



Digital Literacy Using Twitter For Learning English Vocabulary And Grammatical

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Abstract:

The purpose of this article is to examine the usage of Twitter in the study of English vocabulary and grammar." Which is to say, digital literacy is extensively employed nowadays. Students learn about digital literacy using digital media, searching for, identifying, analyzing, and using information. This article discusses the subject of Twitter usage, a survey in which 25 respondents who used Twitter participated. The writers aided in the production of this paper using qualitative research. Twitter users use Twitter to improve their English vocabulary and grammar by searching for Tweets from other Twitter users across the world and recognizing which Tweets originate in countries where English is the predominant language.

Keywords: Digital Literacy, Twitter, Vocabulary, Grammar

INTRODUCTION

While digital literacy has always existed and has contributed to the continual improvements in the current era of information and communication technology, its rapid development occurred over the preceding decade, when the internet became widely available. It was not until later that social media platforms became extensively used all around the world. Beginning with well-known social media networks such as Facebook, Twitter, Instagram, and WhatsApp, they progress to other platforms. Facebook and other social media platforms may be utilized for a wide range of objectives, such as educational opportunities, communication, entertainment, and data collecting.

Digital literacy was coined by Paul Gilster (1997) to describe the capacity to grasp and make use of information derived from a range of digital sources. The author cited academia, professional fields, and daily life as examples of situations where digital literacy may be beneficial. He asserted that digital literacy could help people use technology and information from digital devices more effectively in a number of contexts. Bawden (2001) introduces a new concept of digital literacy based on the integration of computer and information literacy. In the 1980s, as microcomputers became increasingly widespread in business and society, the

number of computer literate people began to rise. On the other hand, as networked information technology became more widely used, information literacy began to rise in the 1990s as access to, retrieving, and transferring information got easier. According to Martin (2006), digital literacy is defined as follows.

The writers of this piece are particularly interested in Twitter use. John Dorsey, Evan Williams, and Biz Stone founded Twitter in March 2006, and it is the world's largest social networking platform. The core concept of Twitter is that users may send messages to everyone they know, including acquaintances, coworkers, and relatives, in addition to extended family and friends. Twitter provides a platform for us to express ourselves. Users frequently share the English language on Twitter, who offer material such as love quotes or religious passages, humor, or motivational messages. Many Twitter users also communicate grammar that they have picked up from others. In this article, which was later published as a paper, the authors solicited responses from Twitter users in response to their questions. The authors are interested in seeing if Twitter has an impact on users' English vocabulary and grammatical abilities, and whether this is true. Based on the aforementioned, the goal of this study is to assess the impact of Twitter on the advancement of its users' vocabulary and grammatical skills when using English. So the purpose of this study was to determine whether or not Twitter has an impact on the development of English vocabulary and grammatical abilities among its users.

LITERATURE REVIEW

Digital Literacy

When Paul Gilster (1997) invented the word "digital literacy," he was talking about the capacity to interpret and use information collected from various digital sources. He made a case for digital literacy by using examples from academics, vocations, and everyday life to demonstrate how it may assist individuals in using technology and information from digital devices successfully and efficiently in a number of settings. The concept of digital literacy is defined by Bawden (2001) as a consequence of a mix of computer and information literacy skills and knowledge. Microcomputers were more common in the business sector and the general public during the 1980s, prompting the development of computer literacy in the population. However, when it comes to information literacy, it has been growing steadily since the 1990s, as information has been easier to obtain, retrieve, and transfer due to the increased usage of networked information technology. According to Martin (2006), digital literacy may be summarized as follows.

The ability to identify and access digital resources is a key component of digital literacy. Individuals also need the awareness, attitude, and ability to use digital tools and facilities appropriately in order to manage, integrate, evaluate, and synthesize digital resources, construct new knowledge, create media expressions, communicate with others in the context of specific life situations, and reflect on their learning experience.

Hague (2010) explains that, among other things, digital literacy enables people to create and share in a variety of modes and formats while also learning how to collaborate and communicate with others more effectively. It also enables people to understand how and when to use appropriate digital technology to assist these activities. Finally, digital literacy characteristics include not only operating skills and the use of various information and communication technology tools (hardware and software platforms) but also the process of "reading" and "understanding" the content of technology tools and processes, as well as the process of "reading and understanding" the content of technology tools and processes, among other things. Making something and writing it both result in the generation of new information.

In digital literacy, the ability to absorb and utilize information in a variety of formats from a wide range of Jau sources that is supplied through the use of computers is defined as follows: In the context of computer-mediated communication, free translation refers to the ability to grasp and make use of information that has been offered in a variety of forms and from a range of sources. At the moment, the Internet, which is the most commonly utilized computer network globally, is responsible for delivering the vast majority of the information transmitted through computers. A variety of competencies are required in order to acquire information from the Internet, including the capacity to read and absorb information, as well as the ability to use information-presenting equipment, which is often a computer.

In addition, both of these skills are basic abilities that every character must possess. Reading is typically accompanied with the ability to grasp English, which is the common language used in computer interfaces and on the Internet, as well as other languages, and this is especially true for children. In addition to the ability to stop using tools and comprehend the information, digital literacy includes the ability to use information in a range of media, including but not limited to texts and images as well as sound and video audio, among other things. The majority of the items on this list are readily available on computers, and most of them are also freely available on the web. Competencies in digital literacy are necessary for today's workforce. As outlined in his book *Digital Literacy*, Paul Gilster defines a number of digital literacy competencies, including: (1) the ability to evaluate what is found online; (2) the ability to read text that is presented electronically; (3) the ability to construct reliable information from the information presented in a variety of formats; and (4) the ability to create an effective information search strategy.

Because of accurate evaluations, information seekers on the Internet may discern between information that can be trusted and information that is a fiction of their own imagination. We may guarantee that we are just reading the information that we require by verifying the identity of the writers or source of information, as well as whether or not the content is trustworthy, even after having obtained adequate knowledge, compiling and concocting new material is not a straightforward undertaking, much alone comprehending how to communicate the information effectively. The most effective search strategy guarantees that the search process works smoothly and that the most efficient use of time is made of the available resources. In order to achieve this, we must first learn how to utilize search engines, or search engines in general, in order to find relevant information. The vast amount of information that we do not require forces us to sift and restrict our search results in order to ensure that just the information we require is presented.

The importance of digital literacy

What is the relevance of digital literacy in our modern world? Anyone may publish ideas and information in general on the Internet for a low or even no cost due to the fact that the Internet is a free medium. It is possible to digitize and make available on the Internet a wide range of sorts of information in a number of forms. That is, with the usage of the Internet, we may acquire information in the form of music, photographs, videos, and text.

It is possible for people who seek knowledge to be confident in their ability to make inaccurate assumptions about the Internet. Consequently, many do not think that there is a wealth of information available on the Internet, and they may end up receiving nothing because they do not understand how to use this medium. On the other hand, due to the electronic media's inherent character, those who post information on the Internet may be misconstrued. They are completely oblivious that the information they send and the way in which they convey it has a role or has an influence on the medium in which they are communicating it. It turns out that, despite the fact that anybody may use the Internet to present anything, customers have difficulties comprehending the information. However, just

because highly experienced people have created a complex and professional-looking website does not suggest that the information contained within it or the website as a whole is trustworthy or dependable in any way.

When people are bored, they may use digital literacy to study, communicate, or simply pass the time while waiting for anything to happen. What is more, with the emergence of computer-based social networks and cellphones, it looks as though they have also grabbed a significant amount of public attention. As evidence of this, the increasing number of social networks that have sprouted up as a result of this is on the rise. Facebook, Twitter, Linked In, and numerous other social networking sites are accessible. Friendster is the most popular. A growing number of people who take advantage of the convenience afforded by these social networks are becoming more actively involved in their usage.

In light of the previously disclosed definitions of information literacy, it is possible to conclude that information literacy is a set of skills that include the ability to recognize when information is required, the ability to locate information, the ability to evaluate information, and the ability to use the information that has been discovered (Setyowati, 2012). As defined by Bothma et al. (2009) and Setyowati (2012), information literacy, or information literacy literacies can be defined as follows.

- a. It takes specific skills and abilities to master information literacy. An information literate person must demonstrate competence in several aspects related to information literacy behavior, such as finding and evaluating information.
- b. A person's awareness that he/she needs information is the first thing that underlies the overall information literacy behavior. This need for information is not limited to academic interests alone but for all matters relating to decision-making or completing assignments, whether academic assignments as students, duties as authors, or other obligations at work.
- c. Information literacy also means that one must be able to find the information needed. Knowledge of the presence of information sources and an ability to use systematic information retrieval procedures is required for this process.
- d. Information literacy also means that a person can be selective towards all sources of information. The reason for this is that not all information is helpful or necessary. Thus, expertise is needed to evaluate information sources carefully and only use relevant sources. He is also aware of matters relating to the legal aspects of the use of information to use information responsibly, following applicable regulations.
- e. Information literacy also means that a person can accurately and clearly define how to use the information to accomplish his task.

As a result, digital literacy is not a talent that will just assist Students or students in the future; it is a skill that will continue to be useful as they work and progress through their careers. Digital literacy supports the rapid transmission of knowledge by each individual on his or her own initiative (Handrianto & Rahman, 2018). If each individual possesses these abilities, the advancement of the Indonesian country will be more rapid as a result of the independence in expanding critical knowledge that will result.

Vocabulary

The expansion of one's vocabulary is one of the most significant components of learning English as a second language. Since the goal of learning vocabulary is to build a knowledge of the meaning of words, according to Shanahan (2006), it should come as no surprise that a teaching technique requires students to connect more deeply in order to explore the meaning of words. The majority of students use English in class as a consequence of the teacher's training through instructional texts or instructional materials, according to Tulung (2011), despite the fact that Indonesians use English outside of the classroom to a relatively limited extent: As a result, students have fewer possibilities to improve their

English language competence, particularly their ability to learn new vocabulary words and phrases. Twitter may be a good tool for increasing one's ability to communicate in English with others. It has been argued by Schmitt (2007a) that many students apply tactics for acquiring vocabulary and that the most often adopted vocabulary acquisition strategies appear to be basic memory techniques, repetition techniques, and taking notes. According to the authors, learners typically adopt relatively 'thin' approaches, despite being less effective than deeper strategies in terms of learning. According to Kusumarasdyati (2006), as reported in Cahyono and Widiati (2008), each student has a unique strategy for interpreting foreign English words that differ from the other students. As has been stated, Twitter may also be used to improve one's English vocabulary by interacting with others.

Users of the social media network Twitter are required to read text messages that have been put on the platform. Meltzer et al. (2001) found that reading, rather than direct instruction, is the most effective approach to increasing vocabulary acquisition. Of course, increasing the amount of time spent reading will result in greater growth in one's vocabulary. A person's vocabulary grows as a result of his or her involvement in reading. This research is a necessary step in the process of gaining competency in a foreign language. When it comes to the effective use of a second language, Rivers and Nunan (1991) underline the importance of the ability to learn adequate vocabulary. This is because we cannot apply structures and functions that include the communication component if we do not have a good vocabulary.

Within the research process context, the writers debate the theory that is most compatible with the research topic under discussion. Because Twitter users, in general, utilize social media to communicate with friends and academics in order to exchange information, the authors make use of authors who are interested in examining a large number of Twitter users in order to conduct their research. The vast majority of them have at least one social media account, and some of them have many profiles on various social media platforms. Aside from that, current Twitter users express a desire to incorporate social media into their daily routines. In part, this is due to the fact that academics are curious about how Twitter can aid users in improving their English vocabulary because they are accustomed to listening to Twitter users speak English on the network themselves. Excellent vocabulary mastery, according to Cahyono and Widiati (2008), may aid pupils in the acquisition of each language skill, including receptive (hearing) and productive (speaking and writing) (speaking and writing). After taking this into consideration, the issue that must be answered in this study is how Twitter users could expand their English language knowledge.

Grammatical

According to Roberts (1962), grammar is a set of rules governing the construction of sentences. Francis (1970) asserts that grammar describes the manner in which patterns of word order are used to construct sentences, which are frequently referred to as rules or laws. Ostler (1987) defines grammar as a study of language principles that explains the relationship between words, and the relationship between these words is the right arrangement to convey the intended meaning or meaning to anybody who speaks or understands the language. Another point of view holds that grammar is the fundamental arrangement of right words according to rules to communicate concepts in both speech and writing (Werner, 1985, Werner and Nelson, 1985). Another school of thought holds that grammar is the fundamental rule that explains how a language functions (Emmit and Pallock 1992), and Collerson (1994) contends that grammar is a specific way of selecting and arranging words and other elements in accordance with principles and rules (see Emmit and Pallock 1992). Whenever we speak, listen, write, read, or think in a foreign language, we are participating in the form of communication. It appears that specialists between 1960 and 1990 have defined the definition of grammar in terms of two exact keywords, namely rules or rules; however, one is not as

comprehensive in its coverage of the subject as the other. Because of this, the authors bring together the opinions of these experts to form a comprehensive understanding of 'grammar.' According to Rahman and Ja'afar (2018), 'grammar' is a set of specific rules or rules for arranging words and other elements into sentences of a correct language in such a way that he gives meaning or meaning to anyone who uses the language, whether speaking or listening, writing or reading, or simply thinking.

Furthermore, Werner and Nelson (1985) contend that "grammar" is a linguistic framework rather than a physical structure of muscle, flesh, or blood. According to River in Arnold (1991), grammar is always present whenever and whenever you use language, which is an important point to underline. This is why he also claimed that a language devoid of syntax is comparable to eating a boneless chicken breast. This investigation takes the form of Identification, which examines how certain Twitter users utilize the platform to acquire grammar by determining if a native writer has written the tweet in question.

RESEARCH METHOD

According to the authors, the material for this study was gathered through the use of descriptive qualitative techniques. Generally speaking, qualitative research is defined as a research technique that is intended to evaluate a specific group or sample of individuals, as opposed to quantitative research. Unpredictable results are obtained using the sample interpretation technique (Sugiyono, 2010). qualitative research is defined as a type of social inquiry that examines how individuals interpret and comprehend their own experiences as well as those of others and the environment in which they live. According to Holloway (1997), qualitative research is an investigation into how individuals interpret and comprehend their own experiences as well as those of others and the environment in which they live.

The goal of a qualitative descriptive technique, according to Parse (2001), is to explore a phenomenon in depth in order to identify patterns and themes about actual occurrences when the writers have specific questions regarding the issue under inquiry. Users on Twitter can contribute insight into these types of situations by making indirect remarks about what is going on. The participants in this study are Twitter users who use social media for hunting for information on the vocabulary and grammar of English that they may use in their Twitter queries. A web-based questionnaire was given to a large number of Twitter users, and 25 people took part in the study by replying to the link supplied in the email that was sent out to them.

The questions asked, namely:

1. Since when did you use Twitter?
2. Why are you interested in using Twitter?
3. Does Twitter help develop your English?
4. Do you often tweet on Twitter in English?
5. What do you often tweet on Twitter?
6. Do you communicate with strangers on Twitter in English?
7. Do you tweet frequently using English slang words?
8. How did you learn English grammatical via Twitter?

Following the questionnaire's administration, after conducting the questionnaire. The authors get the data that the authors have compiled prior to administering and collecting the questionnaire. The authors have access to the information that the authors have gathered.

RESEARCH RESULTS AND DISCUSSION

In accordance with the statistics provided by Questioner, two persons have responded using Twitter since 2011, four individuals in 2015, six individuals in 2017, eight individuals in 2018, and five individuals in 2020 have responded using Twitter. In addition, twelve

people expressed an interest in using Twitter to have a good time because they wanted to have a good time with it. According to the poll results, thirteen participants expressed an interest in utilizing Twitter since it is more up-to-date with information than other social media sites, such as Facebook. Only two people supplied unhelpful comments, compared to the 23 people who provided helpful responses (see table below). According to the results, twenty-three people reacted to tweets in English regularly, with two people only responding on occasion. Ten people tweeted more frequently about celebrities, eight people tweeted more frequently about KPOP, and seven people tweeted more frequently about a variety of other subjects than the average person.

Every responder reported that they had interacted with someone they were unfamiliar with. Twenty-four participants reported that they utilized slang terms in English on a regular basis when using Twitter. Twenty people said that they utilized a search engine on Twitter to locate the lines that had been posted by other Twitter users and that they recognized the phrases that they uploaded. Meanwhile, three individuals revealed their identities by voting their Twitter followers to determine whether or not they were from the area in which they lived. On the basis of the information provided above, we may deduce that the respondents regularly use English on Twitter and that a more significant percentage of respondents indicated that Twitter helps them improve their English language abilities, particularly their vocabulary and grammar skills.

Looking for English Vocabulary Information through Twitter

Students turn to Twitter for information and enjoyment, as well as for information. Students use Twitter to learn about issues that interest them and to communicate with one another. The term "utilization" refers to the action of putting something to use for a specific purpose, which is defined as follows: "The act of putting something to use for a specific purpose" If there is one element that distinguishes the use of media in general from other forms of communication, it is the methodical application of the source. Using media is a decision that is made in accordance with the learning design principles and as part of a decision-making process (Yusufhadi, 1994).

If students want to find English words, they may use Twitter search to do it. Simply type the phrases into the search box, and Twitter will return a list of English terms that match their search. Furthermore, students may share their feelings as well as the situations in which they find themselves through the use of Twitter. Many Twitter accounts offer English quotes on a variety of themes, including love, humor, motivation, and medicine, while other accounts share different forms of English grammar, among other things, on their feeds. In the United States, most Twitter accounts are in English, and many Twitter users have difficulties comprehending some of the phrases used on accounts that are written in English. They are meant to attract users to check the meaning of difficult or poorly understood terms in a dictionary by using unpleasant words. The most fundamental approach to expanding one's vocabulary is reading a book and understanding the meaning of foreign terminology (Nagy et al., 1985 in Nagy 1988). The expansion of one's vocabulary is one of the most significant components of learning English as a second language. Since the goal of learning vocabulary is to build a knowledge of the meaning of words, according to Shanahan (2006), it should come as no surprise that a teaching technique requires students to connect more deeply in order to explore the meaning of words. The majority of students use English in class as a consequence of the teacher's training through instructional texts or instructional materials, according to Tulung (2011), despite the fact that Indonesians use English outside of the classroom to a relatively limited extent: As a result, students have fewer possibilities to improve their English language competence, particularly their ability to learn new vocabulary

words and phrases. The student can act as a learning tool for individuals who are learning English by posting on Twitter.

According to Schmitt (2007), many learners use methods to help them acquire vocabulary, with fundamental memorization, repetition, and note-taking appearing as the most often used techniques. The author claims that learners regularly use 'thin' approaches, despite the fact that they are less effective than more comprehensive procedures. According to Kusumarasdyati (2006), as reported in Cahyono and Widiati (2008), each student has a unique strategy for interpreting foreign English words that differ from the other students. As has been stated, Twitter may also be used to improve one's English vocabulary by interacting with others. As a result, it may be claimed that the usage of hashtags on Twitter can benefit students in getting information, such as new English vocabulary, by allowing them to search for material.

CONCLUSION

In digital literacy, individuals have the awareness, attitude, and ability to appropriately use digital tools and facilities in order to identify and access digital resources; manage and integrate digital resources; evaluate and synthesize digital resources; construct new knowledge; create media expressions; and communicate with others in the context of specific life situations, in order to enable constructive social action; and to reflect on their own learning and development. Twitter has characteristics that are distinct from those found in other social media platforms such as email, instant messaging, texting, blogging, and the RSS social network. Like blog postings, messages on Twitter are general in nature, and we (users) are not required to provide or seek other people's permission to view what we publish on the social media site. Our messages may be sent and received by a variety of different technologies, including cell phones and computers as well as websites and desktop apps, all of which are delivered concurrently. When we create our own Twitter account, we will discover a reliable and visually appealing communication medium that will be quite valuable for both our personal and professional requirements (O'Relly & Milstein, 2009). One of the most important aspects of learning English is expanding one's vocabulary. According to Shanahan (2006), the aim of learning vocabulary is to develop an understanding of the meaning of words; hence, it should come as no surprise that a teaching strategy demands students to connect more deeply in order to consider the meaning of words. When it comes to grammar, the study of language norms explains how words relate to one another. The relationship between these words is the right arrangement that allows anybody who speaks the language to understand what is being said. Another point of view holds that grammar is the fundamental arrangement of right words according to rules to communicate concepts in both speech and writing (Werner, 1985, Werner and Nelson, 1985). In the questionnaire, participants made the following statement: We may deduce that respondents mostly use English on Twitter from the above statistics. A more significant number of respondents indicated that Twitter provides English language help, such as vocabulary and grammar.

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