**THE ROLE OF SOCIAL MEDIA IN ENRICHING ENGLISH
VOCABULARY OF JUNIOR HIGH SCHOOL STUDENTS:
A CASE STUDY AT GRADE EIGHT OF SMP NEGERI 1 BANGKALA**

THESIS

*Submitted to the Faculty of Cultural Sciences Hasanuddin University in Partial
Fulfillment of the Requirement to Obtain Sarjana Degree In English Department*

BY:

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ENGLISH LITERATURE STUDY PROGRAM

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ENGLISH LITERATURE STUDY PROGRAM FACULTY OF CULTURAL SCIENCES

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With reference to the decision letter of the Dean of Cultural Sciences Hasanuddin University No.532/UN4.9.1/KEP/2022 regarding supervision, we hereby approve the undergraduate Thesis draft by Iqra Birazul Fathur Islam (F041181337) to be examined at the English Departement Faculty of Cultural Sciences.

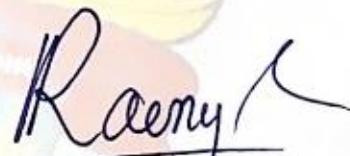Makassar, 22 August 2022

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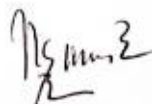**Sitti Sahraeny, S.S., M.AppLing.**

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LEGITIMATION

THESIS

THE ROLE OF SOCIAL MEDIA IN ENRICHING ENGLISH VOCABULARY OF JUNIOR HIGH SCHOOL STUDENTS: A CASE STUDY AT SMP NEGERI 1 BANGKALA

BY

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It has been examined before the Board of Thesis Examination on September 23rd, 2022 and is declared to have fulfilled the requirements.

APPROVED By

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AGREEMENT

On October 5th, 2022 the Board of Thesis Examiner has kindly approved a thesis by **Iqra Birazul Fathur Islam (F041181337)** entitled **"The Role of Social Media in Enriching English Vocabulary of Junior High School Students: A Case Study at Grade Eight of SMP Negeri 1 Bangkala"** submitted in fulfillment one of the requrements of undergraduate thesis examination to obtain Sarjana Sastra (S.S) Degree at the English Departement, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, October 5th, 2022

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ENGLISH LITERATURE STUDY PROGRAM

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DECLARATION

The thesis by Iqra Birazul Fathur Islam (F041181337) entitled, **THE ROLE OF SOCIAL MEDIA IN ENRICHING ENGLISH VOCABULARY OF JUNIOR HIGH SCHOOL STUDENTS: A CASE STUDY AT GRADE EIGHT OF SMP NEGERI 1 BANGKALA,** has been revised as advised during the examination on September 23rd, 2022 and is approved by The Board of Undergraduate Thesis Examiners.

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Iqra Birazul Fathur Islam

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ABSTRAK

IQRA BIRAZUL FATHUR ISLAM. 2022. Peranan Media Sosial Dalam Memperkaya Kosakata Bahas Inggris Siswa Sekolah Menengah Pertama: Study Kasus Pada Siswa Kelas Delapan SMP Negeri 1 Bangkala (Dibimbing oleh Nasmilah dan Sitti Sahraeny)

Penelitian ini bertujuan untuk mengungkap peranan sosial media dalam memperkaya pengetahuan kosakata siswa di SMP Negeri 1 Bangkala. Selain menemukan peranan media sosial dalam meningkatkan penguasaan kosakata bahasa Inggris siswa, penulis juga mencoba mengetahui intensitas penggunaan media sosial siswa, serta media sosiall mana yang paling dominan dalam mempengaruhi penguasaan kosakata bahasa Inggris siswa.

Populasi dalam penelitian ini adalah 151 siswa kelas 8 dari SMP Negeri 1 Bangkala, namun penulis hanya mengambil 13 siswa secara acak sebagai sampel dari kelas 8 E yang merupakan kelas unggulan. Penulis menggunakan metode Studi Kasus Kualitatif untuk menyelesaikan penelitian ini, dengan pengumpulan data yang dilakukan menggunakan angket, tes kosakata, dan wawancara.

Penulis menyimpulakan bahwa siswa aktif dalam menggunakan sosial media untuk beberapa tujuan seperti hiburan, komunikasi, serta pembelajaran, dimana kebanyakan siswa belajar kosakata melalui berbagai akun pembelajaran serta vidio pembelajaran di berbagai platform sosial media, terutama Instagram, YouTube dan TikTok. Meski demikian, siswa juga menemukan kendala dalam belajar kosakata seperti stabilitas jaringan, paket Internet yang terkuras, serta penjelasan yang kadang sulit di mengerti.

Kata Kunci: *Kosa Kata, Media Sosial, Pembelajaran Bahasa*

ABSTRACT

IQRA BIRAZUL FATHUR ISLAM. 2022. The Role of Social Media in Enriching English Vocabulary of Junior High School Students: A Case Study at Grade Eight of SMP Negeri 1 Bangkala (Supervised by Nasmilah dan Sitti Sahraeny)

This study aims to reveal the role of social media in enriching students' vocabulary knowledge at SMP Negeri 1 Bangkala. In addition to finding the role of social media in improving students' English vocabulary mastery, the author also tries to find out the intensity of students' use of social media, and which social media is the most dominant in influencing students' English vocabulary mastery.

The population in this study was 151 students from grade 8 SMP Negeri 1 Bangkala, but the author only took 13 students randomly as a sample from class 8 E which is the superior class. The author uses the Qualitative Case Study method to complete this research, with data collection carried out using questionnaires, vocabulary tests, and interviews.

The author concludes that students are active in using social media for several purposes such as entertainment, communication, and learning, where most students learn vocabulary through various learning accounts and learning videos on various social media platforms, especially Instagram, YouTube, and TikTok. However, students also encounter obstacles in learning vocabulary such as network stability, drained Internet packages, and explanations that are sometimes difficult to understand.

Keywords: *Vocabulary, Social Media, Language Learning.*

CHAPTER I

INTRODUCTION

A. **Background of the Study**

Learning English is important because it can help people to interact with global citizens all over the world. In Indonesia, English is one of the compulsory subjects in junior and senior high schools in the Kurikulum Merdeka Belajar, which is the current curriculum in Indonesia.

In learning English, there are four skills that have got to be mastered, which are Writing, Reading, Listening and Speaking. To master these four skills, a student must enrich their English vocabulary to help mthem aster English optimally.

Vocabulary is vital because it is the basis of any language and becomes central to English language teaching because students will not be able to understand others or express their own ideas if they do not have sufficient vocabulary. Therefore, vocabulary knowledge is usually seen as an important tool for English learners because a limited vocabulary in English can hinder successful communication.

English vocabulary development is easy nowadays because a learner may get assistance from online sources. Quick access to social media can help students increase their knowledge of English vocabulary. Students can access various features on social media like various learning videos related to vocabulary, various accounts that provide information associated with various

vocabulary, or maybe students can join English conversation groups on various social media platforms to enrich their vocabulary.

During this digital era, social media has developed so rapidly. Initially, around 1997, this social media was born supported trust. Over time, within the 2000s until now, social media has become very fashionable and almost inseparable from human life. Social media is now a crucial part of many people's lives. In fact, a study suggests that half the children who are aged between eight and seventeen years have social networking profiles like Facebook, Instagram etc. Not only the children, but people of all ages, and every one profession are using social networking sites as a means of communication. Social media, as per recently observed fact, is playing a crucial part of any platform. Social media plays a dominant role in our day to day life. It creates a good range of impact on people when it is shared on social media.

The developement of social media makes performance faster, more precise, and accurate to extend productivity. Social media is additionally very easy to access via smartphones and computers or laptops to help people convey ideas, collaborate, and communicate efficiently, also as access various information.

Social media is additionally very popular among the public, including among children and students. P. Parlindungan (2020) states that students are very conversant in social media and use it for various purposes such as accessing information, sharing ideas, and seeking entertainment. Although social media was not directly created for educational purposes initially, it was

attracted the attention of educators, especially within the field of teaching and learning English.

As technology is rapidly growing and everything has become online and to satisfy this rapidly growing technology everything has to be available on the Internet. People started adopting online rather than offline learning and social media plays a vital role in this larning method.

Learning English through social media are going to be more fun compared to learning English in the class. Learning English through social media are often said to be more fun because there are various features that stimulate our thinking to stay happy and not boring.

Social media is beneficial in communication and sharing of knowledge because it reaches frequency usability, and facilitate the users as compare to other sources (Pavlik et al, 2015). Social media plays a dominant role in learning English because it gives English learners the chance to improve their writing, reading, listening, speaking and to enhance their vocabulary by reading new texts and phrases.

Therefore, through this research, the author wants to see further the role of social media in enriching students' vocabulary, particularly among junior high school students. Students in junior high school usually learn English formally for the first time, therefore it is the best time to arise their awareness about the importance of vocabulary in learning English and to encourage them to increase their vocabulary independently outside of the class.

B. **Identification of the Problems**

Based on the background of the research above, the researcher identified several problems, including:

1. Low level of students vocabulary

2. Student used various of social media more to access entertainment content than educational content, even though they can learn many things, especially vocabulary through social media.

3. Vocabulary is needed by students to enable them to use English for speaking and writing but they rarely improve their vocabulary independently.

4. Teaching materials rarely on vocabulary.

C. **Scope of the Problems**

Based on the identification of the problems above, this research focuses on identifying the range of vocabulary acquired by junior high school students as well as explores the role of social media to support students in improving their vocabulary. In addition, this study also identifying the most dominant social media in improving students vocabulary. The object of this research focuses on eight grade students at SMP Negeri 1 Bangkala.

D. **Research Questions**

This study aims to answer the following questions:

1. What is the vocabulary profile of the students at SMP Negeri 1 Bangkala?

2. What are the roles of social media in enriching students' vocabulary?

3. Which of those social media dominantly improve the student's vocabulary?

E. **Objectives of the Research**

The objective of this research is:

1. To describe the vocabulary profile of the students at SMP Negeri 1 Bangkala.

2. To explain out the roles of social media in enriching students' vocabulary.

3. To identify which of those social media that dominantly improve the student's vocabulary.

F. **Significants of the Research**

After completing this research, the researcher hopes to provide benefits and contributions to the academic and practical fields.

a. For academic purposes, the researcher hope that the results of this study can improve understanding of the role of social media in education, as well as contribute to educational studies, especially the use of technology in learning English.

b. For practical benefits, the researcher hope that the results of this study can help other researchers for their research in studying the use of technology in learning English.

CHAPTER II

LITERATURE REVIEW

A. **Previous Studies**

The researcher intends to support his research by looking for related research on the use of social media in enriching students' vocabulary to compare previous research with the author's research. Based on previous studies, the researcher found some similarities and differences. Below are the previously relevant studies.

First study was conducted by E. Oos M. Anwaset al (2020) entitled "Social Media Usage for Enhancing English Language Skill". The aim of this study is to find out students' intensity of using English-language social media content. The study was conducted by quantitative approach and survey method among the Senior High School students in Jakarta, Indonesia.

Data analysis shows that as students' intensity who used English-language social media content is low. Students' perception of English skill in reading and writing is good, while students' perception of listening and speaking is still low. The intensity of using English-language social media content is positively and significantly related to students' perceptions of their ability to speak English including reading, writing, listening and speaking aspects. Hence, social media is needed to be learning media for learning English language as a Foreign Language in Indonesia.

The similarity of the previous study and the author's study is that both of the study focus on research on the use of social media in learning English and using quantitative approach. While the difference between the two is that the previous study focused on language skills such as speaking, writing, listening, and reading skills. While the author's study is more about how social media plays a role in increasing students' vocabulary.

The second study was conducted by Rizky Kurniawan (2019) entitled "The Role of Social Media Towards The English Vocabulary Acquisitions For The Students of SMK N 7 Semarang". The purposes of this research were to explain the extent of social media roles towards students" English vocabulary acquisition and also to describe the role of social media towards students" vocabulary acquisition regarding their respective social media usage. It uses the case study method. The data which were needed for this research were gathered from questionnaire and vocabulary test.

The data gathered from the questionnaire were then analyzed using data percentage method and social media activeness classification method from Nuraini (2011). Those methods were done in order to classify the students according to their social media activeness. Meanwhile, the data which were gathered from the vocabulary test were analyzed using data mean method to find out the students average vocabulary score and the comparison between their social media activeness and vocabulary score average.

The similarity between the this previous study and the author's study is that both of them focus on research on the use of social media in increasing

students' vocabulary, and both study also used case study as research design. The difference between both of the study is that in this study the author used a sample of 8th grade junior high school students, while the previous study used a sample of vocational high school students. In addition, on this second previous study, the vocabulary test was analyzed using data mean method, while in this author's study, the vocabulary test result was analyze using data classification method.

The third study was conducted by ZahirahZainal and Noor Hanim R (2020) entitled "Social Media and Its Influence on Vocabulry and Languange Learning: A Case Study". This study attempts to seek the influence of social media on English vocabulary development among students in public and private universities in Malaysia. This study also aims to explore the influence of social media on interest in language learning skill. Besides, this study investigates how these platforms cause positive and negative influence on language learning. Data and responses for this study are obtained from a questionnaire. The questionnaire data was then analyzed quantitatively using SPSS. The findings revealed that social media sparks language learning interest among English learners.

Similar to the second study, this third study also focused on the use of social media in the development of students' vocabulary and both of the third study and author's study using questionnaire to collected data and analyze it qualitatively. The difference with the study from the author's study is that the

students who were the sample in this study were public and students from private universities in Malaysia.

The forth study was conducted by Ayu Indari and Maydia Mulya (2018) entitled "The Effect Of Using Social Media On The Students' Vocabulary Achievement At Tenth Grade Students Of SMA Swasta Persiapan Stabat Academic Year 2017/2018". The study is aimed at finding out the effect of social media on students' vocabulary achievement. The writers choose the 2017/2018 tenth year students of SMA Swasta Persiapan Stabat as the subjects of the study.

The population of the 2017/2018 tenth year students was 244 students. The writers took classes, namely X IPA-4 with 40 students and X IPS-2 with 35 students as the sample of the study and they were divided into experimental and control groups. The experimental group was taught by applying social media, while the control group was taught without social media. The data got from pre-test and posttest was analyzed by using t-test.

The result of the t-test showed that the value of t observed was 9, 34. The t observed value of 9, 34 was higher than the value of t-table 2, 00 and 2, 66. This indicated that alternative hypothesis (Ha) was accepted. Therefore, the result of the study showed that there is significant effect of social media on students' vocabulary achievement of the 2017/2018 tenth year students of SMA Swasta Persiapan Stabat.

Similar to the second study, this study also used high school students as samples for research related to the use of social media in students' vocabulary achievement. The difference between the fourth previous study and the author's study apart form the samples, this fourth previous study used data collection methods in the form of dividing students into groups and using pre-test and post-test, while the data collection methods used in the study by researchers focused on questionnaires, interviews, and vocabulary tests.

The fifth study was conducted by Domingo. M and Aguilon. H entitled "Perceived Role of Social Media in the Vocabulary Development of University Students". This study aimed to determine the role of social media in the language learning experiences of students. Specifically, it identified the social media profile of the students and the platforms' perceived use and advantages to vocabulary development. In realizing its objectives, the study employed a descriptive research design that involved 83 university students from a state university in the Philippines.

Respondents answered an online survey questionnaire, which was tried out first to potential respondents before its actual use. The researchers used descriptive statistics to make sense of the data gathered. Results show that the students have high social media engagement as manifested by the number of social media accounts that they created for themselves (the majority have two or more accounts) and the number of hours that they spend a day online (majority are online for at least three hours a day).

All the respondents use Facebook.com, making it the most commonly used social media platform among them. In addition, the study found that students perceive social media as contributory and effective applications for the enhancement of language and vocabulary skills due to the media's accessibility, universality, ease of use, multimodality, general appeal, and its role in lowering communication anxieties. With these findings, educators are encouraged to explore the possibility of using social media platforms, preferably Facebook, as instructional media, specifically for the teaching of vocabulary.

Similar to the third study, this study also focus on the role of social media in vocabulary developement for university students, which means that the topic of social media is in common with Author's study. The difference between the fifth previous study with author's study is the fifth study use descriptive research design. Meanwhile, in the research by the author,, apart from a different sample, the researcher also uses a qualitative case study method as the research design

These researches above have something in common in which they aimed to find the effect of the use of social media in learning English, especially in increasing language skills and increasing vocabulary mastery. The first study specifically discusses the intensity of the use of social media in English, which is still low, but has a positive and significant relationship with students' perceptions of reading, writing, listening, and speaking skills. Meanwhile, the second study specifically discusses the role of social media on vocabulary

mastery and describes the role of social media on students' vocabulary acquisition related to their respective use of social media.

The third research discusses the influence of social media on the development of English vocabulary in students and explores the influence of social media on interest in language learning skills. The forth research discusses the effect of social media on students vocabulary achievement with tenth year students of SMA Swasta Persiapan Stabat as the subjects of the study.

The last research discusses the role of social media in the language learning experiences of students, especially it identified the social media profile of the students and the platforms' perceived use and advantages to vocabulary development.

The main similarity between the previous studies and this research is the use of social media in learning English language. In addition, similar to this research, the other previous studies also focus the used of social media on vocabulary mastery.

Differently from previous studies, this research focuses on the role of social media in enriching students' vocabulary, as well as identifies the most dominant social media in improving students vocabulary mastery aimed at eighth grade students of SMP Negeri 1 Bangkala.

B. **Theoretical Background**

1. **Social Media**

The term Social Media refers to the utilization of web and mobile technologies to transform communication into interactive dialogue. Social media comes in several forms, including magazines, Internet forums, blogs, social blogs, micro-blogging, wikis, podcasts, photos or images, videos, ratings and bookmarks society.

According to Andreas Kaplan and Michael Hanline (2010), social media is "a group of Internet applications that repose on the ideology and technology foundation of Web 2.0 and enable the creation and sharing of user-generated content". Social media may be a superset that goes beyond social communication and is a medium for social interaction. Consistent with Andreas Kaplan and Michael Hanline (2010), social networking is "a group of Internet applications that build the ideology and technology foundation of Web 2.0 and enable the creation and sharing of user-generated content". Social media may be a superset that goes beyond social communication and is a medium for social interaction.

Social media may be a tool communication technology used by people to communicate online. Social media is legendary technology platform used by people of every age and level. Many sorts of social media, for instance Facebook, YouTube, Twitter and etc. (Monica and Anamaria, 2014). These sorts of social media are often used by people especially the students because they are fun thing for them.

In English learning context, the use of social media provides some opportunities to develop students' English skills. it's the fact that English is one of the languages that mostly used in social media, because English in referred to as international languages.

1.1 **Characteristic of Social Media**

Social media is used widely and is incredibly popular, which is explained by a number of factors. One such characteristic is the ability to practically quickly transmit information to a broad audience using social media platforms.

Another characterisric of social media is the ability to create and share visuals, be they simple "selfies" or memes. The ability to share photos, videos, graphics, and other visual content is hugely appealing to vast numbers of people.

Two other characteristics of social media that have contributed to its success are the ease of access to the platforms **t**hat basically, anyone with either a computer or a cell phone can readily access and use social media sites and the fact that posted content is relatively uncensored**,** at least much less so than, for example, content typically published in newspapers or magazines

1.2. Types of Social Media

a. Facebook

Facebook was founded in 2004 by Mark Zuckerberg. Facebook is the platform most used by users. According to a social media survey, Facebook has 2.499.9 million users. This shows that many people use social media in their daily life. Facebook allows people to connect with family, friends and people. You can share videos, photos, update status and post to each other. Facebook can also help students in their learning process. Roblyer et al (2010) argue that Facebook is one of the communication technologies that students use to support educational communication and collaboration.

In spite of being an entertainment, Facebook can be used as a tool for English learning, where Facebook can help students experience English particularly those who trying use English in their social communication on Facebook. According to Crawford (2011) there are three ways which can be used by students to learn English through Facebook.

First, the students can connect to other English learners through joining groups and pages. Second, students can post their status about something interesting, funny, etc by using English on their own Facebook wall or timeline. Third, students can connect and reconnect with English speaking friends, because the extent of Facebook is very

large that is around the world, the students can make friends not only from their places but also from many countries including the friends who are English native speakers.

b. **YouTube**

YouTube is a video sharing service that allow users to view, like, post, comment and upload their own videos. The video service can be accessed from PCs, laptops, tablets and mobile phones. YouTube was originally created as a platform to host any video content you want. We want users to be able to use the site to download, share and view content without restrictions. Since then, it has developed into one of the best video distribution sites in the world. YouTube gives people an easy way to save videos online and share them with others. YouTube videos cover all the topics that someone wants to download. These videos can be easily shared through other forms of social media, email, and websites, and can be embedded on other websites.

YouTube is one of the most popular video-sharing services on the Internet today. It is can be used as a learning medium that presents images and sound representations of various ideas or events in the classroom. Watching videos can be another way of learning besides lecturing and reading books, because it is the expectations of Internet generations who tend to demand varied learning. By implementing learning based on YouTube, it can encourage students to become independent learning and students will get used to thinking critically.

YouTube supports the learning process in English class. YouTube enhances students' English skills, such as reading skills, writing skills, listening skills, vocabulary lists, and pronunciation. Research by Watkins and Wilkins (2011) mentions that YouTube has the potential to enhance students' reading skills, writing skills, speaking skills, and listening skills. Kabooha and Elyas (2018) state that YouTube has a big impact on increasing students' vocabulary. Watkins and Wilkins (2011) also mention that YouTube has a role in increasing students' pronunciation.

A lot of students use YouTube as a platform to study because the videos are fun, and they are attractive to watch. Each video is accessible and repeatable many times. YouTube is flexible because users can watch anytime and anywhere. Many animated videos are available to watch since it is rare to find the animated video on other websites/applications.

c. WhatsApp

WhatsApp is the most important messenger that people use to communicate with others. WhatsApp was discovered in 2009 by Brian Aton and John Kaum. According to a survey, about 1.62 trillion people use WhatsApp in their daily life. WhatsApp users can connect with other users through private messages, group subscriptions, and update history. Users use their mobile phones to interact with other WhatsApp users. Anamalai (2019) stated that WhatsApp is an

application that provides chat/groupas a platform to enhance learning in small group classrooms. According to this theory, WhatsApp can be used to learn English. This improves students' writing and reading skills. WhatsApp can also boost students passion for learning.

WhatsApp provides a suitable environtment for discussing the most varied topics and also can be used as a task/activity feedback tool for academic guidence. With WhatsApp, the teacher can give task and feedback more simple because it is allows to share voice message and also allows the teacher to contact the students or vice versa, at any time and place without having to wait for the next class or next meet.

d. Instagram

Instagram was launched in 2010 by Kevin Systrom. Instagram is a photo and video sharing application that allows users to take videos, apply digital filters and share them to various networking services social. Users can shoot, edit and upload photos or videos to the page main Instagram. The shared photo or video will appear in the feeds of other users who are be a follower. In addition, each user can interact by giving comment and give likes to the shared photo or video.

There are many features on Instagram. Ali (2014) said that the functions of Instagram include creating accounts, posting content (pictures or videos), applying filters, adding captions, tagging other users, adding locations, adding hashtags, liking content, adding

comments, browsing and following other accounts, checking feeds generated by followed accounts and exploring hashtags/users. Amancio (2017) stated that "Instagram users can post photos or videos in their field and can also like what people that they are following are posting, their interaction happens with their photos and others people's photos".

Nowadays students use social media, like Instagram even during classes. Rather than worry about whether students were being distracted by Instagram, this social media can be used as powerful resource for students. Instagram can be used as a tool for learning in classroom, for example teacher can ask students to looking for educational accounts and learn through it.

Instagram helps students increase their vocabulary. Sirait and Marlina (2018) state that students can develop their vocabulary through Instagram. When students access Instagram, students can find new vocabulary through posts from other Instagram users. New vocabulary can be found in captions, videos, and photos uploaded by Instagram users. Shazali, Shamsudin and Yunus (2019) stated that Students increase their vocabularies by writing captions on Instagram. Some of Instagram's activities help students to increase their vocabularies.

e. Twitter

Twitter was found in 2006 by Berners Lee. Twitter is a multi-platform Social Networking Site (SNS) available to users from a range

of devices, mobile or not. Users can post short messages (tweets) made up of up to 280 characters (the limit was 140 characters until November 2017). Twitter supports sharing photographs and video (including live streaming), hyperlinks to online resources, and creating short polls.

Since Twitter was launched in 2006, the microblogging tool has gone from being a little-known service to a world-wide phenomenon with massive impact on news, politics, business, entertainment, sports, and education among many other fields. By 2017, Twitter had 330 million monthly active users, with 80% of users accessing the tool from mobile devices (Twitter, 2017).

In the early days of Twitter, English was the dominant language used in this platform. In 2006, 98% of tweets were written in English (GNIP, 2014). Seven years later, although still the most used language on Twitter, the proportion of tweets in English had fallen to 51%, Twitter currently supports 40 different languages (Twitter, 2017) and also offers a translation tool that identifies the language of the tweet and translates it to the default language of the user's account.

Many researchers have highlighted the potential of Twitter in particular as a tool for language learning (Borau, Ullrich, Feng, & Shen, 2009; Dickens, 2008; Harmandaoglu, 2012; Newgarden, 2009). Craig (2012) differentiated between linguistic benefits (noticing vocabulary, expressions, idioms, and grammar), cultural benefits (access to native speakers and insight into their routines, opinions, media, and general

interests), and social benefits (extending learning outside the classroom, social presence, and distribution).

Borau et al. (2009) proposed that on Twitter, language learners can access exposure to the target language and also learn to express their thoughts in the target language. In contrast, Newgarden (2009) focussed instead on engagement and participation in communities of language users.

Other benefits for language learning include opportunities to learn about current affairs, politics, or culture (Reinhardt, Wheeler, & Ebner, 2010), engaging in language play (Hattem, 2014), posting homework and brief questions to respond to, and intercultural information and exchanges (Lee & Markey, 2014). In addition, Twitter can help raise awareness of popular culture, and be used to share experiences of visiting a target language area (Plutino, 2017).

Twitter has some accounts available students of English Education Department learn English. for example @learnEnglih, @learnEnglish_bc, @ellalanguage.

2. Language Learning

There are some definitions of language. Language is a systemic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks, having under understood meanings (Webster's Thirds New

International Dictionary of English Language (1961) in Brown (2000: 5). Meanwhile, Brown gives a concise definition of language. He defines a language as follows:

1. Language is systematic.

2. Language is a set of arbitrary symbols.

3. Those symbols are primary vocal, but may also be visual.

4. The symbols have conventionalized meanings to which they refer.

5. Language is used for communication. 6. Language operates in a speech community or culture.

7. Language is essentially human, although possible not limited to human.

8. Language is acquired by all people in much the same way language and language learning both have universal characteristic.

Brown (2000:6) also states that learning is the process of acquiring or getting knowledge of a subject or a skill by studying experience or instruction. Based on the previous statement, Brown classifies learning into some components as follow:

1. Learning is acquisition or "getting".

2. Learning is retention of information or skill.

3. Retention implies storage systems, memory, and cognitive organization.

4. Learning involves active, conscious focus on and acting upon events outside the organism.

5. Learning is relatively permanent but subject to forgetting.

6. Learning involves some form of practice, perhaps reinforced practice.

7. Learning is change in behavior Language learning is a long and complex way.

Language learning is the steps where the learners explore all their competence to think, feel, and act. In addition, he also states that language learning is not a set of easy steps that can be programmed in a quick kit. It needs regular training in order to succeed in learning process.

3. **Vocabulary**

Istikoyati (2003) referred to some experts in defining vocabulary. The first one was stated by Hornby (1974), who said that vocabulary is range of words known to or used by a person in a trade, profession, etc. The second one was from Webster (1989) that is vocabulary is a sum of stock words employed by language, group, individual, or in work in relation to a subject. To sum up these definitions, vocabulary can be described as a list of words used by individual or a group which have cultural meaning and it is in the active form used by a person to encode his ideas.

Some experts divide vocabulary into two types: active and passive vocabulary. Hammer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have

been taught and they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.

Hatch and Brown (1995) indicate two kinds of vocabulary, namely receptive and productive vocabulary. Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. Meanwhile Productive vocabulary is the words that learners understand and can pronounce correctly and use constructively in speaking and writing.

In order 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 contest or competition; superiority, ascendency, and (2) a. possession or display or 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.