CHAPTER V
CONCLUSION AND SUGGESTION

In this last chapter, the researcher presents the conclusion and suggestion of the research findings. The first section is the conclusions of the research and after drawing the conclusion, the researcher moves to the second section which is the suggestion of the research for the elements who might need it.

5.1   Conclusions

From the research that has been done about the students' perceptions of the use of Twitter as an informal learning media to learn English vocabulary by the followers of Twitter (X) auto-base @englishfess_ of English Department Study Program from three big universities in Purwokerto, the researcher concluded that:

5.1.1 Students' Perceptions

The research indicated that the students' perceptions toward the use of @englishfess_ on Twitter (X) in informal vocabulary learning activity can be considered very positive (very high). It is proven that their level of perception reached 81% which can be considered as very high or very positive according to the classification level by Hidayat, et al., (2020). The perception also could be defined as a very high perception when it contains only a little or no negative statement and is dominated by positive statements. In this research, it can be said that the students as the respondents of the research perceived significantly positive regarding the use of @englishfess_ on Twitter (X) as a vocabulary informal learning media.

5.1.2 The Problems Faced by Students

From three problems related to the problems that might be faced by the students, most of them answered that distraction by other accounts' content was the most common problem they often faced. From the questionnaire result, it can be found that only (0%) chose Strongly Agree to the statement about a lot of money they spent to access the media and about the soreness in their eyes as the effect of media usage. Most of the students showed that they had no problems with price and health. Yet, when it comes to the statement that mentioned the distraction they might face, the results were a little bit varied. There were six students (28,6%) chose Strongly Agree which means they faced distraction while the students using the media and only two students (9,5%) chose Strongly Disagree. This means most of the students faced problems during the use of the media related to distractions from other accounts.

5.1.3 The Factors of the Students

The factors that made the students to use the media are divided into two types, contextual factors and demographic factors. Related to the contextual factor the answers were varied. Yet, twelve students (57,1%) dominated the results by choosing Strongly Agree in the statement about the media accessibility that was considered easy to access. Whereas the statement about geographic distribution only reached 42,9% from nine students in the indicator Strongly Agree. Lastly, the statement about recipient availability only got 38,1% in the indicator Strongly Agree from eight students. So it could be concluded that a lot of students used this media because of its accessibility.

Furthermore, the demographic factor was also found in the research. The result was dominated by the statement about age which related to how suitable the media was for students their age (undergraduate students) which showed 66,7% of fourteen students in the indicator Strongly Agree as the result. Whereas the statement about education level reached only 38,1% from eight students in the indicator Strongly Agree and the statement about learning style reached only 33,3% from seven students in the indicator Strongly Agree. So it can be concluded that although all students had opinions about the factors that encouraged them to use this media, the most prominent factors were the accessibility was considered easy without any technical problems, and the suitability for undergraduate use.

5.2 Suggestions

After conducting the research, the researcher would gladly put some suggestions related to the research for the following parties:

5.2.1 For Students

The research shows the positive side of the use of @englishfess_ on Twitter (X) in terms of learning English vocabulary for undergraduate students in Purwokerto. It was proven by the findings of the research. Yet, some students experienced distraction during the usage of the media. From that fact, the students need to be more focused and concentrate on what they are currently working on in the informal learning process. This is because the learning process using this media is unstructured and without any schedules. Therefore, it would be better if the students can control themselves and manage their social media usage whether they want to use it for learning or for entertainment.

5.2.2 For Teachers

Since the result found that the use of @englishfess_ was useful in terms of vocabulary learning activity according to the statements of the students, teachers can consider the usage of this media inside the more formal environment or inside the classroom. Besides, because of this reason, this media also can be used as a more modern learning media that has the possibility to make students learn English vocabulary more easily and simply. The features on Twitter (X) also can be explored more as a learning media because it was proven that the use of this media was considered enjoyable for the students.

5.2.3 For Other Researchers

There are still many aspects that can be analyzed about the relation between English vocabulary and media usage. The researchers have a great opportunity to analyze other aspects or other English skills using this media or similar media (social media). Also, the result of this research may be used as additional information to conduct further research.