

## **Perception Of Efl Student On Using Twitter As A Learning Media For Opinion Writing**

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### **Abstract**

In line with the development of new technologies, social networks have provided technologies to facilitate learning a second or foreign language. This study aims to find out student perception on using Twitter as leaning media for opinion writing. Twitter as one of the social media platforms used to aid language learning, has gained teachers' attention and has become a possible medium to boost students' writing abilities. This investigation used a qualitative research methodology that involved one participant, and the data was gathered through a semi-structured interview method. The findings demonstrated that the EFL student's had a positive attitude regarding the use of Twitter for opinion writing. This study found that Twitter was an effective tool for broadening their understanding of various viewpoints, honing their writing abilities, motivating the EFL student's to write opinions, and soliciting feedback from their peers and educators. However, this study discovered that Twitter might be a source of distraction and that it was vital for them to limit the amount of time they spent on the platform. According to the results of this study, EFL student's learning to write opinions in English as a foreign language find Twitter as a useful tool.

**Keywords:** EFL student; Learning media; Opinion writing; Twitter

### **INTRODUCTION**

In tandem with the development of new technologies, different social networks have provided technologies to facilitate learning a second or foreign language. In recent years, researchers like Dashtestani (2018) have increased the use of social media to facilitate international communication among EFL students and enhance their English vocabulary. It shows an opportunity for English classrooms to enhance intercultural competence and conversation skills through social media activities. This article explores how teachers can use popular social media channels such as Facebook, Twitter, and TikTok to simulate worldwide interactions and increase student engagement. In line with that, McLain (2019) study focused on the relationship between online social networking sites, such as Facebook, Twitter, LinkedIn, and YouTube, and students' educational outcomes. In this study, the author discusses how technology was thought to enhance students' language abilities, particularly in writing.

As noted by Chin Nee et al. (2020), social media can be a valuable tool for enhancing writing skills and offering diverse language learning opportunities to students. Encouraging students to use social media frequently is an important step that teachers must take. On the one hand, Fareed et al. (2016) argue that writing is an essential skill for language production and communication. Social media is an intriguing medium for communication. In today's globalized world, social media has become widely accessible to many individuals. It has made it easier for people to publish articles or notes they have made through blogs or social media. When it comes to writing in English, its importance increases significantly. It is a result of the widespread use of English for knowledge mediation on a global scale, as various scholars have noted (Marlina & Giri, 2014; Mansoor, 2005; Rahman, 2002). Hyland (2011) also supports the idea that the success of language development depends on developing writing skills.

In addition, it has been argued by Nunan (1989) that writing is a highly intricate cognitive activity that demands learners manage multiple factors. In today's globalized world, university students need to possess a high level of proficiency in English as a foreign language. This proficiency is necessary for effective communication and for feeling confident in one's ability to express oneself clearly and efficiently. As outlined by Bakeer (2018) discusses the various dimensions of language teaching, such as oral expression, written skills, literature, and creativity. The study of Adas and Bakir (2013) observed that students tend to write rarely, with most of their writing occurring within the classroom setting. In this text, the author emphasizes the importance of personal involvement in writing exercises for students to enhance their learning experience and make it more meaningful and exciting. Enonbun (2010) explains that learning is an engaging process that involves using the five senses to comprehend the essence of the knowledge being transmitted. Social media technology, including Twitter, Facebook, Instagram, and TikTok, can be utilized by students as a learning medium.

Twitter has become a popular social media platform among EFL students. It provides them with a platform to express their opinions and share information. Microblogging on Twitter is a popular way for users to express themselves in real time. Conforming to Steckenbiller (2016), tweets are limited in character capacity, initially to 140 but now up to 280. Twitter also offers features such as hashtags, mentions, and replies, allowing users to network and engage in dialogue with other users. In a study by Tess (2013), Twitter is classified as a social media platform not explicitly designed for educational purposes. However, its accessibility for networking and content sharing has made it well-suited for such activities.

Regarding sharing content, Twitter opts for concise updates, while Instagram focuses on sharing visually stunning images and videos with its followers. Additionally, Instagram prioritizes building relationships with influencers through communication and engagement. In contrast to Facebook, Twitter offers users the opportunity to regain some of the anonymity they have previously sought in online communication settings. As noted by Huberman et al. (2008), users do not need to provide personal information to connect with others as friends. As Hughes et al. (2012) described, the website prioritizes the content of what has been said rather than the speaker's identity.

Twitter has gained popularity among teachers as a social media platform that can aid in language learning. It has been identified as a promising tool to improve students' writing skills. In a study conducted by Romadhon et al. (2020), it was discovered that Twitter has the potential to be used as a social network or medium in education. Using Twitter, educators can connect with others by exchanging links, engaging in

conversations, and building relationships. Ekinici & Kaya (2018) studied motivating EFL students to write using Twitter. Along with this, Juniardi & Utami (2018) utilized Twitter as a novel tool to aid students in enhancing their writing skills, particularly those who encountered difficulties in writing. In a recent study by Situmorang et al. (2022), it was discovered that utilising Twitter as a literacy tool can enhance college students' reading and writing abilities.

The current research refers to the previous studies that have been mentioned. Nevertheless, this study seeks to reveal the EFL student's perception of using Twitter as a learning medium in their opinion of writing abilities at one of the universities in Bandung. The discussion in this study might shed light on using Twitter as a learning medium for language learning activities. It is hoped that educators will embrace technology and use social media networks to leverage engagement in developing student's writing opinions.

## **LITERATURE REVIEW**

### **Perception**

Humans were born with a brain that is so sophisticated that it can define what is felt. However, the ability of each human being is defined differently according to their knowledge. Perceptions were made because of the variety of people's abilities to define what they received through their senses. According to Kihlstrom (2007), perception is defined by the human consciousness of the reception, selection, processing, and interpretation of information through all the human senses in our brains. Perception is also used to describe what is perceived. Based on the theory of Hekkert (2006), perception involves all mechanisms by which a person gathers knowledge about his or her surroundings: seeing, hearing, feeling, tasting, and smelling. The study of these perceptual mechanisms indicates that their functioning is affected by three classes – the objects or events being perceived, the environment in which perceptions occur, and the individual doing the perceiving.

On the other hand, Démuth (2013) analysis, the existing theories and explanations of perception can be broadly classified into two main categories based on the direction of information flow. This group of theories posits that sensory data acquisition and processing rely solely on bottom-up processes. The concept of bottom-up processes refers to cognitive processes originating from the lowest sensory levels and gradually progressing towards more complex and intricate processes in higher cortical structures. These higher structures are responsible for more comprehensive and abstract modes of thinking, as viewed from the cortex's perspective.

The top-down theories posit that during the discrimination process, mainly when processing sensory stimuli, the initial step involves the perception of sensory data on receptors. The processing mechanisms utilized by the subject under study rely on a top-down influence of higher-level cognitive information, which structures and ultimately dictates their output. *Perception* has been defined as the cognitive process by which individuals interpret and make sense of sensory information received through their five senses. This interpretation is subjective and subject to the influences of one's cultural background, personal biases, and past experiences.

The uniqueness of human perception has been a topic of interest in various fields of study. Several scholars have explored the nature of human perception and suggested that it is distinct from other forms of perception. For instance, in psychology, this

phenomenon's detected stimuli and processing mechanism are distinct and noteworthy. Individuals perceiving the same object or different events have been widely observed and studied in various fields. This variability in perception can be attributed to many factors, including differences in cognitive processing, past experiences, and individual biases. The concept of subjective perception has been extensively explored in psychology, where it has been linked to the formation of attitudes and beliefs. Additionally, neuroscience research has shed light on the neural mechanisms underlying perception, highlighting the role of sensory processing and attentional mechanisms in shaping our perception of the world. Overall, the variability in perception observed among individuals.

In keeping with Alan & Gary (2011) studies, perception determination is influenced by three key components: the perceiver, the target, and the situation. The concept of the perceiver has been discussed in various fields of study, including psychology and neuroscience. It refers to an individual whose attention is directed towards a particular stimulus, which initiates the perceptual process. This process involves the interpretation and organization of sensory information, ultimately forming a perceptual experience. The role of the perceiver in this process has been widely studied and is considered a crucial factor in determining the accuracy and reliability of perception. The literature suggests that various factors influence the perceptions of an individual. Among these factors, three major ones have been identified as having a significant impact on perception. These factors include the perceiver's motivational state, emotional state, and experience. Previous studies have shown that these factors can play a crucial role in shaping an individual's perception of the world around them. Specifically, an individual's motivational state has been found to influence their perception by directing their attention towards certain stimuli.

Similarly, an individual's emotional state can also impact their perception by altering their interpretation of sensory information. Finally, an individual's experience can shape their perception by providing a framework for interpreting and understanding new information. Overall, these three factors have been identified as critical determinants of perception. Further, the impact of certain factors, mainly the initial two, on an individual's perception of a given circumstance has been widely acknowledged in the literature. The phenomenon of "perceptual defence" has been observed in which perceivers selectively attend to and perceive only certain aspects of a stimulus while ignoring others. The individual's desires and expectations frequently drive this selective perception, causing them only to see what they want to see. Despite a stimulus acting on their senses, the perceiver's attentional and cognitive processes may filter out certain information, resulting in a biased perception.

In the realm of perception, the final focus is on the object of perception itself. This object can take the form of a tangible entity or an individual. Perception involves interpreting and processing sensory information, ultimately leading to the recognition and understanding of the object in question. The role of sensory organs in shaping the perceiver's interpretation and comprehension of a target has been widely studied in the literature. The ability of these organs to gather information has been found to play a crucial role in determining the accuracy and reliability of the perception process. Various studies have explored the impact of sensory organs on perception, highlighting the importance of considering their functioning in understanding the cognitive processes involved. The literature suggests that the perceiver's sensory organs are critical in shaping their perception of the world around them. The concept of the situation in the field of perception refers to the various environmental factors, timing, and degree of

stimulation that can impact the perception process. This notion has been explored in numerous studies and is considered crucial to understanding how individuals perceive and interpret the world around them.

### **Twitter as Learning Media**

Twitter is a microblogging social media platform that allows users to post short messages, or tweets, of up to 280 characters. Twitter has been used for a variety of purposes, including education. In recent years, there has been a growing body of research on using Twitter for educational purposes.

One of the benefits of using Twitter for learning is that it can help students to connect with other learners and experts in their field. Twitter can also be used to share resources, collaborate on projects, and participate in discussions. More specifically, Twitter can provide feedback and support to students.

A study by Anthony & Jewell (2017) discovered that students who used Twitter for learning reported feeling more connected to their classmates and instructors. The study also found that students using Twitter for learning were more likely to participate in class discussions and complete assignments on time. Another study by Bledsoe et al. (2017) found that students who used Twitter for learning reported feeling more engaged in their coursework. The study also found that students who used Twitter for learning were more likely to retain information and improve their critical thinking skills.

Another key point, the study conducted by Malik et al. (2019) provides evidence that Twitter's distinctive features and unconventional pedagogical approach can potentially enhance students' learning abilities, drive, and involvement. The use of pedagogical tools has been widely adopted by students, educators, and other stakeholders to receive information, engage with one another, participate in their communities of interest, and share their ideas on typical issues. Among these tools, one that has gained significant attention is the use of interactive platforms. These platforms effectively facilitate communication and collaboration among users, enhancing the learning experience. In particular, they have been utilized as a means of promoting active learning, which is a critical component of effective pedagogy. Through interactive platforms, students and educators can engage in meaningful discussions, share resources, and collaborate on projects, enhancing their understanding of the subject matter. A recent study conducted by Romadhon et al. (2020) found that Twitter can serve as a suitable learning medium for teachers and students. The study revealed that using Twitter in the learning process can significantly increase learners' interest and participation levels. These findings suggest that incorporating Twitter into educational settings enhances the learning experience for both educators and students. In recent years, there has been a growing interest in utilizing social media platforms such as Twitter to enhance language learning and develop effective learning strategies. One such approach involves encouraging students to engage voluntarily and actively with Twitter to build their language skills and explore using information and communication technologies (ICT) in learning. Specifically, students are encouraged to utilize Twitter as a tool for practising foreign language skills, particularly in the context of English language learning. Through this approach, students can develop valuable skills and competencies that support their ongoing language learning and academic success. The utilization of social media platforms, such as Twitter, has become increasingly popular in the field of education.

One of the benefits of Twitter is the ability for educators and students to exchange information without the need for physical meetings. It has allowed for greater accessibility and convenience in sharing knowledge and ideas. This study suggests that incorporating non-traditional media and methods into the classroom can enhance the learning experience for students. Students may find these new approaches refreshing and engaging, leading to a more positive attitude towards learning. Twitter's use for learning can enhance students' learning capabilities and improve their motivation and engagement. Regardless, it is essential to note that Twitter is not a magic bullet. For Twitter to be effective as a learning tool, it must be used in a way that is aligned with the learning objectives and that is appropriate for the student's level of maturity.

### **Twitter as Learning Media to Learn Opinion Writing**

Twitter can also be used in other environments for different learning experiences, including learning media for writing. One might consider using Twitter as a learning medium for many reasons. On this occasion, Shah et al. (2015), Bista (2015), and Said & Elfatah (2015) these studies suggest that Twitter can be a valuable tool for learning opinion writing skills. The platform's interactive nature and focus on sharing ideas can help students to become more engaged in the learning process and to develop their writing skills. In addition, Dhir et al. (2013) and Juniardi & Utami (2018) analyze the teaching-learning activity using Twitter as a new medium to assist students in improving their writing skills because they were having difficulty developing their writing.

Shah et al. (2015) conducted a study on using Twitter to enhance writing skills among senior high school students. They found that Twitter was an effective tool for improving writing skills, as it enabled students to participate in a wide range of interactions, from private messages to arranging meetings to engage them in learning. Bista (2015) also found that Twitter can be useful for improving writing skills. His study found that students who used Twitter to share their thoughts and ideas were more engaged in the learning process and had better writing skills than those who did not use Twitter. Said & Elfatah (2015) found that Twitter was an effective instrument for developing writing skills because it integrates many aspects of education and is user-friendly.

Conversely, Dhir et al. (2013) explored how Twitter can enhance students' writing, literacy, reading, and critical thinking skills. Students will develop effective writing and public speaking skills in these classes to address large audiences confidently. Twitter has a documentation feature that can help students get a summary of different learning-related activities. Juniardi & Utami (2018) have found that Twitter can be a helpful tool for improving the writing skills of struggling students. Students can effectively use Twitter as a learning exercise for their writing classes, ultimately leading to improved writing and grammar skills. Twitter has become a popular tool for students to use as a daily communication medium. It has also been found to make learning to write more relaxed and enjoyable. Students view using Twitter as a new and fresh way to alleviate their boredom while learning.

Depending on some expert findings above, the experts discuss the benefits of using Twitter as a learning tool for educators and students, specifically in writing. They cite various studies that have found Twitter effective in improving students' learning motivation and skills. Twitter can be used as a learning tool to encourage teachers and students to participate in their learning actively. In this teaching-learning exercise,

Twitter is a new medium to help students improve their writing abilities and overcome learning dullness.

## **Previous Studies**

This study explored using Twitter as a learning medium for the opinion writing of EFL students. Several research results related to this study indicate using Twitter as a learning medium for opinion writing. Previous studies are pertinent in both non-Indonesian and Indonesian contexts. The following are some of the previous studies.

Prior studies carried out in settings outside of Indonesia can inform the use of Twitter in writing. As a previous study by Ekinci & Kaya (2018) demonstrated, Twitter can be a motivational tool for encouraging EFL students to engage in writing activities. The present investigation utilized both experimental and control groups. A previous study found that the use of Twitter positively impacted the writing proficiency of English as a foreign language (EFL) students in Osmaniye Korkut Ata University's preparatory program. Within a previous study, Said & Elfatah (2015) applied an experimental-control group design to examine the impact of Twitter on EFL writing. The study focused on determining whether Twitter affected the expression of ideas, content, organization, voice, and style. A study was conducted at a women's division of Qassim University in Saudi Arabia. A previous study has indicated that integrating Twitter may improve idea generation, content development, organization, voice, and writing style. The present study establishes a clear connection between prior research and the current investigation by utilizing Twitter to document university EFL students' experiences. In contrast to previous studies, this study focuses on exploring the potential of Twitter as a learning tool for enhancing the writing abilities of EFL students.

Previous studies in Indonesia have also investigated the writing challenges Indonesian EFL learners face when utilizing Twitter. In keeping with a recent study by Situmorang et al. (2022), using Twitter as a literacy tool has enhanced college students' reading and writing abilities. Significant improvement in reading comprehension and writing skills was observed among students who engaged in activities on Twitter. Romadhon et al. (2020) employed Twitter as a platform for students to compose brief narratives. According to previous research, incorporating Twitter into language learning can enhance students' writing abilities by encouraging critical thinking by creating English fairy tales. In this study, students were taught using Twitter as a learning medium. The focus was on developing skills in independent learning, active and collaborative problem solving, determining learning methods, ICT skills, and foreign languages. Previous research has utilized Twitter to enhance students' opinion writing, while the current study focused on exploring EFL students' perceptions of Twitter as a learning tool for their writing. Several previous investigations have employed diverse research designs to investigate the enhancement of students' writing abilities by using Twitter as a platform. On top of that, the present study examined EFL student's perception of using Twitter to enhance their opinion writing skills. There is a disparity between the present and past studies owing to the dissimilarities in research design and objectives.

## **METHOD**

### **Research Design**

This investigation used a qualitative research methodology to investigate EFL student's perception of utilizing Twitter in their opinion writing skills as a learning medium.

According to Creswell (2014), qualitative research describes the critical phenomena of the researcher's topic and provides complete knowledge. The fundamental phenomenon in qualitative research is a critical thought or concept of the process. The discovery of Twitter as a learning resource for EFL student's opinion writing is significant. Also, this present study exploited a case study approach to do an in-depth investigation of EFL student's perceptions on Twitter as a learning tool in opinion writing.

### **Participant and sampling techniques**

This study used purposive sampling to select samples. Supported by Fraenkel & Wallen (2006), purposive sampling is a form of judgmental sampling that selects specific aspects of a population representative of the research's purpose. This technique was appropriate for this study because the sample collection represented the research objectives. Likewise, the participant of this study was one of an undergraduate EFL student's at the Department of English Education in one of the universities in Bandung who was an active Twitter user and had used Twitter as a medium for learning English by writing opinions.

### **Data collection methods**

The primary data source used in this research is an interview. The researcher collects direct research data through the participants to examine the perception of EFL student's opinion writing using Twitter. According to some experts (Edwards & Holland, 2013, p. 128; Stuckey, 2013; Gill et al., 2008; Jamshed, 2014; DiCicco-Bloom & Crabtree, 2006)), there are three common types of interviews include; structured, semi-structured, and unstructured interviews. This research applied semi-structured interviews to collect primary data about student's perceptions of utilizing Twitter as a form of learning media. In a semi-structured interview, the interviewer uses a set of questions developed to gain specific information. In order to investigate student's experiences using Twitter, the researcher established interview procedures and used programs available on the LINE application. The use of this method resulted in interviews that were less rigid and more open to interpretation. In addition, the responses to these interviews can provide a wealth of information regarding the participants' experiences with utilizing Twitter as a learning medium for improving their writing skills. The researcher interviewed one EFL student is because the researcher anticipated that the interview questions would allow the EFL student's to acquire in-depth information. Moreover, the researcher conducts one-on-one interviews with the participant, and the participant's responses are saved and transcribed into field notes.

### **Data Analysis**

The researcher analyzed the data based on Creswell (2012), such as; organizing the data for analysis, exploring, and coding the data, coding to build the description and designs, representing and reporting qualitative findings, interpreting the findings, and verifying the correctness of the result. The data from the EFL student's interviews were all transcribed and explored for repeating critical features related to the use of Twitter as a learning medium for opinion writing. The reappearance of a particular opinion can be assumed to reflect the participants' concern about the issue. The data from the interview were used to describe EFL student perception of using Twitter as a learning medium for opinion writing.



## **FINDINGS**

The interview results showed that the EFL student's positively perceived Twitter as a learning medium. From the EFL student's answers, the researcher found several reasons that supported the student's positive perception of writing opinions based on his experiences. As Alan & Gary (2011) stated, many factors may influence the perceptions of the perceiver, while the three major ones include motivational state, emotional state, and experience. As the previous theory said, the research interview shows some evidence that the student's is influenced by the three primary factors, as data below:

### **Interactive and Exciting**

*"In my opinion, learning opinion writing skills using Twitter is very uncomplicated and suitable for students like me because there are lots of interactions within Twitter, which makes this learning activity very interactive and exciting, so it does not get boring. There are always new things to learn on Twitter. Nevertheless, Twitter is for sharing tweets, meaning opinions in our minds are poured into writing. So, when this opinion writing learning activity tries to use Twitter as a learning medium, this is new learning and fun."*

With the participant's answer, it was found that learning opinion writing skills using Twitter can be a fun and effective way for EFL students to improve their writing skills. Twitter is a social media platform that allows users to share short messages, or tweets, with a limited number of characters. It can be an excellent way for EFL students to practice writing concisely and getting their point across quickly. Additionally, Twitter is a very interactive platform, meaning EFL students can get feedback on their writing from other users. It can be a great way to improve their writing skills and learn from their mistakes.

Further, the research supports the claim that learning opinion writing skills through Twitter is "very straightforward and suitable for EFL student's like me." Twitter is a relatively easy platform to use, and it can be tailored to the needs of individual student. For example, EFL students can choose to follow other users who are interested in the same topics as them, or they can create their threads to share their thoughts and opinions.

### **Motivating**

*"Yes, I am motivated to learn writing skills using Twitter, especially in writing opinions. Because when the educator assigned me to make an opinion on Twitter about a topic that had been determined by the educator, I could explore the issue that the educator gave by looking at the Tweet's view of people using the search feature on Twitter, and then I typed about the topic. That gives me new ideas and motivates me to form opinions on the issue."*

It is possible to deduce from the interview participants' responses whether Twitter can motivate EFL students to write opinions. To illustrate that the student is motivated by using Twitter to learn opinion writing. In this case, the student remarked that Twitter might assist in the discovery of a great deal of ideas for expressing opinions. Using Twitter can be an effective way to improve writing skills, particularly in opinion writing. It is because Twitter provides a platform for students to share their thoughts and ideas with a broader audience and to receive feedback from others. It can help students to develop their critical thinking skills as they are forced to consider different perspectives on a given issue.

Further, Twitter's character limit forces students to be concise and to the point, which can help them to improve their writing style. The statement *"Yes, I am motivated to learn writing skills using Twitter, especially in writing opinions"* is supported by the evidence presented above. Twitter can be a motivating tool for students because it allows them to share their thoughts and ideas with a broader audience and to receive feedback from others. It can help students to develop their critical thinking skills as they are forced to consider different perspectives on a given issue.

### **Confident in expressing thoughts in English and allowing for a widening perspective**

*"Yes, it had a very positive influence on me. Because by using Twitter as a learning medium to learn opinion writing, I feel confident in expressing my views in English. Then my communication skills also improved because I could interact with anyone using English on Twitter, and learning to write opinions on Twitter allowed me to widen my perspective and insight about an issue. And, on Twitter, I respect each other's thoughts because I can see the opinions of people who have pros and cons about something."*

From the participant answer it shows that Twitter can be a positive influence on language learners, especially in terms of opinion writing. The platform's short-form format encourages concise and clear writing, and the ability to interact with other users in real-time can help learners to improve their communication skills. Additionally, the wide range of topics discussed on Twitter can help learners to broaden their horizons and develop a deeper understanding of different cultures and perspectives. Twitter is a social media platform that allows users to post short messages, or "tweets," of up to 280 characters. Twitter can be a valuable tool for language learners, as it can help them to improve their English language skills in several ways, which forces them to be concise and to the point. It can help them to develop a clear and concise writing style. Second, Twitter can help language learners improve their communication skills. When interacting with other users on Twitter, language learners need to be able to communicate effectively in English. It can help them develop their fluency and ability to express themselves clearly. Third, Twitter can help language learners develop their understanding of different perspectives. Language learners are exposed to various opinions and viewpoints when reading tweets from other users. It can help them to develop their critical thinking skills and to become more open-minded.

### **DISCUSSION**

The findings reveal that Twitter is perceived positively by EFL students as a medium for learning opinion writing. This perception is influenced by various factors, including the platform's interactive nature, its motivational aspects, and its ability to boost confidence and broaden perspectives.

The participant described Twitter as an engaging and interactive platform that made learning enjoyable. The ability to interact with others and receive immediate feedback was highlighted as a significant benefit. This aligns with Alan & Gary (2011) theory, which emphasizes the impact of motivational and emotional states on perception. The evidence from the interview supports this theory, showing that the student found Twitter to be a fun and effective way to practice opinion writing. The platform's short message format encourages concise writing, helping students improve their ability to

communicate ideas quickly and effectively. Additionally, the interactive nature of Twitter provides continuous learning opportunities, keeping students engaged and motivated.

Furthermore, Twitter's ability to motivate students to write opinions was evident from the participant's responses. The student found that exploring different viewpoints and receiving feedback from a broader audience enhanced their motivation. This is consistent with Malik et al. (2019) findings, which suggest that social media platforms can enhance learning capacities and motivation. The participant's remark that Twitter helps generate new ideas and perspectives further illustrates this point. The character limit on Twitter also forces students to be concise, improving their writing style and critical thinking skills by considering different perspectives. This motivational aspect is crucial in keeping students engaged and actively participating in the learning process.

Lastly, the participant reported a boost in confidence when expressing thoughts in English through Twitter. The platform's format encourages concise and clear writing, which helps improve communication skills. Additionally, interacting with a diverse audience on Twitter allows learners to broaden their horizons and develop a deeper understanding of different cultures and perspectives. Juniardi & Utami (2018) support this by noting that Twitter can help improve writing and grammatical skills while reducing the stress associated with traditional learning methods. The participant's experience of gaining confidence and widening perspectives by using Twitter aligns with this view. The ability to see and respect various opinions on Twitter fosters a more open-minded approach to learning and communication.

## CONCLUSION

The findings of this study suggest that Twitter can positively influence language learners, especially in terms of opinion writing, communication skills, and perspective-taking. The platform's short-form format encourages concise and clear writing, the ability to interact with other users in real-time can help learners to improve their communication skills, and the wide range of topics discussed on Twitter can help learners to broaden their horizons and develop a deeper understanding of different cultures and perspectives.

The study also found that students who used Twitter to learn opinion writing were more motivated and engaged in the learning process than those who did not use Twitter. Twitter provides a platform for students to share their thoughts and ideas with a broader audience and receive feedback from others. It can help students to develop their critical thinking skills as they are forced to consider different perspectives on a given issue. Additionally, Twitter's character limit forces students to be concise and to the point, which can help them to improve their writing style. Overall, the findings of this study suggest that Twitter can be a valuable tool for language learners.

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