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The Perceptions of English Department Students in Using X for Vocabulary Learning

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Abstract— This study aims to determine the perceptions of English Department students towards the use of social media platform X (Twitter) as a medium to support English vocabulary learning, as well as the challenges faced in using this platform. The research method used is descriptive qualitative with data obtained from a Likert scale questionnaire to 30 selected respondents, namely English students who use X (Twitter) from various universities on the island of Java. Then in-depth interviews were conducted with 15 students, as well as documentation in the form of photos and videos to complement the data and strengthen validity. The results of the questionnaire show that the majority of students have a positive perception of the use of X (Twitter) such as useful, easy to use, and support vocabulary acquisition through the features available. Meanwhile, the interview results reinforced the findings from the questionnaire and revealed some challenges experienced by students in using X (Twitter) as a medium for learning English vocabulary such as distraction from non-educative content, limited vocabulary explanation and difficulty following consistent educational accounts. This study shows that the X (Twitter) platform has the potential to be an effective and enjoyable medium for English vocabulary learning if used appropriately and wisely.

Keywords— Vocabulary, Student's Perception, X, Media Social

abstrak— Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa Jurusan Bahasa Inggris terhadap penggunaan platform media sosial X (Twitter) sebagai media untuk mendukung pembelajaran kosakata bahasa Inggris, serta tantangan yang dihadapi dalam penggunaan platform ini. Metode penelitian yang digunakan adalah kualitatif deskriptif dengan data diperoleh dari kuesioner skala likert kepada 30 responden terpilih yaitu mahasiswa bahasa inggris yang menggunakan X (Twitter) dari berbagai universitas di pulau jawa. Kemudian dilakukan wawancara secara mendalam dengan 15 mahasiswa, serta dokumentasi dalam bentuk foto dan video untuk melengkapi data dan memperkuat validitas. Hasil kuesioner menunjukkan bahwa mayoritas mahasiswa memiliki persepsi yang positif terhadap penggunaan X (Twitter) seperti memberikan manfaat dalam penggunaannya, mudah digunakan, serta mendukung penguasaan kosakata melalui fitur-fitur yang tersedia. Sementara itu hasil wawancara memperkuat temuan dari kuesioner serta mengungkap beberapa tantangan yang dialami oleh mahasiswa dalam menggunakan X (Twitter) 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 (Twitter) berpotensi sebagai media pembelajaran kosakata bahasa inggris yang efektif dan menyenangkan jika digunakan secara tepat dan bijak.

Kata kunci— Kosakata, Persepsi Mahasiswa, X, Media Sosial

INTRODUCTION

Vocabulary is a key component in learning English. Without a mastery of vocabulary, few words can be conveyed. According to ALQAHTANI (2015), learning vocabulary is an important component of learning a language. People will read, write, listen and speak English more effectively as their vocabulary grows to communicate their thought (Rochmadhoni et al., 2022). The potential of learning English will not be fully realized without vocabulary so to improve their ability in English, students must not only memorize words, but also must fully understand them, as emphasized by (Rifa'i, 2022) who highlighted that vocabulary mastery is an important aspect of English language learning. The teacher-centered learning process, the use of less diverse media, or repetitive teaching approaches were found to impact students in developing their vocabulary (Oktapiani et al., 2021). Therefore, it is crucial to choose the best strategy for students in using vocabulary learning resources, especially online learning platforms. Seeing that teenagers nowadays use social media a lot where they can access various information that they can retrieve only by relying on cellphones and internet connections. Social media can be an effective resource for students' vocabulary learning, including informal vocabulary that can improve students' communication skills in informal contexts (Hidayati, 2024). According to Rizki (2024), social media can be an effective teaching tool that provides students with a convenient way to connect outside of class and school hours. It is also stated by Khan et al., (2016) that social media facilitates English language learners in the learning process because reading content on social media can increase interest in learning, while helping learners enrich vocabulary according to their ability level.

Among the large number of social media platforms, X stands out as a dynamic space for information dissemination and interaction. X provides a forum to discuss and participate in any topic freely. In addition, Twitter (now known as X) has the potential to be used as a social network or media in the field of education, according to research by (Oktapiani et al., 2021). By conducting a study analyzing students' perceptions of X as a tool for learning English vocabulary, Eusebio & Eusebio (2020) showed how the use of social media platforms such as X can inspire and motivate students with low vocabulary skills to improve their understanding of words and their usage. This is because many users from around the world can follow on X, and many tweets are posted in English, as well as comments in English left there, Zainal & Rahmat (2020) in their research noted that social media provides exposure to authentic and meaningful English language materials, such as videos, posts, and tweets. Exposure to tweets and comments written by native English speakers allows students to learn vocabulary authentically and contextually. In addition, X's interactive features allow students to engage directly in conversations, providing opportunities to practice new vocabulary through writing.

Some methods to maximize the use of X as a supporting medium for vocabulary learning include following native English speaker accounts and using hashtags that provide free and easy to understand vocabulary learning content, examples of such accounts are @englishfess_, @MerriamWebster @hermionyyy @sourvive @OED and examples of hashtags that can be used #WordOfTheDay #LearnEnglish #VocabBoost #EnglishVocabulary. Using X features when discovering new vocabulary on X, students can use the retweet feature, bookmark to save tweets,

record the vocabulary in a thread, use the Direct Message (DM) feature to ask native English speakers for help in learning new vocabulary. X's newest feature is *Grok*, an AI-based chatbot that can be used to explain vocabulary meanings, provide example sentences, translate tweets and more.

The purpose of this study is to find out the perceptions of English Department students regarding the usefulness and friendliness of X as a medium for learning English vocabulary. By looking at the perceptions of English language students who use X to determine how effective this platform is as a vocabulary learning tool. Although they use the same app to learn vocabulary, they may have different perceptions. By addressing the lack of access to traditional education, X provides relevant exposure and addresses the need for an engaging approach to learning for students by showing potential as a cutting-edge and affordable English learning tool in today's digital age. By bridging the gap between traditional learning methods and the ever-changing online language education, this research can meet the demands of a modern society that relies on digital communication. As one of the resources that can be used as a learning medium, especially for learning English vocabulary, X includes a number of elements that are expected to benefit students and can have a positive effect on their English vocabulary development.

RESEARCH METHOD

This research uses descriptive qualitative research design with data obtained through questionnaires and in-depth interviews. The research was conducted during February - April 2025, using purposive sampling technique, respondents were selected based on the criteria used, namely actively using X (Twitter) for vocabulary learning. The questionnaire was distributed on the X platform by providing a google form containing consent as a respondent and statements related to the research topic and obtained 30 English students in semesters 1-8 from various universities on the island of Java. The questionnaire was given in the form of a Likert scale based on a 1-5 points scale, Strongly Disagree (SD) Disagree (DS) Neutral (N) Agree (A) Strongly Agree (SA). The questionnaire was developed based on three indicators, namely a) perceived usefulness of X, b) perceived ease of use, and c) challenges in using X as a vocabulary learning media. After the questionnaire was filled in by the respondents, interviews were conducted through ZOOM and WhatsApp Video Call. The interview used is a semi-structured interview type with the aim of providing flexibility for researchers to dig deeper into student perceptions and adjust to the responses given by respondents. The data analysis technique used in the interview is transcribing the respondents' interview results then reducing the data to filter the information needed, while the questionnaire is analyzed using a percentage table which is then categorized on a rating scale (Strongly Disagree - Strongly Agree).

RESULTS AND DISCUSSION

The results of this study are based on questionnaire and interview of 30 respondent. All respondents are English students and use X (Twitter) as a medium to help improve their English vocabulary. The statement there are 14 and questions in the interview are divided into 3 aspects:

A. The Potential of X as a Learning Medium

The potential of X as a Learning Media explains about the opinion whether X can be used as a learning media especially in learning English vocabulary acquisition, whether the English learning content in X is varied and interesting, suggestions to other X users to use this platform to learn vocabulary. According to the interviews with students conducted in this study, students think that X has potential as a medium for learning English vocabulary.

"I think so, because on X there are not only many entertainment accounts but many educational accounts that share vocabulary learning, idioms, learning tips easily that can be followed and are free. I think this platform is best suited as a social media account for quick, concise and effective learning." (ST, Interviewed in 5 April 2025)

"Yes, on X I can learn directly from the tweets of native English speakers. Many accounts are in English, so I can see firsthand how English vocabulary is used in everyday contexts. We can also make friends with other users, to learn together." (MS, Interviewed in 3 April 2025)

X is considered effective for learning English. ST stated that many educational accounts share English learning materials. MS emphasized the benefits of learning directly from native speakers and interaction with other users. Both agree that X can be a practical and fun learning medium.

"I find the content quite interesting, for example, the account discusses one vocabulary word every day with its definition, synonyms and example sentences. This can help me and other learners to understand the word in various contexts. In addition, there are also accounts that invite their followers to guess the meaning of the word, which makes the learning process more interactive and fun." (LK, Interviewed in 3 April 2025)

"I recommend that those who have not used X as an English learning tool, you should try following an English account because that way you will get used to exposure to new vocabulary in different contexts." (WA, Interviewed in 3 April 2025)

LK explained that the learning content in X is interesting in various ways, while WA suggested other users, especially students, to follow the English account to get used to new vocabulary.

B. Ways and Strategies to Use X (Twitter) for Learning

Ways and strategies for using X to learn describes how students use X to help improve English comprehension, the features of X that are most useful for learning vocabulary, and the English learning accounts on X that students follow and the accounts that are most useful for students to learn.

"Accounts like @englishfess_, @hermionyye @sourvive, I follow them as a way to improve my vocabulary mastery, they are also very helpful because we can interact with other learners" (CP, Interviewed in 3 April 2025)

"Follow native English speaker accounts such as @MerriamWebster @Vocabularycom because the language used is easy to understand, sometimes searching using the hashtag #EnglishVocabulary #Wordoftheday also in searches" (WA, Interviewed in 3 April 2025)

"Frequently interact in English, such as commenting and tweeting in English. This can help to practice the use of the vocabulary you have learned" **(BM, Interviewed in 4 April 2025)**

The interview results according to respondents CP, WA, BM show that respondents use X to improve English vocabulary by following educational accounts, as well as using appropriate learning hashtags. Being active in interacting in English, such as commenting and tweeting, which helps students to apply the vocabulary they have learned.

"The List feature allows me to group accounts that often share learning content in English, such as news accounts, entertainment accounts, and other accounts. That way, I can focus on reading vocabulary tweets that match the topics I'm interested in" **(OT, Interviewed in 3 April 2025)**

"The bookmarks and thread features are the most useful, with bookmarks I can save the vocabulary tweets I find without having to open links everywhere, and can re-read them anytime. Also, for the thread, I note down every new vocabulary word and collect them into one" **(TY, Interviewed in 2 April 2025)**

OT stated that the List feature is the most useful feature for English vocabulary learning which is to group topics of interest, while TY uses Bookmarks to save tweets and Thread to record and collect new vocabulary in a series. Both respondents found these features easy and support vocabulary learning efficiently.

C. The Effectiveness of X (Twitter) in Vocabulary Learning

The effectiveness of X in vocabulary learning explains the extent to which X affects students' vocabulary learning. The effectiveness of using X in English language learning can be seen from the extent to which the educational accounts and learning content contained in X are able to contribute significantly to the improvement of students' vocabulary acquisition.

"The educational accounts that I follow regularly share new vocabulary complete with meanings and example sentences. As a result, I've gotten used to seeing vocabulary in the real context of its use and it's also easier to remember it" **(ST, Interviewed in 5 April 2025)**

"Because the learning tweets are short and easy to understand, I can learn while scrolling through my timeline without feeling overwhelmed. Every day I can learn at least 3-4 new words just from reading these accounts." **(LJ, Interviewed in 5 April 2025)**

"X's account is quite influential, especially in the context of everyday English and contemporary terms that are often used on social media. Through seeing tweets using English, I became more familiar with informal vocabulary, idioms, and slangs that are rarely taught in class such as 'spill the tea' 'LOL'. although X is not the main source of learning English vocabulary, it helps enrich my vocabulary in a practical and relevant way to real life." **(OT, Interviewed in 3 April 2025)**

Educational accounts on X help students influence college students in learning English vocabulary contextually and practically. ST feels that the accounts she follows make it easier for her to remember words because they are accompanied by meanings and example sentences. LJ stated that the short and light tweets made learning feel less

burdensome. While OT revealed that X enriched her vocabulary, especially informal vocabulary. All three agreed that X greatly influenced their vocabulary learning.

Table 1. Distribution of Questionnaire Counting

Questions number	Percentage of Positive Answers	Category
1.	87.33%	High
2.	81.33%	High
3.	74.67%	High
4.	84.00%	High
5.	86.00%	High
6.	78.00%	High
7.	81.33%	High
8.	77.33%	High
9.	80.67%	High
10.	60.67%	Medium
11.	74.67%	High
12.	67.33%	High
13.	66.66%	Medium
14.	62.67%	Medium

Based on the results obtained, it can be concluded that the responses to the 14 statements given to 30 respondents showed a positive response. A total of 11 out of 14 statements (78.57%) received responses in the high (positive) category with a percentage of $\geq 67\%$. 3 statements (21.43%) are in the medium (neutral) category with a percentage between 34% and 66%. There are no statements that fall into the low (negative) category below 34%. The highest percentage obtained in statement number 1 (87.33%) indicates that the level of agreement is high, on the other hand, statement number 10 has a low percentage but is in the moderate category (67%). This shows that overall respondents gave a positive assessment of the use of X as an English vocabulary learning tool for students which reflects a good level of acceptance and perception of the use of X social media platform in the context of informal education.

Based on the results of interviews with several respondents, it can be concluded that X social media platform has great potential as an English vocabulary learning tool. Students can feel the benefits from the various features of X features available such as vocabulary learning educational accounts, threads, bookmarks, lists, and the use of learning hashtags. Students consider X as a practical, interesting media, and in accordance with the learning style of current gen z students because the content is short, and easily accessible at any time. Not only formal vocabulary, but X also enriches the mastery of informal vocabulary such as idioms and slang. (Anggraini et al., 2023) showed that the use of X can improve students' vocabulary mastery, in understanding slang used in everyday contexts and not taught in class. By utilizing features such as commenting and tweeting to interact in English directly, which further strengthens the active learning process for students, this is similar to research by (Karimah et al., 2024) X received positive perceptions of its use as a vocabulary

learning medium, which considered using X features such as direct messages, English posts, and comment sections to be useful in improving students' English skills. The results of the questionnaire support this finding, with 11 (78.57%) statements receiving positive responses and no negative responses to X as an English vocabulary learning tool.

This indicates that most students not only consider the use of X as a learning tool, but also as a fun and effective digital learning method to enrich vocabulary in informal contexts and daily life. The results of the interview are then reinforced by the results of the questionnaire which in this study showed that the social media platform X is very useful for students who can be used as a non-traditional learning tool. (Arumugam et al., 2022) in a study found that most English learners agreed that X played an important role in their vocabulary development at the university level.

CONCLUSION

The results of this study involving 30 students show that social media X can be an effective learning tool to help students in learning English vocabulary. The questionnaire results showed that most of the respondent students felt the benefits of using X in their vocabulary learning, especially in expanding English vocabulary. From the interview results, it is seen that students have incorporated X into their learning routine by utilizing the features available in X. X is not only used as an entertainment medium but also as a medium of entertainment. X is not only used as an entertainment medium but also as an informal, effective and contextualized vocabulary learning tool.

These results directly answer the research objectives, to find out the perceptions of English Department students regarding the usefulness and friendliness of X as a medium for learning English vocabulary through available features such as educational account accounts, utilizing hashtags, bookmarks, lists, threads and interacting with fellow learners by commenting or making English posts on X. As well as how to use it. As well as how to strategize its use and suggest to other users about the convenience of X as a learning medical. It can be concluded that, if used in a conscious and strategic way, X can be considered as a flexible and easy-to-use English vocabulary learning medium that suits the digital learning style of today's college students.

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