

## CHAPTER 1

### INTRODUCTION

In this chapter, the researcher presents several explanations of why this research was researched and how the research process occurred. Therefore, the researcher describes it in several sub-points, such as the background of the study, formulation of the problem, operational definitions, aim of the research, and significance of the study. The following explanation regarding the topic is outlined.

#### 1.1 Background of the Study

The use of *X* as a social media platform does not detract from the fact that it is also utilized for educational purposes. The increasing use of *X* from year to year is proof that this application is one of the social media that affects the lives of its users. Since *X* is one of the technologies that can be done anywhere, it makes it easier for users to use it wherever they are so it helps in the learning process. Alharthi et al. (2020) explain that *X* has been investigated as a place to learn vocabulary. To conclude, *X* is indeed beneficial in assisting students in learning vocabulary.

As an English learner who is required to master English in communicating in the school environment, of course, the learner needs additional learning media to support the learning English vocabulary process. According to Muliana and Dewi (2023), students who have a large vocabulary or are working on improving their vocabulary are more likely to succeed academically. To overcome their limited vocabulary, learners should start mastering English vocabulary by self-learning outside the classroom, one of the tools is *X*. According to Malik et al. (2019), *X* is one of the social media chosen by most educators and researchers because it provides more space and time for students to understand information. Therefore, it is important to have an alternative learning English vocabulary place, especially on *X*, as it offers many advantages in supporting the learning process.

Based on an existing preliminary interview, three EFL students lack vocabulary and have hard in understanding vocabulary. They explained they had difficulty in learning a lot of vocabulary because they do not have an alternative place for

learning English vocabulary. They discovered a learning English vocabulary platform, *@englishfestid* on *X*. The *@englishfestid* on *X* has become an alternative platform for two years. The EFL students opened the account every day. In addition, from the *@englishfestid* on *X*, they found various materials for supporting the learning English vocabulary process, such as material posts and quizzes. Even though they learned autonomously, they can use the *@englishfestid* effectively. The students read and translated the posts until they could understand and remember the meaning of the words, they learned the structure of sentences through quizzes, and asking the materials through the comment section, checked the correct answers after filling out the quizzes, recorded the English vocabulary material provided in their notebooks, using the retweet and like features to save the contents. The EFL students realized that learning English vocabulary intensely through an alternative learning platform can gain their vocabulary such as enriching vocabulary, understanding the vocabulary's meaning, and grammar. (Preliminary interview, 7<sup>th</sup> November 2023). Further, *@englishfestid* on *X* can impact EFL students' learning English vocabulary process and motivation to learn English because *@englishfestid* on *X* offers an effective learning vocabulary tool, such as various vocabulary materials (noun, verbs, and conjunction) and tools (translation and comment section). Therefore, this research contributes to providing recommendations for EFL students to have an alternative learning platform using an English learning account. Hence, it is interesting to describe EFL students' perceptions of using *@englishfestid* on *X* in learning English vocabulary.

The use of *X* in English language learning has been studied in various learning activities (inside and outside the classroom). Several previous studies related to this research showed positive responses from students. First, Hasanah and Anugerahwati, (2022) examined that *X* can increase students' vocabulary achievements and writing skills in the classroom. Second, Alshalan (2019) found EFL Saudi female students' perceptions of *X* in improving their vocabulary skills. The result showed that *X* can improve students' vocabulary and foreign language teaching methods. Furthermore, the research from Alqunayeer (2016) showed the

impact of teaching vocabulary through *X* in a Saudi University. She found that using *X* in the classroom can improve their vocabulary and research skills.

Some gaps are the basis for motivating the researcher to conduct this research, such as, (Hasanah & Anugerahwati, 2022; Alshalan, 2019; Alqunayeer, 2016) explore the use of *X* in learning English vocabulary based on the instruction from the teacher. Therefore, this research wants to fill in the gaps by focusing on the perceptions of using *@englishfestid* on *X* in learning English vocabulary by EFL students autonomously.

## **1.2 Formulation of the Problem**

The formulation of the problem in this present research is what are the EFL students' perceptions toward using the *@englishfestid* account platform on *X* in learning English vocabulary?

## **1.3 Operational Definitions**

### **1.3.1 Learning English Vocabulary**

This is a practice of the ability to acquire new words and learn their meaning, form, and use. In this research, the students learn English vocabulary using *@englishfestid* on *X* independently outside the classroom.

### **1.3.2 Students' Perceptions**

Students' perceptions in this research mean the point of view of EFL university students who are *X* users regarding their experiences, feelings, values, or knowledge after following the *@englishfestid* learning account on *X* to learn English vocabulary.

### **1.3.3 *X***

*X* is Twitter's rebranded identity. *X* in this research is used as one of the platforms that can be used as a tool for EFL students to learn English vocabulary autonomously.

### **1.3.4 *@englishfestid* Account Platform**

*@englishfestid* is an English account on *X* with English learning content, such as spelling, meaning, word use, and synonyms. This account is used by EFL learners as a tool in English language learning, especially learning English

vocabulary.

#### **1.4 Aim of the Study**

This study describes the EFL students' perceptions of using the *@englishfestid* account platform on *X* in learning English vocabulary.

#### **1.5 Significances of the Study**

In this research, the significance of the study consists of three, namely theoretical significance, practical significance, and empirical significance.

1.5.1 Theoretical Significance: This study expands the perception of EFL learners in learning English vocabulary on *X* autonomously. This study supports the theory of students' perception (Walgito, 2004; Kelendonu and Katemba, 2023) and the utilization of *X* in learning English vocabulary (Alharthi et al., 2020)

1.5.2 Practical Significance: This research provided EFL university students with an alternative platform to learn English vocabulary by using the *@englishfestid* account platform on the *X* app.

1.5.3 Empirical Significance: This research reviewed and complemented existing research regarding learning English vocabulary process in EFL learners. Although there is a lot of previous research, this study examines the specific issue of student perceptions on the use of *@englishfestid* on *X* in learning English vocabulary process.