

Chapter One

Introduction

Chapter one presents several parts. First, the background of the research explains the importance of the study. Second, the statement of the problem highlights the issue that is being discussed in this research. Third, the delimitation of the study states the topic being researched. Fourth, the research question contains the questions of the issues. Fifth, the research objective focuses on the purpose of this research. The significance of this research also shows the advantages of the study. Last, the organization of the study.

Background of the Research

One form of information and communication technology that is important in language learning is social media. Alrahmi et al. (2015) stated that social media is also a medium for learning activities. Therefore, it is known that the efficiency and breadth of technology in supporting informal online learners provides enormous benefits for learners. People can learn about everything, including language, through the use of social media, because social media is a tool that can be used to share knowledge or information with other people.

Twitter is one of social media that can be used to learn language. Using Twitter as a tool for language learning offers benefits while also presenting certain drawbacks. On the positive side, Twitter provides learners with authentic language input (Hsu & Ching, 2012) from a variety of sources including native

speakers and language educators. Through interactive communication features like tweets, replies, and direct messages, learners can engage in real-time conversations, practicing their writing skills and receiving feedback. Melliyani (2022) stated that the use of Twitter for learning English can be seen for learning English since it offers growing vocabulary. Participating in Twitter communities through the feature of hash tag is able to jump into language learning setting that provides support, resources, and opportunities for peer interaction (Chisega-Negrilă, 2015). Therefore, Twitter is categorized as the powerful social media platform that supports the language learning, one of which is English.

Therefore, Twitter plays beneficial role in language learning. It is necessary to maximize and direct the use of Twitter in the language learning process by seeing its benefits and suitable activities. However, previous studies seem to neglect it. For instance, Taskiran et al. (2018) investigated how English as a Foreign Language (EFL) students at Anadolu University utilized Twitter over four weeks. Results indicated positive perceptions among Turkish students regarding Twitter's effectiveness in aiding language learning. Kartal and Korucukis (2019) explored the use of Twitter and Youglish for learning mispronounced words, involving 93 student teachers. Finally, Khan et al. (2021) assessed Twitter's impact on English language proficiency among 789 MA and M.Sc. students in Khyber Pakhtunkhwa. Overall, these previous studies highlight Twitter's potential as a valuable tool for language learners.

However, the previous studies did not highlight the activities that may be presented using Twitter in enhancing English. Even though Twitter is proven as

the valuable tools for learning English, however, the activities that enhance English skill are not highlighted by the previous studies. It is therefore, this research aims to fill the previous studies by presenting the activities that not only benefits of Twitter but also provide the beneficial activities for learning English. Thus, this research aims to find out the benefits of Twitter and the activities in using Twitter for learning English.

Statement of the Problem

Based on primarily interviews with several English Language Education Department students at a private university in Yogyakarta, the researcher found the students' opinions about the role of using Twitter outside of their classroom. First, students explained that Twitter was to entertain them. Second, Twitter could develop their English skills. Many students follow accounts that teach or use English. From this account, students can read, hear or share their tweets using English. Therefore, the researcher is interested in finding out about the role of Twitter in developing students' English skills and what activities students do to develop their English skills.

Delimitation of the Problem

In this study, the researcher focuses on examining students' activities in using Twitter to develop English language skills and examining the advantages of Twitter. The researcher only invites the participants from one of the private universities in Yogyakarta. Also, the participants are segmented into only those

who use and utilize Twitter. The interview will be used as the single data collection method.

Research Questions

To conduct this study, two research questions were used as guidelines.

That is :

1. What are students' activities in using Twitter to learn English skills?
2. What are the perceived benefits of Twitter in students' English language learning?

Research Objectives

Twitter can help the users to develop English language skills. Twitter users developed their English skill using Twitter. Based on the research questions, there are two purposes of this research. This research is conducted to find out:

1. The activities that students use to enhance their English skills.
2. The perceived benefits Twitter in developing students' English language skills.

Significance of the Research

For the students

The researcher expects that this research can provide information to students about the benefits of Twitter in developing students' English language skills, and student activities on Twitter to develop their English skills. Therefore,

students may consider developing their English skills by using Twitter.

For the Teachers

The researcher expects that this research will help provide information about the use of Twitter to develop English language skills. In this study, teachers can find activities that can be used to improve students' English skills by using Twitter. Thus, teachers may consider using Twitter in their teaching.

For other researchers

This research can help other researchers to get information about the use of Twitter to develop English language skills. This can be a reference to support their research.

Organization of the Chapters

This research consists of five chapters. The first chapter explained about the introduction of the study. The second chapter showed the literature review related by this study. Then, the third chapter is about the methodology used in this study. Next the fourth chapter contained the finding and the discussion sections. The last is explained about the conclusion and the recommendation of this study.