USING TWITTER TO ENHANCE VOCABULARY ACHIEVEMENT OF THE TENTH YEAR STUDENTS OF SMA BUKIT ASAM TANJUNG ENIM

A THESIS by

HERY RUDOLFO SIAHAAN

06091001005

English Education Study Program

Department of Language and Arts Education

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

2015

USING TWITTER TO ENHANCE VOCABULARY ACHIEVEMENT OF THE TENTH YEAR STUDENTS OF SMA BUKIT ASAM TANJUNG ENIM

A Thesis by

HERY RUDOLFO SIAHAAN

06091001005

English Education Study Program

Language and Arts Education Department
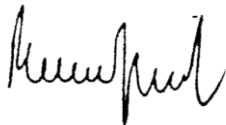
FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

2015

Approved by,

Advisor 1   Advisor 2
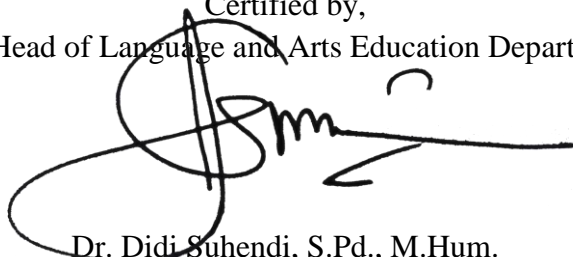
Dr. Rita Inderawati, M.Pd.   Erlina, S.Pd., M.Pd., M.Ed
NIP. 196704261991032002   NIP. 197409092000122001

Certified by,
The Head of Language and Arts Education Department

Dr. Didi Suhendi, S.Pd., M.Hum.
NIP. 196910221994031001
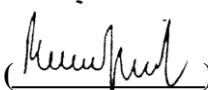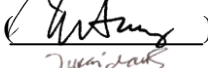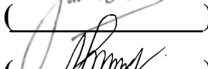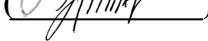
This thesis was defended by the writer in the Final Program Examination and was approved by the examination committee on:

Day   : Wednesday

Date   : July 22nd, 2015

EXAMINATION COMMITTEE APPROVAL:

1. Chairperson   : Dr. Rita Inderawati, M.Pd.   (   )
2. Secretary   : Erlina, S.Pd., M.Pd., M.Ed.   (   )
3. Member   : Dra. Rita Hayati, M.A.   (   )
4. Member   : Dra. Zuraida, M.Pd.   (   )
5. Member   : Hariswan Putera Jaya, S.Pd., M.Pd.   (   )

Palembang, July 22nd, 2015
Certified by,
The Head of English Education Study Program

Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121001

DECLARATION

I, the undersigned,

Name   : HERY RUDOLFO SIAHAAN

Student's Number   : 06091001005

Study Program   : English Education

Certify that the thesis entitled "Using Twitter to Enhance Vocabulary Achievement of The Tenth Year Students of SMA Bukit Asam Tanjung Enim" is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commenced by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding the plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Inderalaya, 22 Juli 2014

The Undersigned,

HERY RUDOLFO SIAHAAN

06091001036

This thesis dedicated to:

- ❖ *My Lord and Savior, Jesus Christ.*
- ❖ *My beloved mother who always supports me whenever and wherever. Thanks for your love and pray- I love u Mom!*
- ❖ *My Dad, I hope you see me from heaven.*
- ❖ *My beloved brother s and sisters, Kak Gosyen, Kak Yanti, Bang Richo, Kak Nova, Lae Gosyen, Lae Husein, Lae Eko. I'm glad for having your back.*
- ❖ *Specially, for my best advisors, Mam Rita Inderawati and Erlina. Thanks for your guiding and lighting spirit- and all my lecturers- thanks!*
- ❖ *All my best friends, - who care me so much and always support me! Love u Guys-*

- *What I've got is what GOD wants -*

ACKNOWLEDGMENTS

Praise The Lord, thank God for His blessing and guidance that the researcher could finish writing this thesis. It was written based on the research undertaken on March 2014 in SMA Bukit Asam Tanjung Enim.

The researcher would like to express his deepest and most sincere gratitude to everyone who supported him writing this thesis. The first appreciation goes to the advisors, Dr. Rita Inderawati, M.Pd. and Erlina S.Pd., M.Pd, M.Ed for their invaluable advice, support and time. The second appreciation is for the Dean of Teacher Training and Education Faculty and all staff members, the Head of language and Arts Education Department, the Head of English Education Study Program, and all the lecturers for the precious knowledge during his study.

The researcher would also like to express deep appreciation to the Headmaster of SMA Bukit Tanjung Enim, English teachers, especially Mam Tuti and the students for their help and great coorperation during the research.

Finally, the researcher would like to express his most profound respect and love to his beloved parent, relatives and close friends for their support, time, care and pray.

Indralaya, 6 April 2014

HRS

i

TABLE OF CONTENTS

USING TWITTER TO ENHANCE VOCABULARY ACHIEVEMENT OF THE TENTH YEAR STUDENTS OF SMA BUKIT ASAM TANJUNG ENIM

ABSTRACT

The objectives of this study were to find out whether or not there is significant difference in vocabulary achievement of the tenth year students' of SMA Bukit Asam Tanjung Enim before and after learning vocabulary by using twitter and whether or not there is significant difference in vocabulary achievement of the tenth year students' of SMA Bukit Asam Tanjung Enim who are learning vocabulary by using Twitter and those who are not. The population of the study was the tenth grade students of SMA Bukit Asam Tanjung Enim in academic year 2013/2014. The sample was 60 students that were taken by using convenience sampling approach. This research used experimental method, Quasi-experimental design; pre-test post-test non equivalent group design. The instrument used for collecting the data was vocabulary test. The t-obtained (11.566) for paired sample t-test was higher than t-table (2.0484) and t-count (7.030) for independent sample t-test was also higher than t-table (2.0040), therefore both null hypothesis (H0) were rejected and both research hypothesis (H1) were accepted.

Keywords: Vocabulary, Twitter

Approved by,

Advisor 1

Dr. Rita Inderawati, M.Pd.
NIP. 196704261991032002

Advisor 2

Erlina, S.Pd., M.Pd., M.Ed
NIP. 197409092000122001

Certified by
The Head of English Education Study Program

Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121001

LIST OF TABLES

LIST OF CHARTS

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter presents the background of this study. In addition, the problems, the objectives, and the significance of study are also presented in this chapter.

1.1 Background

A language can be defined as the system of sounds used by humans to express their thoughts and feelings (Hornby, 1995). Language holds an important role in our social life. It is a central part of human existence and social process. Through language we can improve our knowledge. In daily life, people use language to express what they want to do. By using language that they know, they expect to be able to exchange the information. UNESCO states in the Booklet *Language Matters for the Millennium Development Goals* (2012, p.1) that language is very important for human because now it is at the center of human activity, self-expression and identity.

English is an international language that is spoken by many people in most countries in the world. It takes an important role in many aspects of everyday life, such as worldwide communication, technology, science, and culture. The spread of communication, technology, science, and culture are mostly presented in English by using electronic or printed media. Herrell and Jordan (2006, p. 4) state, "English has become a global language, used in communication, in technical, and scientific journal, and in technology. In fact, nearly 80 percent of the information stored in the world's computer is in English." It means that the use of technology and the mastery of language are affecting the people's life.

However, learning a foreign language is not that easy because there are some aspects that should be mastered. One of the aspects is vocabulary. Vocabulary is very useful for anyone who is studying foreign language. Vocabulary is a vehicle of thought, self expression, interpretation, and

communication (Al Kufaishi, 1998, p. 42). It means that vocabulary is an important part of language. It is going to be difficult for students to communicate easily either in spoken or written without various example of vocabularies.

Learning vocabulary is an on going process to continue throughout human's life. The more they learn, the more vocabulary they will know, no matter what the age is, they must continue to learn. Words are symbols for ideas. These ideas will formulate knowledge and knowledge is gained largely through words. Every country requires its citizens to learn English. In Indonesia, English becomes one of the major subjects in school curriculum and becomes one of the subjects tested in National Examination in junior high school (SMP) and senior high school (SMA). In most senior high schools, the 2006 curriculum called School-Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)* is still applied. This curriculum says that the aim of teaching English at senior high school level is to build listening skill, speaking skill, reading skill, and writing skill. In other words, from that curriculum, it can be concluded that the foreign language learners should have enough vocabulary to build their listening skill, speaking skill, reading skill, and writing skill.

The importance of having enough vocabulary makes them easy to understand meaning in reading, easy to understand what people say, easy to use effective words when they want to write, and easy to speak when they want to speak. This is in line with what Schmitt (2000) in Folse (2008) states that as a second language students, they need approximately 2,000 words to maintain conversations, 3.000 word families to read authentic texts, and as many as 10.000 words to comprehend challenging academic texts. It means that the students have to be able to build their vocabulary mastery in order to improve their English language skill.

In Indonesia, foreign language learners still face the problem of lacking exposure to English. Vernaculars and national language that they use in their daily life make them difficult to learn English. Indonesia has forty three biggest local languages spoken by more than two hundreds thousand people and Bahasa Indonesia is a lingual franca which is formally taught from kindergartens to

college (Prasetyo, 2014). Most of the students in Indonesia use English only when they learn English in class. Unfortunately, the class time is not enough for them in mastering the four skills as well as the vocabulary. There are only 4 hours per week for the English class in most senior high schools. The less they learn English, the less vocabulary that they have. Cahyono and Widiati (2008) state that Paul Nation had taught vocabulary in Indonesia and he found a problem that the students still have limited vocabulary.

There is another reason why foreign language learners still find it difficult to master vocabulary. The reason is the teacher is not effective enough in teaching vocabulary. Ivone (2005, p.12) found that language teachers think that vocabulary does not need to be taught extensively. They think that it is not really important so they do not give enough attention in teaching vocabulary. In addition, Khabib (2009) found that vocabulary instruction that is given by the teacher fails. That is why the vocabulary achievement of the students in Indonesia is still low. The teacher should pay attention to the techniques for teaching vocabulary.

There are many ways to make the teachers effective in teaching vocabulary. They should create various teaching techniques to increase the motivation of the students. One of them is using media that has been supported by the development of technology today. For example pictures, social media, mnemonic instruction, online games and many other new media that are developed by researchers currently. Stone et al (2005) state that technology in second language classroom has become the new tool of communication and it also has to be seen as a process on how to teach, what to teach, and how students are able to learn most effectively. Most of the schools in Indonesia already have such a great facilities like digital library or multimedia room that can be used by the teachers in teaching and learning activities. In addition, Kimberly (2013) states, "In today's 21st century classrooms, digital tools should coexist alongside more traditional tools. Online tools, compared to their more traditional counterparts, provide a broader array of information about words and word meanings."

The students live in a digital world, and their lifestyle is totally different. In this modern life most of the students have known about social network for sure,

especially Twitter. Believe it or not, some of them become addicted in using it. They post their tweet for almost everyday. It is like they have another world to live in. It will be more useful if they use Twitter to enhance their vocabulary achievement. Winkler (2012) states that Twitter is a good media which people can use to learn vocabulary in context. The students need vocabulary sentences in order to retain new words. They do not need book with example sentences that do not reflect the everyday life. By using Twitter, they can find real life examples that can help them to retain it.

One way to increase the students' vocabulary is that by using such fun media. Twitter is such fun media which can be used by the teacher in teaching vocabulary. Tbarrett (2008) says, "In my classroom and with the children I teach it has been an exciting tool to utilise and support learning." He also concludes that there is a great potential of using Twitter to support teaching and learning process. Teachers are able to motivate the students easily by giving authentic materials through twitter. Authentic materials are mostly found around them or those that they are exposed in their society. It is only logical that they should be used extensively in classroom in posting something. The teachers have the great advantage of contextualizing new language items for the learners, and an interesting one also serves to make that language more memorable.

The students will use personal computer or laptop that has internet connection, so they can log in to their own account. The students have to start posting about the simple thing around them or moment that is happening or has just happened in their life. They will be motivated to find out the word that they have not known yet.

It is assumed that Twitter brings many good effects for the students and the teachers. Teachers can use it to enhance students' motivation in learning process. The students will enjoy it because twitter is one of the most popular social media and it has become part of their lives. As stated by Grosseck and Holotescu (2008) there are some good points in using twitter for educational activities, such as engaging education and sharing the best practices that a teacher is using in his/her classroom, changing classroom dynamics, it helps quieter

4

students become more active, teacher can give any assignment quickly, and many more. Sekiguchi (2012) also states that being part of a Twitter-based learning community helps the participants to maintain their motivation. Viewing their friends' tweets can encourage them to keep up with their study and they become a little bit more competitive. When they see others tweeting such a great status or article, they will be motivated to tweet more often to show that they have a better one.

There are some previous studies that are related to the use of Twitter. The first is, twitter experiment done by Monica Rankin in 2009, from University of Texas, Dallas. She used twitter in the basic U.S. History II survey course at U.T. Dallas in the spring 2009 semester. With a 90-student survey she still needed to lecture in most classes in order to lay a foundation for more productive student participation. She set up a course schedule that followed a standard formula most weeks. On Mondays and Wednesdays she delivered traditional lectures covering important terms and concepts. Fridays were reserved for the "twitter experiment." Students were required to complete a reading assignment prior to class every Friday. The result shows that twitter experiment is successful primarily because it encouraged students to engage who otherwise would not and most of the students seem comfortable in using the new technology to engage in reading materials.

Another previous study is about investigating the effects of Twitter on developing a social learning environment to support Japanese EFL students' self-regulated learning by Sachiyo Sekiguchi from Bunkyo University, Japan. This research investigates the outcomes of the project, which started in November 2011, and was conducted for 6 months, and with 20 students. They were provided an iPad for convenient access to the study materials and a comfortable learning environment, and instructed to "link" with other group members by posting tweets to share their learning activities. The result shows that Twitter brings good effect to the students. They engaged in their learning activities and maintained adequate study time on a regular basis. Sharing members' tweets brought about friendly revelry among participants, which helped maintain their motivation for learning.

As it was found in SMA Bukit Asam, the teacher had some problems in teaching vocabulary. The students' average score of English test at SMA Bukit Asam Tanjung Enim is still under the passing grade (KKM). She noticed that most of the students at SMA Bukit Asam Tanjung Enim especially the tenth graders are not able to speak English well. Students still find difficulties in using English because they are lack of vocabularies. It is also difficult for them to remember the new vocabularies. They often forget it easily after they get the meaning from dictionaries. They are so passive in speaking class because they do not have enough vocabulary.

Based on those reasons, the researcher would like to conduct a study on the use of Twitter as an aim to enhance students' vocabulary mastery in Tenth Year Students of SMA Bukit Asam Tanjung Enim.

1.2 The Problems of the Study

The problem of the study is formulated in the following questions:

1. Is there any significant difference in vocabulary achievement of tenth year students' of SMA Bukit Asam Tanjung Enim before and after learning vocabulary by using twitter

2. Is there any significant difference in vocabulary achievement of tenth year students' of SMA Bukit Asam Tanjung Enim between those who are learning vocabulary by using Twitter and those who are not?

1.3 The Objectives of the Study

Based on the problems in this study, the objectives are to find out :
1. Whether or not there is significant difference in vocabulary achievement of the tenth year students' of SMA Bukit Asam Tanjung Enim before and after learning vocabulary by using twitter

2. Whether or not there is significant difference in vocabulary achievement of the tenth year students' of SMA Bukit Asam Tanjung Enim who are learning vocabulary by using Twitter and those who are not.

1.4 The Significance of the Study

The result of the study is expected to bring meaningful improvement in students' vocabulary achievement. It is hoped that the study can give implications and inputs to the teachers to promote and encourage students to use twitter in learning English. Finally, the result of the study hopefully enhance the way the students' vocabulary learning in a greater scale.

References

Baker, S., Simmons, D., & Kame'euni, E.(1998). *Vocabulary acquisition: synthesis of the research.* Washington, WA: U. S. Department of Education, Office of Educational Research and Improvement, Educational Resources Information Center.

Baslini. (2011). *Increasing The English vocabulary achievement of the tenth grade students of sma negeri 4 lahat using mobile phone and flashcards* (Thesis). Palembang: Graduate School of Sriwijaya University.

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge, UK: Cambridge University Press.

Chou, M. T. P. (2011). *The effect of vocabulary knowledge on reading comprehension of Taiwanese EFL students*. Electronic Journal of Foreign Language Teaching, 8(1), 108-115. Retrieved from http://www.e-flt.nus.edu.sg/v8n12011/chou.pdf

Cresswell, J.W. (2005). *Educational research: Planning, conducting, and evaluating qualitative and quantitative research.* Upper Saddle River, NJ: Pearson Education Inc.

Departemen Pendidikan Nasional. (2006). *Kurikulum tingkat satuan pendidikan:KTSP*. Jakarta: Departemen Pendidikan Nasional

Doctor, V. (2012). *30 ways to use twitter for education.* Retrieved from http://www.hashtags.org/platforms/twitter/30-ways-to-use-twitter-for-education/

Episiasi. (2010). *Teaching vocabulary by using bilingual dictionary to the fifth grade pupils of sd negeri 04 palembang* (Unpublished undergraduate thesis). University of Sriwijaya, Palembang, Indonesia.

Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya (2009). *Buku pedoman fakultas keguruan dan ilmu pendidikan universitas sriwijaya.* Palembang: Author.

Folse, K.S. (2008). *Six vocabulary activities for the English language classroom*. English teaching forum 3, 14-21

Granowsky, A. (2002). *Vocabulary works research paper.* New York, NY: Pearson Learning Group.

Grosseck, G., & Holotescu, C.(2008). *Can we use twitter for educational activities?*.Retrieved from http://www.scribd.com/doc/2286799/Can-we-use-Twitter-for-educational-activities

Hornby, A. S. (1995). *Oxford advance learners' dictionary of current english* (4th ed.). Oxford: Oxford University Press.

Inderawati, R. (2011). From classroom to peer comment in Facebook: Bridging to establish learners' literacy. The Proceedings of 4th International Conference on ICT for Language Learning, Pixel, Florence , Italy, 20-21 October, 2011. Pixel.net. ISBN 978-88-7647-677-8 http://conference.pixel-online.net/ICT4LL2011/common/download/Paper_pdf/IBL41-282-FP-Rudy-ICT4LL2011.pdf

Inderawati, R., Sofendi, & Zuraida (2014). *Strategi respons pembaca dan respons simbol visual dalam matakuliah Literary Appreciation untuk mengembangkan budaya literasi mahasiswa Pendidikan Bahasa Inggris FKIP Universitas Sriwijaya.* Fundamental Research Report. Sriwijaya University: Funded by Direktorat Jenderal Pendidikan Tinggi, Kementerian Pendidikan dan Kebudayaan, dengan Surat Perjanjian Nomor: 211/UN9.3.1/LT/2014

Ivone, F.M. (2005). *Teaching English as a foreign language in indonesia : The urge to improve classroom vocabulary instruction*. TEFLIN Journal, 16(2). 12-13

Keraf, G. (1987). *Diksi dan gaya bahasa*. Jakarta: PT. Gramedia.

Khabib, E.M. (2009). *Improving the students' vocabulary mastery through poetry. (*Unpublished Thesis of Graduate Students). Sebelas Maret University, Surakarta, Indonesia. Retrieved from http://pasca.uns.ac.id/?p-858

Kimberly. (2013). *21 digital tools to build vocabulary*. Retrieved from http://www.learningunlimitedllc.com/2013/02/20-digital-tools-for-vocabulary/

Kristenová, L. (2006). *Presenting vocabulary to children.* (Bachelor's Work, Masayrk University, Brno). Retrieved from http://is.muni.cz/th/110479/pedf_b/Presenting_Vocabulary_to_Children.pdf

Meli, R. (2009). *Hypermedia and vocabulary acquisition for second language*. (ProQuest Dissertations and Theses). Retrieved from http://udini.proquest.com/view/hypermedia-and-vocabulary-pqid:2002218781/

Nilawati, S.C. (2009). *The effectiveness of teaching vocabulary by using puppet at elementary school students.* (Undergraduate Thesis). Semarang University, Semarang, Indonesia. Retrieved from http://lib.unnes.ac.id./852/1/2185.pdf

Pikulski,J.J., & Templeton, S. (2004). *Teaching and developing vocabulary: key to long-term reading success.* Retrieved from http://www.eduplace.com/state/author/pik-temp.pdf

Prasetyo, H. E. (2014). *Preserving indigenous languages through a more integrated national cultural strategy[1]*. Retrieved from https://www.academia.edu/4052088/PRESERVING_INDIGENOUS_LANGUAGES_THROUGH_A_MORE_INTEGRATED_NATIONAL_CULTURAL_STRATEGY1_Hazairin_Eko_Prasetyo

Rankin, M. (2009). *Some general comments on "twitter experiment".* Retrieved from http://www.utdallas.edu/~mar046000/usweb/twitterconclusions.htm

Rolfe, R. (2009). *Finally! I found a purpose of using twitter… 7 of them.* Retrieved from https://www.robertrolfe.com/blog/social-media/finally-purpose-twitter/

Russo, Gloria M. (1983). *Expanding communication teaching modern languages at the college level*. New York, NY: Harcourt Brace Jovanovich, inc.

Sari, F. S. P., Inderawati, R., & Zuraida. (2014). The Application of Cultural Model for Literacy through *Legends* to Enhance Speaking Ability of Second Semester English Students of Sriwijaya University. *Journal of Social Sciences Research.* Vol .5, No.2 http://jssronline.com/ojs/index.php/jssr/article/view/2863

Sekiguchi, S. (2012) *Investigating the effects of twitter on developing a social learning environment to support japanese efl students' self-regulated learning*. In Proceedings of the 5 th Edition of International Conference ICT for Language Learning Issue. Retrieved from http://conference.pixel-online.net/ICT4LL2012/common/download/Paper_pdf/279-IBT56-FP-Sekiguchi-ICT2012.pdf

Tarunpatel. (2009). *Tweet and teach english.* Retrieved from *http://www.teachingenglish.org.uk/blogs/tarunpatel/tweet-teach-english*

Tbarrett. (2008). *Twitter-a teaching and learning tool*. Retrieved from http://tbarrett.edublogs.org/2008/03/29/twitter-a-teaching-and-learning-tool/

UNESCO. (2012). *Language matters for the millennium development goals.* Bangkok. Retrieved from http://www.unesco.org.

Wallen, N.E., & Fraenkel, J.R. (1991).*Educational research: a guide to the process.* New York, NY: McGraw-Hill, Inc.

Webster, Merriam. (1961). *Webster's new secondary school dictionary.* Canada, CA: America Book Company

Winkler, K. (2012). *How to use twitter to learn vocabulary in context*. Retrieved from http://fairlanguages.com/how-to-use-twitter-to-learn-vocabulary-in-context/