



The Effectiveness of Twitter as a Literacy Medium in Improving College Students' Reading and Writing skills

Idawati Situmorang¹, Hamela Sari Sitompul², Mery Chris Isabela Saragih³
^{1,3} Pendidikan Bahasa dan Sastra Indonesia, Universitas Efarina, Indonesia
² Pendidikan Matematika, Universitas Efarina, Indonesia

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ABSTRACT

Mastery of English is a must and the demands of the times because English is an international language. Therefore, college students are expected to be able to use digital media such as social media Twitter as a means of accessing information in increasing motivation and knowledge in English. So far, college students only use the Twitter application as a lifestyle. In fact, Twitter can be used as a learning resource that can increase college students' learning motivation and English skills because Twitter has features that are more relaxed and more interesting. This study aims to analyze the effectiveness of Twitter as a literacy medium in improving college students' reading and writing skills. This research is a descriptive analysis research using a quantitative approach. This study uses an experimental method without a comparison class because all college students were taught using the Twitter application. In this study there were 20 college students as the sample. The results showed that the use of Twitter can improve college students' reading and writing skills. In reading skill, the average score of pre-test was 68 and post-test was 85.5. The average score of writing skill in the pre-test was 56.5 and the post-test score was 78. It can be concluded that there was an increase in the college students' reading and writing skill test scores.

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Corresponding Author:

Idawati Situmorang,
Pendidikan Bahasa dan Sastra Indonesia,
Universitas Efarina
Jl. Sutomo Griya Hapoltakan Raya Pematang raya, Indonesia
Email: idawatisitumorangpasca@gmail.com

1. INTRODUCTION

Currently, Indonesia is entering the era of the Industrial revolution 4.0. In the industrial era 4.0 or the fourth industrial revolution, the use of technology and digital systems such as artificial intelligence and the internet of things is used as a tool to help daily activities. In this era of the industrial revolution 4.0, education is also required to keep up with technological developments and be able to utilize information and communication technology to facilitate the learning process.

Education in the Industrial Revolution Era 4.0 is a phenomenon that responds to the needs of the industrial revolution by adjusting the new curriculum according to the current situation. This era also resulted in a fierce competition so that college students must be able to keep up with technological developments and be able to compete globally. Mastery

of a foreign language, namely English is a must that must be owned to be able to compete. College Students must be able to use digital media as a source of knowledge. Not many teachers, lecturers, and students realize that social media such as twitter can be used as a means to gain knowledge and increase learning motivation.

In fact, according to Hootsuite's records, twitter users in Indonesia reached 19.5 million people, and Indonesia is the fifth largest Twitter users in the world. The majority of users are teenagers and students. The Ministry of Education and Culture, Research and Technology and Twitter signed a collaboration on "Strengthening Social Media Literacy" aimed at students, educators, and junior high school education staffs.

21st century learning skills require literacy culture as a component that must be developed together through integrated education starting from families, educational institutions, and communities. Literacy is an individual's ability to use the potential and skills in processing and understanding information. The concept of literacy itself is more than just reading and writing, all thinking abilities can be called information literacy skills (Kimiassa'adah, N, 2009)

Mastery of English is a must and the demands of the times because English is an international language. As Second Language Learners, Asahan University Management Study Program students experience difficulties in understanding English reading and writing. College students should not only read a passage but must be able to understand, analyze, evaluate and be able to provide clear arguments based on the results of the analysis and evaluation (critical reading). The culture of reading and writing in English is very lacking among college students. This may be caused by monotonous learning and less attractive student learning motivation.

Taking advantage of technological developments that are liked and close to college students is an excellent innovation to increase interest and motivation to learn. One of them is the twitter application. Twitter (microblogging) refers to the act of posting short text messages to share thoughts, opinions or to provide information to others about a situation (Java,A., Finn,T.,Song,X.&Tseng,B 2007).

Twitter can improve reading and writing skills. The ability to read is one of the English language skills that must be possessed by college students. Not only reading but also having a critical reading character. Critical reading ability affects critical writing ability. There is a good effect in the application of critical reading on achievement in critical writing because students are able to present reasons in discussions about problems based on reasonable considerations (Rosdiana, 2015)

In improving reading skills, Twitter provides a follow feature that allows users to follow verified newspaper accounts that provide news both from within and outside the country by using correct English grammar and using the official language. College students can use these verified accounts as learning resources and not just focus on books that give the impression of being boring and outdated. College students can also get up to date news (latest) every day through these verified accounts. Regarding writing skills, Twitter has a feature called tweet that allows users to write ideas or ideas on their profiles up to 140 characters which can be accompanied by photos, pictures, gifs or videos.

So far, students ,teachers and lecturers only use Twitter as a social media or lifestyle. In fact, Twitter can be used as a source of knowledge, especially in increasing English language skills. Several studies have shown that Twitter can be used to improve reading and writing skills. One such study states that Twitter can improve reading comprehension skills (Espinoza-Celi, V., Morocho Pintado, C., & Ulehlova, E. 2018). Research conducted on students in Saudi Arabia shows that twitter has a positive impact on the ability to write English for second learners (Ahmed, M, A, E, A (2015)

Based on this phenomenon, this study aims to analyze the effectiveness of Twitter as literacy medium in improving college students' reading and writing skills.

2. RESEARCH METHOD (10 PT)

2.1 Type of Research

This research is a descriptive analysis research using a quantitative approach, namely the data obtained is quantitative data which will be analyzed descriptively. The descriptive method is a method used to describe or analyze a research result but is not used to make clear conclusions (Sugiyono, 2016). Quantitative research according to Sugiyono (2017: 8) is research based on the philosophy of positivism, used to examine certain populations or samples, collecting data using research instruments, data analysis is quantitative or statistical, with the aim of testing the established hypotheses.

Based on the above understanding, this research uses descriptive quantitative, namely a study based on data that can be measured or calculated directly expressed in numbers or in the form of numbers, then interpreted descriptively based on theories and literature.

The method used is the experimental method. The experimental research method is a research method that is used to seek certain treatment of others under controlled conditions (Sugiyono, 2018). This research only used one experimental group without a comparison group because all college students were given teaching and learning using Twitter.

2.2 Subjects and Research Objects

The subjects in this study were management students at Asahan University. The number of subjects in this study were 20 people. The object of this research is the ability to read and write before and after using Twitter.

2.3 Time and Place of Research

a. Research Time

This research activity was carried out in July – August 2022.

b. Research Place

This research activity was carried out in the Management study program at Asahan University.

2.4 Data Collection

Data collection steps:

a. Determining Participants

The population in this study were Management Study Program students for the 2019 academic year of Asahan University who have received English teaching in the first semester. Participants in this study were 20 people.

b. Giving Pretest

This stage was carried out to determine the participants' initial abilities (pre-test) by providing 10 questions to measure reading ability and a question of writing news items. The research rubric of writing news texts is used to measure the ability to write news texts using assessment guidelines.

c. Providing teaching and learning by using the Twitter application

d. Giving a post-test

This stage is carried out to find out the value of the participants after learning and teaching by using Twitter by giving 10 questions to measure reading ability and a news item writing problem.

e. Interview

At this stage, interviews were given to find out the views, attitudes, and experiences of the participants in learning to use Twitter towards improving English skills.

f. Focus group discussion (FGD)

This stage is carried out to find out the views, attitudes, and experiences of participants in learning to use Twitter.

2.5 Data Processing and Data Analysis

a. Collecting the results of the initial interview

- b. Reducing data by analyzing, selecting, focusing answers according to research. Coding all data.
- c. Presenting narrative data related to the formulation of the research problem, namely to determine the effectiveness of using Twitter as a medium for information literacy in improving students' reading and writing skills.
- d. Drawing Conclusions from the Results of the Study

3. RESULTS AND DISCUSSIONS

This study aims to analyze the effectiveness of Twitter as a literacy medium in improving college students' reading and writing skills.

3.1 The Use of Twitter in Improving Reading Skills

To assess reading ability, 10 questions were given to 20 college students. The types of questions given to college students were WH questions. The reading text was taken from verified account that was Jakarta Post. The following table is a display of college student scores:

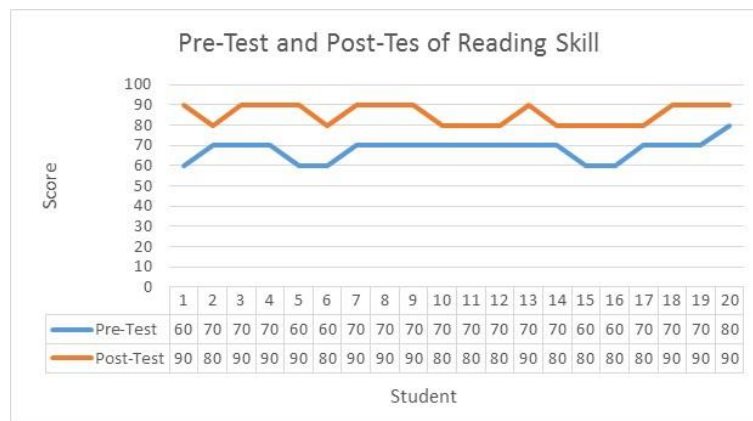


Figure 1. The performance of reading skill

Based on the college student learning outcomes data on the reading ability test before using Twitter, the average college students' score was 68. After using Twitter, the average score of college students became 85.5. In Figure 1, it can be seen that there was an increase in college students' reading ability in using Twitter.

3.2 The Use of Twitter in Improving Writing Skills

This step to evaluate the ability of college students' writing after and before learning by Twitter in terms of component of writing namely content, vocabulary, grammar, and mechanics. Similar to the results of improving reading skills, there is an increase of the average post-test scores compared to the average pretest scores.

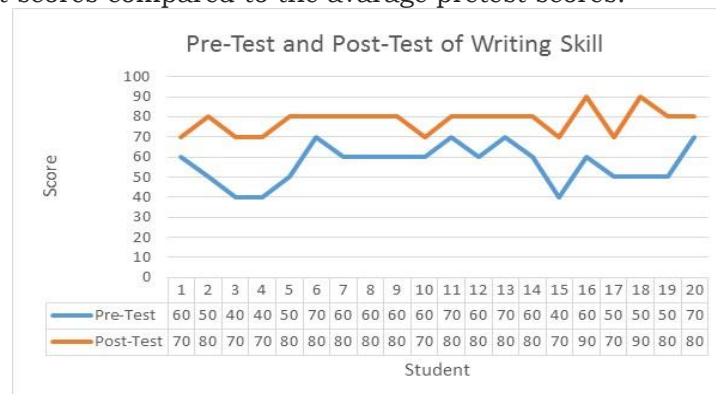


Figure 2. The performance of Writing skill

Based on the college student learning outcomes data on the writing ability test before using Twitter, the average college students' score was 56.5. After using Twitter, the average score of students became 78. In Figure 2 it can be seen that there was an increase in students' writing skills in using Twitter.

3.3 Discussions

So far, college students and lecturers only use Twitter as a social media or lifestyle. In fact, Twitter can be used as a source of knowledge, especially in improving English language skills. Several studies have shown that Twitter can be used to improve reading and writing skills. Based on the results of research conducted that twitter can improve reading and writing skills. Research conducted with Asahan University students showed that Twitter has a positive impact on English reading and writing skills.

In terms of reading skill, college students' reading skill was still relatively low before using Twitter as a learning medium. This can be seen from the average pre-test score of 68 with the lowest score was 60 and the highest score was 80. After learning by using Twitter there was an increase in college students' reading skills. This can be seen from the post-test average score of 85.5 with the lowest score was 80 and the highest score was 90. Improving learning skill to support the use of technology that is close to students is an active way to attract student interest in learning.

Twitter (microblogging) refers to the act of posting short text messages to share one's thoughts or opinions or to provide information to others about current circumstances. Some Twitter sites also allow users to share other media such as images, and to track Twitter updates that interest them (Java, et al: 2007). In improving reading skills in English, Twitter has verified accounts such as @BBCnews, @Jakartapost, @Washingtonpost and @CNN International which provide news in English using correct grammar and using the correct official language so students get English reading sources not only from books. In addition, students can get up-to-date information every day from these verified accounts. This research is in line with research which states that Twitter can improve reading comprehension skills (Espinoza-celi, et al, 2018). In fact, there is a good effect in the application of critical reading on achievement in critical writing because students are able to present reasons in discussions about problems based on reasonable considerations (Rosdiana, 2015).

College students' writing skill before using Twitter is also low. This can be seen from the average score of the college students' pre-test of 56.5 with the lowest score was 40 and the highest score was 70. After learning by using Twitter there was an increase in college students' writing skill because the average score increased to 78, the lowest score was 70 and the highest score was 90. Improvement of writing skill in the use of twitter refers to the act of posting short text messages to share one's thoughts or opinions or to provide information to others about the current state of affairs. Some Twitter sites also allow users to share other media such as pictures, and to track Twitter updates that interest them

In improving writing skills, twitter allows teachers or lecturers to track each student's progress and writing ideas. Posting comments offers students the opportunity to practice using language for situational communication while also providing an opportunity for teachers to observe students' actual performance of comprehension in their target language (Borau, K., Ullrich, C., Feng, J. & Shen, R. (2009). When Twitter is used for class discussions, it facilitates students' summarizing skills by consolidating their thoughts with concise and precise structure, syntax and vocabulary in their tweets (Bart, M. (2010)).

Twitter can facilitate collaborative writing in the classroom and stimulate ideas among multiple users. Students are able to make sentences in the form of tweets. Writing concisely and with appropriate style on Twitter reinforces the focus of communication, and the writing process provides good practice for language learners (Chen, G.M. (2011). Twitter allows teachers to check their students' comments and responses, and students can view classmates' comments. tweet and provide feedback (Dunlap, J.C & Lowenthal, P.R. (2009). Students reflect on their ideas through their tweets so that their thoughts can be

understood (Bart, M. (2010). This research is in line with research conducted on students in Saudi Arabia, shows that Twitter has a positive impact on English writing skill for second learners (Ahmed, M, A, E, A (2015).

4. CONCLUSION

From the research conducted, there was an increase in college student scores after using Twitter. The results showed that the use of Twitter can improve college students' reading and writing skills. In terms of reading skill, the average score before using Twitter was 68 with the lowest score was 60 and the highest score was 80. After learning by using Twitter there was an increase in college students' reading skill with an average score of 85.5, the lowest score was 80 and the highest score was 90.

In writing skill, the average score before using Twitter was 56.5 with the lowest score was 40 and the highest score was 70. After learning by using Twitter there was an increase in students' writing skill because the average score increased to 78 with the lowest score was 70 and the highest score was 90. It can be concluded that there was an increase in college students' reading and writing skill test scores. It can also be concluded that there was a positive attitude of college students using Twitter in the learning process. From the results of the interviews used in the study, Twitter provides new situations when learning.

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