

Students' Perception on the Use of Twitter to Learn English

Ifunila Kusumaning Putri

STKIP PGRI Sidoarjo, email: ifunilaputri56@gmail.com

Abstract

This research aimed to describe Students' Perceptions on the use of Twitter for learning English. Explanatory sequential mixed methods design was used in this research. The Researcher took 100 Twitter users who are Senior High School students in Indonesia with various age 15-18 years old as the Respondents.. In this research, quantitative data were collected and analyzed first, and the results were used to inform the subsequent qualitative phase. The Online Questionnaire was used to collect the Quantitative data. The Researcher distributed the Questionnaire through the Twitter. After collecting the data from the Google Form, the Researcher used computer software for statistical analysis, which is SPSS 24 program to calculate the results. The Questionnaire results showed that Students have positive perception toward the use of Twitter to learn English. Students believed that they got many benefits in using Twitter for learning English, such as to share and get information which contained new English vocabulary, to communicate with other users in English, to help them understand new English vocabularies easily, and to improve their knowledge and their skills in English.

Keywords: *Students' Perception, Twitter, English Learning Media*

INTRODUCTION

In Indonesia, English is learned by all students from Elementary level till Higher education level. In the fact, language learning in school is not programmed in easy way to make learners mastered it quickly (Brown, 2007). According to Khoiriyah & Safitri (2017), English is still very difficult to learn by students in Indonesia, because most teachers in Indonesia are still fixated on the same learning method from time to time that learn and memorize English tenses through books. Thus, language learning media which can be used easier is needed. In this case, the Researcher think why do students not try to find another technique or method that can help students feel comfortable and motivated in learning English, which is the method that students often use in their daily activities.

In this era, many learning tool can be utilized by learners in language learning including in English. According to Faiza (2020), English learning teaching is not only about study in the classroom, but social media can also be the tool in English learning. That is because social media can help learners in developing their language skills, especially for young generation or such as High School students who has known so addict towards the technology. Beside it, students need strategies to make them understand English easier and more enjoy, that called English Learning Strategies. It has four aspects, such as reading,

speaking, listening, and writing (Hinkel, 2011). According to Lubis (2020), Twitter is the Social media which can include those four aspects at once. Thus, it means Twitter can be used as the tool to help students in developing their English. Moreover, Twitter is the one of Social Media that so popular in students' ages. It can be seen from the report of Hootsuite (2021), that the majority of Twitter users are teenagers.

Twitter is a social media or SNS (Social Networking Service) from America which users can interact with other users through direct message and limited text in around 280 characters which called tweet. In this platform, users can meet and talk to new people, post any photo and video, promote any products, share information, and many more (Faiza, 2020). Moreover, this Social Media can be accessed in any kind of gadget. Those conveniences in accessing Twitter might be the reason this platform be so popular in the world. According to Twitter's latest figures from the fourth quarter last year, the platform boasts 217 million daily active users with over 300 Million users (Twitter, 2022). Moreover, Twitter is the best place to find out what is happening and trending in the world (Faiza, 2020). That is because Twitter is popular media to communicate about the breaking news.

Briefly, the researcher chose Twitter as a media for learning English is because the researcher realized that Twitter is one of the social media that is widely used by people around the world today, especially in students' ages. Besides it, Twitter used English on its display and there are several terms on Twitter that used English. Moreover, students can use Twitter as a media to communicate with their friends and fellow Twitter users from various countries by using English as the international language. Thus, this research aimed to describe Students' perceptions on the use of Twitter to learn English. Based on the explanation above, the Researcher conducted this study entitled Students' Perception on the Use of Twitter to Learn English.

According to Slameto (2003), perception is a biological process in the human's brain. Which concern the entry of messages through five senses, such as sense of sight, sense of hearing, sense of smell, sense of taste, and sense of touch. Meanwhile, students' perception is the process of preferential treatment of students toward information they get from an object. So when students have the perception of an object by using the five senses, it means that they know, understand and realize. This study tried to explore the perception of senior high school students toward the use of Twitter as English Learning Media. Students' perceptions are very crucial to be known in teaching and learning process because teachers need to know their students' preferences in terms of their learning style, interest, and others which can influence their learning outcome.

English learning Media is any tool which can facilitate learners or students in learning English. Beside it, English is possible to be the second language in Indonesia (Adipramono, 2011). It means that English is learned by Indonesian students. As a consequence of English as A foreign language (EFL) English is only used in learning process. For students, they learn English in the school from secondary level and up due to English become one of compulsory subject. Although the length of English study for students in range from three to six years, the real situation is not all of them have a good English competencies.

Twitter as the Social Media provide many features for its users that make Twitter be different compared to other Social Media. In Twitter, the user can talk to new people or their friends, promote any products, share information, state their opinion, and many more (Faiza, 2020). Beside it, Nurhadi (2017) found some motivation of Twitter users in using Twitter, such as to get the up to date information, to show their existence, to support their business, and find out new friends or relations. Those reasons make Twitter as the popular Social Media even there are many kinds of new Social Media. Moreover, Lackovie et.al. (2017) stated that Twitter is the Social Media which can be used to improve academic competencies, including English knowledge. It is because Twitter tools can lead users to actively in producing language by giving them the opportunity in expressing themselves and interact in the target language (Borau et.al., 2009). According to McCorkle & Payan (2017), Twitter can be used to facilitate learning process in the classroom to improve English skills of students. It means there is a potential in the implementation of Twitter in English learning process.

METHOD

Research Design

The design of this research was explanatory sequential mixed methods design. Mixed-method is an approach to research that involves the collection, analysis, and integration of quantitative and qualitative data (Creswell & Plano, 2011). The mixed-methods sequential explanatory design consists of two distinct phases: quantitative followed by qualitative (Creswell et al. 2003). In the explanatory-sequential approach, the qualitative data is used in the subsequent interpretation and clarification of the results from the quantitative data analysis. In this research, quantitative data were collected and analyzed first, and the results were used to inform the subsequent qualitative phase.

Source of Data

The data that was used in this research were from the results of questionnaires which had shared to Respondents by using Twitter. The data was quantitative data. According to

Stevens (2022), Quantitative data is data that can be quantified and can be measured. Moreover, it gave a numerical value in the result of the research.

Instruments

Research instrument is a tool used to measure observed natural and social phenomena. Specifically (Sugiyono, 2010). In this research, the researcher used Questionnaire for gaining data. The questionnaire instrument was chosen, because as Sugiyono (2010) claimed that questionnaire is an efficient data collection technique. Efficient here can mean saving time and costs. This study used online questionnaire by using Google Form then distributed it through Twitter. The questionnaires contained closed-ended questions. Closed-ended questionnaire was used to collect the responses from the participants that most likely represent their view (Siniscalco & Auriat, 2005).

In the first part, the participants were asked to fill their personal information including Twitter Username, City, Gender, and Age. Next, the participants were required to respond 10 statements, which consisted of five-point Likert scale, which had modified into fourth Likert scale (SS for strongly agree, S for agree, TS for disagree, and STS for strongly disagree). The modification of Likert Scale aimed to eliminate the weaknesses contained on a 5 scale, with the reason that the central answer can create the Central Tendency Effect (Hadi, 1991). For the first 5 items covered Students' Perception about Twitter, while for the last 5 items were about the use of Twitter to learn English. The questionnaire was written in Bahasa Indonesia to avoid student misunderstanding while answering the questionnaire.

Procedure

The beginning step of this research was preparing the questionnaire of the research. The researcher modified the questionnaire from two studies that were Twitter and English Learning, which were suitable with the aims of this research. Then, the questionnaire item was verified by 2 validators, which are External Validator and Internal Validator to see whether the questionnaire items were appropriate with the study (Sugiyono, 2014). Afterward, the researcher made the form of online questionnaire in Google Form and shared the link of it to respondents through Twitter. After the researcher got the data, the researcher collected the questionnaire results from Google Form result and input the data into SPSS.

Data Analysis

The data analysis aimed to give the meaning and finding the essence of the numbers in the data itself (Kasiram, 2006). The researcher used computer software for statistical analysis, which is SPSS 24 program to calculate the results. SPSS was used as it is a widely used program for statistical analysis in social science (Gunarto, 2019). It was used by various

kinds of researchers for complex statistical data analysis. This process was intended to determine the mean score and the percentage of the participant in answering the questions that were used to interpret the data and to draw conclusion. The researcher used descriptive analysis to analyse the data by describing the data that had been collected as it is without intending to make conclusions that apply to the general public or generalizations (Sugiyono, 2014). The quantitative data that were analyzed was described qualitatively.

RESULTS AND DISCUSSION

After the Researcher distributed the Online Questionnaire to Respondents through Twitter, the Researcher analysed the questionnaire results by using Computer Software SPSS 24 Program to determine the percentage of the frequency and the mean score. 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, such as the demographic of Respondents' personal information, Students' perception on the use of Twitter generally and Students' perception on the use of Twitter to learn English.

The Demographic of Respondents' Personal Information

In this part, it can be seen Respondents' personal information covering city, gender, and age, 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. The majority Respondents were from Surabaya with the percentage 14% from 100 Respondents. Then, Female was the most gender of Respondents in this Research. The percentage of Female Respondents was 93%. Meanwhile, 7% of 100 Respondents were Males. In addition, the Respondents of this research were in 15, 16, 17, and 18 years old. The most 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.

Students' perception on the use of Twitter Generally

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 1. The Findings of Questionnaire Results related to Students' Perception on the Use of Twitter Generally (Statement 1-5)

No	Statements	Percentage				Mean
		STS	TS	S	SS	
1	Twitter can be used to share information and opinion among users.	0	0	14	86	3.86
2	I can get many up to date information through Twitter.	0	0	20	80	3.80
3	Twitter is important to increase knowledge.	0	0	28	72	3.72
4	One of my motivation in using Twitter is to get the new friend.	0	12	44	44	3.32
5	Twitter can be used to communicate in English.	1	0	33	66	3.64

Based on **Table 1.**, 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 addition, there are the percentages of Students' perceptions toward the use of Twitter generally. The most respondents answered strongly agree to the statement related to the use of Twitter to share information and opinion among users, with the percentage 86% from 100 Respondents. 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.

In the second statement related to the use of Twitter in getting up to date information, all of Respondents agreed to this statement. 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.

The third statement is about the use of Twitter to increase knowledge. 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.

The fourth statement is related the use of Twitter to get the new friend. 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.

Then, the Respondents answered strongly agree the fifth statement related to the use of Twitter to communicate in English. The percentage of Respondents who answered strongly agree was 66% from 100 Respondents, Meanwhile, there was only 1% of 100 Respondents who answered strongly disagree. Then, 33% of Respondents answered agree toward this statement. This data show many Respondents believed that one of benefits in using Twitter is can be used to communicate in English.

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 2. The Findings of Questionnaire Results related to Students' Perception on the Use of Twitter to Learn English (Statement 6-10)

No	Statements	Percentage				Mean
		STS	TS	S	SS	
6	I always find new words in Twitter, in the form of single word, sentences, or idioms.	0	2	42	56	3.54
7	I find new words on Twitter and understand the meaning without opening the dictionary.	1	7	50	42	3.33
8	English text from Twitter is easier to understand.	1	11	53	35	3.22
9	Twitter can be used to improve English skills.	0	5	46	49	3.44
10	Twitter can help me in improving my skill of speaking and writing in English.	0	4	31	65	3.61

Based on **Table 1.**, 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 addition, there are the percentages of Students' perceptions toward the use of Twitter to learn English. The most respondents answered strongly agree toward the sixth statement related to many new English words found in Twitter in the form of single word, sentence, or idiom with the percentage 56. It can be seen only 2% of 100 Respondents who answered disagree to this statement. Meanwhile, 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.

In seventh statement, It can be seen 7% of Respondents answered disagree and 1% of Respondents answered strongly disagree. 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.

The eighth statement is related to the easiness in understanding English text found in Twitter. 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 to this statement. 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.

In the ninth statement related to the use of Twitter to improve English skills, 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.

In the tenth statement, the Respondent who answered disagree that the use of Twitter in helping Students to improve their skill of writing and speaking in English 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.

In the discussion 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.

CONCLUSION

This research aims to describe Students' perceptions of the use of Twitter to learn English. Based on the analysis of the data and the discussion, the Researcher concludes that Students have positive perception toward the use of Twitter to learn English. It can be seen from the mean score of all statements in the Questionnaire results which is more than 2.00. Besides it, the percentage of Students' perceptions shows that students realize how important Twitter for learning English.

Students realized many benefits of Twitter for them in learning English. Based on Students' perceptions, Twitter is the social media that can be used as a tool for sharing and getting information and opinion, which contain new English vocabulary. The motivation of the majority of students in using Twitter is to get the new friend. It is because Twitter is the social media that allows its users to interact and communicate with other users, including those from different countries. In addition, students believed that Twitter can be used to increase knowledge including English knowledge because Twitter users can communicate with other users from various countries by using English as the international language,

Moreover, students realized that Twitter is helpful to enrich their vocabulary mastery and to understand new English vocabularies easily. Then, students also believed that Twitter is the Social Media that is helpful to improve their English skills, including in speaking and writing.

SUGGESTIONS

English Learning Teaching should not only be about in the classroom, but the Teacher can use the tool that students often use which make them enjoy and comfortable to learn English. Twitter as one of the social media can be a tool in learning English. Since, the use of Twitter gave many benefits for students, the teacher can use Twitter as an alternative tool in the English learning process which is enjoyable and fun. Beside it, Students can give more attention to the use of Twitter to help them in learning English. Since there are many benefits students can get from learning English, students can use Twitter as the Social Media that can help them in learning English comfortably. In addition, since the use of Twitter can be the tool to learn English, so that the other researcher can use this research as a reference for the future similar research related to how effective Twitter to help students in learning English.

REFERENCES

- Adipramono, R. (2011). The Possibility of English as A Second Language in Indonesia. *Journal of English and Education, Vol. 5 No.2*, 56-66.
- Azizah, C. Q. (2021). *The Influence of Using Twitter Application Towards Students' Writing Ability in Descriptive Text at The Second Semester of The Tenth Grade of MAN 1 Pringsewu in Academic Year 2020/2021*. Undergraduate Thesis, Uin Raden Intan Lampung.
- Borau, K., Ullrich, C., Feng, J., & Shen, R. (2009). Microblogging for Language Learning: Using Twitter to Train Communicative and Cultural Competence. *International Conference on Web-Based Learning. Springer, Berlin, Heideberg*.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching*. White Plains, NY: Pearson Longman.
- Creswell, J.W. & Plano Clark, V.L. (2011). *Designing and Conducting Mixed Methods Research. 2nd Edition*. Los Angeles: Sage Publications.
- Creswell, J.W., Plano Clark, V., Gutmann, M., & Hanson, W. (2003). *Advanced Mixed Methods Research Designs. in A. Tashakkori and C Teddle (Eds.), Handbook of Mixed Methods in Social and Behavioral Research*. Thousand Oaks: Sage.
- Crystal, D. (2020). *britannica.com*. Retrieved from English Language Encyclopaedia Britannica: <https://www.britannica.com/topic/English-language>
- Daniasri, W. R. (2020). *The University Students' Perceptions of Using Twitter in Learningn English Vocabulary Mastery*. Diploma Thesis, Universitas Islam Kalimantan MAB.

- Faiza, D. (2020). Stimulating English Learning in Global K-pop Community on Twitter. *Journal of Applied Linguistics (ALTICS) Vol 2, No 1*, 22-34.
- Firdaus, R. M. (2020). *Students' Perception on The Use of Twitter Improve Students' English Vocabulary*. Salatiga: IAIN Salatiga.
- Gunarto, H. (2019). *Parametric & Nonparametric Data Analysis for Social Research IBM SPSS*. LAP Academic Publishing. ISBN 978-6200118721.
- Hadi, S. (1991). *Analisis Butir untuk Instrumen Angket, Tes, dan Skala Nilai*. Yogyakarta: FP UGM.
- Hinkel, J. (. (2011). Indicators of Vulnerability and Adaptive Capacity. *Towards a Clarification of the Science-Policy Interface. Global Environment Change, 21*, , 198-208.
- Hootsuite. (2021). *We are Social: Indonesian Digital Report 2021*.
- Iska, Z. N. (2006). *Psikologi Pengantar Pemahaman Diri dan Lingkungan*. Kizi.
- Jalaludin, R. (2003). *Psikologi Komunikasi*. PT Remaja Rosdakarya.
- Java, A., Song, X., Finin, T., & Tseng, B. . (2007). Why We Twitter: Understanding Microblogging Usage and Communities. *Proceedings of WebKDD and SNA-KDD Workshop, 2007*.
- Kasiram, M. (2006). *Metodologi Penelitian: Refleksi Pengembangan Pemahaman dan Penguasaan Metodologi Penelitian*. Malang: UIN Maliki Press.
- Khoiriyah, I., & Safitri Sa'adah, N. (2017). Students' Perception on the Use of Twitter to Learn English : a Preliminary Study. *Social Sciences. Proceedings of the ASEAN Academic Society International Conference Proceeding Series (AASIC), Thailand*, 160-165.
- Lackovic, N., R. Kerry. R. Lowe. & T. Lowe. (2017). Being Knowledge, Power and Profession Subordinates: Students' Perceptions of Twitter for Learning. *Internet and Higher Education, 33(1)*, , 41-48.
- Lord, G. & Lomicka, L. (2014). Twitter as a Tool to Promote Community Among Language Teachers. *Jl. of Technology and Teacher Education*, 187-212.
- Lubis, N. (2020). The Impact of Twitter Uses on Learning English. *Proceeding Paper of English and Technology*, 148-155.
- McCorkle, D. & J. Payan. (2017). Using Twitter in the Marketing and Advertising Classroom to Develop Skills for Social Media Marketing and Personal Branding. *Journal of Advertising Education, 33-43.*, 33-43.
- Ningsih, S. (2014). The Underlying Principles of Susilo Bambang Yudhoyono's Thought Patterns in His English Speech Texts. *Jurnal Pendidikan Bahasa dan Sastra UPI, vol. 14, no. 2*, 150-168.
- Nurhadi, Z. F. (2017). Model Komunikasi Sosial Remaja melalui Media Twitter . *Jurnal ASPIKOM, 3(3)*, 539-549.

- Rossi, L. & F. Giglietto. (2016). Twitter Use During TV: A Full-Season Analysis of ServizioPubblico Hashtag. *Journal of Broadcasting & Electronic Media, ISSN: 0883-8151Print/1550-6878 Online, 60(2)*, 331–346.
- Safitri, M. (2021). Students' Perception of the Use of Social Media for Learning English. *Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University Jakarta*.
- Siniscalco, M. T., & Auriat, N. . (2005). *Questionnaire Design: Quantitative Research Methods in Educational Planning*. Paris: UNESCO International Institute for Educational Planning.
- Slameto. (2003). *Belajar dan Faktor-faktor Yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Stevens, E. (2022, 05 12). *What is Quantitative Data?* Retrieved 05 05, 2022, from CareerFoundry: <https://careerfoundry.com/en/blog/dataanalytics/whatisquantitative/#:~:text=Quantitative%20data%20is%20data%20that,is%20grouped%20according%20to%20themes>
- Sugiyono. (2010). *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung. Alfabeta.
- Sugiyono. (2014). *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung. Alfabeta.
- Twitter. (2022). *Twitter Announces Fourth Quarter and Fiscal Year 2021 Results*. San Fransisco.
- Warouw, M. P. (2014). *Multi-Ethnic Diversity and ELT Materials adaptation: Challenges for English Language Teachers in Manado*. Cambridge: Scholars Publishing.
- Yudhiantara, R. A. (2017). Twitter for Educational Activities in Islamic Higher Education, Why Not? *IJWT (Indoesia Journal of English Teaching)*, 89-100.