

CHAPTER IV
FINDINGS AND DISCUSSION

A. Research Findings

1. Data of the Research

In this part presents the data of the level of students' interest in learning vocabulary through twitter, the type of interest in learning vocabulary through twitter, the factor that affect the students' interest in learning vocabulary through twitter and the type of vocabulary that the students' interest.

a. The Level of Students' Interest in Learning Vocabulary Through Twitter

This data is the mean score of the students' interest in learning vocabulary through twitter, which will show the level of students' interest in learning vocabulary through twitter.

Table 4.1 Classification of the Students' Interest Level

No.	Items	Score	Mean	Category
1	I like using social media and I like study by using it.	263	82,18	Very high

2	I like the method of teaching English through social media, so I am interested in English lesson.	245	76,56	Very high
3	I am good in english lesson and I attend an english course.	211	65,93	High
4	I am interested in vocabulary and I am interested to find out new vocabulary on social media.	277	86,56	Very high
5	I attend to learning english when I see my brother and sister studying.	211	65,93	High
6	When I enter in a favourite one of university, I always learn to improve my	256	80,00	Very high

	achievement.			
7	When I am lazy to study, my grades are bad.	261	81,56	Very high
8	When I feel dislike one of the lesson, I am lazy to study it.	236	73,75	High
9	When I dilligent to study, my family are feeling happy.	274	85,62	Very high
10	I am interested to find out a new vocabulary when see the movies by subtitles.	241	75,31	Very high
11	I can understand vocabulary better, when listening by native speakers.	237	74,06	High
12	I can understand vocabularyeasily when I have desire tocreate a simple text	273	85,31	Very high

	using english by my own idea.			
13	I am interested in following foreigners account and I can improve my vocabulary.	259	80,93	Very high
14	I use social media because its very easier to communicate with everyone.	273	85,31	Very high
15	I spend my time for update the status and look many picture.	174	54,37	Low
16	I am interested using twitter as a simple blog.	215	67,18	High
17	I am interested to create a text or tweet in twitter.	214	66,87	High
18	I am interested in doing interaction in			

	twitter mediawith foreigners because its challenging.	253	79,06	Very High
19	I am interested in following english educate account to improve vocabulary because its easier.	255	79,68	Very high
20	I like to create a tweet usingEnglish language, so I can educate my self to learning voabulary.	256	80,00	Very High
Total Mean			75,97	High

b. The Type of Interest in Learning Vocabulary Through Twitter

The data below is the score of questionnaire by percentage analyzing which will show the results of the type of interest in learning vocabulary through twitter.

**Table 4.2 Classification of the Type of Interest in Learning
Vocabulary Through Twitter**

No.	Type of Interest	Responses	Frequency	Percentage
1	Personal Interest	Strongly Agree	28	35%
		Agree	47	58,75%
		Disagree	5	6,25%
		Strongly Disagree	-	0%
2	Situational Interest	Strongly Agree	20	25%
		Agree	47	58,75%
		Disagree	11	13,75%
		Strongly Disagree	2	2,5%
3	Psicological Interest	Strongly Agree	9	11,25%
		Agree	38	47,5%
		Disagree	28	35%
		Strongly Disagree	5	6,25%

c. The Factors that Affect the Students' Interest in Learning Vocabulary

This data is the score of questionnaire by percentage analyzing which will show the factor that affect interest in learning vocabulary through twitter.

Table 4.3 Classification of the Factors that Affect the Students' Interest in Learning Vocabulary Through Twitter

No.	The Factors that Affect the Students' Interest	Responses	Frequency	Percentage
1	Internal Factor	Strongly Agree	42	52,5%
		Agree	34	42,5%
		Disagree	3	3,75%
		Strongly Disagree	1	1,25%
2	Eksternal Factor	Strongly Agree	12	15%
		Agree	27	33,75%
		Disagree	31	38,75%
		Strongly Disagree	10	12,5%

d. The Type of Vocabulary that the Students' Interest

This data is the score of questionnaire by percentage analyzing which will show the type of vocabulary that the students' interest.

Table 4.4 Classification of the Type of Vocabulary that the Students' Interest

No.	The Type of Vocabulary	Responses	Frequency	Percentage
1	Receptive Vocabulary	Strongly Agree	20	25%
		Agree	47	58,75%
		Disagree	7	8,75%
		Strongly Disagree	6	7,5%
2	Productive Vocabulary	Strongly Agree	39	48,75%
		Agree	36	45%
		Disagree	4	5%
		Strongly Disagree	1	1,25%

2. Research Finding

a. The Level of Students' Interest in Learning Vocabulary Through Twitter

From the data above, the researcher found the level of students interest in learning vocabulary through Twitter at fourth semester of English Department of IAIN Tulungagung is High. Researchers found that twitter can be used as a medium to increase vocabulary, because twitter is media that can used to create something as tweet using English language, so the students can educate themselves easier in learning vocabulary. Other than the students use twitter beacuse twitter are general to access. They can follow foreingners account and they can study more about english vocabulary. The students can also use twitter as a tool to interact with foreigners beacuse it is a challenging thing. it can be concluded that respondents like using twitter as a media in learning vocabulary.

b. The Type of Interest in Learning Vocabulary Through Twitter

The data above shows there are several types of interest, namely personal interest, situational interest and psychological interest. Researchers found that the most common type of interest was personal interest because the students are learned without any external factors. They like study something according to their will with something that they like. Such as they like social media and they learn by using the

media on their own accord without any coercion from outsiders.

c. The Factors that Affect Interest in Learning Vocabulary

Furthermore, from the data above the researchers found several factors that can affect interest of the students. Namely internal factors and external factors. In this finding, the most frequently encountered is internal factor because the respondents feel that the factor that can influence interest is themselves. This factor that really grow because their own accord. It means they are interested in learning new vocabulary through social media from their own accord, not because of their family, friends or environmental factors.

d. The Type of Vocabulary that The Students' Interest in Learning Through Twitter

The last finding is the researcher finds several types of vocabulary that the students are interested in. They are receptive vocabulary and productive vocabulary. From the data above, the researcher found the respondents prefer the type of productive vocabulary, because understanding something made with their own ideas will be easier to understand, such as they write or create something by their own idea that more easily to understand than they was read dictionary everyday or listening something that the language is difficult to understand.

B. Discussion

In this discussion, the researcher will explain the reasons about the answer of the research problem. The most common problem is focusing on finding that the level of students' interest in learning vocabulary through twitter. The results of the research is High. It means the students at fourth semester of english department have a High interest in learning vocabulary through twitter. This happens because they like to create something as tweet using English language and they feel it is useful to educate their self in learning vocabulary. The respondents also interest in following english educate account to improve vocabulary because its easier. In accordance with the Unesco theory at 2015 which states that twitter is based on the freedom to express something. It means that twitter can be used as a place for students to find ideas or opinions and create their ideas. In addition, Twitter makes it easy for users to access foreign languages by following foreigner accounts that are general in nature which can be used to increase knowledge about vocabulary. In accordance with the findings of Rima Romansi Rambitan (2013) which stated that the findings were written that Twitter had a positive impact on participants in learning vocabulary because it added to their English vocabulary.

The previous percentage states that personal interest become the most dominant type of interest. This is because students who like something or like a media will bring themselves to learn by using it. They learn because they have fun growing within themselves, so in this type nothing to do with

external factors. This statement appears in accordance with the theory of Suharitini (2001) regarding personal interest, interest that leads to a particular interests in a certain subjects, and appears without external factors, such as feelings of liking, being interested in something from within the students selves. This theory is accordance with the findings of Leli Pebriati (2019) which discusses interest in learning. The reserach found the indicator of interest learning type that gots the most percentages is interest in learning which is grows because of attention, feelings of liking, interest in something that will increase student interest in learning. So it can be conclude that the most of students' interest in learning can grow and be instilled from personal interest.

The Next discussion is about the factors that affect interest. The previous percentage states that internal factors became the dominant factor that affect interest. This happens because they have curiosity about thing or lesson, like vocabulary. Then in themselves will try to find out that things. This can be related to something that they like. Such as they like social media then they want to improve their vocabulary, so the students will use the media as a tool to improve what they like. The finding is accordance with the theory of Purwanto in Hamalik (2010) about one of the internal factors, namely curiosity from within students. which makes students will continue to pay attention to the lesson, so it will make it easier for them to understand a lesson. This theory is accordance with the findings of Nur Saroh (2019) which discusses there are internal factors that can affect interest, one of them

is students' attention to the subject, so the students will learn to do better.

The last discussion is the type of vocabulary. The previous percentage states the most dominant type of vocabulary that the students' interest is productive vocabulary. This happens because students are better to understand vocabulary when they try to create something by their own language. This finding is accordance with the theory of Nation (2001) regarding productive vocabulary, namely the ability of students to understand the words or vocabulary when they write or speak. This theory accordance with the findings of Mohammad Iqram Hossain (2015) regarding teaching productive skills, one of them is speaking. These productive skills will make students active in class and encourage students to use English. Therefore, students will automatically exchange knowledge about vocabulary through their communication with other friends or writing something from their own idea.