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THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM STUDENTS' PERCEPTIONS OF THE USE OF *@ENGLISHFESS_* AS A GRAMMAR LEARNING MEDIUM

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Abstract: X (formerly known as Twitter) plays a significant role in the daily lives of undergraduate students. Widely used as a microblogging medium, X offers various features which allows the user to engage in a discussion on a community called base account. Having more than 800.000 followers who share the same interest on learning English, *@englishfess_* is one of the most influential accounts that is used by Indonesia user to learn English. X's efficacy in various educational domains have been researched. Based on the background above, this study is aimed to explore the following research questions: "What are the students' perception of grammar learning?" and "What are the students' perceptions of the use of *@englishfess_* as a grammar learning medium?"

This study used quantitative method to explore the students' perceptions of the use of *@englishfess_* as a grammar learning medium. The participants were students in ELESP Sanata Dharma University batch 2020. The instruments used for this research were questionnaire, interview, and document analysis.

The findings showed ELESP students positively perceived the use of *@englishfess_* as a grammar learning medium. Using *@englishfess_* as a grammar learning medium helps the students in fostering self-learning motivation, reducing anxiety in online discussions, giving a reliable explanation on grammar topic in an informal setting, and creating nurturing environment which encourages the students to use the language they learn. Therefore, integrating X in an academic setting is worth consideration.

Keywords**:** Perception; *@englishfess_*; Grammar Learning Medium

INTRODUCTION

X (formerly known as Twitter) has become a part of the daily lives of students, especially those in the undergraduate program. Williams and Whiting (2016) stated that undergraduate college students are frequently active on the X microblogging media. As a result, X appeared to be a prime candidate to investigate in terms of the relationship it might have with student's engagement with the course, the school, and the college. In this study, the researcher focused her attention on the user experiences and their opinions on X as a learning medium.

In the 21st century, education is primarily shaped by digital natives, a generation deeply immersed in technology within both their social and academic contexts. Nowadays, students who are digital natives find it dissatisfied using traditional methods of learning. This dissatisfaction extends to English as a foreign language (EFL) learner who becomes disinterested and demotivated in conventional classroom settings (Muftah, 2022). Social networking media enhance active learner engagement in teaching English as a foreign language by fostering motivation and real-life experiences. This is achieved by allowing students to take on roles such as content authors and readers.Among these medias, X stands out as one of the most extensively utilized (Taskiran, Gumusoglu, & Aydin, 2018).

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X is a social medium for microblogging. It works similarly to text messaging, except that each message is limited to 140 characters. Comparable to other social media, X serves various purposes for its users. Due to its nature as a text-based service, X is primarily utilized for expressing thoughts, perspectives, and opinions through written messages, or "Post." Users can engage with each other by commenting on, liking, or reposting each other's posts.

Presently, X boasts one of the largest user bases among social media, and this substantial user community continues to diversify its utilization of the media (Rosell, 2018). Due to X's popularity, especially in Indonesia, X designed various new features to satisfy its users, so they will always stay loyal to this medium (Dwiwina & Putri, 2021). One of these features is called a X base account. X base account is an account where people with similar interests, hobbies, and enthusiasm gather to exchange information or send messages.

Each base account has its own interest. For instance, the *@food_fess* account focuses on topics related to foods, such as food recommendations, recipes, places to eat, and cooking tips. There is also found the *@collegemenfess* account, dedicating to students, offering a medium for them to share information, engage in discussions, or express their opinions about their respective universities or colleges. Furthermore, X base accounts such as *@englishfess_* which have more than 800.000 followers, can be used to improve and enhance about English language by providing the space for the followers to send their questions-relating to grammar use, chunks, vocabulary, tips on TOEFL/IELTS, and sharing their difficulties on learning English, and the other followers to answer it interactively. However, most of the followers are asking about grammar topics.

Learning grammar is challenging and important at the same time. Grammar is the discipline of words and how they interact; an inescapable force that directs us as we put words together to form sentences (Debata, 2013). It is stated that grammar is one of the hardest aspects to learn in English acknowledgment and no one ever truly learns grammar. To overcome the difficulties of learning grammar, an X base account *@englishfess_* was used by the researcher as a supplementary medium in doing research about grammar learning process.

Perception is defined as the process of organizing and interpreting sensory input to form meaningful understanding, influenced by personal emotions, thoughts, and social interactions (Sudrajat, Ngadino, & Rochsantiningsih, 2018). It can be categorized into two types: positive perception, where individuals view things favorably due to satisfaction or familiarity, and negative perception, which arises from dissatisfaction or lack of understanding (Arslan & Genç, 2022; by Lindawati, Jabu, and Baa, 2022).

Perception is influenced by both internal factors, such as emotions, personality, values, and motivation and external factors, such as social background, information, and environmental

stimuli (Feldman, 2015; Shaleha & Junaid, 2022). These factors contribute to why people perceive the same object or event differently. Ultimately, perception affects how individuals respond and behave, shaped by both their internal makeup and external experiences.

As ELESP students where students are expected to master both the structure and use of English, grammar is defined as the system of rules governing language structure and its communicative functions (Larsen-Freeman &DeCarrico, 2019; Fadhilawati, 2019). Errors in grammar can hinder student progress and confidence in communication (Sarangapani & Hashim, 2022).

The study focuses on functional grammar, which emphasizes how language is used in real contexts to achieve communicative goals. Key principles include communicative function, context of use, register and genre, functional elements (such as speech acts and modality), and systemic-functional grammar, which views language as a system for organizing meaning across ideational, interpersonal, and textual dimensions.

While grammar is essential across all language skills, Indonesian EFL learners often struggle with it due to complex rules, limited teaching methods, and unclear textbook explanations (Komara &Tiarsiwi, 2021). These challenges highlight the need for innovative and technology-integrated approaches to make grammar learning more accessible and engaging. The study suggests that platforms like *@englishfess_* on X offer potential as supportive, functional grammar learning tools aligned with students' real-world communication needs.

METHOD

This research is aimed to find out the ELESP students' perceptions of the use of *@englishfess_* as a grammar learning medium. Quantitative methodology was employed in this research. The researcher collected data from ELESP students of Sanata Dharma University who had passed their grammar classes, specifically targeting batch 2020 students who actively applied grammar in real-life contexts through the Advanced Grammar in Use course. Participants were also selected based on their familiarity with or use of *@englishfess_* on X. Data was gathered using a questionnaire. A questionnaire in survey research typically comprises a set of questions or prompts aimed at collecting information from respondents about their attitudes, experiences, or opinions (Johnson & Christensen, 2019). In this research, the questionnaire comprised two parts with some items. The first part focused on students' demographic information, such as their gender and age. The second part explored students' perceptions towards grammar and its difficulties, consisting of 4 questions and their perceptions of using *@englishfess_* as grammar learning media, consisting of 15 questions. Additionally, an interview was conducted to gather information from a group or individual in conducting survey research as part of triangulation, by taking random sampling from the respondents (Ary et al.,

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2018). Lastly, a document analysis was employed to enhance data validity, focusing on students' perceptions of using *@englishfess_* as a grammar learning tool. To answer the research questions, the researcher analysed the data that have been gathered using descriptive analysis for the questionnaire, interview, and document analysis. The analysis of the data began with descriptive statistics to provide an overview of the data.

FINDING AND DISCUSSION

The data were gathered from the questionnaire form. It was distributed to 43 students of the ELESP of Sanata Dharma University that fulfilled the requirements. The questionnaire consists of four statements about students' perceptions towards grammar and its difficulties, and their perceptions of using *@englishfess_* as a grammar learning medium.

Table 1. The Perception of Grammar and Its Difficulties on ELESP Students

No.	Questionnaire Items	Scale					Mean
		SD	D	N	A	SA	
1.	Grammar is one of the core competences in learning English.	0	1	4	27	11	4.27
2.	The explanation of grammar from my teacher are clear and understandable.	0	5	13	21	4	3.55
3.	My teachers use variative and innovative teaching methods in teaching grammar in the classroom.	0	11	13	13	6	3.32
4.	The textbook used in learning grammar is fun and enjoyable.	1	5	26	7	4	3.2

Based on table 1, the finding indicates that the respondents recognize grammar as essential component of English proficiency. This is because it enables them to constuct accurate sentences and communicate their ideas effectively (Sarangapani & Hashim, 2022). They also approved that their teachers have given them clear explanation and used creative way of teaching.

On the other hand, 59% students felt that the textbook used in learning grammar is boring. This result implies that relying merely on textbooks may reduce students' interest and motivation to learn grammar, even when the teachers have delivered the material effectively. This interpretation is consistent with the findings of Komara and Tiarsiwi (2021), who argued that conventional textbook-based instruction often fails to maintain students' interest because it provides limited opportunities for active participation. Therefore, in order to have a better experience in learning grammar, the teacher would be better using additional learning medium, such as X.

From the questionnaire, the use of *@englishfess_* were divided into three sections: Students' Attitudes Towards *@englishfess_*, Students' Perception of the Interaction on

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*@englishfess_*'s Page, and Students' Perception of Integrating X in an Academic settings. The findings are based on the questionnaire results.Knowing the difficulties of grammar faced by the students, the researcher wanted to give alternatives of learning medium. The account *@englishfess_* got a positive perception on its use as a grammar learning medium through its interaction.

Table 2. Students' Perception of the Interaction on *@englishfess_*'s Page

No.	Questionnaire Items	Scale					Mean
		SD	D	N	A	SA	
5.	Due to X's limitation to express the post, *@englishfess_* seems to lead me to be more interactive and engage in quick discussions about grammar.	0	3	10	25	5	3.74
6.	On *@englishfess_*'s page, the people who understand grammar better help those who are struggling with it with an easy explanation.	0	0	6	28	11	4.11
7.	It can be said that writing responses to each other's messages created the social environment in which learners learned from each other and facilitated their peers' learning.	0	0	4	28	11	4.16
8.	When I do the interaction, I'm not only learning new words but also using them actively in my own sentences.	0	1	7	23	12	4.06
9.	Apart from language skills, *@englishfess_* has a positive impact on communicative competence and social interaction.	0	1	9	19	14	4.06
10.	*@englishfess_* provides an environment which facilitates a sincere atmosphere that allows the followers to use casual language with a fast-thinking process.	0	2	6	24	11	4.02
11.	*@englishfess_* creates a social community in which the students are actively engaged in sharing ideas.	0	1	9	23	10	3.97

Based on table 2, the page of *@englishfess_* has created a nurturing environment for the followers. Those statements are in line with the findings of Taskiran, Gomusglu, and Aydin (2018), that the supportive community atmosphere allows learners to help each other. The students agreed that *@englishfess_* creates informal learning opportunities which fosters social interaction in communicative competence.

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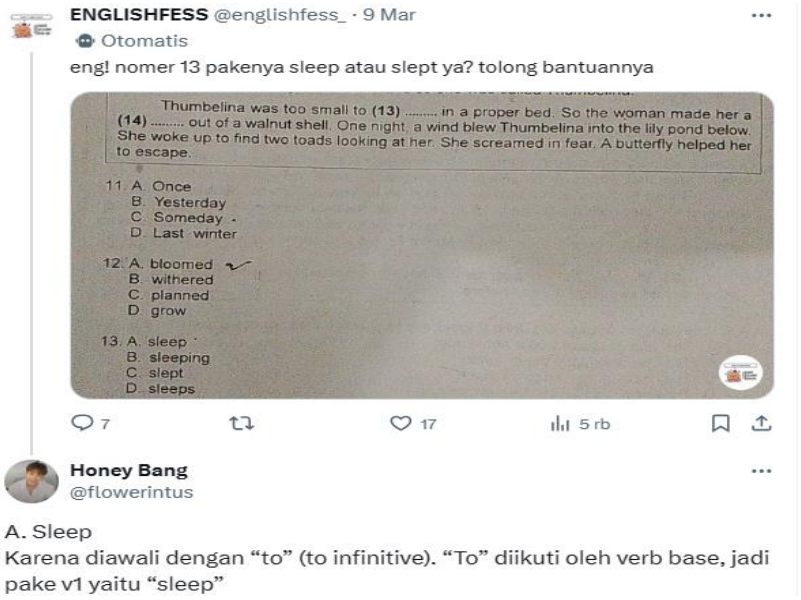


Figure 1. The Question and Answer Related to Question Formula

Figure 1 reveals the explanation given by the account named *@flowerintus* was correct. Referring to Azar and Hagan (2009), the sentence "Thumbelina was too small to sleep in a proper bed" express the use of "to + infinitive" to express purpose or result. The pattern was also correct, using "S+V+O+to-infinitive". With short explanation which correct, this questions and answers section resulting an effective interaction.

The supportive interaction resulting an environment which fosters students' confidence in using the English language to express their thoughts accurately (Raja & Nagasubramani, 2018). Therefore, the researcher wanted to know the students' attitudes towards *@englishfess_*, especially how it helps the students' personal learning. The results showed below.

Table 3. Students' Attitudes Towards *@englishfess_*

No.	Questionnaire Items	Scale					Mean
		SD	D	N	A	SA	
12.	Using *@englishfess_* motivates me to do self-learning relating to grammar course.	0	3	10	23	7	3.81
13.	It makes me feel secure and not afraid of being judged to express my questions through the space that has been provided by *@englishfess_*	0	4	7	27	5	3.79
14.	It makes me feel confident to answer some posts relating to grammar through the space that has been provided by *@englishfess_*	1	2	14	20	6	3.65
15.	I enjoy learning grammar through *@englishfess_* 's page.	0	1	6	24	12	3.81

According to Table 3, the researcher found that learning grammar through *@englishfess_* is enjoyable. In line with the findings from Erhel, Michinov, Noël, and Gonthier

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(2022), it is shown that *@englishfess_* encourages self-learning by providing a safe space for the followers to send their questions anonymously, which can reduce the fear of being judged by the other followers and reduce learning anxiety in online discussion. The ELESP students' attitudes show that they have good impression on using *@englishfess_* as a grammar learning medium.

In addition, to support the questionnaire result and the interview, the researcher provided some document analysis using posts. The posts and comments that are studied were those related to grammar learning. The posts and comments are presented below.

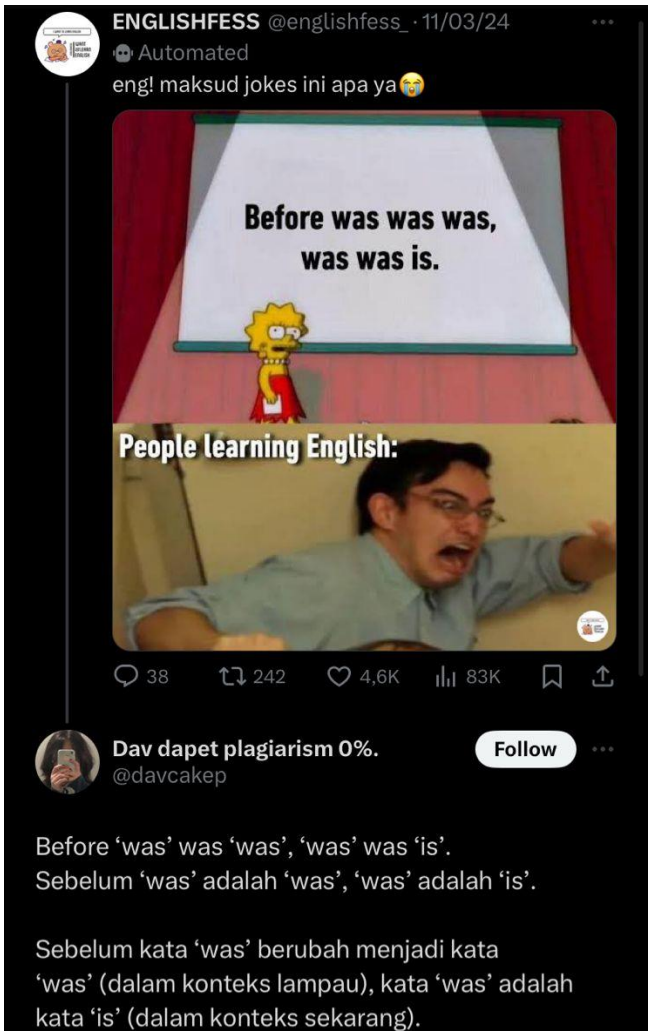


Figure 2. The Question and Answer Related to Past Tense in a Funny Post

Figure 2 illustrates that within the *menfess*, it is apparent that the sender sought explanation of other *@englishfess_* followers regarding to Past Tense explanation. The sender used funny post related to grammar confusion. Under the menfess, various answers are provided, but the researcher chose a direct answer from an account named *@davcakep*. The answer is correct and brief. This interaction shows that even the followers can learn subconsciously by using a funny post and clear explanation from the other followers. Relating

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to the findings by Marlowe (2023), it can be consluded that the lessons' reception is clear which made the students having enjoyment of using specific grammar rules correctly.

Referring to the aims of this study, the researcher wanted to give a viewpoint of integrating X in an academic setting. After getting the result of *@englishfess_*'s benefit on students' learning process, the researcher found that most of the students agreed to integrate X in an academic setting. The result can be seen below.

Table 5. Students' Perceptions of Integrating X in an Academic Setting

No.	Questionnaire Items	Scale					Mean
		SD	D	N	A	SA	
16.	*@englishfess_* provides me with the chance to participate in more informal learning opportunities.	0	2	6	24	11	4.02
17.	Integrating X as a learning media in the classroom is worthy of consideration.	0	3	13	20	7	3.72
18.	X also could be used in an academic setting to foster interaction about a grammar topic.	1	1	11	20	10	3.86
19.	The discussions I participate in on *@englishfess_* are particularly useful for continuing to enhance my grammar skills.	0	0	13	22	8	3.88

According to the findings, the researcher found that integrating X in learning grammar through *@englishfess_* is worth consideration. Related with Burgess and Baym (2022) and Marlowe (2023), integrating X into educational settings can further enhance learning and promote interaction on specific topics.

Additionally, in line with the findings of Taskiran, Gomusglu, and Aydin (2018), the engagement with *@englishfess_* has enriched the students' informal learning experiences. The integration of X as a learning medium in educational setting has a potential to facilitate discussions on grammar topics. It can be seen from the interaction below.

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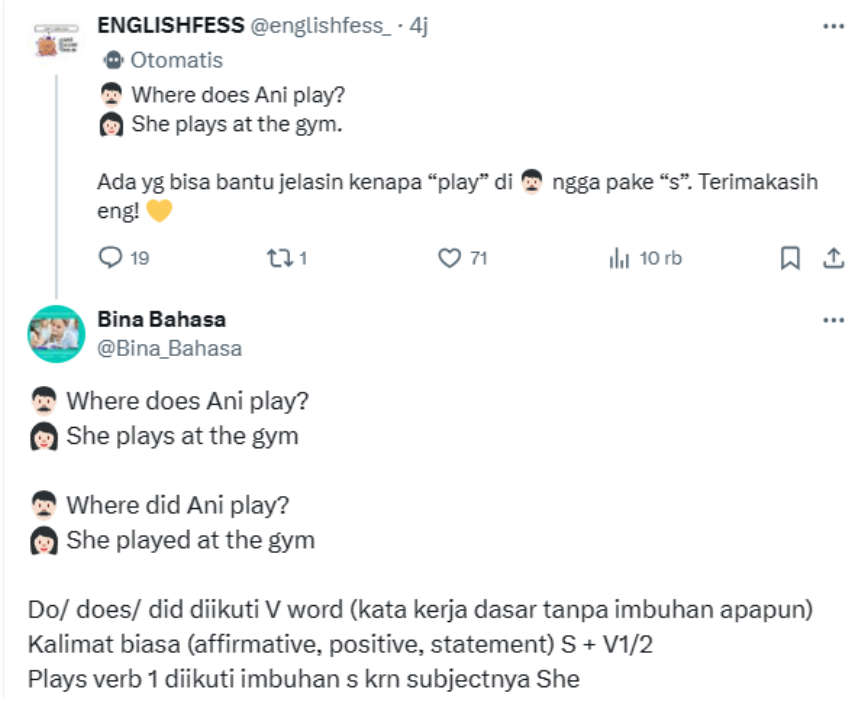


Figure 3. The Question and Answer Related to Subject-Verb Agreement on Present Tense

From the Figure 3, it can be seen that in the *menfess*, the sender wanted to ask other *@englishfess_* followers' explanations on a subject-verb agreement question. Below the question, there are some people responding to the *menfess*, but the researcher chose the answer from an account named *@Bina_Bahasa* which was written in an understandable way. It shows how the followers learnt functional grammar in a brief and concise explanation. The topic discussed was focused on language in communication. It emphasized the situational factors on daily basis (Larsen-Freeman & DeCarrico, 2019). The ELESP students have positive perceptions of grammar learning and the use of *@englishfess_*. It can be seen from the data interview, *@englishfess_*'s followers give understandable answer because they use Indonesian language to give the explanation. In addition, the students found that the enjoyment they get while learning through *@englishfess_* were due to lots of funny posts related to grammar topic (Marlowe, 2023). Even though learning in an informal setting, those who are expert in a grammar topic, helped the other learner in a nurturing way (Taskiran, Gomusglu, and Aydin (2018). These findings show that *@englishfess_* can be used as an alternative of grammar learning medium.

CONCLUSION

This study aimed to explore students' perceptions of grammar learning and the use of *@englishfess_* on X as a grammar learning medium. Questionnaire results revealed a positive perception of grammar learning ($\bar{x} = 3.5$), with students acknowledging its importance but also

expressing difficulties due to complex rules and unengaging textbooks. The use of *@englishfess_* received an even higher positive perception ($\bar{x} = 3.9$), as it was seen to enhance motivation, reduce social anxiety, and create a supportive learning environment. Interviews confirmed that *@englishfess_* fosters comfort and engagement among its users, while document analysis showed that the grammar explanations provided on the platform were accurate, understandable, and effectively conveyed in informal Indonesian.

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