LEARNERS' INTERACTIONS FOR COLLABORATIVE ENGLISH KNOWLEDGE CONSTRUCTION IN X AUTO-BASE: A CONTENT ANALYSIS

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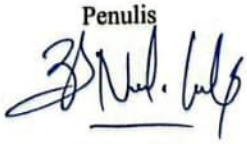

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ABSTRACT

Nabilah Nur Sabrina. 2025. Learners' Interaction for Collaborative English Knowledge Construction in X Auto-Base: A Content Analysis. *A Skripsi.* The English Language Education Study Program is part of the Faculty of Language and Arts at Universitas Negeri Jakarta.

The use of social media as an English language learning tool is increasing in today's society, enabling learners to actively engage in discussions with each other. For example, X (formerly Twitter) provides learners with spaces to learn English, as seen with the rise of @englishfess_ and @english_menfess auto-bases. This study investigates the type of learner interactions and the collaborative process of English knowledge construction in X auto-base, particularly focusing on @englishfess_ and @english_menfess. This study employed qualitative content analysis to examine 50 selected menfess and their comment sections, each containing a minimum of three learner responses. The data were categorized into two analytical frameworks: the type of learner interaction in a microblogging-based environment and the knowledge construction process. The study's findings revealed eight categories of learner interactions based on the framework, with self-reflection and elaboration occurring most frequently. It suggests that learners were actively involved through demonstrating awareness of their learning and collaboration in developing English knowledge by asking questions, acknowledging explanations, reflecting on learning, and engaging with others by answering questions. Furthermore, among the five identified knowledge-construction process categories, metacognitive knowledge occurred most frequently. It indicates that the platform helps learners in reflecting, monitoring, and evaluating their own learning to construct their newly acquired English knowledge with their prior knowledge collaboratively. The results demonstrate that X auto-base serves as a valuable tool for collaborative English knowledge construction in the aspects of vocabulary, grammar, and pronunciation, by facilitating learner reflection, continuous exposure to English content, peer support, and meaningful knowledge interaction from diverse perspectives. This study emphasizes the function of social media, particularly on X auto-base, in promoting informal English learning and developing learners' knowledge.

Keywords: *@englishfess_, @english_menfess, learner interaction, collaborative learning, English knowledge construction*

ABSTRAK

Nabilah Nur Sabrina. 2025. Learners' Interaction for Collaborative English Knowledge Construction in *X Auto-Base*: A Content Analysis. *A Skripsi.* The English Language Education Study Program is part of the Faculty of Language and Arts at Universitas Negeri Jakarta.

Penggunaan media sosial sebagai sarana pembelajaran bahasa Inggris semakin meningkat pada masyarakat saat ini, memungkinkan pembelajar untuk terlibat dalam diskusi secara aktif dengan satu sama lain. Platform X (sebelumnya Twitter) menyediakan ruang bagi pembelajar untuk mempelajari bahasa Inggris, seperti pada auto-base @englishfess_ dan @english_menfess. Penelitian ini menginvestigasi berbagai jenis interaksi pembelajar serta proses kolaboratif dalam membangun pengetahuan Bahasa Inggris pada akun X auto-base, khususnya @englishfess_ dan @english_menfess. Penelitian ini menggunakan analisis konten kualitatif terhadap 50 menfess terpilih beserta kolom komentarnya, yang masing-masing memuat minimal tiga respons pembelajar. Data dikategorikan berdasarkan dua kerangka analisis, yaitu jenis interaksi pembelajar dalam lingkungan microblogging serta prosess konstruksi pengetahuan. Temuan penelitian menunjukkan delapan kategori interaksi pembelajar, dengan interaksi self-reflection) dan elaboration sebagai yang paling sering muncul. Hal ini menandakan bahwa pembelajar terlibat secara aktif dengan menunjukkan kesadaaran terhadap proses belajar mereka dalam mengembangkan pengetahuan Bahasa Inggris melalui kegiatan mengajukan pertanyaan, mengakui dan memahami penjelasan, merefleksikan pembelajaran serta saling berinteraksi untuk menjawab pertanyaan. Selain itu, dari lima kategori konstruksi pengetahuan yang berhasil diidentifikasi, metacognitive-knowledge adalah kategori yang paling sering muncul, menunjukkan bahwa platform tersebut membantu pembelajar dalam merefleksikan, memantau, dan mengevalusi pembelajaran mereka sendiri untuk mengonstruksikan pengetahuan Bahasa Inggris yang baru diperoleh secara kolaboratif dengan mengaitkannya pada pengetahuan sebelumnya. Hasil penelitian ini menegaskan bahwa X auto-base dapat berfungsi sebagai sarana pembelajaran Bahasa Inggris kolaboratif yang berharga dalam mendukung konstruksi pengetahuan bahasa Inggris secara kolaboratif pada aspek kebahasaan kosakata, tata bahasa, dan penucapan melalui refleksi pembelajar, paparan berkelanjutan terhadap konten berbahasa Inggris, dukungan dari sesama pembelajar, serta interaksi pengetahuan yang bermakna dari perspektif yang beragam. Penelitian ini menekankan terkait peran platform media sosial, khususnya akun X auto-base, dalam mendorong pembelajaran Bahasa Inggris secara informal dan perkembangan pengetahuan Bahasa Inggris pembelajar.

Kata Kunci: *@englishfess_, @english_menfess, interaksi pembelajar, pembelajaran kolaboratif, konstruksi pengetahuan Bahasa Inggris*

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