

# CHAPTER I: INTRODUCTION

## 1.1 Background of The Study

Language is an essential tool for human communication, and among the four skills listening, speaking, reading, and writing. writing is considered one of the most complex and demanding skills to master. Writing requires not only the ability to produce grammatically correct sentences but also the capacity to organize ideas, select appropriate vocabulary, and adapt the text to the intended audience and purpose. For language learners, writing proficiency is often seen as the ultimate demonstration of language mastery because it combines accuracy, coherence, and creativity. However, many learners, especially those in EFL (English as a Foreign Language) contexts, struggle to achieve proficiency in writing due to limited exposure to authentic examples and insufficient practice opportunities.

In the current era, the rapid growth of social media platforms has provided learners with new opportunities to access authentic language use outside of the classroom. Among these platforms, Twitter stands out because of its brevity and immediacy, requiring users to express ideas clearly within a limited number of characters. This unique feature makes Twitter an effective medium for learning English, particularly writing, as it encourages concise, accurate, and creative use of language. Twitter also fosters real-time interaction, which allows learners to observe how English is used in diverse contexts, ranging from formal to informal communication.

In Indonesia, one notable figure who actively contributes to English education through Twitter is Miss Ririn, an English teacher who consistently shares posts containing grammar explanations, vocabulary lists, idiomatic expressions, and motivational messages for learners. Her tweets serve not only



input but also as models of how English can be applied in everyday communication. Learners who follow her account are regularly exposed to authentic texts that can enhance their understanding of grammar and

enrich their vocabulary. At the same time, they also observe how writing changes depending on the audience and communicative goals.

To analyze the educational value of Miss Ririn's tweets, this study applies the theoretical framework of writing proficiency. Hughes (2003) identifies several key components of writing proficiency, including grammar, vocabulary, mechanics, organization, and coherence. These elements form the foundation of effective writing, and any improvement in these areas reflects an enhancement of learners' writing skills. Hyland (2003) adds another important dimension by viewing writing as a social practice. According to him, writing is not only about linguistic accuracy but also about understanding how texts are shaped by context, audience, and purpose. This perspective is particularly relevant in digital platforms such as Twitter, where language use is influenced by social norms and communicative expectations. Finally, Krashen's Input Hypothesis (1985) explains how exposure to comprehensible input language that is slightly above the learner's current level but still understandable can facilitate natural language acquisition. Tweets that are simple, concise, and supported with examples provide this kind of input, making them effective tools for learning.

Based on these considerations, this study seeks to examine how Miss Ririn's tweets contribute to the development of learners' writing proficiency. By focusing on grammar, vocabulary, coherence, mechanics, social aspects of writing, and the role of comprehensible input, this study provides insight into how social media can be integrated into language learning. The findings are expected to show that social media, when used meaningfully, can serve as an innovative and accessible resource for improving writing proficiency among EFL learners.

## 1.2 Identification of Problem

Based on the background that has been explained, several problems can be identified in relation to writing proficiency and the use of social media as a medium for language learning. Many English learners in Indonesia still experience difficulties in developing their writing proficiency, particularly in aspects such as grammar, vocabulary, mechanics, and coherence. Writing activities in formal education often emphasize theoretical explanations and written exercises, yet they do not always provide sufficient authentic input that can help students see



how English is used in real-life contexts. As a result, learners may be able to understand rules in isolation but still find it challenging to apply them effectively in writing.

Another problem is the limited exposure of learners to authentic English outside the classroom. Without frequent and meaningful contact with real examples of English usage, students tend to produce writing that sounds unnatural or overly formal, lacking adaptation to different audiences and purposes. At the same time, although social media particularly Twitter is widely used among young people in Indonesia, it is rarely utilized as an educational resource to support the development of writing skills.

Furthermore, there is still limited research that focuses on how teachers' contributions through social media can be integrated into writing instruction. For example, Miss Ririn's tweets contain grammar explanations, vocabulary lists, and idiomatic expressions that are accessible and easy to understand, but few studies have analyzed how such content can serve as comprehensible input and provide authentic models for improving learners' writing proficiency.

### 1.3 Scope of The Problem

To maintain focus and avoid an overly broad discussion, this study is limited in several aspects. The research is restricted to analyzing English tweets posted by Miss Ririn that specifically provide explanations related to grammar, vocabulary, idiomatic expressions, abbreviations, and motivational phrases about English learning. The analysis is directed only at identifying how these tweets contribute to learners' writing proficiency, particularly in the components of grammar, vocabulary, mechanics, organization, and coherence as proposed by Hughes (2003). In addition, the tweets are examined through the perspective of writing as a social practice (Hyland, 2003), in order to reveal how they reflect awareness of audience, genre, and communicative purpose. The study also employs Krashen's Input Hypothesis (1985) to explore how the tweets function as comprehensible input that supports writing development. Other aspects of learning such as listening, speaking, and reading are excluded from the research. Additionally, social media platforms outside of Twitter are not considered within the research.



## 1.4 Research Question

Based on the identification of the problem, the research questions as follows:

**1.4.1** How do Miss Ririn's tweets contribute to learners' grammar, vocabulary, mechanics, and coherence in writing proficiency?

**1.4.2** How do Miss Ririn's tweets reflect writing as a social practice in digital contexts?

**1.4.3** How do Miss Ririn's tweets serve as comprehensible input that supports learners' writing development?

## 1.5 Objectives of The Study

The objectives of this study are:

**1.5.1** To examine how Miss Ririn's tweets provide input for grammar, vocabulary, mechanics, and coherence that support writing proficiency.

**1.5.2** To analyze how Miss Ririn's tweets illustrate writing as a social practice that adapts to audience and purpose.

**1.5.3** To explain how Miss Ririn's tweets serve as comprehensible input for learners to improve their writing.

## 1.6 Significance of The Study

### 1.6.1 Theoretical Benefits

Theoretically, this research is expected to enrich the field of applied linguistics, especially in the area of writing proficiency and digital learning. By applying the frameworks of Hughes (2003), Hyland (2003), and Krashen (1985), this study shows how classical theories of writing proficiency can be implemented in modern digital contexts, particularly through the analysis of tweets. The findings demonstrate that short and simple messages on social media can function as authentic input that supports the development of writing



Proficiency, covering aspects such as grammar, vocabulary, coherence, and mechanics. This contributes to the literature by bridging traditional theories of learning with the realities of contemporary communication practices.

Therefore, this study may serve as a reference for future theoretical discussio-

ns on how writing proficiency can be shaped not only in formal academic settings but also in informal, everyday digital environments.

### 1.6.2 Practical Benefits

Practically, the study provides several benefits for students, teachers, and future researchers. For students, the findings highlight that social media can be more than just a space for entertainment it can also serve as an accessible and meaningful resource for improving writing skills. By following accounts such as Miss Ririn's, students can gain exposure to grammar explanations, vocabulary items, and idiomatic expressions that may help them produce more accurate and natural writing. This also encourages learners to view writing not as a difficult academic task but as a communicative skill that can be practiced in daily life. For teachers, the study demonstrates how tweets can be used as authentic teaching materials in the classroom. Teachers may adopt examples from social media to illustrate grammar rules or vocabulary in real contexts, making lessons more engaging and relevant to students' experiences. Finally, for future researchers, this study serves as a point of departure for exploring the relationship between social media and language learning. It provides a framework for investigating learners' writing performance after exposure to online input or for comparing different platforms in their effectiveness at supporting writing proficiency.

### 1.7 Previous Related Study

Research on the use of social media in language learning has grown significantly in recent years, as digital platforms have become an integral part of students' daily lives. Many studies highlight that social media can provide authentic input, foster motivation, and create meaningful opportunities for learners to practice their English writing. However, each platform has its own unique features, and not all studies directly address the issue of writing proficiency in a focused manner. Therefore, reviewing the related studies is important to situate this research in the broader field and to identify the gap study seeks to fill.



nus, Salehi, and Chenzi (2012) conducted one of the earlier studies Facebook as a tool for ESL learning. Their findings showed that

students benefited from increased interaction, improved motivation, and opportunities to practice English in informal contexts. While the study demonstrated the potential of Facebook for language learning, the focus remained broad, emphasizing interaction and motivation rather than the specific components of writing proficiency such as grammar, mechanics, and coherence. Thus, it left room for studies like the present one, which concentrates explicitly on writing.

Shih (2011) examined blogs and online forums as platforms for developing writing skills. His research found that students became more engaged in writing when they were given opportunities to publish their work online, receive feedback, and consider audience expectations. This result strongly supports Hyland's (2003) concept of writing as a social practice. However, the blog format generally allows for longer texts, unlike Twitter which forces brevity and precision in expression. Therefore, while both studies address writing, the contexts differ significantly, with the present research focusing on the short, concise, and accessible nature of tweets.

In the Indonesian context, Putri (2019) analyzed the impact of Instagram captions on students' writing. The study revealed that writing short captions in English motivated learners to practice vocabulary and simple sentence construction. Although this research is closely related to the present study because both focus on short-form digital writing, Putri's research emphasized learner-generated writing. In contrast, the present research investigates teacher-generated input, specifically the tweets of Miss Ririn, which may serve as authentic models of correct and contextually appropriate English.

Other researchers have focused on audiovisual or multimodal platforms. For example, Arifin (2020) explored how YouTube videos affect students' writing. The study concluded that exposure to audiovisual material helps students generate ideas and improved their overall writing fluency. In addition, valuable, this study examined the role of listening and visual input, which is different from the present research that prioritizes textual input in writing form. Similarly, Rahmawati (2021) studied TikTok as a learning tool,



showing that short videos enhanced students' vocabulary retention and inspired creative writing tasks. However, these studies highlight the importance of multimodality, whereas the present study remains within the scope of written texts and their contribution to writing proficiency.

Several studies also investigated the role of Twitter in education. For instance, Gao et al. (2012) suggested that Twitter can be used effectively to enhance classroom interaction and promote collaborative learning. Junco et al. (2013) found that Twitter increased students' engagement and participation in learning activities. However, both studies examined Twitter as a platform for interaction and motivation rather than analyzing its linguistic contributions to specific language skills such as writing. A smaller number of studies have begun to look at writing, such as Ahmad (2020), who analyzed how students use Twitter threads to practice essay style writing. His findings indicated that Twitter can encourage concise organization of ideas, yet the study still centered on student production, not teacher-provided input.

From these previous studies, it is evident that social media offers a variety of affordances for language learning. Nevertheless, the gap remains in the lack of research focusing on the role of teachers' tweets as learning materials that directly support writing proficiency. While most prior studies emphasize student-generated writing, classroom interaction, or multimodal platforms, very few have analyzed how teacher-generated tweets can serve as models of comprehensible input and demonstrate authentic writing practices. This is the unique contribution of the present research. By applying Hughes' (2003) framework of writing proficiency, Hyland's (2003) view of writing as social practice, and Krashen's (1985) Input Hypothesis, this study investigates how Miss Ririn's tweets may function simultaneously as linguistic input, social practice, and learning resource that enriches learners' writing proficiency.



## 1.8 Theoretical Framework

### 1.8.1. Writing Proficiency: Hughes (2003)

Writing proficiency refers to the ability of learners to produce written texts that are accurate, coherent, and effective for communication. Hughes (2003) explains that writing proficiency must be measured not only by accuracy but also by appropriateness and effectiveness in communication. For example, a sentence such as “*She go to school every day*” is grammatically incorrect, but a corrected version “*She goes to school every day*” illustrates the role of grammar in clarity and correctness. Tweets like these, which contrast incorrect and correct forms, serve as instant feedback for learners. Hughes (2003) identifies several key components of writing proficiency: grammar, vocabulary, mechanics, organization, and coherence. These components serve as the basis for evaluating learners’ ability in writing and remain highly influential in the field of language testing and teaching.

Grammar plays a central role in determining the accuracy of written language. Errors in subject–verb agreement, tense usage, or word order can significantly affect the clarity of a text. In the context of social media input, tweets that provide grammar corrections or short grammar lessons may serve as practical models for learners. By consistently observing accurate examples, learners gradually internalize correct patterns and reduce common mistakes in their own writing.

Vocabulary is another essential aspect of writing proficiency. A rich vocabulary allows learners to express their ideas with precision and variety. Hughes emphasizes that vocabulary should not only be extensive but also appropriate for the context. Miss Ririn’s tweets often provide learners with idiomatic expressions, slang, and academic words that can be applied in different types of writing, whether formal or informal. Exposure to this variety helps students build lexical flexibility.



Mechanics include spelling, punctuation, and the correct use of numbers or symbols. Although mechanics may appear minor, they play a role in shaping the readability and professionalism of a text. Tweets, usually short and constrained by character limits, frequently employ

abbreviations. By analyzing these, learners can become aware of the differences between informal online writing and formal academic writing. Mechanics also deserve further attention. Tweets frequently include abbreviations such as *BTW* or *LOL*. Hughes emphasizes that mastery of mechanics means understanding when to use such forms and when to avoid them. A student who uses *BTW* in a formal academic essay demonstrates a lack of genre awareness. However, by observing authentic usage in tweets, learners can develop sensitivity to context. This supports writing proficiency not just in terms of correctness but also appropriateness.

Organization and coherence involve the logical arrangement of ideas and the use of cohesive devices. Even though tweets are brief, many demonstrate parallelism, contrast, or sequencing, which can serve as models of coherence in micro-writing. When learners observe how ideas are organized within a limited space, they gain strategies for structuring their own texts more effectively.

Therefore, Hughes' framework provides this study with the criteria for analyzing Miss Ririn's tweets in terms of their contribution to writing proficiency.

### 1.8.2. Second Language Writing: Hyland (2003)

Hyland (2003) argues that writing cannot be understood merely as a technical skill or the application of grammar rules. Instead, writing must be seen as a social practice shaped by context, audience, and purpose. Writers make choices depending on who they are addressing and what communicative goals they intend to achieve.

From this perspective, Miss Ririn's tweets serve as an example of writing directed at a specific audience—students and English learners. Her use of simplified language, motivating tone, and concise explanations illustrates how writing adapts to the needs of its readers. For example, when a motivational phrase in English alongside a short grammar note, not only teaching language but also building rapport with her audience.



Hyland's theory also emphasizes genre awareness, which means understanding the conventions of different types of writing. Twitter itself

represents a particular digital genre, characterized by brevity, immediacy, and interactivity. By following such texts, learners are exposed to how English is used in real-life digital contexts. This strengthens their awareness that writing styles must change depending on the medium and audience.

Thus, Hyland's concept of writing as social practice complements Hughes' framework by broadening the analysis beyond accuracy, focusing instead on the social dimension of writing.

Hyland (2003) views writing as a socially situated activity. For example, Miss Ririn often writes in an encouraging tone, using emojis or informal expressions to connect with her followers. This demonstrates her awareness of audience and purpose. Such practices illustrate to learners that writing is not only about producing grammatically correct sentences but also about building relationships through text.

Another dimension is genre. Each platform develops its own conventions. Twitter requires brevity and immediacy, while academic writing demands elaboration and formality. By studying tweets, learners understand that writing is flexible and must be adapted to suit the audience. For example, a tweet like "*Slay your goals today!*" is appropriate on Twitter but would be considered too informal in an academic context. Through Hyland's framework, students learn to negotiate these differences.

This highlights that writing proficiency includes socio pragmatic competence the ability to choose language forms that align with the expectations of a specific community. Tweets serve as cultural input as much as linguistic input, providing learners with authentic examples of how language reflects identity, solidarity, and interpersonal meaning.

### 1.8.3. Input Hypothesis: Krashen (1985)

Krashen's Input Hypothesis provides another foundation for this study by explaining how learners acquire language through comprehensible input. According to Krashen, language acquisition occurs when learners are exposed to input that is slightly above their current level of competence ( $i+1$ ) and understandable.



Tweets can be seen as ideal examples of comprehensible input. They are short, contextual, and usually accompanied by examples or explanations. For instance, a tweet introducing the idiom “*spill the tea*” will often include its meaning and usage in a sentence, making it easier for learners to grasp. Over time, repeated exposure to such input helps learners internalize new expressions and structures naturally.

Krashen also highlights the importance of low-anxiety environments for language acquisition. Since Twitter is widely used by young people in Indonesia, exposure to tweets in English can feel less intimidating than formal classroom materials. This allows learners to acquire new forms more effectively.

In the context of writing proficiency, comprehensible input provides learners with the raw material that they later transform into their own writing output. Thus, Krashen’s theory explains the mechanism by which tweets may support learners’ writing development.

Another key aspect is low-anxiety input. Krashen (1985) argued that learners acquire language more effectively when the affective filter is low. Social media, being familiar and non-threatening, provides such an environment. For instance, a student scrolling through Twitter may encounter a language lesson without the pressure of formal assessment. This incidental learning is powerful because it blends entertainment with education.

Krashen also distinguishes between learning (conscious knowledge of rules) and **acquisition** (subconscious internalization). Tweets can support both. A grammar tweet explicitly teaching a rule fosters learning, while repeated exposure to idioms in context fosters acquisition. Together, these processes enhance writing proficiency by giving learners both awareness and fluency.



## 1.9 Conceptual Framework

This study investigates how Miss Ririn's tweets contribute to the improvement of English writing proficiency among her followers. The conceptual framework is based on three key perspectives: Hughes (2003) on the components of writing proficiency, Hyland (2003) on writing as a social practice, and Krashen's (1985) Input Hypothesis.

First, Hughes (2003) highlights that writing proficiency consists of grammar, vocabulary, organization, mechanics, and coherence. These aspects provide the analytical lens to evaluate how Miss Ririn's tweets supply linguistic input that can enhance learners' writing skills. For example, her grammar-focused tweets can strengthen grammatical accuracy, while vocabulary- and idiom-related tweets expand learners' lexical resources.

Second, Hyland (2003) emphasizes that writing is not only a linguistic but also a social practice. Twitter, as a digital platform, provides authentic communicative contexts where learners interact with real audiences. Miss Ririn's tweets function as models of concise, purposeful writing adapted to specific audiences, which helps learners understand the social dimensions of written communication. This interactional context encourages learners to produce their own texts, thereby practicing writing in meaningful ways.

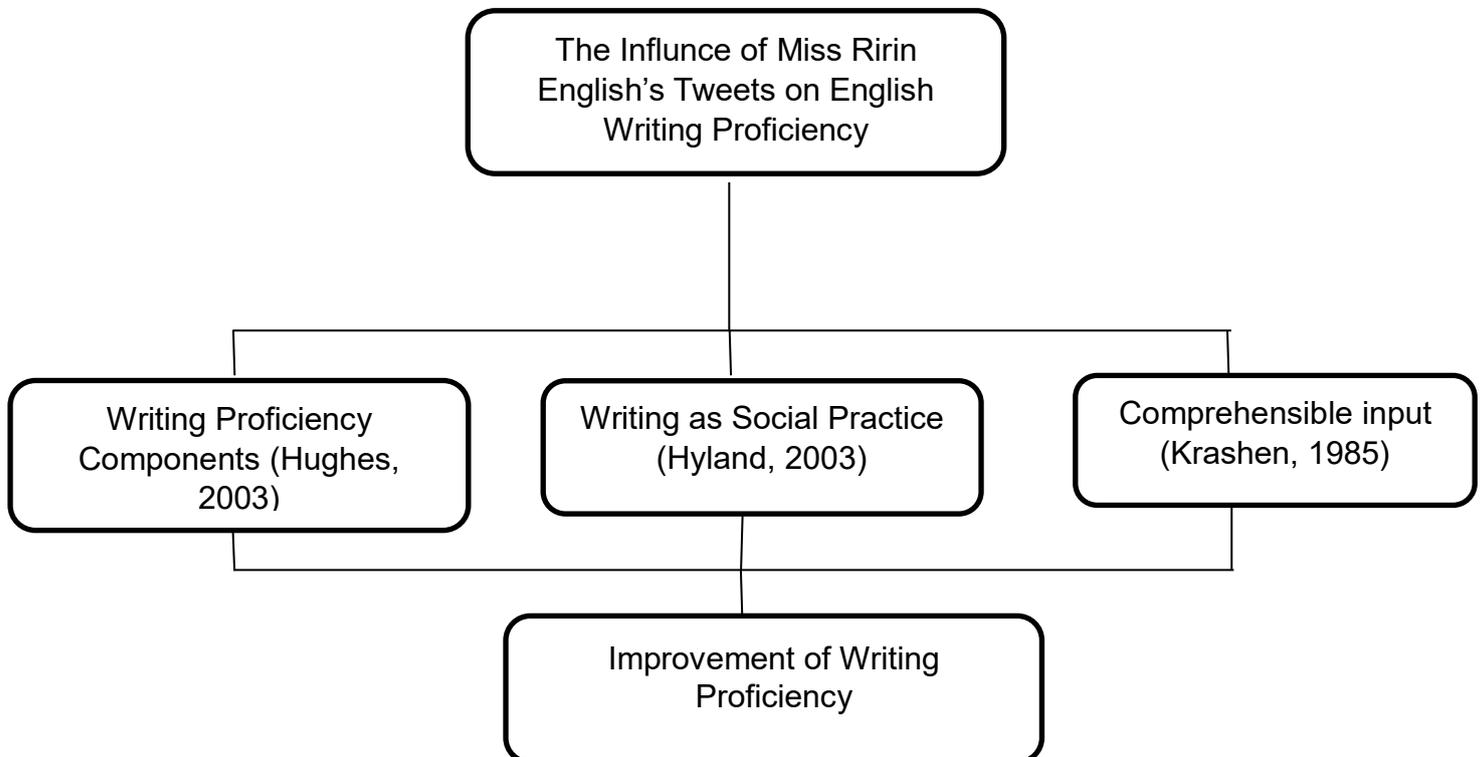
Third, Krashen's (1985) Input Hypothesis explains how learners acquire language when exposed to comprehensible input. Miss Ririn's tweets, which simplify complex grammar concepts and provide clear examples, act as comprehensible input for learners. Through repeated exposure, learners notice new linguistic forms, internalize them, and gradually incorporate them into their writing practice.

Integrating these three perspectives, the conceptual framework assumes that Miss Ririn's tweets support learners' writing proficiency by:



1. Providing comprehensible input that introduces grammar, vocabulary, and idiomatic expressions (Krashen).
2. Encouraging socially meaningful and audience-oriented writing practices (Hyland).

3. Enhancing the core components of writing proficiency, including grammar, vocabulary, organization, mechanics, and coherence (Hughes).



## CHAPTER II: RESEARCH METHODOLOGY

### 2.1 Research Design

This study employs a qualitative descriptive research design. The focus is to describe and analyze how Miss Ririn's tweets contribute to the improvement of English writing proficiency among her followers. The study applies a writing proficiency framework (Hughes, 2003; Hyland, 2003; Krashen, 1985) to evaluate the linguistic features, input, and social writing practices reflected in the tweets.

### 2.2 Source of Data

The primary data for this study were taken from Miss Ririn's official Twitter account (@hermionyye). The focus is on her English-learning-related tweets that provide explanations, examples, or models of English usage. A purposive sampling method was applied to select tweets that contain educational value for writing proficiency, such as grammar explanations, idioms, slang, or writing tips.

### 2.3 Method of Data Collection

The data were collected through content analysis of tweets. The steps included:

#### 2.3.1 Selection of Tweets

A set of tweets related to English learning was selected, particularly those providing grammar explanations, vocabulary use, idiomatic expressions, or short writing prompts.

#### 2.3.2 Coding Scheme Development

The tweets were categorized into codes based on writing proficiency aspects (Hughes, 2003):

1. Grammar
2. Vocabulary
3. Organization



4. Mechanics (spelling, punctuation, capitalization)

5. Coherence

6. Cohesion categories were included for:

1. Comprehensible input (Krashen, 1985).
2. Writing as a social practice (Hyland, 2003).

### **2.3.3 Data Extraction**

Each selected tweet was documented and analyzed according to the above categories.

### **2.4 Method of Data Analysis**

The data analysis was conducted in three stages:

#### **2.4.1 Analysis of Writing Components (Hughes, 2003)**

Tweets were examined to identify how they address grammar, vocabulary, mechanics, organization, and coherence, which are essential components of writing proficiency.

#### **2.4.2 Analysis of Writing as Social Practice (Hyland, 2003)**

The study analyzed how tweets function as authentic examples of writing in a digital environment, including brevity, interaction with audience, and adaptation to communicative purposes.

#### **2.4.3 Analysis of Comprehensible Input (Krashen, 1985)**

The tweets were evaluated as comprehensible input, showing how learners can acquire new language forms and apply them in their writing.

#### **2.4.4 Conclusion**

Finally, the findings from the three perspectives were integrated to explain the overall influence of Miss Ririn's tweets on her followers' writing proficiency.

