THE ROLE OF TWITTER IN GEN Z ENGLISH DEVELOPMENT

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ABSTRACT

Technology development has led to the rise of social media, which affects all facets of a person's life, including Gen Z. The purpose of this study is to show Gen Z's overall opinions about Twitter's contribution to their English language development. In this poll, 84 Gen Z participants, ranging in age from 15 to 27, from diverse backgrounds and residences across Indonesia, took part. The participants divulged their answers to the survey questions concerning Twitter's contribution to the evolution of Gen Z English. Simple percentage analysis was used to examine the respondents' questionnaire responses, and the results were explained in relation to relevant theories and earlier research. This study revealed that Twitter plays a significant role in fostering the development of Gen Z English. Twitter not only helps Generation Z become more fluent in English, but it also gives them a platform to voice their opinions, share information, promote themselves, and engage in communication. This study offers useful data and fresh perspectives that may help us comprehend the part social media plays in Gen Z's English development.

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Keywords: Twitter, English Development, Gen Z

1. INTRODUCTION

Particularly in the last several decades, technology has become an indispensable aspect of human life (Ahmed, 2012). Its importance in both personal and professional life is growing these days, making it an indisputable component of every element of human existence (Kazemi & Narafshan, 2014). Technology is a necessary component of human existence.

Technology advancements give rise to Social Networking Sites (SNS), also known as social media, which are widely used in social sciences and on a daily basis (Solmaz, 2017). Even if social media's popularity and capacity to spread create a blurry line between the digital and physical worlds, they remain effective channels for sharing information and expressing opinions (Kim & Kim, 2014).

As a potential social media platform, Twitter has been utilized to provide opportunities to build social networking and communication among the users (Bicen & Cavus, 2012). Throughout the times, it has been emerged as the most prominent choice due to its remarkable adaptability, rapid global reach, and significance as an influential information for dissemination platform (Amoros, Moreno, Londono, & Cuevas, 2024). In addition, it not only used for promotional purposes in politics dealing with introducing or exposing individuals or

organizations (Chacon, Giasson, & Brin, 2018) but is also implemented in economics as a marketing tool to advertise new products and increase consumers' awareness (Charan & Bansal, 2016). In other words, as a famous social media platform, Twitter plays significant roles in many sectors including social, economics, and politics.

Twitter has been viewed as an instructional tool that enhances teaching and learning activities ever since it first appeared (Aydin, 2014). It is utilized by academics for online communication, sharing, and information dissemination (Maros & Rosli, 2017). Instructors use it Teachers use it for professional learning by connecting with other educators and staying current on research (Dechene, Lesperance, Ziernwald, & Holzberger, 2024). Students use it to improve their achievement and English proficiency (Sah, 2015). To put it briefly, Twitter is seen as a possible educational tool that can help students, teachers, and academics.

It is widely known that internet and social media play major roles in Gen Z's life. Gen Z are digital natives who are familiar with computer or internet language and normally spend more than 7 hours online with their phones or laptops (Serbanescu, 2022). Gen Z are making use the social media to support every single aspect of their life including studying. Therefore, it is fascinating to investigate about the role of social media in Gen Z's English development.

Accordingly, there are still few studies looking into Twitter's possible application in English language teaching (ELT), despite the platform's increased popularity and influence on educational context (Lomicka, 2017). In order to help close the knowledge gap and offer additional insight into Twitter's role in fostering Gen Z's English development—which is crucial for making effective use of Twitter as a potential medium for English learning—this study focuses on identifying the role of Twitter in Gen Z's English development.

2. LITERATURE REVIEW

Social media and technology have been more intertwined over the last few decades. The advent of social media and the phenomenon of technological growth have piqued the curiosity of researchers worldwide to carry out additional research, particularly on the use of social media to explore its possible roles and impacts in many sectors (Solmaz, 2017).

Since its inception in 2016, Twitter has been utilized by users worldwide to disseminate information and foster interactions (Negrila, 2015; Hayat, et., al., 2024). Furthermore, it encourages informal and online learning in addition to helping to increase teamwork, critical thinking, information, and knowledge development (Aydin, 2014).

Twitter is considered as a versatile platform to share information, engage in public communication, and foster interpersonal relationships (Hayat, et., al.,

2024). This platform also bridges interaction between learners and native speakers that provide opportunities to expand connection (Alsharidi, 2018).

Sah (2015) states that as an educational tool, Twitter is regarded as a potential media that foster both language skills (listening, reading, speaking, and writing) and language aspects (grammar, vocabulary, and pronunciation). In addition, the utilization of Twitter in EFL courses and the language learning process has the potential to enhance EFL students' metacognitive awareness, which can lead to significant improvements in their academic performance (Ekinci & Kaya, 2018).

According to Mork (2009), integrating Twitter into ELT brings many benefits, namely: communicating class content, sending out small, timely pieces of information, encouraging collaboration and feedback and encouraging concise writing. In line with it, Lomicka (2017) asserts that using Twitter in ELT elevates the students' involvement in the learning process and promotes the interaction between teacher and students. In addition, Negrila (2015) points out that utilizing Twitter in ELT promotes fun engagement, facilitates communication skills enhancement, and develops critical thinking and active participation of the students.

Despite Twitter's many benefits, it's critical to recognize and prepare for any potential issues that may arise when using the platform for English Language Teaching.

One of the possible risks of using social media is that it could be used for cyberbullying, intolerance, or even threats (Krutka & Carpenter, 2016). In order to support high-quality education, it is crucial to remind Twitter users, particularly those in Generation Z, to use social media in a responsible and conscientious manner.

3. METHODS

The researchers used a survey design in this investigation. This kind of design is frequently employed in the field of education and is used to gather data from respondents in order to characterize the information or facts pertaining to those respondents (Fink, 2003).Eighty-four Twitter users who were active at the time were the study's responses. The users are members of Generation Z, who range in age from 15 to 27 and come from a variety of backgrounds and homes. A convenience sample was used to choose the respondents.

The data of this study were collected through questionnaire. The questionnaire consists of 14 items that cover statements related to the demographic data and the role of Twitter in Gen Z's English development. To response each questionnaire items, the respondents selected one of the four provided answers.

The answers from the respondents were analyzed through simple percentage analysis. The percentage was transformed into charts. After that, the percentage in each

questionnaire item was interpreted. At last, it was described and related to the previous findings and relevant theories.

4. RESULTS AND DISCUSSION
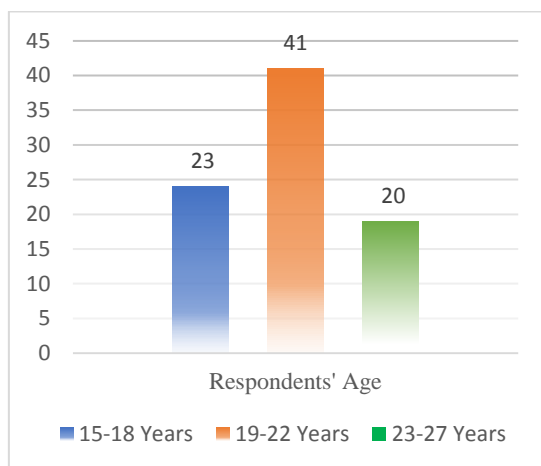
Demographic Data

A. Respondents' Age

Chart 4.1 Respondents' Age

Data in Chart 4.1 presents information dealing with the respondent's age. The respondents are Gen Z that comprise 23 respondents aged 15-18 years old, 41 respondents aged 19-22 years old, and 20 respondents aged 23-27 years old.
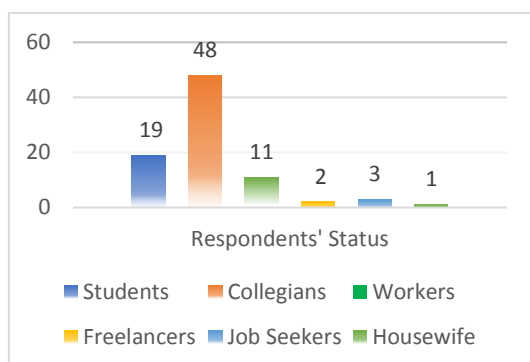
B. Respondents' Status

Chart 4.2 Respondents' Status

Chart 4.2 displays data regarding the respondents' status. The 84 respondents have different status or background, namely 19 students, 48 collegians, 11 workers, 2 freelancers, 3 job seekers, and 1 housewife.
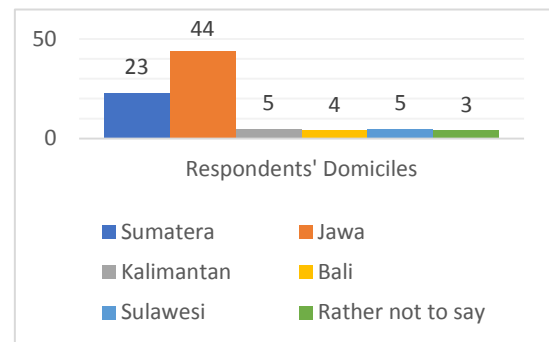
C. Respondents' Domiciles

Chart 4.3 Respondents' Domiciles

The data in Chart 4.3 infers that the respondents of this study are from across Indonesia. There are 23 respondents from Sumatera, 44 respondents from Jawa, 5 respondents from Kalimantan, 4 respondents from Bali, 5 respondents from Sulawesi, and 3 others from other parts of Indonesia.

Twitter Use
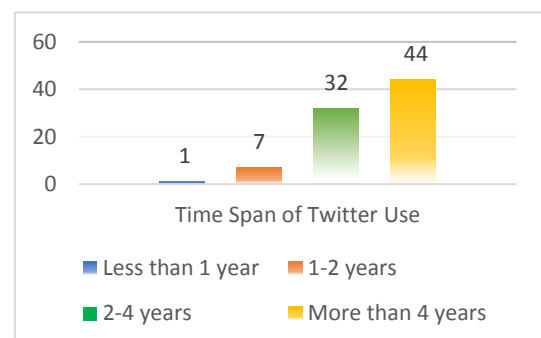
A. Time Span of Twitter Use

Chart 4.4 Time Span of Twitter Use

From Chart 4.4, it could be figured out that the respondents have different time span in using Twitter. There are 1 user with

THE ROLE OF TWITTER IN GEN Z ENGLISH DEVELOPMENT

less than a year experience, 7 users with 1-2 year experience, 32 users with 2-4 year experience, and 44 users with more than 4 year experience.
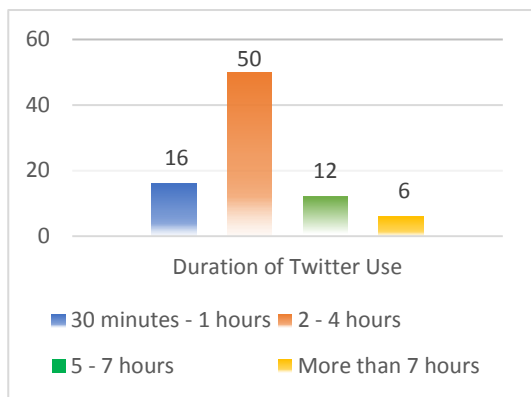
B. Duration of Twitter Use

Chart 4.5 Duration of Twitter Use

The respondents of this study are Twitter active users. Chart 4.5 shows that the respondents spend much time in using Twitter. Out of 84 respondents, 16 respondents spend 30 minutes-1 hour per day on Twitter, 30 respondents use 2-4 hours per day on Twitter, 12 respondents utilize 5-7 hours per day on Twitter, and 6 respondents employ more than 7 hours per day on Twitter.

C. Aims of Twitter Use
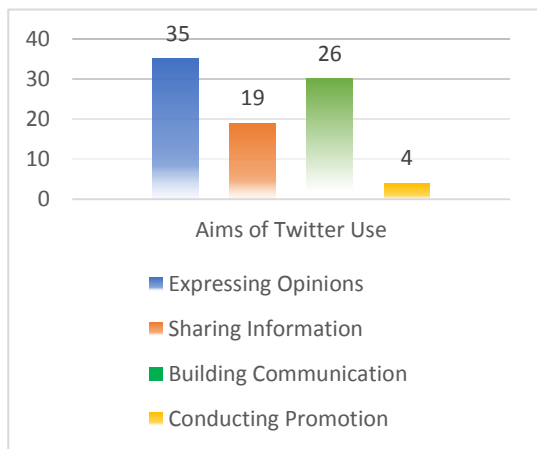
The data of Chart 4.6 reveals that the respondents use Twitter for different

purposes. Four main purposes are presented in the chart, namely; expressing opinions (35 respondents), sharing information (19 respondents), building communication (26 respondent), and conducting promotion (4 respondents).
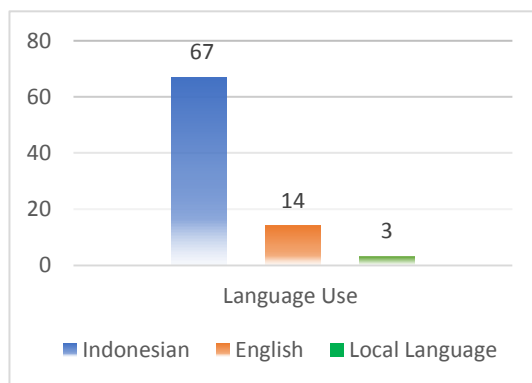
D. Language Use

Chart 4.7 Language Use

There are three languages used by the respondents on Twitter, such as; Indonesian language (used by 67 respondents), English language (applied by 14 respondents), and Local language (employed by 3 respondents).
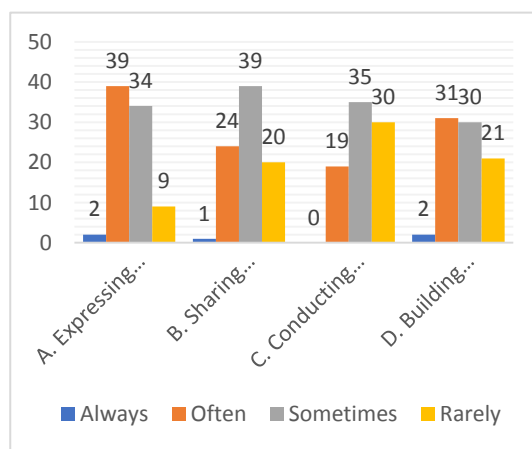
The Frequency of Twitter Use for Different Purposes

Chart 4.8 The Frequency of Twitter Use for Different Purposes

Chart 4.8 illustrates that the frequency of the respondents in using Twitter for various purposes. First, from 84 respondents, there are 2 respondents always use English, 39 respondents often use English, 34 respondents sometimes use English, and 9 other respondents rarely use English to express their opinions through Twitter.

Second, out of 84 respondents, 1 respondent uses English to share information on Twitter always, 24 respondent use it frequently, 39 respondent use it occasionally, and 20 other respondent use it infrequently.

Among the 84 respondents, 19 said they use English frequently, 35 said they use it occasionally, and 30 said they use it seldom to promote something on Twitter.

Fourth, from 84 respondents, there are 2 respondents always use English, 31 respondents often use English, 30 respondents sometimes use English, and 21 other respondents rarely use English to communicate with other users through Twitter.

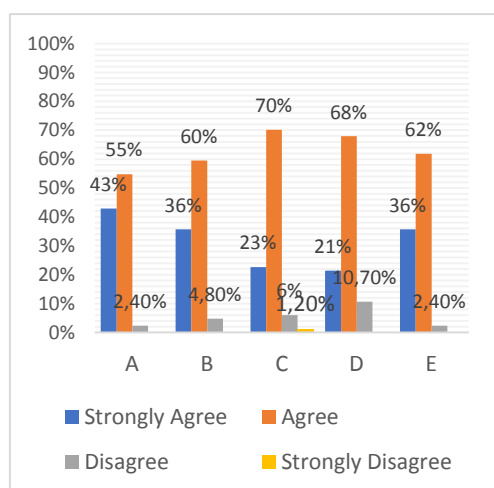**The Role of Twitter in Gen Z English Development**

Chart 4.9 The Role of Twitter in Gen Z English Development

Regarding the role of Twitter in Gen Z's English development, the respondents provide various responses toward it. First, from 84 respondents, there are 36 respondents strongly agree (43%), 46 respondents agree (55%) and 2 other respondents disagree (2.4%) that Twitter helps them to develop their English proficiency.

Second, out of 84 respondents, thirty strongly agree (36%), fifty agree (60%) and four disagree (4.8%) that Twitter helps them effectively convey their thoughts in English.

Third, out of 84 respondents, 19 strongly agree (23%) and 59 agree (70%) with Twitter helping them convey information in English effectively. Four respondents disagree (6%), and one more strongly disagree.

Fourth, out of 84 respondents, 18 strongly agree (21%) agree, 57 agree (68%), and 9 disagree (11%) that Twitter helps them promote anything in English effectively.

At last, from 84 respondents, there are 30 respondents strongly agree (36%), 52 respondents agree (62%), and 2 other respondents disagree (2.4%) that Twitter assists them to communicate in English well.

The Discussion of the Results

Four categories of data are included in the study's findings: demographic information, Twitter use, the frequency of

use for various purposes, and Twitter's contribution to the evolution of Gen Z English. According to the demographic data, the respondents are members of Generation Z, who range in age from 15 to 27 and have a variety of residences and statuses. This suggests that the demographic data represented by the data are heterogeneous.

Pertaining to Twitter use, the data indicate that the respondents are mostly active users of Twitter that have been using Twitter for more than 4 years and spending 2-4 hours per day for accessing Twitter. The data also present the information that the aims of the respondents using Twitter are generally for expressing their opinions on certain things and they preferred to use Indonesian language. However, there are some of them like to use English language and a few of them tend to use local language.

In relation with the frequency of Twitter use for different purposes, the respondents provide two more main categories in their answers. Most of them state that they often employ Twitter to express their opinions and build connection. Meanwhile others mention that they sometimes utilize Twitter to share information and conduct promotions. The data reveals that the frequency of Twitter use by the respondents is in the range high - moderate level.

Regarding the role of Twitter in Gen Z English development, the respondents provide positive responses towards all five questionnaire items in this category.

First, more that 40% of the respondents show their agreement and only 2.4% of the state their disagreement that using Twitter helping them to develop their English proficiency. This result is in line with previous research findings that the use of Twitter facilitates the developments of the users' English four skills (Aydin, 2014; Sah, 2015; Situmorang, Sitompul, & Saragih, 2022; Wulandari & Muliani, 2023). Twitter improves students' listening skill through providing video or audio which can be utilized for multiple task activities. Furthermore, it enhances students' reading skill by encouraging them to develop their reading habits with reading in-depth the content on Twitter. Moreover, it promotes students' speaking skill through pushing them to do "live-tweet" with competent speakers of English from other countries. In addition, it fosters students' writing skills by asking the students to posts their writing on Twitter.

Relevant findings indicate that Twitter also support the improvement of the users' English aspects, namely grammar, pronunciation, and vocabulary (Sah, 2015; Mompean & González, 2016; Sirait & Hanim, 2022; Alzamil & Alghammas, 2023). Twitter promotes the enhancement of students' grammar mastery through exposing them to learn lexis, morphology, and grammatical functions based on what they tweet or read on Twitter. Besides, it also supports the improvement of students' grammar mastery by increasing productive grammatical

knowledge, elevating motivation, and reducing anxiety of the students in learning grammar. Next, it enriches students' vocabulary mastery by boosting their active and enthusiastic vocabulary learning. At last, it enhances students' pronunciation practice through encouraging active participation of the students in pronunciation practice.

Second, 36% of the respondents mention their agreement, 60% of the respondents show their strongly agreement and only 4.8% of the respondents state their disagreement that the use of Twitter supports them to express their opinions. The high number of agreements infers that Twitter is a potential platform that facilitates its users to express their opinions to the public (Kim & Kim, 2014)

Third, there are 23% of the respondents strongly agree, 70% of the respondents agree, 6% of the respondents disagree, and 1% of the respondents strongly disagree that Twitter facilitates them to share information in English well. Over 90% of positive responses represent the idea that Twitter has significant role in providing opportunities share information among the users (Negrila, 2015).

Fourth, the respondents strongly agree (21%), agree (68%), and disagree (11%) that Twitter aids them to promote something in English well. As the positive responses are dominant and reach almost 90% of the respondents, it implies that the respondents believe Twitter is a valuable platform that plays important role in facilitation promotion

activity (Araujo, Neijens, & Vliegenthart, 2016).

Fifth, 36% of the respondents asserts their strongly agreement, 62% of the respondents confirm their agreement, and only 2.4% of the respondents state their disagreement that Twitter assists them to communicate in English well. The significant number of agreements presents the idea that the use of Twitter potentially improves communication and open collaboration among the users (Rodriguez, Garcia, & Palomino, 2020).

5. CONCLUSION

The study's conclusions show that Twitter is crucial for the development of Gen Z English proficiency. It improves both the qualities and abilities of English. Furthermore, the study's findings suggest that Twitter plays a big part in giving users the chance to communicate with one another, voice their ideas, share information, and run promotions. In summary, Twitter plays a critical role in fostering the development of Gen Z English.

6. ACKNOWLEDGEMENT

community especially LPPM for the administrative support and fine collaboration.

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THE ROLE OF TWITTER IN GEN Z ENGLISH DEVELOPMENT