# CHAPTER II

## REVIEW OR RELATED LITERATURE

In this chapter the researcher will present some theories about general concept of interest in learning, social media, vocabulary and review of previous study.

## A. Interest

1. Concept of Interest

Interest is a condition in which someone volunteers to do an activity, wants to prioritize and is done happily (Renninger & Hidi, 2016: 1). Another definition from John Dewey (1913:16):

a. Pusher. Interest means to be interested in any problem, and actively pushing oneself to care about the problem.

b. Objective. It means that interest is not only in the form of feelings but also manifested in an object.

c. Personal. It means that interest is something that results are important for the individual or personal.

Interests have two components. The first refers to a psychological state, the second relates to a person's affective and cognitive desires over time (Krapp, Hidi & Renninger, 1992). So interest can arise psychologically or because of the student's desire to achieve something. According to Dewey (1913: 1) if the student can maintain an interest in a fact, then the student will direct their can maintain an interest in the moral aspects of behavior, it is equally safe that the child's activity will respond in that direction.

If we cannot maintain interest within us, then we have no defense of a case or problem. So it is very important to instill interest in ourselves in mastering the things that we want to achieve in the future.

Interest is a happy attitude which serves as a motivation for someone to try and to achieve something. Interest is a psychological factor that affects the process of self-development (Thahir, 2014: 55). Interest acts as a motivator to make students increase their activeness in the learning process (Subramani'am, 2009: 11). Another opinion regarding interest is a fundamental aspect in learning to a positive emotion that will trigger students to continue improve their performance (Alexander Jetton in Sanghoon Park, 2006: 312).

Based on some definition above, the researcher draws the conclusion that interest is an individual's psychological state of an object, someone feels like, active and is committed to continuing, to carry out an activity in order to get maximum results in the future. Feeling of pleasure and volunteering makes the students develop to always learn without coercion. The interest in this case encourages students to improve vocabulary learning foreign language. In this context, interest will have a big influence on the success of student learning. Students will motivate themselves to continue improve their learning process if they have strong interests.

Types of interest Suryabrata (2008: 76) defines interest into 4 parts, namely:

1. Primitive interests

   Primitive interests is interest that are not realized. Interest that is still genuine from within and has not been influenced by culture.

2. Cultural interest

   Culture interest means interest that is formed due to cultural influences.

3. Subjective interest

   Subjective interest means interest that is formed from pleasant experiences.

4. Objective interest

   Objectives interest means the reaction interest in a person who receives positive things about a stimulating object and activities in hisenvironment.

Suhartini (2001), differentiates interests based on their nature, namely:

1. Personal interest

   Personal interest is interest that is permanent and stable. Leads to a particular subject's special interest. So this type will arise in the absence of external factors. Suppose that the form of feeling happy or unhappy, interested or not interested in the subject arises from within the students.

2. Situational interest

   Situational interests are interests that are not permanent and alternating in nature. This interest depends on the stimulation of

external factors. For example, the stimulation of the learning methodcarried out by the teacher to the students.

3. Psychological interest

Psychological interest is an interest related to the two interests above, mutually sustainable. For example, if students have knowledge of a subject and have the opportunity to deepen it and have a high assessment of the subject, it is called psychological interest.

2. Factor that Affect of Interest

According to Purwanto in Hamalik (2010), there are 2 factors that influence interest in learning, namely internal factors and external factors. Internal factors, namely factors that grow from within a person. One of the internal factors is the students' curiosity and abilities. Curiosity makes students continue to pay attention about the lesson so the students will easily understand a lesson. While ability is defined as intelligence. Intelligence that is already embedded in students.

External factors, namely factors from outside. Such as school factors and family factors. School factors include teachers, facilities, learning atmosphere, learning methods, etc. The first is a teacher. In the world of education, teachers become someone who are important in terms of learning, as the teachers' job is to teach and educate students, so that they can complete their tasks during their education. Second, namely school facilities, including

buildings, classrooms, books, etc. Complete facilities and infrastructure certainly greatly support the learning process. The third is the learning atmosphere. Learning atmosphere that creates a sense of excitement, enjoy which is presented between students and teachers which greatly affects students' interests. The fourth is the learning method, the method is used by the teacher to educate and teach students. Including teacher creative ideas, one of which is the method of using social media.

Andhi Thahir states that interest is the most basic motivational tool in the learning process (2014: 90). The learning process will run smoothly if there is an interest in the student. Knowing your interest, there are several ways to generate interest:

a. Generating awareness of a need

b. Connect with experiences that have already happened

c. Give yourself the opportunity and confidence to get better results

d. Using various forms of learning


3. Important of Interest in the Learning Process

According to Slameto (2010: 57) states the interest has a very large influence on the learning process, because if what students learn does not match with their interests, students will not learn as well as possible. It means the students do not have an attraction to it. Interest will have a positive and significant influence on student learning outcomes, with an increase in student interest in learning, there will be an increase in learning outcomes.

That the better in the student's interest, the better in the learning outcomes will be (Nurhasanah & Soebandi, 2016: 133).

## B. Learning vocabulary

1. Definition of Vocabulary

Knowledge of vocabulary is seen as an important tool for students to master the second language. The reason is, if someone has limited mastery of vocabulary, it will hinder success in communicating (Mofareh, 2015: 22). According to Scmitt (2000: 55) lexical knowledge is the main knowledge of communicative competence and mastery of foreign languages. Nation (2001) explain that vocabulary knowledge leads to increase language use. So if someone has a good vocabulary mastery it will be easy to communicate using foreign languages.

Vocabulary is known as a collection of words used by a particular person. Vocabulary is about words (Bauer, 1998). Vocabulary also means knowledge of words and meanings (Nation, 1990; Oxord and Scarcella, 1994). Vocabulary is the knowledge of words' meanings (Elfrieda & Kamil, 2005: 3).

The conclusion is vocabulary is a collection of words that have meanings that a person uses to communicate with each other. In education vocabulary is used as mastery of a second language or foreign language. Students who master vocabulary will easier to communicate in foreign languages and easier to study english language.

2. Types of Vocabulary

According to Nation (2001) there are two kinds of vocabulary. The first is receptive vocabulary and the second is productive vocabulary.

1.  Receptive vocabulary is a vocabulary refers to words that native speakers and foreign learners recognize and understand almost never used. It is used passively either in listening and reading.

2.  Productive vocabulary is actively used by native speakers and also foreign leaners. It is used actively either in speaking or writing.

Someone in listening to the vocabulary is generally larger than the vocabulary of speaking when they read the vocabulary is relatively larger than the vocabulary of their writing. Therefore it can be conclude that vocabuary can be presented became four units. They are reading, listening, writing and speaking. Reading vocabulary consist of the words that hear by someone when they are reading. Listening vocabulary is the words that hear by someone when they are talking or listening to some electronic media. speaking vocabulary is the words that someone use in dayli life and conservation. The last is writing vocabulary is the words that used by someone in writing essay, report, letter, etc.

C. **Social Media**

1. Social Media

a. Definition of Social Media

In increasingly modern era, there is a media that is loved by many people, namely social media. Supported by a sophisticated smartphone, now everyone can access social media anywhere and anytime. The following is the understanding of social media according to several experts. Social media is a communication tool that is used as a communication in social processes (Mulawarman, Nurfitri, 2017: 37). While Ahlqvist (2008: 13) explains that social media is a means or tool of interaction between people, where they create, exchange, share, and comment on content in a community and network virtually.

Other perception about social media is an online site service that users can use to create a personal web and connect with other people who have joined the same social media to share information and communicate with each other. Access from social media is by using the internet (Basri: 2017).

Researchers conclude that social media is a tool or social networking site created by its users to communicate, share information, personal web through internet access. So it can be used according to one's personal interests. In this context, one of the mediasosial is twitter.

David Hatterm and Lara Lomicka said that in 2009 to 2016 Twitter became one of the social media that held an important position in both

academic and non-academic fields, Twitter opened a space for everyone or its users to share knowledge and learn (Hattern, 2016).

b. Types of Social Media

As we know, there are many types or forms of social media, such as blogs, wikis, podcasts, internet forums etc. Kaplan and Haenlein differentiate them into 6, namely:

1. Collaborative project (e.g. Wikipedia).

2. Microblogs and Blogs (e.g. Twitter).

3. Content communities (e.g. Youtube).

4. Social networking sites (e.g. Facebook, Instagram).

5. Virtual games (e.g. World of Warcraft).

6. Virtual social worlds (e.g. second life).

c. Social Media for Learning

Nowadays, social media is not taboo in society. Social media touches a lot on various social layers, including children which can be interpreted as students (Dahniary, Wahyuni, 2019). The wise use of social media can provide benefits for its users. When it is related to the learning process, social media is one of the online media used for learning in the updating process following in increasingly sophisticated conditions of the times. If used properly and wisely, social media will be very useful and able to direct the learning process, so that it runs effectively and efficiently,

but if someone misuses the use of social media, it will have a bad impact, even causing negligence in learning (Dahniary, Wahyuni, 2019).

Social media itself is set up to have a platform for enhancing education, by providing various images, videos, texts, etc. This will support students in the learning process (Kuruva Syamal, Vijaya Lakhshmi, 2019).

So social media can be used by students if they are wise in using it. Depending on its use, social media can provide benefits in the learning process by providing educational content. Therefore it is expected that users, especially students, are wiser in using something according to their interests.

2. Twitter

   a. Definition of Twitter

   In general, Twitter is a place to share information, ideas and to get or to know new people from all over the world (Unesco, 2015: 04). Twitter account owners can customize what they want to write, see, share, and can adjust to the type of interest or learning they want to master.

   Twitter is a free online microblogging site. In this site users can send text messages which are called tweets. Tweet length is limited to 140 characters and users can upload images or links. On Twitter, someone can follow anyone's registered account. Every post in twitter can be seen by others if the default setting on the site is public. User posts are stored on the sender's personal page and are known as twitter feeds (Bernad J, Kate Sobel, Chowdury: 2009)

Another opinion about Twitter is Twitter is a messaging service that has similarities with pre-existing communication tools, for example email, sms, blogging, etc. Its uniqueness is on the twitter media is the message or news that you send is not more than 140 characters. This means that the message will be easy to write and alsoread.

Twitter messages and posts are also public, so there is no need to ask permissions if you want to view other people's posts, or when other people want to see our posts. Twitter make everyone can easily meet other Twitter users or new people (O'Reilly and Sarah Mistein: 2011).

Twitter is also a social networking site, and its content is generally called a tweet, which can be accessed via mobile or laptop media with a limited number of each text, which is 140 characters. In addition, users can also add videos, images or links from other social media, such as YouTube. The purpose of limiting tweets or texts on twitter is so that users can easily read the essence of the reading (Alqunayeer, 2016: 35).

Seeing some of the definitions above, it is possible that Twitter can be used as a medium for learning vocabulary. With certain accounts that are set up by users about vocabulary learning. Students can access it without asking permission of the owner, because posts on twitter are public. With access to sharing, listening, composing texts, it will bring benefits to anyone who has an interest in using Twitter to learn.

b.  Twitter for Learning Vocabulary

Varinder Trapial, Priya Kanwar (2012) stated that along with the development of technology and communication tools and the internet, Twitter has dominated the best sites based on microblogs, shifting web trends. In fact, Twitter has gained worldwide popularity, and was used by more than 300 million users in 2011. So when we know that Twitter is used by the whole world, of course, it can be concluded that everyone who accesses does not rely on just one language, but a variety of languages that will be used visible to users.

Twitter is based on freedom to express various things. It means that Twitter is a place where students can find lots of ideas and opinions. This is one great way a person can see the world. On twitter there is a lot more to read, hear and see both online and offline. The information on twitter is very diverse and from different points of view, thus creating good needs including those in the field of education. (Unesco, 2015).

If the statement is related to learning vocabulary, Twitter becomes one of the tools for learning vocabulary, because it can see tweets in the form of images, sounds, videos or other texts sent by other people in a different language setting, for example the user uses English vocabulary. Automatically students who have access and have curiosity, will be interested in knowing more about foreign language vocabulary on a particular account.

**D. Review of Previous Study**

There are several findings related to students' interest in learning vocabulary using twitter media. The first previous study is the journal presented by the researcher: Rima Romansi Rambitan (2013) in his journal entitled "The use of twitter in learning English vocabulary" (student perceptions). This research is a qualitative research method that comes from the perceptions of students. In this study, he found the results of how students majoring in English literature at the Faculty of Literature at Sam Ratulangi University in learning English through Twitter. The results of this study revealed that most of the students 'perceptions with students' twitter could develop a review, an understanding of words and how to learn to improve vocabulary. Students can learn various words such as exposure repetition, deleting words, by reading tweets on twitter.

The second previous study is the Thesis Journal from Deddy Apprianto Bandjar (2018) in the thesis journal entitled The Impact of Using Twitter in English language learning (viewed from student perceptions).   This research is a qualitative method based on a review of student perceptions. He found results in the form of "the impact of using Twitter as a medium for learning English, and how Twitter can become a medium that can be used as a medium for learning English." The results of this study reveal that the use of Twitter has both positive and negative impacts. Apart from discussing the impact, this study also found that Twitter is one of the media that students can use in developing 4 learning strategies, namely metacognitive function, cognitive function, affective function and social function. Some of the knowledge they gain is new vocabulary, new

sentences to translate English sentences, and pronunciation of sentences in English correctly.

The third previous study is the thesis journal of Hasan Basri (2017) in a journal entitled "the role of Twitter social media in the social interactions of junior high school students in the city of Pekanbaru (case study of junior high school students Pekanbaru)". In this study, he found the results of how the behavior of students of SMPN 01 Kota Baru in using Twitter and how the role of Twitter social media in social interactions of students at SPMN. The results of this study reveal that social media can make students more open to others. They also use Twitter as a medium to make friends even though they don't meet in person. Students can also develop knowledge with online friends via twitter, students can interact with each other and receive feedback. With their own wisdom and ability to judge what is good and what is bad they will be able to take advantage of increasingly sophisticated technology. so in this case what will provide benefits from a media is also dependent on yourself in your attitude. A medium will give us a lot of good if it is used in terms of goodness too, and vice versa.

The last previous study is from the word journal of english language from Huda Sulieman Alqunayeer (2016) with the title "The impact of teaching through Twitter on Students" Vocabulary learning: a case study of qasim university. This research is a quantitative research which examines whether there is a significant difference between the effect of teaching vocabulary with traditional and modern methods using Twitter? And does twitter have a positive impact on students' vocabulary achievement? This study found that there was a significant difference

between traditional and modern learning seen from the experiment conducted, students who used twitter learning media got higher scores than the group of students who were taught in this way. traditional. With this, the researcher states that Twitter is included in a social network that is suitable for use as a modern strategy to teach vocabulary to foreign language classes at the undergraduate level. The second result, the researcher concluded that twitter had a positive impact on students. Twitter is not only used for fun and communication tools but for useful practice in learning to write.

From several reviews of previous studies, there are similarities, that is media used for learning, namely twitter and the good responses from students regarding the twitter media used in learning. The difference from the research above is that in the first study it focuses on learning vocabulary via Twitter, while in the second study it focuses on the impact of social media on Twitter and how Twitter can be used as a learning medium, the third study it focuses on the role of Twitter in student social interactions and in the last study focuses on the impact of teaching via twitter on students at the undergraduate level. After reading several previous studies and to differentiate from previous studies, the researcher decided to investigate students' interest in learning vocabulary through twitter.