

Students' Perception On The Use Of X Application In Vocabulary Building Of Tenth Grade Students At Sman 1 Glagah Banyuwangi

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ABSTRACT

This research aims to describe students' perceptions of using the X application as a medium for vocabulary building. Vocabulary mastery plays an important role in language learning, yet many students still face difficulties in expanding their vocabulary. The X application, which provides interactive vocabulary exercises and real-time feedback, is expected to help improve students' vocabulary acquisition. The respondents were tenth-grade students at SMAN 1 Glagah Banyuwangi who used the X application. The researcher chose to limit the population to three tenth-grade classes. From these classes, the researcher identified 12 students who actively used the X application, selected based on their consistent engagement with the app to ensure relevant data. The sampling technique used was purposive sampling. This research employed a descriptive qualitative design. Data were collected through direct and WhatsApp interviews to explore students' perceptions of using the X application for vocabulary building. The data were then analyzed descriptively to identify common themes in students' responses. Based on the results of the data analysis, it can be concluded that the tenth-grade students at SMAN 1 Glagah have a positive perception of using the X application in vocabulary building. The X application helps students acquire new vocabulary, and they agree that it can be used as an alternative medium for vocabulary learning.

Keywords: *Students' Perception; X Application; Vocabulary Building*

A. Introduction

In the era of digital technology, social media has become an essential part of people's lives. According to Eren (2012), social media has become one of the most significant platforms for communication, information exchange, and entertainment. Baföz (2016) stated that social media can provide an active English learning environment that supports students' learning processes. In other words, students now use social media as a medium for learning English.

However, although several studies have examined the use of social media in language learning, limited research has focused specifically on how students perceive

the use of X application as a medium for vocabulary building. Most previous studies have only explored social media in general or focused on other skills such as speaking and writing. Therefore, this study seeks to fill this knowledge and empirical gap by investigating students' perceptions of the use of X application in vocabulary building.

One of the social media that students use as a learning medium is X application. Different from other social media, the X application use more text than images compared to other social media such as Instagram and Facebook. The advantages of this application is it is easier to search for information and has more complete feature such as direct message, post tweets, join communities, live videos, live podcasts, and more.

Social media can exchange instructional content on social media, and many of them acquire new vocabulary as a results (Arumugam, 2020). Vocabulary is an important element in learning English. Susanto (2021) stated that vocabulary is an important part of the language acquisition process and it is additionally a vital ability for acquiring to read, talk, compose, and hear. As time goes by, many new words appear. This makes English language learners have to add the new vocabulary. All these things can be overcome by English language learners with vocabulary building. Girsang et al. (2023) stated that vocabulary building is taught to grow English vocabulary and improve speaking English.

Vocabulary building means adding new vocabulary that the students don't know, then finding out what it means. Vocabulary building is a supporting factor in mastering the four language skills (Chairiyani, 2015). Activities like reading, speaking, writing, and listening can also help students in building vocabulary. By doing these activities regularly, more new vocabulary will be encountered and students' vocabulary building will be developed.

The students also experience difficulties when building vocabulary. According to Susanto (2021), English language students experience difficulties in acquiring vocabulary such as pronouncing words, how to write and spell, inflection or various types of grammar, determining the meaning of the words, and difficulties when finding words that are not standardized. English language learners acquire a very different amount of vocabularies than native speakers. Before the tertiary level, native speakers acquire a vocabulary volume of 1.000 words per year, which changes to 2.000 word per

year (Peregoy et al., 2013). In another research, it was stated that English language learners need double the study time for vocabulary acquisition and learning, especially for academic purposes to capture the general and functional meaning of new vocabulary (Alharbi, 2015). According to Nation (1990), English language learners need approximately 5-16 explanations to master new words.

Based on an observation conducted on 17th May 2024 at SMAN 1 Glagah, it was revealed that many tenth-grade students still showed limited vocabulary mastery, which affected their English learning process. The observation also indicated that some students actively used the X application as part of their daily activities. This finding encouraged the researcher to further investigate how students perceive the use of the X application in supporting their vocabulary development. Therefore, this study is entitled “Students’ Perception on the Use of X Application in Vocabulary Building of Tenth Grade Students at SMAN 1 Glagah Banyuwangi.”

B. Research Method

This research used a descriptive qualitative design with a case study approach to explore students’ perceptions of the use of the X application in vocabulary building at SMAN 1 Glagah. Observation, interview, and documentation were used to collect the data. Afterward, the data obtained were reduced, displayed, and conclusions were drawn. Finally, the data were validated using two triangulation techniques, namely source triangulation and method triangulation.

1. Research Design

This research used qualitative design. The researcher emphasise notes with detailed, in-depth sentence description that describe the actual situation to support data presentation. The data collected are in the form of words or image that have meaning and produce a more real understanding than just a numbers or frequencies (Nugrahani, 2014). It can be conclude that this research used descriptive qualitative to describe students’ perception on the use of X application of tenth grade students at SMAN 1 Glagah.

2. Research Area

The location of this research is at SMAN 1 Glagah, which located at Melati street No.1, Banjarsari, Glagah, Banyuwangi. The researcher's reason chose SMAN 1 Glagah as a research area was because this school allowed students to use mobile phones as a companion medium when learning and this school was known as the favorite senior high school with accredited A (superior) in Banyuwangi.

3. Research Respondents

The respondents in this research were tenth grade students at SMAN 1 Glagah who used X application. The researcher used purposive sampling technique. Nugrahani (2014) defines purposive sampling technique is a sample selected according to certain considerations. The sample taken by researcher only focused on tenth grade students at SMAN 1 Glagah who used X application. There were 10 classes of grade tenth at SMAN 1 Glagah and the researcher chose to minimize the population by using only 3 classes, there were X-8, X-9, and X-10. In these 3 classes, the researcher found 12 students who used the X application.

4. Data Collection Methods

To achieve the data in this research, the researcher used three data collection methods as follows:

1. Observation

Observation is a technique used to explore data from sources in the form of places, activities, objects or recorded images (Nugrahani, 2014). Observation aims to get a general overview of the situation and conditions that may occur and observation is carried out to be able to approach the students to be studied.

2. Interview

Interview is a data collection method carried out between the researcher and the respondents. Nugrahani (2014) stated that the interview is interactive, which means that there is a possibility of mutual influence between the researcher and the respondents.

In this research, the researcher used interview to find out the perceptions of tenth grade students at SMAN 1 Glagah who used X application. The researcher prepared 6

questions for each respondent that would be answered directly by the respondents. The question was divided into 3 indicators, there were 3 questions about vocabulary building, 2 questions about the use of X application and 1 questions about benefits. The following is the distribution of interview items:

Table 1. The Distribution of Interview Items

No.	Indicators	Number of Statements	Total
1	Vocabulary Building	1, 2, 3	3
2	The Use of X Application	4,5	2
3	Benefits	6	1
Total			6

Based on the table above, the following is the meaning of each indicator, namely:

- Vocabulary Building

This indicator aims to find out whether students get additional new vocabulary when used X application and mention one of the words they get from this application.

- The Use of X Application

This indicator aims to determine students' perception on the use of X application when used as an alternative learning medium on vocabulary building.

- Benefits

This indicator aims to determine students' perception of what benefits will be obtained if X application becomes an alternative learning medium for vocabulary building.

3. Documentation

Documentation is a method in the form of notes, pictures, or monumental works of a person that complement the use of the interview method (Sugiyono, 2013). Nugrahani (2014) stated that documentation is non-interactive, which means there is no influence between the researcher and the data source because the data source is in the form of objects. In this research, the researcher use documentation to in the form of notes and photos as evidence of having conducted research.

4. Data Analysis Method

According to Sugiyono (2013), data analysis is a method of systematically searching and forming data obtained from field notes, interview, documentation by grouping data on categories, breaking down into existing units, carrying out synthesis,

then selecting important ones to be studied which are then drawn into simple conclusions that are easily understood by oneself and others.

In this research, the researcher used Miles and Huberman model. Miles and Huberman in Sugiyono (2019) stated that qualitative data analysis is carried out interactively and continues continuously until completion. There are three activities in data analysis, namely data reduction data display, and conclusion/verification.

1) Data Reduction.

Data reduction means summarizing, selecting the main things, focusing on the important things, and looking for themes and patterns. Data reduction makes it easier for the researcher to collect data and will describe the research more clearly. The more and more complicated the data obtained by the researcher, the data reduction is needed,

2) Data Display.

After data reduction, the next step is to display the data. In qualitative research, the data presented is in the form of narrative text. By displaying the data, it makes it easier for the researcher to understand what is happening, then plan the next steps based on what the researcher has understood,

3) Conclusion.

After reducing data and displaying data, the last thing to do is draw conclusion. Conclusion is an interpretation of the results of data analysis and data interpretation. The data obtained will be verified during the research until it is finally drawn to a conclusion.

5. Validation

The researcher must outline the steps taken to obtain credible data. Before the information collected can be used as research data, it needs to be checked for credibility so that it can be used as a starting point in drawing conclusions. To validate the data, the researcher used triangulation. There are 2 triangulations used, namely triangulation source and triangulation method.

1) Triangulation of Source

Triangulation of source is a data validity test by comparing data from various available sources. In this research, the researcher used the interview method to 12

sources of tenth grade students at SMAN 1 Glagah who used X application. The researcher compared the results of interviews between first sources with other sources.

2) Triangulation of Method

Triangulation of method is a data validity test by comparing similar data with different data collection method. In this researcher there are 3 method to obtain the data, there are observation, interview, and documentation.

C. Research Finding and Discussion

1. Research finding

After conducting interview with 12 tenth graders of students at SMAN 1 Glagah who use X application, the researcher collected data focusing on students' perception on the use of X application in vocabulary building. The researcher found several students' perception on the use of X application in vocabulary building which are divided into 3 indicators, namely vocabulary building, the use of X application, and the benefits of X application.

a) Vocabulary Building

After conducting interviews with twelve tenth-grade students at SMAN 1 Glagah who use the X application, the researcher found that all participants admitted their vocabulary had improved through the use of the application. They reported that the X application helped them acquire new words, especially in parts of speech. One student (HS, class X-9) mentioned, *"There are quite a lot of words that I get when using X application; one of them is the word 'obvious.' I got that word from scrolling tweets and reading AUs."*

Students explained that they used several features in the X application to enhance their vocabulary, including tweet, community, translate, search, and follow features. Among these, the tweet feature was reported as the most commonly used. Students stated that by reading tweets in the form of short stories, news, or posts from other users, they encountered new vocabulary that they had never learned before. One student (NF, class X-8) stated, *"The tweet feature helps me increase my vocabulary because I often read AUs or short stories posted through tweets. One of the words that I got from reading AUs is 'exchange.'"*

The community feature was also found to contribute to vocabulary development. Through this feature, students can join English-related communities and participate in discussions that expose them to new words. A student (AH, class X-9) shared, *“The community feature helps me to increase my vocabulary because we can find groups to learn English.”*

Another useful feature identified by students was the translate feature, which automatically appears below tweets written in a foreign language such as English. This allows students to understand unfamiliar words without switching applications. One participant (QW, class X-8) expressed, *“The translate feature is helpful for those who lack vocabulary; we can just translate directly in X without having to move to another translator application.”*

Students also mentioned that the search feature supports vocabulary learning by allowing them to look for specific topics, tweets, or accounts in English. Through this exploration, they discover new vocabulary related to their interests. As one student (AH, class X-9) explained, *“The search feature is helpful for me because sometimes I like to look for the meaning of vocabulary there.”*

Finally, the follow feature was considered beneficial for sustained vocabulary learning. By following accounts that regularly post English content, students are exposed to new words continuously. A student (JP, class X-10) stated, *“I follow accounts that specialize in posting English words, so there are many new words that I didn’t know the meaning and existence of before.”*

Overall, students perceived that the X application offers multiple opportunities to expand vocabulary through its interactive features. The variety of content and accessibility of English input across these features make vocabulary learning more engaging and effective.

b) X Application

The findings showed that all twelve tenth-grade students at SMAN 1 Glagah who used the X application agreed that this platform could be used as an alternative learning medium to improve their English vocabulary. Most students expressed that since they began using the application and its features, their ability to speak English and their vocabulary knowledge had improved. One participant (QW, class X-8) stated, *“I really*

want X application to be used as a learning medium, because its features, especially the translate feature, make me more fluent in English.”

The students identified several features that they believed would be frequently used if the X application were applied as an alternative learning medium, including the tweet, community, search, follow, and translate features.

Among these features, the tweet feature was considered one of the most important. It allows users to post and read various types of content such as short stories, news, and discussions, which help them to learn new vocabulary. One student (NF, class X-8) said, *“I think tweets are great because, in addition to the AUs I read, tweets are also used to post all kinds of things like news, current information, and many others. So people can post anything through tweets, and others can learn new words from them.”*

The community feature was also viewed as very useful for increasing vocabulary. Through this feature, students can join English-related groups that focus on discussions and language learning activities. One of the students (RA, class X-10) explained, *“The community feature is very suitable for increasing vocabulary because it is specifically designed for people to share things within the same topic.”*

The search feature was mentioned by several students as a helpful tool for finding English-related content. They explained that this feature allows them to search for accounts, tweets, or articles in English, which helps them to learn new words. As stated by a participant (NA, class X-8), *“The search feature will often be used to find all the things we want to find, especially those related to English, such as news, accounts, tweets, and more.”*

In addition, students found the follow feature very helpful in supporting vocabulary learning. After using the search feature to find English-related accounts, they can follow those accounts to access continuous English content and new vocabulary. One of the students (NA, class X-8) said, *“After searching in the search feature, students can follow accounts related to English.”*

Finally, the translate feature was considered the most practical feature for learning new vocabulary. This feature allows students to easily translate tweets written in English into Indonesian directly within the application. This helps them to understand the meaning of unfamiliar words without switching to another application. As stated by

one of the participants (QW, class X-8), *“The translate feature and tweets are related to each other, so it is very easy to translate something in a tweet.”*

In conclusion, students perceived the X application as a helpful and interactive platform that supports vocabulary development. The variety of features allows learners to engage with English content naturally through their daily social media activities, making the learning process both enjoyable and effective.

c) Benefits of X Application

The final finding from the interview concerns the students’ perceptions of the benefits of using the X application as an alternative learning medium for vocabulary building. Based on the responses, students identified three main benefits: easy accessibility, integration of learning with social media, and the development of language skills.

The first benefit is easy accessibility. The X application can be accessed anytime and anywhere, making it convenient for students to use. This accessibility encourages students to engage with the application more frequently, which contributes to the improvement of their vocabulary. One of the students (NF, class X-8) expressed, *“X application is easily accessible, so it can be used anytime and anywhere. We also gain additional insight into vocabulary.”*

The second benefit is integrated learning through social media. Students recognized that social media, which is often used merely for entertainment or self-expression, can also serve as an educational platform. They believed that the X application enables users to learn while engaging with social media content. As stated by one of the participants (NA, class X-8), *“The benefit is that we can learn even while exploring social media, because social media is not only about prestige and validation, but also for seeking knowledge.”*

The third benefit is skill enhancement. Interaction among users in the X application helps students to develop their writing and communication skills, particularly when using English. Students who write tweets or interact with native speakers through the platform reported improvements in their language fluency and confidence. One student (JP, class X-10) mentioned, *“In my opinion, besides adding new vocabulary, it can also*

train writing. Making tweets and interacting with people, especially native speakers using English, helps me become more fluent.”

In summary, students perceived the X application as a beneficial and engaging learning medium. Its accessibility, integration with social media, and opportunities for language practice make it an effective tool for vocabulary development and broader language learning.

2. Discussion

Based on the findings, the results of the interviews revealed that students showed a positive perception toward the use of X application in vocabulary building. This supports Irwanto's (2009) definition of positive perception as an individual's tendency to interpret and evaluate experiences favorably. The students' positive responses indicate that they did not only enjoy using X application but also recognized its potential as a learning tool. They reported learning new vocabulary through reading tweets, following English-related accounts, joining communities, and searching for English content. This finding reflects the students' ability to integrate informal learning environments into their formal language acquisition process.

Furthermore, the finding that students agreed X application can serve as an alternative medium for vocabulary learning aligns with previous studies emphasizing the role of social media in language development. For instance, Arumugam et al. (2022) highlighted that social media applications, particularly X, foster interactive and contextual learning that enhances vocabulary retention. Similarly, Aprilia et al. (2023) found that students are more engaged when learning vocabulary through tweet-based interactions because tweets present authentic and contextualized examples of language use. The current study's results therefore extend these findings by showing that students not only use X application passively but also actively explore its various features such as tweet, community, search, follow, and translate for learning purposes.

When viewed from a theoretical perspective, this finding supports the principles of Constructivism Theory, which emphasizes that learners construct their own knowledge through interaction with their environment. X application provides a platform where students can independently explore vocabulary, engage with authentic language input,

and build meaning through social interaction. This aligns with Vygotsky's Social Constructivism, which stresses the role of social interaction in language learning. By interacting in online communities, students engage in collaborative learning that helps them internalize new vocabulary more effectively.

Interestingly, students showed a stronger preference for the tweet feature as a primary medium for vocabulary improvement. This may be due to the short, concise, and frequently updated nature of tweets, which makes learning feel effortless and engaging. However, this also reveals a potential limitation since tweets often use informal or non-standard language. As a result, students may sometimes acquire slang or context-specific expressions that are not academically appropriate. This aspect could influence how effectively they transfer their newly learned vocabulary into formal contexts.

In addition, the students identified several benefits of using X application for vocabulary learning, such as easy accessibility, the integration of learning with social media, and the opportunity to sharpen language skills. These benefits confirm the findings of Chuah et al. (2013, cited in Arumugam et al., 2022), who argued that X application encourages independent and collaborative learning that improves students' linguistic competence.

From a broader view, these findings imply that educators can utilize X application as a supplementary medium for teaching vocabulary, integrating it into classroom activities to promote engagement and exposure to authentic language use. However, this study also has limitations. The data were collected from a small number of respondents, only 12 students from three classes, so the findings may not fully represent the wider student population. Moreover, the study relied on self-reported data through interviews, which may be subjective. Future research could include a larger sample size and combine qualitative with quantitative methods to validate the effectiveness of X application in vocabulary learning.

In conclusion, the findings demonstrate that X application contributes positively to vocabulary building by providing authentic, contextualized, and interactive learning experiences. The students' favorable perceptions indicate that integrating digital

platforms like X into language learning can enhance motivation and support independent vocabulary growth.

D. Conclusion

Based on the results of the research that has been conducted by the researcher, the interview conducted resulted in positive perception. X application helps tenth grade students at SMAN 1 Glagah in vocabulary building. Students get additional new words by exploring social media. The students utilize the features in X application such as tweet, community, search, follow and translate. They utilize its features by reading stories, searching for news, following accounts related to English, join English communities, and translating English tweets.

Students also agree if X application is used as an alternative learning medium for vocabulary building. Features in X application that make it easier for them to find information and knowledge, especially new vocabulary. The features that they think will be used frequently to add new vocabulary, namely tweet, community, search, follow, and translate. Easily accessible, integrated learning with social media, honing their skill are the benefits that the student mention that will support if X application become an alternative learning medium.

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