CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Language Learning

Language learning is a conscious process that is the product of either a structured learning environment or a self-study program (Kamrina, 2007). The theories of Piaget, Vygotsky, Chomsky, Skinner, Skemp, and Coleridge debate the exact functions of language. The theory that is suitable for the method of autonomous language learning with the help of technology is Vygotsky (1978) social constructivism theory.

The theory of social constructivism by Vygotsky (1978) emphasizes the social context of learning, namely the function of "mediating agents" such as instructors. According to Vygotsky (1978), Every function in a kid's cultural development occurs twice: once at the social level and again at the individual level; first between individuals (interpsychological) and then within the child (intrapsychological). This also includes voluntary attention, logical memory, and concept generation. All higher functions result from genuine interactions between humans.

Vygotsky's theory suggests that learning takes place in the Zone of Proximal Development. His approach includes two stages of development: The level of knowledge that has been acquired and expanded. This is the level at which the student has knowledge and can solve some problems independently. The level of prospective development. In the zone of proximal development, "others" play an essential role in helping the development of individual learning. This is the moment at which learning occurs and the learner can gain further knowledge in a topic and acquire more advanced abilities under the supervision of teachers or in collaboration with peers. As a result, the Zone of Proximal Development includes cognitive structures that are still in the process of "maturing" and will fully develop through social contact with others. Both constructivism and social constructivism share the concept that learners actively shape how new information is retrieved and

generated.

Vygotsky's social interactionist theory underpins contemporary tendencies in applied linguistics. This supports natural communicative and experiential methods of foreign language learning, emphasizing the importance of early human connection.

2.1.2 Learning English Vocabulary Autonomously

Learner autonomy is when the learner is not waiting to be told what to do and needs to develop learning responsibility independently. According to Brandes (1990), some points define learners as learner autonomy, such as the syllabus and the information being shared by the learner, the learner is responsible for his/her learning, and the learner provides their facilitations, support, and trust in their learning process. Scharle and Szabo (2000) added that learner autonomy can help students find learning techniques that are good for them and can foster motivation and interest in developing activities. Hence, autonomy learning can be used in the language learning process, one of which is learning vocabulary.

Learning vocabulary in a second language means knowing the meaning of each word. In learning vocabulary, language users learn to compose some words that will later be used to make sentences and to communicate with others. It is supported by Sari et al. (2019), that learning vocabulary aims to develop an understanding of word meaning; therefore, it is not surprising that teaching strategies require students to focus on considerations of word meaning. Kamal (2019) supported that vocabulary is a fundamental need and can affect students' achievement in learning a second language. If someone does not understand vocabulary then they cannot convey and understand communication, reading, and writing, as well as the context of communication. In addition, according to Amirian and Heshmatifar (2013), learning vocabulary is regarded as an essential component of language learning and production, as a lack of vocabulary knowledge causes students to struggle with language production as well as understanding. Therefore, learning vocabulary is important for EFL students, especially those who want to master the English language.

In the English language learning context, having a wide vocabulary is the

most essential component. As stated by Aslamiah (2020) the successful use of a second language can be determined from the learning process which is considered an important process, it is because having a wide vocabulary will affect the use of the placement of word functions and the right structure to communicate. Learners will achieve maximum potential in learning English if they develop a wide vocabulary and appropriate vocabulary techniques (Kamal, 2019). That is why learning English vocabulary is essential to be mastered before students master the four language skills, such as speaking, listening, and writing.

According to Nation (1990), there are two kinds of vocabulary, as follows:

a. Productive Vocabulary

Productive vocabulary is the lexical terms that students can remember and use in speaking and writing. In this section, it can be said to be active vocabulary because it can be generated based on the results of reading and hearing a word that has been understood. In productive learning, intensive practice is needed to improve the quality of speaking and writing learning even in small amounts.

b. Receptive Vocabulary

Receptive Vocabulary is the lexical terms that students can recognize and recall when they encounter the word in listening and reading. In this section, it can be said to be passive vocabulary because the word can be understood when heard and read but not used when speaking and writing. The quantity of vocabulary is the main goal.

In addition to being divided into productive and receptive vocabulary, vocabulary can be categorized based on its function which is classified as follows:

1) Noun: a word that refers to a person, thing, place, plant, or animal.

Example: Caitlin, Jonna, cat, police, knife, girl, orange.

2) Pronoun: a word that is used to replace a noun or noun phrase.

Example: you, we, they, yours, ours, me.

3) Adjective: a word that describes the noun.

Example: yellow, strong, happy, short, good, cold.

4) Verb: a word or phrase that states a state, action, or event.

Example: read, walk, swim, dance, run.

5) Adverb: a word that adds information to an adjective, verb, phrase, or another adverb.

Example: slowly, rarely, yesterday, already, daily.

6) Preposition: a word that is used before a noun or pronoun to show place, time, or method.

Example: at, from, before, into, about.

7) Conjunction: a word that joins words, phrases, or sentences.

Example: and, yet, so, but, for, nor.

8) Interjection: a short sound, word, or phrase spoken suddenly to express an emotion.

Example: WOW!, DUH!, look out!, well done!.

Besides the types of vocabulary, Gower et al. (1995) define some aspects of a vocabulary item that the learner learned consider as follows:

1) The Form (Spelling and Pronunciation)

This aspect emphasizes the words' part of speech, verb, preposition, the correct spelling, the word "family", such as electricity, electrical, or electrician, the way of the word or combination of words spoken, and the placement of the stress in a word or more than one syllable, and the word interact with its surroundings.

2) The Meaning

This aspect discusses the specific meaning the reader wishes to emphasize and in which context, the item's connotation, and the possibility of the vocabulary item that has multiple meanings for different people.

3) The Use

This aspect describes how the vocabulary item is used, their restricted use, and their belonging to a particular style or register.

2.1.3 *X* as a Tool for Language Learning

X (Twitter) was founded by Jack Dorsey, Biz Stone, Noah Glass, and Eval William in March 2006. This application is used by its users to interact through messages and posts and share moments through posts. Ribeiro (2023) stated that "there are approximately 14,75 million active users *X* in Indonesia out of 556 million *X* users in the world". The number increased by 27,4% compared to the

same period the previous year. Since its introduction in 2006, *X* has gained widespread recognition and is widely known (Alhabash & Ma, 2017). *X* has a limit of 280 characters and is mostly used to share information through internet sites, blogs, photos, and videos. In addition, the *X*'s features help the user to easier to interact with social media especially, tweets, replies, retweets, translations, likes, and text links (Kimmons et al., 2021). Users who prioritize engagement, short updates, and personal opinions will profit from this relatively short limit. Therefore, the richness of *X's* feature is fantastic for supplementing language learning.

Language learning activities have been widely practiced in app *X*. Vellanki (2017) found that *X* is used in language learning and can increase learner autonomy. In addition, *X* provides links, audio, video, feedback features, and text-based content that can help students' understanding of language learning. In addition, learning autonomously on *X* can train time management skills in reading and understanding the topic material. According to Malik et al. (2019), X can enhance students' language learning capabilities and improve their motivations due to its unique features. Another study by Sah (2015) stated that *X* succeeds in motivating learners because there are learners who like to do things on smartphones, computers, and digital media. With the word limit of *X*, it provides an important point to foster "attention" among the learners who are the readers of the text. Hence, *X* is an interactive platform for the language learning process.

2.1.3.1 Features on *X*

1) Tweets

On *X*, some tweets are widely used to upload something either text or image. The *@englishfestid* has used tweet feature for uploading the learning vocabulary materials and quizzes, such as noun, pronoun, verb, synonym, antonym, conjunction, spelling, and grammar. The tweet feature is mostly used because the *@englishfestid* provide the learning English vocabulary contents every day and the learners can learn by reading the materials. This feature will appear after the learner open the *@englishfestid* account.

Figure 2.1 Tweets

2) Replies

Within *X*, there is a replies feature which is used to ask something to the post and discuss with other followers. The *@englishfestid* has opened the open section for the learners to discuss the English vocabulary contents, such as ask and answer other learners' opinions. The replies feature is useful to help the learners to get more information related to the content learned. The learners can click the leftmost feature to start writing and then click send to upload the comment.
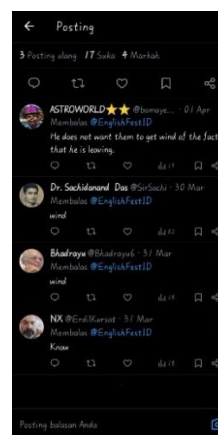

Figure 2.2 Replies

3) Retweets

In this feature, users can use it to save the post to their account. This feature makes it easy to recall posts that are considered important to memorize. The *@englishfestid* has provide this feature to make it easier for learners to keep English vocabulary materials in the tweet that is considered important to remember. This feature can be done by clicking on the right of the comment

feature and will appear in the user's profile page.
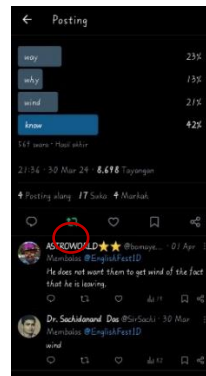

Figure 2.3 Retweets

4) Translations

In *X*, translation feature is used to translate foreign languages, such as word phrases and sentence. The desired language can be set via *X* settings. The translation feature helps the learners on *@englishfestid* on *X* to learn the meaning of the words, to know the context of the sentences, and to interact with other users. This feature is blue and is below the text in the tweet. The translation will appear after clicking the feature.
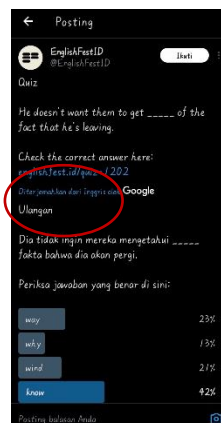
Figure 2.4 Translation

5) Search

On X, a search feature is used if followers want to find specific contents whether on the home page or a particular account. The *@englishfestid* on *X* has provided this feature to ease the learners when searching for specific English vocabulary content or search for quizzes they want to complete on the account. The search feature can be found at the top right of the account page.
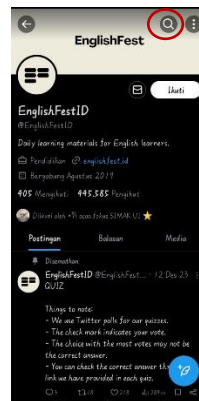
Figure 2.5 Search

6) Quiz

With *X*, there is a quiz feature with four answer choices. This feature is included in tweets uploaded by the account owner. The *@englishfestid* on *X* has used this feature in the English vocabulary contents every day. Quiz content is widely used by learners to determine their ability to mastery the vocabulary materials, such as verbs, conjunction, synonyms, antonyms, spelling, and grammar. Furthermore, this feature is used to find out the correct writing patterns, the spelling of a word, and to evaluate the results of their vocabulary learning. The correct answer will appear after a week of the user answering the quiz.

Figure 2.6 Quiz

2.1.4 Students' Perceptions of the Use of *X* in Learning English Vocabulary

Perception is the experience of objects, events, or relationships obtained by inferring information and interpreting messages. The information received can be selected by the receiver through the help of sensing. The cognition component

(knowing right from wrong), the affective component (a person's emotional issues and his experience of an object of perception), and the conative component (the propensity to react to an object or activity with a behavior) comprise the three components of the perception process aided by sensing (Walgito, 2004). According to Kelendonu and Katemba (2023), perception is the process of perceiving or interpreting an item, event, or piece of information based on an individual's life experience. They can differ from one another through their senses. It means that people must have diverse perceptions because the way people perceive an object is likewise different, even though the object is the same. Therefore, perception can be the result of thinking about a situation.

There are several kinds of perceptions from previous research regarding X. The research by (Alharthi et al., 2020) has found many students' perceptions regarding using X in learning English. The research found that X is a social media that can be used as a tool for learning new English vocabulary through sharing and getting information from interaction with users from different countries and can help them master English skills, such as speaking and writing. More specifically, Diniasri et al. (2020) revealed students' perceptions that they get new words and increase their skill ability especially, in writing and speaking through X. To conclude, in this study, students' perceptions are defined as a process by which students interpret and provide reactions and impressions to stimuli, including responses and appreciation of the recitation method.

2.2 Studies of Relevant Research

Several studies have looked into the use of X for various areas of language learning. Some of the research has focused on the use of X in learning vocabulary. The research from Alqunayeer (2016), has investigated the impact of teaching through X on students' vocabulary learning. The research uses quantitative research. The research has 80 students for the control group and 80 students for the experimental group. From this research, he found that the finding of the research is that students using X (experimental group) had significantly better vocabulary score gains as compared to the traditional learning (control group) at the end of the study, because of the willingness of the students who used X to make mistakes without

being afraid which is useful without getting judged by others while learning process.

Another study was conducted by Hasanah and Anugerahwati (2022), the research uses a quasi-experimental design. The data was collected from 74 students, consisting of *X* Science 1 and 2 classes. The finding of the research is that the post-test results of the experimental group (by using the *X* tool) are higher than the control group (by using traditional techniques). The research has shown that *X* is effective for the online learning process because of its useful features that contain texts and pictures or videos at the same time to make students understand the content that educators deliver.

Another recent study was explored by Boumediene et al. (2018), incorporating *X* in writing class. The research used a quantitative research design, collected using an online questionnaire, and presented as statistical. The study's finding is that the participants had positive attitudes and saw *X* as an interesting tool to use in the classroom. This is because *X* enhances collaboration between professors and students across different disciplines. Since the previous study examined quantitative and quasi-research design, in this study, the researcher is interested in researching using qualitative research design to capture rich and detailed insights. In addition, the earlier study did not focus on one point devoted to learning English vocabulary, in this study, the researcher wants to focus on one of the learning accounts, *@englishfestid*. Thus, the researcher is interested in describing EFL students' perceptions of using *@englishfestid* on *X* in learning English vocabulary.