CHAPTER IV

FINDINGS AND DISCUSSION

4.1. Findings

This chapter contains the analysis of Students' perception on the use of Twitter to learn English. After the Researcher distributed the Online Questionnaire through Twitter to 100 Senior High School Students in Indonesia with various age 15-18 years old, the Researcher analysed the questionnaire results by using Computer Software SPSS 24 Program to determine the percentage of the frequency and the mean score (see Appendix no. 4).

The Questionnaire contained personal information and 10 statements related to Students' perception on the use of Twitter to learn English. The Findings are divided into three parts. First, the Researcher shows the demographic of Respondents' personal information. The second part is about Students' perception on the use of Twitter generally. Then, the Researcher reveals Students' perception on the use of Twitter to learn English.

4.1.1. The Demographic of Respondents' Personal Information

4.1.1.1. City

Respondents of this Research were 100 Senior High School Students, which were from 38 cities in Indonesia, such as Balikpapan, Bandung, Banjarbaru, Banjarmasin, Banyuwangi, Bekasi, Bogor, Denpasar, Depok, Gresik, Jakarta, Jombang, Karawang, Kediri, Lamongan, Landak, Madiun, Magelang, Makassar, Malang, Medan, Mojokerto, Palangkaraya, Palembang, Pasuruan, Payakumbuh, Ponorogo, Probolinggo, Samarinda, Selong, Semarang, Sidoarjo,

Sumedang, Surabaya, Surakarta, Tangerang, Tegal, and Yogyakarta. Based on **Graph 4.1.**, the majority Respondents were from Surabaya with the percentage 14% from 100 Respondents. Then, both of Jakarta and Bandung had the percentage 10% of 100 Respondents.
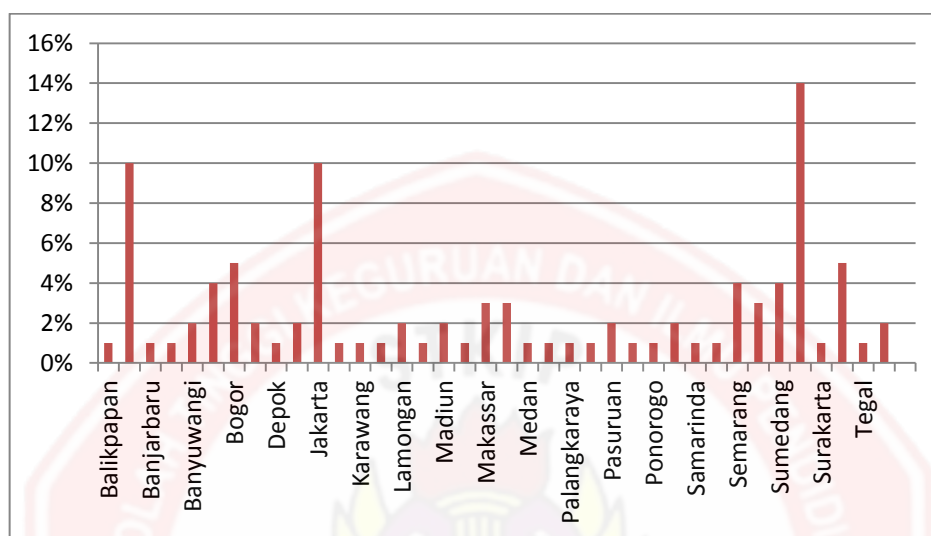
Graph 4.1. Percentage of Respondents' City

4.1.1.2. Gender

Female was the most gender of Respondents in this Research. According to **Table 4.1.**, the percentage of Female Respondents was 93%. Meanwhile, 7% of 100 Respondents were Males.

Table 4.1. Percentage of Respondents' Gender

No.	Gender	Frequency	Percentage
1	Female	93	93%
2	Male	7	7%
		100	100%

4.1.1.3. Age

Since, the criteria of the Respondents were Senior High School Students with various age 15-18 years old, so the Respondents of this research were in 15, 16, 17, and 18 years old. Based on **Table 4.2.**, mostly Respondents were in 18 years old with the percentage 51% of 100 Respondents. Meanwhile, 26% of Respondents were in 17 years old. Then, Respondents aged 16 years old had the percentage 16% from 100 Respondents. In addition, Respondents aged 15 years old were the minority of the Respondents with the percentage 7% of 100 Respondents.

Table 4.2. Percentage of Respondents' Age

No.	Age	Frequency	Percentage
1	15 years old	7	7.0
2	16 years old	16	16.0
3	17 years old	26	26.0
4	18 years old	51	51.0
		100	100%

4.1.2. Students' perception on the use of Twitter

This part contained findings of Students' perception on the use of Twitter generally. Each statement in the Questionnaire was categorized into positive perception or negative perception. The statement which had the mean score more than 2.00 was categorized into positive perception. Meanwhile, negative perception was for the statement with the mean score less than 2.00. There are 5

statements related to the use of Twitter generally, which were statement 1, statement 2, statement 3, statement 4, and statement 5.

Table 4.3. Mean of Students' Perception on The Use of Twitter Generally (statement 1-5)

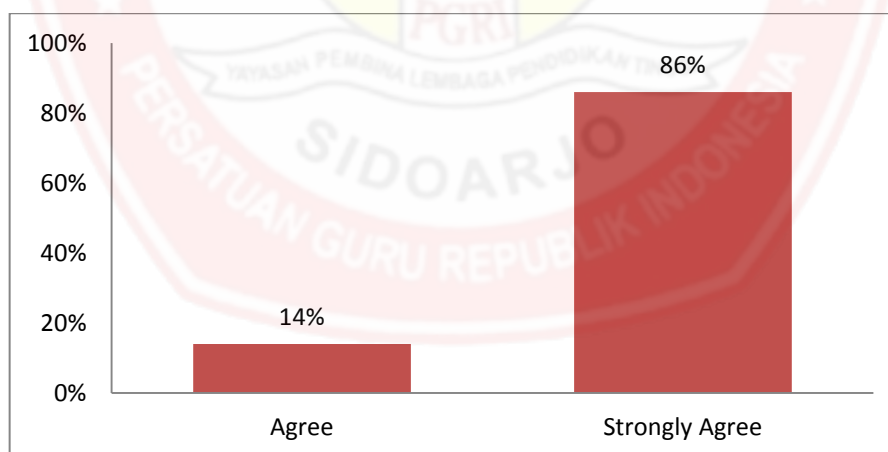| No.	Statements	Mean
1	Twitter can be used to share information and opinion among users.	3.86
2	I can get many up to date information through Twitter.	3.80
3	Twitter is important to increase knowledge.	3.72
4	One of my motivations in using Twitter is to get the new friend.	3.32
5	Twitter can be used to communicate in English.	3.64

From **Table 4.3.**, it can be seen that all of five statements related to Students' perception on the use of Twitter generally showed the mean score more than 2.00. It means Students have the positive perception toward the use of Twitter generally. It can be concluded that Students realized benefits in using Twitter.

The mean score of the first statement related to the use of Twitter to share information and opinion among users was 3.86. Beside it, the second statement showed the mean score 3.80 related the use of Twitter to get many up to date information. Meanwhile, the statement related to the use of Twitter to increase knowledge had the mean score 3.72. Then, the mean of the statement related to

the use of Twitter to get the new friend was 3.32. The last statement showed the mean score is 3.64, which related to the use of Twitter to communicate in English.

In this chapter, the Researcher also presented the percentage of Students' perceptions toward the use of Twitter generally. The data was revealed in the form of chart for each statement. Students' perceptions were divided into 4 options, such as strongly agree, agree, disagree, and strongly disagree.

In the first statement, the Respondents give the positive perception to the statement related to the use of Twitter to share information and opinion among users. Based on **Graph 4.2.**, it can be seen all Respondents agree that Twitter can be used to share information and opinion among users. 86% of 100 Respondents responded strongly agree toward this statement. Then, the percentage of students answered agree was 14%. There was no students disagree or strongly disagree toward this statement. It shows how important Twitter as the place to share information and opinion.

Graph 4.2.

Percentage Students' Perceptions toward Question 1: "Twitter can be used to share information and opinion among users."

The second statement related to the use of Twitter in getting up to date information. According to the **Graph 4.3**., all of Respondents agreed to this statement, which they can get many up to date information through Twitter. There are 80% of 100 Respondents responded strongly agree toward this statement. Beside it, 20% of Respondents answered agree that Twitter help them get up to date information. Thus, there was no Respondent answered disagree or strongly disagree toward this statement. This results show all of Respondents realized how important Twitter as the tool in getting up to date information.
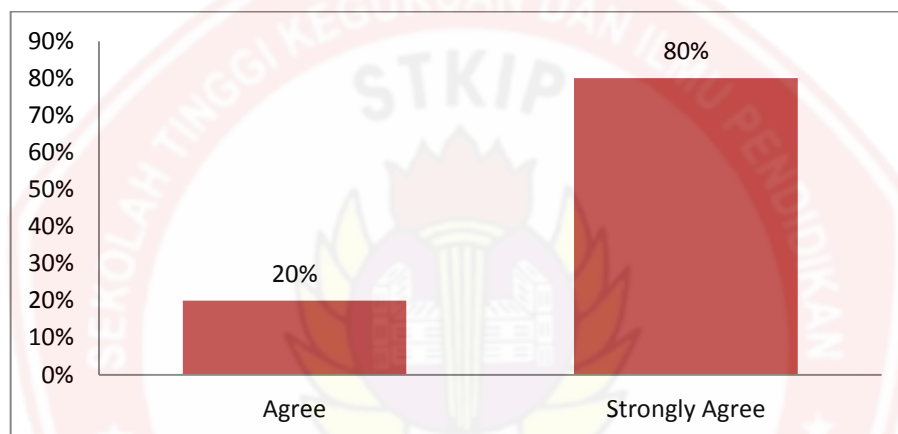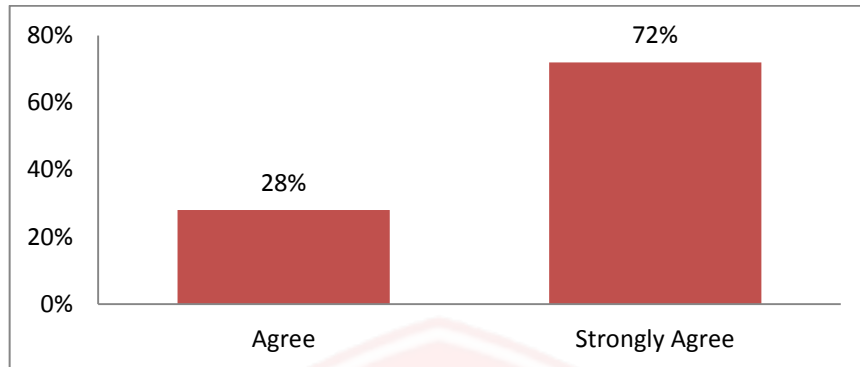

Graph 4.3.
Percentage of Students' Perceptions toward Question 2: "I can get many up to date information through Twitter."

The third statement is about the use of Twitter to increase knowledge. Based on **Graph 4.4.**, there was no Respondent who responded disagree or strongly disagree to this statement. There are 72% of 100 Respondents answered strongly agree that Twitter can increase their knowledge. Then, the percentage of Respondents, who responded agree toward this statement was 28% of 100

Respondents. This data shows how important Twitter in increasing their knowledge.

Graph 4.4.

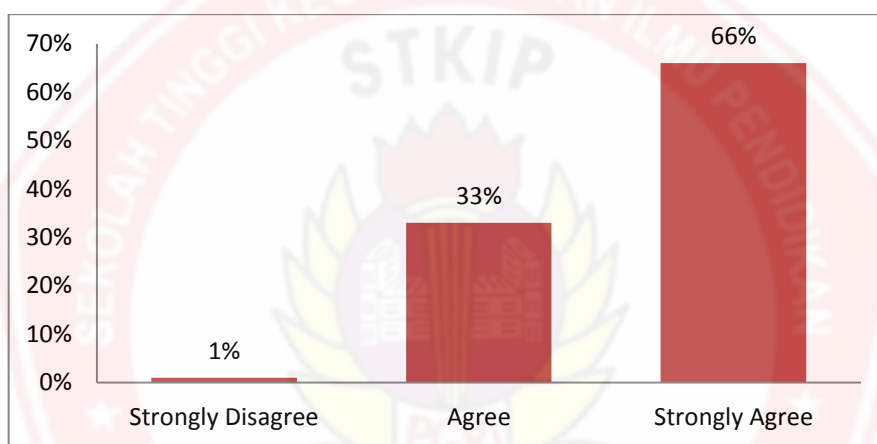**Percentage of Students' Perceptions toward Question 3: "Twitter is important to increase knowledge."**

The forth statement is related the use of Twitter to get the new friend. By looking to **Graph 4.5.**, it can be seen not all Respondents use Twitter to get the new friend. 12% of 100 Respondents answered disagree toward this statement. However, the majority of Respondents gave the positive perception toward this statement. The percentage of Respondents who responded agree and strongly agree were same, which were 44% from 100 Respondents.
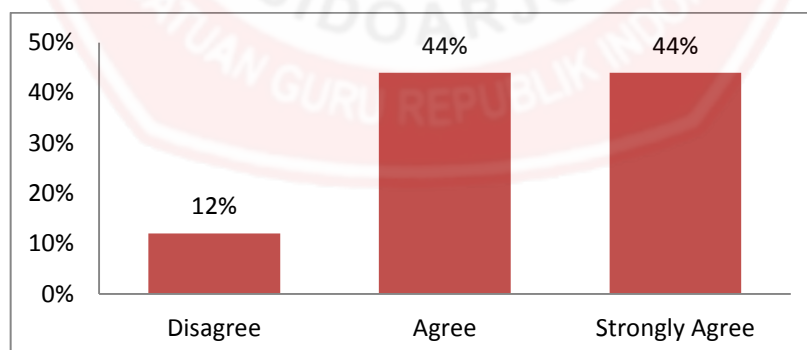
Graph 4.5.

Percentage of Students' Perceptions toward Question 4: "One of my motivations in using Twitter is to get the new friend."

In the fifth statement, the Respondents answered the statement related to the use of Twitter to communicate in English. Based on **Graph 4.6.**, the majority of Respondents gave the positive perception to this statement. There was only 1% of 100 Respondents who answered strongly disagree. Meanwhile, the percentage of Respondents who answered strongly agree was 66% from 100 Respondents. Then, 33% of Respondents answered agree toward this statement. This data shows many Respondents believe that one of benefits in using Twitter is can be used to communicate in English.

Graph 4.6.

Percentage of Students' Perceptions toward Question 5: "Twitter can be used to communicate in English."

4.1.3. Students' perception on the use of Twitter to learn English.

In this part, the Researcher presented the findings of Students' perception on the use of Twitter to learn English. Each statement in the Questionnaire was categorized into positive perception or negative perception. The statement which had the mean score more than 2.00 was categorized into positive perception. Meanwhile, negative perception was for the statement with the mean score less

than 2.00. There were 5 statements related to the use of Twitter to learn English, which were statement 6, statement 7, statement 8, statement 9, and statement 10.

Table 4.4.

Mean of Students' Perception on The Use of Twitter to Learn English
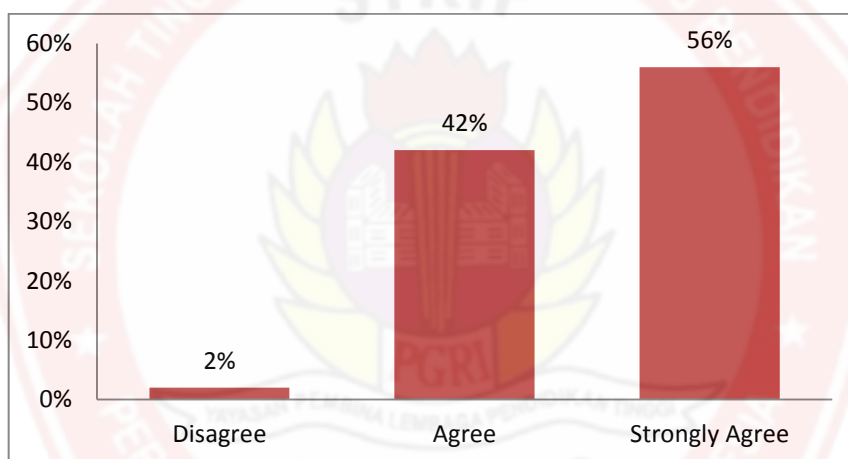
(statement 6-10)

No.	Statements	Mean
6	I find many new English words when using Twitter, in the form of single word, sentence, or idiom.	3.54
7	I find new English word on Twitter and understand the meaning without opening the dictionary.	3.33
8	English text from Twitter is easier to understand.	3.22
9	Twitter can be used to improve English skills.	3.44
10	Twitter can help me in improving my skill of speaking and writing in English.	3.61

From **Table 4.4.**, it can be seen that all of five statements related to Students' perception on the use of Twitter to learn English showed the mean score more than 2.00. It means Students have the positive perception toward the use of Twitter to learn English. It can be concluded that Students realized the important of Twitter in English learning,

The mean score of the sixth statement related to many new English words found in Twitter in the form of single word, sentence, or idiom was 3.54. Beside it, the seventh statement showed the mean score 3.33 related to the ability of Students in understanding new English word in Twitter without opening the

Dictionary. Meanwhile, the statement related to the easiness in understanding English text found in Twitter had the mean score 3.22. Then, the mean of the statement related to the use of Twitter in improving English skill was 3.44. The last statement showed the mean score 3.61, which related to the use of Twitter in helping Students to improve their skill of writing and speaking in English.

In this chapter, the Researcher also presented the percentage of Students' perception on the use of Twitter to learn English. The data was revealed in the form of chart for each statement. Students' perceptions were divided into 4 options, such as strongly agree, agree, disagree, and strongly disagree.
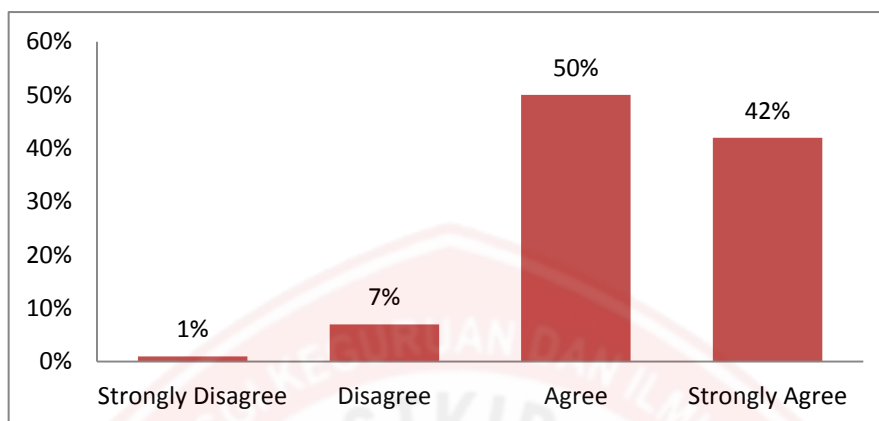

Graph 4.7.

Percentage of Students' Perceptions toward Question 6: "I find many new English words when using Twitter, in the form of single word, sentence, or idiom."

The Respondents gave positive perception toward the sixth statement related to many new English words found in Twitter in the form of single word, sentence, or idiom. Based on **Graph 4.7.**, it can be seen only 2% of 100 Respondents who answered disagree to this statement. Meanwhile, 56% of all

Respondents answered strongly agree and 42% of all Respondents answered agree to this statement. This results show that many new English words found by Students in Twitter in the form of single word, sentence, or idiom.

Graph 4.8.

Percentage of Students' Perceptions toward Question 7: "I find new English word on Twitter and understand the meaning without opening the dictionary."

The seventh statement is related to the ability of Students in understanding new English word in Twitter without opening the Dictionary. By looking to **Graph 4.8.**, it can be seen 7% of Respondents answered disagree and 1% of Respondents answered strongly disagree to this statement. However, the majority of Respondents agreed that they can understand new English word in Twitter without opening the Dictionary. The percentage of the Respondent who answered agree was 50% of 100 Respondents. Then, 42% of Respondents answered strongly agree to this statement. This data shows many Respondents can understand new English words they found in Twitter even without opening the Dictionary.
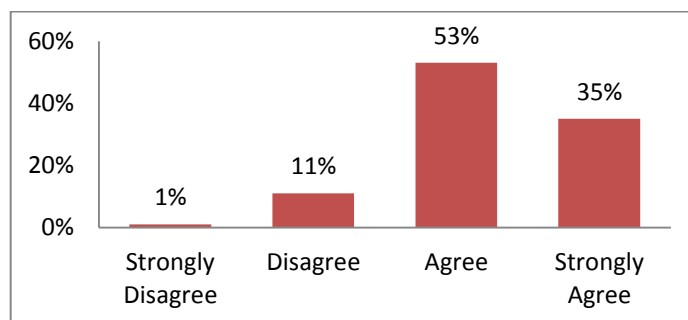
Graph 4.9.

Percentage of Students' Perceptions toward Question 8: "English text from Twitter is easy to understand."

The eighth statement is related to the easiness in understanding English text found in Twitter. Based on **Graph 4.9.**, it can be seen 11% of Respondents answered disagree and 1% of Respondents answered strongly disagree to this statement. However, the majority of Respondents agreed that they can understand English Text in Twitter easily. The percentage of the Respondent who answered agree was 53% of 100 Respondents. In addition, 35% of Respondents answered strongly agree to this statement. This data shows many Respondents can understand English text in Twitter even easily.
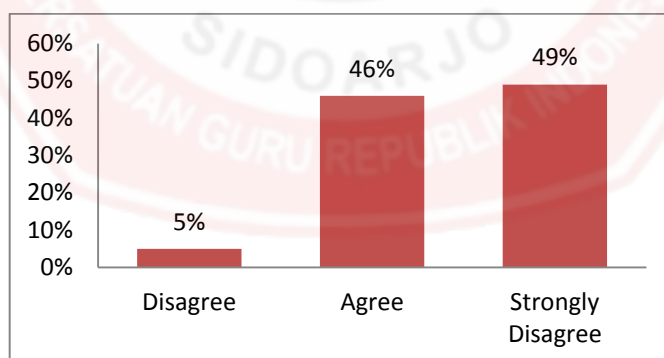
Graph 4.10.

Percentage of Students' Perceptions toward Question 9: "Twitter can be used to improve English skills."

The Respondents gave positive perception toward the ninth statement related to the use of Twitter to improve English skills. Based on **Graph 4.10**, it can be seen the Respondent who answered disagree to this statement was only 5% of 100 Respondents. Meanwhile, 49% of Respondents answered strongly agree and 46% of Respondents answered agree to this statement. This results show that many Respondents believe that Twitter can be used to improve their English skills.
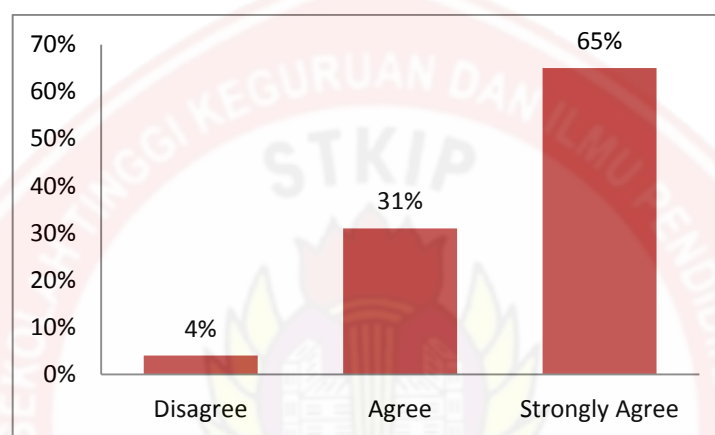
Graph 4.11.

Percentage of Students' Perceptions toward Question 10: "Twitter can help me in improving my skill of speaking and writing in English."

In the tenth statement, The Respondents give positive perception toward the use of Twitter in helping Students to improve their skill of writing and speaking in English. According to **Graph 4.11.**, it can be seen the Respondent who answered disagree to this statement was only 4% of 100 Respondents. Meanwhile, the majority of Respondents answered strongly agree to this statement. The percentage of the Respondent who answered strongly agree was 65% of 100 Respondents. Then, 31% of Respondents answered agree to this

statement. Thus, this data shows many Respondents realize that Twitter can help them in improving their writing and speaking skill in English.

4.2.Discussion

This study focused on how are Students' Perceptions on the use of Twitter to learn English. The Researcher distributed the Online Questionnaire to 100 Twitter users which are Senior High School students in Indonesia with various age 15-18 years old.

In this part, the Researcher explained the findings more detailed. The findings from Questionnaire results were connected to three previous studies related to the use of Twitter in English learning, which were written in the second chapter. In describing Students' perception on the use of Twitter to learn English, the Researcher divided the Questionnaire results into two parts, that were the use of Twitter generally and the use of Twitter to learn English.

The first discussion is about Students' perceptions on the use of Twitter generally. The Researcher found that Twitter has many benefits for students, including as the tool to share and get information and state their opinion related to various topics. It is in line with Faiza (2020) believed that Twitter users is facilitated by Twitter in talking with new people, including share information, state their opinion, etc. Beside it, Firdaus (2020) found that Students can get new information which consist various English vocabularies which they feel unfamiliar before. It can be concluded that Twitter is the social media which can be used by students as the place for sharing and getting information and opinion, which contain new English vocabularies.

Based on the Questionnaire results, the Researcher also found that one of students' motivations in using Twitter is to get the new friend. This results is supported by Firdaus (2020) found that Twitter give their users benefits in getting new friend from all over the world and can find information. Moreover, Nurhadi (2017) also found that students' motivation in using Twitter is to get up to date information, to show their existence, and to find out new friends or relations. It can be concluded that the motivation of the majority Twitter users is to get new friend. It is because Twitter is the social media that allows their users to interact and communicate with another user, including Twitter users from various countries.

Then, the Researcher found that Twitter can be used to increase knowledge. It is because Twitter provides the feature to their users to follow various topics which consist of various knowledges. This result is in line with Lockovie et.al. (2017) believed that Twitter can be used to improve academic competencies including students' English knowledge. The research was conducted by Khoiriyah & Safitri (2017) also found that Twitter is helpful to improve Students' English knowledge, such as to enrich their vocabulary, to learn grammar, and to increase their confidence in using English. Related to this benefit, the Researcher also found that Twitter can be used to communicate in English. This is because Twitter can be used to communicate with another user from various countries by using English as the International language (Firdaus, 2020). It can be concluded that Twitter can be used to increase knowledge including English knowledge, because Twitter users can communicate with

another users from various countries by using English as the international language.

The next discussion is about Students' perceptions on the use of Twitter for learning English. The Students realized that Twitter has many benefits for them toward English learning, including enrich Students' vocabulary mastery. According to the research by Firdaus (2020), Students can improve their English vocabulary by communicating with their new friends who not only from the same country with them, but also come from various countries. Firdaus (2020) also found that Students often find some new English vocabularies in the information they got from Twitter. It is because Twitter enables their users to read the English text in the form of single word, sentence, or idioms, and find the new meaning of new words. Moreover, Twitter provides the feature to translate each tweet (Java et.al., 2007). Thus, Twitter users can understand the meaning of the whole English text easily. It can be concluded that Twitter is helpful to enrich Students' vocabulary mastery and to understand new English vocabularies easily.

Then, the Researcher also found that Twitter can be used to improve Students' English skills. In addition, there are four skills in English learning, such as listening, speaking, reading, and writing. Beside it, Lubis (2020) found that Twitter includes those four aspects in English learning. It is supported by Khoiriyah & Safitri (2017) found that Twitter is helpful to improve Students' English skills in reading and writing. The research by Azizah (2021) also found the significance influence of using Twitter toward Students' writing skill in English. Moreover, Firdaus (2020) found that Students can improve their speaking

skill by communicating with another Twitter user come from different country. Thus, Twitter is the Social Media which is helpful to improve Students' English skills, including in speaking and writing.