

## **The Relationship between Daily X (Twitter) English Usage and the Vocabulary Mastery of Eleventh Grade Students at SMAN 1 Samarinda**

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### **Abstract**

The present study was aimed to investigate whether there is a relationship between daily X (Twitter) English usage and vocabulary mastery. The objective was to find out (1) the intensity of students' daily X (Twitter) English usage; (2) the students' vocabulary mastery; (3) the relationship between the intensity of students' daily X (Twitter) English use and students' vocabulary mastery. The design of the study was correlational quantitative research. The population was eleventh grade students, and the sample was 141 students who were using X (Twitter). The instruments of this study were a questionnaire and a multiple choice test. The data were analyzed by using Spearman Rank on SPSS 23. The finding of this study was (1) the intensity of students' daily X (Twitter) English use was categorized as low, with the mean score 57.68; (2) the vocabulary mastery of students was categorized as excellent, with the mean score 81.6140; (3) the correlation coefficient value was 0.101. In addition, p-value was 0.231 (>0.05). It indicated that there was no significant relationship between daily X (Twitter) English use and the vocabulary mastery of eleventh grade students at SMAN 1 Samarinda. The results of this study implied that students did not consider X (Twitter) as a vocabulary learning tool. In addition, students may have an excellent vocabulary without using X (Twitter). This study can be useful for future researchers as they can further investigate what are the factors of students' English vocabulary mastery. Furthermore, they can also conduct an experimental study using the same subject and objective of the current study.

**Keywords:** *Motivation, Online Reading, Reading Comprehension*

### **1. Introduction**

The way people communicate, learn, and gather information has changed due to the development of digital technologies (Selwyn, 2016). The growing use of digital media, including social media, for cross-border communication is one significant worldwide trend. According to Harrison and Thomas (2009), users from around the world can connect and share information instantly through platforms, which indirectly creates an environment where people are exposed to foreign languages, especially English.

In this age of globalization, English proficiency has become a more pressing necessity for English as a Foreign Language (EFL) learners, particularly in the context of highly

dynamic digital communication. Vocabulary is one of the most important aspects of learning English. According to Pikulski & Templeton (2004), effective communication and comprehension of messages depend extensively on vocabulary. Learners' speaking, writing, reading, and listening skills will be limited if they do not have a sufficient vocabulary.

Social media has emerged as a potential source of language exposure in non-classroom environments. Since X (Twitter) offers short, interactive, real-time messages, it allows learners to interact with English in casual situations (Arumugam et al., 2022). Through engaging with international users, reading tweets, and following English users accounts, learners can receive contextualized and real-world language exposure. This gives learners the chance to increase their vocabulary and sharpen their language skills outside of formal learning.

The current study seeks the relationship between daily X (Twitter) English usage and vocabulary mastery of the eleventh grade students at SMAN 1 Samarinda by using a questionnaire and vocabulary test.. This study is expected to give insight into the role of social media as a source of language exposure in the context of English learning.

## **2. Literature Review**

The process of gaining knowledge and skills outside the formal education system is known as informal learning. It is structured, unplanned, and typically motivated by personal needs or interests. Common examples of informal learning include daily activities, like reading online articles, watching educational videos, and interacting on social media (Livingstone, 2001).

Informal learning is crucial to language acquisition because it exposes students to the language in a real-world setting. Johnson & Majewska (2022) highlights how informal language learning settings, like social media and digital platforms, can motivate students to use the language in everyday situations, which improves vocabulary growth and fluency.

X (formerly known as Twitter), for instance, makes it easier to learn informally by offering access to a variety of linguistic inputs, interactive communication, and real-time content. Social media, such as X (Twitter), have been recognized as allowing people to band together around issues, interests, and events in ways that can influence both social studies and democratic activities (Krutka and Carpenter, 2016). X (Twitter) features, such as Tweet, Retweet, Quote Retweet, Hashtag, Spaces, and Direct Message, provide exposure to language skills, namely reading, writing, speaking, listening, and vocabulary (Eusebio & Eusebio, 2020). Given that X (Twitter)'s function is to express ideas, sources of information (Nochumson, 2019), and means of communication with users from various countries in the world, a language that can connect communication between countries is needed.

Vocabulary is the main key of language because it is connected to the major language skills; speaking, reading, listening, and writing. According to Fahrurrozi (2017), apart from grammar and pronunciation, mastering the vocabulary is indispensable. He also mentioned that vocabulary is essential to proficiency because it demonstrates how effectively people can speak, read, listen, and write.

According to Alqahtani (2015), because a restricted vocabulary in a second language impedes successful communication, vocabulary knowledge is frequently regarded as a key tool for second language learners. He further said to be able to express ideas and understand what others say, vocabulary mastery is needed. Vocabulary mastery is an individual's great ability to use words in a language, which they develop based on their own interests, requirements, and motivation. Vocabulary mastery is an important component of the four language skills and must be treated as one of the required components of language.

### 3. Methods

This study was categorized as quantitative research since it was the analysis of numerical data to describe a phenomena (Gay, Mills, & Airasian, 2012). According to Fraenkel and Wallen (2012), correlational research did not manipulate variables like experimental research. This was in line with the current study, where the objective was only to find out whether there is a relationship between Daily X (Twitter) English use as Variable X and Vocabulary Mastery as Variable Y.

The population of the study was the eleventh graders in SMAN 1 Samarinda. In selecting the sample, the researcher used purposive sampling with certain criteria, which was the active Twitter users. The researcher did a short survey and found there were 181 students who were using X (Twitter). From 181 students, 4 students were taken from each class as tryout participants. Therefore, the total of the sample was 141 students.

To collect data, this study used two instruments, a questionnaire and a multiple choice test. In order to obtain data regarding the intensity of students' daily X (Twitter) usage, the questionnaire was made based on Ajzen's (1991) theory. The questionnaire had 24 items and used 4-point Likert-scale for the measurement. For the vocabulary mastery test, this study adopted the test from (Ashfikah, 2023). The test contained 27 valid question items.

After preparing the instruments, the data were gathered by using Google Form and were distributed to the students. After collecting the data, they were analyzed by using Spearman Rank correlation on SPSS 23.

### 4. Result

To make it easier to understand, the findings were presented by using tables. The data findings explained the results of daily X (Twitter) English usage questionnaire and vocabulary mastery test.

#### 1. Daily X (Twitter) English Usage

**Descriptive Statistics**

|                    | N   | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------|-----|---------|---------|-------|----------------|
| Total              | 141 | 25      | 95      | 57,68 | 15,610         |
| Valid N (listwise) | 141 |         |         |       |                |

Frequency Distribution

| Category  | Score Range | Frequency |
|-----------|-------------|-----------|
| Very low  | 24 – 42     | 23        |
| Low       | 43 – 60     | 56        |
| High      | 61 – 78     | 49        |
| Very high | 79 – 96     | 13        |

Based on the table above, it finds the mean score was 57.68. The minimum score was 25. The highest score was 95. The standard deviation was 15.610. According to the frequency distribution table, the most dominant students were in the low category.

## 2. Vocabulary Mastery

Descriptive Statistics

|                    | N   | Minimum | Maximum | Mean    | Std. Deviation |
|--------------------|-----|---------|---------|---------|----------------|
| variable_Y         | 141 | 29,63   | 100,00  | 81,6140 | 15,50289       |
| Valid N (listwise) | 141 |         |         |         |                |

Frequency Distribution

| Category  | Score Range | Frequency |
|-----------|-------------|-----------|
| Poor      | 0 – 54      | 7         |
| Low       | 55 – 69     | 24        |
| Good      | 70 – 84     | 30        |
| Excellent | 85 – 100    | 80        |

Based on the table above, it found that the mean score was 81.6140. The standard deviation was 15.50289. The minimum score was 29.63 and the maximum score was 100.00. Based on the frequency distribution table, the most dominant students were in the excellent category.

### 3. Correlation between daily X (Twitter) English usage and vocabulary mastery

**Correlations**

|                |            |                         | variable_X | variable_Y |
|----------------|------------|-------------------------|------------|------------|
| Spearman's rho | variable_X | Correlation Coefficient | 1,000      | ,101       |
|                |            | Sig. (2-tailed)         | .          | ,231       |
|                |            | N                       | 141        | 141        |
|                | variable_Y | Correlation Coefficient | ,101       | 1,000      |
|                |            | Sig. (2-tailed)         | ,231       | .          |
|                |            | N                       | 141        | 141        |

Based on the Spearman's rho result, the relationship between the students' daily X (Twitter) English usage and vocabulary mastery of eleventh grade students at SMAN 1 Samarinda was not significant. It showed that r-value was 0.101 with a significant level of  $0.231 > 0.05$ , so according to Sugiyono (2017), it indicated the relationship was very weak.

## 5. Discussion

The study found that 1) the intensity of daily X (Twitter) English use was dominated by a low score; 2) students' vocabulary mastery was dominated by an excellent score; 3) there was no statistically significant relationship between those variables. The results showed that Null Hypothesis ( $H_0$ ) was accepted from the r-value 0.101 and p-value 0.231. This meant that the relationship between daily X (Twitter) English usage and vocabulary mastery was very weak and not significant.

Many studies (Firdaus (2020), Hasanah & Anugerahwati (2022), and Alqunayeer (2012)) found that the use of X (Twitter) and vocabulary mastery were strongly and positively related. Through experiments and interviews, the relationship showed a positive result. From the interview, students conveyed that the benefits obtained from X (Twitter) were with so many users communicating with the international language, English, they found many vocabulary that they did not know before. Furthermore, from the experiment result, students who used X (Twitter) as a vocabulary learning tool scored higher than the control group. In addition, the use of X (Twitter) not only helped in vocabulary, but also improved students' writing, reading, and researching skills.

The current study had different results. This was due to different research instruments. The current study only took data through a questionnaire and vocabulary test, not through an experiment and an interview. Furthermore, the weakness that may affect the results of the current study was the sampling method was not in-depth. This study only sampled students who have/are using X (Twitter), which could have been more specific by collecting self-reports on how long students have been using X (Twitter), whether students see the use of X (Twitter) affect their English improvement, especially in vocabulary, and so on.

This indicated that in general, students did not consciously see social media X (Twitter) as an English vocabulary learning tool. Based on the results of previous studies that conducted experiments using X as a learning medium and the results were positive, teachers might try to use it as informal learning.

## 6. Conclusion

The results showed that there was no significant relationship between daily X (Twitter) English usage and the vocabulary mastery of eleventh grade students at SMAN 1 Samarinda. This study showed that the intensity of X (Twitter) English usage was not a factor that affects students' vocabulary. Furthermore, the results of data collection also showed that most students did not use X (Twitter) as a medium for learning English.

This finding implied that vocabulary mastery in this context may be influenced more by other learning sources than by daily X (Twitter) usage. In addition, it also implied that not all social media exposure to English led to an improvement in language proficiency, especially in vocabulary. Passive exposure or exposure that was not accompanied by an effort for understanding and integrating the meaning of new words was generally not effective in supporting language learning.

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