



UNIVERSITI TEKNOLOGI MARA

FACULTY OF HOTEL & TOURISM MANAGEMENT
BACHELOR OF SCIENCE (HONS.) TOURISM MANAGEMENT

STUDENT'S PERCEPTION TOWARDS TWITTER APPLICATION AS AN
EDUCATIONAL TOOL

INNOVATION: JAWITWEET

NURULASHIQUIN BINTI AHMAD JAPRI

2014106521

HANI SYAFIQAH BINTI KAMARUDIN

2014165755

SYAMILIN BINTI ABDUL KADIR

2014367873

SUPERVISOR:

AZIEAN JAMIN

AUTHOR'S DECLARATION

I declare the work in this thesis/ dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as any other academic institution or non-academic institution for any degree or qualification.

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Name of Student	: Nurulashiquin binti Ahmad Japri
Student I.D. No.	: 2014106521
Programme	: Bachelor of Science (Hons.) in Tourism Management
Faculty	: Hotel & Tourism Management
Thesis/ Dissertation Title	: Student's Perception Towards Twitter Application As An Educational Tool (Innovation: JawiTweet)
Signature	:
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Name of Student	: Hani Syafiqah binti Kamarudin
Student I.D. No.	: 2014165755
Programme	: Bachelor of Science (Hons.) in Tourism Management
Faculty	: Hotel & Tourism Management
Thesis/ Dissertation Title	: Student's Perception Towards Twitter Application As An Educational Tool (Innovation: JawiTweet)
Signature	:
Date	: December 2017

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1.0 INTRODUCTION

1.1 JAWI

1.1.1. Introduction of Jawi

Jawi script is the Malay community identity and had played a very important role in civilization and knowledge significantly in the spread of Islamic knowledge in the ASEAN region (Ibrahim, 2015). As indicated by R.J Wilkinson dictionary, the word 'Jawi' in the Malay dialect is utilized to depict a tree called 'jejaw' and it likewise knows a sort of rice. More importantly, Jawi is the Malay language written with the use of Arabic alphabet or script. It came into use as a successor to Sanskrit. The first evidence for the use of the Jawi script in the Malay Peninsula is sometimes traced to the Terengganu stone (Batu Bersurat Terengganu). While from another researcher, they said that *Jawi* script is one of the writings of Malay heritage (Baba, 2014). *Jawi* script should be protected and preserved so that it does not perish due to modernity. This is because *Jawi* script is a heritage that should be preserved. While according to Sulaiman (2013) and Yusoff (2005), *Jawi* script is one of the medium for transmitting knowledge among Muslims in Malaysia. In addition, *Jawi* script is also used to solve daily activities in trade, law, politics and affairs in Malaysia.

1.1.2 History of Jawi

Furthermore, Jawi text is a Malay heritage since the advent of Islam to the Malay Archipelago in the 10th century and it is said by Haji Musa, (1999). He also said that Jawi script has played a very important role and the existence of the Jawi text is synonymous with the Malay-Muslim population of Islam at that time even the Jawi text is known as the Malay-Arabic script in the archipelago because Haji Musa (1999) has confirmed that Shellbear said the Malays received direct Jawi texts from the Arabs.

Besides that, Jawi script is not a new script that has been established in Malay but it is already begun since 1300 AD. The use of Jawi script confined to religious and cultural use. According to John (1988), the Arabic alphabet was introduced modified to conform to the classical Malay language spoken. Jawi script is written from right to left, and supplemented with 6 letters not in Arabic, ie *ca pa nga ga and va*. Before, Jawi script has been acknowledge as official writing system in Malaysia. However, now it serves as an alternative writing system in Malaysia. In terms of usage, Jawi script has been replaced by Roman script.

1.1.3. Limitation of Jawi

Even though Jawi has been known for many years ago, but there is still has limitation on how to keep the legendary of Jawi manuscript for the future generation. Jawi's role is decreasing day after day when *Rumi* script comes into the mainstream in Malaysia. Various constraints continue to be encountered in making the *Jawi* script in accordance with the time to create a new and uniform *Jawi* spelling system. After the Malaysian independence in 1957, the importance of Jawi literature began to fade and was taken over by Latin alphabet called 'Rumi' literature. In 1963 the Malaysian Parliament had approved an act called *Bahasa Kebangsaan* 1963 that ruled out Rumi literature as the official post thus eliminating the Jawi literatures accept in Islamic subject in school. The hadith writing in Malaysia had gone through a transformational process that changes through time. In the 19th century hadith studies were only taught informally and traditionally in mosque and *pondok*. In the twentieth century the hadith subject status has been redesigned by including it as a syllabus in optional Islamic school in Malaysia. Therefore the input and result in the Islamic content written work fundamentally in the hadiths region had been exceptionally positive and Jawi content again had turned into the learning medium among Malays.

However towards the end of the 20th century, the Jawi script began to fade away as it was gradually replaced by the Rumi script that have a very strong influence from the West thus causing the hadith literatures written in both Jawi and Rumi to meet the current changes. Unlike the old times all races are Jawi literate. However, because of the modern world, Malaysians are more interested to master Rumi in pursuing a career progression and daily affairs. Jawi script is facing a serious issue among Malays in Malaysia. It is now in a very critical stage where not many people know about Jawi alphabet yet again able to read or write in Jawi literature. Younger generations nowadays no longer fluent in Jawi literature compare to earlier days where everybody were Jawi literate regardless of their age category. This is due to the lack of awareness to preserve Jawi script as one of the Malay heritage and identity.

1.1.4 The needs to strengthen Jawi

Then, based on the limitation occurred, researcher's finds out the needs to strengthen Jawi. Researchers keep study from the previous researchers and their study on how to redesign the legendary of Jawi manuscript among younger generation nowadays. Researchers find that Jawi is a unique and have their own speciality. So, with the modernization of the present day, researchers make the concept of e-learning as one of the methods to expand the use of Jawi texts. First of all, e-learning or "electronic learning" is a term that describes education using electronic devices and digital media. According to Nagarajan & Jiji (2010), e-learning is defined as all forms of electronic supported learning and teaching, which are procedural in character and aim to effect the construction of knowledge with reference to individual experience, practice and knowledge of the learner. Moreover, e-learning also has created new markets for teaching and learning material and equipment that attracting the attention of academic institutions. With the use of e-learning, it can provide students with content that is more dynamic and engaging than textbooks and a whiteboard. The development of multimedia and information technologies, as well as the use internet as a new technique of teaching, has made radical changes in the

traditional process of teaching (Liu, & Wang, 2009). As example, e-learning is include the social media such as Facebook, Instagram, Twitter, Blogs and many more. Therefore, for this study researchers take advantage by using one of the social media most used by younger generation that is Twitter. Reasons researchers used Twitter in this study to redesign the practices of Jawi manuscript among younger generations is because based on the research by Yusop & Sumari, 2013, younger generation was actively engaged in the social media sites both for sharing information and for educational purposes. This shows that they are comfortable in using technology for teaching and learning process, and are aware of and interested in political and social issues around them. From academic point of view, findings from this research study reveal that academics of higher educational institutions should utilize the technologies in communicating with the young generation especially students.

1.1.5 Advantages and benefits of Twitter

Besides that, definition of Twitter is one of the Web 2.0 tools, which allows for the sharing of messages. Twitter users are able to post direct and indirect updates. Direct posts (personal messages) are used when a user aims her update to a specific person, whereas indirect updates (public messages) are used when the update is meant for anyone that cares to read it. Even though direct updates are used to communicate directly with a specific person, they are public and anyone can see them. Often times two or more users will have conversations by posting updates directed to each other (Huberman, Romero, & Wu, 2008). From that advantages, researchers come out with new invention which is can help young generation to improve their learning / knowledge. The invention is “JawiTweet” where’s it use as a medium of learning Jawi especially for young generation. Using this account, the follower can view and learn more about Jawi which is using 140 second video and 140 words. Researchers will post the video about Jawi alphabet, how to read Jawi, post about short story in Jawi.

Moreover, researchers will interact and communicate with the follower if they have any question, and any suggestion in Jawi.

1.2 E-Learning

E-learning or “electronic learning” is a term that describes education using electronic devices and digital media. E-learning has played an essential part in realizing, broadcasting and deploying the new technology and designing through the internet (Liu, Liao & Peng, 2005). According to Nagarajan et al. (2010), e-learning is defined as all forms of electronic supported learning and teaching, which are procedural in character and aim to effect the construction of knowledge with reference to individual experience, practice and knowledge of the learner. Moreover, e-learning also has created new markets for teaching and learning material and equipment that attracting the attention of academic institutions. With the use of e-learning, it's can provide students with content that is more dynamic and engaging than textbooks and a whiteboard.

1.3 Benefit of E-Learning

The selection of e-learning in education, especially for higher educational institutions has several benefits, and given its few advantages and benefits, e-learning is considered among the best methods of education (Subramanian, 2016). Some of the benefits of e-learning by Jethro, Grace & Thomas (2012) is that e-learning offers an extensive variety of tools to enable teachers and learners to be innovative, creative and resourceful in all learning activities. Teachers and learners can easily customize digital learning resources to suit pace and level, appropriate to any learning style and ability. Moreover, e-learning creates online communities of practice. The internet can bring learners, teachers, specialist communities, experts, practitioners and interest group together to share ideas and good practice. According to Holmes & Gardner (2006), e-

learning able to provide opportunities for relations between learners by the use of discussion forums. Through this, e-learning helps eliminate barriers that have the potential of hindering participation including the fear of talking to other learners. E-learning motivates students to interact with others, as well as exchange and respect different point of views. Wagner, Hassanein & Head (2008), note that e-learning makes available extra prospects for interactivity between students and teachers during content delivery.

1.4 Twitter

Twitter is an online news and social networking service where users post and interact with messages, called “tweets” (Williams, Terras, & Warwick, 2013). These messages were originally restricted to 140 characters, but on November 7, 2017, the limit was doubled to 280 characters for all language except Japanese, Korean and Chinese (*The Telegraph*, 2017). According to data which was published in eBizMBA (the eBusiness Knowledgebase), Twitter was rated as the second most popular social networking site after Facebook, as of May 2012, with an estimated 250 million unique monthly visitors (Cohen, & Duchan, 2012).

1.5 Twitter as an E-Learning Tool

In the era where technology has become intertwine with the teaching, social media has emerged as a communication medium for teaching and learning (DeGroot, Young, & VanSlette, 2015). According to Rinaldo (2011), using Twitter or any social media tool to students will engage students with the emerging technology and then will increase the interaction between teacher and students and broaden access to information related to course material. Therefore, e-learning via twitter can be used as one of the channel to connect learning communities or smaller classrooms to discuss over a specific topic or event, to share highlights, make statements, upload pictures, and videos (Anaraki, 2015). The function of Twitter as e-learning tool can be showed with the used of Twitcam, Twitpic, TweetChat and Twiducate (Pavlovic,

Vugdelija, & Kojic, 2015). Twitcam is one of the tool for live video via Twitter where it is useful for giving short instructions, quick agreement with the group. While, for the Twitpic is where to share the pictures and videos in real time. Moreover, for the TweetChat, it's a tool designed for a chat via Twitter. Therefore, Twiducate is where teachers can post a task or share the ideas and information to the students. Only teachers and students can access posts in virtual classrooms and create a safe learning environment.

1.6 Research Objectives:

1. To help students to improve their learning or knowledge in Jawi through Twitter as an e-learning tool.
2. To uphold and continue the use of Jawi scripts by using Twitter.
3. To interact and communicate to users closely about Jawi through Twitter.

1.7 Research Question:

1. What is the students' perceptions towards usefulness in Twitter as an e-learning tool?
2. What is the students' perceptions towards social interaction in Twitter as an e-learning tool?
3. What is the most agreeable dimension in usefulness and social interaction in Twitter?

1.0 LITERATURE REVIEW

2.1 E-Learning

E-learning or "electronic learning" is a term that describes education using electronic devices and digital media. According to Nagarajan et al. (2010), e-learning is defined as all forms of electronic supported learning and teaching, which are procedural in character and aim to effect the construction of knowledge with reference to individual experience, practice and knowledge of the learner. Moreover, e-learning also has created new markets for teaching and learning material and equipment that attracting the attention of academic institutions. With the

use of e-learning, it does can provide students with content that is more dynamic and engaging than textbooks and a whiteboard. Furthermore, e-learning according to Markus (2008) can be defined as a learning process created by interaction with digitally delivered content, network-based services and tutoring support E -learning is any technologically mediated learning using computers whether from a distance or in face to face classroom setting (computer assisted learning), it is a shift from traditional education or training. E-learning is essentially the computer and network enabled transfer of skills and knowledge. E-learning refers to using electronic applications and processes to learn. E-learning applications and processes include Web-based learning, computer-based learning, virtual classrooms and digital collaboration. Content is delivered via the Internet intranet/extranet, audio or video tape, satellite TV, and CD-ROM (Nagarajan et al., 2010).

2.2 Mobile learning

Mobile learning is the ability to obtain or provide educational content on personal pocket devices such as PDAs, smartphones and mobile phones. Educational content refers to digital learning assets which includes any form of content or media made available on a personal device. As a result there is still some dispute amongst industry advocates in how mobile learning should be defined: in terms of devices and technologies; in terms of the mobility of learners and the mobility of learning, and in terms of the learners' experience of learning with mobile devices. Most researchers and educators probably view mobile learning as the immediate descendant of e-learning. Pinkwart, Hoppe, Milrad, & Perez (2003) for example, defines e-learning as 'learning supported by digital "electronic" tools and media', and by analogy, mobile learning as 'e-learning that uses mobile devices and wireless transmission'.

2.3 Advantages of Twitter

Twitter is a powerful social media tool used for micro-blogging and social networking. The fact that it is easy to access and simple to use, makes it a powerful tool to include in your

eLearning toolkit. Veletsianos (2012) conceptualizes Twitter as a micro-blogging service with social network features. Twitter makes it easy to network with colleagues, research groups, and organisations, even if they are halfway around the world. However, Twitter prevails with its low requirement for commitment. Replying to a tweet feels easier and more informal than replying to an email. Also, an email can get lost in an inbox, whereas academics may be quicker to reply to a tweet – of course, this depends on how many followers they have. On that note, Twitter is a great tool for conferences. Prior to a conference, Twitter can be used to announce speakers, changes, calls for abstracts, and so on (Ebner, & Reinhardt, 2009). Twitter enables continuous and transparent communication among teachers and their students (Ebner, Lienhardt, Rohs, & Meyer, 2010). It helps these stakeholders to work freely on a given problem without facing any restrictions pertaining to attendance, presence, time, and place (Stevens, 2008).

3.0 METHODOLOGY

3.1 Population

The study focused on the undergraduate students from Universiti Teknologi Mara (UiTM) Melaka City Campus. They are 56 random students from Faculty of Hotel and Tourism Management in 2017. The population include student from Semester 5 and Semester 6.

3.2 Instrument and Sampling Process

The researcher used simple random sampling for the research. The online survey was conducted about 2 days from 14th December 2017 to 15th December 2017 using google form and spread the link provided through WhatsApp. The respondent required to answer questions in forms of the questionnaire and follow the Likert Scale provided. The likert scale has 7 options which are very strongly disagree (1), strongly disagree (2), disagree (3), neutral (4), agree (5), strongly agree (6), and very strongly agree (7). The questionnaire was divided into 3 sections. The first section examined about the respondent's perceptions of using Twitter for general

educational purposes, while section 2 focused on the respondent's perceptions of activities on Twitter and the last section is about their demographic social. Out of 56 online questionnaire, only 53 were usable for the study. Roscoe (1975) has proposed the rules sample sizes should be larger than 30 and less than 500.

3.3 Reliability Test

Reliability test is measured by using Cronbach Alpha which it is test the degree of consistency for every items in the questionnaire. According to Cronbach (1970), said that Cronbach reliability coefficient alpha indicate as the degree to which variance is present in scale. According to Sekaran, (1992) the minimum acceptable liability coefficient level is at 0.60. Therefore, it is possible to construct a perfectly reliable test which has no validity which in the end will turn to no research value.

3.4 Data Analysis and Interpretation

The researcher has conducted the descriptive analyses of the quantitative data by using PSPP version 3.0. The mean, range and standard deviation in data will give the researcher a good idea of how the respondents have reacted to the items in the questionnaire (Roscoe, 1975).

4.0 RESULTS AND FINDINGS

4.1 Study Respondents

This section signifies the characteristics of the respondents. This study found out that 53 respondents have been gathered for this research.

4.1.1 Gender

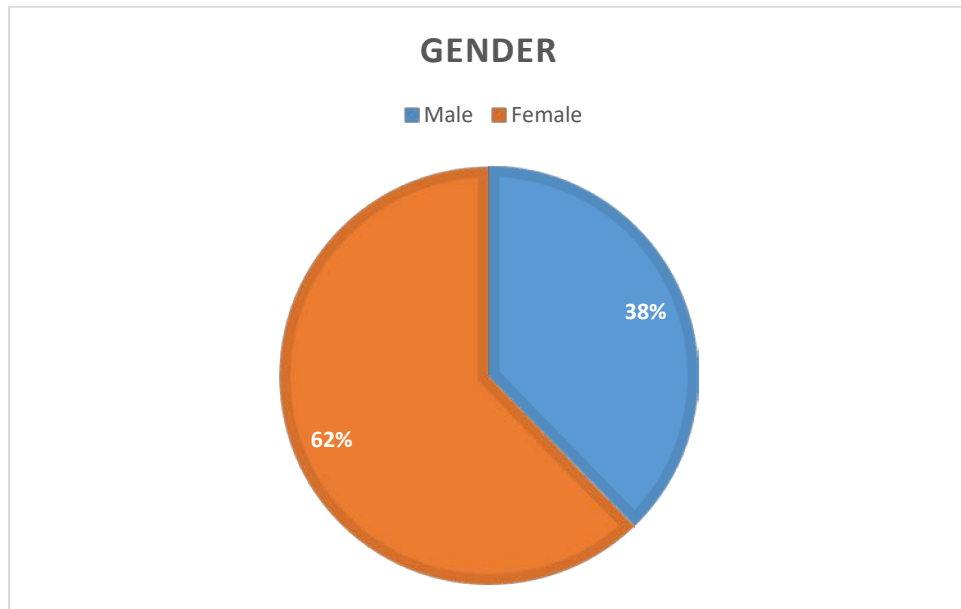


Table 1

Table 1 shows that most of the respondents that participated in the study were female with 33 respondents compared to male with 20 respondents. From the analyses, the composition of respondents gender distribution for female were 62% and 38% were male respondents.

4.1.2 I have been using Twitter for

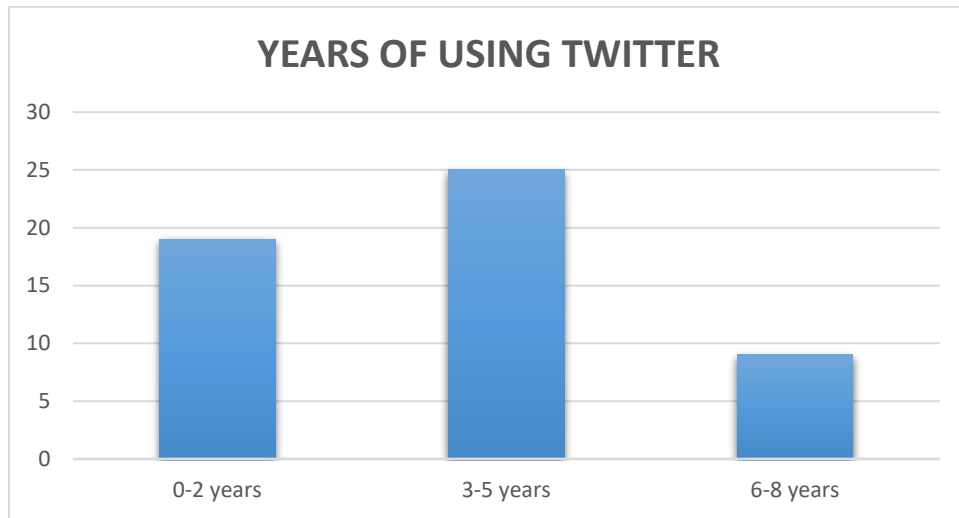


Table 2

Based on the table 2, most of the respondents have always been active in using Twitter for 3-5 years with 25 respondents. While, 19 respondents were using Twitter for 0-2 years. The least of respondents with 9 respondents have been used Twitter for 6-8 years.

4.1.3 How often, on average, do you access Twitter per week?

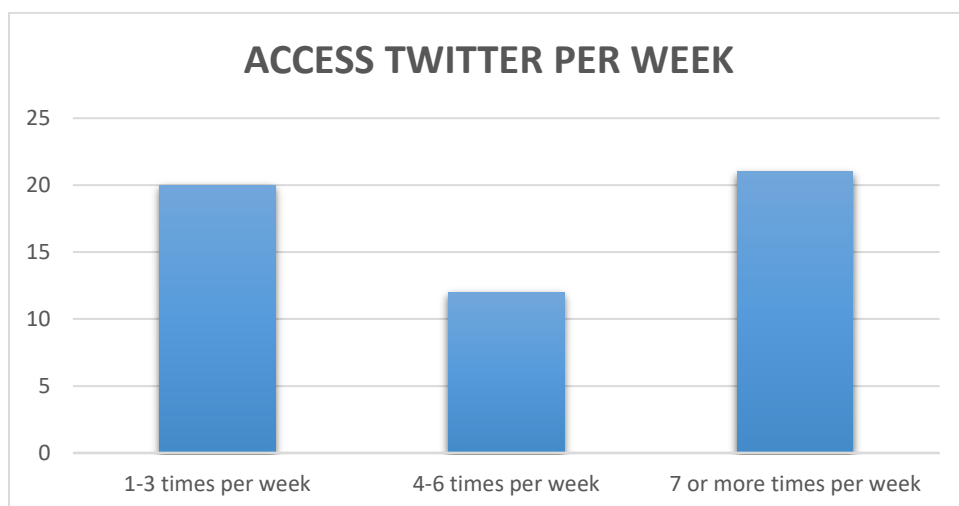


Table 3

Table 3 shows that 21 respondents have been accessed to Twitter for 7 or more times per week. Followed by 20 respondents have been accessed to Twitter for 1 to 3 times per week. Next, 12 respondents have been accessed to Twitter for 4 to 6 times per week.

4.1.4 How often, on average, do you access Twitter per day?

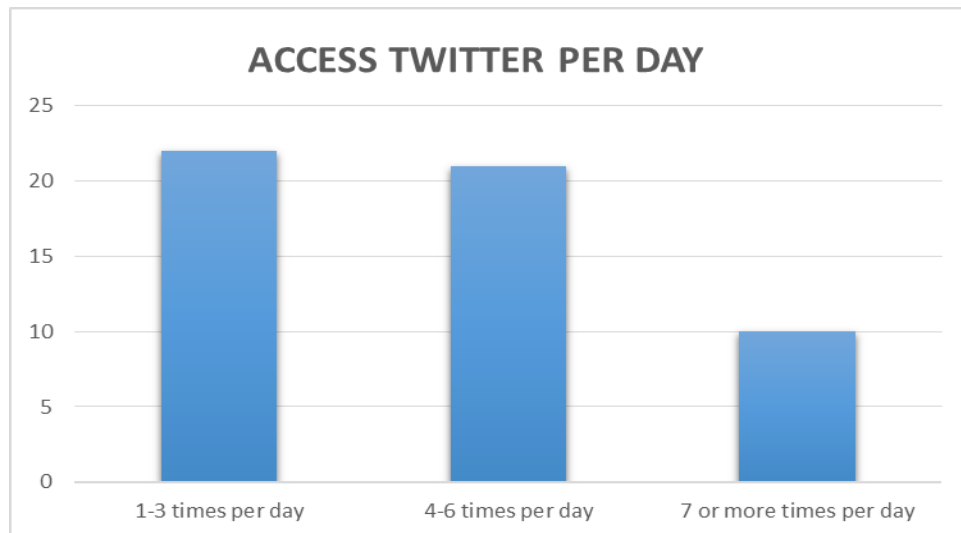


Table 4

Table 4 shows that 22 respondents have been accessed to Twitter for 1-3 times per day. Followed by 21 respondents accessed Twitter for 4-5 times per day. Meanwhile, only 10 respondents accessed Twitter for 7 or more times per day.

4.1.5 Reliability Test

	NO OF ITEM	CRONBACH ALPHA
EASE OF USE (EOU)	4	0.75
EDUCATIONAL USE (EU)	3	0.77
INSTRUCTIONAL USE (IU)	3	0.71

Table 5

Table 5 shows that Ease of Use (EOU) have the most items with 4 items and the Cronbach alpha was 0.75. Meanwhile, Educational Use (EU) and Instructional Use (IU) have the same number of items with 3 items. Educational Use (EU) was the highest Cronbach alpha with 0.77 and for Instructional Use (IU) with 0.71 respectively.

	NO OF ITEM	CRONBACH ALPHA
INTERPERSONAL COMMUNICATION (IC)	4	0.83
INTERPRETATIVE COMMUNICATION (IPC)	2	0.72
PRESENTATIONAL COMMUNICATION (PC)	2	0.65

Table 6

Table 6 shows that Interpersonal Communication (IC) has the highest number of items with 4 items and also the highest Cronbach Alpha with 0.83. Meanwhile, Interpretative Communication (IPC) has 2 items with 0.72 of Cronbach Alpha. For Presentation Communication (PC) has 2 items and the Cronbach Alpha was 0.65.

4.2 Result of Studies

4.2.1 USEFULNESS

Table 7 shows that the first variable was Usefulness. There are 3 dimensions involved which were Ease of Use (EOU), Educational Use (EU), and Instructional Use (IU).

ITEMS	MEANS	STD. DEVIATION
1.0 USEFULNESS		
1.1 Ease of Use (EOU)		
i. Twitter can be used both socially and for educational purposes.	5.23	1.27
ii. Twitter is safe to use both socially and for educational purposes.	4.85	1.13
iii. Twitter is easier to access from my mobile phone than my own university's website.	5.89	1.27
iv. Twitter is easier to find school-related information than my own university website.	4.83	1.27
1.2 Educational Use (EU)		
i. It's easy to make post, upload pictures and videos on Twitter.	5.45	1.23
ii. Twitter is a good place to keep in contact with other students from class.	4.87	1.16
iii. Twitter is a good place to contact my lecturer outside of class.	3.87	1.41
1.3 Instructional Use (IU)		
i. Twitter is a good place to check class notes or homework assignments posted by lecturer.	3.98	1.43
ii. Twitter is a good place to ask for help about homework assignments.	4.43	1.46
iii. Twitter is a good place for university's related updates and notices.	5.32	1.25

Table 7

Based on Table 7, the results for usefulness under Ease of Use (EOU) shows the highest mean for the dimension is 5.89 ($\sigma=1.27$) on Twitter is easier to access from my mobile phone than my own university's website. Meanwhile, the lowest mean is 4.83 ($\sigma=1.27$) on Twitter is easier to find school-related information than my own university website. While, the mean for Twitter can be used both socially and for educational purposes is 5.23 ($\sigma=1.27$) and for mean value of Twitter is safe to use both socially and for educational purposes is 4.85 ($\sigma=1.13$).

Under Educational Use (EU), it shows that the highest value for mean is 5.45 ($\sigma=1.23$) for it's easy to make post, upload pictures and videos on Twitter. While, the lowest mean is 3.87 ($\sigma=1.41$) for Twitter is a good place to contact my lecturer outside of class. Then, for Twitter is a good place to keep in contact with other students from class indicates the mean value is 4.87 ($\sigma=1.16$).

For Instructional Use (IU) shows the highest mean is 5.32 ($\sigma=1.25$) for Twitter is a good place for university's related updates and notices and the lowest mean value is 3.98 ($\sigma=1.43$) for Twitter is a good place to check class notes or homework assignments posted by lecturer. Meanwhile, for Twitter is a good place to ask for help about homework assignments indicates the mean value is 4.43 ($\sigma=1.46$).

4.2.2 SOCIAL INTERACTION

Based on Table 8, the second variable was Social Interaction. There are 3 dimensions involved under Social Interaction which were Interpersonal Communication (IC), Interpretative Communication (IPC), and Presentational Communication (PC).

ITEMS	MEAN	STD. DEVIATION
2.0 SOCIAL INTERACTION		
2.1 Interpersonal Communication (IC)		
i. Twitter is a good place to discuss different topic with classmate.	4.77	1.45
ii. Twitter is a good place to access links to resources provided by lecturer.	4.60	1.32
iii. Twitter is a good place to post writing assignments like short stories or essays.	4.26	1.55
iv. Twitter is a good place to post and responds to surveys.	5.17	1.31
2.2 Interpretative Communication (IPC)		
i. Twitter is a good place to read articles and take notes to prepare for next class.	4.21	1.47
ii. Twitter is a good place to watch videos and discuss comprehension question with classmates.	4.40	1.42
2.3 Presentational Communication (PC)		
i. Twitter is a good place to make video posts as assignments.	4.58	1.17
ii. Twitter is a good place to have discussion with “guest speakers” like international student.	4.83	1.40

Table 8

Interpersonal Communication (IC) of Social Interaction shows that Twitter is a good place to post and responds to surveys has the highest value which is 5.17 ($\sigma=1.31$). Followed by Twitter is a good place to discuss different topic with classmate with the mean value is 4.77 ($\sigma=1.45$). Next, the mean value for Twitter is a good place to access links to resources provided by lecturer is 4.60 ($\sigma=1.32$). The lowest mean value is 4.26 ($\sigma=1.55$) for Twitter is a good place to post writing assignments like short stories or essays.

Under Interpretative Communication (IPC), it shows that the highest mean value is 4.40 ($\sigma=1.42$) for Twitter is a good place to watch videos and discuss comprehension question with classmates. Then, followed by Twitter is a good place to read articles and take notes to prepare for next class with the mean value is 4.21 ($\sigma=1.47$).

Presentational Communication (PC) shows that the highest mean value is 4.83 ($\sigma=1.40$) for Twitter is a good place to have discussion with “guest speakers” like international student. Next, followed by Twitter is a good place to make video posts as assignments with mean value is 4.58 ($\sigma=1.17$).

4.2.3 THE MOST AGREEABLE DIMENSION IN USEFULNESS AND SOCIAL INTERACTION

ITEMS	MEANS	STD. DEVIATION
1.0 USEFULNESS		
1.1 Ease of Use (EOU)		
i. Twitter can be used both socially and for educational purposes.	5.23	1.27
ii. Twitter is safe to use both socially and for educational purposes.	4.85	1.13
iii. Twitter is easier to access from my mobile phone than my own university's website.	5.89	1.27
iv. Twitter is easier to find school-related information than my own university website.	4.83	1.27
1.2 Educational Use (EU)		
i. It's easy to make post, upload pictures and videos on Twitter.	5.45	1.23
ii. Twitter is a good place to keep in contact with other students from class.	4.87	1.16
iii. Twitter is a good place to contact my lecturer outside of class.	3.87	1.41
1.3 Instructional Use (IU)		
i. Twitter is a good place to check class notes or homework assignments posted by lecturer.	3.98	1.43
ii. Twitter is a good place to ask for help about homework assignments.	4.43	1.46
iii. Twitter is a good place for university's related updates and notices.	5.32	1.25

Table 9

Based on the Table 9, the most agreeable dimension in usefulness is under Ease of Use (EOU) which is Twitter is easier to access from my mobile phone than my own university's website. It shows that it has the highest value for mean which is 5.89. Meanwhile, the lowest standard deviation is 1.13 for Twitter is safe to use both socially and for educational purposes.

ITEMS	MEAN	STD. DEVIATION
2.0 SOCIAL INTERACTION		
2.1 Interpersonal Communication (IC)		
i. Twitter is a good place to discuss different topic with classmate.	4.77	1.45
ii. Twitter is a good place to access links to resources provided by lecturer.	4.60	1.32
iii. Twitter is a good place to post writing assignments like short stories or essays.	4.26	1.55
iv. Twitter is a good place to post and responds to surveys.	5.17	1.31
2.2 Interpretative Communication (IPC)		
i. Twitter is a good place to read articles and take notes to prepare for next class.	4.21	1.47
ii. Twitter is a good place to watch videos and discuss comprehension question with classmates.	4.40	1.42
2.3 Presentational Communication (PC)		
i. Twitter is a good place to make video posts as assignments.	4.58	1.17
ii. Twitter is a good place to have discussion with "guest speakers" like international student.	4.83	1.40

Table 10

For Social Interaction in Table 10, the highest mean value is 5.17 for Twitter is a good place to post and responds to surveys. While the lowest value for standard deviation is 1.17 for Twitter is a good place to make video posts as assignments.

5.0 DISCUSSION, LIMITATION & RECOMMENDATION AND CONCLUSION

5.1 Discussion

In the discussion, researchers find that from overall of the study has answered all three sections of online research questionnaire which are included the student's perception towards usefulness of Twitter as an e-learning tool, student's perception towards social interaction of Twitter as an e-learning tool and the most agreeable dimension in usefulness and social interaction of Twitter. Based on the result, researchers can summarize that the study is able to get the lowest standard deviation for both. This means students thought that Twitter is really accessible and good in terms of social interaction for both social and education. Under usefulness section, it has three sections. First section is ease of use (EOU), second section is educational use (EU) and third section is instructional use (IU). The result showed that most of the students agree with the statement "Twitter is very useful and easier to access from mobile phone than university's website". Next, for social interaction also have three sections. Those sections are interpersonal communication (IC), interpretative communication (IPC) and presentational communication (PC). The result showed that most of the students agree that Twitter has social interaction between students, lecturers and friends. Furthermore, researchers also are able to get the highest vote for agreeable dimension in usefulness section and social interaction section. For usefulness section, most of the students have voted for "Twitter is easier to access from my mobile phone than my own university's website" and it has the highest votes than others' statement. While for social interaction, the statement "Twitter is a good place to post and respond to surveys" has been the highest vote for this section.

5.2 Limitations and Recommendation

1) Time

First limitation of this study is limitation of time. The researchers had to face a limited time to meet and talk with one of team member as she was far away from each other. Therefore, the researchers had to discuss the review through WhatsApp groups. Besides, when researchers conduct this study each is undergoing practical training and what's making more difficult to meet is because each of the researchers works for 6 days in a week. This makes researchers feel difficult due to limited time. Next, another problem the researchers had to face is last minute progress distributing the questionnaires. Due to this, researchers only have time to do an online questionnaire from Google forms and had to gather the responses from respondents only for two days.

2) Small size sample

The second limitation in this study is this study use a small size of population. This study only used size of population of tourism's students from UiTM Melaka City Campus. As the results collected, it shows that it not so generalize because it only used small sample size. Thus, in the future, this study should be involved a big group of respondents from other courses in UiTM Melaka City Campus to generalize the results in larger group. So that it will make this study more reliable.

3) Limited variables

The third limitation that researchers had to face is in this study it is used only two variables. The researchers used only two variables that were adapted from previous study. These also make the result only limited on two variables. Thus, for future research, this study should discuss more variables from other researchers to get more reliable variables and not limited at one researcher and one previous study only.

5.3 Conclusion

In conclusion, the study finds that students' perceptions towards the Twitter as an e-learning tool is what the researchers expected. This is because mostly of the respondents give a good response and agreed with JawiTweet that researchers come out with. Then the result showed that most of the students are agreeing with the statement and it can be said that Twitter are really useful tool for students to learn. Next, the result showed that most of the students agreed that learning from Twitter is easy to use. The researcher was able to get highest agreeable dimension in this section. In this section, "Twitter is easier to access from my mobile than my own university's website" has got the highest vote from respondents. While in other section which is educational use "Twitter is a good place to keep in contact with other students from class" has got the highest vote from the respondents. Thus with Twitter they agreed that Twitter as one of the e-learning tool is a good place for university's related updates and notices. So as final conclusion, lecturers should try new trends of lectures using Twitter as it can improve the way they thinking and they will have more time to focus on certain subjects while they socialize.

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