



Students' Perception on the Twitter Fandom Community

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Abstract

Twitter fandom community has appeared as a considerable source for reading with engaging features that enable both social interaction and the sharing of information. This research aims to describe the students' perception of the Twitter fandom community. The research was conducted using descriptive research with a quantitative approach. Participants of this study were 30 students who matched the criteria of respondents from the population of 58 students who joined the Twitter fandom community from the Twitter users survey on Google form among English Language Education Program and English Literature Program, Universitas Negeri Padang. The criteria respondents are the students who have fan accounts on Twitter (X) to associate with the fandom community and mostly use the English language to interact with the fandom community. The 4-point Likert scale was used as the instrument to obtain the data. There were five indicators which included background knowledge, language abilities, thinking abilities, emotional aspects, and reading purpose, containing 23 statements in the questionnaire to obtain data on the students' perceptions. The findings reveal that students view the Twitter fandom community very positively.

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INTRODUCTION

Twitter or also known as X is a social media platform where users can publish short posts called tweets. It can contain text, videos, photos, or links. One of the uses of Twitter is to share tweets that contain information to followers quickly in real-time, making them searchable, and widespread. (Hetler, 2024) Because of this convenience, people from various backgrounds use Twitter to enjoy the benefits of this platform. People from the fandom community use this platform to share photos, videos or links, sharing information, reading AU (Alternate Universe, a type of fanfiction), fan works and edits to support their fan activities.

Fandom community is a community of people that share the same interest in a particular celebrity, hero, sports team or TV show. They share common activities, participating in fan activity and interacting in some way, whether through discussions or creative works. It can be physical or digital communities. Even if someone is interested in something and linked with several people who have the same interests, it can already

establish a fandom community (Coulbourn, 2021). There are so many different types of fandoms based on what kinds of media they're focused on, what they're doing to show their fandom passion, and where they do their engagement.

Hundreds of millions of people on the Twitter engaging in various fan activities makes huge fandom. As a result of how massive the fandom as an amount is and how various people come to fandoms from different countries and with different interests and different languages, English is needed to connect individuals in order to communicate even though they have language differences with others in the fandom community. Many Indonesian teenagers these days are into western artists, anime, K-pop, K-drama, Thai celebrities, etc. They gather on social media like Twitter or other social media platform to interact with people around the world that have the same interest. English is important to help them communicate with people from other countries in order to be updated on celebrity, entertainment news, keeping in touch with the people from the community, and other reasons for a non-academic purpose and also for academic purpose like as a source of reading and information. Because it is important to know how this community can help students in their reading and determine its effectiveness of learning especially in reading activities, it is important to know how students' perceptions of this community.

Perception occurs in the way people notice things, particularly through their senses of what they experience. Students' perceptions and their engagement with fandom communities can be inferred through various criteria and their involvement in the fandom communities from their experience. These elements collectively contribute to the student's perception of the Twitter fandom community. Discerning the perception from the students can provide valuable insights into enhancing student engagement and enjoyment in both academic and non-academic context.

There are several previous studies about the use of community and online media on English learning and teaching. For example, the previous study by (Sauro, 2021) about language learning through fan practices communities, indicate a rich source of ideas that can be alternative and creative strategies for language teaching and learning to help the growth of language skills. Next, the research from (Raja et al., 2021) about the correlation between perceptions of students on the use of online digital interactive media using the British Council on reading comprehension ability, it indicates that most of the students acknowledged that online digital interactive media are significant and useful in the reading comprehension ability and language learning process.

While the researches by Sauro and Raja et.al 2021 explain about the use of fan practices community for language teaching and learning as well as the correlation on students' perception of the use of online digital interactive media and reading comprehension ability, the researcher would carry a research on how students view the fandom community on Twitter (X) in their reading comprehension. Therefore, the researcher conducted the study entitle Students' Perception of the Fandom Community on Twitter in Reading Comprehension.

Because it is important to know how this community can help students in their reading and determine its effectiveness of learning especially in reading activities, it is important to know how students' perceptions of this community. Based on the description before, the researcher wanted to find out students' perception on the fandom community on Twitter. This research aimed to describe the students' perception on the Twitter fandom community.

METHOD

This research was conducted using descriptive research with a quantitative approach. Quantitative research is defined as an analytical method concentrated on responding social issues by assessing theories contained of variables, scaling them with numerical data, and analyzing the outcomes in the term of statistic. The data collection is mostly in number, set with statistical data research strategies. (Creswell, 2014)

The population of this study were 58 students from English Language Education Program and English Literature Study Program, English Department, Faculty of Language and Art, Universitas Negeri Padang that joining fandom community on Twitter. The population of this study was generated from a survey of Twitter users among students in the English Language Education Program and English Literature Study Program, English Department, Faculty of Language and Art, Universitas Negeri. Purposive sampling was employed to choose the participants. It is based on certain considerations such as the characteristics of the population. This includes observing and choosing individuals or groups who are mostly informed about or experienced with a phenomenon of concern (Creswell & Plano Clark, 2011). The sample requirement of this research were the students who have fan account on the Twitter (X) to associated with the fandom community, using Twitter to do the fan activities, and mostly use English language to interact with the fandom community. 30 students who matched the criteria were chosen as the respondents of this.

A questionnaire was employed as the instrument of the research in response to the questions to explore students' perception of Twitter fandom community on the reading comprehension. The type of question that used in this research was a 4-point Likert scale. This scale is effective to receive specific viewpoints without ambiguity (Longe, 2019). It demonstrates respondents with four different options. For example:

Table 1. Likert-Scale Score

Points	Explanation
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

The indicators used for the questionnaire are the factors that influence reading comprehension, that are background experience, language abilities, thinking abilities, emotional aspects, and reading purpose. The questionnaire was delivered using Google.

The guidance from a lecturer in the English Department at the Faculty of Languages and Arts, Universitas Negeri Padang needed to validate the instrument. After being reviewed by the lecturer, the researcher distributed the questionnaire to the non-English Department students who are also a part of the fandom community via Google-form to measure its validity and reliability. There were 30 samples in total employed for this test. Microsoft Excel was used as a tool to measure the validity of the instrument using the 'CORREL' function to find the correlation between each item and the total score of the questionnaire. The formula syntax is: '=CORREL (array1, array2)', where array1 is the range of scores for a specific item, and array2 is the range of total scores for all items

Survey on google form was also needed to find the respondents who match with the criteria. The questionnaire that have been validated and measured its reliability was distributed to the sample of this research using Google form. The Questionnaires provide both English and Indonesian to avoid misunderstandings. The researcher also provides

some instructions to fill in the answers. Finally, after getting the data, the researcher analysed and interpreted the data as the result of this study.

RESULT AND DISCUSSION

Research Finding

a). Background Knowledge

The first indicator is about Background Knowledge, consisting of 5 statements. The results of which are presented in the table below

Table 2. Questionnaire Result on Background Knowledge

No	Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
1	<i>The fandom community on Twitter provides me with a lot of helpful information to understand texts when I read, both in classes and in daily life</i>	15 50%	14 46,7%	1 3,3%	0 0%
2	<i>I often get benefits when understanding text while reading because I have information that I received previously from fan activity in the fandom community on Twitter</i>	14 46,7%	15 50%	1 3,3%	0 0%
3	<i>The fandom community on Twitter provides me with reading experience with different types of texts so that I am familiar with various kinds of texts when reading</i>	14 46,7%	15 50%	1 3,3%	0 0%
4	<i>When I read something, I often feel related, like emotionally, cultural contextual, and personal experience, through the experiences I get from fan activities in fandom communities on Twitter</i>	16 53,3%	11 36,7%	3 10%	0 0%
5	<i>I can anticipate and comprehend the texts I read with the knowledge I obtained from experience and the knowledge I gained from the fandom community</i>	11 36,7%	17 56,7%	2 6,7%	0 0%

The table 4.1 shows that the perception of the students on the impact of Twitter fandom community in background knowledge of reading comprehension is categorized as strongly positive. The first statement examines students' perceptions of the impact of the Twitter fandom community on their reading comprehension. It achieved positive responses, with half of the respondents strongly agreeing and 46,7% agreeing. Only 3,3% disagreed. With a 3,46 mean score, this collective agreement promotes the strongly

positive perception of the fandom community on Twitter provides a lot of helpful information to understand texts when students read, both in classes and daily life

The second statement was about how often students get benefits when understanding text while reading because of the information they received previously from fan activity in the fandom community on Twitter, 14 students (46,7%) strongly agreed, half of the students (50%) agreed, and there was one student (3,3%) disagreeing. The mean score of 3,43 is interpreted as strongly positive. The students have a strongly positive perception of how often students get benefits when understanding text while reading because of previous information obtained from fan activity in the fandom community on Twitter.

According to the table 4.1, the third statement obtained the identical result as the second statement with 14 students (46,7%) strongly agreeing, half of the students (50%) agreed, and there was one student (3,3%) disagreeing. The mean result obtained is also 3,43. From the results, it can also be defined that the students have a strongly positive perception of the fandom community on Twitter provides the students with reading experience with different types of texts so that the students are familiar with various kinds of texts when reading.

Furthermore, for the statement number 4, 16 respondents (54,3%) strongly agreed, and 11 respondents (10%) agreed. Most of the respondents have a positive perception of the statement on how when they read something, they often feel related, emotional, cultural contextual, and personal experiences through the experiences they obtained from fan activities in the fandom community on Twitter. There were 3 respondents disagreed with the statement. Make the mean score 3,43 and define it as a strongly positive perception.

In the last statement, the students have a strongly positive perception of how the fandom community provides them with experience and knowledge so that the students can anticipate and comprehend the texts they read. 11 respondents (36,7%) strongly agreed with this statement, 17 respondents (56,7%) agreeing, while 2 respondents (6,7%) disagreeing. The mean score obtained in this statement was 3,3, surpassing the mean score criteria of the strongly positive perception which is 3,25.

From the explanation above, the first indicator of students' perception of the Twitter fandom community, which is from background experience, obtained an overall mean score of 3,41, comprising a strongly positive category. This indicates that students have a strongly positive perception of the students on Twitter fandom community on background knowledge. From the data presented, it can be concluded that the majority of English department students showed a strongly positive perception of the fandom community on Twitter due to their background experience.

b) Language Abilities

The second indicator is about language abilities, consisting of 4 statements. The findings are displayed in the table below

Table 3. Questionnaire Result of Language Abilities

No	Statement	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)
6	<i>My English vocabulary has increased since I was active in fan activities in the fandom community on Twitter</i>	19 63,3%	10 33,3%	1 3,3%	0 0%

7	<i>The English vocabulary I earn from fan activities from the fandom community on Twitter is often employed in my daily life and my studies.</i>	15 50%	13 43,3%	2 6,7%	0 0%
8	<i>I believe that fan activity on fandom communities on Twitter helps me understand grammar use</i>	10 33,3%	14 46,7%	6 20%	0 0%
9	<i>My ability to use grammar has improved since I'm joining the fandom community on Twitter</i>	12 40%	13 43,3%	5 16,7%	0 0%

According to the data in the table 4.2, statement 6, 63,3% of respondents strongly agree that their English vocabulary has increased since they were active in the fandom community on Twitter, 10 respondents (33,3%) agreed, there was 1 respondent (3,3%) disagreeing that the English vocabulary has not increased after joining the fandom community on Twitter. With the 3,6 as the mean score, the students have a strongly positive perception of this statement.

In the next statement, the respondents indicated a strongly positive perception of the English vocabulary they acquire from the Twitter fandom community is often employed in their daily lives and studies. The mean score achieved was 3,43 which is categorized as strongly positive. 15 (50%) respondents strongly agreed with this statement, 13 respondents (43,3%) agreed, while the rest 2 respondents (6,7%) disagreed with this statement.

Statement number 8, with a 3,13 mean score showed positive perception. This made up of 10 responses (33,3% of the respondents) strongly agreeing with the statement, while 14 respondents (46,7%) agreed. The rest 20% of respondents with 6 responses disagreed with this statement. They showed a positive perception of fan activity on the fandom communities on Twitter helps them understand grammar use.

Lastly, the 9th statement, positive perception is also shown from the result of the questionnaire. 12 respondents (40% of the respondents) strongly agreed with the statement, and 43,3% of the respondents (13 responses) agreed with this statement. While the 5 others as the 16,6% of the respondents disagree. It creates a positive perception of the fandom community on Twitter improving students' ability to use grammar.

Based on the table 4.2, the result displayed the altogether mean score of this indicator as 3,35. These numbers indicate the strongly positive perception from the students of the Twitter fandom community in language abilities. From the data presented, it can be inferred that the majority of the respondents showed a strongly positive perception of the fandom community on Twitter as a result of their language abilities.

c) Thinking Abilities

The next indicator, regarding thinking abilities, includes 5 statements. The outcomes are displayed in the following table:

Table 4. Questionnaire Result of Thinking Abilities

No	Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
10	I can determine ideas from fans' activities such as reading AUs, fan discussions, the latest updates from my idols, etc.	18 60%	10 33,3%	2 6,7%	0 0%
11	I can explain and summarize the information I obtain from reading from the fandom community on Twitter	14 46,7%	15 50%	1 3,3%	0 0%
12	I can conclude what I read by listing and linking the details to AU and other information from the fandom community on Twitter	12 40%	13 43,3%	4 13,3%	1 3,3%
13	Fan activities in the fandom community on Twitter can help to develop my critical thinking skills	15 50%	14 46,7%	1 3,3%	0 0%
14	When I'm reading a text from the fandom community, I can underline or highlight key information and main ideas to help me in retaining information and critically analyze the message	11 36,7%	18 60%	1 3,3%	0 0%

The 10th statement explores students' perceptions of determining ideas. It attained a strongly positive perception as the 18 respondents (made up of 60% of the respondents) strongly agreed, 10 from all thirty respondents (33.3%) agreed, while the 2 respondents (6,7%) disagreed. Made up the mean score of 3,53. The data highlights the respondents showed a strongly positive perception of their determining ideas skill from their reading in the fan community.

Next, the statement number 11, the mean score obtained was 3,43. Out of 30 respondents, 14 respondents strongly agreed that they can explain and summarize the information they obtain from their reading in the fandom community on Twitter, and half of the respondents (50%) agreed. There was 1 respondent as the 3,3% of all disagreeing with this statement. With the mean score obtained, it can interpret that the respondents have a strongly positive perception of this statement.

In response to the statement number 12, relating students' perception of how they can conclude what they read by listing and linking the details to AU and other information from the fandom community on Twitter, the results are positive. 12 responses (40%) of all the respondents expressed strong agreement, and 13 respondents (43,3%) simply agreed. While 4 respondents disagree, and 1 respondent strongly disagrees with this statement. The mean score for this statement was 3,2, which can be classified as positive perception.

For statement number 13, on how students view fan activities in the fandom community on Twitter can help to develop their critical thinking skills, the mean score received was 3,46. Among the 30 respondents, 50% strongly agreed with this statement,

46,7 % (14 respondents) agreed, and there was one respondent (3,3%) disagreed that the fandom community on Twitter can help develop critical thinking skills. With the mean score received, this statement can be defined as a strongly positive perception.

Lastly, in statement number 14, students can underline or highlight key information and main ideas to help them retain information and critically analyse the message when reading a text from the fandom community. 11 respondents strongly agreed with this statement, and more than half of the respondents, as the 18 responses (60%) agreeing with this statement. 1 response disagreeing with this statement (3,3%). Strongly positive perception received in this statement as 3,33 received as the mean score for this statement.

In summary, the data for this indicator indicate a strongly positive perception from the students on Twitter fandom community in thinking abilities. The majority of the statements showed a strongly positive perception. The overall mean score for thinking abilities is 3,39 strengthens the position as a strongly positive perception of the fandom community on Twitter.

d) Emotional Aspects

In this indicator, 4 statements are developed to obtain the data from the respondents on the perception of the Twitter fandom community with their reading comprehension regarding emotional aspects. The findings are illustrated in the table below:

Table 5. Questionnaire Result of Emotional Aspects

No	Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
15	I am very motivated to understand English because I like reading AU, discussing with fellow fans, and getting the latest updates from my idols	12 40%	11 36,7%	6 20%	1 3,3%
16	When I am passionate about a particular topic, such as the topic related to fandom things, I am more likely to engage deeply with texts related to that topic which leads me to attention, enjoyment, and comprehension during reading activities	14 46,7%	14 46,7%	2 6,7%	0 0%
17	My enjoyment of doing fan activities motivates me to read English texts more	15 59%	13 43,3%	2 6,7%	0 0%
18	I can understand English texts like AU (Alternate Universe) more easily because I'm Interested to read something related to my idol and fan activities in the fandom community	18 60%	9 30%	3 10%	0 0%

In statement number 15, 12 responses (40% of all respondents) strongly agreed with the statement, 11 respondents (36,7%) agreed, while 6 (20%) of the respondents disagreed with this statement, there was one respondent showed the position of strongly disagreeing. This statement shows a positive perception of how the respondents feel very motivated to understand English because they like reading AU, discussing with other fans, and getting the latest updates from their idols. This is because the mean score obtained was 3,13.

Next, a strongly positive perception is shown in statement number 16 as the same number of the 14 responses (46,7%) both take a position in strongly agreeing and agreeing with the statement, and the rest 2 respondents take a position in disagreeing. With this distribution, the mean score obtained was 3,4, which shows a strongly positive perception of how students are more likely to engage deeply with texts, pay attention, enjoy, and comprehend when connected during reading activities to a particular topic, such as the topic related to fandom things.

In the following statement number 17, 15 respondents (59%) strongly agreed, 13 respondents (43,3%) simply agreed, and the other 2 respondents (6,7%) disagreed with the statement. This shows that a strongly positive perception of the enjoyment of doing fan activities motivates the students to read English texts more as the mean score obtained was 3,43. The last statement of this indicator also shows a strongly positive perception as 60% of all respondents (18 responses) strongly agree, 30 % (9 responses) simply agree, and the rest 3 respondents take a disagreeing position. The means score earned was 3,5 caused a strongly positive perception of how the students can understand English texts like AU (Alternate Universe) more easily because they are interested in reading something related to their idol and fan activities in the fandom community.

In sum, this indicator implies a strongly positive perception from the students on the Twitter fandom community due to emotional aspects. The majority of the statements showed a strongly positive perception. The overall mean score obtained for emotional aspects is 3,36 which is categorized as a strongly positive perception.

e) Reading Purposes

This indicator is the last indicator of the questionnaire in this research. There are 5 statements containing, heeding to reading purposes. The findings are displayed in the following table:

Table 6. Questionnaire Result of Reading Purposes

No	Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
19	<i>When I'm doing fan activities in the fandom community, understanding the author's messages is important to me to get information about my idol</i>	15 50%	13 43,3%	2 6,7%	0 0%
20	<i>I can read every day in any free time from the fandom community on Twitter because it is part of my hobby as a fan compared to reading academic journals</i>	14 46,7%	11 36,7%	4 13,3%	1 3,3%
21	<i>I find it easier to understand reading when I read it for entertainment</i>	12 40%	15 50%	3 10%	0 0%

	<i>purposes, such as when I read AUs and something related to fan activities compared to when I read for academic purposes</i>				
22	<i>I put a lot of effort into understanding texts when doing fan activities because I want to learn information about my idols</i>	13 43,3%	13 43,3%	4 13,3%	0 0%
23	<i>I believe that reading for fun provides better reading comprehension, such as when doing fan activities in the fandom community</i>	17 56,7%	12 40%	1 3,3%	0 0%

Statement number 19 shows a positive perception from the respondents with a mean score of 3,43. There were half of the respondents (50%) strongly agreed that understanding the author's messages is important to them to get information about their idol when they doing fan activities in the fandom community, 13 respondents (43,3%) agreed, while the rest 2 respondents (6,7%) disagreeing with this statement.

Next, in the statement number 20, there are about 14 responses (46,7% of the respondents) strongly agreeing that they can read every day in any free time from the fandom community on Twitter because it is part of their hobby, compared to reading academic journals, the other 11 respondents (36,7%) simply agreeing, while 4 respondents take a position of disagreeing, and 1 response shows strongly disagreement. Generate the mean score of 3,26 which still be classified as a strongly positive perception.

In the next statement number 21, a strongly positive perception was also obtained from the data. There were 12 responses (40%) that showed a strong agreement, and half of the respondents (50%) agreed, despite that, there were 3 respondents (10%) showing a disagreeing with the statement. With a mean score of 3,3 obtained, the students have a strongly positive perception of how they find it easier to understand reading when they read it for entertainment purposes, such as when read AUs and something related to fan activities compared to when read for academic purposes.

Moreover, in statement number 22, there were 13 respondents (43,3%) showed strong agreement on how they put a lot of effort into understanding texts when doing fan activities because they want to learn information about their idols, another 13 respondents agreed with this statement, however, 4 respondents (13,3%) take a position of disagreeing with the statement. As a result, the mean score collected was 3,3 which categorized it as a strongly positive perception.

In the last statement, a huge number is obtained as the mean score is 3,53. The percentage of strongly agree was 56,7% (17 responses), 40% of the respondents (12 responses) simply agreed with this statement, while one respondent (3,3%) showed disagreement. With the mean score achieved, it can be concluded that the students have a strongly positive perception of how they believe that reading for fun provides better reading comprehension, such as when doing fan activities in the fandom community

From the data presented in the table 4.5, as the overall mean score received was 3,36, it can be concluded that this indicator implies a strongly positive perception from the students on the Twitter fandom community in reading purposes. The majority of the statements showed a strongly positive perception.

The table below shows the results of the level of perception on the Twitter fandom community in different aspects.

Table 7. The Result of Overall Mean Score

No	Indicator	Mean Score	Category
1	Background Knowledge	3,41	Strongly Positive
2	Language Abilities	3,36	Strongly Positive
3	Thinking Abilities	3,39	Strongly Positive
4	Emotional Aspects	3,36	Strongly Positive
5	Reading Purposes	3,36	Strongly Positive
Total		3,36	Strongly Positive

Background knowledge achieved a mean score of 3,41, implying a strongly positive level of perception. This is the highest mean score achieved for all the five indicators. Followed by thinking abilities, with the mean score obtained of 3,39. This number indicates a strongly positive level of perception. For the rest indicators, language abilities, emotional aspects, and reading purposes, obtained the same mean score, which is 3,36. This also indicates a strongly positive level of perception. All of the results of the five indicators show a strongly positive perception from the respondents of the Twitter fandom community.

In summary, the questionnaire results show that students have a strongly positive perception on the Twitter fandom community. The highest mean score obtained in the questionnaire is in statement number 6, with a huge mean score of 3,6. In this statement, the students are strongly agreeing that the fandom community on Twitter helps in their English vocabulary from the fan activities. The second highest mean scores are from statements number 10 and 23, with the same mean score of 3,53. Students have a strongly positive perception of how they can determine the ideas from fans' activities. Students also believe that reading for fun such as when doing fan activities in the fandom community provides better reading comprehension. The third highest mean score is from statement number 18, with a mean score of 3,5. The students strongly agree that that when they are interested in a particular topic, they can understand English texts more easily, for example when reading something related to idol and fan activities in the fandom community like reading AU (Alternate Universe).

Discussion

The purpose of this research is to describe the students' perception on the Twitter fandom community. To answer the research questions, the researcher used an instrument to obtain the data. The questionnaire addressed the perception the students on the Twitter fandom community, with a total sample of 30 respondents from English Department students. The results of the questionnaire showed that most of the students had a strongly positive perception on the fandom community on Twitter.

The research outcomes reflect that students hold an overwhelmingly strongly positive perception of the Twitter fandom community. Across all indicators, students consistently graded their perception as strongly positive, indicating that they value the Twitter fandom community as a considerable platform for reading and engaging with texts to enhance reading. Students reflected that being part of a Twitter fandom community gives them experience of background knowledge. Many students agree that the fandom community on Twitter provides them with a lot of helpful information to understand texts when they read, not only in classes but also in daily life. This implies that the Twitter fandom community helps students' background knowledge.

Another key indicator is the student's perception of the Twitter fandom community in thinking abilities. Many respondents agree that Twitter allows them to easily determine ideas from fan activities such as reading Alternate Universe, fan discussions, the latest updates from their idols, etc. In this indicator, students shared strongly positive perceptions of the Twitter fandom community on making inferences, critical thinking, and drawing conclusions.

The strong positive perception of the students in the Twitter fandom community could imply broad trends about reading material and media. Given that students feel highly satisfied with their experiences, fandom communities may serve engaging and enjoyable reading activities that other reading resources may lack. This suggests that the internet can be a powerful tool for forming a supportive community that enriches students' language learning, especially in reading.

The results of this research are in line with the research from Al Arif et.al, (2019). In their research, the outcomes indicated a positive attitude of the students of the English Study Program at Universitas Jambi towards the use of social media for English language learning. In their research, instead of Twitter, they explored Instagram and Facebook.

In summary, this study has provided an analysis of students' perceptions identifying the impact of the Twitter fandom community, comprising several aspects such as background knowledge, language abilities, thinking abilities, emotional aspects, and reading purposes. The findings reveal that students view the Twitter fandom community very positively, including background experience, language abilities, thinking abilities, emotional aspects, and reading purpose. This community seems to play an important role for students, as it offers entertainment, social engagement, and reading activities. The overwhelmingly positive perception indicates that Twitter fandom communities provide an effective platform for background experience, language abilities, thinking abilities, emotional aspects, and reading purposes.

CONCLUSION

The objective of this research was to find out the perception of students on the Twitter fandom community. Based on the research findings and discussion in the previous chapter, the data shows that the perception of students is strongly positive in all aspects. The researcher concluded that English Department students showed a strongly positive perception on the Twitter fandom community.

This community seems to play an important role for students, as it offers entertainment, social engagement, and reading activities. The overwhelmingly positive perception indicates that Twitter fandom communities provide an effective platform for background experience, language abilities, thinking abilities, emotional aspects, and reading purposes. This community has huge potential to provide benefits to students. It is an interactive media that particularly supports maintaining student attention and making reading activities more engaging. The fandom community on Twitter also helps students learn English reading independently. Boosting students' motivation to learn because it provides many engaging materials according to their interests and preferences, and most importantly, it is easily accessed.

Students who become a part of the community are advised to take the positivity from the community. Through the community, students continue to improve their reading comprehension from the background knowledge, language abilities, thinking abilities, emotional aspect, and reading purposes, and strengthen their comprehension. Therefore, teachers are encouraged to introduce captivating reading materials and media into the English language teaching and learning process. Furthermore, teachers play a key role in

supporting students to overcome difficulties that may emerge during the reading process by employing suitable teaching methods. For future researchers who are researching students' perception of the online fandom community's impact on students' English skills, the researcher suggested that to be able to conduct research with a bigger sample using other types of instruments and employ another research design such as qualitative method or experimental to obtain further and deeper information and evidence to get more concrete data.

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