

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research study was conducted to describe the use of Twitter to help student to learn English and students' perception on using Twitter for learning English. Information from questionnaire is discussed in detail.

1. The use of Twitter to help student to learn English

It is found that students have a favorable view towards the use of Twitter to help them in learning English process. Many of them think that the use of Twitter besides can help in learning English process, also can improves their skill.

a. The Utilization of Twitter

From the results, the frequency of Twitter use by respondent yielded varying results, from "rarely" to "every day." Most of the respondent said that the utilization of Twitter certainly can help students towards learning English; this can be seen from their responses in the results of the questionnaires they have filled out. This statement can be proven by the results of the questionnaires that have been completed by the respondents, example:

Twitter can be an effective additional tool for learning English as it gives brief, interactive and contextualized exposure

to the native language and allows learners to engage directly with English-language content and communities.

Twitter is a place where people can share their thoughts. Especially in menfess I get a lot of new knowledge from people who are better in English.

I usually follow language education accounts, native speakers, English media.

Following English-language educational accounts, and usually I also read and reply to tweets using English.

When using twitter, I use the English setting and I tend to follow the latest news or information in English.

b. Perceived Benefit

The respondents also believe that the use of Twitter can help them improve their English skill in various ways. Based on the result, there are also some benefit that mentioned by the respondents.

1) Vocabulary Development

The benefit that was mentioned frequently was learning new phrases and words, especially casual ones. Many students stated that they learned new terms through conversations in international communities, educational resources, and tweets from native speakers.

Twitter helps me enrich my English vocabulary through exposure to words, phrases and slang used by native speakers in real contexts.

Twitter has helped me expand my English vocabulary by introducing me to new words, colloquial expressions and slang that are often used by native speakers in real and current contexts.

2) Improved Reading Comprehension

Because of the frequent engagement with different types of content (news, memes, fanfiction), students reported enhanced comprehension skills and faster reading. Twitter also helps to contextualize information, thus improving comprehension.

Yes, Twitter helps improve my reading comprehension skills because I am used to reading different types of short texts in English, from opinions to breaking news.

Yes, because I am used to reading short tweets on various topics, I am better trained to understand the meaning of texts quickly and efficiently.

By reading the comments on the base especially englishbase.

3) Improved Writing Skill

Another benefit that was mentioned is improving their skill in writing. Their responses:

Twitter is useful for practicing writing skills because I can practice writing short sentences in English when replying to tweets or making posts.

Twitter is useful for practicing English writing because I can learn to write short, clear and to the point. You can also practice creating threads, replying to tweets, and seeing how other people write, so you get more ideas and language styles.

From the result, one students also felt that the use of Twitter to develop writing skills was lacking but did not make it a difficulty:

For writing, I feel that my writing skills are underdeveloped because I prefer to be a passive user. However, for people who are active on Twitter, they will communicate a lot with foreigners who can use English.

4) Motivation and Engagement

The entertaining nature of Twitter (humor, fandoms, and memes) creates an enjoyable learning environment. Students seemed more interested and motivated to read and

learn English on their own way, as opposed to forced classroom learning.

Twitter is most effective for improving reading and writing skills. Reading tweets helps understand different language styles, while replying to tweets or creating content trains writing. For listening and speaking, it needs to be supported with other platforms such as podcasts or live conversations.

Twitter helps develop English skills by reading through real content, writing through tweets and short threads, listening through Spaces and videos, and speaking by joining live audio discussions.

By exploring and reading a lot, we can save a lot of vocabulary in our head, so when we want to write or speak, we can master it well.

c. Types of Content and Activities Utilized for English Language Learning

Based on the results, there are also the type of content frequently accessed and the activities students engage in Twitter that are specifically aimed at improving their English language skills. Some students mentioned that there was some content they found that could help them improve their English skills.

I follow English learning accounts, English motivational accounts, and international news accounts like BBC, CNN, or The Guardian.

Entertaining content and some idol content with English subtitles.

Like AU (Alternative Universe), tweets or news from other countries.

Basically, I follow and process all kinds of English-language content on Twitter that can provide rich and varied data on how the language is used in different contexts and by different types of users. The goal is to continuously broaden and deepen my linguistic understanding.

d. Challenge Experienced

Based on the results, despite the advantages, students also identified various challenges in using Twitter for learning English:

1) Difficulty understanding slang or abbreviations

From the result, many students reported that slang, acronyms, and culturally-specific terms were difficult to interpret. Without a context, these words could be misunderstood. Some of their responses:

Sometimes I have trouble understanding abbreviations or slang in tweets.

Yes, sometimes I have trouble understanding the slang or abbreviations that used. Also, not all content has correct grammar, so I have to be careful.

Because sometimes there's slang that I've never heard of because it's just been used, which makes me misinterpret the meaning.

2) Lack of speaking practice

While Twitter is effective for reading and writing, listening and speaking skills were not significantly developed unless users actively engaged with video content or participated in Twitter Spaces (voice chat feature).

For speaking and listening, it seems to be lacking, because there is more text than sound.

For listening and speaking, I think it is quite limited because twitter is a place to send tweets, but on twitter itself there is also a space where people can practice speaking skills, and this is valid if only you have international friends, from fandom or whatever.

3) Unfiltered or negative content

As one of the most public and often uncontrolled spaces, Twitter exposes users to toxic language, misinformation, or

off-topic content, which some students find distracting or demotivating. Some of them said:

Because the gaming community I'm a part of is global, a lot of harsh words are not filtered out, so I have to self-filter.

Yes, on twitter the language used is sometimes impolite and unpleasant.

Yes, because twitter is universal, of course there are many people who also bring negative influences.

4) Overwhelming information

Some students felt overwhelmed by the volume of content and had trouble deciding which tweets were educational or trustworthy.

Yes, sometimes I have trouble understanding the slang or abbreviations used. Also, not all content has correct grammar, so I have to be careful.

Of course, because the space is wide, I'm confused about which one is correct.

2. Students' Perception using Twitter for Learning English

According to the result, students' perceptions usually turn out positive. High levels of agreement are identified in the data regarding

the following dimensions: motivation and engagement, accessibility and usability, and confidence and skill development.

a. Motivation and Engagement

This part analyzes how Twitter influences students' motivation and enthusiasm to engage in English learning. It includes items related to interaction, motivation, and conversational involvement.

Table 4.1 Motivation and Engagement

No	Statements	Percentage			
		Strongly Disagree	Disagree	Agree	Strongly Agree
1	I find it easy to learn English through interactions on Twitter.	3.70%	11.1%	66.7%	18.5%
2	I feel motivated to learn English when using Twitter.	0%	16.7%	68.5%	14.8%
5	Engaging in English conversations on Twitter is enjoyable for me.	1.9%	9.3%	68.5%	20.4%

The results highlight a strong motivational influence. A soverwhelming majority (85.2% in statement 1, 83.3% in statement 2, and 88.9% in statement 5) either agree or strongly agree that Twitter supports interaction and motivation in learning English.

b. Accessibility and Usability

This part analyzes perceptions about how easily students can access learning materials and interact via Twitter, including the platform's suitability for collaborative learning.

Table 4.2 Accessibility and Usability

No	Statements	Percentage			
		Strongly Disagree	Disagree	Agree	Strongly Agree
3	I can easily find English learning resources on Twitter.	0%	13%	68.5%	18.5%
6	I find it easy to ask questions and seek clarification on Twitter.	0%	18.5%	68.5%	13%
7	I believe Twitter is a suitable platform for collaborative learning in English.	1.9%	13%	72.2%	13%

Respondents recognized the usability and accessibility features of Twitter. Particularly, (87% in statement 3, 81.5% in statement 6) agree or strongly agree with the ease of finding English resources. Similarly, the high scores for Twitter's suitability for collaboration (85.2% in statement 7) underscore its potential in educational contexts.

c. Confidence and Skill Development

This part measures Twitter's impact on students' confidence in using English and perceived improvement in core language skills such as writing and expression.

Table 4.3 Confidence and Skill Development

No	Statements	Percentage			
		Strongly Disagree	Disagree	Agree	Strongly Agree
4	I feel confident in my English skills when using Twitter.	0%	22.2%	63%	14.8%
8	I feel comfortable expressing my thoughts in English on Twitter.	1.9%	18.5%	63%	16.7%
9	I believe Twitter is a valuable tool for language learning.	0%	13%	68.5%	18.5%
10	Twitter interactions positively impact my writing skills in English.	0%	13%	68.5%	18.5%

All item had high levels on agreement (over 77% in each), however confidence (77.8% in statement 4 and 79.7% in statement 8) yielded slightly lower agreement compared to skill-based items (87% in statement 9 and 10). This suggests that while students find Twitter beneficial for language exposure and writing practice, self-assurance in language production may require extended engagement.

B. Discussion

Based on the result, the majority of students showed a positive attitude towards using Twitter in this research result. Most agreed or strongly agreed that Twitter contributed to learning motivation, enriching vocabulary, improving English writing skills, and reading comprehension. Although positive responses dominate, challenges like information overload, lack of structured learning, and accuracy problems were also commonly mentioned. When used strategically, Twitter has the potential to encourage holistic language development, according to students' strong beliefs.

1. The use of Twitter to help student to learn English

Students have a favorable view towards the use of Twitter to help them in learning English process. Many of them think that the use of Twitter besides can help in learning English process, also can improves their skill.

a. The utilization of Twitter

The information that collected through open-ended responses shows that students use Twitter in a variety of ways to improve their English language proficiency. Reading as well as presented to authentic language content like tweets from foreign accounts, educational threads, news updates, and interactive fan-base discussions is the most common way to use it. Many students follow English-speaking accounts or content providers who post short stories (such as "AU" or Alternate Universe fan-fics), grammar tips, and daily vocabulary.

Twitter's simplicity, which restricts posts to a few words, forces users to process information quickly, encouraging reading comprehension and understanding context. According to the students, reading English-language tweets teach them to idiomatic expressions, informal or conversational English, and natural sentence structure, all which are rarely taught in formal educational settings. Twitter encourages passive language acquisition, such as subconsciously acquiring up vocabulary or slang through repeated exposure, according to a majority of respondents.

This supports Twitter's function as a platform for informal learning, which is in accordance with Krashen's Input Hypothesis,

which suggests that natural language acquisition results from comprehensible input (Krashen, 1985).

b. Perceived Benefit

Students use the platform to consume English content, follow educational accounts, and engage with global communities. These habits are particularly beneficial for vocabulary acquisition, reading comprehension, and cultural understanding.

1) Vocabulary Development

Students perceived Twitter as highly impactful for vocabulary development. The exposure to new words in context, often reinforced by visuals or links, facilitates incidental learning. This passive yet frequent exposure, coupled with the ability to quickly look up definitions, supports a connectivism view where knowledge is derived from traversing diverse information networks (Siemens, 2005).

2) Improving Reading Comprehension

Students reported improvements in reading comprehension, attributing it to the practice of reading concise texts from various sources. The short format encourages quick processing of information and identifying main ideas, which are crucial reading skills. This aligns with Integrative CALL

principles, where authentic, varied digital texts contribute to reading proficiency (Warschauer & Healey, 1998).

3) Improving Writing Skill

Twitter was also perceived as valuable for practicing written English. The need to articulate thoughts within character limits encourages conciseness and clarity. The interactive nature (replying, quoting tweets) provides opportunities for real-time written output and, implicitly, peer feedback or corrections, which aligns with the interactive nature of Social Constructivism where learning is fostered through social interaction (Vygotsky, 1978; O'Reilly, 2011). While not always formal, this informal writing practice can build confidence and fluency.

4) Engagement and Motivation

Twitter is perceived as fun and challenging, which motivates students to learn. Student also say that Twitter encourages their high motivation in comparasion to traditioinal classroom setting. It aligns with the finding (Yunus, Salehi, & Chenzi, 2012) that discovered social media platforms improve students' motivation by creating interactive and interactive learning environments. Although some still experience affective barriers such as lack of confidence, the

majority feel comfortable and encouraged to actively speak English on this social media.

c. Types of Content and Activities Utilized for English Language Learning

The diversity of content students engage with such as news, educational accounts, and discussions, highlights their active role in curating their learning environment. This active selection process reinforces to Connectivism, where learners navigate and connect to specialized information sets and diverse opinions relevant to their learning goals (Siemens, 2005). The choice of content often reflects their personal interests, making the learning more engaging and sustainable.

d. Challenge Experienced

1) Difficulty understanding slang or abbreviations

Some students complained that it was hard to understand slang, acronyms, and culturally specific terms. These words could be misinterpreted in without the presence of a teacher or context. This is consistent with research by Lee (2016), which shows that second-language learners who have not become used to digital conversation might have difficulty comprehending informal online language.

2) Lack of speaking practice

Some of students stated that Twitter was ineffective at developing their speaking and listening skills, despite the fact that Twitter offers a dynamic platform for enhancing literacy skills like reading and writing. Based on the result, tweeting in English improved their writing and vocabulary skills but had little impact on their speaking language output. This finding is consistent with Alshammari (2020) and Fitriani et al. (2022) that social media platforms tend to prioritize input-based learning over productive speech skills until they are combined with audio or video functions.

3) Unfiltered or negative content

Some students found Twitter to be distracting or demotivating because it is a public platform that can exposes users to bad language, false information, or off-topic content.

4) Overwhelming information

The sheer volume of tweets and unregulated nature of content can overwhelm students. This aligns with findings by (Ebner & Maurer, 2009), which highlight the need for digital literacy skills to filter useful content from distractions.

2. Students' Perception using Twitter for Learning English

According to the result, students' perceptions usually turn out positive. High levels of agreement are identified in the data regarding the following dimensions: motivation and engagement, accessibility and usability, and confidence and skill development.

a. Motivation and Engagement

The result showed that, for the engagement, statement number 5 has the highest score in positive with 88.9%, it proves that students are agree/strongly agree that Twitter can make them enjoy engaging conversation in English.

For the motivation, statement number 1 has a high score of 85.2%, it is stated that students are motivated to learn English through Twitter. Statement number 2 has slight score with statement 1, that is 83.3%. This shows that Twitter is not only a passive learning resource, but also makes an interactive and fun learning environment. Students' motivation to learn can be raised through interaction with interesting content, such as discussion threads, short movies, or text (Deci & Ryan, 2000).

b. Accessibility and Usability

The second is regarding the accessibility and usability. In the aspect of accessibility, the highest score is statement number 3 with a percentage of 87%. For the statement 6, it gets 81.5%. It is stated that students can access Twitter easily to find out what they

want to know. This is very relevant to the needs of digital generation students who are more comfortable with informal and flexible platforms. Twitter presents content in a microblog format, which is short but informative, leaving students unencumbered by long texts. Social media such as Twitter provides a “just-in-time” learning medium, meaning that students can learn anytime and anywhere, according to their needs and interests (Warschauer M. , 2000).

For the usability, statement 7 got 85.2% of respondents who agreed or strongly agreed that Twitter is a suitable platform for collaborative learning of English. Features such as reply, re-tweet and quote tweets allow users to engage in cross-cultural and linguistic discussions. According to theory of sociocultural, learning emphasized that social interaction is key in learning (Vygotsky, 1978). Twitter provides a space for learners to actively engage in authentic dialog with native speakers and other learners.

c. Confidence and Skill Development

In this aspect, all statement had high levels on agreement (over 77% in each). For the aspect of confidence, the highest score is in statement 8 with 79.7%. Statement 4 got score 77.8%. However, for the confidence aspect, there were 22% who disagreed that they felt confident using English on Twitter. This

shows that there are still affective issues such as language anxiety that affect some students.

For skill development aspect, that are statement number 9 and 10 got the same score, which is 87%. It is stated that student feel that Twitter enhances their writing skills and comfort with English expression.