
EXPLORING STUDYTWT AS AN ONLINE PLATFORM FOR LEARNING ENGLISH ON TWITTER

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Abstract

This study explores how users of StudyTwt engage with the platform as a tool for learning English and examines how it supports their language acquisition. Using a qualitative research approach, the study applied interviews and observation with eight participants who have actively used Twitter to study English and maintain StudyTwt accounts. The research identifies three main ways that StudyTwt serves as a resource for English learners: first, by allowing users to find and share various English learning materials; second, by providing opportunities to connect with study partners and participate in discussion groups; and third, by offering a source of motivation and entertainment. In terms of how StudyTwt facilitates English learning, the study highlights two primary benefits: fostering interactive and collaborative learning experiences, and providing users with easy access to flexible, personalized learning opportunities. The findings suggest that StudyTwt can be a useful educational tool, demonstrating the potential of social media platforms to enhance language learning through structured collaboration, accessible resources, and user-driven content

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INTRODUCTION

Social media is an information and communication technology tool that people use to communicate online. It has become a well-known platform for people of all ages and backgrounds. According to Kaplan and Haenlein (2010, in Arif, 2019), social media refers to a group of internet applications that enable the creation and exchange of various types of content. Popular examples include Facebook, Twitter, Instagram, YouTube, and others. Social media platforms are easy to register for and often free to use. While "media" refers to tools for communication, "social" represents the interaction between individuals and their communities.

Today, social media continues to expand, offering new services and platforms that are highly beneficial to users. One such benefit is its potential as a learning tool. Learning media serves to organize and facilitate the learning process, attracting attention and helping students better understand the material. It can encompass any medium that transmits educational content to students. These resources include traditional electronic tools such as television, projectors, tape

recorders, and films, as well as non-electronic media like posters, paintings, or images of nature. As long as the material can be adapted to convey a particular message, it can serve as effective learning media (Tamrin et al., 2017).

This study examines Twitter as a platform for learning, with a particular focus on the StudyTwt community. StudyTwt (Study Twitter) is a dedicated space on Twitter where users create accounts solely focused on educational content. StudyTwt is a specialized community where users can find study partners. Within this community, members share and engage with learning materials through posts, reposts, and discussions. The accounts within StudyTwt post exclusively about learning, offering materials, tips, and other educational content. In addition to academic materials, StudyTwt provides study tips, discussion forums, and a range of resources to support learning. The hashtag (#studytwt) allows users to easily find specific content or threads related to their learning needs. If a topic is unclear, users can engage with their study partners or ask questions in the comments. Users typically only accept mutual followers who are also part of StudyTwt, creating a more focused and collaborative environment.

StudyTwt users are Twitter members who create dedicated accounts for their educational activities. These accounts may focus on specific subjects or multiple topics, depending on the user's needs. Some users engage solely with the content shared on StudyTwt for independent learning, while others seek mutual connections to study together. Research by Burger et al. (2011) and Chen et al. (2015, in Williams et al., 2017) has shown that Twitter users are often analyzed based on the information they share on their profiles. Also, Stieger and in Lin et al (2013) found that Twitter's ease of use makes it effective for obtaining student feedback, making it an efficient tool for formative assessments with minimal administrative effort.

The reason for conducting this research stems from the increasing trend of online learning, especially among teenagers who are highly engaged with modern technology. Online learning is a practical alternative because it is accessible at any time, offering various learning methods and platforms tailored to students' needs. The use of social media as a learning tool, particularly StudyTwt, is also compelling because Twitter is widely used globally and is primarily in English. Several terms on Twitter, such as *mention*, *retweet*, *Twitter war*, *trending topics*, *hashtag*, *favorite*, *share*, and *space*, are in English. Additionally, Twitter allows users to connect with people from around the world, offering students an opportunity to practice their English skills in a global context. This study aims to provide insights into how students can use Twitter, particularly StudyTwt, as a useful platform for improving their English language skills.

METHOD

In this research, the researchers used qualitative research methods. Qualitative research is conducted in a natural setting, with the goal of interpreting the phenomena that occur. It utilizes various methods available within qualitative research (Denzin & Lincoln, 2009, in Kusumastuti & Khoiron, 2019). In this study, data was collected through interviews and observation, with participants chosen purposively. The participants were selected based on their active use of StudyTwt for learning English. Data were collected from 8 StudyTwt users, particularly those who actively use the platform for learning English. Interviews with these users provided insights into how they engage with StudyTwt for educational purposes, while observation helped support and contextualize the findings.

FINDINGS AND DISCUSSION

FINDINGS

The following results are found from the data collection process that has been carried out by researcher:

1. How StudyTwt users use StudyTwt as a medium for learning English.

a. Interview result

Table 1 How StudyTwt users use StudyTwt as a medium for learning English.

Participants Initial	Response	The use of studytwt
AW	I utilize it by mutually with the studytwt account so that we can focus more on learning English together, and also follow the @englishfess_ base to ask questions or discuss.	<ul style="list-style-type: none"> • Finding study partner • Having discussion media
HD	I utilize this studytwt to follow several accounts that often post English learning materials, such as grammar tips, vocabulary, and common phrases. Usually I also discuss with other account users.	<ul style="list-style-type: none"> • Having discussion media • Finding material
ZH	I usually use studytwt as an English learning media by sharing material with my mutuals on twitter then after that we usually have discussions too in the replay if there is something I don't understand	<ul style="list-style-type: none"> • Having discussion media • Sharing material
AD	I use Studytwt to read English learning tips, share experiences with others, and find useful learning resources.	<ul style="list-style-type: none"> • Having discussion media • Finding material
Jl	I took advantage of studytwt to become a learning medium so that I could adapt to like English more, To make me like it more, I follow accounts that like to translate idol kpop live using English.	<ul style="list-style-type: none"> • Entertaining
CN	Search for learning materials on Twitter, make friends with fellow English enthusiasts and join communities and groups of fellow English enthusiasts.	<ul style="list-style-type: none"> • Finding study partners • Finding material
LV	I often follow accounts that contain a lot of English learning, starting from just sharing	<ul style="list-style-type: none"> • Giving motivation • Finding material

	vocab, to questions, well I immediately automatically get excited about doing the questions. then also because studytwit often posts the results of English learning, shares the material, I also learn about it.	
LA	I looked for study notes, practice questions, and some recommendations for YouTube channels as learning media. I will look for the material on twitter and study it at a glance because the notes on studytwit are very concise and there are quick ways.	<ul style="list-style-type: none"> • Finding material • Finding exercise

b. Observation result

The bases and accounts listed below are utilized by StudyTwt users for learning English. This section outlines how participants engage with StudyTwt to enhance their English skills.

1. Base

Base in Twitter is used as a medium for sharing information among users. Typically, users send *menfess* (a combination of "mention" and "confess") related to learning, such as questions about learning tips, recommendations for accounts or channels for learning English, and other topics related to English learning. In the picture above, there are various types of menfess sent by users to obtain information. This is further supported by a statement from AW, who explained, "I follow the @englishfess base account to ask questions and participate in discussions."

For example, in SUBENGLISHFESS base, a user asks about the meaning of "Atta Girl," and other users respond through the comments section. Many users ask about new vocabulary—either from songs or sentence structures they've created but are unsure whether they are correct.

In addition, there are users who send questions outside the context of learning in order to interact with others, but still in English. For example, in one of the menfess on the ENGLISHFESS base. A user asks about other users' favorite songs, which prompts interaction in the comments section. While not all menfess are in English, the topics in the base are always related to English in some way.

2. Education Account

StudyTwt users typically follow accounts that share educational content related to English learning. These accounts usually feature discussion questions. This is further supported by a statement from LV, who explains, "I often follow accounts that focus on English learning, ranging from vocabulary sharing to problem-solving questions." StudyTwt users engage with these accounts to understand the questions and discussions shared. On educational accounts, there is often minimal interaction because the questions are typically explained with the solutions provided. However, users sometimes ask follow-up questions to better understand the material, either by seeking clarification

on the examples provided in the question or by requesting new examples related to the discussion.

In addition, there are sometimes subtweets that, although not directly related to learning, are still connected to English in some way. These tweets are often made interesting to attract users and make learning fun. For example, an account owner discusses a TOEFL question. The user posts the question and, in the comments section, provides an explanation that includes the type of question, clause, function of the clause, and examples of use. The discussion continues with a description of each answer option, analyzing them one by one to find the correct answer. Another example that was obtained was a user asking the meaning of another user's username but doing so in English. This encourages users to practice their English skills. In the comments section, some interactions occur as users explain the meaning of their usernames.

3. StudytwT user account

StudyTwT users review the material they've gathered and share it on their own accounts as a way to reinforce their learning. They personalize their study process based on their preferences. Some prefer studying alone without interacting with others, while others opt to study in groups by creating Group Direct Messages (GDMs) or participating in discussions through Spaces or in the comments section. This approach is reflected in a statement from ZH, who said, "In StudyTwT, we have Group Direct Messages (GDM), where we frequently communicate in English. Additionally, we use the Space feature to practice pronunciation." The user also shares a thread with tips for improving English literacy.

2. How studytwT facilitates its users to learn English

Interview results related to how studytwT facilitates its users to learn English

a. Interview Result

Table 2 How studytwT facilitates its users to learn English

Participants Initial	Response	How StudytwT facilitates English learning
AW	If we study regularly every day because again, there we really learn together, support each other too, so little by little there must be an improvement.	<ul style="list-style-type: none"> • Collaborative learning
HD	I can learn from other people's experiences, and this motivates me to be consistent. I chose X because I can easily connect with people from different parts of the world and get information about.	<ul style="list-style-type: none"> • Interactive learning

ZH	We share a lot about the material and ask questions and answers, just help each other so that we both understand. Then there we also have GDM (Group Direct Message), also there we also often chat using English so the conversation is then for space we also like to use English so to practice.	<ul style="list-style-type: none"> • Interactive learning • Collaborative learning
AD	Studytwit helps me learn English by providing relevant and reliable information and resources. Using Studytwit is effective for me because I can get information and support from a positive learning community.	<ul style="list-style-type: none"> • Collaborative learning • Flexible learning
JI	By making studytwit a learning medium, I can scroll social media while relaxing but with a more useful and useful purpose, Then for the level of effectiveness in improving my English skills, I chose Twitter or X because I think it is very effective for training me to be more happy to make literacy and learning English.	<ul style="list-style-type: none"> • Flexible learning
CN	My timeline algorithm which is influenced by the search bar & my moots (mutuals) who are in the English field also changes the content that appears on my timeline so that the content I consume every day encourages me to learn English. finding material and discussing material is easier with its wide reach on platform X.	<ul style="list-style-type: none"> • Collaborative learning • Flexible learning
LV	Easier to find the learning I need (I word/keyword I already found it) .A lot of new slang updates that are faster to find on X. English learning that I get and find in studytwit is wrapped in a way that is not boring with the application of examples that are simple, easy to understand, so it's fun to keep learning, it doesn't make me bored and it's faster to stick to it.	<ul style="list-style-type: none"> • Flexible learning
LA	Studytwit provides study materials as well as friends who are able to help me catch up on the material that is left behind. Almost 70% very effective. Twitter is very flexible to share knowledge, replies are not mixed with all communities.	<ul style="list-style-type: none"> • Collaborative learning • Flexible learning

b. Observation result

The following feature and accounts are utilized by studytwit users to support their English learning

1) Space feature for interactive and collaborative learning

Using Twitter Spaces for learning English can provide a dynamic and interactive environment that enhances speaking, listening, and comprehension skills, making language learning more engaging and effective. Spaces provides a dynamic and flexible environment for both collaborative and interactive learning, enabling participants to engage with content and each other in meaningful ways. Specifically, in Collaborative Learning Group Discussions, Educators and students can create Spaces for group discussions on specific topics or projects, allowing participants to share ideas and resources in real-time. By creating

Study Groups Students can organize study groups where they can collaborate on assignments, share notes, and prepare for exams together. Providing diverse perspectives and fostering collaborative learning. Interactive Learning Live Q&A Sessions. Spaces allow for real-time interaction through live Q&A sessions where students can ask questions and get immediate feedback from educators or experts.

Educators can invite guest speakers to host live lectures, providing students with the opportunity to interact with professionals from various fields. Interactive Seminars. Spaces can be used to conduct interactive seminars where students actively participate by sharing their thoughts and engaging in discussions. For example, a host creates a learning session through space, more precisely to learn speaking. The material will be different in each space, and participants will take turns to respond to the material.

2) Educational accounts facilitate English learning

An educational account on Twitter is an account that focuses on topics related to education and learning. These accounts can be official accounts of educational institutions that share news, events, updates, and resources related to the institution and its community. They can also belong to individuals who have built a following by sharing content related to education, such as study tips, motivational content, and personal experiences in the learning journey.

These accounts are valuable sources of information and engagement for anyone interested in education—whether they are students, educators, or lifelong learners. Key offerings from such accounts include educational content, such as articles, videos, infographics, and podcasts, which cover various topics in education and provide valuable information to learners and educators. They may also share learning resources, including links to free or paid resources like textbooks, research papers, online courses, and tutorials that aid in learning and research. Study

tips and strategies, such as practical advice on how to study effectively, manage time, and prepare for exams, are often provided to benefit students at all levels. Many accounts also announce upcoming events, such as webinars, workshops, conferences, and other educational opportunities that followers can attend to enhance their learning. Additionally, interactive sessions may be offered, where followers can participate in live discussions, Q&A sessions, and activities that encourage engagement and learning.

For instance, one educational account offers a series of interactive quizzes designed to enhance student learning. These quizzes are accessible at any time and from any location, giving students the flexibility to engage with the material according to their own schedules. Moreover, the platform provides immediate feedback upon completion, enabling students to assess their understanding of the subject matter instantly. This immediate feedback mechanism is a critical component in facilitating self-directed learning and helping students identify areas where further study is needed.

DISCUSSION

1. How StudyTwt users use StudyTwt as a medium for learning English.

Based on the results of interviews and observation collected by the researchers, the first finding explains how StudyTwt users utilize the platform as a medium for learning English.

1.1 Finding and Sharing English Learning Media

This finding encompasses students' need for accessing diverse educational resources, along with detailed explanations and solutions. StudyTwt offers a wealth of resources through educational accounts and user posts, providing a wide range of content for students to explore. The detailed explanations and solutions often found in the comments section of these posts enhance understanding by breaking down complex concepts and providing step-by-step solutions. This comprehensive feedback mechanism ensures that students can fully grasp the material, reducing the need for further clarification. By leveraging digital media, StudyTwt replicates the benefits of traditional classroom teaching in an online environment, making it easier for students to access and engage with high-quality educational content.

Akrim (2018) highlights that with learning media, teachers can efficiently convey feedback from the subject matter to students, enabling more effective note-taking. On the other hand, the well-known expression “learning before teaching” describes the process of preparing students to learn before formal instruction begins.

1.2 Finding Study Partners and Discussion Media

Students use StudyTwt to connect with peers who share similar academic interests. They seek opportunities to form study groups and engage in collaborative discussions, enhancing their learning experience through peer support and collective problem-solving. On StudyTwt, students can interact in real-time and asynchronously, share resources, and support each other's learning journeys. The platform's communication features make it easy for students to seek help, share insights, and offer mutual support regardless of time and location. The selective sharing feature also allows users to tailor their content, fostering a focused and relevant learning community. These interactions mirror traditional classroom discussions, making the learning experience more

engaging and collaborative. Carr and Hayes (2015), as cited in Van den Bemt et al. (2020), state that social media is an online platform that allows users to interact opportunistically and share specific information in a selective way. Social media can be used in real-time or asynchronously and features a clear and concise layout that highlights user content and other users' experiences.

1.3 Finding Motivation and Entertainment

In addition to academic content, students also place significant importance on the exchange of motivational support and entertainment. They seek a community that fosters active engagement in learning and provides practical guidance to enhance their study habits. StudyTwt's ability to tailor the user's timeline based on search history and mutual connections ensures that students receive content relevant to their interests and learning needs. This personalization fosters a more engaging learning experience, as students are more likely to engage with content that resonates with them. Furthermore, the use of relatable examples and up-to-date language trends makes the material more interesting. Interest is related to motivation, as it encourages selective attention, which leads to the choice of activities that are enjoyable and rewarding. Over time, this generates satisfaction. Interest can drive activity and participation, with a strong desire to be involved in an activity often influenced by a person's interest in it (Harefa et al., 2023).

2. How StudyTwt Facilitates its Users to Learn English

2.1 Fulfilment of Interactive and Collaborative Needs

On StudyTwt, students can engage in discussions, share resources, and support each other's learning process. The platform's real-time communication capabilities facilitate continuous interaction, making it easy for students to seek help, share insights, and offer mutual support regardless of time or location. Sharing features allow users to customize their content, ensuring they remain within a focused and relevant learning community. These interactions enhance the overall learning experience by making it more engaging and collaborative. This approach not only helps students better understand the material but also enhances their critical thinking, problem-solving, and communication skills. Thorne (2023) also confirms that online learning environments' interactive capabilities allow learners to engage in meaningful interactions. By organizing a learning environment that stimulates curiosity and interaction, StudyTwt encourages students to take a more active role in their education, which can lead to a deeper understanding and retention of knowledge (Sanjaya, 2012, in Sukmawati, 2017).

2.2 Easy Access to Flexible Learning

StudyTwt offers many sources of learning materials through educational accounts and user posts, providing a wide variety of content for students to explore. Detailed explanations and solutions, often found in the comments section of these posts, help break down complex concepts and provide step-by-step solutions. This aids students in fully understanding the material, reducing the need for further clarification. Akrim (2018) highlights that easy access to and delivery of learning materials, facilitated by the use of media as a teaching tool, improves the teaching process. This approach not only aids in teaching but also helps students take more effective notes. Additionally, the concept of "learning before teaching" is emphasized as an essential aspect of educating students.

CONCLUSION

Based on the results of the research presented the researchers draw the following conclusions:

Firstly, informants use StudyTwt as an additional learning platform that supplements traditional educational methods. By adhering to structured learning schedules and collaborating with dedicated study partners, users gradually develop increased motivation and consistency in their learning practices. Informants actively seek out and acquire educational materials from various specialized accounts and English language resources available on StudyTwt. This proactive approach enables them to engage with diverse learning content tailored to their individual needs.

Secondly, in terms of effectiveness, informants have reported that StudyTwt serves as a highly effective medium for learning English. This perception of effectiveness is largely due to StudyTwt's extensive reach and the ease with which users can access relevant content. The platform's broad scope allows learners to explore a wide array of topics and resources, thereby enriching their learning experience. Additionally, the presence of a supportive community composed of mutual friends and study partners plays a crucial role. This community functions both as a support system and as a forum for discussion, making the learning process more interactive and engaging. StudyTwt also demonstrates adaptability to individual user needs, further enhancing its effectiveness. For instance, one informant described a personalized learning experience that involved the translation of live K-pop content by a Korean-English translator account. This method not only included translating English subtitles but also focused on learning new vocabulary through the contextual analysis of sentences. Such tailored learning experiences underscore the platform's flexibility in accommodating various learning styles and preferences.

Finally, the use of StudyTwt as an educational tool illustrates the benefits of integrating social media platforms into language learning. The combination of structured schedules, collaborative partnerships, accessible content, and personalized learning approaches contributes to the overall effectiveness and appeal of StudyTwt as a valuable resource for English language learners.

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