NON ENGLISH STUDENTS' PERCEPTIONS TOWARD THE USE OF TWITTER AS A MEDIA TO ENHANCE VOCABULARY : A STUDY AT FACULTY OF CULTURAL SCIENCES HASANUDDIN UNIVERSITY

A Thesis

Submitted to The Faculty of Cultural Science of Hasanuddin University in Partial Fulfillment of Requirements to Obtain Bachelor Degree in English Literature Study Program

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ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

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LEGITIMATION

THESIS

NON ENGLISH STUDENTS' PERCEPTIONS TOWARD THE USE OF TWITTER AS A MEDIA TO ENHANCE VOCABULARY : A STUDY AT FACULTY OF CULTURAL SCIENCES HASANUDDIN UNIVERSITY

BY

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It has been examined before the Board of Thesis Examination on 9th **June 2023** and is declared to have fulfilled the requirements.

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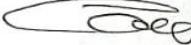
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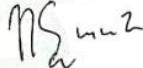
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AGREEMENT

On, 9th June 2023, the Board of Thesis Examination has kindly approved a thesis
by Nurkhalisa Ramadhani (F041191014) entitled **"Non English Students'**
Perceptions Toward The Use of Twitter as A Media to Enhance Vocabulary :
A Study at Faculty of Cultural Sciences Hasanuddin University" submitted in
fulfillment one of the requirements to obtain Sarjana Sastra (S.S.) Degree in
English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin
University.

Makassar, 12nd June 2023

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DECLARATION

The thesis by Nurkhalisa Ramadhani (F041191014) entitled *"Non English Students' Perceptions Toward The Use of Twitter as A Media to Enhance Vocabulary : A Study at Faculty of Cultural Sciences Hasanuddin University"* has been revised as advised during the examination on 9th June 2023, and is approved by the Board of Undergraduate Thesis Examiners:

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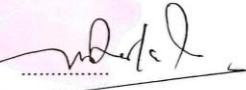
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APPROVAL FORM

With reference to the letter of the Dean of Cultural Sciences Number 1730/UN4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the thesis draft by **NURKHALISA RAMADHANI** (F041191014) to be examined at the English Department, Faculty of Cultural Sciences

Makassar, 22nd May 2023

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STATEMENT LETTER OF AUTHENTICITY

I, the undersigned,

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Hereby, the writer declares that this thesis entitled:

Non English Students' Perceptions Toward The Use of Twitter as A Media to Enhance Vocabulary : A Study at Faculty of Cultural Sciences Hasanuddin University

is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas expect the quotations and references.

If in the future it is proven that there is a part or all of the contents of this thesis are plagiarized, the author is willing to accept the sanction for her action.

Makassar, 12ⁿᵈ June 2023

The undersigned,

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First of all, the author would like to say Alhamdulillahi Robbil 'Alamin in the deepest gratitude to Allah SWT for his never-ending blessings and for his guidance, so that the author can complete this thesis entitled *"Non English Students' Perceptions Toward The use of Twitter as A Media to Enhance Vocabulary : A Study at faculty of Cultural Sciences Hasanuddin University"*. Shalawat and greetings are addressed to the final chosen religious messenger, the Prophet Muhammad SAW who has changed and brighten the human life.

In the process of writing this thesis, the author encountered some obstacles and experienced some hard times. It could not be completed without the help and support from other people. Therefore the author would like express gratitude and appreciation to :

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ABSTRACT

Nurkhalisa Ramadhani. *Non English Students' Perceptions Toward the Use of Twitter as A Media to Enhance vocabulary : A Study at Faculty of Cultural Science Hasanuddin University* (Supervised by Abidin Pammu and Ria Rosdiana Jubhari).

The aims of this research are (1) to investigate the non English students' perceptions toward the use of Twitter as a media for vocabulary enhancement. In this case, the perceptions include the role of Twitter, how it is used in leaning vocabulary, and the advantages and disadvantages of using it. (2) to identify the types of vocabulary encountered by non English students on Twitter.

In this research, the researcher applied descriptive qualitative method. The data on this research were collected through interview. The subjects of this research consisted of six non English students who are coming from different majors. The subjects were selected using a purposive sampling technique in which they were chosen purposively according to the criteria required by the researcher.

The findings of this research showed that students give positive perceptions toward the use of Twitter in improving their vocabulary. There are several ways that can be used by the students to enhance their vocabulary through Twitter, they are (1) students gain vocabulary through interaction with foreign people on Twitter, (2) students increase their vocabulary through reading information on Twitter, and (3) students following accounts that are purposively created to share the use of language. On Twitter, students can find various kinds of vocabulary, he type of vocabulary that is often encountered by students is productive vocabulary. Twitter is considered as an effective media to improve students' vocabulary because it offers many advantages and really helpful. However, Twitter also give some disadvantages for the students.

Keywords : *Twitter, Students, Vocabulary, Perceptions*

ABSTRAK

Nurkhalisa Ramadhani. *Non English Students' Perceptions Toward the Use of Twitter as A Media to Enhance vocabulary : A Study at Faculty of Cultural Science Hasanuddin University* (Supervised by Abidin Pammu and Ria Rosdiana Jubhari).

Tujuan dari penelitian ini adalah (1) untuk menyelidiki persepsi mahasiswa non Bahasa Inggris terhadap penggunaan Twitter sebagai media untuk meningkatkan kosa kata. Dalam hal ini, persepsi mahasiswa meliputi peran Twitter, bagaimana cara siswa memanfaatkannya dalam mempelajari kosakata, serta kelebihan dan kekurangan dari penggunaan Twitter dalam meningkatkan kosakata, dan (2) untuk mengidentifikasi jenis kosakata yang ditemui oleh mahasiswa non bahasa Inggris di Twitter.

Dalam penelitian ini, peneliti menggunakan metode deskriptif kualitatif. Data dalam penelitian ini dikumpulkan melalui wawancara. Subyek penelitian ini terdiri atas enam mahasiswa non Bahasa Inggris yang berasal dari jurusan yang berbeda. Subyek dipilih dengan menggunakan teknik purposive sampling sesuai dengan kriteria yang dibutuhkan oleh peneliti.

Hasil penelitian ini menunjukkan bahwa mahasiswa memberikan persepsi positif terhadap penggunaan Twitter dalam meningkatkan kosa kata mereka. Terdapat beberapa cara yang dapat digunakan oleh mahasiswa untuk meningkatkan kosa kata mereka melalui Twitter, yaitu (1) mahasiswa memperoleh kosa kata melalui interaksi dengan orang luar negeri di Twitter, (2) mahasiswa meningkatkan kosa kata mereka dengan membaca informasi di Twitter, dan (3) mahasiswa mengikuti akun-akun yang dibuat dengan tujuan untuk membagikan pengetahuan terkait penggunaan Bahasa Inggris. Pada Twitter, Mahasiswa dapat menemukan berbagai macam kosa kata, jenis kosa kata yang sering ditemui oleh mereka adalah kosa kata produktif. Twitter dianggap sebagai media yang efektif untuk meningkatkan kosa kata mahasiswa karena Twitter memiliki banyak kelebihan dan sangat membantu. Namun, Twitter juga memiliki beberapa kekurangan dalam proses meningkatkan kosakata mahasiswa.

Kata Kunci : *Twitter, Mahasiswa, Kosakata, Persepsi*

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CHAPTER I

INTRODUCTION

1.1 Background of The Study

Nowadays, many people learn English language because they think it is an international language which could provide some benefits for them either in international business or personal business. Thus, it is important to have general knowledge about language skills and language components to achieve the communicative function of language. When learning English as Foreign language, students must know several components of language such as vocabulary, pronunciation, spelling, and grammar. In fact, those components have important role in the process of mastering a language, including vocabulary.

Vocabulary is the most important component that should be mastered when students start to learn EFL, in other words it should be introduced before those three components; pronunciation, spelling, and grammar. Vocabulary is a foundation that can help learners improve the four skills in language including listening, speaking, reading, and writing. Therefore, if the students have more and wider vocabulary, they will find it easy to interpret others' thoughts and express their own thoughts. They will also find it is easier to improve their skills in language.

However, mastering vocabulary is not an easy thing for EFL students, especially for beginners. It is because English is rich in vocabulary, which

students will need a long time to master it. English vocabulary has fixed word collocation, idioms, proverbs, phrasal verbs which will be some difficulties in mastering vocabulary. The other difficulties is English has different usage in English-speaking countries in terms of spelling, pronunciation, grammar, and vocabulary. Not only that, difficulty in mastering vocabulary also come from the students themselves which they are lacking of motivation and interest in learning vocabulary. It is because they have not found any interesting and exciting way in learning. Thus, to master in vocabulary the students need to consider some methods or way in learning, one of them is using media.

Media plays important role in learning language, for it could increases the willingness of students to learn by creating a fun atmosphere. Learning by using media will attract more attention to students so that it can foster interest in the lesson. In this digital era, there are various media that can be utilized by students to broaden access and opportunities in building their own knowledge particularly about vocabulary. One of the media that is considered to have influence in acquiring English vocabulary is social media. Specifically, Twitter is one of the social media referred to in this case.

Twitter is a microblogging-based social media that was established in 2006 by Jack Dorsey and became popular to all circles to this day. Twitter allows its users to freely share or publish their opinions and daily activities. It has a wide range of connections and can be accessed by anyone. Currently, Twitter is interested by students both non-English students and English students who have backgrounds as English learners. Twitter is considered as a media to

enhance vocabulary, because the users are coming from around the world which most of them interact and share information in English. In this case, students will be helped to expand their awareness in learning English. They will be motivated to learn English in order to understand any information shared, for example they will try to find the meaning of vocabulary in a dictionary or other sources while interacting with others and keeping it on their memory. That interaction also introduces a variety of discourse functions which can help students improve their language skills. Beside that, there are a lot of accounts on Twitter that are purposively created to share knowledge about the use of language, so the students can learn from there. Apart from those explanations, there are many more influences of Twitter in learning English. Regarding the usefulness of Twitter in learning language, either teachers or students show their interest towards it and it is used as a reference in learning language.

Based on the explanation above, the researcher believed that although Twitter is considered to play a role in learning language especially for vocabulary enhancement, it is important to investigate students' perceptions toward Twitter so that it can be determined whether Twitter plays a role in increasing students' vocabulary and how does Twitter work for their vocabulary improvement. This research involved non-English major students for several reasons. Firstly, they need an appropriate media to enhance their basic skill in language, as known English is important for them in international communication. Secondly, Twitter is not only used by students who have

backgrounds as English students, but also most of them come from various majors. Beside that, students' perceptions on this research are expected to provide knowledge for other non English students as a recommendation tool that can help them in learning English especially for vocabulary improvement.

1.2 Identification of Problem

The researcher identified there are a number of potential researches to be conducted as follows :

- Most of students are lacking of interest to enhance their vocabulary because they have not found an appropriate way to learn vocabulary.

- Nowadays Twitter is growing in popularity and it is widely used by students for they consider Twitter could help them in learning language especially for vocabulary enhancement.

1.3 Scope of Problem

In this research, the researcher mainly focused on the non-English Department students perceptions toward the use of Twitter as a media for vocabulary enhancement. In this case, the perceptions include the role of Twitter and how it is used in leaning vocabulary, also the advantages and disadvantages of using it

1.4 Research Questions

1. How does Twitter as a media help non English students to enhance their vocabulary?

2. What are the advantages and disadvantages of using Twitter as a media to enhance non English students' vocabulary?

3. What types of vocabulary based on its characteristics that are usually encountered by non English students on Twitter?

1.5 Research Objectives

According to the research questions above, there are three objectives of this research, as follows :

1. To investigate how Twitter as a media helps non English students to enhance their vocabulary.

2. To find out the advantages and disadvantages of using Twitter as a media to enhance non English students' vocabulary.

3. To identify the types of vocabulary based on its characteristics encountered by non English students on Twitter.

1.6 Significances of Research

The result of this research is expected to be a guidance for the students, either non English Department students or English students to find appropriate and fun way to learn English particularly vocabulary. Since this research

provides information related to the students' perceptions of the Twitter usage in learning language, the researcher expected it can broaden teachers' insight so that they can consider tools that can be integrated in the language teaching process. Moreover, this research is also expected to be reference for future researchers who are interested in conducting research related to the use of Twitter in learning language.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Studies

There are several previous studies related to the use of Twitter as a media to enhance students' vocabulary, as follows :

Diniasri et al. (2020) have conducted a study entitled "The University Students' Perceptions of Using Twitter in Learning English Vocabulary Mastery". This study aims to figure out the implications of Twitter in learning English vocabulary and to investigate the students' perceptions about it. This study using a questionnaire to obtain the data. This study indicated that Twitter can be a useful tool in learning vocabulary and also helping students to increase their other skills, especially in writing and speaking.

Melliyani and Mardiyati (2022) also conducted a study related to the use of Twitter entitled "Digital Literacy Using Twitter for Learning English Vocabulary and Grammatical". The objective of this study is to examine the usage of Twitter in learning English vocabulary and grammar. The researcher obtained the data from questionnaire answered by the Twitter users and discovered that Twitter is able to helps students in improving their English language abilities particularly their vocabulary and grammar skills.

Alqunayeer (2016) also studied about "The Impact of Teaching through Twitter on Students' Vocabulary Learning" and discovered that using Twitter in learning language can help students to increase their vocabulary as well as

improve their other skills such as writing skill and researching skill. He also said that Twitter can be an effective and interesting tool that can be applied in any classroom.

Similarly, Thandevaraj et al. (2021) conducted a study entitled "Using Twitter to Enhance Writing Skills among ESL Undergraduates: A Casual Learning Approach". This study aims to investigate the use of Twitter as a casual learning approach in enhancing students writing. In this study, the researcher discovered that Twitter can be a great tool to attract students participation in learning. Also, Twitter motivates students to write creatively and it has enhanced students' writing skill.

There is also a study conducted by Zainal and Rahmat (2020) entitled "Social Media and Its Influence on Vocabulary and Language Learning". This study aimed to explore the influence of social media in language acquisition skill. They found that social media sparks language learning interest among English learners. Collaborative learning using social media can be considered as a tool in language learning process to make it more exciting for the learners.

Furthermore, Nasution (2022) in his study entitled "Social Media Used In Language Learning Benefits and Challenges" found that social media including Twitter, provides opportunities for students to improve their language skills, such as reading and writing skills and it is considered as interesting tool in learning language process. However, he suggested that teachers should be careful when integrating social media in learning process. It

is because sometimes students could not distinct between formal and casual language learning when using social media.

Akram and Kumar (2017) also conducted a research related to social media entitled "A Study on Positive and Negative Effects of Social Media on Society" and they discovered that social media provides positive and negative impacts in various areas including in language learning. On social media, students can find a lot of sources and share their knowledge about the language by using social media. However, it could cause a decrease in students' writing ability because they have adapted to the language structure used by people on the social media.

In addition, Mai (2021) in his study entitled "Advantages and Disadvantages of Social Networks in English Language Teaching" found that social networks can help students to practice their language skills by communicating with native or non-native speakers, yet at the same time students may have difficulty in improving their speaking ability because mostly social networks using written context messages to communicate.

The difference between this research and previous research lies in the method used. Most of the previous research used questionnaire to find out the students' perceptions toward the use of Twitter in improving their language skills. However, there also several research that used test to investigate the effectiveness of using Twitter in improving students' vocabulary. Meanwhile this research used interview because none of those previous research that employ interview as the method. In this research, interview method used to

investigate the students' perceptions in depth and detail regarding to the use of Twitter to enhance vocabulary.

In addition, the previous research also focused on the benefits of Twitter and how it is used in learning language, while this research is conducted more specific by finding out the advantages and disadvantages of using Twitter for students in improving their vocabulary.

2.2 Theoretical Framework

1. Perception

   a. Definition of Perception

      Perception is the process of organizing, identifying, and interpreting sensory inputs in order to represent and understand the environment (Sincero, 2013) . When a sensory organ is stimulated, the receptors send signals to the nervous system, thus perception can take place.

   b. Kinds of Perception

      Irwanto (as cited in Novita, 2019 : 12) stated that after the individual interacts with the objects that are perceived, there are two kinds of perceptions produced, as follows :

      1. Positive Perception

         This kind of perception describes all knowledge (whether or not they know it or not) and responses that are continued with

the use of it. It will continue with activeness or accept and support the object that is perceived.

2. Negative Perception

It is the kind of perception that describe all knowledge (whether or not they know it or not) and responses that are not in tune with the object being perceived. It will continue with passivity or reject and oppose the perceived object.

c. Factors Influencing Perception

According to Walgito (as cited in Kusuma, 2017 : 23) the factors that play a role in perception can be put forward several factors, as follows :

1. The Object is Perceived

Objects raise the stimulus which recognizes sensory organs or receptors. The Stimulus could come from outside the individual who perceives it. In addition, it can also come from within the individual where the question is directly on the nerve receptors that work as a receiver. But most of the stimulus is coming from the outside of individual.

2. Sense Organ, Nerves and The Central Nervous System

Sense organ or receptor is a tool for receiving stimulus. In addition, there should be a sensory nerve as a tool to forward the received stimulus receptor to the central nervous system, the

brain as the center of consciousness. It means to conduct a necessary response to motor nerve.

3. Interest

Interest is a tool to conduct perception. It is the first step as a preparation in the perceptual. Attention or interest is concentration of all individual activities that are directed at something or set of objects.

Briefly, perceptions are influenced by many factors e.g. the object is perceived, interest, sense organ, nerves and the central nervous system.

2. Vocabulary

a. Definition of Vocabulary

Vocabulary is collection of words which has important role as foundation to help learners in improving their skills in language. Vocabulary is an essential aspect of learning a language. Tozcu and Coady (2004: 473) point out learning vocabulary is an important aspect of second language and foreign language acquisition. It is also important for academic achievement and it has vital role in reading comprehension and proficiency. In addition, Richards and Renandya (2002: 255) proposed vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write.

The term of vocabulary actually has many meanings defined by some experts. Hatch and Brown (1995) stated that vocabulary refers to a list or set of words for a particular language or a list or a set of words that individual speakers of a language might use.

Vocabulary owned by an individual will never stop growing. The more vocabulary individual has, they will find it easy to understand something heard and read. This idea is supported by Arumugam et al. (2020) which they stated that having a broad vocabulary helps to facilitate learners to express ideas and comprehend the written and spoken meaning more successfully.

b. Types of Vocabulary

Hiebert and Kamil (2005) classified vocabulary into two types in accordance with its characteristics, they are :

1. Productive Vocabulary

   Productive vocabulary is the set of words that can be used when writing or speaking. They are words that are well-known, familiar, and used frequently. It is also called active vocabulary. To use the productive vocabulary, the students must know how to pronounce it well, they must be familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skill.

2. Receptive Vocabulary

Receptive vocabulary is the set of words for which an individual can assign meanings when listening or reading. Typically, this type of vocabulary is vocabulary that individuals do not use spontaneously. However, when individuals encounter, they recognize them, even if imperfectly. This type of vocabulary also known as passive vocabulary.

c. The Difficulties in Learning Vocabulary

There are some difficulties that will be faced by the learners in learning vocabulary, such as most learners find it challenging to learn vocabulary because there are various types of vocabulary which include, single word, phrase, idiom, collocation, strategic vocabulary, grammar pattern, and fixed vocabulary.

Rohmatillah (2017) has conducted a research about the difficulties in learning vocabulary which the result showed that almost all of the students have difficulties in pronouncing the words how to write and spell them. It is because the way in reading word are totally different. Students also found it difficult to decide the appropriate meaning of the word and how the word is used according to the context.

According to those explanations, there are many factors that caused students difficulties in learning vocabulary. Below are the factors :

a. The written form is different from the spoken form in English

b. The number of words that students need to learn is exceedingly large

c. The limitations of sources of information about words

d. The incorrect pronunciation is often caused by the lack of sound similarity between English and the students

However, Budiman (2020 : 26) stated that the difficulty in learning vocabulary can be caused by the students motivation and interest in learning English and their experience in vocabulary mastery. They also have not found an appropriate tool or way in learning English. Therefore, teacher should consider interesting ways in teaching vocabulary . If the students are not interested in learning, they will not be serious and have difficulty in understanding the lessons taught by the teacher.

3. Twitter

a. Definition of Twitter

Twitter is a microblogging-based social media that allows its users to freely share or publish their opinions and daily activities. Twitter was established in 2006 by Jack Dorsey and became popular to all circles particularly teenager and adult because many Twitter users provide a lot of contents related to daily life that can be accessed by anyone. Not only that, Twitter also has some features that are easy to

access by the user such as tweets, likes, retweets, tweet quotes, threads, moments, bookmarks, spaces, and so on (Diniasri, 2020).

b. The Use of Twitter in Learning Language

As mentioned before, Twitter can be used as a tool in learning language since it has a lot of useful features and interesting contens. All of the Twitter users come from different countries with different language too. Thus, students who are using Twitter will improve their ability in language through it. Hattem & Lomicka (2016) discovered that using Twitter as a language learning tool has demonstrated the interaction between students and native speakers, community growth, and language acquisition that helps them to improve their vocabulary.

Twitter allows students to learn many languages there. One of them is French language, Johnson (2015 : 105) stated that students are given a chance to connect with french speakers from around the world on Twitter, which allows them to see and to learn the language use in different geographical locations by reading and replying others' tweets in French. Another language that can be learned through Twitter is English. On the Twitter, students engage in interaction with people from around the world by using English, for English is an international language.

Khan et al (2016) stated that social media's role is dominant in the vocabulary development of the English language at the university

level. It is because social media facilitate students to learn new words which it can improve their vocabulary. Similarly, Twitter is suitable for any level of English, for through Twitter students can choose contents and grammatical structures according to their level or ability in language (Utimadini, et al., 2018).

In addition, students turn to Twitter for finding information, enjoyment, and language knowledge (Melliyani and Mardiyati, 2022 : 7). It is because Twitter has some useful features, for example if students want to find English words, they may use search feature of Twitter to do it. They could easily type the phrases into the search box, then Twitter will return a list of English terms that match with their search. Another example is in learning process, teachers could use tweet feature on Twitter to help their students to enhance their vocabulary by tweeting sentences with unfamiliar words, then ask the students to put them in sentences of their own (Alshalan, 2019 : 110).

However, Twitter does not always offer advantages for its users. It is because Twitter also has some disadvantages. Twitter has disadvantages in language proficiency which people on Twitter mostly interact in written message, so that EFL students who learn languages via Twitter will find it difficult when they are told to pronounce words correctly (Mai, 2021 : 69). Moreover, Kim et al. (2011 : 132) stated that most of students tend to disregard the language rules while interacting on Twitter because they do not pay attention to the use of

correct spelling, punctuation, and capitalized letters for communicative text.

Beside that, most of the users often use abbreviation or slang vocabulary and use sentences that are not in accordance with grammar rules when interacting with others. It is due to Twitter has limited number of characters for each tweet. Thus, the users especially students will depend on the social media language structure and spelling, which it will lead to decrease their experimental writing skills (Akram and Kumar, 2017: 351).