

# CHAPTER I

## INTRODUCTION

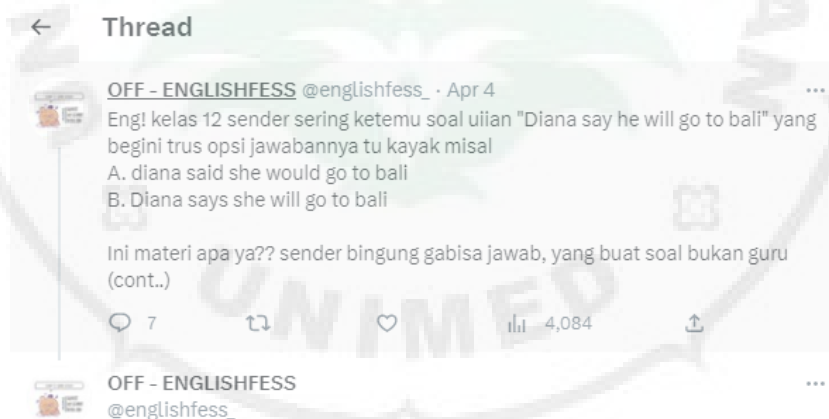
### 1.1 Background of the Study

People used social media to share information and engage with one another. Nowadays, it made learning about anything more accessible. On social media, anyone can find anything. Specific to English learning, Listiani et al. (2021) state that social media have been argued to support students' English proficiency, as well as improve the students' English skills as well as their' vocabulary, grammar, and spelling.

According to Miller et al. (2016), social media was essential to nearly everyone on the planet. Instagram, Facebook, and Twitter were the most popular social media platforms, according to Akhiar, Mydin, and Kusuma (2017). These three platforms provided consumers with essentially the same benefits. Some of the features were the ability to attach pictures or videos with captions and to give responses through the comment section. These days, the phenomenon of social media has absolutely spread widely and been currently affecting the academic and educational fields.

Among the three social media platforms listed, X (formerly known as Twitter) has become particularly popular in the current digital era. Due to the current Twitter network's ability to broadcast news more widely, people often used Twitter to made friends and looked for daily news. On the other hand, students used Twitter effectively since it includes a variety of functions, including group, community, and an automatic account or auto-base to exchange

information, particularly that connected to education. According to Chawinga (2016), students frequently used Twitter to connect with friends and provided information about course content. Along with receiving information from their friends, they also received information from them about the lessons, which they used to aid them with their academic problems. For example, many students discussed the homework and shared much information about any materials on the auto-base account. By exchanging information with their online connections, students found it simpler to acquire new knowledge. This was an example of a discussion about homework on @englishfess\_ auto-base:



yang ngajar sender trus materi ini ga pernah di ajarin 🙄

[Translate Tweet](#)

8:19 PM · Apr 4, 2023 · 2,573 Views

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**Figure 1.1 Menfess about homework on @englishfess\_ auto-base**

In that tweet, the word “sender” referred to the user who sent the menfess. Word “*menfess*” comes from “*mention*” and “*confess*”. Menfess on Twitter was usually used to revealed or asked things anonymously. In that tweet, the sender asked about the sentences materials and other users answered at the reply section.

The majority of Twitter discussions were accessible to everyone, so anybody may join them as long as they open the reply section. Because of this, Twitter was an excellent platform for students to learn and interact with other

users. Users also have the option of following the subjects they were interested in. As a result, Twitter's features were straightforward and simple enough for new users to understand, particularly students.

X (Twitter) may be crucial for learning about materials. This was because Twitter played a significant role in the spread of information (Schreiner, 2018). Twitter also played a significant part in improving students' abilities to learn about the topic matter. Since Twitter was available around-the-clock, it can also give students access to other useful information. This made Twitter being a popular platform among students (Rossi and Giglietto, 2016) because it made it simpler for them to communicate and allows them to access information whenever they need it. Students also require reading abilities, specifically the ability to understand information written in English, while using Twitter to find information. Students also expand their vocabulary by reading the text that written in English. Since this social media focused on words not pictures like the other social media such as Instagram, Tiktok, or YouTube, it helped the students' improve their vocabulary, reading, writing, and also speaking skills by read aloud the texts. As a result, the Twitter platform utilized to improve academic competences, such as students' English skills, which can be enhanced through Twitter (Lackovic et al., 2017). Thus, it may be utilized as a learning tool to help students' in learning English.

As we know, English is one of the global languages that spoken by a large population practically everywhere. Twitter, according to Winkler (2012), was a useful media for students to utilize to acquire language in context. Therefore, it be

more beneficial if students can use Twitter to improve their vocabulary performance. Vocabulary is one of the aspect matters to mastering English language. Al Kufaishi (1998) asserts that language serves as a tool for cognition, self-expression, interpretation, and communication. This indicates that vocabulary plays a crucial role in language. Without a diverse range of vocabulary, students may find it challenging to communicate effectively, both in speaking and writing.

Vocabulary acquisition has been a lifelong process that should be continued. They will know more language as they study more. The value of having a sufficient vocabulary makes it simple for people to comprehend what is being read, to comprehend what others are saying, to use effective words when they want to write, and to speak when they want to speak. This was consistent with Schmitt's (2000) assertion in Folse (2008) that second-language learners require about 2.000 words to sustain conversations, 3.000 word families to read authentic texts, and up to 10.000 words for comprehending difficult academic works. It implied that for the students' English language skills to advance, they must be able to increase their command of vocabulary.

Since X (Twitter) was a platform that allows users to communicate with other users in other countries, students may expand their social networks while simultaneously enhancing their vocabulary by communicating with their online friends in English. There were additional Twitter features, such as auto-base, community, and space, so that students may communicate with one another in various ways.

In this research, one auto-base was chosen to analyzed, the auto-base name is “ENGLISHFESS” and the username is @englishfess\_. The @englishfess\_ auto-base account was made on February 2021 and now has 905.500 followers (October 2024). The purpose of the @englishfess\_ auto-base account is to be a discussion forum for anyone who interested in learning and also sharing about English. Grade eleventh senior high school students’ was also chosen as the participants for this research to make the findings easier to analyze. According to Mustafa (2019), the results from a 5,000 word family vocabulary test in senior high school students revealed that the first 3,000 most commonly used words dominated the students' vocabulary. The majority of the words they knew were concentrated within the first 1,000 most frequently used words. However, Mustafa (2019) also states that the test results didn't reflect the actual vocabulary size of each student but rather gave an estimate or prediction of their vocabulary range. The research randomly selected 1,775 students as participants. Due to this reason, this research was only focus on a smaller range of students to obtain more specific and detailed results.

Based on the background above, analyzing the use of social media especially X (Twitter) for senior high school students was interested because Twitter has evolved time by time, so that this research was about to find the impact of Twitter especially the @englishfess\_ auto-base account for students’ knowledge about vocabularies.

Additionally, the analyst discovered that Twitter would have more than 400 million monthly active users by 2023 based on searchlogistics.com. The

country with the fifth-highest number of Twitter users was Indonesia, and 6.6% of those users were between the ages of 13 and 17, therefore many high school students use Twitter. However, in contrast, Utimadini, Sudarsono, and Salam (2015) states that Twitter was used more frequently by students to express themselves socially. There were very few learning activities. They all concurred that Twitter is a good platform for learning English as a second language because it has resources and is entertaining and enjoyable. It meant the advantages they received were minimal because they unintentionally used the media to learn English as a foreign language. These bad points of Twitter also found by Grosseck and Holotescu (2008) on their research that Twitter sometimes no educational value because it can be distracting, time consuming, and addictive. However, Twitter has proven to be a useful tool for professional growth and student collaboration. It can change the rules of the courses and serves as an example of good pedagogy that is responsive to students' learning needs. In other words, it needs to be under control. The impact of technology use should encourage students and teachers' achievements in language learning. Overall, Twitter's ability to facilitate worldwide contact enables students to raise their academic performance.

Thus, the focus on this research was analyzing the use of @englishfess\_ X (Twitter) auto-base towards students' vocabulary achievement by giving a questionnaire and vocabulary size test to the grade eleventh senior high school students' who followed @englishfess\_ auto-base account and used it as their preferences for gaining vocabularies. In addition, this research was anticipated to

fundamentally alter certain entities' perceptions of the ways in which social networks and other web resources might be used for academic as well as social activities and interpersonal connections.

## **1.2 Problems of the Study**

Based on the background above, this research was aimed to get the answer of the following questions:

- What were the vocabulary size of grade XI students' who followed and actively used @englishfess\_ X (Twitter) auto-base?
- How were the process of completing the Vocabulary Size Test (VST) by students to measure their vocabulary size?

## **1.3 Objectives of the Study**

In accordance with the research's problem, the objective of this research were to find the vocabulary size of grade XI students' who actively used @englishfess\_ Twitter auto-base and to elaborate the process of students completing the VST to measure their vocabulary size.

## **1.4 Scopes of the Study**

In connection with the problem formulated above, this research has scoped. This research was only limited on finding the impact of @englishfess\_ auto-base for grade eleventh senior high school students in their daily use for vocabulary improvement. This research was only focused on analyzing the positive impact and effectiveness of @englishfess\_ auto-base towards students' receptive vocabulary knowledge.



### 1.5 Significances of the Study

The findings of this research were expected to be relevant and useful as follow:

#### 1.5.1. Theoretically,

Give a valuable contribution to the usefulness of X (Twitter) in education field, particularly by using @englishfess\_ auto-base as an English learning or teaching media to improve students' vocabulary.

#### 1.5.2. Practically,

Useful for any writers and English teacher who are interested in getting further information and conducting a similar study.