A THESIS

**STUDENTS' PERCEPTION ON THE USE OF TWITTER IN
LEARNING VOCABULARY AT THE FOURTH SEMESTER
OF ENGLISH EDUCATION PROGRAM
OF IAIN PAREPARE**

BY

**FITRIANI ISMAIL
REG.NUM. 18.1300.112**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2022

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REG.NUM. 18.1300.112

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfillmen of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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Skripsi

As Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

English Education Program

Submitted by

FITRIANI ISMAIL
Reg. Number: 18.1300.112

to

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TARBIYAH FACULTY
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PAREPARE**

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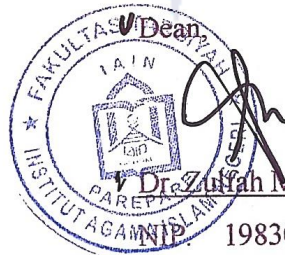Consultant : Drs. Ismail Latif,M.M.

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بِسْمِ اللّٰهِ الرَّحْمَنِ الرَّحِيمِ

"In the name of Allah, the Beneficent and the Merciful"

Alhamdulillahi Rabbil 'Aalamiin, the reseacher expressed his heartfelt gratitude to the almighty God, Allah SWT for the guidance, mercy, and good health, so that the researcher could finish this final project. Salam and Shalawat are addressed to the final chose religious messenger, the prophet Muhammad SAW.

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Researcher realize that this skripsi is far from perfect. Therefore, the researcher hopes for some corrections, suggestions, or criticism and improves it. The suggestion or criticism will be accepted to make this skripsi better. Hopefully this thesis is useful for researcher and the readers generally.

Parepare, 9th August 2022

The Researcher

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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The Title of Skripsi : Students' Perception on The Use of Twitter in Learning Vocabulary at the Fourth Semester of English Education Program of IAIN Parepare

State that skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would postponed.

Parepare, 9th August 2022

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ABSTRACT

FITRIANI ISMAIL. *Students' Perception on The Use of Twitter in Learning Vocabulary at the Fourth Semester of English Education Program of IAIN Parepare* (Supervised by Ismail Latief and Zulfah)

This study was aimed to describes the Students' Perception on The Use of Twitter in Learning Vocabulary at the Fourth Semester of English Education Program of IAIN Parepare. The population of this research consists of 62 students and the sample of this research consists of twenty five students.

The research method used in this research was qualitative descriptive. The data was collected through interviews to answer the research question about students' perception on the use of Twitter in learning English vocabulary which six questions of interview. There are twenty five students of the fourth semester at IAIN Parepare participated in this research by used snowball sampling.

The result of this research, the researcher showed that the use of Twitter as a learning support media is very effective in helping the students to improve their English vocabulary. The students perception of the use of Twitter as a learning medium are simple, free, and accessible. The materials of the Twitter is interesting and fun. The benefits of Twitter as a learning medium are comfortable to use and easy to find new vocabulary. Twitter can help the students to get new friend from various parts of the world which can help the students to improve their English vocabulary by communication. The use of Twitter can be one of new learning tool which is easy and fun to use it. Twitter in learning vocabulary based on students perception has a positive impact on students especially for the vocabulary they use in their daily activities.

Keywords: *Students' Perception, Learning Vocabulary, Twitter*

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CHAPTER 1
INTRODUCTION

A. Background

In daily interaction, people use a language to do their communication. In the way to communicate, there are many languages are used in the world. One of them is English. English is an international language. Many countries use English to communicate and convey message or idea to others. In Indonesia, English is considered in the first foreign language and become compulsory subject learned by all the students from the elementary school to university.

There are language components in English. One of them is vocabulary. Vocabulary refers to all the words in a language that are understood by a particular person or group of people. Vocabulary is very useful for anyone who is studying foreign language. Vocabulary is a vehicle of thought, self expression, interpretation, and communication.[1] It means that vocabulary is an important part of language. It is going to be difficult for students to communicate easily either in spoken or written without various example of vocabularies. Having enough vocabulary makes them easy to understand meaning in reading, easy to understand what people say, easy to use effective words when they want to write or speak.

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[1] Al-kufaishi. *A Vocabulary Building Program is a Necessity not a Luxury*. (English Teaching Forum. 1988) p.42

In indonesia, foreign language learners still face the problem of lacking exposure to English. Most of the students in Indonesia use English only when they learn English in class. Unfortunately, the class time is not enough for them in mastering the four skills as well as the vocabulary.

There is another reason why foreign language learners still find it difficult to master vocabulary. The reason is the teacher is not effective enough in teaching vocabulary. They think that vocabulary does not need to be taught extensively so they do not give enough attention in teaching vocabulary.[2]

There are various ways to learn vocabulary and the most popular among students is through social media. Twitter is the one of social media that students use to learn vocabulary. Twitter is a popular social media with millions of members who produces and shares information regularly. It has many features such as tweet, likes, retweet, retweet with comment, thread, moments, bookmark, etc. Twitter users usually share their contents in English caption, such as motivation, quotes, love, humor, informations, daily activities, thoughts, and conversations.[3]

Twitter is a good media which people can use to learn vocabulary in context. The students need vocabulary sentences in order to retain new words. They do not need book with example sentences that do not reflect the everyday life. By using twitter, they can find real life examples that can help them to retain

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[2] Ivone, 2005. *Teaching English as a Foreign Language in Indonesia*. TEFLN Journal. p. 12

[3] O'Reilly, Tim., & Milstein, S. *The Twitter Book*. (O'Reilly Media: Gravenstein Highway, 2011)

it.[4] On Twitter, students can interact with people from around the world using English, vocabulary is easy to find and memorize while students communicate with other user, auto-base also helps user to learn English easily because it postings new vocabulary or English things everyday.

Based on the background above, the researcher interested to finding out how Twitter can help English students in increasing vocabulary mastery. fact they use same applications, they might still have different perception. This research is focused on the use of Twitter as a media in learning English vocabulary which is taken from students' perception of English education at IAIN Parepare actively using Twitter in their daily lives on social networking.

B. Research Question

Based on the background of the study above, the research formulates research question as a follows:

How is the students' perceptions on the use of Twitter in learning English vocabulary?

C. The Objective of the Research

The objectives of this research are:

To describe the students' perceptions on the use of Twitter in learning English vocabulary.

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[4] Winkler. 2012. *How to use twitter to learn vocabulary in context*. Retrieved from http://fairlanguages.comhow-to-use-twitter-to-learn-vocabulary-in-context/

D. Significance of Research

The significance of the research is theoretically and practically.

1. Students

The researcher hopes that through this research, the readers will get new knowledge about how to learn English vocabulary from social media especially from Twitter based on the students' perception on the use of Twitter in learning English vocabulary.

2. Teachers

It can be used as an alternative strategy, which fun and enjoyable to be applied to the teaching and learning process.

3. For other researcher

This research can provide guidelines for the next researchers to develop the use of learning methods when there are obstacles in the teaching and learning process.

CHAPTER II
PREVIOUS RELATED LITERATURE

A. Previous Research Finding

Many researcher have conducted their research on media social to learning. Their findings are consecutively presented below:

1. The first research was conducted by Santana (2014). Her research use qualitative research. Data collected from 183 students in a university of western Mexico. The purpose of the research is to know difference exists in the vocabulary learning of learners who received a daily word via Twitter. The result of the research showed that mobile learning is a useful tool for the learning of new vocabulary in a second language.[1]

2. The second research was conducted by Alqunayeer (2016). His research use quantitative research. The data collected by giving questionnaire to 200 students and the total of 160 questionnaires were received. The purpose of the research is to know the significant difference between the effect of traditional teaching methods and using Twitter in teaching vocabulary. The result of the research is indicated that students' vocabulary achievement, in two groups

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[1] Santana, Josefina, et all. 2014. *Learning Vocabulary Through Twitter*. Mexico: Research Gate.

who were taught by using Twitter or traditional strategies, was enhanced, but the experimental group seems to be better off than the control group.[2]

3. The third research was conducted by Mollet (2011). His reserach use qualitative research. The research conducted to know that Twitter can be used in university to help teaching activities and impact activities. The result of the research is that Twitter can help the students of university to learn something.[3]

4. The fourth research was conducted by Revalita Medina (2020). Her research use qualitative research. The research aims to identify the students' perceptions on the use of Twitter media to improve students' English vocabulary and to describe how Twitter media help to improve students' English vocabulary based on students' perception. The subjects were six of forty-fiur English Department students at the State Institute for Islamic Study of Salatiga. Data collected through observation, interviews, and documentation. The result of the research found that the use of Twitter as a learning support media is very effective in helping the students to improve their English vocabulary.[4]

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[2] Alqunayeer, Huda Sulieman. 2016. The Impact of Teaching through Twitter on Students' Vocabulary Learning: A Case Study of Qassim University. Kingdom of Saudi Arabia: Qassim University, Al-Qassim

[3] Mollett, Moran, Dunleavy. 2011. *Using Twitter in university research, teaching and impact activities*. Aguide for academics and researchers. London: School of Economics and Political Science Public Policy Group.

[4] Revalita, meydina. 2020. *Students' perception on the use of twitter to improve students ' english vocabulary*

5. The last research was conducted by Wachida Rizky (2013). The objective of the research is (1) to investigate students' perception of using Twitter in learning English vocabulary, (2) to figure out the implications of Twitter in learning English vocabulary mastery. This research was conducted on Twitter in 2nd semester-8th semester of English students of university in Indonesia. The data was gathered from the questionnaire through google form and was shared on Twitter. the result of the study shows that the quantitative data revealed that participants had positif perceptions toward Twitter in learning English vocabulary.[5]

Based on the previous research above, the similarity of the research and this research is related using Twitter to get or Improve new English vocabulary. But, the first and the third research above used Twitter as a new teaching strategy, both researches is that the research using Twitter in learning, while in this research examined more about the benefit of using Twitter to learn vocabulary. The differences of the researches are that the research study more specific than the research before.

B. Some Pertinent Ideas

1. The Concept of Perception

There are several formulas that provide an. Perception is the experience of objects, events, or relationships obtained by inferring information and

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[5] Wachida Rizky Diniasri, Supiani, Neneng Islamiah. 2013. *The university students' perceptions of using twitter in learningn english vocabulary mastery*.

interpreting messages. Perception gives meaning to sensory stimuli (sensory stimuli). Therefore, perception can be said to be the result of thinking about a situation.[6]

Perception is a cognitive process experienced by everyone who understands the environment through sight, hearing, feeling, feeling and smell.[7] Perception is the process by which messages or information are entered into the human brain. This comment highlights the process of entering messages into the human brain.[8] Perception is the brain's translational function of a stimulus. A stimulus itself is a stimulus outside the human ego. Perception, therefore, is the process of translating or interpreting stimuli coming into the senses.[9] On the other hand, perception is a process or a sensory process that precedes the sensing process, which is a process in which an individual is stimulated through the senses. The process does not just stop, the stimulus continues, and the next process is the perceptual process. The process of perception described by Bimo Walgito includes the process that initiates perception, that is, sensing. As mentioned above, it is clear that perception is not a one-time process, but rather a process of combining, interpreting and finally evaluating. The end result of this

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[6] Jalaludin Rakhmat, *Persepsi Dalam Proses Belajar Mengajar.* (Jakarta: Rajawali Pers, 2007),p.51

[7] Miftah Thoha, *Kepemimpinan Dalam Manajemen.* (Jakarta : PT. Raja Grafindo Persada, 2005),p.141

[8] Slameto. *Belajar dari Faktor-faktor Yang Mempengaruhinya*. (Jakarta: PT. Rineka Cipta, 2010),p. 102

[9] Sugihartono, dkk. Psikologi Pendidikan. (Yogyakarta: UNY Press, 2007),p. 8

process is an individual's perception of their surroundings.[10] Perception is the brain process that organizes, interprets, and gives meaning to sensory information.[11]

Based on the opinions of these experts, it can be concluded that perception is an intrinsically complex observational process that uses the five senses to receive and interpret information from the environment. Perception is more complex when compared to the sensing process. Process detecting only the first step, the perceptual process, provides a real picture of the object, whereas perception can better understand the real picture of the object. Thus, when a person perceives an object using the five senses, it means that he knows, understands, and perceives the object. In the perceptual process, the individual chooses whether a stimulus is useful to him or not and determines the best action (behavior).

Student perception is a process in which students interpret and provide responses/reactions and impressions to stimuli, including responses and appreciation of recitation methods for social studies. This reaction may take the form of a rejection of an opinion, action, or stimulus. Students' perceptions of recitation or assignment methods influence the attitudes and behaviors of these students. If students have positive perceptions, their attitudes and behavior toward the tasks they receive will be good and vice versa.

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[10] Walgito, Bimo, *Pengantar Psikologi Umum*. (Jakarta: Penerbit Andi, 2010),p.99
[11] Laura, A. King., *Psikologi Umum*.(Jakarta: Salemba Humanika, 2012),p. 225

a. Factors Affecting Perception

> The factors that influence a person's perception are follows:

1) Internal factors: individual feelings, attitudes and personalities, prejudice, desires or expectations, attention (focus), learning process, physical conditions, mental disorders, values and needs as well as interests and motivation.

2) External factors: family background, information obtained, surrounding knowledge and needs, intensity, size, opposites, repetition of motion, new and familiar things or the alienation of an object.[12]

> The factors that play a role in perception can be put forward several factors, namely:

1) Perceived object

> The object gives rise to a stimulus that hits the sense organs or receptors. The stimulus can come from outside the perceiving individual, but it can also come from within the individual who directly hits the receiving nerve which acts as a receptor.

2) Sense organs, nerves and nervous system

> The sensory device or receptor is a tool for receiving stimuli, in addition, there must also be a sensory nerve as a tool to transmit the stimulus received by the receptors to the center of the nervous sytem, namely the

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[12] Toha, Miftah, *Perilaku Organisasi Konsep Dasar dan Aplikasinya*. (Jakarta: PT Raja Grafindo Persada, 2003),p. 154

brain as the center of consciousness. As a tool to create a response, a motor is needed that can shape one's perception.

3) Attention

To realize or in making perceptions requires attention, which is the main step as a preparation for making perceptions. Attention is the concentration or concentration off all individual activities aimed a set of objects.

These factors make individual perceptions different from one another and will affect the individual in perceiving an object, a stimulus, even though the object is really the same. The perception of a person or group can be much different from the perception of other people or groups even if the situation is the same. Perceptual differences in attitudes or differences in motivation. Basically, the process of the formation of this perception occurs within a person, but perception is also influenced by experience, learning and knowledge.[13]

b. Perception Process

The process of forming perceptions is based on several stages namely:

1) Stimulus or Stimulation

The occurence of perception begins when a person is exposed to a stimulus that is presented from the environment.

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[13] Walgito, Bimo.Pengantar psikologi Umum. (Jakarta: Penerbit Andi, 2004).p.70

2) Registration

In the registration process, a visible sympton is a physical mechanism in the form of sensing and a person's condition to be influential through their sense organs. A person can listen to or view the information sent to him, then list all the information that is sent to him.

3) Interpretation

Interpretation is a cognitive aspect of perception that is very improtant, namely the process of giving meaning to the stimulus it receives. The interpretation process depends on the way of understanding, motivation, adn the person's personality.[14]

c. Kinds of Perceptions

After the individual interacts with the objects that are perceved, the results of the perception can be divided into two, namely:

1) Positive perceptions are perceptions that describe all knowledge (whether or not they know it or not) and responses that are continoued with the use of it. It will continue with activeness or accept and support the object that is perceived

2) Negative perceptions are perceptions that describe all knowledge (whether or not they know it or not) and responses that are no in tune with

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[14] Toha, Miftah, *Perilaku Organisasi Konsep Dasar dan Aplikasinya*. (Jakarta: PT Raja Grafindo Persada, 2003),p. 145

the object being perceived. It will conrtinue with passivity or reject and oppose the perceived object.[15]

Thus it can be said that the perception, both posistive and negative, will always influence a person in taking an action. And the emergence of a posistive perception or negative perception all depends on how the individual describes all his knowledge about an object that is perceived.

2. The Concept of Vocabulary

Vocabulary is a central part of language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circmstances.[16] Definition of vocabulary as the total number of words in a langauge and vocabulary as a list of words with their meanings. From the definition above, it can be concluded that vocabulary is a collection of words that are part of a paticular language and are used to arrange sentences.[17]

The role of vocabulary in learning a foreign language is inevitable. Rich vocabulary will totally help students mastering English and its four major skills which cover listening, speaking, reading, and writing. The importance of vocabulary that vocabulary plays crucial part in one's foreign language learning and language proficiency that can affect how well learners speak, listen, read and write. [18] However, emphasizes the significance of vocabulary to communication by asserting that, in fact, survival level communication can take

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[15] Irwanto. *Psikologi Umum*, (Jakarta : PT. Prehallindo, 2002)

[16] Coxhead, Averil, *Essentials of Teaching Academic Vocabulary*, (USA: Houghton Mifflin Company, 2006)

[17] Hornby, AS. The Advanced Learner's Dictionary of Current English. In advance learners' dictionary of English. 1995,p. 1331

[18] Richard, Renandya. Methodology *in Language Teaching an Anthology of Current Practice*. (UK: Cambridge University Press, 2002)

place quite intelligibly when people simply string words together without applying grammatical rules at all. In this sense, vocabulary is regarded as one of essential factors that gives big influence to the people's communication. thus, vocabulary should be ideally placed as important aspect of language learning that should be given much attention in the practice of TEFL so as to improve students' vocabulary mastery.[19]

a. Types of Vocabulary

There are 6 types of vocabulary:

1) Reading vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three

2) Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

3) Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user

4) Speaking vocabulary

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[19] Utami, Yheni Siwi. *Improving students' vocabulary mastery using crossword puzzles for grade vii of smpn 2 srandakan in the academic year of 2013/2014*. (Yogyakarta: yogyakarta state university, 2014)

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse though slight and unintentional may be compensated by facial expressions, tone of voice, or hand gestures

5) Vocal vocabulary

Vocal vocabulary is a specialized set of terms and distinctions that is particularly important to a certain group; those with particular focus of experience or activity. A lexicon, or vocabulary, is a language's dictionary, its set of names for things, events, and ideas. Some linguists believe that lexicon influences people's perception on things, the Sapir–Whorf hypothesis. For example, the Nuer of Sudan has an elaborate vocabulary to describe cattle. The Nuer has dozens of names for cattle because of the cattle's particular histories, economies, and environments. This kind of comparison has elicited some linguistic controversy, as with the number of "Eskimo words for snow". English speakers can also elaborate their snow and cattle vocabularies when the need arises

6) Vocabulary growth

Initially, in the infancy phase, vocabulary growth requires no effort. Infants hear words and mimic them, eventually associating them with objects and actions. This is the listening vocabulary. The speaking vocabulary follows, as a child's thoughts become more reliant on its ability to express itself without gestures and mere sounds. Once the reading and writing vocabularies are attained through questions and

education the anomalies and irregularities of language can be discovered[20]

There are two kinds of vocabulary:

1) Productive vocabulary (sometimes called active vocabulary): the words that a speaker actually uses.

2) Receptive vocabulary (sometimes called passive vocabulary): word that a person understands when he hears or reads them but does not use in his own speech.[21]

There are active vocabulary and passive vocabulary

1) Active vocabulary refers to put item which the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although in fact is more difficult to put into practice, it means that 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 used in speaking and writing skill.

2) Passive vocabulary refers to language items that can be recognizes and understood in the context of reading of listening and also called as receptive vocabulary.[22]

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[20] Ro'yal, Irwan, The Correlation Between Students' Vocabulary Mastery And Reading Comprehension. (Jakarta: UIN Syarif Hidayatullah, 2010)

[21] Nasr, *Teaching and Learning English*. (London; Longman Group Limited, 1972)
[22] Aebersold, Jo Ann., Field, Mary Lee. From Reader to Reading Teacher.(New York: Cambridge University Press, 1997)

From the explanation above, we know that every experts in every book is different in classifying the kind of vocabulary, because every person has different way in showing and telling their opinions and ideas. Some of them who emphasize vocabulary to the items which the learners can use appropriately in speaking or writing and to the language items that can be recognized and understood in the context of reading and listening and some of them classify vocabulary into general and special. Even the classification of the kinds of vocabulary that they have made are different, but the point is the same, because their classifications are based on the different sides and lexical aspects choices for particular linguistic and situational context.

3. **The Concept of Twitter**

Twitter is a popular web-blog with millions of members who produces and share a information regularly. It was established in 2006 and has grown exponentially. Users can send tweets of up to 140 characters that can be posted on the Twitter website or applications for mobile phones and computer desktops. It has many features such as tweet, likes, retweet, retweet with comment, thread, moments, bookmark, etc.[23] Moreover, this social media also allows users to attach clickable tags to teewts so that the site's content is searchable and linked by topics.

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[23] O'Reilly, Tim., & Milstein, S. *The Twitter Book*. (O'Reilly Media: Gravenstein Highway, 2011)

Twitter users usually share their contents in English caption, such as motivation, quotes, love, humor, informations, daily activities, thoughts, conversations, etc. It enable users to read the English text and find the meaning of new words. Thus, it faciliates to enrich their English vocabulary. The social networking such Twitter provides users more opportunities to increase the exposure and retention of new words or sentences in English. Twitter tools lead users to actively produce language by giving them opportunities "to express themselves and interact in the target language. In educational environment, students use English only in class with teacher and other students through books and teaching material.[24] On Twitter, students can interact with people from around the world using English, vocabulary is easy to find and memorize while students communicate with other user, auto-base also helps user to learn English easily because it postings new vocabulary or English things everyday.

Regarding its usefulness in teaching and learning of language, many studies have been made since its introduction. The findings are very positives that have attracted educational establishments to use Twitter in their teaching-learning activities. By using blogs, students can decide what, how much, and when they want to publish their work.[25] Twitter can help language learners from

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[24] Borau, K., Ullrich, C., Feng, J., & Shen, R. (2009). Microblogging for language learning: Using Twitter to train communicative and cultural competence. In *International conference on web-based learning*. Springer, Berlin, Heideberg

[25] Lee, *Blogging: Promoting learner autonomy and intercultural competence through study abroad. Language Learning &Technology*, Vol. 15/3,(2011), p.87-109.

a collaborative community and language skills. They can acquire a new language in a fun and interactive way.[26]

The use of Twitter as a media in learning vocabulary has many benefits.[27] The following are the benefits arising from using Twitter as a learning tool for vocabulary:

1) Tweets

Another beneficial benefit of using Twitter is that Twitter can be a tool or a platform for expanding English awareness because Twitter helps to gain insight, such as learning new vocabulary and other new skills. Students can learn slang words and idioms from Twitter when using Twitter, and students can learn some of the information that students get on Twitter and don't get into school. Twitter users usually share or tweet their contents in English caption, such as motivation, quotes, love, humor, informations, daily activities, thoughts, conversations, etc.

2) English Account

Apart from Twitter as a tool used for learning and making new friends, the ease of discovering new knowledge can also be perceived as a positive influence. There are twitter accounts that distributed English vocabulary, English sentence, English test, ets. Twitter users can obtain this new
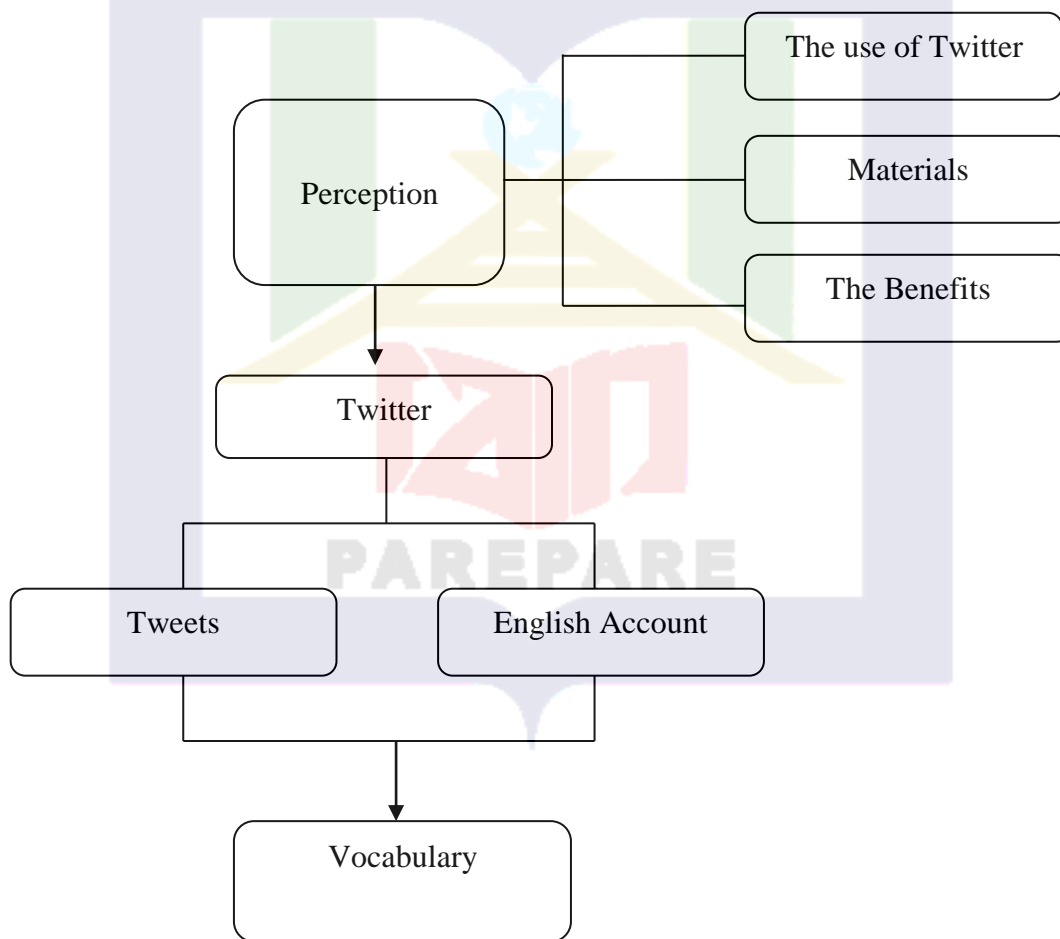
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[26] Lomicka, Lord. 2011. A tale of tweets: analysing microblogging among language learners. System, Vol. 40, pp. 48-63.

[27] Aprianto, Deddy. *Dampak Penggunaan Twitter Terhadap Pembelajaran Bahasa Inggris (Ditinjau Dari Persepsi Mahasiswa), (*Manado: Universitas Sam Ratulangi, 2018)

information through content that includes English in it by using Twitter to get new information, including as a significant factor for students in improving their knowledge of English especially English vocabulary.[28]

C. Conceptual Framework

The main focus of this research is the perception of the student on the twitter for increasing their vocabulary. The researchers design the conceptual framework of this research by showing diagram below:

```
                                    ┌──────────────────────┐
                                    │  The use of Twitter  │
                                    └──────────────────────┘
    ┌──────────────┐                ┌──────────────────────┐
    │              │                │      Materials       │
    │  Perception  │────────────────└──────────────────────┘
    │              │                ┌──────────────────────┐
    └──────────────┘                │    The Benefits      │
           │                        └──────────────────────┘
           ▼
    ┌──────────────┐
    │   Twitter    │
    └──────────────┘
     │            │
     ▼            ▼
┌──────────┐  ┌──────────────────┐
│  Tweets  │  │  English Account  │
└──────────┘  └──────────────────┘
           │
           ▼
    ┌──────────────┐
    │  Vocabulary  │
    └──────────────┘
```

[28] Cohen, Andrew, Chamot & Anna. (Ed.). 2011. Second Language Learner Strategies. Handbook of Research in second Language Teaching and Learning. (ed) EliHinkel, 2nd ed.

Based on the conceptual framework, the researcher was done the research focuses on student learning vocabulary and students who used the twitter on first consideration above the researcher wants to know the perception from the students about twitter for learning vocabulary.
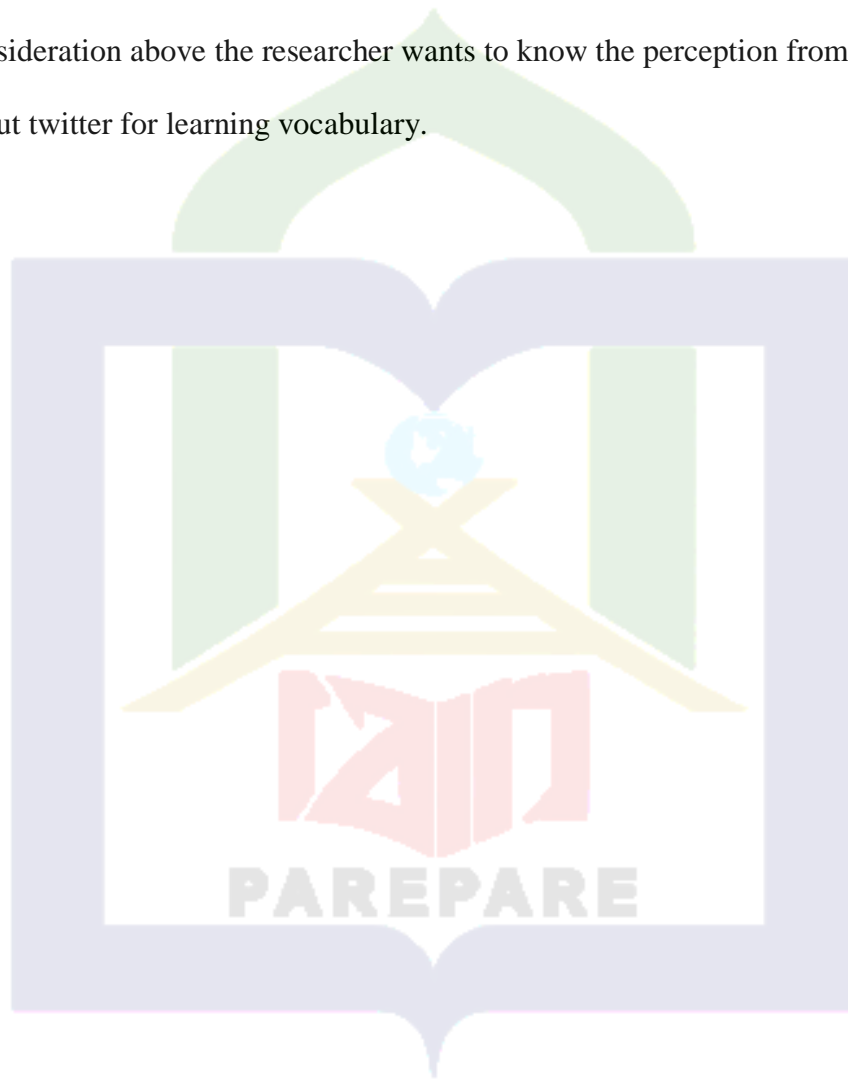
CHAPTER III
METHODOLOGY OF THE RESEARCH

A. Research Design

This research used qualitative design. Qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through words or pictures that the respondents paint.[1] This design chosen for answering the research question about students' perception on the use of twitter for learning vocabulary.

B. Location and Time

The location of this research at Tarbiyah Faculty which located in Jl.AmalBaktiNo.08 Kota Parepare, South Sulawesi. In this research, the research was used 30 days for collecting data. The researcher asked or interviewed directly to students one by one and via Whatsapp.

C. Subject of the research

The population of this research was fourth semester of English Program Education of IAIN Parepare. Total of the number by the population is 62. In this research, the researcher used snowball sampling technique. Snowball sampling is a non-probability sampling method where currently enrolled research participants help recruit future subjects for a study. The research used snowball sampling because unrecognized population of students using twitter.

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[1]Setiadi, Ag, B, *Metode penulisan untuk pengajaran bahasa asing:pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: GrahaIlmu, 2006)

The object of this research is a social media network that allows users to connect to one another in obtaining information and sharing information. So this method with snowball sampling is considered more effective, efficient and accurate. The researcher took 25 students as a sample in this research.

D. Instrument

This research used interview as instrument, it is a helpful method to achieve subject's opinions and/or feelings about a certain topics, even or action in a highly personal and detailed level, this instrument will be used to find out the Students' Perception on the Use of Twitter for Increasing Vocabulary Mastery at Eighth Semester of English Program Education of IAIN Parepare. The semi-structured interview will be used as the researcher consideration that the question might be expanded during the process.

E. Technique of Data Analysis

Qualitative research in many data analysis using analytical model referred to as interactive data analysis method.[2] It revealed that the activities carried out in the analysis of qualitative data in an interactive and takes place continuously until complete, so the data is already saturated.

There are three activities in analyzing the qualitative data, such as the stage data collection, data display, and conclusion or verification. Those activities were shown in the following picture.

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[2] Sukardi, *MetodePenelitianPendidikan,* (Cet XI; Jakarta: PT BumiAksara, 2004)

1. **Data Collection**

   This first part is one of the main points in doing a qualitative research. Collecting data simply means to gather all the related and supported info, material of the research. This include: observation, interview record, supporting data, journal and others. Observation is a data collection technique by doing a proper research, taking field notes in systematical terms

   In this research, the interview questions were taken from journals that were related with this research. The interview guidline can be seen in the appendix. In conducting the interview, both Bahasa Indonesia and English are used based on what the interviewee want.

2. **Data Analysis**

   The large amount of data should be analyze with deep and analytic. Due to this condition, before conducting the data analysis, data reduction should be in the first place. This mean, summarizing, dividing the main points, focusing on the important information, find the theme and the pattern. The data that has been summarized will be easy to be analyzed with a clear view of the information. This will help the researcher to find out the lack of the data to complete the research. In analyzing data or reducing the data, the researcher will be guided by the aim of the research which is the findings.

3. **Data Display**

   After conducting the data reduction or data analysis, the next step will be displaying the data. In qualitative research, displaying the data can be perform in short explanation, chart, connection among the categories, and flowchart. Miles and Huberman states that the common way to display the data in qualitative research is narration form.

4. **Conclusion**

   The last step in analyzing the qualitative research based on miles and Hagerman is conclusion and verification. This may answer the research question from the previous or not because it is still temporary and will be developed during the research. The conclusion in qualitative research is based on the new findings. Verification process will be done with help from the subject of the research and the expert.[3]

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[3]Sukardi, *MetodePenelitianPendidikan,* (Cet XI; Jakarta: PT BumiAksara, 2004)

CHAPTER IV
FINDING AND DISCUSSION

This section describes the data collected during the interview. The results of the recording and data reduction process will be explained here. It describes the results of what the researcher hears, sees and thinks.

After conducting interviews with twenty five respondents who focused on the students' perception on the use of Twitter in learning vocabulary, the researcher found several perceptions from the students' perception on the use of Twitter in learning vocabulary and divided into three aspect: the use of the Twitter, materials and the benefits.

A. The Use of Twitter

Students perception about the use of Twitter as a learning medium that the Twitter can be used as a learning medium and effective for students in improving their vocabulary mastery because Twitter is simple, free, and accessible so they can easily get the new information and vocabulary through posts on Twitter.

1. Simple

Twitter is easy to use because the design is simple. The student can customize their feed, choose the topics, and follow people from other country. It describes by the students' statement below:

AF : *"Menurut saya, twitter sangat berguna saat digunakan sebagai media pembelajaran untuk membantu menambah kosakata bahasa inggris karena di twitter sendiri sangat sederhana dan mudah untuk akses negara lain jadi sangat mungkin untuk kita menemukan partner untuk meningkatkan kosakata bahasa inggris".*

(I think Twitter was useful when used as a learning medium to help improve the English vocabulary because twitter is simple to use and easy to access another country so it was possible to find a partner to improve the English vocabulary)

2. Free

   The use of Twitter is not paid, so students can use Twitter for free. They can freely use it to make friends, choose the topics for their timeline or search English material for learning. It describes by students' statement below:

   SA : *"Twitter dapat digunakan sebagai media pembelajaran yang efektif khususnya vocabulary karena mudah diakses, sederhana, gratis dan disukai banyak anak muda".*

(Twitter can be used as effective learning medium especially vocabulary because it is easy to access, simple, free, and love by young people)

3. Accessible

Students can use Twitter as a learning medium by adding friends or accounts that frequently post in English. These accounts are very easy to acces and easy to find so students will have no trouble finding materials for learning English. It describes by students' statement below:

J : *"Twitter dapat digunakan sebagai media pembelajaran untuk membantu menambah vocabulary karena terdapat banyak akun yang mudah diakses dan sering mendiskusikan materi pembelajaran bahasa inggris dan banyak teman yang memposting dalam bahasa inggris"*

(Twitter can be used as a learning medium to help increasing vocabulary because there are accounts easy to access and discuss about English material and many friends who tweets in English)

The conclusion of the statements above that Twitter used as a learning medium because the design of Twitter is simple. We can customize our feed, the topics, and the people we want to keep up so students can easily get free new

information, sharing opinion, daily activities posts and news. Some students answered that Twitter is effective as a learning medium to improve English vocabulary because there are lots of accounts that share new information about many things, so that other Twitter users will find it very easy to find new information. This is in line with the experts statement by Milstein that Twitter is a popular web-blog with millions of members who produces and share a information regularly. It was established in 2006 and has grown exponentially. Users can send tweets of up to 140 characters that can be posted on the Twitter website or applications for mobile phones and computer desktops.[1]

B. Materials of the Twitter

Students Perception about the materials of the Twitter in improving learning vocabulary is interesting and fun. when i asked about the materials they have found from Twitter that can increase their vocabulary, they said they got material likes information, post from foreigners about daily activities, slang, and also quizzes from English education accounts.

1. Interesting

Students answered that materials of the Twitter is interesting. They can find new vocabulary through friends' Twitter posts about their daily activities or stories and also interesting information for

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[1] O'Reilly, Tim., & Milstein, S. *The Twitter Book*. (O'Reilly Media: Gravenstein Highway, 2011)

them to read. Student also get English material through an account that specifically share it. It describes by students' statement below:

UL : *"Karena saya mengikuti topik Education jadi saya dapat menemukan berita dan juga informasi yang menarik terbaru di timeline saya yang menggunakan bahasa inggris"*

(Because i followed Education topic so i found the interesting news and also information in my timelime in English)

AM : *"Saya kadang mendapat postingan berbahasa inggris yang menarik di timelime twitter yang dibuat oleh teman saya. Biasanya mereka memposting tentang keseharian mereka. saya menemukan kosakata baru dari postingan mereka."*

(I often find interesting tweets in English on my timeline made by my Twitter friends. Usually they post about their daily activities and i found a new vocabulary)

2. Fun

Student answered that materials on Twitter is fun. There are accounts on Twitter that usually share posts about English, such as English quizzes. The account will share quizzes that will be answered

by students, examples of quizzes such as completing the appropriate word in sentence. Then the correct answer will be given on the next day or the next week. Students feel that it is very fun because answering the quiz can be done anywhere and not limited by a short time. It described by students' statement below:

SB : *"Iya. Saya pikir saya menemukan beberapa materi baru seperti akun pendidikan bahasa inggris yang memposting kuis dan membiarkan kita memilih jawaban yang di kemudian hari mereka akan memberitahu kita jawaban yang benar dari kuis tersebut. Itu sangat menyenangkan"*

(Yes. I think i found some new materials such as an English educational account that tweet english quizzes and let us choose the answer and then a day after they're going to tell us the correct answer of the quiz. It's so fun)

The Students got materials from their timeline. The materials that they got likes information, news, stories, idiom, slang and English quizzes.

a. Information, news and friend tweets

Students will get information, news or friend tweets (posts) in English on their timeline after choosing an English topic or it can appear randomly on their timeline. Through this information, news and friends tweets they will get new vocabulary when reading it.

Andy Ngô 🏳️‍🌈✅ @MrAndyNgo · 23 jam

On Saturday, #Antifa carried out a coordinated attack & robbery on street preachers and a black livestreamer at the Saturday market in downtown Portland. Antifa members Justin Allen & Alissa Azar (who is facing a felony riot case currently) were there:
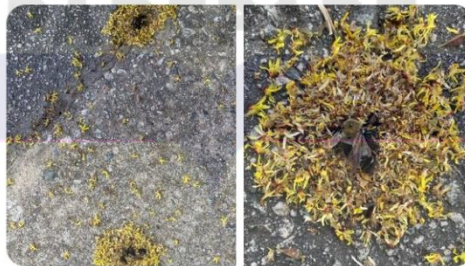
0:34
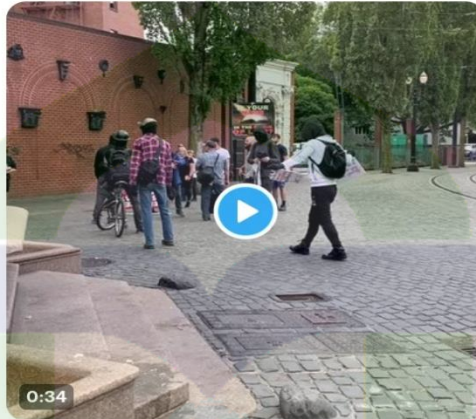
127rb tampilan · Dari G H O S T ⚡ of bartertown

💬 617   🔁 2.048   ♡ 3.983   ⤳

News that students can get on their timeline

sophie klahr @sophieklahr · 17 jam

I have put Twitter back on my phone specifically to show you these circular arrangements of petals i found around multiple dead bees. if you are a scientist who knows what the hell is going on here, please tell me!

💬 735   🔁 11rb   ♡ 105rb   ⤳

The tweets of the students friends on twitter

b. Stories

For students who ike to read fiction or AU (Alternative Universe) stories, they will follow accounts that share stories frequently. The writers usually using few of English words in their stories and also use full English.

《Nushie》 @astronamgi · 04 Jan 19
[#Taekook au] Kook was sent to korea from USA as a punishment but he couldn't speak korean. Tae's dream job was in USA but English was hard. Although Kook was living with Tae's family, they couldn't stand each, but they made a deal to help each other with their weaker language

♡ 4   ⟲ 18   ♡ 145   ⤳

Tampilkan utas ini

c. Slang and Idiom

One of the keys to mastering English, including speaking and writing so that it is natural like native speakers is to learng and practice idiom and slang. There are accounts that often share idioms and slang such as the @hermionyyye account.

English with Miss Ririn @h... · 18 Jan 20
• A lot of (banyak)
• A man of the world (orang yg selalu memenuhi janji)
• After all (bagaimanapun juga)
• After your own heart (memiliki opini atau ketertarikan yg sama dengamu)
• All along (dari semula)
• All of a sudden (dgn sangat cepat/ tiba-tiba)

💬 8   🔁 126   ♡ 656   ⤴

English with Miss Ririn @h... · 18 Jan 20
• All the better (adalah lebih baik)
• As to (tentang)
• As easy as pie (sangat mudah)
• At all events/at any rate (apapun yang terjadi)
• At will (sesuka hati)
• A chain smoker (perokok berat)
• A chit of a girl (wanita berbadan kecil)
• A credit to (menjadi kebanggaan)

💬 1   🔁 88   ♡ 473   ⤴

English with Miss Ririn @h... · 18 Jan 20
• A far cry (jauh berbeda)
• A fish story (cerita bohong)
• A man of mark (orang terkenal)
• A hot potato (pembicaraan mengenai isu yang sedang hangat diperbincangkan)
• A little bird told me (seseorang memberitahu rahasia)

Tweet balasan Anda   📷

d. English Quizzes

There is an account that often shares quizzes in English. Students follow the account and answer the quiz. Students will know their answer are right or wrong after the account shares their answer the next day.

EnglishFestID @EnglishFestID · 16 jam
QUIZ

1. They're looking _____ their vacation.

Choose the correct answer.

> for

> for to

> forward

> forward to

2.731 suara · Tersisa 7 jam 14 menit

💬 14   🔁 11   ♡ 68   ⌁

Tampilkan utas ini

EnglishFestID @EnglishFestID · 15 jam
5. He _____ the police for speeding.

Choose the correct answer.

> pulled by over

> pulled over by

> was pulled by over

> was pulled over by

1.022 suara · Tersisa 7 jam 14 menit

EnglishFestID @EnglishFestID · 15 jam
That's it for today.
The correct answers will be posted
tomorrow (Monday).

💬 1   🔁   ♡ 8   ⌁

EnglishFestID @EnglishFestID · 17 jam
Answers:

1. It is important to keep (cool) in a crisis.
2. He keeps his (head) down and avoids
trouble.
3. It's (hands) down the best movie of the
year.
4. I have no idea. Your guess is (as good as)
mine.
5. I guess he got (cold feet) and didn't want
to show up.

💬 4   🔁 3   ♡ 12   ⌁

Tampilkan utas ini

The conclusion of the statements above that students can get interest and fun materials when they are choose to follow the people that mostly tweet in English or English educational accounts. They can get information, slang, news and quizzes or English posts and students can learn some of the information that students get on Twitter and don't get into school. They can spend most of the times scrolling the twitter timeline and make the best of their times by learning something. This is in line with the experts statement by Mistry that Twitter has opened up a new channel of information dissemination, and has seen tremendous user growth. Twitter is a widely used free social networking tool that allows people to share information, in a real-time news feed through posting brief comments about their experiences and thoughts. [2] And Lomicka view that Twitter can help language learners from a collaborative community and language skills. They can acquire a new language in a fun and interactive way.[3]

C. The Benefits of the Twitter

Students perception about the benefits of using Twitter as a learning medium in improving English vocabulary are comfortable, easy and fast to get new vocabulary because they can get new friend from different country, find new information, and new learning tools from their timelineon Twitter.

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[2] Mistry. Critical Care Training: *Using Twitter as a Teaching Tool*. (British Journal of Nursing, 2011)

[3] Lomicka, Lord. *A tale of tweets: analysing microblogging among language learners*. (System, 2011) Vol. 40, pp. 48-63.

1. Comfortable

   Students answered that the benefits of Twitter in learning vocabulary is comfortable to use. They can easily learn vocabulary and relax to answer the English quizzes because they can open Twitter anywhere and anytime. They can choose the topics they want to search for themselves and also follow accounts that often share English posts that they like. It describes by students' statement below:

   RM : *"Sangat berpengaruh baik karena membuat saya nyaman untuk belajar"*

   (having good impact because make me relax to learn)

   F : *"Belajar bahasa inggris jadi tidak membosankan karena bisa sambil santai mengerjakan kuis bahasa inggris"*

   (Learning English is not boring because we can relax doing the English quiz)

2. Easy and fast to get vocabulary

   Students answered that the benefits of Twitter in improving English vocabulary is easy and fast to get vocabulary. They can quickly and easily get new vocabulary by reading English posts that pass on their Twitter timeline made by their Twitter friends, they also get new vocabulary through the Twitter account they have followed

which often shares English material and makes English quizzes. It describes by students' statement below:

Z : *"Di Twitter terdapat banyak akun pembelajaran yang bisa dengan mudah kita temukan yang dapat lebih memudahkan kita untuk belajar dan meningkatkan penguasaan kosakata bahasa inggris"*

(On Twitter there are so many learning accounts that we can easily find so that it can make it easier for us to learn to improve English vocabulary mastery)

SA : *"Mudah menemukan kosakata baru dari cerita-cerita yang saya baca"*

(Easy to find a new vocabulary from the stories that i read)

F : *"Saya mendapat kata-kata baru dengan cepat"*

(I can get a new words quick)

The conclusion of the statements above that Twitter is comfortable to use because students can use it anytime and anywhere, easy and fast to get new vocabulary because students can get new vocabulary from their timeline. So Twitter have positive influence and good impact in improve students vocabulary because student can get new friends from other country and communicate with them, get new information or English quizzes in English from their timeline because they follow educational accounts. This in line with the expert statement

by Cohen that is Apart from Twitter as a tool used for learning and making new friends, the ease of discovering new knowledge can also be perceived as a positive influence. There are twitter accounts that distributed English vocabulary, English sentence, English test, ets. Twitter users can obtain this new information through content that includes English in it by using Twitter to get new information, including as a significant factor for students in improving their knowledge of English especially English vocabulary.[4]

According to Aprianto, There are two features in using Twitter to help the English learners get benefits to improve their English vocabulary. These Features are as follows:[5]

1. Tweets

   Students can learn slang words and idioms from Twitter when using Twitter, and students can learn some of the information that students get on Twitter and don't get into school. Twitter users usually share or tweet their contents in English caption, such as motivation, quotes, love, humor, informations, daily activities, thoughts, conversations, etc. It describes by the students' statement below:

   SA   : *"Mudah menemukan kosakata baru dari cerita-cerita yang saya baca*"

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[4] Cohen, Andrew, Chamot & Anna. (Ed.). 2011. Second Language Learner Strategies. Handbook of Research in second Language Teaching andLearning. (ed) EliHinkel, 2nd ed.

[5] Aprianto, Deddy. *Dampak Penggunaan Twitter Terhadap Pembelajaran Bahasa Inggris (Ditinjau Dari Persepsi Mahasiswa), (*Manado: Universitas Sam Ratulangi, 2018)

(Easy to find a new vocabulary from the stories that i read)

PR   : *"Dalam menggunakan Twitter, pastinya terdapat pengaruh yang positif karena di Twitter banyak kosakata yang kita tidak tahu artinya. Ketika kita membaca postingan seseorang dan di postingan tersebut terdapat kosakata baru, maka kita mendapat kosakata yang belum kita ketahui sebelumnya"*

(In using Twitter, there must be a positive impact, because on Twitter there are vocabularies which we do not know the meaning of. When we read someone's post on twitter and in the post there is a new vocabulary, we get vocabulary that we didn't know before)

2. English accounts

There are twitter accounts that distributed English vocabulary, English sentence, English test, ets. Twitter users can obtain this new information through content that includes English in it by using Twitter to get new information, including as a significant factor for students in improving their knowledge of English especially English vocabulary. It describes by students' statement below:

Z   : *"Twitter dapat digunakan sebagai media pembelajaran untuk membantu menambah kosakata bahasa inggris ketika kita mengikuti akun-akun orang asing atau kita juga dapat mencari informasi tentang berita internasional"*

(Twitter can be used as a learning medium to help mastering English vocabulary when we follow accounts from foreigners or we can also search for information about international news)

SB : *"Menurut saya bisa tapi kita harus mengikuti akun-akun yang memposting English secara teratur. Di sosial media, termasuk Twitter, semua tergantung oleh apa yang kamu ikuti. Jika kita memilih mengikuti orang-orang yang lebih banyak memposting dalam bahasa inggris atau akun pendidikan bahasa inggris, menurut saya kita bisa belajar atau meningkatkan kosakata bahasa inggris tapi jika kita memilih untuk mengikuti orang-orang yang lebih banyak memposting dalam bahasa indonesia atau bahasa lain, menurut saya kita tidak bisa meningkatan kosakata bahasa inggris"*

(I think it can but we need to follow accounts who tweet in English regularly for that. On social media, including Twitter, it all depends on who you choose to follow. If we choose to follow people that mostly tweet in English or English educational accounts then i think we can learn or improve our English vocabulary but if we choose to follow people that

mostly tweet in Indonesia or other language then i think we
can't)

From the statement above, the researcher concluded that Twitter can be used as a learning medium to improve students vocabulary depends on what or who you choose to follow on Twitter.

Discussion

In this section, the researcher describes the discussion of students' perception on the use of Twitter in learning vocabulary at the fourth semester of English Education program of IAIN Parepare. The researchers used a qualitative approach to measure students' perception on the use of Twitter in learning vocabulary. This research is a descriptive qualitative research that is used to answer research questions.

The researcher compiled six questions and consisted of three aspects, namely The use of Twitter, materials, and the benefits. The researcher asked or interviewed directly to students one by one and via Whatsapp.

Most of the students answered that Twitter can be used as a learning medium because they can easily get new information, sharing opinion, daily activities posts and news. Twitter is simple, free and accessible to use. This is in line with the experts statement by Milstein that Twitter is a popular web-blog with millions of members who produces and share a information regularly. It was established in 2006 and has grown exponentially. Users can send tweets of up to 140 characters that can be posted on the Twitter website or applications for mobile phones and computer

desktops.[6] Some students answered that the materials of Twitter is interesting and fun to use as a learning medium to improve English vocabulary because there are lots of accounts that share new information about many things, stories, slang and idioms. so that the Twitter users will easy to find new vocabulary. The language used in conveying the information, news or tweets is not only Indonesian, but many also use English. With this new information, news or tweets, users often find new vocabulary words they don't know. So that Twitter users understand what is contained in the new information, news, or friends tweets.

Several students answered that they are choose to follow the people that mostly tweet in English or English educational accounts. They can get information, slang, news and quizzes or English posts and students can learn some of the information that students get on Twitter and don't get into school. They can spend most of the times scrolling the twitter timeline and make the best of my times by learning something.

Some students answered that the benefits are comfortable and easy to get new vocabulary. They said that Twitter has a big very influence on learning vocabulary. them in learning English, for a scale of 1 to 10, they gave a value of 7-8 in learning vocabulary using Twitter as the media. This in line with the expert statement by Cohen that is Apart from Twitter as a tool used for learning and making new friends, the ease of discovering new knowledge can also be perceived as a positive influence.

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[6] O'Reilly, Tim., & Milstein, S. *The Twitter Book*. (O'Reilly Media: Gravenstein Highway, 2011)

There are twitter accounts that distributed English vocabulary, English sentence, English test, ets. Twitter users can obtain this new information through content that includes English in it by using Twitter to get new information, including as a significant factor for students in improving their knowledge of English especially English vocabulary.[7] So the use of Twitter in learning vocabulary based on students perception has a positive impact on students especially for their vocabulary in daily activities.

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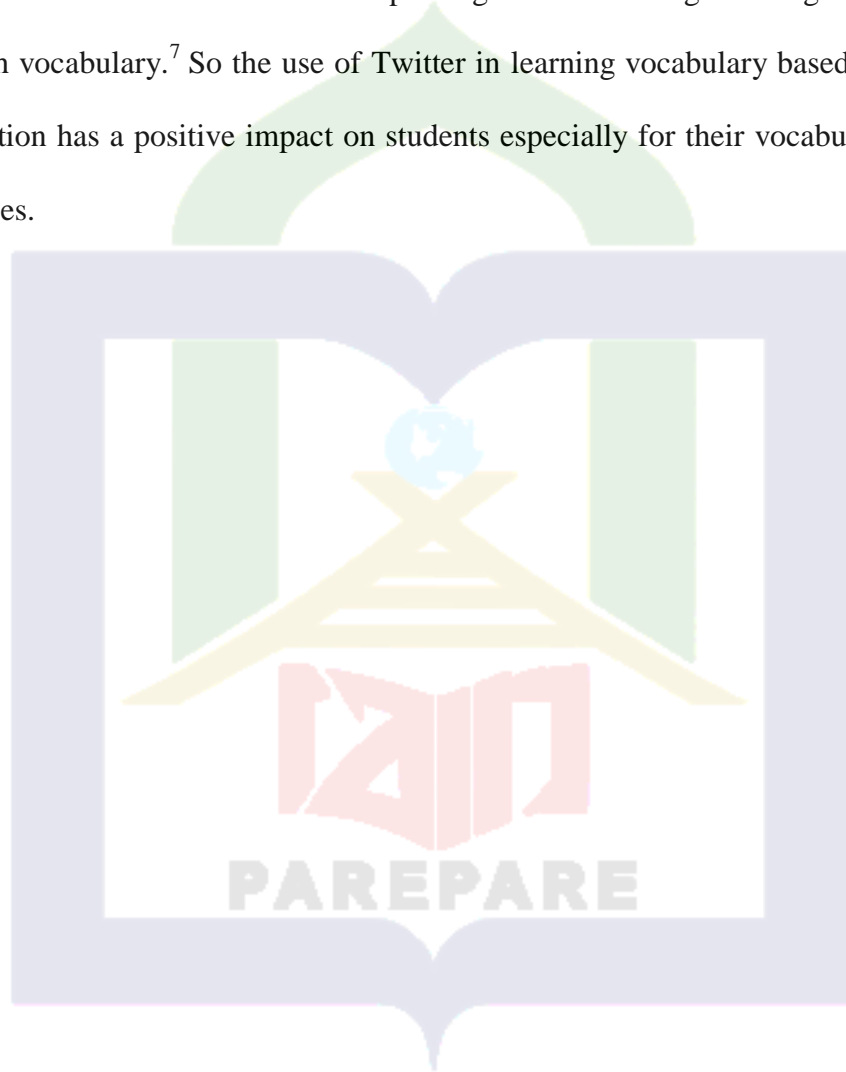
[7] Cohen, Andrew, Chamot & Anna. (Ed.). 2011. Second Language Learner Strategies. Handbook of Research in second Language Teaching andLearning. (ed) EliHinkel, 2nd ed.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result which is gotten from the interview, it can be seen that Twitter is one of social media which can be used for sharing opinion, and getting information. Twitter is simple, free and accessible to use. The students also believe that using twitter can help the users to get new information which consist new English vocabulary that the users have not known the vocabulary meaning before. The benefits of using Twitter are student feel comfortable and easy to find new vocabulary because they are getting new friends from all over the world and finding new information easily. Twitter is an international social media where its users are people from various parts of the world. Thus, Twitter users will be very possible to get new friends from various other countries. Because the international language is English, so the communication process will use English. Indirectly, in the communication, there must be a new English vocabulary where one of the users does not understand the meaning of the words used so that the user wants to find out the meaning of the new vocabulary.

In the Twitter application there are lots of accounts that share new information about many things, so that other Twitter users will find it very easy to find new information. The language used in conveying the information is not only Indonesian, but many also use English. With this new information, users

often find new vocabulary words they don't know. So that Twitter users understand what is contained in the new information, Twitter users will interpret new vocabulary that they do not know the meaning of so that they can be helped to understand the content of the new information. This activity helps Twitter users improve their English vocabulary.

B. Suggestion

In this part some suggestion are addressed to the students, the teachers and the other researchers in the future.

1. For Students

   e. Students should be use Twitter for learning things and more effectively

   f. Students should more interact with native or English speaker to improve their writing skill ability and interact with new words

2. For Teachers

   This research provides theories, examples, strategies, and media related to learning methods used to solve problems in teaching and learning. The teacher can use this research as reference material to complete the learning material happening
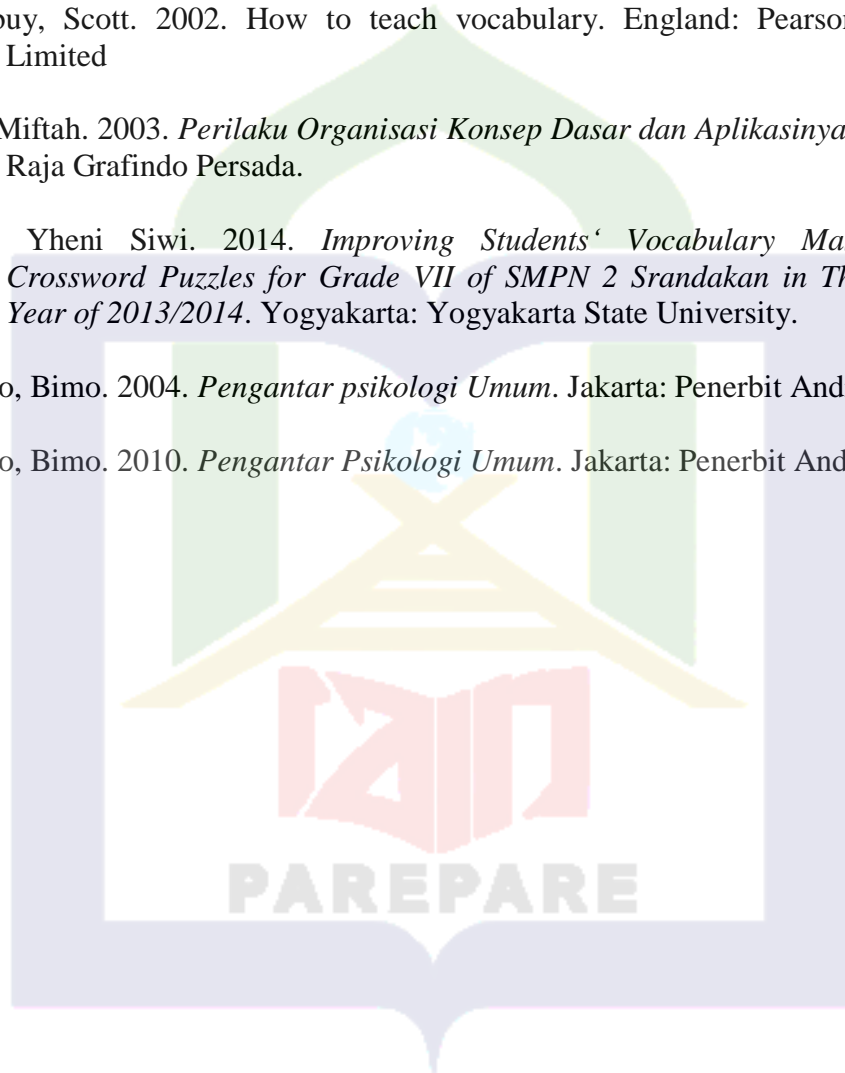
3. For the other researcher

   The next researcher can conduct a study about Twitter user and why students more interest in Twitter that other platform for learning English vocabulary.

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APPENDICES

APPENDIX. 1 INSTRUMENT

	KEMENTERIAN AGAMA REPUBLIK INDONESIA
	INSTITUT AGAMA ISLAM NEGERI PAREPARE
	FAKULTAS TARBIYAH
	Jln.AmalBakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
	PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id
	INSTRUMEN PENELITIAN SKRIPSI

The researcher will use semi-structured interview to gain the information about Students' Perception On the Use of Twitter in Learning Vocabulary at the Fourth semester of English Education Program of IAIN Parepare.

NAMA MAHASISWA   : FITRIANI ISMAIL

NIM   : 18.1300.112

FAKULTAS/PRODI   : TARBIYAH/PENDIDIKAN BAHASA INGGRIS

JUDUL   :STUDENTS' PERCEPTION ON THE USE OF TWITTER IN LEARNING VOCABULARY AT THE FOURTH SEMESTER OF ENGLISH EDUCATION PROGRAM OF IAIN PAREPARE

Students' will answer the questions with their own words and there is no alternative answer from the researcher. The questions might be expanded related to the students' answer in order to find the aim of this research.

Interview Items

No	Indicators of interview items	Questions Items
1	The use of Twitter	1. In your opinion, can Twitter be used as a learning medium?
		2. In your opinion, can Twitter be used as a new and effective learning medium in improving English vocabulary mastery? Why is that?
		3. How do you use Twitter to help increase your English vocabulary?
2	Materials	4. In using Twitter, do you often find new materials from the twitter account? What are the materials that you found?
3	Benefits	5. What are the benefits of using Twitter as a learning medium to improve your English vocabulary?
		6. How much influence does Twitter account have on learning vocabulary?

After examining the drafting of the student's thesis proposal in accordance with the title, it is essentially dement to have fulfilled the eligibility to be used in the research concerned.

Name   : Shafira balqis

Date of interview   : June 28th 2022

No	Question	Answer
1	In your opinion, can Twitter be used as a leaning medium?	I think it can because now most people are using Twitter. It's not just Gen Z but also Millenials, sometimes i even found gen X on Twitter. What i'm saying is, Twitter can be used as a learning medium because its popularity among generations and i think what we read on social media tends to be more memorable than what we read in books or other media.
2	In your opinion, can Twitter be used as a new and effective learning medium in improving English vocabulary mastery? Why is that?	I think it can but we need to follow accounts who tweet in English regularly for that. On social media, including Twitter, it all depends on who you choose to follow. If we choose to follow people that mostly tweet in English or English educational accounts then i think we can learn or improve our English vocabulary but if we choose to follow people that mostly tweet in Indonesia or other language then i think we can't
3	How do you use Twitter to help increase your English	By following people who mostly tweet in English and educational accounts like

	vocabulary?	@Ellalanguage, @EnglishfessID, @The_YUNiversity, and many more.
4	In using Twitter, do you often find new materials from the twitter account? What are the materials that you found?	Yes. I think i found some new materials such as an English educational account that tweet english quizzes and let us choose the answer and then a day after they're going to tell us the correct answer of the quiz
5	What are the benefits of using Twitter as a learning medium to improve your English vocabulary?	We spend most of our times (well, me anyway) scrolling the twitter timeline so i can make the best of my times by learning something. Not just scrolling through some random tweet or some gossip
6	How much influence does Twitter have on learning vocabulary?	I think twitter has a big influence on learning vocabulary, maybe 70-80%

Name : Afriani

Date of interview : June 27th 2022

No	Question	Answer
1	In your opinion, can Twitter be used as a leaning medium?	Menurut saya, twitter sangat berguna saat digunakan sebagai media pembelajaran untuk membantu menambah kosakata bahasa inggris karena di twitter sendiri sangat mudah untuk akses negara lain jadi sangat mungkin untuk kita menemukan partner untuk meningkatkan kosakata bahasa inggris.
2	In your opinion, can Twitter be used as a new and effective learning medium in improving English vocabulary mastery? Why is that?	Twitter sangat membantu meningkatkan kosakata bahasa inggris, tapi jika hanya digunakan sebagai media pembelajaran, menurut saya tidak efektif karena banyak media lain yang bisa digunakan
3	How do you use Twitter to help increase your English vocabulary?	Cara yang saya gunakan yaitu menambah followers atau orang yang saya follow yang memiliki pengetahuan tentang bahasa inggris, contohnya kita bisa menfollow orang-orang asing jadi kita bisa meningkatkan kosakata bahasa inggris baru

4	In using Twitter, do you often find new materials from the twitter account? What are the materials that you found?	Saya menemukan kosakata bahasa inggris yang baru melalui postingan yang teman twitter saya buat
5	What are the benefits of using Twitter as a learning medium to improve your English vocabulary?	Saya bisa mendapat dan menghafal kosakata baru dengan cepat dibandingkan dengan belajar di dalam kelas
6	How much influence does Twitter have on learning vocabulary?	Cukup berpengaruh bagi saya

Name   : Ulfa

Date of interview   : July 24th 2022

No	Question	Answer
1	In your opinion, can Twitter be used as a leaning medium?	Menurut saya twitter dapat digunakan sebagai media belajar ketika kita mengikuti akun-akun yang khusus membagikan materi pembelajaran
2	In your opinion, can Twitter be used as a new and effective learning medium in improving English vocabulary mastery? Why is that?	Seperti yang saya katakan tadi, twitter dapat menjadi media belajar ketika akun yang kita ikuti itu memang akun-akun yang membagikan materi pembelajaran.
3	How do you use Twitter to help increase your English vocabulary?	Biasanya saya akan memilih topik Education di twitter yang akan secara otomatis memunculkan akun atau postingan tentang pendidikan yang menggunakan bahasa inggris
4	In using Twitter, do you often find new materials from the twitter account? What are the materials that you found?	Karena saya mengikuti topik Education jadi saya dapat menemukan berita dan juga informasi terbaru di timeline saya yang menggunakan bahasa inggris
5	What are the benefits of	Dapat membaca informasi dan berita terbaru

	using Twitter as a learning medium to improve your English vocabulary?	sambil menemukan kosakata baru dari apa yang saya baca
6	How much influence does Twitter have on learning vocabulary?	Menurut saya cukup berpengaruh dalam meningkatkan kosakata bahasa inggris yang saya miliki

Name   : Putri Rezki

Date of interview   : July 24th 2022

No	Question	Answer
1	In your opinion, can Twitter be used as a learning medium?	Twitter can be used as a learning medium to help mastering English vocabulary when we follow accounts from foreigners or we can also search for information about international news.
2	In your opinion, can Twitter be used as a new and effective learning medium in improving English vocabulary mastery? Why is that?	Yes because many Twitter users share a variety of interesting information and use mixed languages so that indirectly helps a little or a lot in mastering English vocabulary.
3	How do you use Twitter to help increase your English vocabulary?	By following Twitter accounts of other nationalities that often make posts on Twitter in English.
4	In using Twitter, do you often find new materials from the twitter account? What are the materials that you found?	Yes, i found English post likes poem, news, stories and slang

5	What are the benefits of using Twitter as a learning medium to improve your English vocabulary?	In using Twitter, there must be a positive impact, because on Twitter there are vocabularies which we do not know the meaning of. When we read someone's post on twitter and in the post there is a new vocabulary, we get vocabulary that we didn't know before
6	How much influence does Twitter have on learning vocabulary?	If we use twitter it is more relaxed and easier to understand. For a scale of 1 to 10, I give a value of 8 in learning vocabulary using Twitter as the media.

PAREPARE

APPENDIX. 2 DOCUMENTATION

APPENDIX 3. RESEARCH ALLOWANCE

SRNIP0000568

PEMERINTAHKOTAPAREPARE
DINASPENANAMANMODALDANPELAYANANTERPADUSATUPINTU
JalanVeteranNomor28Telp(0421)23594Faximile(0421)27719KodePos91111,Email.dpmptsp@pareparekota.go.id

REKOMENDASIPENELITIAN
Nomor:569/IP/DPM-PTSP/7/2022

Dasar:
1. Undang-UndangNomor18Tahun2002tentangSistemNasionalPenelitian,Pengembangan,danPenerapanIlmuPengetahuan danTeknologi.
2. PeraturanMenteriDalamNegeriRepublikIndonesiaNomor64Tahun2011tentangPedomanPenerbitanRekomendasiPenelitian.
3. Peraturan Walikota Parepare No. 45 Tahun 2020 Tentang Pendelegasian Wewenang PelayananPerizinandanNonPerizinanKepadaKepala DinasPenanamanModal danPelayananTerpaduSatuPintu.

SetelahmemperhatikanhaltersebutmakaKepalaDinasPenanamanModaldanPelayananTerpaduSatuPintu:

M E N G I Z I N K A N

KEPAD ANAMA : **FITRIANIISMAIL**

UNIVERSITAS/LEMBAGA : **INSTITUTAGAMAISLAMNEGERI(IAIN)PAREPARE**
Jurusan : **PENDIDIKANBAHASAINGGRIS**
ALAMA : **JL.PANGEMPANG,KEC,TELLULIMOUE,KAB.SIDRAP**
TUNTU K : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagaiberikut :

JUDUL PENELITIAN: STUDENTS PERCEPTION ON THE USE OF TWITTER IN LEARNINGVOCABULARY AT THE FOURTH SEMESTER OF ENGLISHEDUCATION PROGRAMOF IAINPAREPARE

LOKASIPENELITIAN:INSTITUTAGAMAISLAMNEGERI(IAIN)PAREPARE

LAMAPENELITIAN 22Juli2022s.d22Agustus2022
a. RekomendasiPenelitianberlakuselamapenelitianberlangsung
b. Rekomendasiinidapatdicabutapabilaterbuktimelakukanpelanggaransesuaiketentuanperundang-undangan

Dikeluarkandi:**Parepare**
PadaTanggal: **25 Juli 2022**

KEPALA DINAS PENANAMAN MODALDANPELAYANANTERPADUSATUPIN TUKOTAPAREPARE

Hj.ST.RAHMAHAMIR,ST,MM
:Pembina (IV/a)
~~Pangkat~~
NIP :197410132006042019

Biaya:Rp.0.00

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax 24404
PO Box 909 Parepare 91100, website www.iainpare.ac.id, email mail@iainpare.ac.id

SURAT KETERANGAN TELAH MENELITI
NOMOR : B.2878/In.39.5.1/PP.00.9/08/2022

Yang bertanda tangan di bawah ini,

Nama	: Bahtiar, M.A
NIP	: 19720505 199803 1 004
Pangkat/Golongan	: Pembina / IV a
Jabatan	: Wakil Dekan Bidang Akademik, Kemahasiswaan, Kelembagaan dan Kerjasama
Instansi	: Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama	: Fitriani Ismail
NIM	: 18.1300.112
Fakultas/Prodi	: Tarbiyah/ Pendidikan Bahasa Inggris
Alamat	: Jl. Pangempang, Kec. Tellulimpoe, Kab. Sidrap

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Juli 2022 sampai dengan bulan Agustus 2022, dengan judul penelitian **"Students Perception On The Use Of Twitter In Learning Vocabulary At The Fourth Semester Of English Education Program Of IAIN Parepare".**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 08 Agustus 2022
Wakil Dekan I,

Bahtiar

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B.2389/In.39.5.1/PP.00.9/07/2022
Lampiran : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

      Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	:	Fitriani Ismail
Tempat/Tgl. Lahir	:	Pajalele, 11 Januari 2000
NIM	:	18.1300.112
Fakultas / Program Studi	:	Tarbiyah / Pendidikan Bahasa Inggris
Semester	:	VIII (Delapan)
Alamat	:	Jl. Pangempang, Desa Pajalele, Kec. Tellulimpo e, Kab. Sidenreng Rappang

Bermaksud ˙akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"Students' Perception On The Use Of Twitter In Learning Vocabulary At The Fourth Semester Of English Educartion Program Of IAIN Parepare"**. Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai bulan Agustus Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 08 Juli 2022

Wakil Dekan I,

Bahtiar

Tembusan :

1   Rektor IAIN Parepare
2   Dekan Fakultas Tarbiyah

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 2277 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

Menetapkan	:	**KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**
Kesatu	:	Menunjuk saudara; 1. Drs. Ismail Latif, M.M
		2. Dr. Zulfah, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Fitriani Ismail
NIM	:	18.1300.112
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Students' Perception on The Use Of Twitter: "English Page" For Increasing Vocabulary Mastery

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di   :   Parepare
Pada Tanggal   :   27 Agustus 2021
Dekan,

Saepudin

CURRICULLUM VITAE

FITRIANI ISMAIL, the writer was born on January 11th, 2000 in Sidrap. She is the first child from three children in her family, from couple Ismail and Muriani. She has two brothers. She began her study at SDN 1 Massepe and graduated on 2012. In the same year, she continued her study at SMPN 1 AMPARITA and graduated on 2015. In the same year she continued her study at SMAN 5 SIDRAP and graduated on 2018. After graduated she continued her study at State Islamic Institute (IAIN) PAREPARE. She took Tarbiyah Faculty and focusing on English Education Program. She complied her skripsi on 2022 with the title "Students' Perception on The Use of Twitter in Learning Vocabulary at the Fourth Semester of English Education Program of IAIN Parepare".