CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theoretical framework, previous study, and conceptual framework.

2.1 Theoretical Framework

2.1.1 Perceptions

According to Sarwono as cited in Weya et al., (2021), The process of gathering, choosing, and organizing sensory data is known as general perception. A person becomes conscious when they are exposed to an external stimulus, which is subsequently taken in by the auxiliary organs and entered the brain. Sarwono also stated that consciousness is the process of using sense tools to seek information to understand.

Perception is a person's notion after having seen and done something allows him to draw his own conclusions about how he feels. Perceptions allow us to determine the outcome of anything that has been observed using all five senses (Abdul & Jumiaty, 2022). According to W. Sarwono, (2010), the factors that influence perceptions are:

a. In most cases, attention concentrates on just one or two objects instead of taking in all the stimuli that are present at once. Perceptions will differ depending on where each person chooses to focus their attention.

b. Mental preparation for impending stimuli in a person.

c. Any short or long-term needs that the person has will have an impact on how they perceive things. Everyone's perception will be influenced by

different demands.

d. Perception is also influenced by the value system, namely the value system that governs a society.

e. Personality type, or how different people will see things depending on their personality patterns. In accordance with that, the development of consciousness is influenced by an individual's actions, and perceptions vary across individuals as well as between groups.

2.1.2 Twitter

Twitter is a platform for real-time information sharing that offers social networking and microblogging tools (http://www.twitter.com). Twitter allows users to send and receive 'tweets,' or posts of up to 140 characters, which are sent to the author's followers and displayed on the author's profile page. Twitter is a platform that enables quick, frequent answers to the same straightforward question: "What's happening?". Friends, family, and coworkers may exchange messages and remain in touch this way (Lomicka & Lord, 2012).

From the perspective of global communication, Twitter has emerged as the most well-known microblogging phenomena (Java et al., 2007). There is not a lot of research on Twitter as an effective tool for teaching and learning EFL or English as a second language (ESL), but a few studies offer helpful insights for the current study regarding Twitter and its use for instruction (Cheng, 2012). Additionally, Twitter offers a microblogging platform where

people who are nervous can express themselves concisely through tweets (Bart, 2009).

2.1.2.1 Twitter in Academia

Although there are various descriptions of Twitter in the literature and reasons why educators could find it useful, Stevens, (2008) only gives a small number of actual research that examine how it affects academic activities. The National Education Association, the largest professional and labor union in the United States that represents teachers, advises using Twitter to help students "crystallize thoughts, focus attention, and make connections" (and provides examples of cooperative stories and projects which connect students in the United States with those in other countries). Users are instructed to take part in activities on Twitter when it is utilized in a classroom, such as responding to questions, exchanging ideas, and leaving comments on other people's tweets. It can also be used to foster literacy skills and project teamwork (Grosseck & Holotescu, 2008). Twitter also helps students and teachers connect, improve social presence, keep relationships, enhance learning, write succinctly and for an audience, address problems quickly, and write for an audience (J. C. Dunlap & Lowenthal, 2009a, 2009b).

Among the few empirical studies that are published, Junco et al., (2010), claim that Twitter has the potential to affect student involvement, grades, and faculty participation (Lomicka & Lord, 2012). Theoretically, Twitter-assisted learning is based on the same principles as asynchronous

learning, in which participants are expected to participate to an online community regardless of their location or available time (Cheng, 2012).

2.1.2.2 Twitter in Language Learning

A limited but growing corpus of research has been done on the use of Twitter for language acquisition. For example, Antenos-Conforti, (2009), examines the tweets sent out by 22 students enrolled in Intermediate Italian in order to comprehend their usage patterns on Twitter with regard to frequency and substance, as well as to determine how effective they believe Twitter to be for language acquisition. The researcher calculated the frequency and dispersion of the students' tweets in addition to having the students respond to a questionnaire regarding their experiences. Antenos-Conforti, (2009), claims that Twitter was used in this language class, which not only served to establish a strong feeling of community and encouraged involvement, but also helped to create a virtual extension of the actual classroom.

Kolowich, (2011), remarks on Twitter and its use in projects and circumstances for language acquisition. He highlights the work of a professor who encourages "students to talk about what's going on in their lives in the moment and share that with the other class" by using Twitter in language instruction. While Twitter does not replace traditional language training in the classroom, the language professor clearly states, but she also adds that it does assist extend learning outside of the classroom and motivate students to speak the target language more frequently. Borau et al., (2009), present one of the first empirical studies to employ Twitter in language acquisition. Their

participants were ESL students who had signed up for a seven-week course at an online university. On the basis of 5580 tweets and 90 pupils, for communicative and cultural proficiency was assessed. Borau et al., (2009), administered the tweets were analyzed and a questionnaire was completed. Their findings show that students responded favourably to Twitter and that it is an effective medium for teaching communicative and cultural competency everywhere and at any time, even in the absence of face-to-face engagement (Lomicka & Lord, 2012). According to Gaudet, (2005), it is important to prepare ahead when implementing technology in the classroom in order to ensure that the learning content is well-organized and effective at motivating students to participate in online communication activities.

2.1.3   Reading Skills

The main focus of language learning is practice. Learning a language involves both academic and practical application. Every race and human civilization in the globe experience it (Anwas et al., 2020). To practice reading, writing, speaking, and listening, it is essential to become fluent in a language, especially a foreign one like English. Due to the abundance of English-language content, the internet can be used to practice certain language skills (Anwas et al., 2020). Learning through internet like social media according to Åberg et al., (2016), that using digital learning sources can improve writing skill of students. John and his co-authors showed that online education can enhance communication and participation (student-centered learning).

Specifically, according to (Anwas, 2018) there was the amount of time students spent consuming English-language information online and their interest in learning the language were positively correlated and statistically significant. (Gray, 2007) revealed that the pupils see the use of the internet for language learning positively. Reference (Anderson, 2016) once conducted an interview related to the PPP (Presentation, Practice, and Production) framework in English language teaching. Reading skill can also be improved by having sufficient practice as it is reported in a study conducted by (Samareh, 2018) which investigated the effect of blogging on students' reading skill. Based on the result of their study, it is found that blogging can help to improve the students' reading skill.

2.2 Previous Study

The first journal is from Hamidon et al., (2013), about potential of twitter in post-reading activities among community college students concluded that given the nature of Twitter and the procedures now utilized at community colleges, it is reasonable to assume that there is still a long way to go before Twitter is potentially used in all academic activities in Malaysian community colleges, including post-reading activities. For Twitter to be considered seriously as a medium for language acquisition, one of the challenges is the state of the technology and infrastructure. Students can learn anywhere by using Twitter, even if they are not near a community college.

The second journal is from Sampietro & Salmerón, (2021), about incivility in online news and Twitter: effects on attitudes toward scientific

topic when reading in a second language concluded that, an explanation for these results is that we not only replicated the impact in Spanish (the mother tongue of our participants) with advanced L2 learners, but also in a totally new online setting (Twitter). The effects of online decorum and language (L1 or L2) were specifically examined in two different contexts: online news comment sections and a social media site (Twitter).

The third journal is from Espinoza-Celi et al., (2018), about use of Twitter for improving reding comprehension skills. In this study results proved that being exposed to the wide variety of material and sources shared on Twitter, students' vocabulary increased significantly. Additionally, students demonstrated reflective and critical thinking while working on several reading comprehension exercises that had more interesting content.

A final recommendation is that English lecturers at community colleges embrace modern social networking platforms and push themselves to figure out the best ways to use them in the classroom because it is simpler than switching to a modular study mode. Finding active Twitter users who are English experts in community colleges is the biggest problem for this study because it is exploratory in nature. The ideal way to incorporate any new technology or Web 2.0 tools in language lessons will depend on further research on the acceptance of new technologies among English lecturers and community college students.

2.3 Conceptual Framework

The researcher builds the conceptual framework below based on the explanations, theories, and hypotheses given above.

Figure 1.1 Conceptual Framework

STUDENTS PERCEPTION OF USING TWITTER FOR ENHANCING READING SKILLS IN HIGHER EDUCATION

Social Media

Higher Education

Learning Media

Digital Era

Reading Skill