

CHAPTER II

THEORETICAL REVIEW

This chapter consists of a theoretical review and previous study. The theoretical review describes some information related to learning experience, social media, X autobase account, and vocabulary. The previous study explains the research which has been conducted by other researchers as the reference to this research.

A. Learning Experience

Based on Megawati (2018: 25), learning experience refers to a series of activities carried out by students to acquire new knowledge and skills in accordance with learning objectives. It includes various physical and mental activities required for students to achieve understanding and mastery of learning materials. Meanwhile, according to Mardianto (2012: 46), learning can be defined as an effort or activity that aims to produce changes in a person, including changes in behavior, attitudes, habits, knowledge, skills, and so on.

Zimmerman and Schunk (2019) in their study entitled “Motivational Sources and Outcomes of Self-Regulated Learning and Performance: Graduate Students' Experiences” published in *Educational Psychology Review*, state that challenges and motivational factors are important components in students' learning experiences. According to them, these two elements directly influence students' self-regulated learning and academic performance. Challenges faced by students can stimulate deeper learning and encourage them to develop more

effective learning strategies. Meanwhile, motivation serves as a key driver that helps students stay focused and committed to achieving their academic goals. Thus, the integration of challenge and motivation not only enriches the learning experience but also improves overall academic outcomes.

In other words, learning experience is a series of activities carried out to acquire new knowledge and skills in accordance with learning objectives, while learning in general is an effort or activity to produce changes in a person through various aspects such as behavior, knowledge, and skills. According to (Tyler, 2013), that learning experiences are not limited to learning materials or activities organized by educators. The term learning experience includes the interaction between the learner and the external factors around them that trigger responses from the learner. The learning process occurs through the active activity of learners, i.e., what they do while learning, not just what the educator does. Learning experiences need to be formulated as a guide for educators in developing learning strategies or methods.

Mihaly Csikszentmihalyi's Flow Theory posits that challenges and motivation are integral components of the learning experience. According to this theory, individuals are most likely to experience optimal engagement and enjoyment when they are presented with challenges that are neither too easy nor too difficult and when they are motivated to overcome these challenges. This optimal state, known as "flow," is characterized by heightened focus, concentration, and a sense of accomplishment. When learners are able to find

the right balance between challenge and motivation, they are more likely to experience flow, which can lead to increased learning outcomes, improved self-esteem, and enhanced overall satisfaction with the learning process.

Based on the concept of learning experiences previously described, it can be concluded that learning experiences include a series of activities aimed at acquiring new knowledge and skills in accordance with learning objectives. The development of students' competence in exploring and understanding nature scientifically can be improved through integration or alignment with learning experiences. By accommodating learning experiences, students can be more actively involved in the learning process, thus enabling them to develop a deeper understanding of natural science scientifically. The learning experience variable in this study focuses on the challenges and motivations of students based on their experience in using X auto-base account in learn English vocabulary.

1. Challenges

According to Irham and Wiyani (2013: 254), learning problems occur when students face challenges to participate in the teaching and learning process, resulting in suboptimal learning results. According to Ahmadi and Supriyono (2004), there are two types of variables that contribute to learning difficulties: internal and external.

1) Internal Factors (factors that come from within the human body) include:

a. Physiology factors

There are physiological reasons that might create learning difficulties in pupils, such as being sick or unwell, having physical deficiencies or weaknesses, and so on.

b. Psychological factors

Students' psychological variables that might contribute to learning difficulties include low overall intellect, low aptitude for topics, a lack of enthusiasm in learning, low motivation, and poor mental health.

2) External factors (factors from outside humans) include:

a. Non-social factors

Non-social factors that can cause learning difficulties in students can be in the form of learning equipment or learning media that are not good or even incomplete, the condition of the learning space or building that is not feasible, a curriculum that is very difficult to explain by teachers and mastered by students, the time of implementation of the learning process that lacks discipline, and so on.

b. Social factors

Social factors that can also cause problems in students include family factors, school factors, playmates, and the wider community environment. Another social factor that can cause learning difficulties in students is the teacher factor.

After knowing the opinions of several experts regarding the factors that cause students to experience difficulties in learning, we can conclude that in general, two factors cause students to experience difficulties in learning, namely internal and external factors. Internal factors are caused by within the student himself, while external factors come from outside himself, such as the media used, the family environment, school, society, and also from the friendship environment.

2. Motivation

Motivation is a conscious effort to encourage, move, and maintain a person's behavior so that he is encouraged to act to do something to achieve certain results or goals. Motivation comes from the word "motive," which can be interpreted as "the driving force that exists within a person to carry out certain activities to achieve a goal," according to the *KBBI*, and "the impetus that arises in a person consciously or unconsciously to take an action with a specific purpose," according to Sadirman. Learning motivation, according to Hamzah B. Uno (2011: 23), is the encouragement of students, both internal and external, to change their behavior, usually with some signs or elements that support it. Based on this definition, motivation can be defined as an effort or drive that encourages a person's behavior to do something with a specific purpose.

A. Kinds of Motivations

According to Hamzah B. Uno (2011: 23), learning motivation can arise due to intrinsic and extrinsic factors.

- a. Intrinsic factors that affect learning motivation are "first, desire and desire to succeed and drive learning needs, and second, hope for ideals."
- b. Extrinsic factors that affect learning motivation include "first, appreciation; second, a conducive learning environment; and third, interesting learning activities."

So to achieve high learning motivation for students, the factors that influence it, both intrinsic and extrinsic, must be considered. Students must deliberately carry out learning activities and need to achieve goals.

According to Thomas Kristo M., there are two kinds of motivation, namely:

1. Intrinsic Motivation

Intrinsic motivation is motivation that can come from within ourselves. Syaiful Bahri Djamarah said that the form of motivation in learning starts and continues on an impulse absolutely related to learning activities.

2. Extrinsic Motivation

Extrinsic motivation is the driving motivation, the impetus given for our own inability. A person can change his life after he gets

encouragement from outside, either in the form of learning from a motivator or in the form of self-exploration by reading books, attending seminars, or from friends or social media.

B. Social Media

1. Definition of Social Media

Social media has grown to be a highly popular medium for many individuals in this social 5.0 age. Thanks to advanced cellphones, everyone can now access social media at any time or place. According to several experts, social media is defined as follows. In social processes, social media is a vehicle for communication (Mulawarman, Nurfitri, 2017: 37). In the meanwhile, Ahlqvist (2008: 13) explains that social media is a tool or method of human interaction in which members of a virtual community and network produce, share, trade, and comment on material.

Researcher get the conclusion that social media is a personal website or social networking site that individuals construct to connect, exchange information, and browse the internet. Thus, one might utilize it in accordance with their own interests.

2. Types of Social Media

According to Nasrullah (2017), at least six major categories could be used to categorize different types of social media:

1. Social Networking

The most widely used channel is social networking. Users frequently utilize these media as tools to create social connections, and they also include the implications or outcomes of these relationships in the virtual world. The primary purpose of social networking sites is to enable users to create their own networks of friends by giving them the chance to meet in person or create new networks with people they already know. Examples of popular social networks that commonly used include Facebook and Instagram.

2. Blog

A blog is a type of social media where users may post their everyday activities, leave comments, and exchange information, links to other websites, and other content with one another. A blog used to be a type of personal website that was updated daily and had a list of links to other websites that were thought to be interesting. Subsequent improvements include a comment section that users may fill in and several diaries, which are the daily personal writings of media owners. For examples are WordPress and Blogspot.

3. Micro-Blogging

Comparable to online journals, or blogs, microblogging is a kind of social networking site where users may publish and write about their opinions or acts. Twitter (X) is the most popular example of microblogging.

4. Media Sharing

Users can post a variety of media on social networking platforms, including documents (files), audio files, movies, photos, and more. By leaving comments on other users' material, users may also engage with it. Some popular examples of this type of media are Telegram, Instagram, and Youtube.

5. Social Bookmarking

A social network is a location to store, manage, and investigate certain news or information. It is also referred to as an aggregator and curator. It is most commonly referred to as Beritagar site in Indonesia.

6. Wiki

This social network is an online platform where members collaborate to create content. Similar to dictionaries and encyclopedias, wikis offer users historical context, book connections, and single-word references. In fact, this statement was made by the visitor. This indicates that everyone who visits this website collaborates or works together to finish the material. The example of this site is Wikipedia.

3. Social Media for Learning

Social media has been widely applied in various communities. Social media has a significant impact on a range of social strata, including children, who may be seen as student (Sholekah & Wahyuni, 2019) . Users may gain from social media if they utilize it wisely. Social media is one of the online learning resources that is utilized in the updating process to

keep up with the ever-evolving and complex circumstances of our times. Social media can be used to guide the learning process and is very useful if used appropriately. However, if someone uses social media improperly, it can have negative effects and even lead to learning neglect (Sholekah & Wahyuni, 2019).

Social media is designed to function as a platform that can enhance education by offering a variety of texts, photos, videos, and other content. Students would benefit from this as they study (Kuruva Syamal, Vijaya Lakhshmi, 2019). Therefore, students can use social media as long as they utilize it wisely. Social media could support the learning process by offering instructional information, depending on how it is used. It is thus provided that users—students in particular—will use resources more wisely if they align with their interests.

4. Challenges in Using Social Media

The integration of social media into educational settings is growing, offering new opportunities for interaction, collaboration, and learning. However, students face various challenges when using social media for educational purposes. Here are some of the challenges from various academic studies:

a. Technical and Accessibility Issues

One major concern is technological and accessibility issues. Students frequently encounter issues relating to internet access, device availability, and platform usability. According to Jones and

Shao (2011), unpredictable internet connectivity and a lack of appropriate equipment may limit students' capacity to fully participate in social media-based learning activities. Furthermore, certain platforms may be difficult to utilize, particularly for students who are unfamiliar with technology, limiting effective involvement (Selwyn, 2012).

b. Privacy and Security Concerns

Privacy and security are equally major issues. Many students are hesitant to share personal information on social media sites because of the potential of data leakage and abuse. AlQudah et al. (2014) underline that students' concerns about privacy might prevent them from fully participating in online debates and activities, limiting the potential benefits of social media for education.

c. Content Quality

The quality of content available on social media varies, and discerning between high-quality, trustworthy sources and disinformation is a significant difficulty. According to Veletsianos and Kimmons (2012), the democratization of information on social media requires students to develop strong critical thinking and information literacy abilities in order to properly traverse these platforms.

While social media offers valuable opportunities to enhance learning through increased interaction and access to information, it

also presents some challenges. Technical issues, distractions, privacy concerns, content quality, and social dynamics are significant barriers that need to be overcome.

5. Motivation in Using Media Social

The use of social media for learning has been a popular study subject in recent years. Recent research have attempted to uncover the characteristics that drive student motivation to study using social media, which are as follows:

1. Interaction and Collaboration

One of the primary reasons why students utilize social media for studying is the chance to communicate and cooperate with classmates and lecturers. Wang et al. (2017) discovered that social media platforms make communication simpler and faster, allowing students to communicate ideas, discuss topics, and collaborate on group projects. These interactions significantly improved students' motivation and engagement with learning.

2. Access to Resources and Information

Social media also provides easy access to various educational resources and information. Research by Manca and Ranieri (2017) shows that students often use social media platforms to search for additional materials, academic discussions and other information sources that support their learning. This ease of access motivates students to actively learn outside the classroom environment.

3. Support and Feedback

Social support and feedback from peers and instructors are also important motivational factors. According to research by Junco et al. (2015), students feel more motivated to learn when they get support from their online community. Positive and constructive feedback also triggers students' intrinsic motivation to engage more deeply in the subject matter.

4. Fun and Engaging Learning

Using social media for learning often makes the learning process more fun and engaging. A study by Chen and Bryer (2018) shows that students tend to be more motivated to learn when they engage with interactive content, such as videos, quizzes and online discussions. Fun and interactive learning experiences positively affect student motivation.

Students' motivation to use social media for learning is influenced by various factors, including the ability to interact and collaborate, access to resources and information, support and feedback and fun and engaging learning experiences. Understanding these factors can help educators design more effective learning strategies in social media environments.

C. X

Twitter or X, a widely-used social networking platform for microblogging, enables users to exchange brief messages containing up to

140 characters (Tang, 2017). Since its establishment in 2006, Twitter has created a fresh avenue for sharing information and has experienced substantial increases in its user base (Java, 2007). Starting on July 23, Elon Musk, the new Twitter owner, announced on his Twitter account in the form of a short video about changing the name on Twitter to "X".

Twitter, a cost-free microblogging platform on the internet, allows users to send short text messages known as tweets. The character limit for each tweet is restricted to 500, and users have the option to share images or links. On Twitter, individuals can follow any registered account, and the visibility of each post depends on the user's privacy settings, with public being the default. The posts made by users are stored on the sender's personal page and are referred to as Twitter feeds (Bernad J, Kate Sobel, Chowdury: 2009).

According to Bristol (2010), Twitter is a widely utilized free social networking tool that serves as a platform for people to exchange real-time updates and information. Users share their experiences and thoughts by posting concise comments on a news feed, making it a popular means of communication. Twitter messages and posts are openly accessible to the public, eliminating the need to seek permissions when viewing others' posts or allowing others to view our own. According to O'Reilly and Sarah Mistein (2011), Twitter facilitates easy connections between users, enabling everyone to interact with existing Twitter users and discover new individuals without any hindrance.

Given the definitions provided earlier, it seems plausible that X could serve as a platform for vocabulary learning. Many users have X accounts dedicated to vocabulary learning, and students can freely access these accounts without needing permission from the owner, as X posts are public. The sharing, listening, and text composition features on X can offer valuable learning opportunities to anyone interested in utilizing X as a tool for learning.

1. X Auto-Base Account

Dwiwina and Putri (2021) define an auto-base account as one that makes use of the auto-direct messaging capability. Every Twitter user sends anonymous questions or information via direct message (DM) using an auto-base account. These messages then show up on the timeline and can be responded to by followers (Noza and Primayanti, 2019). Tweets issued via an automated account are referred to as menfess. Ramadhan (2020) explains that menfess, which means "Mention Confess," refers to communications sent using the direct messaging function. The owner of the base account posts the messages, and followers of the account automatically read and respond to the menfess. An auto-base is an online community where individuals who share interests or activities get together to exchange messages or share information.

On the other hand, Syafitri et al. (2020) claim that the Menfess account is the most liked feature on Twitter. An alternative to the search function in this Twitter column, Menfess (Mention Confess) is an Indonesian slang name for a feature on Auto-base accounts that facilitates

users' information discovery. Mention Confession (Menfess) is a Twitter account that offers users the ability to send anonymous messages to their followers without disclosing their identity. The messages can be used for information sharing, getting feedback or advice on personal matters, expressing oneself, or just joking conversation. Every auto-base account has a unique Menfess theme or focus.

For example, @englishfess_ is an account that contains English lessons such as grammar, linguistics, and slang. Then there's the @womenfeeds account covers topics related to women, such as cosmetics and self-care. There is also the @indomymenfess account, which serves as a communal forum for followers of the Korean boy band BTS. Then there's the @collegemenfess account, which is exclusive for university students. The @collegemenfess account allows students to share information, communicate, and voice their opinions on their university or college.

2. @englishfess_

@Englishfess_ is one of the most popular auto-base accounts among English learners. According to Husnaini (2023), the auto-base account @englishfess_ is one of the most popular auto-base accounts for learning English on Twitter. Husnaini (2023) also stated that the popularity of the auto-base account @englishfess_ is evident from the high number of followers, reaching 237 thousand active followers who ask, answer, discuss, and share information related to English, and then

@englishfess_ has a large number of followers, reaching 841,572 followers (accessed on April 23, 2024). The account is managed by @KripseTan.

Because this auto-base feature is newly used, some terms that are not commonly used by users, especially auto-base users, must be well understood. According to Sangaji (2022), some of the terms included in the auto-base are: Because this auto-base feature is newly used, some terms that are not commonly used by users, especially auto-base users, must be well understood. According to Sangaji (2022), some of the terms included in the auto-base are:

- a) Menfess: tweets sent by anyone anonymously.
- b) Trigger: a word that must be present for a menfess to be sent.
- c) Open DM: Anyone eligible can send a menfess without being followed back.
- d) Closed DM: Only Twitter followers can send tweets to the autobase.
- e) Follback/opfoll: Open followback session by autobase admin.
- f) Rules: Rules for using autobase.

3. Advantages of Using X in Learning

X appears in practically every aspect of life. As a result, practically all businesses, accounts, and even artists use X profiles to engage with their audience. This also applies to education. Teachers will find it simpler to exchange links, interact, and build relationships with others with the help of X. The advantages of X in the educational process include

exchanging videos and pictures, staying up-to-date on current events, expanding one's own knowledge base, and more (Nirmala & Septiani, 2020).

A. Increased Student Engagement

Online media could be shared via a variety of social media platforms, including YouTube, Facebook, Flickr, and podcasts. As the saying goes, "A picture is worth a thousand words." In X, we may share multiple videos and graphics with no minimum duration, making the learning experience more alive and exciting and improving students' learning moods.

B. Building Their Own Knowledge

The use of X in the learning process is closely linked to constructivism theory, which holds that students develop their own knowledge independently. This can boost their enthusiasm, and they are also encouraged to learn more and ask questions on their own to improve their knowledge. These mediums allow students to learn new things in their own way. The teacher's role is limited to facilitating or guiding students in the use of media.

C. Dialogue and Discussion

This method is based on talks among participants. One of the most essential aspects of social networking is that it encourages users to participate in discussions. X is one of the spaces used to start dialogue and discussion sessions, as well as to allow students to share their perspectives

and ask teachers and students questions. One of the primary advantages of this strategy is that the medium can motivate students to create a dialog or conversation, making them more engaged on social media than in direct talks in class.

D. Making it easier for teachers and students

The advantage of X as a learning medium is that teachers and students may instantly obtain knowledge without having to meet face-to-face. Students will be happier and more engaged in studying since they have a fresh experience or are not using traditional media or techniques.

D. Vocabulary

1. Definition of Vocabulary

Vocabulary is defined as all the words that an individual is familiar with or knows (Oxford Dictionary, 2008: 495). According to Coxhead (2006), vocabulary is a central part of language. Knowledge of words and their meanings is another aspect of vocabulary (Nation, 1990; Oxord and Scarcella, 1994). Students are better able to communicate meaning in a wider range of contexts when they have a greater vocabulary and proficiency with it.

According to Hornby (1995: 1331), vocabulary may be defined as both the total number of words in a language and a list of terms together with their definitions. According to the definition given above, vocabulary is a group of words from a certain language that are used to construct sentences. Vocabulary is used in education to demonstrate proficiency in

a second or foreign language. Students who are proficient in vocabulary will find it easier to learn English and communicate in the language.

2. Type of Vocabulary

According to Nation (2001) there are two kinds of vocabulary. The first is receptive vocabulary and the second is productive vocabulary.

1. Receptive vocabulary is a vocabulary refers to collection of terms that both English language learners and native speakers know and comprehend but are hardly ever utilized. Passively, it is employed in both reading and listening.
2. Productive vocabulary is actively utilized by both English language learners and native speakers. When writing or speaking, it is actively employed.

When people read, they often have more vocabulary than when they write, and their listening vocabulary is usually more than their speaking vocabulary. Thus, it can be said that vocabulary can be divided into four categories: speaking, writing, listening, and reading. The words a person hears while reading form their reading vocabulary. Words that one hears while speaking or while consuming electronic media are known as listening vocabulary. Speaking vocabulary is the terminology used in everyday life. The last category is writing vocabulary, which includes terms used in essays, reports, letters, and other written works.

3. Teaching Vocabulary

Vocabulary instruction and acquisition must fit within the larger parameters of a language course. Taking a language course is one approach, in Nunan's perception, for ensuring that there is a balanced range of learning possibilities. A language course has four types of components, however this one will simply address vocabulary acquisition. In Nunan (2003), this indicates that expanding one's vocabulary can help with all language skills, including speaking, writing, listening, and reading. The instructor might select a pertinent topic to study in order to introduce students to vocabulary. According to Allen, a teacher should instruct their students on how to recognize and comprehend words in a variety of contexts, use the words in speech and writing, relate the words to their own experiences and provide examples of both appropriate and inappropriate usage, grasp the subtle meaning variations in the words, and create useful contexts to aid in the understanding of the words by others (Sondang, 2016).

4. Previous Studies

There are several previous studies related to this research study. The first study is the journal conducted by Arumugam (2022) in his journal entitled "The Use of Twitter in Learning English Vocabulary: EFL Learners". This research aims to study the role of Twitter in EFL learners' vocabulary development at the university level and learners' perspectives on the effectiveness of using Twitter as a language learning

tool for vocabulary learning at the university level. This study utilized a quantitative research approach. This study used a questionnaire to collect data, with 100 international undergraduate students as participants. The results of this study found that most EFL learners agreed that Twitter plays an important role in EFL vocabulary development at the university level.

Another interesting topic related to this research is "@Englishfess_ Auto-Base Twitter Account as an English Learning Community", which was conducted by David in 2023. The purpose of this study is to determine the advantages and disadvantages of @Englishfess auto-base accounts for learning English. This research uses a qualitative approach in which the instrument is a document analysis and interview in collecting the data. The document analysis were gathered from the tweets produced on 27-29 of October 2022, while the interview session was done with 4 followers of the account. This article also includes an analysis of the contents shared through the account. The results mentioned that the majority of tweets on the @Englishfess account are translations and grammar. The interviewees mentioned that the account provides a safe environment for its followers to learn English and different types of content.

The last previous research was from a journal article entitled "The Followers' Perception on the Use of Twitter Auto-Base Account @englishfess_ for vocabulary mastery", which was researched by Afifah

Riwi Maharani and Ainul Addinna (2023). The purpose of this study was to know and describe Followers' perception on the use of Twitter Auto-base @englishfess_ for vocabulary mastery. This study used a descriptive method and the participants of this study were 10 followers of @englishfess_ who filled out questionnaires and interviews. In determining the participants, the researcher used purposive sampling technique. The results showed that @englishfess_ can be an interesting media for a follower who want to master their vocabulary and is a friendly account for followers who just want to learn English.

Based on previous studies, the researcher found that this research has similarities in terms of studying the use of social media in English language learning. The next research also equally examines X Auto-Base as a community account for learning English. However, there are differences between this research and previous related research. This research focuses on students' experiences in the form of student challenges and student motivation in using @englishfess_ auto-base in X social media accounts to learn English vocabulary. This research only specifically explores the challenges and motivations of students who have experienced so far in using that account to learn English vocabulary. Therefore, despite the differences and similarities between these studies, the researcher still uses all previous studies as references to guide this research.