

THESIS

**LEARNING THROUGH X: A COMPARATIVE STUDY ON STUDENTS'
PERCEPTIONS OF USING X FOR ENGLISH VOCABULARY ACQUISITION
AMONG ENGLISH AND NON-ENGLISH DEPARTMENT STUDENTS**



By:
Syadza Salwa Azhura
NIM. 19180043

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
MAULANA MALIK IBRAHIM UNIVERSITAS ISLAM NEGERI MALANG**

2026

THESIS

**LEARNING THROUGH X: A COMPARATIVE STUDY ON STUDENTS'
PERCEPTIONS OF USING X FOR ENGLISH VOCABULARY ACQUISITION
AMONG ENGLISH AND NON-ENGLISH DEPARTMENT STUDENTS**

To Prepare a Thesis in the Undergraduate Program of the English Education Department

Faculty of Tarbiyah and Teacher Training

Maulana Malik Ibrahim Universitas Islam Negeri Malang



By:

Syadza Salwa Azhura

NIM. 19180043

Advisor:

Ima Mutholliatil Badriyah, M.Pd

NIP. 19831217201802012155

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

MAULANA MALIK IBRAHIM UNIVERSITAS ISLAM NEGERI MALANG

2026

APPROVAL SHEET

**LEARNING THROUGH X: A COMPARATIVE STUDY ON STUDENTS'
PERCEPTIONS OF USING X FOR ENGLISH VOCABULARY ACQUISITION
AMONG ENGLISH AND NON-ENGLISH DEPARTMENT STUDENTS**

THESIS

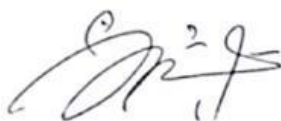
By:

Syadza Salwa Azhura

19180043

Has been approved by the advisor for further approval by the board of examiners

Advisor,

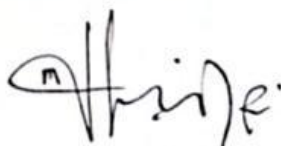


Ima Mutholiatil Badriyah, M.Pd

NIP. 19831217 20180201 2 155

Acknowledged by

Head of English Education Dapartement,



Maslihatul Bisriyah, M.TESOL

NIP. 19890928 20180201 2 154

LEGITIMATION SHEET

LEARNING THROUGH X: A COMPARATIVE STUDY ON STUDENTS' PERCEPTIONS OF USING X FOR ENGLISH VOCABULARY ACQUISITION AMONG ENGLISH AND NON-ENGLISH DEPARTMENT STUDENTS

THESIS

By:

Syadza Salwa Azhura (19180043)

Has been defended in front of the board of examiners at the date of 30 June 2026 and declared PASS.

Accepted as the requirement for the degree of English Language Teaching (S.Pd) in the English Education Department, Faculty of Tarbiyah and Teacher Training

The Board of Examiners,

Signatures,

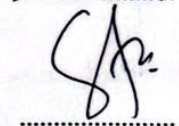
1. Dr. Alam Aji Putera, M.Pd
NIP. 19890421201802011153

(Main Examiner)



2. Septia Dwi Jayanti, M.Pd
NIP. 198909122023212051

(Co-Examiner)



3. Ima Mutholliatil Badriyah, M.Pd.
NIP. 198312172023212017

(Secretary/Advisor)



Approved by

Dean of Faculty of Tarbiyah and Teacher Training

Maulana Malik Ibrahim Islamic University of Malang



Prof. Dr. H. Muhammad Walid, M.A.

NIP. 197308232000031002

Ima Mutholliatil Badriyah, M.Pd
Lecturer of Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University, Malang

THE OFFICIAL ADVISOR'S NOTE

Page : Thesis of Syadza Salwa Azhura
Lamp : 4 (four) Copies

Malang, June 8, 2026

The Honorable,
Dean of Education and Teacher Training Faculty
Maulana Malik Ibrahim Malang State Islamic University
In
Malang

Assalamu'alaikum Wr. Wb

After conducting several times of guidance in terms of content, language, writing, and techniques, and after reading the student's thesis as follows:

Name : Syadza Salwa Azhura
Student ID Number : 19180043
Department : English Education
Thesis : Learning Through X: A Comparative Study On Students' Perceptions of Using X for English Vocabulary Acquisition Among English and Non-English Department Students

Therefore, we believe that the thesis of Syadza Salwa Azhura has been approved by the advisor for future approval by the board of examiners.

Wassalamu'alaikum Wr.Wb

Advisor,



Ima Mutholliatil Badriyah, M.Pd

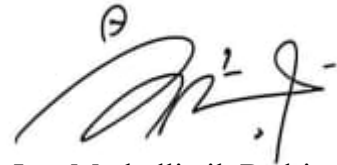
NIP. 19831217 20232120 17

APPROVAL

This is to certify that the thesis of Syadza Salwa Azhura has been approved by the advisor for further approval by the board of examiners

Malang, 8 June, 2026

Advisor,

A handwritten signature in black ink, appearing to be 'Ima Mutholiatil Badriyah', written in a cursive style.

Ima Mutholiatil Badriyah, M.Pd.

NIP. 198312172023212017

DECLARATION OF RESEARCHERSHIP

Bismillahirrahmaanirrahiim

Herewith, I:

Name : Syadza Salwa Azhura
NIM : 19180043
Department : English Education
Thesis : Learning Through X: A Comparative Study On Students' Perceptions of Using X for English Vocabulary Acquisition Among English and Non-English Department Students.

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the researcher and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the results of any other person.
3. Should it later be found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, June 2026
The Researcher,



Syadza Salwa Azhura
NIM. 19180043

MOTTO

“Keep on going with your silly dream. Life is prettier than it may seem.”

-Laufey-

DEDICATION

This thesis is dedicated to my parents, my friends,
and the people I met along the way.

Though my name appears on the cover, this achievement belongs
to everyone who helped me find my way here.

ACKNOWLEDGEMENT

In the Name of Allah SWT, the Most Gracious, the Most Merciful

All praise belongs to Allah SWT, whose mercy, blessings, and guidance have made this achievement possible. By His will, the author was given the strength, patience, and opportunity to complete this thesis entitled *“Learning Through X: A Comparative Study on Students’ Perceptions of Using X for English Vocabulary Acquisition Among English and Non-English Department Students.”*

May peace and blessings be upon Prophet Muhammad SAW, his family, his companions, and all those who follow his path.

This thesis is the result of a journey that could not have been completed alone. Throughout this process and journey, the author has received support, guidance, advice, prayers, unwavering faith, and invaluable kindness from many people. Their presence and contributions have been an essential part of this achievement. Therefore, the author would like to express sincere gratitude to:

1. Prof. Dr Hj. Ilfi Nur Diana, M.Si., Rector of Maulana Malik Ibrahim State Islamic University of Malang.
2. Prof. Dr. H. Muhammad Walid, M.A., Dean of the Faculty of Teacher Training and Education.
3. Maslihatul Bisriyah, M.TESOL., Chair of the English Language Education Department, whose kindness, sincerity, and dedication have touched the lives of many students. Her genuine care and unwavering commitment have made this department not only a place of learning, but also a place where students feel cared for, supported, and valued.

4. Harir Mubarak, M.Pd., Secretary of the English Language Education Department, for his endless willingness to help and the support he consistently extends to students. His kindness and dedication have never gone unnoticed.
5. Ima Mutholliatil Badriyah, M.Pd., the thesis advisor, for her patience, guidance, and unwavering support throughout the completion of this thesis. Her encouragement and trust have meant more than words can express.
6. All lecturers of the English Language Education Department, for the knowledge, experiences, and invaluable lessons they have shared throughout my studies.
7. Airlangga, my father, for his continuous financial support, for always believing in me, and for always allowing me to grow at my own pace.
8. Chusnul Fatimah, my mother, my *biyang*, for *tansah setya mangaribawani*—for being my quiet certainty in a life full of uncertainties.
9. M. Azhar Widadsyah, my brother and my forever go-to person, for being the reason this thesis exists in the first place, and for constantly reminding me that I never have to figure everything out alone.
10. Airin Adira Sukono, my closest friend, for always being part of my process in ways big and small, and for constantly reminding me I could do this.
11. Alifia Taris Shabrina, for being my fellow “we figure it out together” person in this long journey, and for always patiently answering my questions and doubts.
12. Virgiani Tasya Syamsuri, my best friend, for always being physically present in my important moments, and for supporting me in the most sincere way—by simply showing up.
13. Faizah Rifky Andani, my closest friend, for always showing up and helping me with countless document-related matters throughout this research process

14. Qaidul Umam, my constant support system, for being present in my life in the most effortless way, and for always standing by without judgment.
15. All participants who willingly shared their time, experiences, and perspectives for this research. Without their contribution, this study would not have been possible.
16. Friends whose names may not appear here, but whose impact certainly does. You know who you are.
17. Last but not least, to the one who kept going.

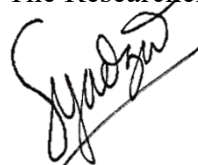
Through changing policies, leadership transitions, endless revisions, delayed plans, and every unexpected turn along the way, you kept finding your way forward. You paused. You restarted. You adjusted. You began again more times than you would probably like to admit. Yet somehow, you always found your way back. A little delayed, perhaps, but still here. Slay (me).

I want to thank myself for the resilience, persistence, and courage to begin again every time life asked me to. For holding on through uncertainty, trusting the process, and continuing to move forward one step at a time. Nevertheless, she persisted. Treat yourself. Buy those concert tickets impulsively. Go to JAFF. Order the overpriced coffee. Make that passport. Book the flight. You earned it.

The thesis is done. The diva survives.

Malang, 8 June 2026

The Researcher



Syadza Salwa Azhura

LATIN ARABIC TRANSLITERATION

The writing of Arabic-latin transliteration in this thesis uses transliteration guidelines based on a joint of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Alphabet

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘a	ء = ‘
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Diphtong Vocal

أُ = aw

اِ = ay

أَوْ = Ū

اِي = Î

TABLE OF CONTENTS

APPROVAL SHEET	iii
LEGITIMATION SHEET	iv
THE OFFICIAL ADVISOR'S NOTE	v
APPROVAL	vi
DECLARATION OF RESEARCHERSHIP	vii
MOTTO	viii
DEDICATION	ix
ACKNOWLEDGEMENT	x
LATIN ARABIC TRANSLITERATION.....	xiii
TABLE OF CONTENTS.....	xiv
LIST OF TABLES.....	xviii
LIST OF APPENDICES.....	xix
ABSTRAK.....	xx
ABSTRACT.....	xxi
خلاصة	xxii
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Research Question	8
1.3 Research Objective	8
1.4 Research Significance	8
1.5 Limitations of the Research	9
1.6 Definition of Key Terms	10
CHAPTER II LITERATURE REVIEW	11
2.1 Vocabulary Acquisition	11
2.1.1 Definition of Vocabulary Acquisition.....	11

2.1.2 Importance of Vocabulary Acquisition	12
2.1.3 Theories of Vocabulary Acquisition	13
2.1.3.1 Incidental vs Intentional Learning	13
2.1.3.2 Input Hypothesis	15
2.1.4 Challenges of Vocabulary Acquisition.....	16
2.2 MALL (Mobile-Assisted Language Learning).....	17
2.2.1 Definition of MALL	17
2.2.2 Effectiveness of MALL	17
2.3 X (Formerly Twitter)	18
2.3.1 Definition of X	18
2.3.2 Features of X	18
2.4 Concept of Perception in Digital Learning	19
2.5 Definition of Perception.....	20
2.5.1 Academic Background and Perception	20
2.6 Technology Acceptance Model (TAM) as a Perception Framework	21
2.6 English Department Students.....	22
2.7 Non-English Department Students.....	23
2.8 Previous Studies	24
CHAPTER III RESEARCH METHOD	27
3.1 Research Design.....	27
3.2 Subjects of the Research	28
3.3 Research Instrument.....	28
3.4 Data Collection	32

3.5 Data Analysis	33
3.6 Triangulation.....	35
CHAPTER IV FINDINGS AND DISCUSSIONS	36
4.1 Research Findings	36
4.1.1 Perceptions of X as a Vocabulary Learning Tool	36
4.1.1.1 Perceived Usefulness	37
4.1.1.2 Perceived Ease of Use	38
4.1.1.3 Attitude Toward Using	39
4.1.1.4 Behavioral Intention	40
4.1.2 Vocabulary Acquisition Process	41
4.1.2.1 Usage Pattern.....	41
4.1.2.2 Vocabulary Exposure	42
4.1.2.3 Incidental vs Intentional Learning	43
4.1.2.4 Processing Unfamiliar Words.....	44
4.1.3 Similarities and Differences between English Department and Non English Department Participants	45
4.1.4 Data Triangulation Through Document Review	47
4.2 Discussion	52
4.2.1 The Different Perceptions of English and Non-English Department Students Regarding the Use of X in Enhancing Vocabulary Acquisition.....	52
4.2.2 The Different of Usage Patterns for Vocabulary Acquisition	54
CHAPTER V CONCLUSION.....	58

5.1 Conclusion	58
5.2 Suggestion.....	60
REFERENCES	62
APPENDICES	67
Appendix I Interview Guidance	67
Appendix II Transcript of Interview	71
Appendix III Extended Table from Chapter IV	92
Appendix III Documentation	104
Appendix IV Consultation Sheet	106
Appendix V Author Biography	108

LIST OF TABLES

Table 9 Cross-Case Matrix of ED and NED Participants	466
--	-----

LIST OF APPENDICES

Appendix I Interview Guidance.....	64
Appendix II Transcript of Interview	68
Appendix III Extended Table From chapter IV	89
Appendix III Documentation	101
Appendix IV Author Biography	103

ABSTRAK

Azhura, Syadza Salwa. 2026. *Learning Through X: A Comparative Study on Students' Perceptions of Using X for English Vocabulary Acquisition Among English and Non-English Department Students*. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Ima Mutholiatil Badriyah, M.Pd.

Kata Kunci: Platform X (Twitter), Pemerolehan Kosakata, Persepsi Mahasiswa, Latar Belakang Akademik, Mobile-Assisted Language Learning (MALL).

Penelitian ini bertujuan untuk mengevaluasi dan membandingkan cara mahasiswa jurusan Bahasa Inggris dan bukan jurusan Bahasa Inggris memandang serta menggunakan platform X (Twitter) sebagai sarana memperkaya kosakata bahasa Inggris mereka. Penelitian ini menggunakan desain kualitatif deskriptif dengan melibatkan enam partisipan yang terdiri dari tiga mahasiswa jurusan Bahasa Inggris dan tiga mahasiswa non-Bahasa Inggris dari Program Studi Ilmu Komunikasi, Psikologi, dan Manajemen. Subjek dipilih melalui teknik purposive sampling dengan kriteria sudah aktif menggunakan X selama minimal enam bulan dan secara rutin berinteraksi dengan konten berbahasa Inggris. Data dikumpulkan melalui wawancara terstruktur namun fleksibel serta dokumentasi berupa tangkapan layar dari aktivitas di media sosial, kemudian dianalisis menggunakan model analisis interaktif yang dikembangkan oleh Miles dan Huberman, yaitu melalui proses pengurangan data, penyajian data, dan pembuatan kesimpulan. Hasil penelitian menunjukkan bahwa terdapat perbedaan dalam cara kedua kelompok mahasiswa memandang sesuatu, yang dipengaruhi oleh latar belakang akademik mereka. Pertama, mahasiswa jurusan Bahasa Inggris terlibat secara aktif dalam belajar (active engagement); mereka sengaja menggunakan X sebagai alat pembelajaran untuk membuat tweet dalam bahasa Inggris dan mencatat kosakata baru. Sebaliknya, mahasiswa yang belajar bahasa selain bahasa Inggris menunjukkan keterlibatan yang pasif atau campuran; mereka menggunakan X secara praktis untuk bersenang-senang dan hobi seperti fangirling, sehingga proses belajar kosakata terjadi secara tidak disengaja. Kedua, mahasiswa yang tidak menggunakan bahasa Inggris sangat mempercayai fitur bantuan seperti terjemahan yang sudah disediakan dan asisten AI dari platform (Grok). Meski memiliki cara yang berbeda, kedua kelompok tersebut sepakat bahwa X sangat berguna dalam memperkenalkan kosakata kasual, istilah gaul, dan singkatan yang benar-benar autentik, yang biasanya tidak diajarkan dalam kelas formal. Tantangan terbesar yang ditemui adalah adanya kesalahan tata bahasa dan gangguan dari algoritma. Penelitian ini menunjukkan bahwa latar belakang pendidikan mahasiswa berdampak pada kemampuan mereka mengelola penggunaan media sosial sebagai sarana belajar bahasa secara mandiri.

ABSTRACT

Azhura, Syadza Salwa. 2026. *Learning Through X: A Comparative Study on Students' Perceptions of Using X for English Vocabulary Acquisition Among English and Non-English Department Students*. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. Advisor: Ima Mutholliatil Badriyah, M.Pd.

Keywords: X Platform (Twitter), Vocabulary Acquisition, Students' Perceptions, Academic Background, Mobile-Assisted Language Learning (MALL).

This study aims to evaluate and compare the way students majoring in English and non-English majors view and use platform X (Twitter) as a means of enriching their English vocabulary. This study uses a descriptive qualitative design involving six active students, namely three students majoring in English and three students majoring in other departments, specifically Communication Studies, Psychology, and Management. Subjects were selected through purposive sampling techniques with the criteria of having been actively using X for at least six months and regularly interacting with content in English. Data was collected by means of structured but flexible interviews and documentation in the form of screenshots of social media activities, then analyzed using an interactive analysis model developed by Miles and Huberman, namely by the process of data reduction, data presentation, and conclusions. The results showed that there were differences in the way the two groups of students perceived things, which was influenced by their academic backgrounds. First, students majoring in English are actively involved in learning (active engagement); they deliberately use X as a learning tool to write tweets in English and record new vocabulary. In contrast, students who learn languages other than English show passive or mixed involvement; they use X practically for fun and hobbies like fangirling, so the process of learning vocabulary happens by accident. Second, students who do not speak English trust the assistance features such as the translations already provided and the AI assistant of the platform (Grok). Despite their different ways, the two groups agreed that X was very useful in introducing casual vocabulary, slang terms, and truly authentic abbreviations, which are not usually taught in formal classes. The biggest challenge encountered was the presence of grammatical errors and interference from the algorithm. This research shows that students' educational backgrounds have an impact on their ability to manage the use of social media as a means of learning languages independently.

خلاصة

في اكتساب مفردات X دراسة مقارنة حول تصورات الطلاب لاستخدام X أ ز هرة، سيدزا سلوى. 2026. التعلّم من خلال اللغة الإنجليزية بين طلاب قسم اللغة الإنجليزية وطلاب الأقسام الأخرى. رسالة ماجستير، قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية، مالانج.

(تويتر)، اكتساب المفردات، تصورات الطلاب، الخلفية الأكاديمية، تعلم اللغة بمساعدة الهاتف X الكلمات المفتاحية: منصة (MALL) المحمول.

تهدف هذه الدراسة إلى تقييم ومقارنة الطريقة التي يرى بها الطلاب المتخصصون في اللغة الإنجليزية وغير الإنجليزية . (تويتر) ويستخدمونها كوسيلة لإثراء مفرداتهم الإنجليزية. تستخدم هذه الدراسة تصميمًا نوعيًا وصفيًا مع الموضوع X منصة على شكل ستة طلاب نشطين، وهم ثلاثة طلاب يتخصصون في اللغة الإنجليزية وثلاثة طلاب يتخصصون في أقسام أخرى. بنشاط لمدة لا تقل عن ستة أشهر والتفاعل X تم اختيار المشاركين من خلال تقنيات أخذ عينات هادفة مع معايير استخدام المنتظم مع المحتوى باللغة الإنجليزية. تم جمع البيانات من خلال مقابلات منظمة ومرنة وتوثيق على شكل لقطات شاشة لأنشطة وسائل التواصل الاجتماعي، ثم تم تحليلها باستخدام نموذج تحليل تفاعلي طوره مايلز وهوبرمان، وتحديدًا من خلال عملية تقليل البيانات، وعرض البيانات، والاستنتاجات. أظهرت النتائج وجود اختلافات في طريقة إدراك المجموعتين من الطلاب للأشياء، والتي تأثرت بخلفياتهم الأكاديمية. أولاً، الطلاب المتخصصون في اللغة الإنجليزية يشاركون بنشاط في عمدا كمختبر لغة لإنشاء تغريدات بالإنجليزية وتسجيل مفردات جديدة. على X التعلم (المشاركة النشطة)؛ يستخدمون عمليا للمتعة X النقيض من ذلك، يظهر الطلاب الذين يتعلمون لغات غير الإنجليزية مشاركة سلبية أو مختلطة؛ يستخدمون وهوايات مثل المعجبين، لذا عملية تعلم المفردات تحدث بالصدفة. ثانياً، الطلاب الذين لا يتحدثون الإنجليزية يثقون في ميزات ، على الرغم من اختلاف طرقهما (Grok) المساعدة مثل الترجمات المقدمة بالفعل ومساعد الذكاء الاصطناعي للمنصة مفيد جدا في إدخال المفردات العادية، والمصطلحات العامية، والاختصارات الحقيقية التي لا X اتفقت المجموعتان على أن تدرس عادة في الدروس الرسمية. أكبر تحد واجهته كان وجود الأخطاء النحوية والتداخل من الخوارزمية. تظهر هذه الأبحاث أن خلفيات الطلاب التعليمية تؤثر على قدرتهم على إدارة استخدام وسائل التواصل الاجتماعي كوسيلة لتعلم اللغات بشكل مستقل.

CHAPTER I

INTRODUCTION

This chapter provides context and background for the study. Moreover, it identifies research questions and objectives, highlights research significance and limitations. Definitions for key terms are also provided.

1.1 Background of the Study

People around the world have been spending a lot of time on social media, thus marking social media as an essential part of daily life. This trend is also evident in Indonesia, where reports from DataReportal (2024) stated that around 139 millions or 49,9% population of Indonesia are active social media users. Additionally, the report also stated that most users in Indonesia are young people around 13 - 34 years old. Therefore, social media might affect various aspects of life among young people in Indonesia, including in education.

The increasing trend of the integration between social media into education has significant benefits to improve students' learning experience (Safapour et al., 2019; Lottering, 2020). Safapour et al. (2019) elaborated that social media could provide communication platforms between students and teachers through their features, such as group chats (for discussion groups), live streaming (for boundless teaching) and multi-platform share tools (to distribute learning and instructional materials). They also elaborated that social media enables collaboration between students around the world, breaking the barriers of distance posed by traditional classrooms. Additionally, Lottering (2020) explained that students' familiarity with social media helps them to engage more with the materials, as well as improve their access to more educational resources and literature. Therefore, it could be concluded that social media makes learning become more flexible, adjustable to individual needs, as well as improve communication and engagement for both students and teachers. These benefits improve

students' motivation and learning outcomes. As stated in the Quran:

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ ۚ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ

“And cooperate in righteousness and piety, but do not cooperate in sin and aggression”

(Q.S Al-Ma'idah:2)

The verse above highlighted the importance for Muslims to not cooperate in sinful activities. In social media context, it is important to see social media as a tool that should be used wisely for the greater purpose of education. The following Hadith stated that:

طَلِبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

"Seeking knowledge is an obligation upon every Muslim" (Sunan Ibn Majah)

The above hadith tells about seeking knowledge, which is one of the mandates for the Muslim by using all means necessary. Islamic principle highlighted the importance of using resources to contribute to further development of society. Purwanto et al. (2023) elaborated that in the modern era, social media is starting to have a crucial role in modernizing education practices through adaptive technology and exchange of knowledge between students, teachers and practitioners with different locations, backgrounds and expertises. Therefore, it is important to consider social media as a tool to enhance the learning process in order to gain better knowledge (Sivakumar et al., 2023), which will serve as a fundamental need for collective wellbeing. Additionally, since social media does not require complex procedures and gadgets, it has potential to improve the accessibility of learning, ensuring all students are able to participate in the learning process equally (Yu et al., 2022).

Baker (2018) stated that X (formerly known as Twitter) has gained popularity as an alternative educational platform due to its characteristics that allows its users to gain relevant

information according to their needs. This research also stated that for students, X is well known for its usage to gain relevant information for their respective studies. This popularity starts growing due to the significant change on X in 2023, which shifts its function beyond microblogging, thus enabling various methods of educational activities taking shape and growing popularity within the platform.

Many students use X as a platform to improve their English language skills (Yu et al., 2022). For students from non-English speaking countries, one of the areas that students focus on is vocabulary acquisition (Blattner & Dalola, 2023), a process where students learn new words, how the words are used in different contexts and integrate their newly-acquired words into their active communication. Specifically, both researchers also stated that X has diverse features that further expose users to a wide range of English vocabulary usage in various contexts, allowing students to engage and participate in those conversations. Through engaging to relevant accounts and active participation from the students to the conversations, they are directly exposed to English vocabulary in real-life scenarios, thus enhancing their process to fully acquire new words and expressions.

As a social media platform, X inherently exposes its users to continuous language inputs through both passive engagement from content consumptions and active interactions with other users (Kukulska-Hume, 2023). Therefore, usage of X inevitably involves opportunities to acquire vocabularies beyond traditional classroom setting, whether intentional or accidental (Sundqvist & Sylvén, 2021). This kind of exposure facilitates students to encounter new words and its usage in meaningful communication, which is essential for language acquisition (Chen & Tseng, 2022).

Based on those perspectives, multiple studies have examined how X is used for vocabulary acquisition. (Zhang & Wu, 2022) elaborated that interaction and engagement with

various forms of content, such as tweets, videos, and threads, naturally expose students to authentic vocabulary use in different contexts, as well as encourage them to adapt quickly when engaging in those conversations. (García-Sánchez & García-Sánchez, 2019) specifically elaborated on how the usage of hashtags allows users to participate in specific topics and discussions based on their own interests, making them more likely to experience incidental learning and repeatedly encounter relevant vocabulary through active engagement. Furthermore, non-English students are argued to reap additional benefits, as interaction on X provides them with opportunities to engage with a global audience and practice their acquired vocabulary directly with native speakers or peers from different cultural backgrounds, thereby improving their language skills and multicultural understanding (Chen & Tseng, 2020). In conclusion, X serves as a multifunctional platform that provides students with different linguistic backgrounds with collaborative learning, valuable resources and opportunities to connect and interact with broader audiences, thus making it an effective tool to enhance language proficiency and academic achievement (Webb & Nation; Hulstijn, 2018).

Many studies address how X could be utilized in education, especially in English language proficiency. However, most studies generally focuses more on its natural exposure to global contents and audiences (Zhang & Wu, 2022; Kukulska-Hume, 2023), utilization of X's multiple features (García-Sánchez & García-Sánchez, 2019), or practical usage in non-English speakers (Chen & Tseng, 2020). There remains a literature gap on the utilization of X as a tool for English vocabulary acquisition, particularly with consideration of students' academic background rather than cultural and regional background (in example: native or non-English Speaker). At the same time, researchers have concluded that academic background plays a significant part in students' capabilities of learning English, especially between English and non-English departments. While students from the English department receive sustained materials through their learning curriculum, students from non-English backgrounds typically

have limited exposure to English language, resulting in fewer opportunities to improve their English proficiency (Tantri et al., 2023). Additionally, students from non-English departments perceive English as difficult subjects with limited correlation with their major study, as well as not being exposed to supportive learning environments that encourage continuous English practice (Sari, 2021). In conclusion, there are significant differences between students from English departments and non-English departments in terms of English learning, particularly regarding learning curriculum, perceived difficulties, and limited access to supportive environments.

Empirical research on how X or Twitter improve students' English proficiency are also not addressed the differences between students on academic background. First study from Khan et al. (2016) titled “The Role of Social Media in Development of English Language Vocabulary at University Level” used quantitative research methods with structured questionnaires to investigate how social media platforms such as X or Twitter contribute to vocabulary enhancement. This study finds that regular interaction within social media platforms positively influences vocabulary acquisition among students at University level. However, the study does not address the difference between students from English and non-English departments, and centrally focuses on the causal relationship between the usage of social media and vocabulary acquisition without further exploring the dynamics that make the positive relationship occur.

Second study titled “Social Media Use, Collaborative Learning and Students’ Academic Performance: A Systematic Literature Review of Theoretical Model” by Alrahmi et al. (2017) conducted systematic literature review to establish theoretical frameworks of social media usage to improve academic engagement and academic learning. However, despite its comprehensive scope that guided the establishment of the frameworks, this study did not specifically address English as the subject of learning, nor elaborate specific components

within the subject such as vocabulary acquisition. Additionally, this study did not differentiate between different platforms, hence might miss specific platform-related context that might influence the learning process. Both leaving a theoretical gap in the use of social media for specific linguistic purposes.

Third study by Malik et al. (2019) titled “Use of Twitter Across Educational Settings: A Review of the Literature “ employed the same literature review as the second study. However, this study performs more specific understandings on X as the social media platform to be explored. The results suggested that X is beneficial to improve communication between students and teachers, enable students to receive feedback from their peers, and establish professional networking with different users around the globe. However, this study also does not yet address the specific context of learning subjects on vocabulary development, as well as not explore how different academic backgrounds might influence the learning process and results.

Based on the backgrounds and previous study elaborated above, this research is driven by a distinct interest to examine students’ perceptions through a study titled "Learning Through X: A Comparative Study on Students’ Perceptions of Using X for English Vocabulary Acquisition Among English and Non-English Department Students”. The novelty of this research lies in its specific, comparative, and platform-centered framework, which addresses the empirical gaps left by previous studies. While Khan et al. (2016) demonstrated the general role of social media in vocabulary acquisition, their quantitative approach treated all platforms the same and did not include the unique features of X. Similarly, Alrahmi et al. (2017) provided a comprehensive theoretical framework regarding social media's impact on academic performance but completely missed specific linguistic dimensions such as independent vocabulary learning. Furthermore, although Malik et al. (2019) offered a platform-specific

review of Twitter in educational settings, their focus remained limited to general communication, peer feedback, and networking. They did not explore how distinct academic backgrounds influence the way students process new words. This is where the novelty of the present study lies, while previous studies assumed all social media users are identical, this study introduces a comparative framework between English and Non-English majors. It focuses directly on whether these two student cohorts hold different perceptions regarding X for vocabulary acquisition and how their academic backgrounds affect their actual usage patterns on the platform.

The object of this research is the use of X as a platform for English vocabulary acquisition, while the subjects of the study are university students. A total of six university students aged between 18 and 24 participated in this research, consisting of three students from English majors and three students from non-English majors. Participants were selected purposively based on their relevance to the research objectives and several predetermined criteria. All participants had actively used X for at least six months and actively engaged with English language content on the platform through posting, reposting, replying to, or interacting with English language tweets. In addition, participants were selected based on their tendency to include English in their own posts, indicating that they are regularly exposed to and actively engage with English in digital spaces.

Before researcher begin the process of sampling the participants and data, researcher make sure to conduct a preliminary observation of user activity on X to get a full lay of the land. The researcher then identifies potential participants following a set of criteria based on the user's frequent public interaction with English-language content on the platform. We pay close attention to users who consistently post, repost, and engage in discussion using English on X. Based on this preliminary observation, we compiled a list of participants that manage to

meet the established criteria.

This study is meant to contribute to ever-evolving discourse of the integration of digital platforms and technology into the practice of English education, particularly by providing deep and specific insights into how social media can be employed to help vocabulary acquisition when learning a new language and how the academic background of the user might affect this integration.

1.2 Research Question

Based on the background of the study, this research formulates the following research questions:

1. What are the differences in perceptions of English and Non-English department students regarding the use of X in enhancing English vocabulary acquisition?
2. How do English and Non-English department students differ in their usage patterns with X for English vocabulary acquisition?

1.3 Research Objective

Based on the research question, this research focused on the research objective below:

1. To examine and compare the perceptions of English and Non-English department students regarding the use of X in enhancing English vocabulary acquisition.
2. To explore the usage patterns of English and non-English department students with X for English vocabulary acquisition.

1.4 Research Significance

The research is theoretically and practically significant for several reasons:

1. For students, this research may help students to understand how their academic background affects their perspectives and learning matters through social media, which

they can utilize to further improve their methods of learning according to their academic background.

2. For teachers, this research provides insights into how X can be used as an effective learning tool to teach English vocabulary acquisition.
3. For researchers, this research is expected to contribute to the research field of educational technology and language learning, while also exploring an under-researched area which is the use of X in English vocabulary acquisition from the learner's perspective.

1.5 Limitations of the Research

Several limitations regarding the scope and selection of subjects in this study should be noted. First, this investigation is confined to a group of six university students aged 18 to 24 from a university in Malang. While these respondents were evenly divided between three English majors and three non-English majors from Communication Studies, Psychology, and Management, allowing for a deep, qualitative exploration of their experiences, the findings may not be generalizable to a broader student population. Second, the scope of this research is strictly limited to vocabulary acquisition and does not examine other language skills, such as speaking, writing, listening, or reading. Third, the criteria for the subjects are limited by a strict framework established during the preliminary observations. Respondents were purposively selected only if they had actively used X for at least six months and frequently engaged with English content through posting, reposting, replying, or interacting with tweets. Consequently, the data heavily relies on individuals who already show a tendency to include English in their digital spaces. Furthermore, this study does not account for external variables such as academic year level, English proficiency levels, or other individual factors that may influence vocabulary acquisition and learning experiences.

1.6 Definition of Key Terms

In order to prevent misunderstandings, below are some key terms that the researcher describes:

1. **Vocabulary Acquisition** refers to the process of students' learning and expanding their knowledge of words and their meanings in the English language. This learning process involves acquiring new vocabulary by understanding their definitions, with the expectation that students will be able to use these words accurately in spoken and written communication.
2. **Mobile-Assisted Language Learning (MALL)** refers to the use of mobile technologies, such as smartphones and social media applications, to support and facilitate language learning. In this study, MALL specifically centers on the utilization of X as a platform for English vocabulary acquisition.
3. **X (formerly Twitter)** refers to a social media platform that allows users to communicate and interact by sharing short messages called "tweets."
4. **Perceptions** refers to the way students interpret or understand something based on their own beliefs, experiences, and perspectives.
5. **English Department Students** refers to students who are enrolled in a program of study focused on the English language, literature, and related fields such as English Education.
6. **Non-English Department Students** refers to students who are enrolled in other academic programs outside of the English Department. In this study, these students specifically major in Communication studies, Psychology, and Management.

CHAPTER II

LITERATURE REVIEW

This chapter highlights relevant literature related to English learning, vocabulary acquisition, and the characteristics of X as a specific social media platform. It consists of elaborations of vocabulary acquisition, Mobile-Assisted Language Learning (MALL), Technology Acceptance Model (TAM), definitions and features of X, as well as different characteristics between English and non-English department students. Additionally, previous research relevant to this study is also examined and elaborated.

2.1 Vocabulary Acquisition

This section presents four main topics exploring the definition, importance, fundamental theories and challenges in vocabulary acquisition.

2.1.1 Definition of Vocabulary Acquisition

Vocabulary acquisition is defined as the process of individuals to learn and understand new words and their meanings in specific language, and considered as an essential part for effective communications and language proficiency. González-Fernández & Schmitt (2017) elaborated further that vocabulary acquisition encompasses two main abilities: recognize and comprehend the meaning of words or receptive knowledge, as well as the ability to use the words accurately in speaking and writing or productive knowledge. Schmitt (2019) further added that the process of understanding, storing, and using words in meaningful communication plays a critical role in language usage and proficiency.

Vocabulary acquisition is a gradual and cumulative process, which Nation (2017) elaborated that the process consists of repeated learning of both meaning and usage of words through direct instruction and incidental exposure. Chen & Tseng (2022) highlighted further that this process occurred in both incidental and intentional manners, which influence learning

strategies to internalize and apply new vocabularies across different situations. Other research from Webb & Nation (2017) further argues that vocabulary acquisition expands the knowledge of language skills, which could be used in reading, writing, listening, and speaking with the chosen language. In terms of digital platforms, Kukulska-Hulme (2023) added that digital platforms turn vocabulary acquisition to be a dynamic and interactive process, which are facilitated with users' engagement with various types of contents and engagements within the platform.

Elaborations from these experts conclude that vocabulary acquisition is a complex and multidimensional process that requires both productive and receptive knowledge, and could be developed through intentional and incidental learning. In modern context, digital platforms make vocabulary acquisition become increasingly dynamic and interactive, which are shaped by learners' engagements with the platform itself.

2.1.2 Importance of Vocabulary Acquisition

Fundamentally, Webb & Nation (2017) argues that vocabulary is the core of language proficiency, and learners must possess thousands of words to be able to use the language fluently. They emphasize further that well developed vocabularies enhance learners' capabilities in receptive and productive skills. Limitations of vocabularies, they further stated, make learners struggle to participate in effective communication using four fundamental language usage: listening, speaking, reading and writing. Nation (2017) elaborated further that learners need to understand at least 95-98% of the words in a message to understand the actual meaning, indicating that vocabulary knowledge is needed to improve reading comprehension, listening ability, and writing quality.

Vocabulary acquisition becomes more important in academic settings, where learners encounter specialized words according to their disciplines. Kukulska-Hume (2023) added that

in a globalized learning environment, vocabulary acquisition becomes more essential as it helps students to engage with various learning materials, participate in communications with global students with different backgrounds, enhances cultural understanding as well as improve their access to the knowledge from diverse media. Additionally, Chen & Tseng (2022) noted that the level of vocabulary acquisition improves confidence and motivation in using the language, especially for non-English speaking learners. Increase in exposure to real-life situations, especially when it is triggered by natural intention driven by confidence from learners, is essential for a long-term process to improve language proficiency.

These explanations highlight the importance of vocabulary acquisition to reach language mastery. In principle, vocabulary acquisition is important for learners to participate in meaningful communications using the targeted language. Additionally, vocabulary acquisition becomes more essential since it influences how the students adapt with globalized learning environments which require them to constantly improve their language proficiency.

2.1.3 Theories of Vocabulary Acquisition

In this section the theoretical framework are consisted incidental vs intentional learning, input hypothesis, and challenges of vocabulary acquisition.

2.1.3.1 Incidental vs Intentional Learning

Vocabulary acquisition can occur through two primary approaches: incidental learning and intentional learning. These approaches differ in terms of learners' awareness, learning objectives, and the degree of attention devoted to vocabulary learning (Ahmad, 2012). Incidental vocabulary learning refers to the acquisition of vocabulary as a tool of engaging in other meaningful activities, where learning is not the primary objective. In this process, learners encounter and acquire new vocabulary while focusing on understanding messages, participating in communication, or consuming content (Webb, 2020).

In digital environments, incidental vocabulary learning frequently occurs through exposure to authentic language on online platforms. Social media platforms, online communities, and digital content provide learners with opportunities to repeatedly encounter vocabulary in meaningful contexts. Repeated exposure allows learners to gradually develop understanding of word meanings, forms, and usage without consciously intending to memorize the vocabulary (Webb, 2020; Peters, 2019). Learners often infer meanings through contextual clues, surrounding texts, and interactions with other users, which contributes to vocabulary development over time.

This concept is particularly relevant to the present study, as users of X are frequently exposed to English-language content while engaging in activities unrelated to formal language learning, such as following news updates, entertainment discussions, fandom communities, and public conversations. Consequently, vocabulary acquisition may occur naturally as learners interact with English content on the platform.

In contrast, intentional vocabulary learning refers to a deliberate effort to acquire new words and expand vocabulary knowledge. Learners are consciously aware of their learning goals and actively employ strategies to understand, remember, and practice vocabulary (Ahmad, 2012). Such strategies may include consulting dictionaries, searching for word meanings, using vocabulary applications, creating word lists, or reviewing unfamiliar words encountered during language exposure (Nation, 2022).

Although incidental and intentional learning are often discussed as separate approaches, recent studies suggest that they frequently coexist in digital learning environments. Learners may initially encounter unfamiliar vocabulary incidentally while browsing online content and subsequently engage in intentional learning by searching for meanings, checking dictionaries, or seeking additional explanations (Nation, 2022; Peters, 2019). Therefore, vocabulary

acquisition is increasingly viewed as a dynamic process involving both incidental exposure and intentional learning strategies.

Furthermore, recent research emphasizes that neither approach should be considered universally superior. Instead, both contribute to vocabulary development in complementary ways. Incidental learning promotes contextual understanding and natural language acquisition through repeated exposure, whereas intentional learning facilitates deeper processing, retention, and accurate understanding of vocabulary items (Nation, 2022; Webb, 2020). Therefore, examining how learners combine both approaches when interacting with English-language content on X may provide valuable insights into their vocabulary acquisition process.

2.1.3.2 Input Hypothesis

The Input Hypothesis is a theory of second-language acquisition introduced by Stephen Krashen (1982). In general, he argues that people acquire second-language proficiency through exposure to meaningful language input. He often referred to his hypothesis as ‘i+1’, which suggests that language acquisition occurred when learners are exposed to language input slightly above their current language proficiency. Specifically, ‘i’ refers to learners' current language levels, and ‘+1’ is new linguistic features, such as unfamiliar vocabulary, grammar structures, or expressions. It is important to highlight that the ‘+1’ elements should be challenging, yet still comprehensible with the help of contextual support.

Long (1983) supported Krashen’s hypothesis by elaborating that interaction with slightly challenging language helps learners to learn how to negotiate the meaning from the comprehensible input, therefore facilitating language acquisition. In addition, Swain (1995) added that language outputs are also important since it helps the learner to notice gaps in their

knowledge through direct language use. He argues that practical use helps learners to test their newly acquired language proficiency, receive direct feedback, and adjust their future usage, ultimately turning their receptive knowledge to active use. Hence, the Input Hypothesis provides a basic framework to understand how learners acquire second-language proficiency, which comprehensible language inputs combined with repeated interactions and outputs contributes to second language acquisition.

2.1.4 Challenges of Vocabulary Acquisition

Vocabulary acquisition also presents challenges for learners, especially for learners from both English and non-English majors. Sundqvist & Sylvén (2021) argues that limited exposure to authentic language usage, which is common among non-English mahir, provides difficulties to understand the context behind the sentences thus hinder their engagements with English language. Zhang & Wu (2020) also added that without repeated exposure to English language, learners focus more on memorizing isolated words without understanding how the words are being used in real-life communication.

Lack of motivation also poses a significant challenge, where Chen & Tseng (2022) argues that if English is not relevant with learners' field of focus and future goals, learners might less engage with English language. However, Webb & Nation (2017) argues that if learners find difficulties in implementing English to perform meaningful conversations, they might not be confident in actively using the language. Although these challenges are often found in students with non-English majors, Schmitt (2019) argues that English major students also found difficulties in the depth and precision of word knowledge, including: mastering collocations, connotations, and nuances that are essential for advanced proficiency. These challenges highlight the need for contextualized, engaging, and varied vocabulary learning strategies tailored to different learner profiles.

2.2 MALL (Mobile-Assisted Language Learning)

This section will present the definition of MALL and the effectiveness of MALL in its implementation.

2.2.1 Definition of MALL

Burston (2016) defined Mobile-Assisted Language Learning (MALL) as the use of mobile technologies, such as smartphones and tablets, to support language learning in both formal and informal settings. It is also explained that MALL emerges as alternative methods to language learning due to its flexibility and mobility for students, which allows them to engage with language materials with significantly less limitations of times and places. Specifically, Viberg & Grönlund (2017) added that MALL provides autonomy for learners and contextualized learning to be embedded with daily life through integrating digital rooms, hence enabling the learning process to be conducted outside of the classroom. Zhang and Pérez-Paredes (2021) also argue that personalized learning experiences could be tailored according to learners' preferences, thus enhancing motivation and learners' engagements. In conclusion, MALL helps to address the significant obstacles of language learning by providing flexibility and ability to personalize their learning journey for the learners.

2.2.2 Effectiveness of MALL

Several empirical research has shown that MALL is effective to enhance various aspects of language learning. Burston (2016) stated that MALL improves learning outcomes due to the flexibility, accessibility and capacity for learners to establish their own personal learning experiences. Additionally, Viberg & Grönlund, (2017) added that MALL provides flexibility for learners to engage with authentic materials and communicate with instructors or fellow learners in real-time, as well as engage in interactive activities through the feature of their owned mobile devices.

In the context of university students, Zou (2020) added that MALL implementation through mobile-based learning applications increased vocabulary retention and autonomy of learners. In addition, gamification of the applications also improves vocabulary retention. Zhang & Pérez-Paredes (2021) supported the arguments before by explaining that mobile apps allow learners to manage their pace and time of the study according to their preferences, thus making the learning process more efficient and less stressful. Therefore, MALL is able to enhance learning effectiveness, especially through its ability to provide personalization to support self-regulation for learners.

2.3 X (Formerly Twitter)

In this section, the definition of X, and the features of X are presented.

2.3.1 Definition of X

X is a social media platform that provides features to its users to post and engage with short-form contents, multimedia, and hyperlinks. Additionally, X is characterized by its main features called ‘tweets’, which has character limits and is often seen as a quick and efficient communication tool (O’Glasser et al’, 2020). Setiawan (2021) argues that users from Indonesia typically use X to follow the latest news and interact with their peers and public figures. Therefore, X is considered as an important source of information for the global community.

2.3.2 Features of X

X offers various features that support interaction, information-sharing in real time and user engagements. Several important features are highlighted below:

- a. Tweet: a short text-based post limited to 280 characters for free users. In current usage, it is encouraged to use tweets to express authentic opinions and concise expressions.
- b. Hashtag: typically distinctive from usual tweets by the usage of ‘#’, hashtags allow users to discover and follow conversations about specific topics, thus enabling communities to

share important messages and enable collaborative learning (García-Sánchez & García-Sánchez, 2019).

- c. Thread: a collection of multiple tweets that talks about the same topic, this feature enables users to integrate multiple tweets for longer explanations and storytelling.
- d. Retweets and Likes: a form of social interaction that makes users able to amplify and engage with contents from other users. In the education setting, it is used to promote the visibility of important educational materials (Malik et al., 2019).
- e. Space: a live audio feature that facilitates conversations between multiple users directly. It provides a dynamic environment for direct language practices through the real-time conversation with both native speakers and fellow learners (Zhang & Pérez-Paredes, 2021).
- f. Grok: A native conversational AI chatbot on X that has real-time access to the platform's public posts and trending data (Bautista, 2026). For language learners, Grok serves as an instant digital tutor to explain complex English slangs, idioms, or grammatical structures found on the timeline (Coursiv, 2026).

These features make X not only a platform for communication but also a digital learning environment where learners can access authentic input, participate in discussions, and enhance language skills through active engagement.

2.4 Concept of Perception in Digital Learning

This section presents several key concepts related to students' perceptions of using X for English vocabulary learning. It discusses the definition perception, followed by academic background and perception, Also Technology Acceptance Model (TAM) as a perception framework. TAM is employed to explain students' perceptions through four main constructs: perceived usefulness, perceived ease of use, attitude toward using, and behavioral intention to use the technology.

2.5 Definition of Perception

In the context of this qualitative descriptive study, perception is not limited to physical objects but also involves perceptions of people. It refers to the ways in which students subjectively interpret, assign meaning to, and evaluate their personal experiences within a specific environment (Sandelowski, 2010). Within the paradigm of applied linguistics and educational technology, student perception acts as a crucial psychological gatekeeper of knowledge; it fundamentally dictates how a learner evaluates the affordances of a digital ecosystem and determines whether a technological platform will be actively adopted as a sustained learning resource or completely rejected (Davis, 1989; Nikou & Economides, 2017).

When students interact with digital content, their existing beliefs, expectations, and past experiences merge to form a unique interpretive lens. Therefore, investigating perception allows the researcher to understand the deeply personal and nuanced ways students navigate technology to autonomously enrich their language skills.

2.5.1 Academic Background and Perception

Academic background plays a significant role in constructing the specific "lens" through which students perceive and evaluate digital learning environments. The distinction between English Department students and Non-English Department students creates a clear divergence in their linguistic needs, internal motivations, and self-regulatory habits (Sari, 2021). Students majoring in English are trained to observe language structures critically; thus, they are more likely to perceive content on X as an authentic linguistic laboratory or a critical field for input negotiation and language awareness. On the other hand, Non-English major students tend to perceive the platform through a highly pragmatic lens, viewing target-language content as a casual source of entertainment, a hobby, or an incidental tool for instant information fulfillment. This academic disparity shapes different levels of tolerance toward

complex language input, which directly influences how vocabulary is discovered and processed on the platform.

2.6 Technology Acceptance Model (TAM) as a Perception Framework

The Technology Acceptance Model (TAM) is a theoretical framework designed to explain and predict users' acceptance of technology. It was originally proposed by Davis (1989) and has been widely adapted in educational research to understand how students perceive and adopt digital tools, including mobile applications and social media platforms.

TAM suggests that four primary factors influence a user's intention to use a technology:

- 1. Perceived Usefulness (PU):** This construct refers to the degree to which a student believes that actively engaging with X will enhance their English vocabulary and improve their overall language proficiency. It explores how students evaluate the unique affordances of X, including its real-time data, native conversational AI like Grok, and authentic cultural slang as a helpful source of lexical enrichment compared to traditional learning materials.
- 2. Perceived Ease of Use (PEOU):** This construct examines how students view the level of cognitive or technical effort required to navigate X for vocabulary learning purposes. It evaluates whether the platform's structural features, such as concise posts, conversational threads, hashtags, or instant AI (Grok) search capabilities minimize learning barriers and help users comprehend unfamiliar texts without feeling overwhelmed.
- 3. Attitude Toward Using (ATU):** This construct represents the student's internal emotional response, level of comfort, and behavioral habits regarding regular exposure to target-language content on their timeline. It looks into whether students enjoy or resist encountering challenging English inputs during their daily media consumption, whether happening naturally (incidental) or purposefully (intentional)

4. Behavioral Intention (BI): This final pillar addresses the student's conscious decision and willingness to continue exploiting X as an active, personal language learning resource in their future extramural routines. It evaluates whether a casual media consumption habit has successfully transformed into a sustained, self-regulated learning practice that the student intends to maintain

These four distinct pillars do not operate in isolation; rather, they form a continuous psychological causal chain where **Perceived Usefulness (PU)** and **Perceived Ease of Use (PEOU)** directly shape the student's overall **Attitude Toward Using (ATU)** the technology. This internal attitude, in turn, heavily dictates their **Behavioral Intention (BI)**, which ultimately manifests as actual, sustained system use for vocabulary acquisition in their daily lives.

In the context of language learning through social media platforms like X, TAM helps to evaluate whether students particularly from English and non-English departments perceive the platform as beneficial and user-friendly enough to support vocabulary acquisition. This makes TAM an appropriate model for examining students' perceptions and predicting their engagement with technology in education.

2.6 English Department Students

English department students are individuals who engage in formal academic study focused on the English language, including linguistics, literature, language teaching, and applied linguistics. These students typically possess a relatively high level of exposure to English through academic coursework, reading materials, writing assignments, and classroom discussions conducted in English. According to Maharani & Fitriana (2018), students in English departments are more likely to demonstrate strong language awareness, vocabulary knowledge, and motivation to enhance their English proficiency due to both curricular demands and career aspirations such as teaching, translation, or international communication.

One distinguishing characteristic of English department students is their active use of English in academic and informal settings, which promotes greater lexical development and language fluency (Ismail, 2021). They are often more engaged in language learning strategies, including the use of digital tools and social media for vocabulary expansion and language practice. Moreover, Zarei & Yazdanpanahi (2019) found that English major students show higher self-regulation in language learning and are more inclined to seek out authentic input such as English-language content on platforms like Twitter (X), YouTube, or blogs.

These characteristics position English department students to benefit more directly and effectively from platforms like X in developing vocabulary, as they are already familiar with the use of English in both academic and real-world contexts.

2.7 Non-English Department Students

Non-English department students are learners enrolled in academic programs outside the field of English, such as engineering, economics, medicine, or education. Unlike English majors, these students typically receive limited formal instruction in English beyond general language proficiency or academic English courses. According to Setiawan and Mustofa (2020), non-English department students often view English as a supporting skill rather than a primary academic focus, which may lead to lower motivation and less frequent use of the language in academic contexts.

These students may face challenges in vocabulary acquisition due to limited exposure to authentic English materials and fewer opportunities to practice the language. However, Ismail and Rahman (2019) note that with the increasing integration of digital media and online platforms, non-English students are beginning to engage more actively in informal learning environments. They often rely on mobile applications, social media, and web-based content to support their English learning needs, especially vocabulary, in a more flexible and self-directed

manner.

Furthermore, Sukirlan (2017) found that non-English students tend to prefer practical and context-based language learning tools, such as YouTube videos, interactive apps, and short-form content on platforms like X (formerly Twitter), to support incidental vocabulary acquisition. Their engagement with English is often driven by academic requirements, job preparation, or the global use of English in their respective fields.

2.8 Previous Studies

In recent years, the integration of digital technology and social media into educational contexts has prompted considerable scholarly attention, particularly in the field of second language acquisition. One prominent study conducted by Khan (2017), titled *The Role of Social Media in Development of English Language Vocabulary at University Level*, investigated the extent to which university students use social media platforms to enhance their English vocabulary. The study adopted a quantitative methodology and surveyed undergraduate students across various disciplines. Results indicated that students frequently used platforms such as Facebook, WhatsApp, YouTube, and Twitter to engage with English content informally. These platforms exposed students to a wide range of vocabulary through comments, videos, discussions, and status updates. The study found a strong positive relationship between the frequency of social media use and the perceived improvement in vocabulary acquisition. Particularly, students noted that reading and responding to English posts, watching English-language videos, and engaging in online chats contributed to their vocabulary growth. Furthermore, Khan highlighted that non-English major students were more reliant on visual and audio content, such as YouTube videos, for understanding new words, while English majors showed more interest in written posts and language-based discussions. This distinction underscores the importance of considering students' academic backgrounds when assessing the effectiveness of digital tools in language learning.

A broader and more theoretical approach is presented in the systematic literature review by Al-Rahmi et al. (2018), titled *Social Media Use, Collaborative Learning, and Students' Academic Performance: A Systematic Literature Review of Theoretical Models*. This comprehensive study reviewed over 100 empirical and theoretical research articles to explore how social media contributes to academic outcomes through collaborative learning. The review revealed that social media not only provides a platform for passive content consumption but also supports active engagement through peer collaboration, knowledge exchange, and real-time feedback. The authors emphasized that tools like Twitter, Facebook groups, and educational forums can significantly enhance language learning environments by encouraging discussion, clarification of doubts, and peer-to-peer vocabulary sharing. Students who collaborated in online learning communities reported higher academic performance and greater retention of new vocabulary. One key insight from the review was the finding that the perceived usefulness and ease of use of social media tools (as explained by models such as the Technology Acceptance Model and Unified Theory of Acceptance and Use of Technology) strongly predicted students' willingness to use them for academic purposes. This is particularly relevant for the present study, which aims to compare perceptions among English and non-English department students, who may differ in their digital literacy and familiarity with academic English.

Supporting this notion, the study by Malik, Heyman-Schrum, and Johri (2019), published in the *International Journal of Educational Technology in Higher Education*, titled *Use of Twitter across Educational Settings: A Review of the Literature*, offers an in-depth analysis of Twitter's role in education across different learning environments. The authors examined 103 empirical studies from diverse educational contexts to assess how Twitter is used to promote learning, engagement, and academic interaction. Findings revealed that Twitter's unique features, such as hashtags, retweets, mentions, and threaded discussions, made it a powerful

tool for short-form expression and real-time interaction. These features were found to encourage students to read and write in English regularly, fostering incidental vocabulary learning. The study also noted that Twitter promotes authentic language use, as students are exposed to current events, global discourse, and peer interactions, often requiring them to understand and apply new vocabulary in context. Furthermore, the research highlighted differences in student engagement based on discipline; students in humanities and social sciences (including English majors) were more likely to benefit from reflective, discussion-based tasks on Twitter, whereas students from science or technical fields (often non-English majors) used Twitter more passively for accessing information.

Taken together, these three studies offer a rich foundation for exploring how various digital and social media platforms support English vocabulary acquisition. They highlight the importance of student engagement, interactivity, platform features, and academic background in determining the effectiveness of such tools. For the current study “Learning Through X: A Comparative Study on Students’ Perceptions of Using X for English Vocabulary Acquisition Among English and Non-English Department Students” these findings justify the need to investigate how students from different departments perceive and utilize a particular digital platform (denoted here as "X") in vocabulary learning. Understanding these differing perceptions can help educators and curriculum designers tailor vocabulary acquisition strategies that are both inclusive and effective across disciplines.

CHAPTER III

RESEARCH METHOD

This chapter elaborates the research methodology used in this study. It is divided into the following sub-chapters: research design, subjects of the research, research instruments, data collection, data analysis, and triangulation.

3.1 Research Design

In exploring how students perceived the use of X as a tool for English vocabulary acquisition, this study employed a qualitative descriptive method. This method was chosen because it allowed the researcher to gain an in-depth understanding of participants' perspectives, experiences, and usage patterns in their natural contexts. Qualitative research is particularly suitable for examining human experiences and social phenomena, as it enables researchers to explore participants' viewpoints and provide rich descriptions of the issues being studied (Cresswell & Poth, 2018). In the context of this study, the focus is not on measuring the effectiveness of X through numerical data, but rather on understanding how students perceived and utilized the platform as part of their vocabulary acquisition process.

Furthermore, this study adopted a descriptive qualitative design because it is suitable to provide a straightforward, comprehensive description of a phenomenon without requiring extensive theoretical interpretation (Sandelowski, 2010; Colorafi & Evans, 2016). This particular type of study is commonly used in education and social research as they allow researchers to look into participants' experiences and perspectives, as well as to be able to systematically present their findings. This approach aligned with the aim of the study, which was to understand and compare the perceptions and usage patterns of English Department and Non-English Department students regarding the usefulness of X for vocabulary learning. Although this study adopted a comparative perspective, the comparison is intended to identify

similarities and differences between the two groups' perceptions and usage patterns rather than to establish statistical differences.

3.2 Subjects of the Research

Participants in this study were selected using a purposive sampling technique to ensure they possessed direct, relevant experience aligned with the research objectives (Sandelowski, 2010). This study involved six active university students in Malang aged between 18 and 24 years old. To provide a balanced comparative analysis, the cohort was equally divided: three participants were English Department majors, and the remaining three were from non-English Departments (Sari, 2021).

The selection was based on three primary criteria:

1. **Active Platform Usage:** Participants had been active users of X for at least six months.
2. **High Input Exposure:** They routinely engaged with English-language content through reading, posting, reposting, or replying to tweets.
3. **Productive Engagement:** They demonstrated a consistent habit of using English in their personal posts, indicating active digital language involvement.

Prior to recruitment, preliminary observations were conducted on X to identify potential candidates based on their public interactions and consistency in engaging with English content. Observing users who actively initiated or participated in English discussions allowed the researcher to finalize a purposive list of six participants. This dual-background approach ultimately enables a comprehensive exploration of how different academic disciplines shape students' perceptions and usage patterns regarding X for vocabulary acquisition.

3.3 Research Instrument

In this study, two research instruments were used to collect the data needed to answer the research questions: semi-structured interviews and documentation. Semi-structured

interviews were selected as the primary instrument because they allow the researcher to explore participants' perceptions and experiences in depth while still maintaining a structured framework. This type of interview provides flexibility, enabling participants to elaborate freely and allowing the researcher to probe emerging ideas during the discussion (Kvale & Brinkmann, 2015; Merriam & Tisdell, 2016). Brown & Danahen (2019) elaborated three main principles for conducting semi-structured interviews in educational research:

- a. Connectivity: refers to the researcher's ability to build meaningful connections with their participants;
- b. Humanness: refers to how researchers recognize participants as an individual, rather than perceive participants as mere source of data.
- c. Empathy: involves researchers to understand participants' perspective, emotions and experiences.

In addition, semi-structured interviews require interview protocols to ensure consistency of the questions with research objectives while still providing researcher flexibility to explore participants' perspective in deeper manners (Brown & Danaher, 2019). Interview protocols for this study are constructed in several aspects below:

- a. Incidental or Intentional Learning derived by the definition and measurements of both learning approaches integrated from explanations by Ahmad (2012), Leow & Zamora (2017), Lu (2021) and Chen & Tseng (2022). This aspect aims to understand the fundamental learning approach of the participants, and how the chosen methods influence vocabulary acquisition process. Additionally, it is also aims to understand whether there are patterns that differentiate students from English and non-English department in terms of their preferred language learning approach;
- b. Input Hypotheses derived by the fundamental understanding from Krashen (1982) to

- understand whether participants encounter input that provides them challenges, how they navigate those challenges, and the results for their vocabulary acquisition;
- c. MALL which is derived from Burston (2016) definition of MALL. This aspect explores whether mobile features helps learners during their journey to discover new vocabularies;
 - d. TAM which is derived from Davis (1989) fundamental framework of TAM which consists of perceived usefulness and perceived ease-to-use. In addition, attitudes towards using and behavioral intention are also encompassed in the protocols. This aspect aims to understand how participants perceive and adopt X, especially for vocabulary acquisition;
 - e. Comparison of Majors that address whether participants feel their academic background or majors influence their process on learning new vocabulary.

The researcher started the interviews by introducing herself, explaining the purpose of the study, and informing the participants about the interview procedure. The researcher also assured the participants that their responses would be kept confidential and used only for research purposes.

The interviews were conducted in a flexible manner through online Whatsapp video calls, which allowed participants to express their ideas freely while still following predetermined themes related to vocabulary exposure, incidental and intentional learning, Mobile-Assisted Language Learning (MALL), Technology Acceptance Model (TAM) including perceived usefulness, ease of use, attitude toward using, behavioral intention, as well as differences between English Department and Non-English Department students.

The primary instrument of this study was a semi-structured interview protocol designed to explore students' perceptions and experiences related to the use of X (formerly Twitter) for non-formal English vocabulary acquisition. The interview guide was developed and operationalized based on the comprehensive theoretical framework established in Chapter II.

To gather the empirical data, the instrument was specifically utilized for six selected subjects representing both the English Department (ED) and Non-English Department (NED), who were purposively chosen following the researcher's preliminary observations and predetermined criteria. The protocol contained approximately 10 to 15 semi-structured and in-depth questions, including targeted probes, to obtain descriptive and detailed responses from these subjects.

To ensure psychological comfort and an organic flow during the session, the interview sequence was intentionally structured to begin with the participants' daily usage patterns and vocabulary exposure before moving toward their technical perceptions of the platform. By rooting the questions in Chapter II's framework, this instrument directly targeted the dimensions of the Technology Acceptance Model (TAM) by Davis (1989) and Second Language Acquisition (SLA) principles regarding extramural input (Gass & Selinker, 2008). The interviews were conducted in the Indonesian language to prevent any misunderstandings and to allow the subjects to express their experiences freely. Furthermore, the researcher provided immediate clarification if the subjects encountered any ambiguity regarding the questions.

In addition to interviews, documentation was used to support and validate the interview data. The documentation consisted of actual screenshots of tweets selected and provided by the subjects, featuring specific English vocabulary or slang they encountered while browsing X. These screenshots served as visual evidence of participants' vocabulary exposure and interaction with English content on X. The use of documentation helped strengthen data credibility and ensure triangulation between interview data and actual online content.

By combining semi-structured interviews and documentation, the researcher was able to collect rich, detailed, and trustworthy data that aligned with the objectives of the study.

3.4 Data Collection

In this study, data were collected to explore students' perceptions of using X for English vocabulary acquisition. The researcher used multiple instruments to obtain comprehensive and reliable data. The data collection methods were presented as follows:

1. Semi-structured Interviews

The researcher conducted semi-structured interviews to gather in-depth information about participants' perceptions, experiences, and attitudes toward using X for vocabulary learning. Semi-structured interviews allowed participants to freely express their thoughts while enabling the researcher to guide the conversation based on predetermined themes derived from the Technology Acceptance Model (TAM), vocabulary acquisition theories, and Mobile-Assisted Language Learning (MALL) (Creswell & Poth, 2018; Kvale & Brinkmann, 2015). Each interview was conducted online via video call or chat, lasting approximately 30–45 minutes, and participants' consent was obtained prior to the session.

2. Documentation (Tweet Screenshots)

In addition to interviews, documentation was collected in the form of screenshots of tweets selected by participants. These screenshots provided concrete evidence of vocabulary encountered on X and illustrated the types of interactions that contributed to incidental or intentional vocabulary learning. Combining interviews with documentation allowed for the triangulation of data, increasing the credibility and validity of the findings (Patton, 2015; Denzin, 2017).

By using these two data collection methods, the researcher was able to obtain rich and authentic data, ensuring that the study captured both participants' subjective experiences and observable interactions on X, thereby providing a comprehensive understanding of students' perceptions regarding vocabulary acquisition.

3.5 Data Analysis

The qualitative data collected from the semi-structured interviews were analyzed using the interactive model framework proposed by Miles, Huberman, and Saldaña (2014). This analytical model consisted of three concurrent flows of activity: data condensation, data display, and conclusion drawing or verification. The specific steps executed in this study are detailed as follows:

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the raw data found in interview transcripts. In this study, the researcher first transcribed the audio recordings of the interviews verbatim. After thoroughly reading the transcripts to gain a holistic understanding, a qualitative coding process was applied. To ensure thematic consistency, the coding manual is deductively structured to directly match the planned findings framework in Chapter IV, categorized into three primary thematic codes:

a) Perceptions of X as a Vocabulary Learning Tool

This code captured how students subjectively evaluated the platform through the Technology Acceptance Model (TAM) lens, which is broken down into four sub-codes: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Attitude Toward Using (ATU), Behavioral Intention (BI).

b) Vocabulary Acquisition Process

This code captured the mechanical and linguistic ways students encountered and absorbed new words, which was divided into five sub-codes: Usage pattern, vocabulary exposure, incidental vs intentional learning, processing unfamiliar words, role of mobile features.

c) Similarities and Differences

This code isolated the comparative data used to contrast the experiences, shifting patterns, and divergent perceptions between English Department majors and Non-English Department majors.

2. Data Display

Once the data was condensed and coded, the next step is data display, which involved organizing and compressing the information into an accessible format. In this study, the categorized data were presented systematically using thematic matrices (tables) and narrative text.

The display was specifically organized around the codes to facilitate comparison between English Department majors and Non-English Department majors. By presenting direct interview quotes and corresponding codes side-by-side within a matrix, the researcher could easily identify patterns, recurring sub-themes, and distinct variations in how these two student groups perceive and utilize the platform.

3. Conclusion Drawing and Verification

The final analytical activity involved drawing and verifying conclusions. From the beginning of data collection, the researcher noted vague patterns, configurations, and empirical flows. These initial conclusions were continuously tested and refined as the analysis progressed.

To ensure absolute trustworthiness and validity, the final conclusions were verified through triangulation and member checking, where the interpreted findings were brought back to the six participants to confirm that the analysis accurately reflected their lived experiences and digital learning perspectives

3.6 Triangulation

To ensure the validity, reliability, and academic integrity of the findings, this study established trustworthiness using the qualitative criteria proposed by Miles, Huberman, and Saldaña (2014) and Patton (2015). The primary strategy employed to achieve data validity was source triangulation, which involves verifying the consistency of information obtained through different qualitative means.

In this study, the researcher triangulated the data by comparing and cross-checking the verbal accounts gathered from the semi-structured interviews against the supporting documentation provided by the six participants. This documentation included digital artifacts such as screenshots of the participants' personal X timelines, bookmarks of English-language threads, search history logs, and interactions with the Grok AI chatbot. By checking whether the participants' interview claims matched their actual digital behaviors and traces on X, the researcher minimized individual bias and ensured that the descriptive data is highly accurate.

Additionally, member-checking was conducted as a secondary validation layer. After transcribing and coding the interview data according to the established framework, the synthesized findings were brought back to the participants. They were asked to review the transcripts and the extracted themes to confirm that the analyzed data truly reflected their lived experiences and subjective perceptions regarding English vocabulary acquisition on X.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the data collected for this study. The data were obtained through semi-structured interviews and supporting documentation provided by the participants.

4.1 Research Findings

This section presents the research findings obtained from qualitative data collection, which was conducted to investigate how English Education (ED) and Non-English Education (NED) participants process and acquire English vocabulary on X. The data presented in this chapter were gathered through in-depth semi-structured interviews and a comprehensive document review consisting of tweet screenshots from participants.

In analyzing the data, the researcher followed the qualitative data analysis framework proposed by Miles, Huberman, and Saldaña (2014), which encompasses three concurrent flows of activity: data condensation, data display, and conclusion drawing or verification. To provide a clear and systematic presentation of the findings, this section is organized based on the thematic patterns that emerged during the data analysis process, which directly address the core research questions of this study.

4.1.1 Perceptions of X as a Vocabulary Learning Tool

This section presents the findings about students' perceptions of using X as a tool for English vocabulary acquisition. The findings are organized based on the main constructs of the Technology Acceptance Model (TAM), namely perceived usefulness, perceived ease of use, attitude toward using, and behavioral intention to use.

4.1.1.1 Perceived Usefulness

Based on the data obtained from the thematic matrices (tables) of the interview data, the result showed that, in general, the respondents agreed that using X as an informal language learning platform was very beneficial in enriching English vocabulary (See in Appendix III, Table 1, data analysis and thematic matrix of the interview data). From this consensus, several central categories emerged. Regarding Access to Information and Current Situation, all six participants, comprising three English Department (ED) students and three Non-English Department (NED) students, shared the view that their primary motivation for using X is to stay updated on global news that aligns with personal interests. This habit automatically exposes the users to English-language content.

Meanwhile, under the theme of Platform Engagement, the participants demonstrated different ways of interacting on X. (2 ED) students utilize X as an informal study space to sharpen their skills; instead of merely reading, these students actively compose their own tweets as a form of real-world practice (Productive Platform Engagement). Conversely, (1 NED) student prefers to remain strictly a reader without posting, which demonstrates Passive Platform Engagement. On the other hand, (1 ED and 1 NED) students balance both approaches; these individuals actively read while occasionally contributing content (Mixed Engagement).

However, regardless of these differing interaction styles, within the themes of Vocabulary Exposure Through Daily Use and Global Language Exposure, all participants agreed that authentic expressions and real-world interactions with native speakers are frequently encountered by chance while browsing the timeline.

In terms of Learning Without Pressure, four participants (2 ED, 2 NED) openly stated that scrolling through X feels highly relaxed and "does not feel like studying at all" compared

to utilizing textbooks or other formal media. Furthermore, one NED participant (P5) added that the casual atmosphere of X significantly helps reduce anxiety and rigidity when communicating in English.

Nevertheless, alongside these advantages, shared concerns emerged regarding Information Reliability Issues. Four participants (2 ED, 2 NED) expressed complaints about the lack of content filters, the prevalence of automated bot accounts, and the high volume of posts designed purely for engagement-baiting. This condition is realized to force the learners to be much more critical and selective in filtering any linguistic input encountered on the platform.

4.1.1.2 Perceived Ease of Use

Based on the data analysis and matrix found in Appendix III, Table 2, the participants widely agreed that X is an easy and straightforward platform to use for acquiring English vocabulary, divided into two categories. The first category is under the efficiency of built-in translation features; three participants (1 ED, 2 NED) explicitly highlighted that built-in tools, such as the translation button and the Grok AI feature, make understanding English content highly efficient and seamless. The second category is for high accessibility and low-effort operation; all six participants (3 ED, 3 NED) agreed that the platform requires minimal cognitive effort to navigate. For instance, P3 (NED) explained how these integrated features assist their understanding, stating, “...thanks to the Grok feature on X, it automatically translates into English. It is really useful, honestly...” This shows that automated assistance, like *Grok*, directly reduces the language barrier for non-English department students.

The second category is High Accessibility and Low-Effort Operation. All six participants (3 ED, 3 NED) agreed that the platform requires minimal cognitive effort to navigate. This seamless operation allows students to engage with English input effortlessly

during their daily scrolling routines. As P2 (ED) noted, *“It’s very easy to use honestly, so nope. I haven’t experienced any difficulties,”* while P1 (NED) similarly mentioned that scrolling through X feels like a natural habit that does not require heavy thinking.

4.1.1.3 Attitude Toward Using

The findings of the analysis of the data and the matrix in Appendix III (Table 3) indicate that the participants have mixed but very interesting attitude in using X to learn English vocabulary, divided into two main categories. For Psychological comfort and casual community enjoyment, three participants (1 ED, 2 NED) expressed positive attitudes, noting that the platform provides a comfortable space to practice English. For instance, P5 (NED) emphasized this sense of comfort, stating, *“X helps me not to feel stiff and not to be afraid of tweeting...Now I can interact with online friends...I will keep using it because it’s comfortable.”* Additionally, P6 (ED) shared that they thoroughly enjoy interactions with their mutual connections, while P4 highlighted the platform's global reach, noting that X creates an engaging environment for connecting with global communities by chance.

The second category is Overwhelm from Toxic Linguistic and Opinionated Environments. Within this dimension, three participants (2 ED, 1 NED) emphasized the negative aspects of the platform's atmosphere, reporting that they frequently felt overwhelmed by the lack of content filters. The participants noted that the unfiltered nature of the timeline exposes them to highly opinionated, aggressive, or toxic debates. As P2 (ED) explicitly complained, *“Probably the dumb opinions and misinformation..”* This condition can sometimes create cognitive fatigue, forcing the learners to be hyper-selective and critical in filtering which public discussions are actually beneficial for their language learning.

4.1.1.4 Behavioral Intention

Based on the data analysis and coding matrix compiled in Appendix III (Table 4) all six participants expressed a clear, unanimous intention to keep utilizing X as an learning tool for enriching their English vocabulary. Their future utilization preferences can be classified into two distinct behavioral patterns. The first category involves Active and Collaborative Learning Utilization. Participants in this group (2 ED, 1 NED) prefer an interactive approach rather than just reading content passively. They plan to use X as a practical platform to sharpen their English writing, expand their social network, and casually chat with online mutual connection to keep themselves comfortable using the language. For instance, P2 (ED) strongly emphasized this proactive mindset, stating, *“Yes, of course. I will keep using X... to practice my English... I literally cannot be silent.”* This intention to maintain a visible online presence was shared by P4 (ED), who noted that they will continue *“as long as there is a desire to keep X active... because it connects to a lot of people.”* Meanwhile, P5 (NED) focused on the social and emotional comfort the platform offers, explaining, *“I think I will keep using it. Because it's comfortable for me now... I can interact with online friends.”*

The second category is habitual and passive information consuming. The remaining three participants (1 ED, 2 NED) view X primarily as a receptive digital platform where they absorb information rather than draft their own posts. For them, scrolling through X has already become a habitual daily routine. As P3 (NED) admitted, *“I think I will still use X in the future. Because it has already become a habit for me... just to look for information.”* This group's future intent revolves around casual, low-stakes activities. For example, P1 (NED) mentioned they would continue logging in *“just to check on updates, movie updates, or anything else,”* while P6 (ED) shared a nearly identical passive track, concluding, *“Yes, I will still use X in the future. Just for seeking information, scrolling, or looking at what is trending.”*

4.1.2 Vocabulary Acquisition Process

This section presents the mechanisms employed by the participants when encountering and internalizing English vocabulary on X. Based on the thematic analysis, the findings show that vocabulary acquisition on this platform occurs: usage pattern, vocabulary exposure, incidental vs intentional learning, processing unfamiliar words and role of mobile features.

4.1.2.1 Usage Pattern

Based on the data analysis and coding matrix compiled in Appendix III, (Table 5), the participants exhibited distinct browsing behaviors and engagement styles when using X. These habits can be classified into three central categories. The first category is Time Allocation and Daily Browsing Routines. All six participants (3 ED, 3 NED) confirmed that checking X has a central part of their daily lives. Rather than setting aside a specific study time, their usage is scattered naturally throughout the day. For instance, P2 (ED) noted that their usage is “*scattered throughout the day,*” opening the app whenever they have a free moment. Other participants, such as P1 (NED) and P4 (ED), prefer accessing it “*during idle time,*” while P3 (NED) treats it primarily as “*a bedtime routine.*” This shows that vocabulary exposure on X happens incidentally during the students' personal downtime.

The second category distinguishes between Receptive and Productive Platform Engagement. The data explicitly highlights two different types of learners on the platform. Four participants (1 ED, 3 NED) strictly engaged in receptive learning, utilizing X almost exclusively to read and consume English posts rather than drafting their own content. Conversely, two ED participants demonstrated proactive, productive engagement. They actively utilize the platform to post tweets and participate in comment sections to directly practice their English. As P2 (ED) shared, they use X to actively produce language because “*I*

literally cannot be silent.” In contrast, the receptive learners prefer a lower-profile approach, using the timeline solely as a reading platform.

The third category centers on Entertainment-Driven and Academic-Oriented Browsing. All six participants (3 ED, 3 NED) primarily displayed entertainment-seeking behaviors that are naturally blended with informal language learning. Their timeline activities are heavily driven by personal hobbies, ranging from keeping up with international movie updates (P1) and K-pop or Thai fandoms (P3, P5), to gaming communities (P6). However, this entertainment-seeking behavior occasionally overlaps with more serious content. For instance, P2, P4, and P5 also casually monitor global topics such as international politics, public education, and disaster news. This mix of interests ensures that whether they are tracking a hobby or reading global updates, they are constantly exposed to authentic, real-world English vocabulary.

4.1.2.2 Vocabulary Exposure

Based on the data analysis and coding matrix compiled in Appendix III, (Table 6), the specific ways participants were exposed to English vocabulary on X can be grouped into three distinct categories based on content types. The first category is the Consumption of Pop Culture and Fandom-Related Text. Under this category, three participants (3 NED) experienced language exposure primarily through entertainment media. They encountered English vocabulary while tracking global movie updates and engaging with international interest-based networks or foreign fandom spaces. For example, P1 (NED) noted that they often encounter new words while checking *“movie updates, or anything else,”* while P3 and P5 (NED) routinely pick up casual expressions while browsing global fandom timelines. This indicates that tracking personal hobbies naturally exposes non-English major students to authentic English inputs.

The second category is Engagement with Global News and Social Issues. Within this dimension, three participants (2 ED, 1 NED) were exposed to vocabulary through informative and serious content. They regularly interacted with serious global topics on their timeline, including international news outlets, socio-political movements across various countries, and trending real-time discussions. As P2 (ED) explained, they use X to stay informed on “global trends or global news,” which automatically displays complex vocabulary on their feed. Similarly, P4 (ED) learned vocabulary through posts regarding international socio-political movements, while P6 (ED) encountered real-time expressions during public demonstrations and trending global debates.

The third category centers on Exposure to Internet Slang and Contemporary Idioms. Here, three participants (2 ED, 1 NED) specifically acquired localized digital language and modern expressions. They noted that the conversational nature of X exposed them to unique internet slang, contextual text abbreviations via anonymous *menfess* accounts, as well as advanced formal terms embedded in casual timeline debates. For instance, P6 (ED) explicitly mentioned learning modern “*internet slang*,” while P4 (ED) frequently discovered contextual abbreviations from *menfess* interactions. Interestingly, P2 (ED) highlighted that they even picked up advanced vocabulary from chaotic public arguments, stating, “*I also found some heavy vocabulary... For example, the word 'reciprocity'.*”

4.1.2.3 Incidental vs Intentional Learning

Based on the data analysis and coding matrix compiled in Appendix III, (Table 7), the nature of how participants acquired vocabulary on X can be divided into two primary categories: incidental and intentional learning. The first category is Incidental Learning Through Algorithm and Timeline Scrolling. Under this category, three participants (1 ED, 2 NED) experienced an unplanned language acquisition process driven by their daily browsing

habits. They emphasized that new vocabulary, contemporary terms, and foreign expressions simply appeared on their feeds due to X's global algorithm and automated curation mechanics. This automated exposure allowed them to pick up new English words naturally and casually without any explicit academic pressure while they were merely scrolling through their timelines for leisure. For instance, P1 (NED) and P6 (ED) noted that they often acquire language *"just for seeking information, scrolling, or looking at what is trending,"* where english content naturally pops up. This shows that the platform's algorithm creates a passive learning environment during the students' personal downtime.

The second category involves Intentional Learning Through Specialized Spaces and Active Search. Within this dimension, the remaining three participants (2 ED, 1 NED) demonstrated targeted learning behaviors. Instead of relying solely on what appeared randomly, they deliberately utilized specific platform spaces and built-in features to expand their vocabulary. This intentional approach included actively following dedicated English menfess accounts to study contextual abbreviations, as well as utilizing built-in translation tools and Grok AI to systematically decipher and learn the meanings of unfamiliar foreign posts. As P3 (NED) highlighted, they actively look for features to help them study, explaining, *"thanks to the Grok feature on X, it automatically translates into English. It is really useful, honestly."* Meanwhile, P4 (ED) intentionally browsed menfess interactions to discover contextual text abbreviations, proving that these participants actively transform X into a structured self-study tool.

4.1.2.4 Processing Unfamiliar Words

Based on the data analysis and coding matrix compiled in Appendix III, (Table 8), the process of handling unfamiliar English vocabulary highlights a heavy reliance on digital tools over independent contextual guessing. These behaviors can be grouped into two distinct

categories. The first category is Contextual Guessing Driven by Comprehensible Input (i+1). Under this approach, only one participant (1 ED; P2) figured out the meaning of new words on their own, simply by reading the surrounding posts and the ongoing arguments on the timeline. As P2 (ED) explained, they tend to figure out meanings naturally from the context of chaotic public arguments, stating, “I also learned about new vocabularies... from people arguing on the timeline.” This indicates that for advanced learners, the interactive and argumentative nature of X provides enough contextual context to trigger independent language acquisition.

The second category involves Mobile Feature-Assisted Decoding and Scaffolding. Within this dimension, the remaining five participants (2 ED, 3 NED) bypassed contextual guessing entirely. When encountering unfamiliar text, they immediately utilized mobile and platform-specific functionalities as an instant safety net. This digital scaffolding included clicking X's built-in translation button, using Grok AI, screenshotting to search on Google, or copy-pasting into digital dictionaries. For instance, P3 (NED) highlighted their immediate reliance on built-in tools, stating, *“thanks to the Grok feature on X, it automatically translates into English. It is really useful, honestly.”* For these participants, the availability of instant translation features minimizes the cognitive effort required to process unfamiliar text during daily scrolling routines.

4.1.3 Similarities and Differences between English Department and Non English Department Participants

To draw deeper comparative insights from the qualitative data, a cross-case analysis was conducted following the data display framework proposed by Miles, Huberman, and Saldaña (2014). The structural similarities and differences between English Education (ED) and Non-English Education (NED) participants regarding their vocabulary processing behavior on X are systematically mapped out in the matrix below:

Dimension	Aspect	English Education (ED) Participants (P2,P4,P6)	Non English Education (NED) Participants (P1,P3,P6)
Similarities	Tool Reliance	High reliance on mobile/platform features (built-in translation, screenshots, digital dictionaries) as an instant safety net.	
	Acquisition Mode	Balanced mixture of accidental exposure via timeline scrolling and intentional searches in specialized spaces.	
Differences	Exposure Content	Exposed primarily to informative text (global news, socio-political issues, ongoing debates, text abbreviations).	Exposed primarily to entertainment text (pop culture, global movie updates, foreign fandom activities).
	Decoding Strategy	Demonstrated independent contextual guessing (i+1) using timeline debates before turning to digital tools (P2).	Bypassed contextual guessing; completely dependent on instant digital scaffolding tools immediately.

Table 1. Cross-Case Matrix of ED and NED Participants

Based on the cross-case matrix displayed above, which serves as a structured descriptive array to condense information across different groups (Miles et al., 2014), there are several clear similarities and differences between participants in English Language Education (ED) and Non-English Language Education (NED) in terms of how they understand English vocabulary at X. In terms of similarities, both groups showed an identical and very high reliance on mobile features and platform-specific features to instantly translate unfamiliar words. When encountering comprehension barriers, both groups frequently used these functions, such as built-in translation buttons, AI tools, or quick screenshots, as an instant safety

net rather than relying solely on manual decoding. Furthermore, their methods of acquiring vocabulary were fairly balanced; both ED and NED participants naturally acquired vocabulary by randomly scrolling through their daily timelines, while also intentionally tracking vocabulary when the platform environment required it. In contrast, significant differences were observed regarding the content of their exposure and their cognitive decoding strategies. ED participants mostly encountered advanced vocabulary embedded in informative texts, such as international news, sociopolitical debates, and contextual acronyms. On the other hand, NED participants acquired vocabulary through entertainment-oriented texts, including global pop culture, the latest movie news, and international fandom activities.

In addition, their decoding strategies also varied; the ability to independently infer meaning based on context (input $i+1$ according to Krashen) was explicitly utilized by the ED group (P2), which employed ongoing temporal arguments to infer meaning. In contrast, NED participants consistently ignored contextual analysis, demonstrating a complete reliance on digital tools to immediately bridge their language gaps.

4.1.4 Data Triangulation Through Document Review

To ensure the trustworthiness and validity of the qualitative findings extracted from the interview sessions, a document review was conducted. Following the data triangulation and verification principles outlined by Miles, Huberman, and Saldaña (2014), visual artifacts provided by the participants, consisting of actual mobile screenshots of their timelines, were analyzed to corroborate their verbal statements regarding vocabulary exposure and decoding behaviors on X.

The first evidence from P1 (NED)



This evidence illustrates how advanced linguistic nuances and formal vocabulary corrections naturally surface on X's timeline. The screenshot displays a post by a user named Swell (@cinemaxwell) explicitly correcting a common grammatical error: *"Please. I beg you. Casted is not a word. The word is cast."* This artifact directly supports and triangulates the interview transcript, where the participant explicitly recalled this exact learning moment, stating:

"One example is the tweet that I already sent you. That's how I found out that the past tense, or at least the second form of cast, is not casted, it's just cast."

This direct quote perfectly mirrors the visual evidence found in this screenshot. It proves that informative grammar corrections organically appearing on the timeline do not just pass by unnoticed; rather, they serve as an effective incidental learning tool that helps participants establish clear linguistic boundaries and correct structural word formations in their vocabulary repository.

The second evidence from P2 (ED)



This evidence serves as a direct visual validation of the participant's interview statement regarding their intentional vocabulary-seeking behavior. The screenshot captures a philosophical quote-retweet stating: *"love is never wasted for its value does not rest upon reciprocity"*. This evidence directly supports and triangulates the interview transcript, where P2 explicitly recalled her active tracking process upon encountering that specific post:

"For example, the word reciprocity. I honestly thought it was just a made-up word people used online, but when I checked the dictionary, it turned out to be an actual word.."

This direct quote perfectly mirrors the visual evidence found in this screenshot. It proves that when complex or abstract input (i+1) surfaces on the timeline, it successfully drives participants to switch from passive scrolling to intentional, dictionary-assisted learning to bridge their comprehension gaps.

The third evidence from P3 (NED)



This evidence demonstrates the interface mechanics of platform-assisted translation tools (Grok) used during the comprehension process. The screenshot shows a post by an international user that has been translated from Thai to English using X's integrated feature,

with a specific focus on a quote containing the word *"doomed"* and the phrase *"all trust completely shattered"*. This visual matches P3's explanation in her transcript:

"When I see a tweet from international accounts, like the chicken breast issue in Thailand that I sent you, I always click the 'Translate' button under the post. That's where I found words like 'doomed' and 'shattered' because the English translation helped me understand the chaotic situation immediately."

The fourth evidence from P4 (ED)



The fourth piece of evidence explicitly confirms the intentional mode of vocabulary tracking and active language learning through educational media on the platform. The screenshot showcases an educational infographic posted by an English learning account (@hermionyyye) detailing "ENGLISH SLANG WORDS" along with localized translations (e.g., *"Watcha"*, *"I'mma"*, *"Outta"*). This corresponds perfectly with P4's interview data:

"It does happen naturally. But somehow, I also look for it. I searched it up. Like stalking an English menfess account, for example, just to check what's on it."

The fifth evidence from P5 (NED)



The fifth evidence provides concrete visual evidence of how pop culture and international entertainment content serve as a major vehicle for incidental vocabulary acquisition. The screenshot features an English post from a movie-related fan account discussing an interview question: "WWD: Has the way you look at happiness today changed?" This artifact directly correlates with P5's interview statement:

"content that I like, mostly about fangirling things."

The sixth evidence from P6 (ED)



Finally, the sixth evidence highlights the presence of explicit grammar engagement and test on X. The screenshot shows an interactive post by @Lexicanglo titled "BASIC GRAMMAR QUIZ" asking users to select the correct phrase structure ("I gave _____ to say thank you"). This document confirms P6's statement regarding his timeline activity:

"Sometimes there is also content like grammar quizzes.."

4.2 Discussion

In this section, the findings are discussed and divided into two main parts. First, the different perceptions of English and non-English department students regarding the use of X in enhancing vocabulary acquisition, and second, the different of usage patterns for vocabulary acquisition.

4.2.1 The Different Perceptions of English and Non-English Department Students Regarding the Use of X in Enhancing Vocabulary Acquisition

In addressing the first research question concerning students' perceptions, the study reveals a distinct divergence in how both groups conceptually value X. Both English Department (ED) and Non-English Department (NED) students perceive the platform as a highly effective, low-stakes language environment, yet they recognize different pedagogical values within it. The ED students perceive X as a learning tool for advanced pragmatic and sociolinguistic refinement. They view X as a valuable tool because it exposes them to real-world English, daily slang, unfamiliar words, and casual communication styles that are rarely found in academic textbooks. Conversely, the NED students perceive X primarily as a dual-purpose tool where language acquisition is a secondary, auxiliary benefit of entertainment consumption. For NED students, the platform is perceived as an accessible, non-threatening

gateway to international pop culture or informal learning, where English is not an object of academic study but a necessary tool for social inclusion.

Based on the framework of the Technology Acceptance Model (TAM), participants from both majors shared strong similarities, agreeing that X holds a high Perceived Usefulness (PU). This PU is directly tied to the platform's ability to allow them to easily access various global information while simultaneously getting direct exposure to authentic English. Furthermore, in terms of Perceived Ease of Use (PEOU), subjects found X exceptionally straightforward to operate, as it allows them to engage in learning without pressure in a completely relaxed, flexible digital environment. This perceptual variance heavily influences their cognitive processing filters, directly mirroring Krashen's Affective Filter Hypothesis. Because both groups use X for personal enjoyment, whether reading about world trends or entertainment, they feel relaxed, which helps them internalize new words naturally. While some literature (e.g., Al-Jrah & Al-Shlowiy, 2022; Greenhow & Lewin, 2016) suggests that social media can cause learning anxiety due to its unstructured nature, this study finds a different result. The participants' perception of X as an informal environment effectively reduces the anxiety typically associated with formal vocabulary learning, turning potential frustration into productive curiosity.

This positive technological perception and collaborative evaluation of X's utility strongly expand the previous study by Khan et al. (2016), which concluded that regular interactions within social media platforms positively influence vocabulary enhancement among university-level students. The current finding explains the specific perceived usefulness (PU) and user satisfaction across different academic backgrounds. Furthermore, this positive perceptual reception directly supports the macro-level framework proposed by Alrahmi et al. (2017) regarding social media integration and student learning outcomes. While Alrahmi et al.

emphasized structured, collaborative environments, our findings extend this model by exploring the participants' internal acceptance stages. Specifically, because the participants find X highly useful and easy to operate, they develop a strongly positive Attitude Toward Using (ATU). This attitude is characterized by their feeling of enjoyment and comfort, as they perceive the platform as a pressure-free space that neutralizes language anxiety. Consequently, this positive attitude directly creates a clear Behavioral Intention (BI), where participants from English and non-English departments explicitly express a strong willingness and commitment to continuously use X in the future as a regular tool for independent vocabulary learning.

4.2.2 The Different of Usage Patterns for Vocabulary Acquisition

In response to the second research question regarding usage patterns, the data demonstrate that the habits of English Department (ED) and non-English Department (NED) students differ significantly across two main domains: content exposure and decoding mechanics. The data shows that ED students are mostly exposed to informative and socio-political content on X. When encountering unfamiliar words within these topics, they tend to use contextual guessing (\$i+1\$) before looking up the definitions using external tools.

They actively read the surrounding tweet replies and public debates to guess the meaning of unfamiliar words. This behavior is shown by P2, who encountered a quote-retweet containing the word 'reciprocity'. After trying to guess the meaning from the context, P2 intentionally shifted from passive reading to active dictionary checking once the contextual clues were not enough. The interview transcript confirms that P2 explicitly stated: “Like the word ‘reciprocity’ from the tweet I sent you... I intentionally opened my dictionary app to look it up.”

Furthermore, ED usage patterns include active engagement with explicit linguistic content, as illustrated in the tweet screenshot from P6, where the participant interacts with

timeline media like @Lexicanglo's "basic grammar quiz" to constantly test grammatical intuition and syntactic patterns ("her flowers" versus "flowers to she").

On the other hand, the usage patterns of NED participants are heavily dominated by incidental browsing within localized and international entertainment sectors. As shown in the tweet screenshot from P5, NED users spend considerable time on fan accounts and celebrity update feeds, where they easily pick up everyday English expressions and slang, such as "mutual encouragement" or "happiness changed" through exposure to interview translations. However, when faced with advanced or unfamiliar vocabulary, the NED cohort displays a distinctive usage pattern marked by immediate technological dependency. Rather than attempting contextual analysis, they instantly bypass manual decoding by employing platform-assisted features. This pattern is verified in the tweet screenshot from P3 where a complex international tweet regarding a market crisis was decoded instantly using X's integrated translation tool, bringing words like "doomed" and "shattered" into immediate comprehension. This high reliance on automated scaffolding aligns with the concept of Digital Scaffolding in mobile-assisted language learning (MALL), demonstrating how platform features, specifically the AI assistant Grok and instant translation, serve as a vital safety net that prevents non-language majors from abandoning English texts.

In addition to these habits, both groups also react differently to the language corrections appearing on their feeds. X's short-text format effectively facilitates corrective feedback, presenting what Second Language Acquisition literature defines as 'negative evidence' through highly accessible and memorable timeline interactions. The tweet screenshot from P1 also highlights this unique ecosystem, where a viral post by @cinemaxwell explicitly corrects a common morphological error: "Please. I beg you. Casted is not a word. The word is cast." The visual data, cross-referenced with the interview transcripts, where P1 stated, "That's how I

found out that the past tense... of cast is not casted, it's just cast,” prove that such organic corrections serve as powerful incidental learning moments, successfully restructuring the user’s cognitive grammar rules outside formal instruction. Additionally, the intentional tracking pattern observed in the tweet screenshots from P4, where a participant explicitly bookmarked an educational infographic of English Slang Words ("Watcha", "I'mma", "Outta"), confirms that users intentionally transition from passive consumers to active curators, archiving casual variations of English to expand their digital sociolinguistic competence.

When comparing these insights to prior research on informal digital learning, this study expands upon the foundational findings of Sundqvist (2009) and Sockett (2014) regarding incidental English acquisition through media. While previous literature firmly established that extramural English content facilitates vocabulary growth, it often treated social media platforms as uniform spaces. This study updates that narrative by showing that a user's specific institutional background (ED vs. NED) fundamentally alters how a single social media platform is used and processed. This behavioral contrast effectively enriches the literature review compiled by Malik et al. (2019) regarding the utilization of Twitter across diverse educational settings. While Malik et al. argued that Twitter is an invaluable tool for global networking and peer communication, their macro-analysis did not account for major-specific behavioral polarization or independent lexical tracking.

Furthermore, while earlier studies on micro-blogging environments (e.g., Mompean & Fouz-González, 2016) heavily emphasized intentional vocabulary drilling via educational accounts, our findings demonstrate that explicit learning media like the evidence of the tweet screenshot from P4, represent only a fraction of the learning ecosystem. The true power of X lies in its hybrid nature: it effortlessly merges accidental algorithmic exposure (evidence from P5, P2), immediate digital scaffolding (evidence from P3), and public corrective feedback

(evidence from P1), transforming the platform into a self-scaffolding, informal SLA environment that continuously refines the lexical competence of university students.

CHAPTER V

CONCLUSION

This chapter presents the conclusions derived from the research findings and discussion, followed by suggestions for students, English language educators, and future research.

5.1 Conclusion

Based on the findings of the research and discussion, it can be concluded that students' academic backgrounds play an important role in shaping the way they use X (Formerly Twitter) as well as influencing their views of the platform as a means of learning English vocabulary. In terms of students' perception, participants from English departments and non-English departments shared strong similarities in their technology acceptance. Regarding Perceived Usefulness (PU), the analysis reveals that participants from both groups (English and non-English departments) found X highly beneficial because it allows them to easily access various global information while simultaneously getting direct exposure to authentic English. Furthermore, regarding Perceived Ease of Use (PEOU), participants found the platform exceptionally user-friendly to navigate since it only requires simple scrolling on their smartphones. This ease of use is significantly enhanced by advanced features, such as the AI-powered Grok chatbot, which acts as an instant support system that makes it effortless for participants to translate and interpret content from other languages into English directly within the application. These combined factors of usefulness and usability directly shaped a positive Attitude Toward Using (ATU), as participants openly expressed that they genuinely enjoy utilizing the platform for language exposure. Consequently, this high level of enjoyment established a strong Behavioral Intention (BI), with participants from English and non-English

departments explicitly agreeing and intending to continuously integrate X into their daily routines for vocabulary learning.

Meanwhile, in terms of usage patterns, a distinct difference emerges between the two groups. English Department students display a highly proactive, self-regulated, and academically driven pattern; they intentionally optimize X for vocabulary enrichment, purposefully interact with specialized educational accounts such as *English menfess*, and consistently use this platform as a real-training platform to actively practice advanced expression by composing their own tweets and engaging in discourse in English. On the other hand, students from outside the English Department tend to use these platforms passively, spontaneously, and purely in search of entertainment. They usually insert X-playing activities in between free time or while relaxing before bed in order to keep up with pop culture, the latest news from global fandom, or local news, so that their interactions with English-language texts happen incidentally through the entertainment content they consume.

However, while X's relaxed digital environment allows students to absorb modern communication styles naturally without the rigidity of formal classrooms, the platform still has obvious structural weaknesses that similarly affect both groups. The students openly complained about several major obstacles, such as often encountering incorrect or non-standard grammar, an unhealthy interaction environment (toxic), the rampant spread of hoaxes, and the number of automated bot accounts that filled the comment column. As a result of these challenges, students do not view X as the main learning medium that can stand alone, but rather as a very effective informal tool to expand their vocabulary, understand cultural nuances, and improve active communication skills, noting that users must always be critical in filtering the credibility of the content they consume.

5.2 Suggestion

Based on the conclusions above, the researcher offers some suggestions to maximize the educational benefits of using social media platforms like X for vocabulary development, while also handling their drawbacks. For students, it is highly recommended to leverage their extensive daily screen time on X by actively transforming passive scrolling behaviors into conscious, self-regulated learning opportunities. While utilizing the platform for leisure students, especially non-English majors, should intentionally cross-reference unfamiliar terms with external digital dictionaries, bookmarked educational threads, and context clues found in community discussions. Furthermore, students must actively cultivate critical digital literacy skills to successfully filter out grammatically flawed text, unreliable bot commentary, and widespread online misinformation, thereby protecting the integrity of their language intake.

For English language educators, there is an urgent need to acknowledge the massive footprint of extramural English exposure on microblogging platforms like X and systematically bridge the gap between formal classroom instruction and informal daily learning. Teachers are encouraged to integrate current, real-world text examples, trending internet slang, or interactive microblogging tasks into their vocabulary and writing curricula. By explicitly instructing students on how to analyze contextual text online and evaluate digital credibility, educators can foster authentic language awareness and encourage students to use social platforms as low-risk, supportive environments to practice their productive writing and communication skills.

Finally, for future researchers, it is suggested to expand upon the qualitative boundaries of this study by employing robust quantitative or mixed-method designs to measure actual, measurable lexical gains resulting from prolonged platform exposure. Given the rapid and unpredictable evolution of digital spaces, future studies should look deeper into the specific cognitive impacts of built-in AI tools, like Grok, in reshaping reading comprehension,

automated scaffolding, and incidental language acquisition. Lastly, widening the participant demographic to include varying language proficiency levels, cross-institutional data, or localized professional communities would offer a much more comprehensive and universally applicable understanding of social-media-assisted language learning (MALL) frameworks.

REFERENCES

- Ahmad, J. (2012). Intentional vs. incidental vocabulary learning. *ELT Research Journal*, 1(1), 71–79.
- Al-Rahmi, W. M., Alias, N., Othman, M. S., Marin, V. I., & Tur, G. (2018). Social media use, collaborative learning and students' academic performance: A systematic literature review of theoretical models. *IEEE Access*, 6, 62180–62193. <https://doi.org/10.1109/ACCESS.2018.2874223>
- Baker, S. (2018). The role of social media in education: A case study of Twitter. *Journal of Educational Technology Development and Exchange*, 11(1), 1–12. <https://doi.org/10.18785/jetde.1101.01>
- Bautista, A. (2026, March 27). *How to use Grok on Twitter (X)*. Tweet Hunter. <https://tweethunter.io/blog/how-to-use-grok-on-twitter-x>
- Blattner, G., & Dalola, A. (2023). I tweet, you tweet, (S)he tweets: Enhancing the ESL language-learning experience through Twitter. In *Research Anthology on Applying Social Networking Strategies to Classrooms and Libraries* (pp. 794–813). IGI Global. <https://doi.org/10.4018/978-1-6684-7123-4.ch041>
- Bradshaw, C., Atkinson, S., & Doody, O. (2017). Employing a qualitative descriptive approach in health care research. *Global Qualitative Nursing Research*, 4, 1–8. <https://doi.org/10.1177/2333393617742282>
- Brown, A., & Danaher, P. A. (2019). CHE principles: Facilitating authentic and dialogical semi-structured interviews in educational research. *International Journal of Research & Method in Education*, 42(1), 76–90. <https://doi.org/10.1080/1743727X.2018.1479942>
- Burston, J. (2016). Mobile-assisted language learning: A review of the recent journal literature. *ELT Journal*, 70(4), 466–472. <https://doi.org/10.1093/elt/ccw045>
- Chen, H. J., & Tseng, S. S. (2020). Using a social networking platform to facilitate incidental vocabulary acquisition. *Language Learning & Technology*, 24(3), 120–139.
- Chen, H. J., & Tseng, S. S. (2022). Effects of mobile learning technologies and social media tools on student engagement and learning outcomes of English learning. *Technology, Pedagogy and Education*, 31(3), 381–398. <https://doi.org/10.1080/1475939X.2022.2045543>
- Colorafi, K. J., & Evans, B. (2016). Qualitative descriptive methods in health science research. *Health Environments Research & Design Journal*, 9(4), 16–25. <https://doi.org/10.1177/1937586715614171>

- Coursiv. (2026). *Grok for students in 2026: Study use cases*. <https://coursiv.io/blog/grok-for-students-2026>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- DataReportal. (2024). *Digital 2024: Indonesia*. <https://datareportal.com/reports/digital-2024-indonesia>
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), 319–340. <https://doi.org/10.2307/249008>
- Denzin, N. K. (2017). *The research act: A theoretical introduction to sociological methods* (5th ed.). Routledge.
- García-Sánchez, S., & García-Sánchez, S. (2019). Twitter tasks for English vocabulary acquisition. *Computer Assisted Language Learning*, 32(4), 389–412. <https://doi.org/10.1080/09588221.2018.1527357>
- Gass, S. M., & Selinker, L. (2008). *Second language acquisition: An introductory course* (3rd ed.). Routledge.
- González-Fernández, B., & Schmitt, N. (2017). Vocabulary acquisition. In S. Loewen & M. Sato (Eds.), *The Routledge handbook of instructed second language acquisition* (pp. 280–298). Routledge.
- Hidayat, A. (2021). Pengaruh teknik pengorganisasian informasi terhadap memori dan pemahaman mahasiswa. *Jurnal Pendidikan dan Kebudayaan*, 11(2), 145–158.
- Hulstijn, J. H. (2018). Incidental and intentional learning. In R. Alonso (Ed.), *Speaking and writing in a second language* (pp. 143–162). John Benjamins Publishing.
- Ismail, M. (2021). Language awareness and self-regulated learning among English department students. *Journal of English Language Teaching and Linguistics*, 6(1), 89–104.
- Ismail, M., & Rahman, A. (2019). Informal language learning through digital media: A case of non-English major students. *International Journal of Education & Literacy Studies*, 7(3), 45–52.
- Khan, M. (2017). The role of social media in development of English language vocabulary at university level. *Journal of Education and Practice*, 8(5), 112–121.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- Krippendorff, K. (2018). *Content analysis: An introduction to its methodology* (4th ed.). SAGE Publications.

- Kukulska-Hulme, A. (2023). Mobile-assisted language learning in dynamic digital ecosystems. *Language Teaching*, 56(2), 211–226.
- Kvale, S., & Brinkmann, S. (2015). *Interviews: Learning the craft of qualitative research interviewing* (3rd ed.). SAGE Publications.
- Leow, R. P., & Zamora, C. C. (2017). Intentional and incidental L2 learning. In S. Loewen & M. Sato (Eds.), *The Routledge handbook of instructed second language acquisition* (pp. 33–49). Routledge.
- Long, M. H. (1983). Native speaker/non-native speaker conversation and the negotiation of comprehensible input. *Applied Linguistics*, 4(2), 126–141.
- Lottering, R. A. (2020). Using social media to enhance student engagement and quality. *South African Journal of Higher Education*, 34(5), 109–121. <https://doi.org/10.20853/34-5-4271>
- Lu, Y. (2021). Implication from incidental and intentional learning in taking up a foreign language. *Proceedings of the 2021 4th International Conference on Humanities Education and Social Sciences (ICHESS 2021)*, 539–544. Atlantis Press. <https://doi.org/10.2991/assehr.k.211220.091>
- Maharani, A., & Fitriana, D. (2018). Language awareness and motivation in English vocabulary acquisition among English education students. *Lingua Cultura*, 12(3), 245–251.
- Malik, A., Heyman-Schrum, C., & Johri, A. (2019). Use of Twitter across educational settings: A review of the literature. *International Journal of Educational Technology in Higher Education*, 16(1), 1–22. <https://doi.org/10.1186/s41239-019-0146-6>
- Maulana, R. (2022). *Psikologi kognitif dalam proses pembelajaran*. Pemuda Bangsa Press.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2019). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications.
- Nation, I. S. P. (2017). *How vocabulary is learned*. Oxford University Press.
- Nation, I. S. P. (2022). *Learning vocabulary in another language* (3rd ed.). Cambridge University Press.
- Nikou, S. A., & Economides, A. A. (2017). Mobile-based assessment: Investigating the factors that influence behavioral intention to use. *Computers & Education*, 109, 56–73.

- O'Glasser, A. Y., Jaffe, R. C., & Brooks, M. (2020). To tweet or not to tweet, that is the question. *Seminars in Nephrology*, 40(3), 249–263. <https://doi.org/10.1016/j.semnephrol.2020.04.004>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). SAGE Publications.
- Peters, E. (2019). The effect of out-of-class exposure to English language media on vocabulary learning. *Studies in Second Language Acquisition*, 41(4), 851–878.
- Purwanto, A., Fahmi, K., & Cahyono, Y. (2023). The benefits of using social media in the learning process of students in the digital literacy era and the education 4.0 era. *Journal of Information Systems and Management (JISMA)*, 2(2), 1–7.
- Rahayu, S. (2019). Pengaruh pengalaman empiris terhadap kemampuan interpretasi informasi kompleks pada mahasiswa. *Jurnal Psikologi Pendidikan*, 7(1), 34–48.
- Safapour, E., Kermanshachi, S., & Taneja, P. (2019). A review of nontraditional teaching methods: Flipped classroom, gamification, case study, self-learning, and social media. *Education Sciences*, 9(4), 273. <https://doi.org/10.3390/educsci9040273>
- Sandelowski, M. (2010). What's ever happened to qualitative description?. *Research in Nursing & Health*, 33(1), 77–84. <https://doi.org/10.1002/nur.20362>
- Santosa, B. (2018). *Persepsi dan lingkungan sosial dalam proses belajar*. Alfabeta.
- Sari, Z. E. (2021). Difficulties and strategies in learning English: An analysis of students from English and non-English education department in Indonesia. *Proceedings of the 4th International Conference on Sustainable Innovation 2020 – Social, Humanity, and Education (ICoSIHESS 2020)*, 313–331. Atlantis Press. <https://doi.org/10.2991/assehr.k.210122.034>
- Schmitt, N. (2019). *Understanding vocabulary acquisition*. Routledge.
- Setiawan, A. (2021). Tren penggunaan media sosial X (Twitter) sebagai pemenuhan kebutuhan informasi di Indonesia. *Jurnal Komunikasi Global*, 10(2), 189–203.
- Setiawan, A., & Mustofa, M. (2020). English as a secondary need: Perspectives of non-English majors in higher education. *Indonesian Journal of Applied Linguistics*, 10(1), 112–121.
- Sivakumar, A., Jayasingh, S., & Shaik, S. (2023). Social media influence on students' knowledge sharing and learning: An empirical study. *Education Sciences*, 13(7), 745. <https://doi.org/10.3390/educsci13070745>
- Stratton, J. M. (2022). Intentional and incidental vocabulary learning: The role of historical linguistics in the second language classroom. *The Modern Language Journal*, 106(4), 837–857. <https://doi.org/10.1111/modl.12812>

- Sukirlan, M. (2017). Using short-form digital content for incidental vocabulary acquisition among non-English department students. *Journal of Language Teaching and Research*, 8(4), 711–718.
- Sundqvist, P., & Sylvén, L. K. (2021). *Extramural English in teaching and learning: From theory and research to practice*. Palgrave Macmillan.
- Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics* (pp. 125–144). Oxford University Press.
- Tantri, Y. G., Romadlon, F. N., & Nurcahyo, A. D. (2023). The problems encountered by non-English department students in speaking English. *International Journal of Research in Education*, 3(1), 1–11. <https://doi.org/10.26877/ijre.v3i1.13452>
- Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). User acceptance of information technology: Toward a unified view. *MIS Quarterly*, 27(3), 425–478. <https://doi.org/10.2307/30036540>
- Viberg, O., & Grönlund, Å. (2017). Mobile-assisted language learning in higher education: A state-of-the-art review. *Computer Assisted Language Learning*, 30(3), 118–145.
- Webb, S. (2020). *The Routledge handbook of vocabulary studies*. Routledge.
- Webb, S., & Nation, I. S. P. (2017). *How vocabulary is learned*. Oxford University Press.
- Wibowo, T. (2020). Latar belakang budaya dan pengaruhnya dalam pemilihan stimuli informasi pada mahasiswa. *Jurnal Psikologi Kognitif*, 14(3), 201–215.
- Yu, Z., Yu, L., Xu, Q., Xu, W., & Wu, P. (2022). Effects of mobile learning technologies and social media tools on student engagement and learning outcomes of English learning. *Technology, Pedagogy and Education*, 31(3), 381–398. <https://doi.org/10.1080/1475939X.2022.2045543>
- Zarei, A. A., & Yazdanpanahi, M. (2019). The effect of digital self-regulation strategies on vocabulary learning among foreign language majors. *Journal of Applied Linguistics and Applied Literature*, 7(2), 115–129.
- Zhang, R., & Pérez-Paredes, P. (2021). Mobile phone games and English vocabulary acquisition: A review of MALL literature. *Educational Technology Research and Development*, 69(4), 2111–2134.
- Zhang, X., & Wu, Y. (2022). Engaging with global audience: Twitter as an informal learning tool for non-native English speakers. *System*, 105, 102–117.
- Zou, D. (2020). Gamified mobile applications for vocabulary learning: A systematic review. *Computer Assisted Language Learning*, 33(7), 677–701.

APPENDICES

Appendix I Interview Guidance

The interview was done to answer research questions in this study. The questions in the interview already consulted and validated with experts, which is the academic advisor.

Interview Order	Variable/ Theory Component	Interview Question (Main Question)	Probes/ Follow-up Question	Research Question
1.	Usage Pattern	Can you tell me about how you usually use X in your daily life?	- How often do you use X? - What kind of content do you usually consume? - Do you mostly read, post, repost, or interact with others? - How do you usually interact with other users?	RQ 2: How do English and Non-English department students differ in their usage patterns with X for English vocabulary acquisition?
2.	Vocabulary Exposure	How often do you encounter English language content on X?	- What types of English content do you usually encounter? - Do you think English content appears frequently on your timeline?	RQ 2
3	Vocabulary Exposure	Can you recall a time when you learned a new English word or expression from X?	- What was the word or expression? - Where did you encounter it? - What kind of	RQ 2

Interview Order	Variable/ Theory Component	Interview Question (Main Question)	Probes/ Follow-up Question	Research Question
			- content was it? - What did you do after seeing the word?	
4.	Incidental vs Intentional Learning	When you learn new English words on X, does it usually happen naturally while scrolling, or do you intentionally look for English vocabulary?	- Can you give an example? - Do you actively search for English content? - Do you follow English-learning accounts? - Have you ever intentionally used X to improve your English?	RQ 2
5.	Input Hypothesis	What do you usually do when you encounter unfamiliar English words or expressions on X?	- Do you try to understand them from the context? - Do you search for the meaning? - Do you look at the comments or replies? - Do you ask someone else? - Do you sometimes ignore the word and continue scrolling?	RQ 2
6.	MALL	Are there any features on X that help you understand or learn new English	- Search feature? - Replies/comm	RQ 2

Interview Order	Variable/ Theory Component	Interview Question (Main Question)	Probes/ Follow-up Question	Research Question
		vocabulary?	ents? - Bookmark? - Community discussions? - Grok or other AI features?	
7.	TAM (Perceived Usefulness)	How would you describe your experience using X as a source of English vocabulary learning?	- What makes it useful? - What benefits have you experienced? - How is it different from other social media platforms? - How is it different from other learning resources?	RQ 1: What are the differences in perceptions of English and Non-English department students regarding the use of X in enhancing English vocabulary
8.	TAM (Perceived Usefulness)	Is there anything that makes X less useful for learning English vocabulary?	- Any challenges? - Any limitations? - Any concerns about the information shared on X?	RQ 1
9.	TAM (Perceived Ease of Use)	Do you think learning vocabulary through X is easy or difficult?	- Why? - What makes it easy? - What makes it difficult? - Are there any features that help?	RQ 1
10.	TAM (Attitude Toward Using)	How do you feel about using X as a platform for learning	- Do you enjoy learning vocabulary	RQ 1

Interview Order	Variable/ Theory Component	Interview Question (Main Question)	Probes/ Follow-up Question	Research Question
		English vocabulary?	through X? - What makes the experience enjoyable or not enjoyable? - Do you prefer learning through X compared to traditional learning methods? - Would you describe the experience as positive or negative? Why?	
11.	TAM (Behavioral Intention)	Do you think you will continue using X as a source of English vocabulary learning in the future?	- Why? - Why not? - Would you recommend it to others?	RQ 1
12.	Comparison of Majors	Do you think your academic background influences the way you learn English vocabulary through X?	- How? - Why do you think so?	RQ 1

Appendix II Transcript of Interview

TRANSCRIPT OF INTERVIEW

First Participant

Name: P1

It: Interviewer

It	Hi, Good Evening! Before we begin, I would like to introduce myself. My name is Syadza Salwa Azhura, and I am a student of the English Department at UIN Malang. I am currently conducting a study entitled “Learning Through X: A Comparative Study on Students’ Perceptions of Using X for English Vocabulary Acquisition Among English and Non-English Department Students.” Thank you for agreeing to participate in this interview. Your responses will be kept confidential and used only for academic purposes. There are no right or wrong answers, so please feel free to share your experiences and opinions honestly. With your permission, I would also like to record this interview and ask you to provide 2–3 screenshots of English-language tweets that you have encountered or interacted with on X. These screenshots will be used solely as supporting data for this research. If everything is clear, we can begin the interview
P1	Yes, I understand and agree to participate. We can continue
It	Can you tell me about how you usually use X in your daily life? Like how often?
P1	I use X a lot. Probably too much. I check it almost every time I open my phone. It's usually the first application I open in the morning after I wake up.
It	What do you usually use it for?
P1	I use X mostly to keep updated with the news. Like, almost everything I know about what's going on in the world comes from X.

It	What kind of content exactly?
P1	Pretty much any kind of news; politics, entertainment, movie updates, and celebrity related content
It	So do you mostly read, post, or interact on X?
P1	I mostly read content on X. I rarely post or tweet anything myself.
It	Okay. Next question. Can you tell me about your experience encountering English language content on X?
P1	Because I mostly use X to keep up with entertainment news, most of the English tweets that appear on my timeline are about movie updates, pop culture, newly released films, or singers releasing new albums. I also usually tweet in English, so most of the content that appears on my timeline is in English as well.
It	So you quite often come across English language content on your X timeline?
P1	Yes. Most of it is in English. I mostly tweet in English because most of my followers are not from Indonesia. Because of that, the algorithm also tends to show me tweets in English on my timeline.
It	I see. Do you ever intentionally look for English-language content, or does it mostly happen incidentally through your timeline?
P1	The second one, actually. I don't really use X to actively learn English.
It	Oh okay, so next question. What kind of content usually helps you learn English?
P1	From movie updates and other content, I actually learn new words and how to use English grammar properly. One example is the tweet that I already sent you. That's how I found out that the past tense or at least the second form of <i>cast</i> is not <i>casted</i> , it's just <i>cast</i> . I learned that from film-related news.
It	That's a really interesting example. When you come across new words, do you actively look up their meanings?
P1	Yeah sure. For some tweets that I find difficult to understand, I usually look up the meaning myself. Most of the time on X, I encounter slang or terms that I don't really know, and usually the meaning isn't explained directly in the tweet. So I just searched for it myself.

It	How about the comment section? Do you ever look there for explanations?
P1	Well sometimes it helps. Sometimes it helps. Sometimes there are people in the comment section who explain what a word means. There are people like that. But honestly, I prefer looking it up myself. Especially now with the Grok feature. Most replies are either bots, or AI generated, or people using Grok to ask things like, "What does this mean, Grok?" I don't really like that, especially the AI on Twitter.
It	Oh yeah, I understand. Now, how would you describe your experience using X as a tool for learning English vocabulary? It is useful? or It is not? And why?
P1	It's useful for me, what makes it useful is that I don't really feel like I'm learning. It doesn't feel like I'm reading a textbook or anything. It feels like I'm just scrolling through my phone. And it's nice to know that I'm not only doomscrolling. It's nice to know that, with my extensive use of X, I'm actually learning something from that.
It	Then what makes it less useful?
P1	Again, I'm saying, especially now, a lot of replies are bots. They're not real people. Since you can monetize X, a lot of people, even those with blue checkmarks tweet the stupidest things just to get engagement. Sometimes they post things that aren't true because they know it'll get engagement and make money from it. So yeah, sometimes it's not a very credible source for learning. You have to be critical about what you read.
It	That's really understandable. So to the next question. Why do you think X is more useful for vocabulary learning compared to other social media platforms?
P1	Compared to other social media, X is the only one that's text-based. Most other platforms focus more on images or videos. And i think X is also one of the most interactive platforms because you're connected to so many people there. Whether you're mutuals or not, you can still interact with them. There are native speakers there as well. I think that's why..
It	That makes sense. And do you think you'll continue using X as a source of English vocabulary learning in the future?
P1	Yeah sure.
It	Tell me why?
P1	They really haven't made another social media platform that's better than X. Yet. So, for now, I'll continue using it because I don't plan on moving to another

	social media platform anytime soon.
It	Alright. One last question. Do you think your academic background influences the way you learn English through X?
P1	Probably. Because I'm not from an English Education or English Literature background, I don't really use X to actively learn English or deliberately look up language related content. I mostly use X for fun. So, whatever I learn kind of happens by chance. Maybe if I came from an English related background, I would be more mindful when using X. Maybe I would follow accounts specifically dedicated to learning English.
It	I see. That's a very interesting perspective. Thank you so much for sharing your experiences.
P1	Your welcome. Feel free to ask me if you have any questions!

TRANSCRIPT OF INTERVIEW

Second Participant

Name: P2

It: Interviewer

It	Hi, Good Afternoon! Before we begin, I would like to introduce myself. My name is Syadza Salwa Azhura, and I am a student of the English Department at UIN Malang. I am currently conducting a study entitled “Learning Through X: A Comparative Study on Students’ Perceptions of Using X for English Vocabulary Acquisition Among English and Non-English Department Students.” Thank you for agreeing to participate in this interview. Your responses will be kept confidential and used only for academic purposes. There are no right or wrong answers, so please feel free to share your experiences and opinions honestly. With your permission, I would also like to record this interview and ask you to provide 2–3 screenshots of English-language tweets that you have encountered or interacted with on X. These screenshots will be used solely as supporting data for this research. If everything is clear, we can begin the interview.
P2	Yeah do it!
It	Can you tell me about how you usually use X in your daily life? Like how often?
P2	Yeah, personally I use X as a source of information. Honestly, the first thing that comes to my mind when I wake up is opening X. I really treat it like my morning newspaper.
It	Okay, so how often do you open that?
P2	I think at least once every hour.
It	Wow. You really like it that much ya. And what kind of content do you usually consume? Feel free to answer honestly.
P2	Personally, I mostly just read whatever comes on my timeline. Things like Indonesian news, politics, music, and pop culture. Also a few times there's content about classical literature. Maybe because I’m a literature student, the

	algorithm is still relevant. Oh and also AU's. I read a lot about that.
It	Right, you just mentioned reading. Do you also post or interact with people on X?
P2	Personally, I tweet quite a lot. I use it to practice my English. I'd say around 8.5 out of 10 of my tweets are in English. I even got rate limited once because I tweeted so much. I've actually considered subscribing to Premium just so I wouldn't get limited. Because I cannot be silent. I literally cannot be silent.
It	Wow, fascinating! Getting rate limited because of tweeting too much is definitely something. So, in a way, you're also practicing English by tweeting whatever comes to your mind. How about interacting with people?
P2	Yeah, I interact with my mutuals quite often. For people I'm not mutuals with, it's just usually through quote tweets.
It	Okay I get it. Next question, can you tell me about your experience encountering english language content on x? like how often?
P2	Very often, actually. I probably consume more information and content in English than in Indonesian. If it's Indonesian content, it's usually politics or local news. Even then, I sometimes prefer reading international sources. It helps me learn and practice my English at the same time.
It	Okay. Can you recall a time when you learned a new English word from X? What kinds of words do you usually encounter? Do you intentionally search for them, or does it happen naturally?
P2	Most of the time it's just something that appears on my timeline. Usually words that people happen to be discussing. For example, the word <i>reciprocity</i> . I honestly thought it was just a made up word people used online, but when I checked the dictionary, it turned out to be an actual word. Things like that happen quite often.
It	Oh okay, interesting really. So you actively look up the meanings instead of just scrolling past them right?
P2	Of course I do. That's how I learn. Although, for everyday conversational words, I don't always look them up. Maybe because I already have the basics, so sometimes it's enough for me to simply understand the general meaning.
It	Okay. Next question. How would you describe your experience using X? Would you say it's useful?

P2	For me, X is very useful. Not only for learning, but also for self development. Since I already have a foundation in English, X becomes a place where I can maintain and develop it. I consume content in English, and then I practice by expressing my thoughts and writing my own tweets in English.
It	That's a good point. So how about the less useful one?
P2	Probably the dumb opinions and misinformation. Since anyone can post anything, information isn't really filtered. Sometimes you come across content that's not reliable at all.
It	Fair enough. Do you think X is easy to use? Have you experienced any difficulties using it for learning English?
P2	It's very easy to use honestly, so nope. I haven't experienced any difficulties.
It	Okay, let's move on to another question. So, in your opinion, what sets X apart from other learning resources? Or at the very least, how is it different from other social media platforms?
P2	X is basically text-based right? While most other social media platforms focus more on images or videos. So naturally, there's a lot more text and of course vocabulary on it. Compared to other learning resources, it doesn't really feel like studying. It just feels like I'm scrolling, and I happen to learn something in it.
It	Do you think you will continue using X as a vocabulary learning tool in the future?
P2	For me, yes, as long as there are still active communities on X, I'll keep using it.
It	Okay. Last question. Do you think your academic background influences you
P2	Yeah, for sure. Like I mentioned before, I'm from an English related background, so I already have a foundation of it. Because of that, the content I consume feels more like an extension of what I've already learned. I think it helps me develop my English at a more advanced level rather than learning everything from scratch.
It	Alright, thank you so much.
P2	Glad to help. Good luck!

TRANSCRIPT OF INTERVIEW

Third Participant

Name: P3

It: Interviewer

It	Hi, Good Afternoon! Before we begin, I would like to introduce myself. My name is Syadza Salwa Azhura, and I am a student of the English Department at UIN Malang. I am currently conducting a study entitled “Learning Through X: A Comparative Study on Students’ Perceptions of Using X for English Vocabulary Acquisition Among English and Non-English Department Students.” Thank you for agreeing to participate in this interview. Your responses will be kept confidential and used only for academic purposes. There are no right or wrong answers, so please feel free to share your experiences and opinions honestly. With your permission, I would also like to record this interview and ask you to provide 2–3 screenshots of English-language tweets that you have encountered or interacted with on X. These screenshots will be used solely as supporting data for this research. If everything is clear, we can begin the interview.
P3	Yeah sure.
It	First Question. Can you tell me about how you usually use X in your daily life? Like how often?
P3	I use X to look for information about things I like, and mostly about this country. I mean, I don't open it that often, but I still check it every day. And for me, scrolling X before bed is a must.
It	Okay. What kind of content do you usually consume?
P3	Probably political issues that are currently trending. I also look up Thailand celebrities, because I like to keep up-to-date with them. It's like fifty-fifty.
It	Alright. And usually, do you just read, or do you sometimes post, like tweet something, or do you interact as well?
P3	For me I just like to read. I'm not really that enthusiastic about doing the other things.

It	Okay. Next question. Can you tell me about your experience encountering english content on X. Like how often?
P3	Actually, the original content that pops up on my timeline is usually in Thai, but thanks to the Grok feature on X, it automatically translates into English. For example when I see a tweet from international accounts, like the chicken breast issue in Thailand that I sent you, I always click the 'Translate' button under the post. That's where I found words like 'doomed' and 'shattered' because the English translation helped me understand the chaotic situation immediately. It is really useful, honestly. Like literally, I get to learn two languages at the same time.
It	Oh, really helpful, right. So, onto the next question. Can you recall a time when you learned a new English word from X? What kinds of words do you usually encounter? Do you intentionally search for them, or does it happen naturally?
P3	I never actively look for it. It's mostly like the example I just gave earlier. So, it just happens naturally on my timeline. In that example, I ended up learning just from the context. Like, in that case, there were a few English words that I already knew the meaning of, and in the end, I could understand the whole context.
It	Did you ever try to find out the meaning through the comment section?
P3	Oh yeah, quite often actually, especially since I follow fandom accounts, you know? So most of all, they share a lot about the definitions or what it actually means.
It	Okay. I get it, you're a fangirl. Now moving to the next question. How would you describe X as a source for vocabulary learning? Is it useful?
P3	If you're asking whether playing on X is useful or not, I'd say it is useful, because every day I encounter at least one word on X. When it comes to other social media, I'm usually like, "Ah, I already know this from X." So it's basically everything I know first, yeah, on X. So yeah, it's helpful to me.
It	Okay so what makes it less useful? Is there anything?
P3	I haven't found any downsides or why it's less useful. Maybe it's just way more useful.
It	Okay. And how is it different from other learning resources?
P3	On X, there are way more sentences. Probably because it's text-based. On other apps, there are more pictures than text, so it's definitely different. X makes it

	easier to find words to learn compared to other platforms. And of course, compared to other formal learning resources, X is non-academic. So it doesn't feel like studying.
It	Okay, next question. Do you think X is easy to use? Have you experienced any difficulties using it for learning English?
P3	It's not that hard. I don't need to think out loud or overthink just to use X.
It	Okay, next Question ya Do you think you will continue using X as a source for english learning in the future? why?
P3	I will definitely keep using X for learning, yeah. As long as the tweets that pass through my timeline are in English.
It	Okay, last question. Do you think your academic background influences you to learn English vocabulary through X?
P3	If we're talking about academics, it actually has a huge impact. Since I'm not from an English academic background, I started entirely from the basics. All of it.
It	Okay. That's all my question. Thank you for answering all of that. You help me a lot!
P3	Sure. Anytime.

TRANSCRIPT OF INTERVIEW

Fourth Participant

Name: P4

It: Interviewer

It	Hi, Good Afternoon! Before we begin, I would like to introduce myself. My name is Syadza Salwa Azhura, and I am a student of the English Department at UIN Malang. I am currently conducting a study entitled “Learning Through X: A Comparative Study on Students’ Perceptions of Using X for English Vocabulary Acquisition Among English and Non-English Department Students.” Thank you for agreeing to participate in this interview. Your responses will be kept confidential and used only for academic purposes. There are no right or wrong answers, so please feel free to share your experiences and opinions honestly. With your permission, I would also like to record this interview and ask you to provide 2–3 screenshots of English-language tweets that you have encountered or interacted with on X. These screenshots will be used solely as supporting data for this research. If everything is clear, we can begin the interview.
P4	Clear, you may begin.
It	Okay, thank you. First question. Can you tell me how you usually use X in your daily life?
P4	I use it every day and every time. Whenever I'm bored, I'll definitely open X to see what's happening.
It	Wow interesting, so you use it very often, right? You use it almost every day.
P4	Absolutely.
It	What kind of content do you usually consume?
P4	The first things that pop up on my timeline are usually politics, education, and things about music, like song updates and celebrity updates.

It	Okay, so you use it to stay updated on all of that stuff. And how do you use X? I mean, focus wise, do you usually only read? Or do you also post, or join the comment section and interact on X?
P4	I mostly do all of that, actually. Because I also like posting. But I like reading too, of course.
It	Since your background is in English Education, are you aware of or do you intentionally follow English-language accounts? Like English <i>menfess</i> [mention confess] accounts?
P4	Sure. I follow a whole lot of them to gain more knowledge.
It	Could you name one of them?
P4	Yeah, English <i>menfess</i> is one of them.
It	Okay that's a good one. And can you tell me about your experience encountering english language content on X? Like how often?
P4	Because I follow a lot of English-related content, it pops up on my timeline very frequently.
It	Okay, Have you ever tweeted in English yourself? To learn how to use it in daily life, like doing it for active practice?
P4	Quite often, to improve my skills.
It	Okay, next question, how do you usually learn vocabulary through X? like does it happen naturally?
P4	It does happen naturally. But somehow, I also look for it. I searched it up. Like stalking an English <i>menfess</i> account, for example, just to check what's on it.
It	And what do you do after that? You look for the meaning?
P4	Yeah. For example, if slang words show up on my timeline, I will look up the meaning myself. Or if it's an abbreviation or Twitter slang like that, usually the <i>menfess</i> accounts I follow will tweet about it and share the full phrase and meaning. If not, people in the comment section often explain it too.
It	Okay. You really utilize X well as an English Education student. Moving to the next question: How would you describe your experience using X as a source of

	English vocabulary learning? Is it helpful?
P4	Very useful.
It	Can you tell me why?
P4	Because every time I open X, my timeline automatically shows content from various countries. So there are a lot of native speakers on there too. When their posts pass through my timeline, I get to learn new vocabulary.
It	I see, so do you think X is easy to use?
P4	Definitely. I am enjoying using this app.
It	Okay, glad to know. Then, what is the difference between X and other learning resources?
P4	Maybe the difference is that on X, we can practice at the same time. Like I do, for example, I tweet something, and since there is a comment feature, usually someone will automatically comment if my language or grammar is wrong. Someone will correct it, so to speak. So yeah, two-way interaction happens on X, which is very useful to me. Whereas other resources are more academic and rarely interactive.
It	Okay I get it, it might be because X is a text-based platform, so there are a lot of conversations in it and we can connect with many people from abroad. Next question: How easy or difficult is it to learn vocabulary through X? I mean, are there any challenges?
P4	There are quite a few. For the "easy" part, it's highly accessible. It has a lot of features. It's easy to get new vocabulary and get directly exposed to native speakers. For the "difficult" part, it's probably when quizzes show up. Because I personally follow English <i>menfess</i> accounts like that, if someone isn't used to it, it might be hard to answer. Hard to understand, especially for people whose background isn't English Education.
It	Okay to the next question, Do you think you will continue using X as a source of vocabulary learning in the future?
P4	For now, I think it stays the same. Because I have no desire to deactivate X. Even for now, I still think X is an application that connects with so many people.
It	Okay last question. I think I will. Because I have no desire to deactivate X. Yeah, because even for now, I still think X is an app that connects you to a lot

	of people, so this app is very up-to-date.
P4	It has a huge influence. Because I already have the basics, I can use X as a platform to develop further. Not just reading, but I can also tweet things. So I'm not really learning from the very basics.
It	Okay that's all. Thank you so much ya!
P4	Anytime.

TRANSCRIPT OF INTERVIEW

Fifth Participant

Name: P5

It: Interviewer

It	Hi, Good Afternoon! Before we begin, I would like to introduce myself. My name is Syadza Salwa Azhura, and I am a student of the English Department at UIN Malang. I am currently conducting a study entitled “Learning Through X: A Comparative Study on Students’ Perceptions of Using X for English Vocabulary Acquisition Among English and Non-English Department Students.” Thank you for agreeing to participate in this interview. Your responses will be kept confidential and used only for academic purposes. There are no right or wrong answers, so please feel free to share your experiences and opinions honestly. With your permission, I would also like to record this interview and ask you to provide 2–3 screenshots of English-language tweets that you have encountered or interacted with on X. These screenshots will be used solely as supporting data for this research. If everything is clear, we can begin the interview.
P5	Hi! Good afternoon to you too! Yeah, sure. Let’s begin
It	So the first question is, can you tell me how you usually use X in your daily life?
P5	Just for entertainment when I'm bored, and as a bedtime routine to help me sleep.
It	How often do you use it?
P5	Very often. For instance, if I'm out somewhere and feeling bored, I'd rather scroll through X than other social media platforms.
It	Okay, what kind of content tuh you usually consume?
P5	Hm, something about politics, yeah, news, and content that I like, mostly about fangirling things. Health topics as well.

It	Okay, I get it girl. Do you mostly read, post or interact on X?
P5	I mostly just read, but a few times I've also joined the comment section, posted, or tweeted something. But for the most part, I enjoy just reading.
It	Oh okay. Can you tell me how often you encountering english language content on X?
P5	Very frequently, because almost everyone I follow mostly uses English. So, that's what shows up on my timeline too.
It	Oh okay, let's recall a time when you were playing on X. What kind of words do you usually encounter? Like, in what kind of content?
P5	Probably in health topics, or comments about politics. But Indonesian politics, or Thai politics. Since I also like Thailand, I stay pretty updated about that. And yeah, even though Thai news passes by, usually because it's also international news, it often uses English. Or about disasters, like BMKG, that usually uses English too. Because it counts as international news, maybe.
It	Oh okay, so you stay updated about other countries too. When it comes to Thailand, does the content that shows up use the Thai language or English?
P5	Well, one of the features on X that is quite helpful for me is Grok. Because it can automatically switch the language to English. So I can understand it better. Since, yeah, for the most part, I've already learned a bit and know the meanings from the context.
It	Oh, so it's very beneficial, right. For that kind of content, do you intentionally look for it yourself, or do you google it, or does it happen naturally?
P5	It just passes by, randomly.
It	Oh okay, next question, so how do you usually learn new vocabulary while using X?
P5	Yeah, usually just from whatever passes by on the timeline. Then sometimes, if there are some words I don't really understand yet, like slang, specific terms, or unfamiliar English, that's when I google it or look through the comment section first. Because there are some people who help you figure it out.
It	Cool. So how would you describe your experience using X as a source of English vocabulary learning? What makes it useful?

P5	A lot of things. You could say I'm someone who is quite stiff or awkward in public. So, I think X helps me not to feel stiff and not to be afraid of tweeting something in English. Where I used to be afraid to interact, now I can interact with online friends on X.
It	I see, because everything's online ya.
P5	Exactly. Also, since I'm not from an English department background, it's a bit hard to learn English. But because most of the tweets that pass by on X are in English, I get directly exposed to it.
It	Now, what makes it less useful?
P5	Maybe because it can't be filtered, so there are a lot of people's opinions that I think are a bit off.
It	Oh okay i get it. What makes it different from other learning resources?
P5	Probably the language style. X is more informal and meant for daily use. Whereas other learning resources feel very academic.
It	Okay, next question. How easy or difficult is it to learn vocabulary through X?
P5	I think it's easy because there are so many updates, like a lot of content in it. I get to know a lot of words from various content there. Plus, yeah, it doesn't take much effort to use. It's very accessible.
It	Okay. Next, do you think you will continue using X as a source of English vocabulary learning in the future?
P5	I will keep using it as a learning tool, because it's comfortable, and maybe because my mutuals are from many different countries, so it helps me a lot.
It	Okay. Moving to the last question. So do you think your academic background influences the way you learn English vocabulary through X?
P5	It has a huge influence, because I'm not an English department student. So, everything starts from zero. Literally from the basics.
It	Okay I get it. Hope X helps you get to know English better. Thanks for participating in this interview!
P5	Your welcome.

TRANSCRIPT OF INTERVIEW

Sixth Participant

Name: P6

It: Interviewer

It	Hi, Good Afternoon! Before we begin, I would like to introduce myself. My name is Syadza Salwa Azhura, and I am a student of the English Department at UIN Malang. I am currently conducting a study entitled “Learning Through X: A Comparative Study on Students’ Perceptions of Using X for English Vocabulary Acquisition Among English and Non-English Department Students.” Thank you for agreeing to participate in this interview. Your responses will be kept confidential and used only for academic purposes. There are no right or wrong answers, so please feel free to share your experiences and opinions honestly. With your permission, I would also like to record this interview and ask you to provide 2–3 screenshots of English-language tweets that you have encountered or interacted with on X. These screenshots will be used solely as supporting data for this research. If everything is clear, we can begin the interview.
P6	Okay. Go on.
It	Okay first question, can you tell me how you usually use X in your daily life?
P6	I’m using X for the entire day of my life since I’m in college. I’m using X to separate awareness and using it for fun things, like funny tweets for my mutual connections.
It	Okay that’s it?
P6	Yes enough
It	Okay, and how often do you use it?
P6	I think my screentime on X is maybe around 2–3 hours a day.
It	Okay, meaning you always open it every day, right?

P6	Yes, almost everyday. I also post on X quite often.
It	Okay, I get it. And how about the content? What content do you usually consume when you are scrolling through it?
P6	The content depends on my situation. Maybe because my degree is education, English Education, the things that often pass through my timeline are in English because of it. And the content can be anything, like maybe demonstrations, politics, and also games. In short is about the current situation in this world.
It	Oh, politics and games, huh. What a funny thing to compare. So do you mostly read, post, or interact?
P6	Mostly just read, like tweets or posts. I don't tweet <i>that</i> often, but sometimes I do. Sometimes I feel like my opinion doesn't matter, but I still tweet something anyway.
It	Okay. Your academic background is English Education, like you said. How do you, as an education student, apply your background when using X?
P6	Yeah, like I said earlier, whenever I tweet and share my opinions, I actually use English quite often. I do it while practicing at the same time.
It	Okay next question, can you tell me your experience encountering english content on your x, like how often?
P6	Because I also set up my X app to the English language, I think mostly what passes by is indeed English, like fifty-fifty with Bahasa. Sometimes there is also content like grammar quizzes. Even though I don't think I've ever shared that I'm an education student, X always knows. It's pretty advanced, right?
It	Oh, so yeah, most of it is indeed English. Maybe it's also because of your background.
P6	Yeah. But sometimes, what I don't like is that many people use English and Indonesian in a single tweet. Like, they combine it. It's so confusing for me.
It	Oh okay, so this counts as one of the negative sides of X. Next question: can you recall a time when you used X for vocabulary learning? Like, how did you find it? Did it just come naturally, or did you look for it?
P6	Honestly, maybe because I've already learned English at school, I don't really use X strictly as a learning tool. It's more like I use it to develop my skills—for

	example, when I tweet using English.
It	Okay. Do you follow English-based accounts or things like that?
P6	Actually, I'm not following any, but they do often pass by on my timeline, like I said before.
It	Do you actively search for the meaning if you encounter unfamiliar words?
P6	Yes, I'm active in using it. And usually, I just use the built-in translation feature. X provides features when we don't really know about the meaning itself. Or usually, I might just look into the comment section. Most of the time, I can still understand it if it's just a regular English tweet.
It	Okay, next question. How would you describe your experience using X as a source for vocabulary learning? What makes it useful?
P6	Probably because there are a lot of conversations with other accounts, other people from many countries. So like, there are a lot of language styles, terms, and slang that we can learn.
It	Okay so what makes it less useful?
P6	Maybe because X is not based on an academic source, so people can talk randomly without any filters.
It	And how is it different from other learning resources?
P6	I think it's not apples to apples for me, so of course it's different. Since X is not academic, it counts as informal learning, whereas the others are formal.
It	Ah, I see, I get it. So on X, you feel like your learning doesn't feel like studying?
P6	Yeah, because X is basically just suitable as a supporting tool, I guess.
It	Okay, so how easy is X to use?
P6	It's not that difficult for me. Because I'm from the English department, I know a lot about English and how to use it too.
It	Okay, I get it. So for you, there are absolutely no challenges or difficulties in using X?

	for me no. There aren't.
It	Okay, onto the next question. Do you think you will continue using X as a source of English vocabulary learning in the future?
P6	Yeah sure. I will use it for practicing and recalling memories.
It	Okay. Last question. Do you think your academic background influences the way you learn English through X?
P6	Yes, for sure. Because if we already have the foundation of English words or grammar, trying to communicate in context on X becomes so helpful for me.
It	Okay that's all. Thank you ya for the answer.
P6	Yeah.

Appendix III Extended Table from Chapter IV

1. The Result Of Perceived Usefulness

P1, P3, P5: NED

P2, P4, P6: ED

Participant Code	Key Statement	Category
P1	“In terms of keeping up with the news, I think X is the most up-to-date social media platform. Whenever I hear something on X, that's usually the first time I hear about it, and then later I start seeing the same information on other social media platforms.”	Access to Information and Current Events
P2	“Personally I use X as a source of information. Honestly, the first thing that comes to my mind when I wake up is opening X. I really treat it like my morning newspaper.”	
P3	“I use X to look for information about things I like, and mostly about this country. I mean, I don't open it that often, but I still check it every day. And for me, scrolling X before bed is a must. “	
P4	“The first things that pop up on my timeline are usually politics, education, and things about music, like song updates and celebrity updates.”	
P5	“..something about politics, yeah, news, and content that I like, mostly about fangirling things. Health topics as well.”	
P6	“..the content can be anything, like maybe demonstrations, politics, and also games. In short is about the current situation in this world.”	
P1	“Most of it is in English because I mostly tweet in English. Most of my followers are not from Indonesia. Because of that, the tweets that appear on my timeline are mostly	

Participant Code	Key Statement	Category
	in English as well”	Productive Platform Engagement
P2	“Personally, I tweet quite a lot. I use it to practice my English. I’d say around 8.5 out of 10 of my tweets are in English. I even got rate limited once because I tweeted so much. I’ve actually considered subscribing to Premium just so I wouldn’t get limited. Because I cannot be silent. I literally cannot be silent.”	
P4	“ I mostly do all of that, actually. Because I also like posting. But I like reading too, of course.”	
P3	“For me I just like to read. I’m not really that enthusiastic about doing the other things.”	Passive Platform Engagement
P5	“I mostly just read, but a few times I’ve also joined the comment section, posted, or tweeted something. But for the most part, I enjoy just reading. “	Mixed Engagement
P6	“Mostly just read, like tweets or posts. I don’t tweet <i>that</i> often, but sometimes I do. Sometimes I feel like my opinion doesn’t matter, but I still tweet something anyway.”	
P1	“From movie updates and other content, I actually learn new words and how to use English grammar properly.”	Vocabulary Exposure Through Daily Use
P2	"Most of the time it's just something that appears on my timeline... For example, the word reciprocity. I honestly thought it was just a made up word..."	
P4	“If slang words show up on my timeline...” “Or if it's an abbreviation or Twitter slang like that, usually the menfess accounts I follow will tweet about it...”	

Participant Code	Key Statement	Category
P5	“There are a lot of language styles, terms, and slang that we can learn.”	
P1	“...most of my followers are not from Indonesia. Because of that, the algorithm also tends to show me tweets in English on my timeline.”	Global Language Exposure
P2	“...I sometimes prefer reading international sources. It helps me learn and practice my English at the same time.”	
P3	“Actually, the original content that pops up on my timeline is usually in Thai, but thanks to the Grok feature on X, it automatically translates into English...”	
P4	“Because every time I open X, my timeline automatically shows content from various countries. So there are a lot of native speakers there too.”	
P5	“..about disasters, like BMKG, that usually uses English too. Because it counts as international news, maybe.”	
P6	“Probably because there are a lot of conversations with other accounts, other people from many countries.”	
P1	“It doesn't feel like I'm reading a textbook or anything. It feels like I'm just scrolling through my phone.”	Learning Without Pressure
P2	“Compared to other learning resources, it doesn't really feel like studying.”	
P3	“On X, there are way more sentences... X is non-academic. So it doesn't feel like studying. “	

Participant Code	Key Statement	Category
P4	“...I am enjoying using this app...” “...Whereas other resources are more academic and rarely interactive.”	
P5	“So, I think X helps me not to feel stiff and not to be afraid of tweeting something in English. Where I used to be afraid to interact, now I can interact with online friends on X.”	
P6	“Since X is not academic, it counts as informal learning, whereas the others are formal...”	
P1	“...a lot of people, even those with blue checkmarks, tweet the stupidest things just to get engagement. Sometimes they post things that aren't true because they know it'll get engagement and make money from it. So yeah, sometimes it's not a very credible source for learning.”	Information Reliability Issues
P2	“Probably the dumb opinions and misinformation. Since anyone can post anything, information isn't really filtered.”	
P5	“Maybe because it can't be filtered, so there are a lot of people's opinions that I think are a bit off.”	
P6	“Maybe because X is not based on an academic source, so people can talk randomly without any filters.”	

Table.1 Perceived Usefulness

2. The Result of Perceived Ease of Use

P1, P3, P5: NED

P2, P4, P6: ED

Participant Code	Key Statement	Category
P3	"...but thanks to the Grok feature on X, it automatically translates into English. It is really useful, honestly."	Efficiency of built-in translation features
P5	"One of the features on X that is quite helpful for me is Grok. Because it can automatically switch the language to English." "	
P6	"And usually, I just use the built-in translation feature. X provides features when we don't really know about the meaning itself."	
P1	"I check it almost every time I open my phone. It's usually the first application I open in the morning after I wake up." "It feels like I'm just scrolling through my phone."	High Accessibility and Low Effort Operation
P2	"It's very easy to use honestly, so nope. I haven't experienced any difficulties."	
P3	"It's not that hard. I don't need to think out loud or overthink just to use X."	
P4	"Definitely (easy to use). I am enjoying using this app... it's highly accessible. It has a lot of features."	
P5	"I think it's easy..." "Plus, yeah, it doesn't take much effort to use. It's very accessible."	
P6	"It's not that difficult for me... for me no. There aren't (any challenges)"	

Table.2 Perceived Ease of Use

3. The Result of Attitude Toward Using

P1, P3, P5: NED

P2, P4, P6: ED

Participant Code	Key Statement	Category
P4	“I am enjoying using this app... “ “...as long as there is a desire to keep X active because it connects to a lot of people.”	Psychological comfort and casual community enjoyment
P5	“X helps me not to feel stiff and not to be afraid of tweeting... now I can interact with online friends... I will keep using it because it's comfortable.”	
P6	“I'm using X to separate awareness and using it for fun things, like funny tweets for my mutual connections.”	
P2	“Probably the dumb opinions and misinformation...” “Information isn't really filtered. Sometimes you come across content that's not reliable.”	Overwhelm from toxic linguistic and opinionated environments
P5	“Maybe because it can't be filtered, so there are a lot of people's opinions that I think are a bit off.”	
P6	“But sometimes, what I don't like is that many people use English and Indonesian in a single tweet... It's so confusing for me... people talk randomly without any filters “	

Table. 3 Attitude Toward Using

4. The Result of Behavioral Intention

P1, P3, P5: NED

P2, P4, P6: ED

Participant Code	Key Statement	Category
P2	"Yes, of course. I will keep using X... to practice my English... I literally cannot be silent."	Active and collaborative learning utilization
P4	"Yes, as long as there is a desire to keep X active... because it connects to a lot of people."	
P5	"I think I will keep using it. Because it's comfortable for me now... I can interact with online friends."	
P1	"They really haven't made another social media platform that's better than X. Yet. So, for now, I'll continue using it because I don't plan on moving to another social media platform anytime soon." "...just to check on updates, movie updates, or anything else."	Habitual and passive information consuming
P3	"I think I will still use X in the future. Because it has already become a habit for me..." "...just to look for information."	Habitual and passive information consuming
P6	"Yes, I will still use X in the future. Just for seeking information, scrolling, or looking at what is trending."	Habitual and passive information consuming

Table.4 Behavioral Intention

5. The Result of Usage Pattern

P1, P3, P5: NED

P2, P4, P6: ED

Participant Code	Key Statement	Category
P1	"I use X a lot. Probably too much. I check it almost every time I open my phone. It's usually the first application I open in the morning after I wake up."	Time allocation and daily browsing routines
P2	"Honestly, the first thing that comes to my mind when I wake up is opening X. I really treat it like my morning newspaper." "I think at least once every hour."	
P3	"I still check it every day. And for me, scrolling X before bed is a must."	
P4	"I use it every day and every time. Whenever I'm bored, I'll definitely open X to see what's happening."	
P5	"Very often. For instance, if I'm out somewhere and feeling bored, I'd rather scroll through X than other social media platforms."	
P6	"I think my screentime on X is maybe around 2–3 hours a day." "...almost everyday. I also post on X quite often."	
P1	"I mostly read content on X. I rarely post or tweet anything myself"	Receptive Platform Engagement
P3	"For me I just like to read. I'm not really that enthusiastic about doing the other things."	
P5	"I mostly just read, but a few times I've also joined the comment section... "	

Participant Code	Key Statement	Category
P6	“Mostly just read, like tweets or posts. I don't tweet that often”	
P2	“Personally, I tweet quite a lot. I use it to practice my English... I literally cannot be silent.”	Productive Platform Engagement
P4	“I mostly do all of that, actually. Because I also like posting. But I like reading too, of course.”	
P1	“From movie updates and other content... just to check on updates, movie updates...”	Entertainment Driven Browsing
P3	“I use X to look for information about things I like... political issues that are currently trending”	
P5	“Something about politics, yeah, news, and content that I like, mostly about fangirling things.”	
P6	“...demonstrations, politics, and also games... Since X is not academic, it counts as informal learning...”	
P2	“...I sometimes prefer reading international sources. It helps me learn and practice my English...”	Academic/News Browsing
P4	“...politics, education, and things about music... I follow a whole lot of (menfess accounts) to gain more knowledge.”	Mixed

Table. 5 Usage Pattern

6. The Result of Vocabulary Exposure

P1, P3, P5: NED

P2, P4, P6: ED

Participant Code	Key Statement	Category
P1	"I mostly use X to keep up with entertainment news, most of the English tweets that appear on my timeline are about movie updates, pop culture, newly released films, or singers releasing new albums."	Consumption of pop culture and fandom-related text
P2	"... music, and pop culture..." "Oh and also AU's. I read a lot about that."	
P3	"I also look up Thailand celebrities, because I like to keep up-to-date with them." "...especially since I follow fandom accounts"	
P5	"..content that I like, mostly about fangirling things."	
P2	"...I sometimes prefer reading international sources..." "like a morning newspaper."	Engagement with global news and social issues
P4	"...every time I open X, my timeline automatically shows content from various countries..." "...politics, education..."	
P6	"..seeking information, scrolling, or looking at what is trending..." "...demonstrations, politics..."	
P2	"I also found some heavy vocabulary..." "For example, the word reciprocity"	Exposure to internet slang and contemporary idioms
P4	"I follow a whole lot of (English menfess accounts) to gain more knowledge...they use abbreviations."	
P6	"There are a lot of language styles, terms,	

Participant Code	Key Statement	Category
	and slang that we can learn... because there are a lot of conversations.”	

7. The Result of Incidental vs Intentional Learning

P1, P3, P5: NED

P2, P4, P6: ED

Participant Code	Key Statement	Category
P1	“...the algorithm also tends to show me tweets in English...” “I actually learn new words.”	Incidental learning through algorithm and timeline scrolling
P2	“Most of the time it’s just something that appears on my timeline...” “I don’t intentionally look for it.”	
P6	“...it feels like I’m just scrolling through my phone... but I get new language styles and terms.”	
P3	“...I just use the built-in translation feature. X provides features when we don’t really know about the meaning itself.”	Intentional learning through specialized spaces and active search
P4	“I follow a whole lot of (English menfess accounts) to gain more knowledge... to see how they use the words.”	
P5	“One of the features on X that is quite helpful for me is Grok. Because it can automatically switch the language”	

Table.6 Vocabulary Exposure

8. The Result of Unfamiliar Words

P1, P3, P5: NED

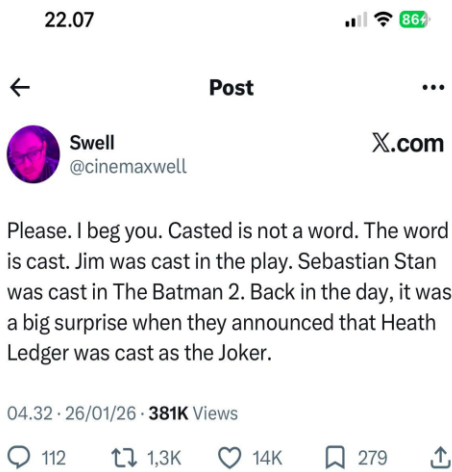
P2, P4, P6: ED

Participant Code	Key Statement	Category
P2	“Although, for everyday conversational words, I don’t always look them up. Maybe because I already have the basics, so sometimes it’s enough for me to simply understand the general meaning.”	Contextual guessing driven by comprehensible input (i+1)
P3	“I ended up learning just from the context. Like, in that case, there were a few English words that I already knew the meaning of, and in the end, I could understand the whole context.”	
P3	“..I just use the built-in translation feature. X provides features when we don’t really know about the meaning itself. “	Mobile feature-assisted decoding and scaffolding
P4	“..if I don’t know the abbreviation, I immediately take a screenshot or switch apps to look it up on Google.”	
P5	“...One of the features on X that is quite helpful for me is Grok. Because it can automatically switch languages or explain terms.”	
P6	“..I usually just copy paste it to Google Translate or use the phone’s dictionary feature if it’s too hard.”	

Table. 8 Unfamiliar Words

Appendix III Documentation

Evidence 1



Evidence 2



Evidence 3



Evidence 4



Evidence 5



Evidence 6



English Quiz
@Lexicanglo

X.com

🇬🇧 BASIC GRAMMAR QUIZ 📝

I gave _____ to say thank you. 🌸😊

she flowers
flowers her
flowers to she
her flowers

Which one is correct? 🤖

#English

10.00 · 09/12/25 · 25K Views

💬 60

🔄 15

❤️ 177

📌 26



Appendix IV Consultation Sheet

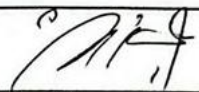
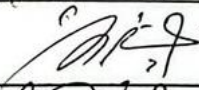
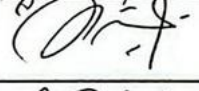
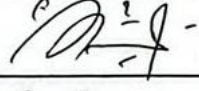
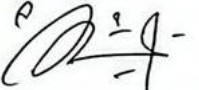
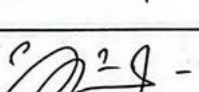
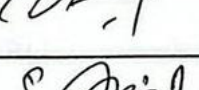
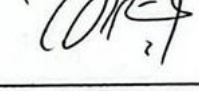
KONSULTASI BIMBINGAN PROPOSAL SKRIPSI

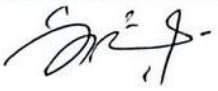
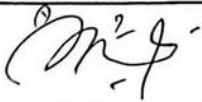
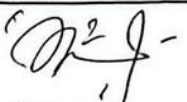
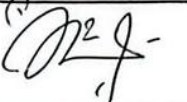
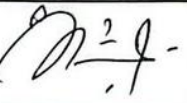
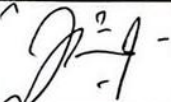
Nama : Syadza Salwa Azhura

NIM : 19180043

Judul : Learning Through X: A Comparative Study on Students' Perceptions of Using X for English Vocabulary Acquisition Among English and Non-English Department Students

Dosen Pembimbing : Ima Mutholliatil Badriyah, M.Pd

No	Tanggal/Bulan/Tahun	Materi Bimbingan	TTD
1	22 Maret 2024	Konsultasi penyusunan judul baru dan perancangan Bab 1	
2	28 Maret 2024	Konsultasi revisi Bab 1	
3	12 November 2024	Konsultasi penyusunan rancangan Bab 1-3	
4	18 November 2024	Konsultasi revisi hasil pengerjaan	
5	29 April 2025	Konsultasi revisi Bab 2 dan Bab 3 serta pendalaman poin-poin yang harus dicantumkan pada Bab 3	
6	2 Mei 2025	Penyetoran draf Bab 1-2	
7	8 Mei 2025	Konsultasi revisi draf Bab 1-2	
8	25 Desember 2025	Konsultasi hasil revisi	
9	11 Agustus 2025	Konsultasi keseluruhan bab sebelum penyetoran draf lengkap	

10	19 November 2025	Penyetoran Proposal	
11	10 Desember 2025	Konsultasi instrumen penelitian dan keseluruhan hasil pengerjaan draf proposal	
12	7 Januari 2026	Konsultasi perancangan skripsi	
13	24 Februari 2026	Konsultasi perancangan skripsi	
14	10 Maret 2026	Konsultasi hasil pengerjaan skripsi	
15	11 Maret 2026	Seminar Proposal serta konsultasi Research Instrument	
16	24 Juni 2026	Penyetoran draf lengkap	

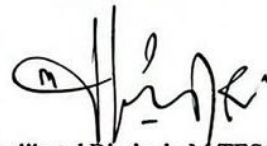
Dosen Pembimbing



Ima Mutholliatil Badriyah, M.Pd

NIP. 19831217 20232120 17

Malang,
Mengetahui.
Ketua Jurusan TBI



Maslihatul Bisriyah, M.TESOL

NIP. 19890928 20190320 16

Appendix V Author Biography

AUTHOR BIOGRAPHY

Name : Syadza Salwa Azhura

NIM : 19180043

Date and Place of Birth : Malang, 23 August 2001

Gender : Female

Religion : Islam

Faculty : Tarbiyah and Teacher Training

Study Program : English Education Department

University : Maulana Malik Ibrahim Universitas Islam Negeri Malang

Address : Jl. Seruni No. 11 Lowokwaru, Lowokwaru, Kota Malang

Phone Number : 081215701971

Email : syadzaazhura@gmail.com



Educational Background :

1. 2007-2009 : SDN Lowokwaru 4 Kota Malang
2. 2009-2013 : SD Muhammadiyah 1 Kota Malang
3. 2013-2014 : SMP Laboratorium Kota Malang
4. 2014-2016 : MTS Surya Buana Kota Malang
5. 2016-2019 : MAN 1 Kota Malang
6. 2019-until now: UIN Maulana Malik Ibrahim Kota Malang