

CHAPTER I

INTRODUCTION

1.1 Background of Study

Social media is a way to write about ourselves and interact with others. There are lots of different types of social media: social networking sites, online forums, sharing photos and videos, writing reviews, blogs and vlogs.

Learning English on social media can be done by anyone. Children as young as 7 – 12 years old are commonly learning how to use computers nowadays and people as old as 40 or 50 are also coming online to get connected or reconnected with others. Social media has penetrated every country on Earth and it is replacing a lot of traditional communication, such as personal visits, phone calls and even emails. Even if do not already speak English well, social media is available in almost all languages, and one can start social media in his or her own language and slowly learn English through signing up for posts and pages that appear in English. Learning English on social media is possible for those of all ages, cultures and speaking levels.

Interaction and engagement between social media users is very rich and comes in many different forms. Virtual communities use English language social media sites such as Facebook, Instagram, YouTube, Twitter, Google+, Pinterest and many other platforms to chat, trade pictures, share videos, create profiles, exchange opinions and give advice. This is a great chance to learn and use the international language of English. Twitter is a multi-platform Social Networking Site (SNS) available to users from arrange of devices, mobile or not. Users can post short messages (tweets) made up of up to 280 characters.

Twitter supports sharing photographs and video (including live streaming), hyperlinks to online resources, and creating short polls. Since Twitter was launched in 2006, the micro blogging 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 2020, Twitter had 330 million monthly active users, with 80% of users accessing the tool from mobile devices. Users utilize hash tags to make the topics of their tweets more visible and searchable, and Twitter lists the most popular issues being discussed as trending topics, with geographical variations to reflect different issues around the world.

There are studies reporting that Twitter is beneficial for English language learners. The first was studied by Atenos-Conforti, Borau, Ulrich, Feng, Shen & Perifano as cited in Millar & Durham who claimed the use of Twitter that allowed students to study a foreign language to interact with native speakers of the language as well as with a wide range of non-native speakers of various proficiency levels¹. Similarly, Holotescu & Grosseck, Waller, and Lowe and Laffey focused on Twitter as a means of creating real world applications for material initially presented in traditional classrooms.² There are also studies reporting Twitter use as a means of generating students' reflection and discussion of learning activities initiated in traditional learning environment were.

In reference to the positive effects of Twitter, the researcher's interesting to study the phenomena of using Twitter as a media to learn English. The researcher believes there is a need to be fostered if there is a potential for twitter as a media to accurately be investigated. The study focuses on the students' perception in using Twitter, because Twitter is a social media website that focuses on having conversations and sharing only very short messages with other

¹ M. Millar and M. Durham, "Applied Linguistics, Global and Local. British Association for Applied Linguistics," *UK : Scitsiugnil Press*, 2010.

² C. Holotescu and G. Grosseck, "Using Microblogging in Education. The 5th International Conference on ELearning," *Cairo: Academic Publishing Limited*, 2009.

people. Students can use Twitter to meet and talk to new people, keep in touch with friends, and so much more. Most conversations on Twitter are public and everyone can join. That makes Twitter is a great way to practice English with different people about a variety of topics.

This study involved students of SMA Mandiri Balaraja as the respondents. The data obtained from the documented to the research participants.

Based on the explanation above, the researcher interests in doing study on topic with title, “Students Perceptions in Using Twitter to Learn English”.

1.2 Identification of The Problem

From the background of the study, the researcher identifies the several problems:

1. Factors such as low self-confidence, boredom, and frustration while learning English greatly affect the students' learning process.
2. Due to Coronavirus pandemic, all learning measures did in schools have been changed to online learning.
3. Students' perceptions of teaching strategies must be known in helping teachers make teaching strategies that are close to students

1.3 Limitation of The Problem

This research will only concern and focus to the discussion about how students perceive and response Twitter used by students to learn English.

1.4 Research Question

In line with the background of the study, the researcher formulates research question as follow:

1. What influence do Twitter bring to support students' English developments of reading skill, writing skill, and language elements?
2. What are the students' perceptions on the use of Twitter to learn English?

1.5 Objectives of The Study

This research is being held in order to investigate student perception when using Twitter to learn English and find out how Twitter helps students to learning English.

1.6 Significance of The Study

The finding from this study will be useful to the field of English language teaching. Twitter may be beneficial as a pedagogical tool offering students a lot more opportunities to be involved in the

English language community. In order to build up student interest and encourage them to practice English language outside the classroom, teachers may use Twitter as part of their lessons.

1.7 Previous Study

Some researchers have conducted similar studies related to the used of Twitter as media in learning. The first was conducted by Antenos- Conforti analyzed the tweets that 22 of his students of intermediate Italian tweeted, as well as the data from a survey into their experience of using Twitter. He concluded that the introduction of Twitter into his course helped the students develop a sense of community and encouraged participation, creating a virtual extension of his classroom.³ Another research study about using Twitter to learn, Castillo de Laretta- Azelani conducted research that reported the results of a study on the advantage of microblogging in order to increase learners' motivation to improve written skills in second language learning⁴. There is an analysis of the survey questionnaires and the content of the written production of the learners that are included in the methodology of this study. Castrillo de Laretta- Azelain stated that in the form of expository writing in German, it

³ Conforti E, Antenos, “(2009). Microblogging on Twitter: Social Networking in Intermediate Italian Classes.”.

⁴ D. Castrillo de Larreta-Azelain, “Learners’ Attitudes toward Collaborative Writing in e-Language Learning Classes: A Twitter Project for German as a Foreign Language,” *Revista Espaola de Linguistica Aplicada*, 2013.

was believed by students that Twitter can help them improve their written skills. The native Spanish speakers on the research identified that the 140 character limit on Twitter can be an advantage because students' anxiety on communicating in German can be decreased. The result showed that students felt more confident in writing German.

The different of this research with some previous study above. This study will focus on perception of the students in using Twitter as a media to learning English. Twitter is a really interesting application to use online for learning English and interacting with people.