

**EFL LEARNERS' PERSPECTIVE ON USING TWITCH FOR
VOCABULARY LEARNING**

A THESIS

**Submitted in Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan in English Education**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHERS TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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By

Adila Roosyidah

2520054

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHERS TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2026**

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan dibawah ini:

Nama : Adila Roosyidah

NIM : 2520054

Fakultas : Tarbiyah dan Ilmu Keguruan

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Adila Roosyidah
ADILA ROOSYIDAH
NIM.2520054

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Kepada

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

UIN K.H. Abdurrahman Wahid Pekalongan

c/q. Ketua Program Studi Tadris Bahasa Inggris

di Pekalongan

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Setelah melakukan penelitian, bimbingan dan koreksi naskah skripsi saudara:

Nama : Adila Roosyidah

NIM : 2520054

Program Studi : Tadris Bahasa Inggris

Judul : EFL LEARNERS' PERSPECTIVE ON USING
TWITCH FOR VOCABULARY LEARNING

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Pembimbing


Dr. M. Ali Ghufro, M.Pd.

NIP. 198707232020121004



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K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Pahlawan KM 5 Rowolaku Kajen Kab. Pekalongan Kode Pos 51161
Website: fik.uingusdur.ac.id | Email : fik@uingusdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, approved this undergraduate thesis by:

Name : **ADILA ROOSYIDAH**
SN : **2520054**
Title : **EFL LEARNERS' PERSPECTIVE ON USING TWITCH
FOR VOCABULARY LEARNING**

Has been established through an examination held on Wednesday, 3rd July 2026 and accepted in partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners

Examiner I

Dewi Puspitasari, M.Pd.
NIP. 19790221 200801 2 008

Examiner II

Fachri Ali, M.Pd.
NIP. 19890101 202012 1 013

Pekalongan, 13th July 2026
Signed by
The Dean of FTK UIN K.H. Abdurrahman Wahid Pekalongan



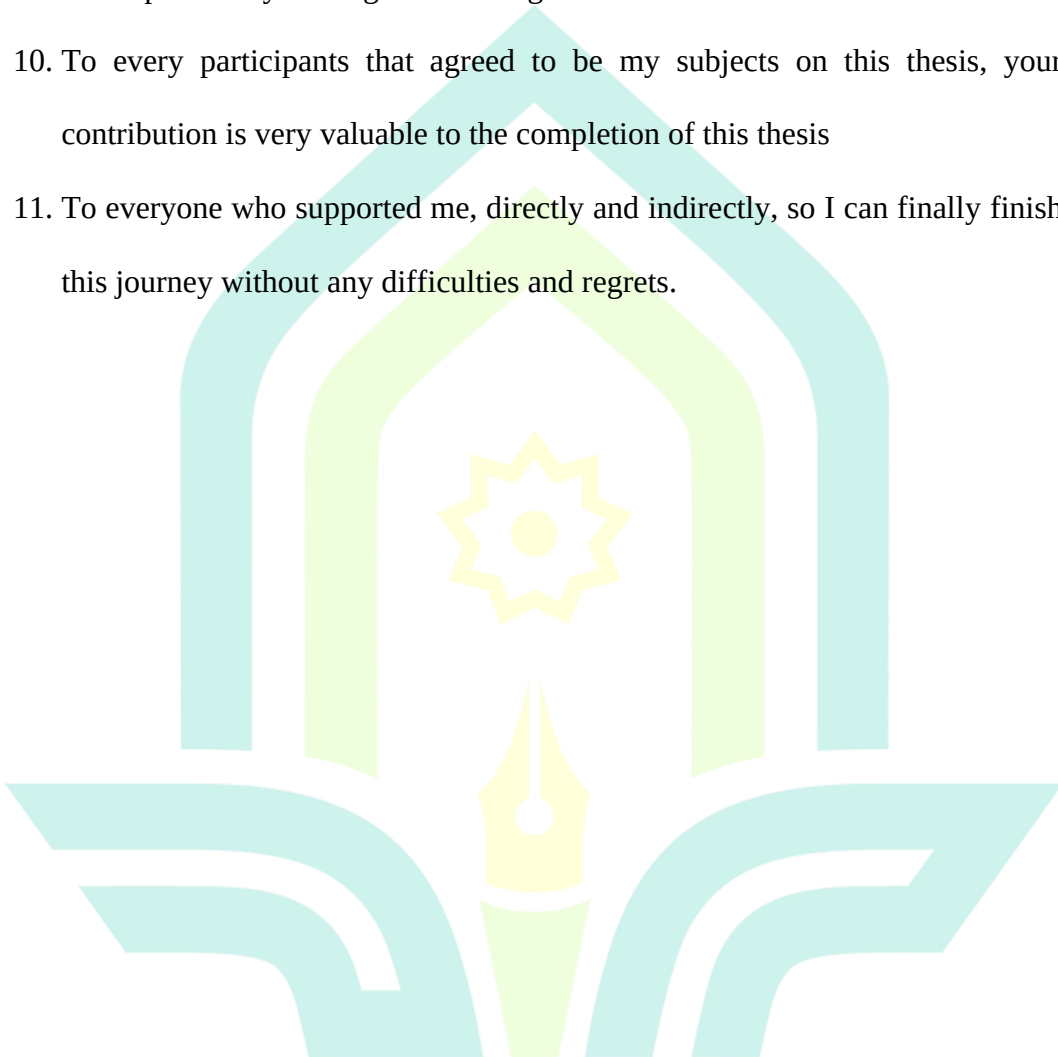
Prof. Dr. H. Muhlisin, M.Ag
NIP. 19700706 199803 1 001

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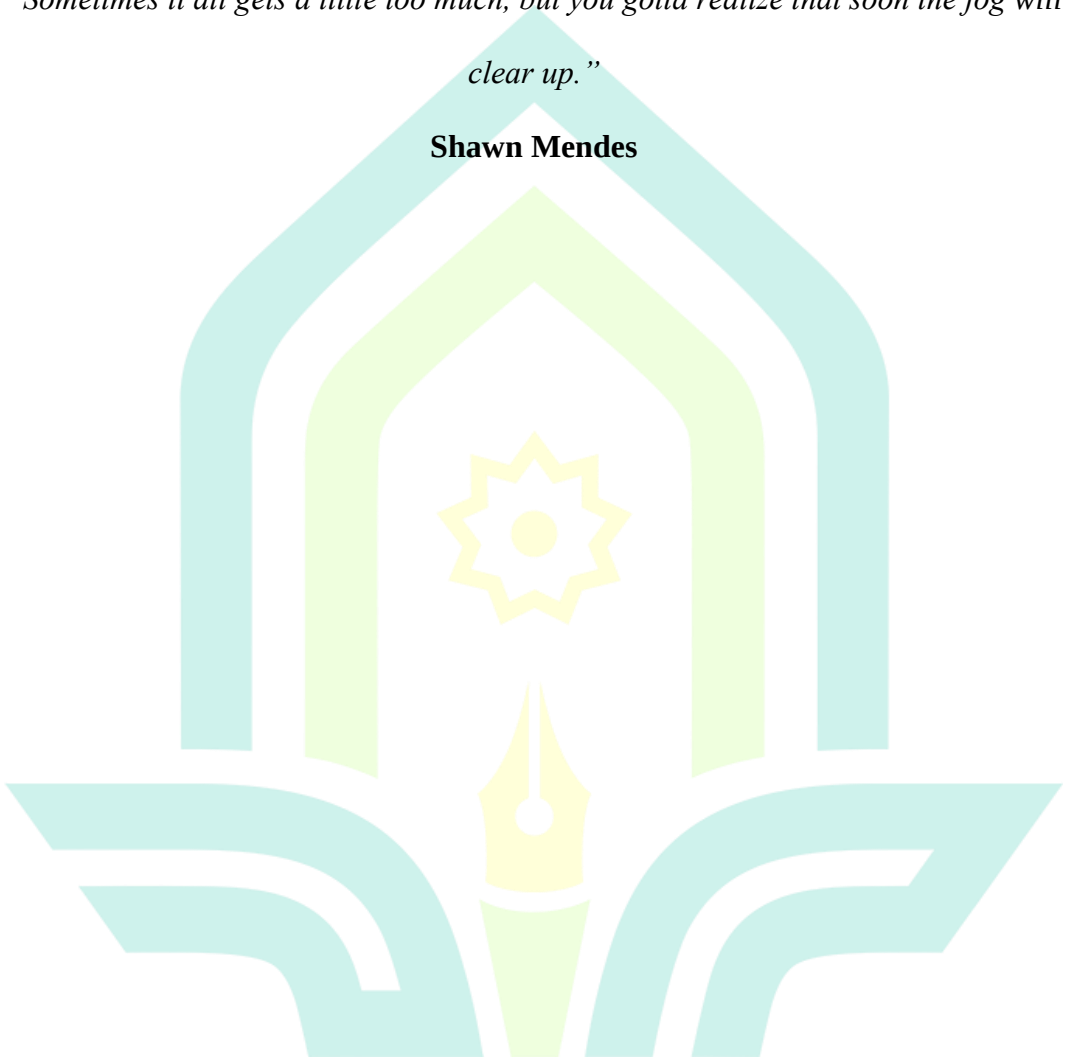
MOTTO

“Allah does not burden a soul with more than it can bear.”

(Quran 2:286)

*“Sometimes it all gets a little too much, but you gotta realize that soon the fog will
clear up.”*

Shawn Mendes



ABSTRAK

Roosyidah, Adila. 2026. *“EFL Learners’ Perspective on Using Twitch for Vocabulary Learning”*. Skripsi. Program Studi Tadris Bahasa Inggris, FTIK UIN K.H. Abdurrahman Wahid Pekalongan. Pembimbing Dr. M. Ali Ghufro, M.Pd.

Kata Kunci: Pembelajar EFL, Twitch, Pemerolehan Kosakata, *Technology Acceptance Model*, *Affective Filter Hypothesis*.

Meningkatnya penggunaan media digital telah memberikan pembelajar Bahasa Inggris sebagai Bahasa Asing (EFL) peluang baru untuk memperoleh kosakata di luar kelas. Penelitian ini bertujuan menyelidiki persepsi pembelajar EFL terhadap Twitch sebagai platform pemerolehan kosakata Bahasa Inggris melalui Model Penerimaan Teknologi dan Hipotesis Saringan Afektif. Penelitian ini menggunakan desain inkuiri naratif kualitatif yang melibatkan lima pembelajar EFL yang secara rutin menonton siaran Twitch berbahasa Inggris. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik Braun dan Clarke. Hasil penelitian menunjukkan bahwa peserta memandang Twitch bermanfaat serta mudah digunakan untuk pemerolehan kosakata. Mereka menilai platform tersebut memberikan paparan autentik terhadap pelafalan, ejaan, makna, dan penggunaan kata melalui siaran langsung serta interaksi komunitas. Temuan juga menunjukkan bahwa Twitch umumnya mendukung kondisi afektif positif dengan meningkatkan motivasi dan kepercayaan diri serta mengurangi kecemasan, meskipun beberapa faktor situasional terkadang membatasi manfaat tersebut. Secara keseluruhan, penelitian ini menunjukkan bahwa Twitch berpotensi mendukung pemerolehan kosakata Bahasa Inggris secara informal melalui paparan bahasa autentik dalam lingkungan belajar yang mudah diakses dan mendukung secara emosional.

ABSTRACT

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Keywords: EFL Learners, Twitch, Vocabulary Acquisition, Technology Acceptance Model, Affective Filter Hypothesis.

The growing use of digital media has provided English as a Foreign Language (EFL) learners with new opportunities to acquire vocabulary outside the classroom. This study aimed to investigate EFL learners' perceptions of Twitch as a platform for English vocabulary acquisition through the Technology Acceptance Model and the Affective Filter Hypothesis. A qualitative narrative inquiry design was employed involving five EFL learners who regularly watched English-language Twitch streams. Data were collected through semi-structured interviews and analyzed using Braun and Clarke's thematic analysis. The findings indicate that participants perceived Twitch as both useful and easy to use for vocabulary acquisition. They viewed the platform as providing authentic exposure to pronunciation, spelling, meaning, and word use through livestreams and community interaction. The findings also revealed that Twitch generally promoted positive affective conditions by increasing motivation and self-confidence while reducing anxiety, although several situational factors occasionally limited these benefits. Overall, the study suggests that Twitch has the potential to support informal English vocabulary acquisition by combining authentic language exposure with an accessible and emotionally supportive learning environment.

PREFACE

All praise and gratitude are devoted to Allah SWT for His endless mercy, blessings, and guidance, which have given me the strength, patience, and determination to complete this thesis entitled ***“EFL Learners’ Perspective on Using Twitch for Vocabulary Learning.”*** This thesis is submitted to the English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan as one of the requirements for obtaining a bachelor’s degree in English Education. The completion of this thesis would not have been possible without the support, guidance, and encouragement from many individuals. Therefore, I would like to sincerely express my deepest gratitude to:

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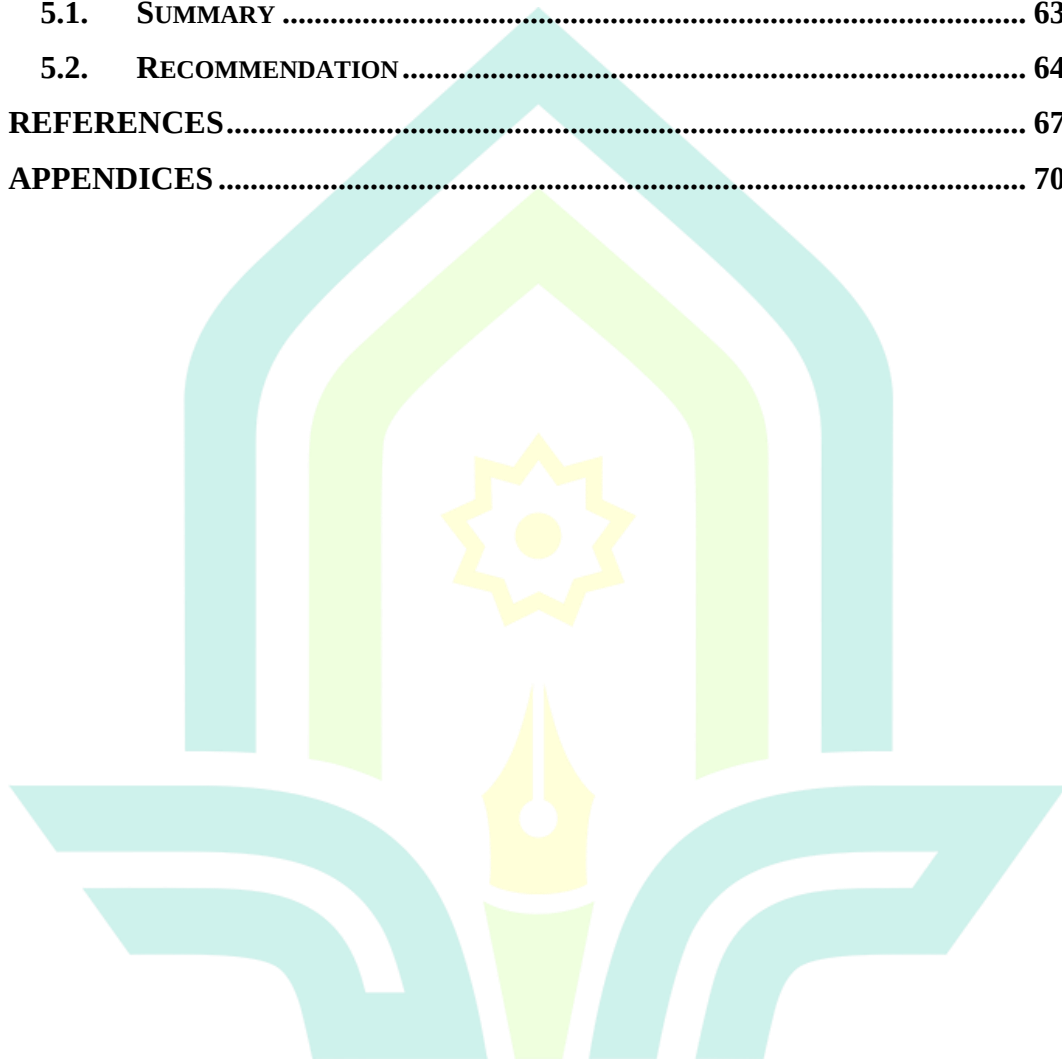
The Writer

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

English is one of the most important languages for learners to develop as it's been viewed as a global language. Albert H. Mackwardt, a linguist known for his contribution to the history and structure of English Language, describes English as a Foreign Language as English taught as a school subject or on an adult level for the purpose of giving the student a foreign-language competence and is taught as a foreign language (Verghese, 1989). In Indonesia, English has long been introduced as a compulsory lesson for students starting from grade 7 (Government Decree No. 60/1993). English language, then, will also become mandatory for elementary students starting from the 2027/2028 academic (Ministry of Education Policy Brief No. 4/2024).

Education can be learned through two ways, formal and informal, as decreed by The Government in Government Decree No. 2 Year 1989. Informal education is to learn something outside of the structured and tiered-formal education. This type of learning can be learned with engaged family support and supportive environment (Abdulahak and Suprayogi, 2012). In the digital era, informal learning can easily occur through various medias. The most popular types of media is video, which combines visual and auditory input (Asari, 2023). The use of the sight and hearing sense can help learners

process information much quicker that can help their language acquisition (Hartsell and Yuan, 2019).

Multimodal media as a learning tool has been vastly studied and resulted in multiple benefits on language learning, one of the examples is livestream. Livestream refers to broadcast of an event that takes place in the actual time it happened on the internet and the audience can watch and interact with the broadcaster at the same time (Svart, 2018). Unlike traditional TV and radio broadcasts where audiences could not directly communicate with the streamer or broadcaster (Oceja & Alvarez-Alvarez, 2025). The livestream format can provide significant benefits on learning language as it provides a wide range of videos and easy accessibility for everyone (Magasic, 2017).

The popularity of live streaming after the COVID-19 pandemic has resulted in a massive increase in user activity across several platforms. Scheibe et al. (2016) classify livestreaming services into general livestreaming platforms and topic-specific platforms. Twitch belongs to the latter category as it is primarily known for gaming-related broadcasts. Johnson & Woodcock (2019) describes Twitch as a global livestreaming platform primarily known for broadcasting and viewing gaming content. Bhakta (2025) noted that other than gaming content, Twitch has newly expanded into other categories such as art, music, and cooking. Those categories are providing audiences with diverse contents beyond traditional gaming contents. Its growth after COVID-19 era is quite significant, with viewership rising by nearly 1.5 million users between March and April 2020

(Twitch Tracker, 2020). The growth correlated with the increase of its relevance as a media for informal language learning, not only as an entertainment platform.

Twitch offers abundant opportunities to authentic English input allowing EFL learners to develop English skills, especially vocabulary acquisition. The large numbers of English-speaking streamers make up half the active streamers on Twitch, representing 57,156 out of 109,399 channels (Twitch Tracker, 2026). This constant exposure gives learners frequent access to naturally occurring vocabulary. Furthermore, learners can also infer meaning through visual and situational cues on-stream, which supports Lado's (1964) four aspects of vocabulary knowledge. These four aspects which includes, spelling, pronunciation, meaning, and word use, can easily be observed in Twitch streams. Learners may develop pronunciation by listening to streamers, spelling by reading chat and on-screen text, meaning by interpreting vocabulary from audiovisual context, and word use by observing how words and expressions are used in real communication (Jensen, 1980).

At the same time, the usefulness of Twitch for vocabulary learning is not determined only by exposure. It also depends on how learners perceive the platform. Davis (1989) describes this phenomenon through Technology Acceptance Model (TAM), which define the adoption of technology is mainly influence by users' beliefs. This model features two main perception factors: perceived usefulness and perceived ease of use. Perceived usefulness refers

to learners' belief that Twitch helps improve their vocabulary learning, while perceived ease of use refers to the degree to which Twitch is considered easy to access and use for learning purposes (Davis, 1989). Therefore, these factors play a critical role in shaping how learners evaluate Twitch as a useful learning tool.

Along with technological perceptions, emotional factors determine the positive and negative views on using Twitch as a media for vocabulary learning. Krashen's (1982) Affective Filter Hypothesis explains how learners' affective factors influence the process of foreign language acquisition. When the affective filter is low, learners are more open to receiving and processing language input. On the contrary, when it is high, input is less likely to be acquired (Xu, 2016). The Affective Filter Hypothesis identifies three key affective variables: motivation, self-confidence, and anxiety. These factors relate directly to the relationship between emotional variables and the process of second language acquisition (Krashen, 1982). In the context of Twitch, learners' motivation to watch livestreams, their confidence in practicing new words, and their anxiety level when interacting in the community may shape how they perceived the platform.

Several previous studies have shown that digital and livestream-based environments can support informal language learning. Twitch and similar platforms provide real-time interaction, authentic exposure, and community participation, all of which can contribute to language acquisition. However, research remains limited in explaining how EFL learners specifically perceive

Twitch as a tool for vocabulary learning, especially when examined through the combined perspectives of technology acceptance, affective factors, and vocabulary knowledge. Therefore, this study aims to investigate EFL learners' perspectives on using Twitch for vocabulary acquisition by integrating Davis's Technology Acceptance Model, Krashen's Affective Filter Hypothesis, and Lado's four aspects of vocabulary acquisition.

1.2. Identification of the Problem

Twitch, as a livestreaming platform, is a relatively new media in English language learning, especially for vocabulary acquisition among EFL learners. Although Twitch has the potential to support informal language learning through authentic and real-time interaction, its implementation on educational purposes is still limited. Through this platform, learners are expected to gain vocabulary knowledge more naturally in livestream content and audience interactions. This study examines EFL learners' perspectives on using Twitch for vocabulary learning. Specifically, the study focuses on learners' perceptions of the platform's usefulness and ease of use, as well as their emotional factors in developing vocabulary knowledge in terms of meaning, pronunciation, spelling, and word use through Twitch livestreams.

1.3. Limitation of the Problem

This research is limited to EFL learners who use Twitch as viewers for English language exposure with a specific focus on vocabulary learning. The study examines learners' perceptions of using Twitch as a media for vocabulary acquisition through livestream content. The analysis focuses on

learners' perceived usefulness and perceived ease of use, as well as their emotional factors in learning vocabulary in terms of meaning, pronunciation, spelling, and word use. Other language skills such as speaking, writing, reading, and listening, as well as comparisons with other livestreaming platforms, are not included in the scope of this research.

1.4. Formulation of the Problem

This study presents one research question. The researcher explores, *"How do EFL Learners perceive vocabulary learning through Twitch as a media for language learning?"*. By using this formula, the researcher seeks to obtain deeper information about EFL learners' perceptions regarding the use of Twitch in vocabulary learning. The researcher intends to describe the reality of learners' perspective and their emotional factors in vocabulary acquisition in relation to the growing use of digital media in informal English language learning contexts.

1.5. Aim of the Study

This research aimed to investigate EFL learners' perspectives on using Twitch for vocabulary acquisition. Through this research, it is expected to gain a deeper understanding of learners' perspectives regarding the usefulness and ease of use for vocabulary acquisition in informal learning contexts using Twitch. The results obtained are also expected to provide a detailed perspective and emotional factors of EFL learners on using Twitch, for vocabulary learning through authentic language exposure, live interaction, and community engagement.

1.6. Operational Definition

To avoid misunderstanding about the terms in this research, the researcher has provided some words related to this research with the definitions as follows:

1. English as a Foreign Language (EFL) Learners

EFL learners are individuals who study English in a context where it is not the primary language of daily communication or the mother tongue. In this context, English is learned as a school subject or for specific purposes rather than for immediate social interaction within the local community (Verghese, 1989).

2. Twitch as a Livestreaming Platform

Twitch is a global livestreaming platform primarily known for broadcasting and viewing gaming content that have become a major point in the game industry (Johnson & Woodcock, 2019).

3. Vocabulary Acquisition

Vocabulary acquisition involves more than just learning isolated words, it includes understanding of word's spelling, pronunciation, meaning, and word use (Lado, 1964).

1.7. Significance of the Research

1 Theoretical Significance

This research contributes to the development of research on digital language learning by applying the Technology Acceptance Model proposed by Davis (1989), the Affective Filter Hypothesis proposed

by Krashen (1982), and Lado's framework of vocabulary knowledge (1964) in the context of Twitch-based vocabulary learning. It is expected to strengthen theoretical discussion on how technological perceptions, affective factors, and vocabulary development are interconnected in informal English language learning

2 Empirical Significance

This research provides empirical insights into how EFL learners perceive the use of Twitch for vocabulary learning. The findings are expected to describe learners' perspectives, emotions, and responses toward the use of livestreaming platforms as media for English vocabulary acquisition.

3 Practical Significance

This study provides useful information for educators, researchers, and EFL learners regarding the use of Twitch as an interactive media for vocabulary learning. The findings are expected to help learners understand how informal digital environments can support language development and how livestreaming platforms may be integrated into broader English learning strategies.

CHAPTER V

CONCLUSION

5.1. Summary

This study investigated EFL learners' perceptions of Twitch as a platform for English vocabulary acquisition through the perspectives of the Technology Acceptance Model (Davis, 1989) and the Affective Filter Hypothesis (Krashen, 1982). Using a qualitative narrative inquiry design, data were collected through semi-structured interviews with five EFL learners who regularly watched English-language Twitch streams. The interview data were analyzed using Braun and Clarke's (2006) thematic analysis to identify patterns across participants' perceptions.

The findings indicate that participants generally accepted Twitch as a useful and easy-to-use platform for vocabulary acquisition. From the perspective of the Technology Acceptance Model, participants perceived Twitch as useful because it provided authentic exposure to pronunciation, spelling, meaning, and word use through livestreams and community interactions. They also perceived Twitch as easy to use because vocabulary learning occurred naturally while engaging with content they already enjoyed, reducing the mental effort commonly associated with formal language learning. Together, these perceptions contributed to participants' acceptance of Twitch as an informal environment for English vocabulary acquisition.

From the perspective of the Affective Filter Hypothesis, participants generally perceived Twitch as creating favorable emotional conditions for

language learning. Positive affective factors, including motivation, self-confidence, and reduced anxiety, encouraged participants to engage with authentic English input during livestreams. However, participants also identified several situational factors that occasionally limited these positive conditions, including reduced interest in certain content, awareness of the contextual limitations of Twitch-specific vocabulary, and hesitation to participate in fast-moving live chats. Although these factors sometimes constrained engagement, participants continued to perceive Twitch as a supportive environment for vocabulary acquisition.

All things considered, the findings suggest that Twitch has the potential to function as an informal platform for English vocabulary acquisition by combining authentic language exposure with an accessible and emotionally supportive learning environment. The study also demonstrates that learners' perceptions of technology acceptance and affective conditions jointly contribute to understanding how digital livestreaming platforms can support vocabulary development in EFL contexts.

5.2. Recommendation

Based on the findings of this study, the researcher recommends that educators, teachers, and curriculum designers consider integrating authentic digital media into English vocabulary learning to complement formal classroom instruction. The findings suggest that livestreaming platforms such as Twitch can provide meaningful exposure to pronunciation, spelling, meaning, and word use through authentic communication. Therefore,

teachers may encourage students to engage with appropriate English-language livestreams outside the classroom as part of autonomous vocabulary learning activities.

The findings also highlight the importance of learners' affective conditions during language learning. In addition to selecting authentic learning materials, teachers should create learning environments that promote motivation, strengthen learners' self-confidence, and reduce unnecessary language anxiety. Classroom activities that emphasize contextual vocabulary learning, authentic communication, and low-stakes participation may help learners engage with English more comfortably while encouraging active vocabulary development. Furthermore, educators may consider incorporating collaborative digital activities that allow students to interact with English in supportive environments without placing excessive pressure on language production.

Regarding future research, this study was limited to a qualitative narrative inquiry involving a relatively small number of participants within a specific age group. Therefore, future studies are encouraged to employ quantitative or mixed-methods approaches with larger and more diverse samples to examine the relationship between livestream engagement and vocabulary acquisition. Future researchers may also investigate how different livestream genres or learner characteristics influence technology acceptance and affective factors in English language learning. In addition, comparative studies involving different digital platforms may provide a broader

understanding of how various forms of online media support vocabulary acquisition among EFL learners.



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