

STUDENTS' ATTITUDES TOWARDS THE USE OF TWITTER AS A LEARNING ENGLISH AID

ATITUDES DOS ALUNOS EM RELAÇÃO AO USO DO TWITTER COMO RECURSO PARA A APRENDIZAGEM DO INGLÊS

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Sudiran*

*University of Muhammadiyah Malang, Malang, East Java, Indonesia

Orcid: <https://orcid.org/0000-0002-5786-9810>

sudiran@yahoo.com

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Abstract

Recently, many students have used Twitter. It is one of the Information and Communication Technology applications that can be used as a means of communication from which students are able to develop their English proficiency. This study aims to reveal the students' attitude towards the use of Twitter as a means of learning English. This research used a descriptive method with a questionnaire as a data collection technique. Respondents were 100 students who took the Reading for Information class at the English Education Study Program, University of Muhammadiyah Malang, Indonesia. The questionnaire consisted of 21 statements with five choices in each, and it was designed to assess the students' attitude towards the use of Twitter. The results showed that students had a positive attitude towards the use of Twitter as a means of learning English. The students' attitudes could be broken down into three points that needed attention: first, students had a positive attitude towards Twitter as a medium to communicate in English. Second, students had a positive attitude towards Twitter as a means of improving their English vocabulary. And finally, students had a positive attitude towards Twitter as a tool to improve their skills of translating texts in English into Indonesian. This was related to Twitter as part of Information and Communication Technology that helped students to access information regarding English learning materials.

Keywords: Students. Attitude. Twitter. English.

Resumo

Recentemente, muitos estudantes têm utilizado o Twitter. Trata-se de uma das aplicações das Tecnologias da Informação e Comunicação que pode ser empregada como meio de comunicação, permitindo aos estudantes desenvolver sua proficiência em inglês. Este estudo tem como objetivo revelar a atitude dos estudantes em relação ao uso do Twitter como meio de aprendizagem do inglês. A pesquisa utilizou um método descritivo, empregando um questionário como técnica de coleta de dados. Os respondentes foram 100 estudantes que cursavam a disciplina de Leitura para Informação no Programa de Estudos de Educação em Inglês da Universidade Muhammadiyah Malang, na Indonésia. O questionário consistiu em 21 afirmações com cinco opções de resposta cada, e foi elaborado para avaliar a atitude dos estudantes em relação ao uso do Twitter. Os resultados mostraram que os estudantes tinham uma atitude positiva em relação ao uso do Twitter como meio de aprendizagem do inglês. As atitudes dos alunos puderam ser divididas em três pontos que merecem destaque: primeiro, os alunos apresentaram uma atitude positiva em relação ao Twitter como meio de comunicação em inglês. Segundo, os alunos apresentaram uma atitude positiva em relação ao Twitter como meio de aprimorar seu vocabulário em inglês. E, finalmente, os alunos apresentaram uma atitude positiva em relação ao Twitter como ferramenta para aprimorar suas habilidades de tradução de textos do inglês para o indonésio. Isso se relacionava ao Twitter como parte da Tecnologia da Informação e Comunicação, que ajudava os alunos a acessar informações sobre materiais de aprendizagem de inglês.

Palavras-chave: Alunos. Atitude. Twitter. Inglês.



1 INTRODUCTION

The Use of Information and Communication Technology allows students to facilitate learning activities so that their learning outcomes increase (Hattem and Lomicka, 2016). The application of ICT in education is very important for the teaching and learning process. For this reason, students are required to develop their ability to use ICT to facilitate the learning process. Along with the improvement of information technology, students need to learn skills to apply social media, such as Twitter, to access the source of information as an educational process. In this case, the use of Twitter is very important to obtain information regarding English learning materials. This is because Twitter plays an important role in disseminating information (Schreiner, 2018). The information is not only related to social and political aspects, but also related to English education.

In the era of globalization, English plays an important role in education, particularly in English education. This is because English helps students improve their achievement. English as a communication tool allows students to increase their knowledge because English is widely used by people to develop knowledge. Various media, such as the Internet, Twitter, TV, music, movies, books, magazines, and journals, use English as a means of distributing ideas. Therefore, students need to enhance their competence to apply Information and communication technology, such as Twitter. The ability to use Twitter is useful to elicit information that uses English as the main medium, so that students are capable of promoting their English knowledge. McCorkle and Payan (2017) suggest that Twitter can be used to facilitate the learning process in the classroom to improve students' English skills.

Twitter users come from various countries around the world, and they use it as a means of communication to communicate their ideas with friends. Twitter applications that use the Internet connection provide people with various types of popular communication facilities through which they can convey thoughts, feelings, and their experiences (Waterloo et al., 2017). In education, Twitter is widely used by students to communicate with their friends and share information related to learning materials (Chawinga, 2016). They not only send information about the lessons, but they also receive information from their friends or Twitter users that helps them solve academic

problems. According to Erdem and Kibar (2014), in the current era of information technology, lecturers and students are trying to find a way to support accessing information or knowledge through applications on the internet.

Twitter plays a meaningful role in the development of students' ability to obtain information related to the subject matter. It can also provide students with other useful information. Lecturers and students are able to use Twitter for 24 hours to access the information they need. This reason makes Twitter a popular application (Rossi and Giglietto, 2016) among students because Twitter makes it easier for students to communicate, and at the same time, they are able to access information. When students apply Twitter to search for information, they need reading skills, especially the ability to read English texts. Therefore, the ability to use Twitter and reading skills can be seen as two sides of the same coin. Twitter applications can also be used to improve academic competence (Lackovic et al., 2017). Academic competencies include students' English skills that can be developed through Twitter.

Research on students' attitudes towards Twitter usage is very important because it helps them learn how to use Twitter as a means of improving learning outcomes. The study of the application of Twitter in learning English has an important role in developing students' English achievement.

In addition, students' attitudes towards the use of Twitter contribute to their academic activity and their experience in applying Twitter. Twitter applications can be applied as a learning medium that can improve their English skills. Although Twitter of current use has been widespread in various aspects of life by its users, such as college students, there are still some studies that reveal students' attitudes towards the innovative use of Twitter. In other words, research on students' attitudes towards the implementation of Twitter is still getting little attention, so it needs serious efforts to conduct research on Twitter applications as a medium of learning English.

Media is a tool containing messages or information that can be used to facilitate the learning process (Yusoff et al., 2017). Twitter as a means of communication allows students to promote academic achievement. It has procedural implementation in learning English: 1) students should understand the basic concepts of Twitter application to access information; 2) they should have an Internet connection to obtain information; 3) they should have a Twitter ID so that it can communicate with users; 4) they should correct

and check message or information before sending or posted it; and 5) they apply it to communicate with Twitter users around academic subjects or difficulties so that communication can take place to enhance the English learning achievement. Therefore, students benefit from Twitter as a means of improving academic achievement (Prestridge, 2014). This is because Twitter enables students to access information related to English lessons. Meanwhile, Twitter also allows students to get English learning materials anytime.

2 RESEARCH METHOD

This research used a descriptive method, which applied a questionnaire as a data collection technique. The respondents were 100 students who took the Reading for Information class in the English Education Department, University of Muhammadiyah Malang, Indonesia, and they were asked to respond to the questionnaire. The questionnaire contained 21 statements, and each consisted of five options ranging from strongly agree, agree, undecided, disagree, and strongly disagree.

Data elicited from the questionnaires were analyzed by applying the SPSS 20 program after they were quantified. The data calculation process was intended to determine the percentage, mean, and standard deviation that were used to interpret the data and to draw conclusions.

After testing the validity and reliability of research instruments, which included questionnaires about students' attitudes toward Twitter usage, the validity test scores indicated that $\text{Sig.} = 0.00 - 0.03 < 0.05$. This value showed that the 21 questionnaire statements were significant, which ranged from 0,000 to 0.003. The table value was 0.05, while the significant calculation was (0.000 - 0,003), which was smaller than the table value (0.05). Therefore, all items of the questionnaire statement as a research instrument were valid. The reliability value of the 21 questionnaire statements was $r = 0.894$. Thus, all items of the questionnaires were reliable. This could be seen from the table of reliable test results from the SPSS 20 program as follows.

Figure 1

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

List-wise deletion based on all variables in the procedure.

Cronbach's Alpha	N of Items
.894	21

3 FINDINGS AND DISCUSSION

The results of data analysis about the students' attitude towards the use of Twitter as an English learning aid can be seen in Table 1.

Table 1

Percentage, Mean, and Standard Deviation of Students' Attitudes

NO	ITEM	SS	S	Persen (%)			Mean	Std.
				KS	TS	STS		
1	Twitter applications can be used to improve English skills.	18	65	11	4	2	3.93	0.795
2	Twitter is important for developing English knowledge.	15	65	19	1	-	3.94	0.617
3	Twitter has a community of English learners	21	64	14	-	1	4.04	0.665
4	Twitter is important to improve my English skills.	7	31	55	7	-	3.38	0.722
5	Twitter is important for accessing information about English.	35	49	13	2	1	4.15	0.796
6	Twitter is important to increase knowledge.	13	39	42	5	1	3.58	0.819
7	Twitter is important to improve communication among users.	16	54	24	5	1	3.79	0.808
8	Twitter is important for sharing information.	3	36	47	12	2	3.26	0.787
9	Twitter is useful for improving English grammar.	18	61	21	-	-	3.97	0.627
10	Twitter can be used to communicate in English.	46	49	5	-	-	4.41	0.588
11	Twitter is important for promoting English vocabulary.	29	63	7	1	-	4.20	0.603
12	Twitter is important to enhance the skills of translating Indonesian text into English.	25	66	8	1	-	4.15	0.592

13	Twitter is important to improve the skills of translating English text into Indonesian.	24	68	8	-	-	4.16	0.545
14	Twitter is important for getting examples of English sentences.	27	60	11	2	-	4.12	0.671
15	Twitter is important for getting the English proverbs.	23	58	18	1	-	4.03	0.674
16	Twitter is important for getting samples of correspondence in English.	8	55	34	2	1	3.72	0.683
17	Twitter is important for getting English text.	10	70	18	2	-	3.88	0.591
18	English text from Twitter is easier to understand.	13	69	16	1	1	3.92	0.646
19	Doing an English test on Twitter is meaningful.	7	52	33	7	1	3.57	0.769
20	Translating English text from Twitter is fun.	12	64	22	1	1	3.85	0.672
21	Twitter can be used to opinion among users.	33	55	12	-	-	4.21	0.640

In Table 1, it can be seen that the students respond to 21 statements that show their attitude towards the use of Twitter for learning English. In the above table, it can be indicated that the highest percentage of the students' responses that describe their positive attitudes is statement number 10, "Twitter can be used to communicate in English." (95% of students responded that they "strongly agree or agree" with the statement) mean of these values is ($M = 4.41$), and its standard deviation is ($SD = 0.588$).

The next statement that explains students' positive attitude towards Twitter as a means of learning English is statement number 11, "Twitter is important for improving English vocabulary." (92% of students responded that they "strongly agree or agree" to the statement), this response has a mean number ($M = 4.20$) and has a standard deviation ($SD = 0.603$). Another statement that describes the students' positive attitude is number 13, "Twitter is important to improve the skills of translating English text into Indonesian." (92% of the students responded that they "strongly agree or agree" with the statement) the mean score of the values is ($M = 4.16$) and its standard deviation is ($SD = 0.545$).

4 CONCLUSION AND SUGGESTION

On the basis of the research results, it can be concluded that the students' attitude towards the use of Twitter as a medium of learning English is positive. In this case, three things need to be addressed, namely: first, students have a positive attitude towards Twitter as a medium to communicate in English. Second, students have a positive attitude

towards Twitter as a medium for improving their English vocabulary. Finally, students have a positive attitude towards Twitter as a tool for improving their skills of translating English texts into Indonesian. Of the three positive attitudes above, it can be explained that students who study in the English Education Program, University of Muhammadiyah Malang, have a positive attitude towards the use of Twitter as a medium of learning English. This attitude supports their learning process in the Reading for Information class. The result of this study is in line with Schreiner's research (2018), which supports Twitter as an important medium for disseminating information. The information disseminated by Twitter has a diverse aspect, including information on English skills. For this reason, research on Twitter as a medium of learning English should obtain greater attention from researchers. It is also related to the Industrial Revolution 4.0, which is now happening in the world. The industrial revolution 4.0 requires all students to have competence in applying information technology, such as Twitter.

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