X AS A MEDIA FOR SUPPORTING ENGLISH VOCABULARY LEARNING: ENGLISH DEPARTMENT STUDENTS' PERCEPTION

SKRIPSI

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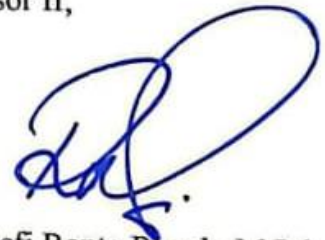Has been approved by the advisors:

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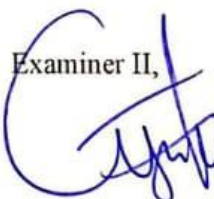NIDN. 0720049101

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MOTTO

"If you don't know what to pursue right now, pursue yourself. Strive to become the healthiest, happiest, and most confident version of yourself "

- Anonym-

"Never feel insecure, everyone has their own timing. Don't compare yourself to others. Focus on your own growth, because you are valuable in your own unique way"

- **Tzuyu TWICE -**

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STATEMENT OF AUTHORSHIP

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In order to uphold academic integrity sincerely and without coercion of any parties, I hereby declare that the thesis entitled:

X as a Media for Supporting English Vocabulary Learning: English Department Students' Perception"

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found. **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 9 July 2025

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ABSTRAK

Na'imah, Zuhrotun. (2025). X as a Media for Supporting English Vocabulary Learning: English Department Students' Perception. Skripsi. English Education Department. Faculty of Language and Arts Education. IKIP PGRI Bojonegoro. Advisor (I) Fitri Nurdianingsih, M.Pd. (II) Dr. Refi Ranto Rozak, M.Pd.

Kata Kunci: Kosakata, Persepsi Mahasiswa, X, Media Sosial

Kosakata merupakan salah satu aspek penting dalam pembelajaran Bahasa Inggris, tetapi masih banyak mahasiswa yang mengalami kesulitan dalam memperluas kosakata karena berbagai faktor, seperti rendahnya minat belajar, metode pembelajaran yang monoton, dan keterbatasan media. Di era digital saat ini, media sosial khususnya X memberikan peluang baru dalam mendukung pembelajaran kosakata. Oleh karena itu, pemanfaatan X sebagai media pembelajaran dapat menjadi alternatif yang menarik bagi mahasiswa khususnya mahasiswa Bahasa Inggris untuk mengembangkan kemampuan Bahasa Inggris mereka melalui fitur fitur yang interaktif dan akun akun pembelajaran yang tersedia di platform X.

Tujuan dari penelitian ini adalah untuk mengetahui persepsi mahasiswa Jurusan Bahasa Inggris terhadap kemudahan penggunaan platform media sosial X sebagai salah satu media sosial yang dapat digunakan untuk mendukung pembelajaran kosakata bahasa Inggris, dan tantangan yang dihadapi mahasiswa dalam penggunaan platform X ini.

Metode penelitian yang digunakan adalah kualitatif deskriptif dengan data diperoleh dari pre kuesioner dan kuesioner utama kepada 30 responden terpilih yaitu mahasiswa bahasa inggris yang menggunakan X sebagai media pendukung pembelajaran kosa kata Bahasa Inggris dari berbagai universitas di pulau jawa. Kemudian dilakukan wawancara secara mendalam dengan 15 mahasiswa terpilih, serta dokumentasi dalam bentuk foto untuk melengkapi data dan memperkuat validitas.

Hasil pre kuesioner yang digunakan untuk mendapatkan responden dan hasilnya didapatkan sejumlah 93 responden tetapi hanya 30 responden yang sesuai dengan kriteria yang telah ditentukan, lalu kuesioner utama menunjukkan bahwa mayoritas mahasiswa memiliki persepsi yang positif terhadap penggunaan X seperti memberikan manfaat dalam penggunaannya, mudah digunakan, serta mendukung penguasaan kosakata melalui fitur-fitur yang tersedia. Sementara itu hasil wawancara memperkuat temuan dari kuesioner dengan mengikuti akun akun pembelajaran di X serta mengungkap beberapa tantangan yang dialami oleh mahasiswa dalam menggunakan X sebagai media pembelajaran kosakata bahasa inggris seperti distraksi dari konten non-edukatif, keterbatasan penjelasan kosakata dan kesulitan mengikuti akun edukatif yang konsisten. Penelitian ini menunjukkan bahwa platform X berpotensi sebagai media pembelajaran kosakata bahasa inggris yang efektif dan menyenangkan jika digunakan secara tepat dan bijak.

ABSTRACT

Na'imah, Zuhrotun. (2025). X as a Media for Supporting English Vocabulary Learning: English Department Students' Perception. Skripsi. English Education Department. Faculty of Language and Arts Education. IKIP PGRI Bojonegoro. Advisor (I) Fitri Nurdianingsih, M.Pd. (II) Dr. Refi Ranto Rozak, M.Pd.

Keywords: Vocabulary, Students' Perception, X, Media Social

Vocabulary is one of the important aspects in learning English, but there are still many students who have difficulty in expanding vocabulary due to various factors, such as low interest in learning, monotonous learning methods, and limited media. In today's digital era, social media especially X provides new opportunities in supporting vocabulary learning. Therefore, the utilization of X as a learning media can be an attractive alternative for students, especially English students, to develop their English skills through interactive features and learning accounts available on the X platform.

The purpose of this study is to find out the perceptions of English Department students towards the ease of use of the X social media platform as one of the social media that can be used to support English vocabulary learning, and the challenges faced by students in using the X platform.

The research method used is descriptive qualitative with data obtained from pre questionnaires and main questionnaires using a Likert scale to 30 selected respondents, namely English students who use X as a supporting medium for learning English vocabulary from various universities on the island of Java. Then in-depth interviews were conducted with 15 selected students, as well as documentation in the form of photos to complement the data and strengthen validity.

The results of the pre questionnaire used to obtain respondents and the results obtained a total of 93 respondents but only 30 respondents who fit the predetermined criteria, then the main questionnaire showed that the majority of students had a positive perception of the use of X such as providing benefits in its use, easy to use, and supporting vocabulary mastery through the features available. Meanwhile, the interview results reinforced the findings from the questionnaire by following learning accounts on X and revealed some challenges experienced by students in using X as a medium for learning English vocabulary such as distraction from non-educative content, limited vocabulary explanation and difficulty in following consistent educational accounts. This research shows that the X platform has the potential to be an effective and enjoyable medium for English vocabulary learning if used appropriately and wisely.

PREFACE

First, I would like to express my gratitude to the presence of Allah SWT for all His grace, and guidance. Secondly, salutations to our Prophet Muhammad SAW, so that the author can complete the thesis entitled "X as a Media for Supporting English Vocabulary Learning: English Department Students' Perception" as one of the requirements to obtain a Bachelor's degree in the English Education Study Program, Faculty of Language and Arts Education. For that, the author would like to express her sincere gratitude to:

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May Allah SWT grants blessings and ease. This thesis is the result of a long process full of challenges, learning, and reflection. In the process, the author has received a lot of help, support, and encouragement from various parties which is very meaningful and the author realizes that this thesis is far from perfect. Therefore, the author really hopes for constructive criticism and suggestions for the sake of perfecting this thesis. Hopefully this work can provide benefits for readers and interested parties.

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Zuhrotun Na'imah
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CHAPTER I

INTRODUCTION

A. Background of The Study

Vocabulary is one of the most important aspects of learning English. Without vocabulary, very few words can be conveyed. ALQAHTANI (2015) argues that an integral part of language learning is vocabulary learning. Vocabulary is known as a collection of letters that are combined and then form a sentence that has meaning. Vocabulary is an essential element for reading, writing, speaking, and listening comprehension. Without vocabulary, the potential in learning English will not be maximized. In the context of learning English, students should not only memorize but also thoroughly understand the vocabulary they memorize, as this can help them read and listen to English better.

Afdilla (2021) found that one of the reasons for the limited vocabulary in English and making it more difficult to pronounce both in writing and orally is due to the lack of interest in English lessons taught by teachers and lecturers. According to Domingo et al. (2021) it is imperative for educational institutions to invest in improving vocabulary learning because neglecting this will increase dropout rates at all levels of education, factor that contribute to vocabulary deficiencies include exposure to the target language, frequency of use, students' attitudes and motivation to learn the language, and the quality and availability of reading materials. Several factors contributing to the difficulties students experience in expanding their vocabulary were found to be influenced by a teacher-centered learning process, the selection of less varied media, or

monotonous teaching method (Oktapiani et al., 2021). Therefore, finding the appropriate approach in term of the attractive lecturers or teacher instruction or the usage of vocabulary learning media especially online learning platform is pivotal.

More specifically, teaching and learning activities can be done anywhere, not only in the classroom. Carpenter et al (2014) emphasized that communication can be boring and uninteresting because interactions in a traditional classroom are predictable. In the current era of globalization, learning has been facilitated by technological innovation and cannot be separated from teaching and learning activities. Yadegarfar et al. (2016) stated that all the developments and advancements, using mobile phones and different applications have been perceived in dialect and learning as a new approach.

Social media can be an efficient teaching resource, providing students with a convenient way to connect that goes beyond school hours and classroom (Rizki, 2024). Seeing that teenage students currently dominate the use of social media, only by relying on smartphones connected to the internet, students can already access various social media that provide a lot of information that they can take freely (Mardiana et al. 2020). Through interacting with each other on social media, it is possible to increase exposure and retention of English vocabulary provided by social media.

Murni (2022) stated that the use of social media in the English learning process is one of the efforts that can be made to improve students' English language acquisition skills, so it is very important to utilize media that provides new learning experiences, attracts interest, and practices language optimally.

All people today are very dependent on gadgets and are very familiar with online media such as WhatsApp, Instagram, Line, Telegram, and X which was previously called Twitter (Sufidiana et al. 2023). As a part of media social, X can help students in learning English and provide a platform to be able to speak and contribute about certain topics without fear of ridicule. Stewart (2015) states that X provides a democratic environment where all social media users can give their opinions on certain topics. It was found in the research of Romadhon et al. (2020) that Twitter (recently known as X) has the potential to be used as a social network or media in the world of education.

Students have the opportunity to learn from various experts and be corrected for their mistakes due to the democratic system, this can encourage learning to improve their academics (Allam et al., 2017). X users can send and receive short messages called "tweets" in text, image, or video formats. X is used to meet and chat with new people, communicate with followers, and X also has a top trending feature that allows users to see what tweets are popular and frequently tweeted by X users. Most interactions are public, and accessible for everyone to join, making X an excellent choice for learning the language with different types of people and for communicating about a wide variety of topics.

X users can follow and becoming friend from all over the world and the most popular tweets are written in English, with people commenting on them in English. One of X's features is *X Space*, where users can talk to other users directly and this feature allows anyone to join, listen, and speak in Space. By utilizing this feature, users can freely join and listen to various spaces that speak

English and this can sharpen their listening and speaking skills in English. Another X feature that can help in learning a language is *the auto base account*, which utilizes the auto menfess (mention confess) feature sent by X users via direct message with certain triggers and published automatically using the auto menfess system (Khaerunnisa et al., 2020). One of the auto base accounts on X is @englishfess_, an account that is highly sought after and followed by English learners. Through this account, X users can ask anything related to English, send jokes, or discuss English-related issues, making it easier for students to understand the written texts provided.

Eusebio et al. (2020) argued that the use of social media platforms such as X can provide motivation and inspiration for students with limited vocabulary to improve their understanding of the meaning of words and how they are used, through a study that highlighted students' views on X as an English vocabulary learning tool. Meanwhile, Barry et al. (2015) confirmed that X positively contributed to students' learning performance and perceptions of their learning experience, assessed in terms of engagement, learning process, and sense of community. Another study by (Islamiah et al., 2020), conducted among University of Indonesia students from semester 2 to semester 8, also showed that the majority of students rated X as having a positive impact on English vocabulary learning. The participants stated that the use of vocabulary in X not only supported their communication with others, but also contributed to the improvement of English speaking and writing skills.

The purpose of this study is to determine the impact, convenience and usefulness of using non-traditional learning media, namely using social media, especially X. The impact of using X as an English vocabulary learning media is obtained from the perceptions of English students who use X. In fact, they use the same application in learning vocabulary, but they may have different perceptions. By addressing the lack of access to traditional education, X provide relevant exposure to language use, answering the need for a learning approach that appeals to students. Highlighting the potential of X as an innovative and cost-effective English learning support tool in today's digital age. This research can align with the demands of a modern society that relies on digital communication, bridging traditional learning methods and the ever-evolving online language education. X, as one of the educational tools especially the English language in vocabulary learning, offer various features that are expected to help students and can provide experience and positive impact on students' English vocabulary improvement.

B. Formulation of the Problems

Based on the background of the study above, the researcher can determine the research problem of this research:

1. How do English Department students perceive the usability and user-friendliness of X as a media for learning English vocabulary?

2. What are the challenges faced by English Department students when using X as a media for learning English vocabulary?

C. Objectives of the Study

The objectives of the research are as follows:

1. To investigate the perceptions of English Department students regarding the usability and user-friendliness of X as a media for learning English vocabulary

2. To find out the challenges faced by English Department students when using X as a media for learning English vocabulary.

D. Significances of the Study

This research is expected to contribute theoretically and practically to teachers, students, technology developers, learning content developers and curriculum developers.

1. Theoretical Significance

This study is expected to enhance theoretical understanding of digital learning tools by expanding existing theories through social media, specifically using the social media account X. More specifically:

a) Providing a new perspective on how learning using non-traditional educational platforms such as social media, especially X, can complement formal language learning, particularly in impacting the process of English vocabulary acquisition by students.

b) Understanding how students interact freely with other users using everyday language while utilizing various features of X as a supportive resource for learning will provide theoretical insights into how students perceive, interact with, and benefit from social media platforms in their own vocabulary learning process.

c) This study can provide a theoretical foundation for future research on the effectiveness of social media accounts in supporting vocabulary acquisition

and assist future research on the integration of social media as a learning support tool in various educational contexts.

2. **Practical Significance**

This research has practical benefits in the context of English language learning, which are:

a) For Teachers; this study can provide new insights for teachers on how to effectively integrate social media platforms like X into English teaching strategies. Teachers can develop more engaging and interactive vocabulary learning methods for students by understanding their perceptions and adjusting the most beneficial approaches for them.

b) For Students; by understanding how other students perceive the effectiveness of X as a social media platform that provides vocabulary learning content, students can make informed decisions about whether and how to use this platform for their learning. Additionally, this research can guide students in selecting and integrating appropriate social media content into their learning routines.

c) For Technology Developers; the results of this research can provide insights for technology developers, particularly social media platforms like X, in enhancing features that can help users in language learning, especially in improving English vocabulary learning.

d) For Learning Content Developers; this research can provide feedback to English content creators on social media, particularly X, regarding the English materials provided. By understanding how students comprehend the content and its impact on their vocabulary acquisition,

content creators can improve and adjust their materials to better meet students' needs, ensuring greater engagement and effectiveness.

e) For Curriculum Developers; the results of this research can also assist curriculum developers in integrating modern technology-based tools into language learning programs. Knowing that students value social media platforms for vocabulary learning can encourage their inclusion as part of an innovative blended learning approach that combines traditional teaching with digital learning resources.

E. Definition of Terminologies

In this research, the definition of terminologies is adjusted to the focus of the studies discussed, especially those related to learning, perceptions, use and the role of social media such as X as one of the learning media. This aims to help equalize the understanding between researcher and readers so that the discussion and research results in the following chapters can be followed more easily.

1. Learning Media

Learning media are tools and forms used by teachers to convey material in the learning process to achieve effective learning. According to Daniyati et al. (2023) learning media is any form of means that is able to convey messages through various communication channels, which aims to arouse students' thoughts, feelings, and motivation in the learning process, and will, thereby encouraging the creation of an effective learning process to add new information to students, so that learning objectives can be achieved well. Mahnun (2012) learning media has an important contribution in supporting the achievement of optimal student learning outcomes. An'navi (2023) states that

the proper utilization of learning media can support the smooth learning process and encourage students to be more actively involved in learning activities. The successful use of media is highly dependent on careful planning and selection of media in accordance with learning needs. Learning media can take the form of various types of tools or technologies, whether physical or digital, used to convey information and facilitate student understanding.

With the help of learning media, teachers can visualize, illustrate, or present material in a more interactive and engaging manner for students, thereby helping to improve the effectiveness of learning (Utami, 2017). The types of learning media according to Susanti (2018) are classified into three categories: a) visual media; which can be seen directly with the eyes, b) audio media; audio media; which can be heard by the ear and contains learning materials, c) audio-visual media; which can be seen by the sense of sight or eyes and can be heard by the sense of hearing or ears. These three types of media each have their own advantages and disadvantages, so teachers must consider the usefulness and accessibility of the media to be used. Based on the previous explanation, learning media is the main means used by educators to convey material efficiently, both through physical and digital media. The selection of appropriate media can enhance student motivation and the effectiveness of the learning process, in accordance with existing classifications.

2. Vocabulary

According to Andriani et al. (2019) vocabulary functions as a means to think, express ideas and feelings, and understand the world around us. Because of its crucial role in the language learning process, mastering vocabulary is very important. Vocabulary itself is defined as the set of words used in sentence

formation and contains meaning (Manda et al., 2022). Having enough vocabulary, learners can express their purpose in communication (Aguilar, 2015). Kamal (2015) vocabulary is a very important basic element in language formation, therefore students' ability to master vocabulary needs to be measured appropriately. Vocabulary mastery has a key role in supporting English language skills as a whole, namely speaking, writing, reading, and listening (Sutriani, 2022). Without improving vocabulary, it will be difficult to master the four skills in English.

Based on the explanation above, it can be concluded that vocabulary is a basic component of language that includes words needed to communicate effectively and meaningfully. Mastering vocabulary can enable a person to express and understand ideas in a particular language. The more words one knows, the easier it is to understand a text, conversation or idea. Mastery of vocabulary in language learning will be needed to master the four skills in English.

3. Perception

Yunita et al. (2020) perception is an individual's way of understanding and interpreting the surrounding environment. Perception is carried out by the act of understanding, realizing, seeing, and paying attention (Albright, 2015). The perception process begins with sensing, which is the stage when individuals receive stimuli from outside through their sensory organs, also known as the sensory process (Saleh, 2019). Perception is closely related to the function of the human senses that receive signals from the environment through various senses such as vision (eyes), hearing (ears), touch (skin), smell (nose), and taste

(tongue), thus perception involves the process of processing and organizing information received through the sensory system (Prabawati et al., 2021). Basically, perception concerns the relationship between humans and their environment, how they understand and interpret stimuli in the environment using the knowledge they have (Hasbi 2023). After the individual perceives the object in his environment, then processes the results of his senses so that he interprets the object.

It can be understood that perception is a process of interpretation by a person towards their environment through sensory stimuli, which allows individuals to understand and interact. This process is the basis of how humans understand the world and is a factor in the formation of one's behavior. Experience and individual factors also influence a person to understand and respond to the environment. Thus, perception is not just a sensory process, but also the result of a complex interaction between experience, knowledge, and individual point of view.

4. Social Media

According to Mulawarman in Kosasih et al. (2020) the term social media comes from two words, namely media and social. Media is defined as a means to convey messages or communicate, while social refers to the activities or interactions of individuals with their community environment. Van Dijk in Setiadi (2016) states that social media is a media platform that focuses on the existence of users who facilitate them in doing activities and collaborating. In this case, social media is media that is used online for activities and collaboration (Walls et al., 2010). Social media is a form of online media that

allows users to actively participate, share information, and create various content, such as blogs, social networks, wikis, discussion forums, and virtual worlds (Liedfray et al., 2022).

According to Chisenga in Ariantini et al. (2021), there are fifteen types of categories in social media. These categories include applications for audio sharing, blogs and microblogging, social networking services, internet-based voice calling applications (VoIP), academic social networks, social bookmarking, online calendars, photo sharing services, presentation platforms, video sharing, online collaboration, digital mapping, cloud-based storage, and discussion forums. In Indonesia, the most widely used social media are YouTube, WhatsApp, Facebook, Instagram, X, Tik Tok, and Telegram (Lintang, 2024).

In conclusion, social media is an online platform that facilitates its users to interact and communicate with each other with various application categories such as audio sharing, blogging, and social networking. Social media allows its users to communicate globally and provides quick and broad access to information. In Indonesia, people use social media to communicate with friends and family as well as to view information and trends.

5. **X**

X is a microblogging service that combines microblogging and instant messaging (Emmanuel, 2024). X is a free social networking site where users broadcast short posts known as tweets that contain text, videos, photos, or links (Hetler, 2024). X is one of the largest social media applications that was previously named Twitter. X users in Indonesia rank fourth in the world

(Stevany, 2024) having been launched in October 2006 and becoming an information networking tool that allows users to post topics or discussions.