

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problem statement, objective of the study, scope of the study, and significance of the study.

1.1 The Background of the Study

Learning is becoming easier, quicker, and more rapid in the digital era. Students, in particular, who frequently utilize information technology, can use these resources for purposes that are more beneficial, such as advancing their education, communicating more effectively, or promoting a cause. Social media is one type of information technology that when used by a student has a good effect on them. Especially, using social media as a tool for education, for example to learn English as a foreign language (Bandjar et al., 2018).

Despite a doubt, social media is a platform that is a part of our lives. However, perspectives on the benefit of social media in terms of improving English abilities are varied (Helan & Tamilarasan, 2022). According to Paliath & Evangeline, (2022) says that academics, lawmakers, corporate executives, and consultants have been interested in the concept of social media for decades. In 2013, French and China sparked the idea of a new way of learning language. Twitter is a platform that can be utilized to learn a language. It enables users to share a quick message with the community by posting it as a message (Utimadini et al., 2015). Twitter is called a micro-blogging site. Twitter was originally intended to be a platform that would enable users to send messages to all of their friends, coworkers, and family members. Also,

Twitter has elements that have little in common with several other social media such as Facebook, Email, Texting, Blogging and RSS social network (Bandjar et al., 2018).

Additionally, research suggests that Twitter is advantageous for English language learners. According to Utimadini et al., (2015), Twitter use typically takes one of two forms: first, the addition of more authentic, real-world tasks to the learning environment, or second, an increase of student reflection and debate of traditionally taught subject matter, either individually or in groups. Educators have tried utilizing Twitter to teach several kinds of subjects, including business, history, geography, and language acquisition. Also, according to Bandjar et al., (2018), Twitter is one of the media for enhancing one's English vocabulary. Through Twitter, they can gain new insight like new vocabulary and other knowledge. For example, students learn slang words such as slang and idioms, also some knowledge they get on Twitter that they cannot learn in the classroom.

According to Cheng, (2012), In a Taiwanese college, they use Twitter for writing and reading in order to learn English skills. The form rather than the message of the target language is frequently overemphasized in many Taiwan writing or reading courses. This emphasis leads to test-oriented learning methods and grammar exercises rather than language use for genuine communication. As a result, using Twitter to learn a language may have the added benefit of giving users enough exposure to the language and teaching them how to communicate clearly and concisely in tweets for their social

networks (Borau et al., 2009). Twitter's setting might encourage users to read and write in order to interact with others and support communicative proficiency in English learning (Borau et al., 2009). Twitter additionally enhances student learning by encouraging the fusion of solutions to issues and enabling students to simultaneously view many other people's viewpoints (Junco et al., 2010). From a learning point of view, Twittering improves engagement among learners by strengthening their critical-thinking abilities by compressing what they write on tweets because of the character limitations (Borau et al., 2009; Junco et al., 2010).

Research done by Hamidon et al., (2013), proved that Twitter can be a tool for reading fluently in the target language, which will undoubtedly help to accomplish the objective mentioned earlier. As a result, Twitter is thought to be the best learning tool for community university students who want to utilize the target language naturally and successfully outside of the classroom. Twitter also has the ability to stimulate students' communicative proficiency in their target language (Borau et al., 2009). Harmandaoglu, (2012), says that it should be highlighted that using Twitter for foreign language learning may be very creative and productive if teachers and students use it responsibly for both academic and personal aims appropriately. For instance, in a reading class, the term "silent lesson" refers to a 20-minute period during which no one is allowed to speak, and during which the teacher and pupils only communicate via written posts on Twitter. When utilized for class discussions,

Twitter helps students develop their summarization skills by condensing their ideas with clear, precise grammatical structure and language (Focus, 2011).

Through the use of Twitter, where responses are prompt, communication is interactive, and individuality can be seen by individual tweets, teachers can determine and see indirectly which of their students has already mastered reading skills, comprehended the text studied in class, and developed their own meaning and perception of the text (Hamidon et al., 2013). Although reading and writing in these new virtual environments may not be entirely unique or distinctive, they do involve some recycling and remixing, which Greenhow & Gleason, (2012), confirmation plays an important part in how young people produce new texts (Alvermann, 2008). We now take a general look at the way Twitter has been used in language classrooms considering these changes. Twitter may impact how we educate by promoting reciprocity and critical thinking (Hattem & Lomicka, 2016).

Therefore, the aim of this study is focused on the use of Twitter, one of social media platforms, as a learning media of EFL, according to the perspective or perceptions of students who use Twitter as a media that they believe can help them to improve their English reading skills. Researchers are interested in studying students in higher education because, in this digital era, everyone enjoys using social media in their daily activities, even students in higher education must have phenomenal social media accounts, including Instagram, Facebook, Telegram, Pinterest and many of them use Twitter to

communicate, find information and also to use Twitter as a learning media of English.

1.2 Problem Statement

Based on the reasoning stated in the preceding context, the researcher desires to know:

1. How do students at Universitas Muhammadiyah Kalimantan Timur (UMKT) perception about using Twitter as a social media platform to enhance reading skills?
2. How does Twitter enhance students of Universitas Muhammadiyah Kalimantan Timur (UMKT) reading skill?

1.3 Objective of the Study

The purpose of this research, as indicated by the question posed in the problem statement above, is to provide a detailed description of how the perceptions or opinions of students at Universitas Muhammadiyah Kalimantan Timur (UMKT) in the English Department, especially students who using one of the social media, it is Twitter as a platform to improve their English reading skills as a foreign language. Also, the benefits of Twitter compared to other social media platforms for enhancing their reading skills.

1.4 Scope of the Study

The scope of this research is restricted to the English Department at Universitas Muhammadiyah Kalimantan Timur (UMKT). The research

focuses on the benefits of using Twitter as one of social media platforms to enhance English reading skills from the students' point of view.

1.5 Significance of the Study

Researchers hope that this research can be useful both in the academic field and in education. Theoretically, the researcher believes that this research can provide useful information and important data for institutions, also will be useful reference in the future because, in this digital era learning English becomes easier, one of which is using social media platforms. The researcher also hopes that this research paper can be guidance for other researchers who wish to conduct similar research like this one.

For practically:

1) Teacher

The results of this can be a reference or idea for teacher and lecturer in the future to use social media in terms of learning, especially English. It is expected that after knowing student perception, the teacher can use Twitter as a media learning tool that can be used as a reference for learning variations in higher education.

2) Future Research

This research is anticipated to produce information, knowledge, and new insights in the field of education. Particularly in English which may be implanted in the future. The researchers also expect that this study may aid future researchers who use Twitter as a social media platform for enhancing English reading abilities.