemir (2010) used a mobile phone as a delivery model for vocabulary cards. The findings suggested that the experimental group outperformed the comparison group. Similar results were reported by Alavinia and Qoitassi (2013), Chen, Hsieh, and Kinshuk (2008) investigated the impact of different types of glossed vocabulary on vocabulary acquisition of 156 students who were aged between 19 and 22 years. The vocabulary items were sent through mobile phones. The findings suggested that the students benefitted more when textual and pictorial glosses were presented together. These results support the assumptions of dual coding theory. In another study by Alemi, Sarab, and Lari (2012) reported contrasting results where immediate posttest reported no significant difference but the treatment group performed better in delayed posttest than did the comparison group. Two studies were conducted in two different settings. Cultural differences and differences in sample size might be the reasons for these results.

Sandberg, Maris, and de Geus (2011) reported positive results from their study that evaluated the use of mobile devices to learn specific vocabulary. The group that retained their mobile devices for a fortnight performed better than the group that turned in their devices after they visited the location. It suggests that more practice is important for learning new vocabulary.

## **B. MALL (Mobile Assisted Language Learning)**

The use of a mobile device, such as a smartphone, helps to make language learning a more immersive experience for the speaker. Immersion using a mobile device is a far cheaper and convenient alternative to being able to spend the time in the country where the language is naturally spoken. According to Ali (2018), Mobile phones as a new addition to information and communication technologies have created new ways to help learners in the process of foreign language learning. The adoption of using the mobile phone system appears to be the most practical way of delivering m-learning (mobile-learning) for the foreseeable future. Mobile learning with its attribute of offering “any -time/-place/-pace learning” offers the potential to conveniently accommodate different modes of language learning for different groups of learners. The participants shared and reflected on their experiences in the target culture with other peers by uploading curated multimedia content (i.e., pictures, short videos). It can be concluded that the students’ use of mobile blogs promoted interaction and a sense of community in an informal setting.

Mobile assisted language learning (MALL) has been a burning issue among foreign language teachers especially EFL teachers. According to Rully (2018) MALL opens an opportunity for teachers who are digital immigrants, to explore smartphone features for their students in learning a foreign language. Language teachers have found possible benefits from mobile devices compared to a fixed desktop computer in boosting students’ motivation and performance. MALL studies such as conducted by Kukulska-Hulme and Shield (2008)

focused on possibilities, benefits, challenges, motivation, and the effect of mobile devices used to support foreign language learning. Its publication as a topic of interest in EFL is well documented before 2006 regarding student perceptions, the use of several tools for language learning, and the dominance of English for foreign language learning using mobile devices (Shadieff, Hwang, & Huang, 2017).

MALL includes some electronic devices for information and communication in language learning. These gadgets have been examined for their potential benefits in language learning. iPod has been used for learning German language conversation and facilitating interaction and scaffolding (Lys, 2013). Additionally, Lin, Huang, and Liou (2013) assert that Tablet computers have also proven to be an ideal learning tool for creating content and collaborating since they can be operated anytime and anywhere by language learners. Other mobile devices like cell phones and tablets support many foreign language learning activities both in class and out of class (Arvanitis, Krystalli, & Panagiotidis, 2016).

MALL is rich and varied, and this innovative method has been defined as “mobile technologies in language learning, especially in situations where device portability offers specific advantages” (Kukulska-Hulme 2013: 3701). MALL includes different mobile devices, and we are particularly interested in the use of material with touchscreen and mobile operating systems as smartphones and tablets. These are becoming increasingly popular in Foreign

Language (henceforth FL) teaching and as they are perceived as highly innovative by teachers and as very attractive by learners.

One of the main advantages is that MALL places the learner in focus, especially through the use of different applications (henceforth apps). Michael Thomas (2012) has highlighted that the use of Web 2.0 applications not only provides authentic learning environments and stimulates learners' engagement in real-world activities, but also fosters learner autonomy; particularly through the use of interactive tasks. Moreover, Jason Byrne (2016: 74) draws attention to how recent research into MALL has shown that "mobile-learning apps offe[r] excellent opportunities for personal learner-centered study" (see Kim & Kwon 2012; Ahmad & Farrukh 2015).

Teachers and learners have perceived language-learning apps as more suitable for individual and independent studies than for interpersonal and communicative learning (Byrne 2016: 80-81). However, we strongly believe that apps have great potential for both intra- and inter-personal language learning. We are particularly interested in the pedagogical implications of using apps in the context of English for Specific Purposes (ESP). This requires a careful selection of a suitable app, as well as meticulous planning of tasks and activities that respond to the specific needs of the learners. Jennica Grimshaw et al. (2017: 137) point out that MALL methodology in foreign language learning has mainly been based on the use of language learning applications, or on allowing students to resort to mobile devices to look up

words and definitions in on-line dictionaries, search the web, take notes or play language games.

A similar approach has been adopted in higher education ESP. For example, attempts have been made to introduce MALL methodology in ESP in technical and engineering education at the University of Hradec Kralove (Czech Republic). Teachers used an app called ‘application for practicing vocabulary’ (or AVP), which included a translation of words, glossaries, and lexical exercises based on error analysis, gap-filling and multiple-choice activities (Simonova 2016: 35). We want to invite teachers of ESP to move beyond language-learning apps and explore the richness and abundance of high-quality apps available in English within different disciplines.

Futhermore, Intiaz (2006) concluded that Mobile Assisted Language Learning has emerged as a potential assistive tool in the complex process of language learning. Technological advances in the last quarter of the last century have made it mandatory for the teachers to employ technology as a tool to help in the process of teaching and learning. The present meta-analysis was conducted to synthesize the lesson learned so far in the field of MALL. The findings confirm the efficacy of the platform of the MALL in EFL instruction.

### **C. WhatsApp in Practice for Learning English**

Whatever the teachers’ attitude towards technology, most teachers are at least somewhat familiar with WhatsApp and its capabilities. Maybe the readers, like many other teachers, already use it to stay in touch with your friends and family. This means that it’s only a small step towards using it as a

teaching tool. This study encourages the teacher to not use social media only for communication or for fun but also teaching-learning.

Students are also familiar with WhatsApp, with many young people preferring this type of communication to face-to-face interaction. This combination of student and teacher familiarity makes WhatsApp one of the most accessible apps to use in English language learning classrooms, as well as potentially one of the most collaborative. Here are some ways to work with WhatsApp:

#### C.1. Encourage collaboration

Collaborative tasks can be very productive but also very time-consuming. Encouraging students to work together in groups outside of class time is a good way of getting around this, but needs careful organizing to ensure they work together successfully.

WhatsApp groups are good in this respect because they can be used to create a closed space that is accessible by everyone at any time, allowing for easier communication and exchange of materials. Students are used to communicating with each other in this medium and are familiar with the idea of sharing messages via screenshots or forwarding media. When using WhatsApp students benefit from having their own space, and as a result, don't feel as lost as they otherwise might in a very large class.



## C.2. Extend learning time

Teachers often find themselves under pressure to cover a large number of tasks in a very short amount of lesson time. Iranian teacher Mojtaba Jahanshahi came up with a solution for this by using WhatsApp to extend his classroom. After noticing his learners needed to practice their productive skills, but without sufficient time in class to address it, he set up a WhatsApp group with regular tasks that required students to write or record their speech in English. As a result, he found that his students became more motivated and started communicating more freely. Using WhatsApp allowed them to practice writing and speaking in an environment they were familiar with, and in ways for which the school timetable had not allowed sufficient time.

## C.3. Manage large class sizes

Yassir El Hajel Sheikh was the winner of the 2017 Pearson ELT Teacher Award People's Choice for Africa and the Middle East. Yassir has a large class of 50 elementary students, which makes it impossible for all of them to get the same practice time and feedback in class. To try to get around this difficulty, Yassir started a WhatsApp group where his students record voice messages, send them to the group, listen to their peers' messages, and then comment on them. Yassir reviews the students' messages himself, giving feedback to help them deal with frequent errors. He also uses WhatsApp to record his audio messages, questions, and images. As a result, the students in Yassir's class now

have a direct channel to access feedback on their work, as well as a space to receive personal support from Yassir himself.

#### C.4. Flip the classroom

WhatsApp is also a great way to help teachers flip their classrooms. Neusa Pretzel, a teacher in Brazil, shares links to videos via WhatsApp with her students. The students watch the videos before class and then ask and answer questions about the videos in their WhatsApp group. In this way, Neusa uses WhatsApp to flip the traditional teaching model on its head and give her class more quality teaching time in the classroom. By getting her students to engage with texts as self-study, important classroom time can be used to discuss the content, work on exercises related to it, or develop concepts in greater detail. For teachers whose students have very limited time available, this can be a great way to help them make the most of the time they do have.

#### C.5. Build confidence

Mauricio Vidal Gheiler, a teacher in Peru, found out that his shy students often turned out to be very active communicators when they used WhatsApp and other social media apps. Furthermore, the confidence they gained by using WhatsApp started to impact on their classroom activity too! As many students are comfortable with using social media, this type of communication can help build their confidence and have a positive effect on their attitude to learning in general.

#### C.6. How to set up a WhatsApp group

It's very easy to set up a WhatsApp group for your students. First, you open the app and go to the Chats screen and tap the New Group button at the top. Next, you add the group participants by selecting or typing the name of the contact. Then you add an icon for the group by tapping on the empty photo box. Finally, add a name for the group and tap Create.

So, don't hesitate to do what many other teachers are doing with WhatsApp – download the app, play about with it for a while if you need to, and start using it as a force for good in the classroom. The students will almost certainly thank you for giving them a chance to learn through this familiar, simple, and versatile tool.

#### **D. WhatsApp for teaching English**

Some studies related to the use of digital media, including WhatsApp, in learning writing have been undertaken. Kadjar and bull (2004) researched an undergraduate class to examine with a paper and pencil journal. This study found that students wrote more when they were using a computer for their electronic journaling instead of a paper and pencil journal. The sample group used WhatsApp electronic journaling to write responses in this study showed a significant improvement in their writing skills.

Alsalem (2013) conducted experimental research to determine whether WhatsApp electronic journaling as a new application in smartphones has any significant effect on students, writing vocabulary word choice, and

voice of undergraduate. The results indicated a significant difference between the overall writing scores of the pretest and posttest of the students that were kept in the journal.

Besides, the examination of individual item scores revealed that there were statistically significant improvements in vocabulary word choice and voice as two critically important writing factors. The study can raise a positive social change by helping teachers understand the prospective benefits of WhatsApp electronic dialogue journaling to improve the vocabulary word choice and voice writing skills of their students. Furthermore, reflecting upon my six-month experiences establishing WhatsApp in an EAP class, it can be noted that there have been various positive effects on the students' progress in learning in particular, students show their confidence, independence, enthusiasm, and positive attitude towards learning English.

### **1. Confidence**

Teachers may expect students to participate actively in learning by using their target language. While a few students are aware to involve in classroom communication, most of them are considered passive in joining the class and pretend to keep silent. Less-confidence students tend to be passive in the class, do not respond to teacher's questions, or rarely ask questions to teachers although they do not understand the materials, and give less contribution to the class discussion.

Teachers may blame that these happen because students have a lack of confidence, and consequently they are reluctant and afraid of

speaking. However, they should be aware that it is also one of their jobs and challenges on how to help passive students to become active. Research about the students' barrier factors to communicate in a speaking class WhatsApps conducted by Mufanti (2015) showed that students were worried, scare, shyness, and uncomfortableness to communicate in English and it is suggested to support as what they need and eliminate their barriers to be brave to start to be communicative in speaking class.

They need to find ways how to build and maintain their confidence in classroom communication. Good news comes when the researcher establishes group communication among them through WhatsApp. Less-active students attempt to be active in joining the conversation. Previously, they only read and/ or try to write a comment in words or phrases. However, a couple of weeks later, they showed great improvement as they were able to write sentences. Students contend that they are not afraid and embarrassed anymore to make any mistakes in grammar or vocabulary as they have friends and the teacher to help them write. They confirm that they are happy and comfortable using WhatsApp to write in English and admit that they have been confident enough to learn.

## **2. Autonomous**

WhatsApp enables students to become autonomous learners because they can learn independently. They can practice using their language to share any ideas on their own without being limited by the

time and classroom, either an independent or dependent type of conversation. However, the researcher must observe, facilitate, and guide students in the conversation. They have to monitor Students' activeness and their progress in writing, assist the group, and guide them to write well by giving feedback. The role of teachers as facilitators is important to guarantee that student has adequate language exposures and instructional guidance. More importantly, teachers are required to play their important roles in helping students develop autonomy (Benson, 2007; Nakata, 2011; Sinclair, McGrath & Lamb, 2000). It is also believed that autonomy learning creates responsible students. Thus, the use of WhatsApp also creates the students to be responsible persons.

### **3. Enthusiasm**

Enthusiasm is a crucial factor that may also hinder students to participate in classroom activities and influence the result of learning English. If they have less self-motivation in learning, it is surely hard to reinforce them to do any activities. However, the use of WhatsApp can increase their enthusiasm for learning. Regardless of their proficiency levels, most students feel excited to join online chats using their own words as it looks like that they communicate with their friends in daily context. It seems that they do not learn English that they show their motivation to perform well than what they have done in the regular writing class. Generally speaking, their enthusiasm for commenting on each other improve their interest in writing.

#### **4. Positive attitude towards Learning English: Love English**

When a teacher asks students whether they like learning English, most of them may say no because they hate to learn it. They join the English class because they have to do so. Although they attend the class, they are not interested in joining any language activities arranged in the classroom and want to finish the class as soon as possible. Their negative responses and attitudes towards English are simply because they seldom communicate in English. However, once they have experienced in using the target language in such natural process by social using a media that they are accustomed to use, they might be impressed and probably encourage themselves to practice it regularly.

#### **E. Vocabulary Mastery and Motivation**

##### **E.1 Definition of Vocabulary Mastery**

To understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's saying. According to Webster (1992) mastery refers to (1) a. the authority of a master: dominion, b. the upper hand in a contest or competition; superiority, ascendancy, and (2) a. Possession or display of great skill or technique, b. skill or knowledge that makes one master of a subject comment. While Hornby (1995) defines mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject.

The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words (Hatch and Brown, 1995). Vocabulary mastery refers to the great skill in processing words of a language. It is individual achievement and possession (Rivers, 1989). For that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their motivation and interest in the words of a language.

From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of the language, which is acquired based on their own interests needs and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.

## **E.2 Vocabulary Mastery Strategy**

Vocabulary learning strategies that teachers can take into account. They can train their students to use these strategies. McCarthy (1997), they propose strategies to learn vocabulary as follows: (1) guessing from context, (2) using word parts and mnemonic techniques to remember words, and (3) using vocabulary cards to remember foreign language-first language word pairs.



It is supported by Murcia (2001) who also proposes three strategies to learn vocabularies.

- 1) Guessing meaning from context, a context is rich enough to give adequate clues to guess the word's meaning.
- 2) Mnemonic devices, she proposes the keyword technique. When seeing or hearing the target word, the learner is reminded of the keyword.
- 3) Vocabulary textbooks, she suggests a memory aid in independent learning by setting up vocabulary notebooks.

Based on the strategy used for presenting new vocabulary, the experts suggest lots more strategies that are claimed to be helpful for students to learn vocabulary more easily. Alqahtani (2015), state that as a better way to teach vocabulary is by learning in rich contexts. While Stahl (2005), stated that students probably have to see a word more than once to place it firmly in their long-term memories. This doesn't mean more repetition or drilling of the word but seeing the word in different and multiple contexts.

Finally, teachers may encourage students to keep a vocabulary notebook because a great deal of vocabulary growth ultimately depends on the learner. They may have students who are successful vocabulary language learners share their notebooks methods. While for students who need help, they can demonstrate how to set up a vocabulary notebook that is neat and organized in a manner that facilitates multiple retrievals of the words.

### **E.3. Measuring the Motivation**

Motivation is described as a state that energizes, directs, and sustains behavior. Motivation involves goals and requires activity. Goals provide the impetus for and the direction of action, while action entails effort: persistence to sustain an activity for a long time. According to Donald (2002), motivation is the change of energy inside the individual marked by the emergence of effective and reaction to reach the goals. Motivation is also impetus from the individuals which can be the motor activator. Two factors can affect motivation. They are an external factor such as environment, and internal factors such as character, education level, experience, future hopes.

Studying is the process of the basic development of the human being. By studying, a human can change their quality so, they can develop their behavior. Studying is the process that happens actively and integratively by using various activities to achieve the goals. Winkel (1996:53) said that studying is the mental and psychological activity that takes place in active interaction and causes changes in knowledge, understanding, skill, and attitude.

So, learning motivation is the intention which distributes and mobilizes the individual's attitude and behavior to learn. Learning motivation grows and develops due to intrinsic and extrinsic factors. The intrinsic factor comes from the individuals themselves without any forces

from other people. While extrinsic motivation is the motivation which emerges because of the outer effects.

Intrinsic learning motivation emerges due to the factors inside the learner himself without any forces from others. For instance, the student learns because he wants to know the details of the problem completely, wants to be an educated person. All the intentions come from the understandings of his needs. he realizes his need and makes some efforts by studying. Winkel (2014) said that intrinsic motivation is the form of motivation which emerges from the learning subject. However, the parents' role is still needed. They have to remind their children to study.

Extrinsic motivation appears due to the outside effects. The effects such as other people's order, command, and force. Winkel said that in extrinsic motivation, learning activity is started and continued based on the needs and impulses related to learning activity itself.

Learning motivation can be measured by using some Ways. One of them is stated by John Keller (2009), he described learning interest and motivation using four main components. They are attention, relevance, confidence, and satisfaction. Teachers can get students' attention in two ways.

Keller (2009) argued that the teacher can get the students' attention in two ways. The first is the perceptual arousal. Here the teacher uses surprise or uncertainty to gain interest. It can be conducted by using a novel, surprising, incongruous, and uncertain events. The second one is the

inquiry arousal. In this case, teachers stimulate the students by posing challenging questions or problems to be solved. Moreover, teachers can use some methods to grab students' attention. The methods are active participation, variability, humor, incongruity and conflict, and inquiry.

In establishing relevance, teachers can use concrete language and examples with which the learners are familiar. Keller (2009) described strategies to develop relevance. The first strategy is experience. In this case, the teacher tells the students how new learning will use their existing skills. The second one is the present worth. It means that the students think about the benefits of the subject matter for today.

The next strategy is the future usefulness. Here, the students take advantage of the subject matter for their future. The other strategy is needed matching. It includes taking advantage of the dynamic of achievement, risk-taking, power, and affiliation. The next step is modeling. Here, the teacher WhatsApps the students to be the model for their peers. The last is a choice. It means the teacher allows the students to use different methods to pursue their work.

The third element of ARCS is confidence. Here, the teacher should help the students understand the possibility of success. If the objectives can't be achieved, their motivation will decrease. The teacher should provide objectives and prerequisites. Besides, the teacher should help estimate the probability of success by presenting performance requirements and evaluation criteria. Moreover, the teacher should ensure

the learners are aware of performance requirements and evaluative criteria. Last, students should control their learning and assessment.

They should believe that their success is the direct result of their efforts which they have put forth. The last is satisfaction. In this case, learning must be rewarding or satisfying in some ways, whether it is from a sense of achievement, and praise. The teacher should make the learners feel as though the skill is useful or beneficial by providing opportunities to use the acquired knowledge in a real setting. Satisfaction is based on motivation.

The questionnaire uses 5 points Likert Scale to measure students' motivation which ranges from strongly disagree = 1, disagree = 2, rarely agree=3, agree=4, strongly agree=5.

## **F. Previous studies**

Now the researcher reviews some research that has been conducted over the world related to the using of WhatsApp in the teaching and learning process. To be in line with the current trends and changes, the L2 practitioners have to welcome and incorporate the new technology and its vast possibilities (Zhihong, Leijuan, and Xiaohui, 2010).

From the up-to-date research, the researcher found some previous studies related to this thesis proposal. Susan, in 2018, shows that social media is effective in developing Listening. Then, the study conducted in Iran presented that WhatsApp has a good impact on learning and retention of collocation knowledge. Finally, the present study answers the following questions: Is

WhatsApp have a significant role in students' vocabulary mastery, and what is the students' response toward this implementation.

Research presented by Bensalem in 2018 showed that using WhatsApp has significantly increased learners' vocabulary learning compared to the traditional method. Furthermore, using WhatsApp as a learning tool has been a positive experience for most participants as it has increased their motivation for learning. In light of these findings, it is recommended that language instructors consider using WhatsApp in teaching vocabulary and integrate it into the curriculum. WhatsApp allows instructors to teach a larger number of vocabulary items given the fact that they may not have enough time to do that in class. It helps them also reach all students through virtual communication especially shy students who may not participate in face-to-face interaction.

However, instructors need to ensure the success of using WhatsApp by establishing some rules to keep students focused on the task. The students tend to spend considerable time chatting and lose track of the purpose of using WhatsApp. Therefore, instructors must monitor their students to maximize the gains of virtual learning. Since students tend to constantly use their smartphones, it is recommended that instructors consider using WhatsApp to send and receive homework assignments. Over 90% of the participants of the current study completed and submitted all their homework assignments, while most students of the control group tended to submit only partial homework assignments.

Research about using social media for the teaching-learning process has also been conducted in Brazil. Lucia, 2018 argued that ICTs (Information, Communication, and technology) era, more specifically smartphones, are radically transforming how we access our shared knowledge sources by keeping us constantly connected to near-infinite volumes of data and information. The project revealed that both undergraduate and visually-impaired students were taken by a sense of self-determination, collaboration, and personal development. Through the use of smartphones and their interface with PCs and laptops, we could determine that it is feasible to teach visual-impaired people to speak English.

There were also some research conducted in Indonesia, like what has been presented by Bahtiar (2017), he argued that it becomes a high possibility of the use of WhatsApp in the teaching of vocabulary. The concept of WhatsApp had been presented as a foundation before heading to the proposed activity. Mardiana and Haris (2019), technology is changing rapidly in modern times, and learning is changing due to technological change. Teachers need to gain knowledge to adapt and adjust the technology, the approach of education emphasizes the instructional adjustable and the learners will develop a concrete operational learning development. Having gained knowledge is taken from training, reading books, and the Internet. The attitude of technological change will have involved in the innovation of the learning process. Lecturers' empowerment to change themselves gives a good opportunity to experiment with the computers and it will improve them to technological change. Even

though the first change is from campus, the lecturers must realize that the activities of the learning process are the organizational goals with the implementation of the practice and process of delivering the innovation. The campus management affects the lecturers as a subject of a leader in teaching and learning.

As the teacher's belief that the change is needed, it will bring the system change and the learning will improve. Belief is one of the hardest things in changing mind and it needs more time to adapt and adjust the changing process of learning. Some of the teachers have ignored gaining their knowledge, technological change, and belief in the learning process. The author thinks that teachers feel too old to learn new technology, even though technological change is needed to learn nowadays.

The important use of social media for educational purpose has also presented in the United Kingdom. Mugisha, 2018, he said that the educators who belong to the pre-digital age or what Prenski (2001) refers to as digital immigrants are often skeptical and reluctant to use social media for learning and teaching and instead preferring traditional technology such as PowerPoint, lecturing, and emails. These academics ignore the fact that their students have embraced WhatsApp, Twitter, Facebook, and YouTube for their learning and research (Roblyer, 2010).

As Pinar (2012) points out, the emphasis of educational curriculums should "not be on narrowly formulated objectives and standardized testing but on empowering both students and teachers to develop and express their own



identities, whereby scholarship can enable them to speak.” Social work must overcome these obstacles to train social workers with the tools of the digital age. Haigh (2004) examines the need for academics to be aware of the link between contemporary social change and technological advancement which impact on the needs and expectations of today’s students. McCredie (2003) observed that lifestyle changes have resulted in students demanding more creativity and flexible teaching and learning.

Social work cannot afford to be left behind. Owen, et al. (2006) argue that social media provides new Ways of conceptualizing new knowledge and skills. The Way people communicate has evolved and social work education needs to change with the times and should invest in transforming learning and teaching of social work students of the digital age. Applying the social learning model in the implementation of a curriculum that incorporates social media will enable students to learn how to engage with social media responsibly and ethically in digital spaces (Young, et al. 2018).

Another research suggested practices regarding WhatsApp as an online platform to learn English was also conducted in Saudi Arabia. Musleh, 2018, proposed that while WhatsApp is utilized as an online platform to provide communicative opportunities, it can lead to implicit learning both outside as well as inside of the classroom. To exploit the positive aspects of WhatsApp for learning, it is mandatory to motivate students to identify, comprehend, and engage in learning opportunities using WhatsApp. This will let students augment their levels of confidence, knowledge, competence, lifelong learning

perspectives, and life skills (Mealman, 1993). Because of this, teachers can implement teaching-learning tasks that use WhatsApp both as a platform to study as well as a Way for socialization. This can be accomplished in an organized way by informing the students about the objectives and learning outcomes of tasks with a special emphasis on learning aspects rather than other general uses of WhatsApp.