

## STUDENTS' PERSPECTIVE IN USING TWITTER TO IMPROVE THEIR VOCABULARY

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### Abstrak

*Tujuan dari penelitian ini adalah untuk mengetahui perspektif siswa terhadap penggunaan twitter sebagai alat bahasa Inggris untuk meningkatkan kosakata mereka. Sebanyak 100 pengguna twitter diikutsertakan dalam sampel penelitian ini. Karena data tersebut merupakan hasil penyampaian kuesioner kepada responden, maka dianggap sebagai data primer. Metode deskriptif kuantitatif digunakan untuk mengolah data. Adapun teknik pengumpulan data yang digunakan yaitu metode survei dengan menyebarkan kuisisioner online kepada para responden. Dari hasil survey ditunjukkan bahwa terdapat 100 responden, 61,8% dari Surabaya dan 38,2% dari Makassar; juga 48%, 28,4%, dan 23,5% merupakan pelajar kelas 12, 11 dan 10. Hasil penelitian menunjukkan bahwa penggunaan twitter 75,89% sangat efektif sebagai salah satu situs jejaring sosial yang dapat digunakan sebagai media untuk belajar bahasa Inggris khususnya untuk meningkatkan pengembangan kosakata.*

**Kata Kunci:** Efektifitas, Situs Jejaring Sosial, Twitter, Belajar Bahasa Inggris, Kosakata.

### Abstract

The aim of this research was to find out students' perspective in using twitter as a tool to improve their vocabulary. The population of this research was Twitter users who are high school students. A total of 100 twitter users were included in the sample for this research. As the result of delivering questionnaires to respondents, this data result was considered as primary data. Quantitative descriptive method used to process the data. The survey method used to collect data, which entails sending out online questionnaires to the respondents. The result of the survey showed that among 100 respondents, there were 61.8% from Surabaya and 38.2% from Makassar; also 48%, 28.4%, and 23.5% come from Grade 12, 11 and 10. Result of this research revealed that using twitter is 75,89% effective as one of social networking that can be used as media to learn English in particular to improve building.

**Keywords:** Effectiveness, Social Networking Sites, Twitter, Learning English, Vocabulary.

## **INTRODUCTION**

Social media plays important role as a form of information and communication technology to communicate at any time for people all ages and backgrounds. It helps to create online communities where people may share their knowledge, ideas, and personal conversations so far; even photos and videos to meet these purposes. This research is intended to find out students' perspective in whether or not using Twitter is effective for learning English in particular improving vocabulary as evidenced by the Twitter users' perceptions. Social media can be used to motivate students. Several introverted students may struggle to contribute in class but feel secure expressing themselves on social media (Hudriati, Andi., Rusdiah., Sulastri., 2021). Furthermore, typical students become bored in class easily because the subject is not always fascinating or relevant. Discussions, debates, team projects, and other social and interactive learning activities can all be designed using social media platforms. Students can learn from one another and interact with others outside of the classroom through these various learning activities (Sulaiman, R., 2021) As the world of education expands, more unique learning methodologies are developed and implemented. Learning techniques are specific ways of processing information that can help with comprehension, learning, and retention (Syamsu, A., Muhajir., 2022). In the last few decades, the teaching of English as a foreign language has altered dramatically. Currently, English-language teaching approaches emphasize giving students an opportunity to communicate (Yunus, Muhammad., 2017). In the field of education, especially in digital literacy, utilizing social media, especially during the COVID-19 pandemic, almost all activities were carried out by utilizing social media. As an alternative learning medium, one of which is social media used as a learning medium, namely Twitter.

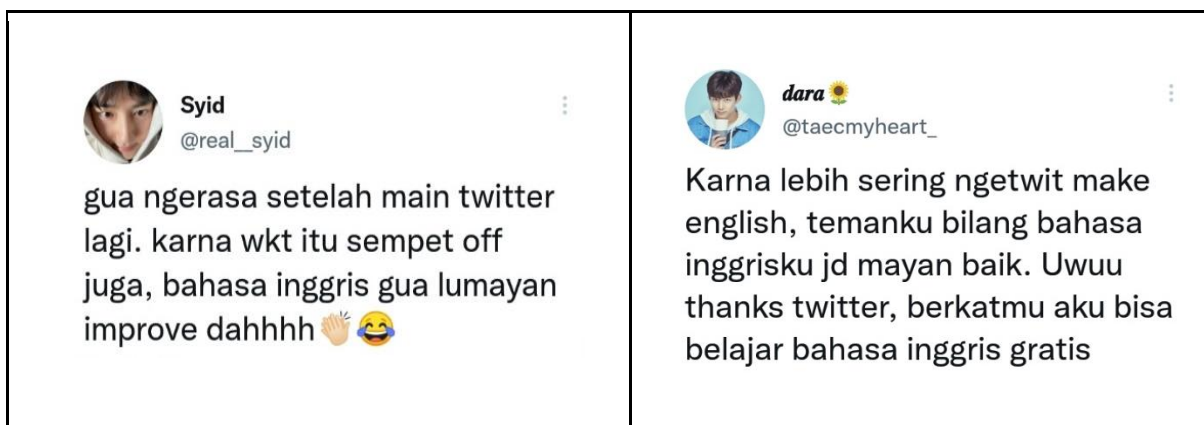
The Twitter feature allows users to share their thoughts and opinions in a "message" format by sending a tweet with a limited number of characters (originally 140 but now up to 280). Users can also form networks and conversation with other Twitter users using features such as hashtags, mentions, and replies (Syamsu, A., Yunus, M., Sulaiman, R., 2019). Tourism, sports, government, health information, elections, and activism are just a few of the fields where Twitter usage has been studied (Muhajir, Sulaiman, R., Ismail, U., 2018). Twitter is primarily used for social engagement, information sharing, information retrieval, self-documentation, and self-expression, in addition to entertainment and recreation (Alhabash & Ma, 2017; Hanafi, Y., Hadijah, 2021). But in this case, thus according Twitter's features as a communication channel, users are used to exchanging ideas in the form of tweets, and users who interact with each other can learn new vocabulary from other users. This is one way in which twitter users can increase their vocabulary mastery. As shown by studies, Twitter is helpful to English language learners. Twitter is usually used in one of two ways: (1) to introduce more authentic, real-world tasks into the learning environment; (2) to encourage student reflection and discussion of traditionally delivered subject matter, either individually or cooperatively. According to Syarifuddin, S., & Hasyim, I., (2019) the use of Twitter allows students studying a foreign language to engage with native speakers as well as a wide spectrum of non-native speakers of varied competency levels. Mazhud, N., Sulaiman, R., (2021), for instance, used Twitter to create real-world applications for material that had previously only been delivered in traditional classrooms.

According to Sulastri., Ayu, Risna., Abdollah (2021) defines twitter as a microblogging service that allows users to connect with others by tweeting about their current situation. The term "tweet" refers to all of the posts made on Twitter. When someone sends a tweet, others can respond the tweet with a comment or re-tweet it. Because Twitter has a restricted number of 280

characters, the material provided there is also easy to read without taking too much time. Some Twitter users express their opinions in the form of tweets, as shown by the screenshots below. All of which contain information about how Twitter can help improve their English skills, the focus in this case is on mastering vocabulary.

**Table 1.** Twitter users' opinions toward Twitter as a medium for learning English, especially for improving vocabulary.

 <p><b>Moch Faisal Maulhana</b> @unbleedmurder</p> <p>jaman skrg belajar bahasa inggris tida hanya di tempat les atau dari kamus, bisa juga dari melihat debat orang orang di twitter.. niceee 👍</p>	 <p><b>Ahmad Yuli, S.S</b> @yulikul_</p> <p>Akhirnya di twitter gua punya sebagian temen bule yg follow up. Gua manfaatin buat practice bahasa inggris gua :D</p>
 <p><b>ryu</b> @aprilboyhwa</p> <p>Gue improve bahasa inggris bukan karna kuliah bahasa inggris, tapi karena sering main twitter 🤔🤔🤔🤔</p>	 <p><b>Dwi Retno Wulandari</b> @dwiretno_wuland</p> <p>Semenjak aktif di twitter gw jadi belajar banyak kata2 b.inggris dan b. Malaysia, dan gw jadi rajin buka kamus.</p>
 <p><b>Vtsr</b> @sailorzombie608</p> <p>Semenjak jarang buka twitter nilai bahasa inggris gue turun. Emang gara2 twitter jadi bisa lancar bahasa inggris. Pas hiatus dari twt tiba2 english yang udah lancar itu jadi lupa lagi karena jarang dilatih. Okd aq main twt aja :)))</p>	 <p><b>English with Miss Ririn</b> @hermionyyye</p> <p>Twitter bisa banget improve English skills kita, kenapa? Salah satu yg social media yg smooth-translation banget kalau dipakai fitur nya itu twitter. Jadi, kalau ada tweet dlm bahasa Inggris, selalu coba tekan 'translate' feature yang ada di bwh tweet-an tersebut. It's helpful. 👍</p>



In this research, we measure the respondents' learning by looking at their contribution to the survey as they answer questions related to their English learning experiences on Twitter.

## METHOD

This research were used a quantitative descriptive method to determine the feasibility of social networking Site (Twitter) as well as the variables examined. As defined by Pendit (2003), quantitative research is research that primarily collects numerical data and employs deductive reasoning in the formulation and testing of theories, as in the precise sciences and positivist social sciences, which take an objective approach to all phenomena. The research method employed was descriptive research using a survey methodology. Descriptive research were used to describe the outcomes of research in the form of words that are anticipated to explain the facts from this research in a systematic manner. Descriptive research were used to come up with a comprehensive and accurate account of all activities, objects, processes, and people. Such a description is carried out numerically if it is supported and deemed appropriate, so that statistical analysis can be done out (Sulistyo Basuki, 2004). According to Sulistyo Basuki (2004), the strategy is concerned with gathering information regarding recurrences, events, or problems in diverse circumstances and environments. The above design and type of research was appropriate to be used in this research because it attempts to test and determine how effective social networking Site (Twitter) are at improving user's vocabulary skills.

## FINDINGS

### Test the Validity and Reliability of the Instrument

Testing the validity and reliability of the instrument is carried out by distributing online questionnaires to 30 respondents before distributing questionnaires to all respondents according to the specified sample. Each question item in this research instrument can be declared valid if the R count is greater than the R table. R Table in this study with an Alpha Cronbach of 5%, amounting to 0.1654. In this research, a total of 30 questions that have been declared valid are used as instruments. A reliability test was conducted to check that the statements in the questionnaire were connected. If the Cronbach's alpha coefficient is greater than 0.70, the research questionnaire is considered reliable and suitable (Nunnally, 1978). The output of the research instrument reliability testing is as follows:

**Table 2.** Reliability Test Results.

Variable	Cronbach's Alpha	r <sub>table</sub>	Remark
The Effectiveness of Using Social Networking Site (Twitter) (X)	0.91	0.70	Reliable
Learning English (Y)	0.89	0.70	Reliable

Based on the table above, the value of Cronbach's alpha (r) is greater than 0.70, it can be concluded that all questions on each variable are declared reliable.

### Simple Linear Regression Analysis Results

The correlation coefficient is a statistical tool that can be used to compare the measurement results of two different variables in order to determine the level of relationship between these variables (Arikunto, 2013).

**Table 3.** Regression Statistics

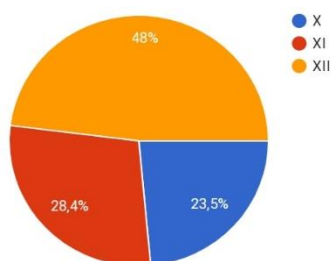
<b>Multiple R</b>	<b>0.882451497946456</b>
<b>R Square</b>	0.778720646227944
<b>Adjusted R Square</b>	0.770817812164657
<b>Standard Error</b>	4.55440101066114
<b>Observations</b>	30

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	2043.90808	2043.90808	98.53688436	1.13224E-10
Residual	28	580.7919	20.74256		
Total	29	2624.7			

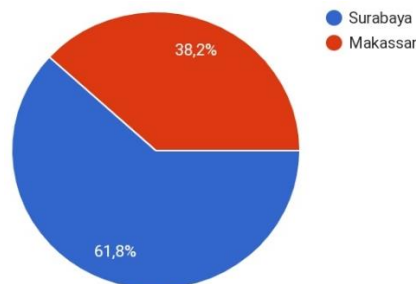
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-Value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>
Intercept	12.47199	4.750481	2.625417	0.013866	2.74107	22.20292
X	0.787360	0.079318	9.926574	1.13E-10	0.62488	0.949836

Based on the results of the simple linear regression analysis with Microsoft Excel, it can be concluded that there is a significant relation between the effectiveness of using Twitter (X) and learning English (Y) of 1.13224E-10 or 0.000. The results of the correlation show that there is a positive correlation with the level of correlation, which is moderately positive at 0.882. This can be interpreted to mean that the relationship between the effectiveness of the Twitter social networking site variable and the English learning variable is positive, moderate, significant, and unidirectional, so that if the value of the Twitter social networking site effectiveness variable is high, then the value of the English learning variable will be high as well.

## Hypothesis Test Results



**Figure 1.** Percentage of the respondent's class.



**Figure 2.** Percentage of the respondent's residence.

The result of the survey showed that among 100 respondents, 61.8% from Surabaya and 38.2% from Makassar, also 48%, 28.4%, and 23.5% come from Grade 12, 11 and 10. To test how much effectiveness the social networking site Twitter uses, they used the formula for measuring the level of effectiveness by Purwanto (2007). The following is a measurement of the effectiveness of social networking site Twitter using the following formula:

$$\begin{aligned} \text{Average weight of measurement} &= \frac{\text{total average of measurement items}}{\text{total measurement items}} \\ \text{Average weight of measurement} &= \frac{113.84}{30} \\ \text{Average weight of measurement} &= 3.794 \end{aligned}$$

$$\text{The percentage of effectiveness of the social networking site Twitter} = \frac{\text{Average weight of measurement}}{\text{number of levels of success criteria}} \times 100$$

$$\text{The percentage of effectiveness of the social networking site Twitter} = \frac{3.794}{5} \times 100$$

$$\text{The effectiveness of social networking site Twitter} = 75.89\%$$

## DISCUSSION

Based on students' perspectives on Twitter, this research aims to determine the effectiveness of using Twitter for English language learning. The research discovered that students use social media such as Twitter more frequently. They now do it every day, especially since the beginning of the pandemic until now. By using a Likert scale, two different types of statements are put randomly in the questionnaire section. 15 of the 30 items were based on indicators that matched the x variable, and the remaining items were based on indicators that matched the y variable. From the research question 1: How was the result of the effectiveness of using Twitter in learning English (vocabulary)? According to the calculation above, Twitter's effectiveness is 75.89%, which indicates that it was a considerable success. Furthermore, after being tested for the level of effectiveness, hypothesis testing was carried out by looking at the results of the significance of a simple linear regression analysis between variable The Effectiveness of Social Networking Site Twitter and the variable Learning English. Based on the results of simple linear regression analysis in table 4.3, a significance value of 0.000 is obtained, which means it is smaller than 0.05, then H1 is accepted and H0 is rejected. So it can be

concluded that there is a positive correlation between The Effectiveness Social Networking Site Twitter in Learning English (Vocabulary).

From the research question 2: Is it effective for learning English especially for improving vocabulary skills by using Twitter as evidenced by Twitter users' perceptions? The findings revealed that the effectiveness was 75.89%, which is quite effective. Based on the survey results, the researcher analyzed that the majority of users agreed that it was helpful to interact with other users on Twitter in improving their vocabulary, as shown in the graphic of the survey item results number 7, 8, and 9 in table 4.3. This shows that with the interaction there is an exchange of vocabulary so that they can gain new vocabulary from other users. Although the majority of items get points agree from the respondents, but not with item number 24 where the points disagree get the highest score. This shows that Twitter is only an alternative place not the main place for them to learn English. It is apparent from item number 23, which also received more points for disagreement than the other items, that users do not follow many accounts that provide English-language content. They only discover new words or vocabulary through random tweets or accounts that appear on their timeline. One of the conclusions from the results of this survey is that the majority of users who prefer to learn English more through content or random posts that appear on their timeline. Although they do not consider this platform with the main purpose for learning English, but by getting new vocabulary and learning English through content or posts that they like or are in accordance with their interests, it will make them more happy and comfortable in learning it.

## **CONCLUSIONS**

The results of the research measuring the level of effectiveness (success) of the social networking site Twitter show that the effectiveness of the social networking site Twitter in learning English of its users is said to be effective (successful) with a percentage of 75.89% which means the social networking site Twitter is effective (successful) in learning English. Then after testing the hypothesis by analyzing the results of simple regression linear analysis between the effectiveness variable of the social networking site Twitter and the learning English variable, the results of the correlation significance in this research were 0.000 so that it was smaller than 0.05 with the correlation coefficient value indicating a moderate positive correlation level of 0.882 so that H1 is accepted. So it can be concluded that the hypothesis in this research is accepted, that there is a positive correlation between the effectiveness of the Social Networking Site Twitter and Learning English.

Students are ready to use microblogging tools to communicate in English and create close relationships with their friends through social media in this digital world. Most students answer positively to the usage of Twitter as a useful tool as an alternative place to learn English (vocabulary) in a survey that tries to obtain insights about the effectiveness of social networking site Twitter. Even though the research only included a small number of participants, the findings about current social networking and technology trends should encourage educators to use social networking sites as practical tools that have the ability to increase communication and learning opportunities. Social media can be used as a learning tool, but there are drawbacks that should be considered as well. In this case, the teacher or educator must monitor its use to prevent students from easily abusing it, they should use their social media wisely. It is good if they use their social media to learn something or improve their English skills, especially to increase vocabulary. Researchers focus research on effective use of Twitter to learn to improve vocabulary, in the

future other researchers can explore different issues such as learning to improve writing, reading, or listening skills.

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