

CHAPTER II

LITERATURE REVIEW

2.1 Intercultural Communication Competence

Intercultural competence have been described as the potential to think and act in culturally suitable methods and "an individual's potential to effectively collaborate with people from different country wide cultural backgrounds at domestic or overseas using a pool of facts, talents, and personal traits." Johnson et al., (2006, p. 530). in addition, there may be widespread settlement that intercultural competence referred to a person's capability to have interaction well across cultures (Whaley & Davis 2007).

Most researchers agree on the importance of intercultural competence. A survey of intercultural competency researchers and international university administrators found that the majority of researchers (80%) approved of the 22 additional intercultural competency centers conducted by Deardorff (2006) . There's also great consensus regarding the definition of this competency, which Deardoff defines as "the ability to speak efficiently and correctly in intercultural settings, built entirely on intercultural understanding, abilities, and attitudes" (Patel et al., 2011).

From Deardorff's perspective (2006, 2009), the following main important components that can be found in many conceptual models is Attitude. Attitude itself is categorized into several such as: respect, openness, curiosity, and discovery are all part of intercultural communication in attitudes. It might begin by simply listening intently and demonstrating curiosity in other people, their families, and their cultures.

Additionally, from Bryam (1997), attitude is a statement towards people who are considered different with respect to the cultural meaning, beliefs and behavior they show, which is implied in interactions with interlocutors from their own social group or other people. This mindset is the cornerstone for advancing the knowledge and abilities necessary for intercultural competence and is crucial for productive intercultural interaction. Putting presumptions to the test is one technique to influence others to adopt the necessary attitude.

2.2 Intercultural communication Attitude from Expert

As said within the first factor, intercultural communication competence are the capacity to suppose and act in an interculturably desirable way. At this point, I shall cross into element concerning Intercultural attitude from the experts, Deardoff and Bryam.

2.2.1 Deardoff

The intercultural competence attitude is one of the five components in Deardorff's (2006) Intercultural Competence Model. The model offers a structure for a curriculum that supports intercultural competency and learning outcome forward 4 assessments in Intercultural Attitude namely Curiosity, Respect, Openness and Discovery.

First assessment is Curiosity. It enhances learning, both intrapersonal and interpersonal, and positively predicts cross-cultural communication efficiency (Mendenhall, 2015). Cultural humility involves self-awareness, self-reflection, and challenging views, while curiosity involves openness to others' history and current situations.

Next is Respect. It's a psychologically and socially formed idea derived through interpersonal contact, encompassing both individuals and groups, and cannot be separated due to the presence of verbal and nonverbal communication (Simon, 2007).

Then there's openness, which is an important part of intercultural communication attitude and relates to a person's willingness to understand and accept various cultures. This entails being open to new encounters, viewpoints, and ideas as well as being prepared to modify one's communication style to better suit the cultural setting (Vasylenko, 2022).

The last is Discovery. Is a essential for intercultural communication, involving exploring and learning about diverse cultures through questions, knowledge, and conversations, improving intercultural communication skills (Piller, 2017).

2.2.2 Bryam

"In this particular aptitude, as outlined by Byram (2001: 5–7), Byram (2001) himself, and Gerlich et al. (2010: 151-154), this specific proficiency encourages the development of inquisitiveness and a receptiveness to foreign cultures, while also fostering the realization that one's personal perspective is not the sole means of comprehending the world (Rahmania, 2020)."

Attitudes in Byram's concept (1997) include an openness attitude towards differences, a criticality attitude towards stereotypes, and a reflectiveness attitude towards intercultural experiences.

Openness is to tolerate and comprehend cultural differences are characterized by an open attitude. People with an open / openness mindset are curious and willing to communicate with people from diverse backgrounds. They see variety as an opportunity to succeed rather than a threat.

In this point, Criticality has a role to play entails the capacity to see past or beyond preconceptions and prejudices as well as conduct in-depth cultural analysis. Stereotypes can simplify cultural intricacies and can be deceiving, as anyone with a critical mindset would learn. They are prepared to challenge their own convictions and presumptions in order to gain a better comprehension of other cultures.

The last Reflectiveness is to critically analyze intercultural encounters and seek self-understanding in cultural contexts. Reflective people can examine their motives, presumptions, and the outcomes of their relationships with different cultures. They're ready to adapt when necessary because they are aware of how culture affects the way they think and act.

From the points briefly explained above, the discourse analysis research in this final project will use the theory presented by Deardoff regarding the 4 assessments in Intercultural Attitude.

2.3 Discourse Analysis

According to Brown, Gillian, Yule (1983), discourse analysis is an approach that examines speech above the sentence stage. He has a tendency to discover shape information in conversation. Consequently, they're said that

discourse analysis is to have a look at texts from a broader perspective and an in-depth technique. Similarly by Van Dijk (1985), he claims that discourse is consistently associated with the units, structures, patterns, and ranges contained in discourse. Consequently, Firth (1951) in Coulthard (2014) indicates that inside linguistic obstacles, the primary problem of language evaluation is meaning.

According to Jørgensen and Phillips (2007: 16) the discourse analysis approach is based on poststructuralist and structuralist philosophy and is formulated in such a way that reality can always be accessed through language. Through the use of language, humans can create representations of reality that are not simply reflections of pre-existing realities, but construct realities. However, these objects only acquire meaning in discourses that can build and change the world. The conflict that takes area at the extent of discourse (discursive warfare), therefore takes vicinity as an attempt to alternate and reproduce social truth. Jørgensen and Phillips (2007: 22-23) show that all approaches to discourse analysis agree on the following points:

1. Language does not reflect the existing reality.
2. Language is structured into a model or discourse. There is not just one general system of meaning, as Saussurean structuralism suggests, but rather a set of systems or discourses in which meaning can vary from one discourse to another.
3. Discourse models still exist and discursive practices still exist. Therefore, the maintenance and transformation of this model must be examined by analyzing the particular context in which language functions.

According to Dijk, analyzing discourse alone is insufficient for the analysis of texts due to language is merely the result in process of production that must be additionally followed, thus we must examine how the text was created. If a text marginalizes women, the quality of the research investigates how the text is produced and why the text marginalizes women. This production method and attitude are extremely characteristic of Van Dijk, and it involves a mechanism known as social cognition. This phrase was derived coming from an

approach in the field of social psychology, specifically referring to the framework and formative processes of texts that tend to marginalize women's viewpoints, such as those coming from the author's cognitive or spiritual awareness, or even general awareness. Who treat women badly, so that the text is only the smallest part of the conversation that demeans women.

In step with Eriyanto (2012: 221), "of the numerous analyzes of discourse criticism added and advanced through numerous professionals, the van Dijk version is the maximum extensively used version. that is viable due to the fact Van Dijk collaborated on insight fundamental, so they can be applied and used almost. Van Dijk's version is frequently known as "social cognition".

this newsletter has components, specifically the microtext which represents the marginalization of ladies in reporting and the big thing that takes the shape of social shape and the macro-detail with discourse whose measurement is known as social cognition. Disadvantaged groups are described badly in these writings, and minority groups are also described incorrectly, as convincingly claimed. It appears to be reasonable, reasonable, reasonable, and justifiable.

Often the accumulation of everyday circumstances leads to contemptuous thoughts and feelings about minority groups. It is precisely this complex and intricate problem that the van Dijk model tries to describe. Text structure and discussion techniques are used throughout the text to highlight the particular topic being studied. Social thinking studies the induction process of a news text, which involves the author's individual thoughts and here is Van Dijk's analysis model:

2.3.1 Text

Through the wording dimension, the arrangement in the paragraph and the discourse approach utilized toward highlight a particular subject will be examined. The technique of news text production, which incorporates individual cognition, is researched at the level of social cognition. The third factor investigates the conversation that emerges in society concerning an

issue. As quoted from Eriyanto (2012: 225-226), according from Van Dijk, a text comprises multiple structures, each of which underpins various components. He divided the structure into three levels, namely:

2.3.1.1 Macro Structure

Macro structure is the overall connotation from a textual content that can be seen through examining the subjects or subject matters offered inside the text. What is observed in the macro structure is the theme of a text, namely to find the theme raised in a text. Literally Thematic also means something that has been described or something that has been placed, this word is also often accompanied by the word topic which theoretically means the most important information from a discourse. Thematic is content dissection by determining the theme or topics.

The topic determined should be able to be used as a basis for conveying its meaning and purpose. Thematic components refer to a text's overall picture. It is also known as a text's core idea, summary, or major idea. The writer must be able to determine the topic and convey what is meant by the communicator, in this case the book. That topic shows the central theme, the dominant concept, and the most important of a news. Topics in a news text that describe concepts in general will be reinforced by other subsections that further reinforce the construction of topics in general.

2.3.1.2 Super Structure (schematic)

Superstructure is the discourse structure associated with an idea, how the elements of the textual content are organized within the news as an entire. Superstructure observes how the information sections and progression are systemized within the entire information textual content. This phase is used to decide the drift of a textual content. In different phrases, the schematic structure emphasizes which parts come first and which parts can come later as an approach to cover crucial statistics.

Schematic shows the scheme or glide from advent to quit and the way the parts inside the textual content are organized and sequenced so that you

can shape a unified which means. The critical meaning of schematic is the journalist or creator's approach to aid a sure topic to be dispatched through arranging the elements in a positive structure. This structure is emphasised as a part of a method to cover important data.

The attempt to conceal was carried out by strategically placing a crucial element at the end, making it appear less prominent. According to Teun A. Van Dijk (as cited in Sobur, 2012: 76), the importance of the schematic structure lies in the journalist's or author's intention to convey a specific topic by arranging elements in a particular order. The schematic structure is accentuated as a means to obscure vital information. This concealment effort involved positioning a pivotal element towards the conclusion, diminishing its visibility.

2.3.1.3 Micro Structure

Microstructure refers to the meaning within discourse that may be extracted from the minutiae of a text, notably encompassing words, sentences, propositions, clauses, phrases, and images. According to Alex Sobur (2012:78-84), within the microstructure, four elements are scrutinized, namely:

- a. Semantic, the semantic element observes the meaning to be emphasized in a text. In a general sense, semantics is a linguistic subject that consider the significance of linguistic tools, encompassing both the meanings derived from vocabulary and grammatical structures. In other words, semantics does not only define which parts are important from the discourse structure, but also leads to a certain direction of an event.

All semantic techniques are always meant to positively characterize oneself or one's own group, rather than negatively describe another group, resulting in the opposite connotation. The most important thing in discourse analysis is the meaning shown by the structure of the text.

Semantics not only defines how the most important of the discourse structure, but leads to a certain side of an event. The semantic elements presented include the background or discourse elements that display the reasons for the meaning so that they can be used as justification for the ideas put forward in a text.

- b. Syntax, survey elements of how sentences understand sentence forms, consistency and pronouns. Syntax is a part or department of linguistics that discusses the fine details of utterances, sentences, clauses, and terms. It can also be causal relationships in conjunctions used to connect facts/propositions. Another form is by nominalizing which can give suggestions to the audience about generalizations. Discourse that is almost the same as nominalization is abstraction. It can also be through how propositions are arranged in a series of sentences. Another element that can be used is that aims to manipulate language by creating imaginative. The strategy shows itself positively and negatively towards being carried out using pronouns, rules.
- c. Stylistic, observing the selection of phrases used within the textual content. The focus of stylistic attention is on style, namely the way a speaker or writer expresses his meaning by using language as a medium. Language style includes diction or lexical, variety of sentences, figurative language, rhyme patterns, dimensions used by the author contained in a literary work. Lexical choice is much wider than what is reflected by the fabric of words. So that the same event can be described with a different choice of words. Basically, this element shows how someone chooses from the various possible words available.
- d. Rhetoric, the observation element of the way of emphasis, includes interactions, expressions, metaphors, and graphics. Rhetoric possesses a persuasive quality and is intricately linked to the manner in which

messages should be effectively communicated in the public domain. The phrases expressed are usually hyperbolic. Its function is to express persuasively and relates to how the message must be forwarded to the general public.

2.3.2 Social Cognition

According to Van Dijk's view (in Eriyanto, 2012: 259) Discourse analysis considers not just the format of the text, but additionally how the text is created. Van Dijk proposes a social cognition analysis. Social cognition that occurs and how the author's strategy in making stories.

There are many factors that we can use to analyze the author's opinion, including points of ideology, science, behavior, standard values of an institution as a representation of social cognition. First, quick-term memory is used for remembering occasions, conditions, or matters that happened some time in the past and to which we want to refer. For example, we recall a friend's phone number from a few hours ago. Second, there is long-term memory, which is used to recall or refer to objects that occurred over a lengthy period of time.

2.3.3 Social Context

Van Dijk's third dimension is the use of social context analysis. The context here is a discussion of the situation that arose during the creation process, in this case when the Tweet was made: "Discourse is part of the discourse that develops in society, so to examine the text, it is necessary to conduct an intertextual analysis by examining how discourse about something is created and constructed in society." 260–271 (Eriyanto, 2012).

The central objective of this examination is to illustrate the common understanding, the influence of social power through discourse strategies, and the notion of validity. According to Van Dijk's societal analysis, two pivotal aspects come into play: power and accessibility. The exercise of power is defined as the authority held by a group or individuals to govern other

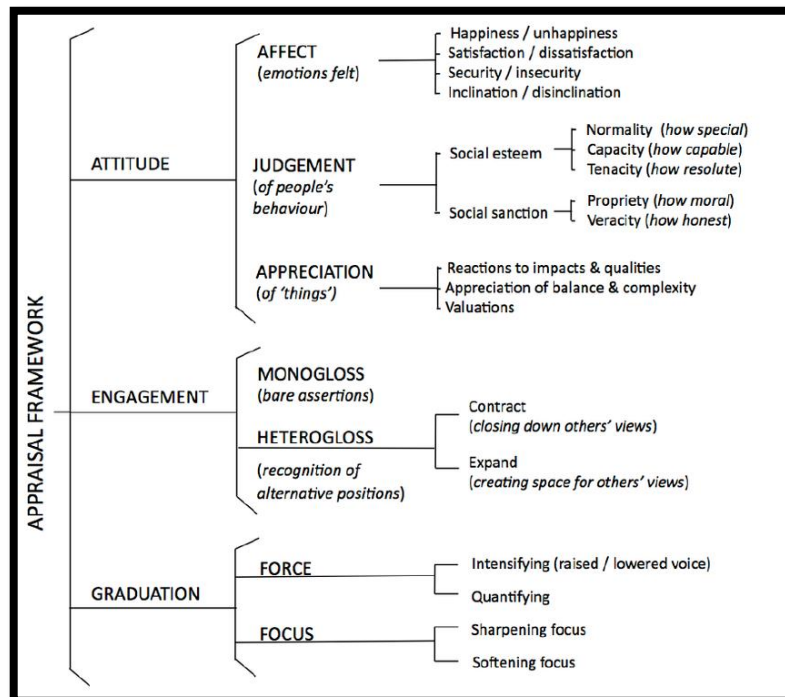
members within the group. Second, there is the element of influencing discourse through accessibility.

2.4 Appraisal Framework

The Appraisal framework, developed by Martin and White (2005), offers a comprehensive and nuanced examination of diverse categories of attitudes and linguistic strategies employed to express these attitudes in specific manners. This model presents a more in-depth perspective, delineating various forms of attitude, such as affect, judgment, and appreciation, and elucidates the linguistic elements essential for conveying these attitudes.

The appraisal framework is a powerful linguistic teaching tool with theoretical foundation in Systemic Functional Linguistics. It utilizes linguistic techniques like semantic infusion, isolation, and repetition to reinforce attitudes and adapt to diverse cultural and situational circumstances. Martin and White's

Figure 2.1 Appraisal Framework By Martin & White (2005)



Appraisal framework includes the Attitude system, which includes affect,

judgment, and appreciation, utilizing language resources for emotional expression, behavior evaluation, and natural phenomena evaluation.

2.4.1 Affect

Affect refers to the emotional reaction of the speaker or writer towards the topic or similar content (Elfenbein, 2007). Expressing affective attitudes typically involves employing language, encompassing elements like tone, vocabulary selection, and other linguistic characteristics (Tyng, 2017). This is commonly done in the context of ordinary language, such as words like 'happy,' 'sad,' 'angry,' 'scared,' 'surprised,' and so forth. Affect serves as a means by which the speaker or writer conveys their stance on the subject and their emotional sentiment (Lerner & Tiedens, 2006).

assessment theory shows that the usage of language in an affective manner can affect the emotional response of readers or listeners to subject matter or outside of it, such as in social media (Scherer, 2017). affect can be positive or negative, and is often used to express approval or disapproval of something or someone (Tyng, 2017).

The variable in the typology of affect groups feelings into four major sets: unhappiness/happiness, insecurity/security, dissatisfaction/satisfaction and inclination/disinclination, concerned with heart affairs, ecosocial well-being, and goal pursuit (White & Martin, 2005). According to Halliday (after 1994) and Martin & White there are 6 factors in classifying Affect as follows:

- i. Is it a commonly articulated sentiment that the culture interprets as a positive feeling (a pleasant atmosphere) or a negative feeling (a terrible atmosphere that should be avoided)?
- ii. Are these emotions get acknowledged through emotional outbursts involving paralinguistic or extralinguistic cues, or are they experienced more internally as an ongoing emotional state or mental process?"
- iii. Are these emotions viewed as responses to particular emotional stimuli, or as an enduring, general emotional disposition for which one might

inquire, 'Why do you feel this way?' and receive the response, 'I'm not certain.' How are these sentiments positioned on the intensity scale, ranging from lower to higher scores, or somewhere in between?

- iv. Does feeling involve intention (not reaction), in relation to an unrealistic (non-realist) stimulus?
- v. These emotions are grouped into three major groups related to unhappiness/happiness insecurity/security and dissatisfaction /satisfaction.

Table 2.1 Parameters of various Affect

Affect	Positive	Negative
Un/happiness	cheerful buoyant, jubilant; like, love, adore	unhappy, depression, despondent; reduce-up, heart-damaged ... broken-hearted, heavy-hearted, ill at coronary heart; sorrowful ... grief-, weebegone ...dejected...joyless, dreary, cheerless, sad,;gloomy,despondent,... downcast, low, down, down in the mouth, depressed...;weepy, wet-eyed, tearful, in tears ...
In/security	together, confident, assured; comfortable	Uneasy, anxious, freaked out; startled, surprised, astonished
Dis/satisfaction	involved, absorbed engrossed; satisfied	Flat, stale, jaded; cross, angry, furious; bored with, sick of, fed up with
Dis/inclination	miss, long for, yearn for	wary, fearful, terrorised

2.4.2 Judgement

according to White (2003), judgement within the appraisal framework refers to the evaluation of human behavior and or individual close to ethics and different social norms for the object or topic being mentioned. It can be positive or negative, and is often used to express approval or disapproval of something or someone. In this case, the use of language will reveal interpersonal meaning in a text, including judgment (Martin & White's, 2005).

Generally, judgments can be categorized into two groups: those related to 'social regard' and those related to 'social censure.' Esteem judgments encompass perceptions of 'normality' (how unusual someone is), 'capacity' (how skilled they are), and 'tenacity' (how determined they are). Sanction judgments pertain to 'veracity' (how truthful someone is) and 'propriety' (how ethical someone is).

Social esteem judgments are typically regulated through verbal means, involving conversations, gossip, humor, and various anecdotes, with humor often playing a significant role (Eggins & Slade 1997). The sharing of common values is crucial for building social connections within various social networks, such as family, friends, and coworkers."

Table 2.2 Judgement - Social esteem

SOCIAL ESTEEM	Positive [Admire]	Negative [Critise]
Normality (how special?)	lucky, fortunate, charmed...; normal, natural, familiar...; cool, stable, predictable...; in, fashionable, avant garde...; celebrated, unsung ...	unlucky, hapless, star-crossed ...; odd, peculiar, eccentric ...; erratic, unpredictable ...; dated, daggy, retrograde ...; obscure, also-ran ...

Capacity (how capable?)	powerful, vigorous, robust ...; sound, healthy, fit ...; adult, mature, experienced ...; witty, humorous, droll ...; insightful, clever, gifted ...; balanced, together, sane ...; sensible, expert, shrewd ...; literate, educated, learned ...; competent, accomplished ...; successful, productive ...	mild, weak, whimpy ...; unsound, sick, crippled ...; immature, childish, helpless ...; dull, dreary, grave ...; slow, stupid, thick ...; flaky, neurotic, insane ...; naive, inexpert, foolish ...; illiterate, uneducated, ignorant ...; incompetent; unaccomplished ...; unsuccessful, unproductive ...
Tenacity (how dependable?)	plucky, brave, heroic ...; cautious, wary, patient ...; careful, thorough, meticulous, tireless, persevering, resolute ...; reliable, dependable ...; faithful, loyal, constant ...; flexible, adaptable, accommodating ...	timid, cowardly, gutless ...; rash, impatient, impetuous ...; hasty, capricious, reckless ...; weak, distracted, despondent ...; unreliable, undependable ...; unfaithful, disloyal, inconstant ...; stubborn, obstinate, wilful ...

On the other hand, social sanction is more typically codified in writing material, as edicts, decrees, rules, regulations, and laws regarding how to act as observed by church and state - with sanctions and punishments as levers against those who do not conform with the code. Civic obligation and religious observances are based on shared principles in this region.

Table 2.3 Judgement - Social sanction

SOCIAL SANCTION	Positive [praise]	Negative [condem]
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Veracity [truth] 'how honest?'	truthful, honest, credible ...; frank, candid, direct ...; discrete, tactful ...	dishonest, deceitful, lying ...; deceptive, manipulative, devious ...; blunt, blabbermouth ...
Propriety [ethics] 'how far beyond reproach?'	good, moral, ethical ...; law abiding, fair, just ...; sensitive, kind, caring ...; unassuming, modest, humble ...; polite, respectful, reverent ...; altruistic, generous, charitable ...	bad, immoral, evil ...; corrupt, unfair, unjust ...; insensitive, mean, cruel ...; vain, snobby, arrogant ...; rude, discourteous, irreverent ...; selfish, greedy, avaricious ...

2.4.3 Appreciation

Appreciation pertains to the assessment of objects, entities, events, and situations in relation to aesthetic and other societal value systems. Values associated with Appreciation are inherent characteristics of the subject under evaluation, rather than being contingent upon the individual conducting the assessment (White, 2003). This aspect may center on the inherent qualities of the evaluated entity, encompassing attributes like beauty, correctness, suitability, relevance, and the like. Appreciation values can mirror the author's or speaker's personal perspective regarding the values they deem significant within the given context. In essence, Appreciation can be categorized into distinct 'reactions' to things (whether they captivate or please us), their 'composition' (comprising balance and complexity), and their 'value' (indicating their level of innovation, authenticity, timeliness, and so forth).

Table 2.4 Types of appreciation

	Positive	Negative
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<p><u>Reaction:</u> Impact 'did it grab me?'</p>	<p>arresting, captivating, engaging ...; fascinating, exciting, moving ...; lively, dramatic, intense ...; remarkable, notable, sensational ...</p>	<p>dull, boring, tedious ...; dry, ascetic, uninviting ...; flat, predictable, monotonous ...; unremarkable, pedestrian ...</p>
<p><u>Reaction:</u> Quality 'did I like it?'</p>	<p>okay, fine, good ... Lovely, beautiful, splendid ...; appealing, enchanted, welcome ...</p>	<p>bad, yuk, nasty ...; plain, ugly, grotesque ...; repulsive, revolting, off-putting ...</p>
<p><u>Composition:</u> Balance 'did it hang together?'</p>	<p>balanced, harmonious, unified, symmetrical, proportioned ...; consistent, considered, logical ...; shapely, curvaceous, willowly ...</p>	<p>unbalanced, discordant, irregular, uneven, flawed ...; contradictory, disorganised ...; shapeless, amorphous, distorted ...</p>
<p><u>Composition:</u> Complexity 'was it hard to follow?'</p>	<p>simple, pure, elegant ...; lucid, clear, precise ...; intricate, rich, detailed, precise ...</p>	<p>ornate, extravagant, byzantine ...; arcane, unclear, woolly ...; plain, monolithic, simplistic ...</p>
<p><u>Valuation:</u> 'was it worthwhile?'</p>	<p>penetrating, profound, deep ...; innovative, original, creative ...; timely, long awaited, landmark ...; inimitable, exceptional, unique ...; authentic, real, genuine ...; valuable, priceless, worthwhile ...; appropriate, helpful, effective ...</p>	<p>shallow, reductive, insignificant ...; derivative, conventional, prosaic ...; dated, overdue, untimely ...; dime-a- dozen, everyday, common; fake, bagis, glitzy ...; worthless, shoddy, procey ...; ineffective, useless, write-off ...</p>

inside the appraisal framework system according from Martin & White, there are additional concepts, namely Inscribe and Evolve. "Inscribe" refers to the act of judging something or someone clearly and immediately (Alotaibi, 2023). In the framework of Martin and White's appraisal method, one technique to understand interpersonal meanings in language is to inscribe judgment it's means how speakers communicate judgment or evaluation directly. A pundit, for example, may engrave a negative evaluation value of capacity by accusing the administration of ineptitude.

"invoke" refers to judgments that arise through a process of implicature, not through explicit statements. Invoked judgments appear indirectly and can be inferred from the existing context or implications. (White, 2002). Furthermore, the search results indicate that language and linguistic meaning may change over time, as demonstrated by the linguistic viewpoint on Twitter (Michele, 2011). This refers to how speakers communicate judgment or evaluation directly.

2.5 Twitter

"Twitter serves as a computer-mediated online communication platform that has evolved into an emerging social phenomenon. This communication medium boasts a staggering 1.3 billion accounts and attracts 368.4 million active users who collectively generate 500 million tweets daily (Ahlgren, 2023). Twitter users have the capability to post brief comments, referred to as 'tweets,' which were initially restricted to 140 characters but have since been expanded to 280 characters. Unless a tweet is set to private, it is accessible to the public, and Twitter users can express their reactions and interactions with a tweet by sharing it on their own profile (retweeting), liking it, mentioning another user's username, or responding to the original tweeter (Arigo, Danielle, Sarah & Baker, 2018)."

Figure 2.2 Twitter logo



Twitter has 12 categories of Twitter messages which include: 'information about the recipient', 'announcements', 'advise', 'information for others', 'information for oneself', 'metacommentary', 'media use', 'opinion', 'other people's experiences', 'one's own experiences', 'asking for information' and 'other people' (Honeycutt and Herring, 2009).

Social media such as Twitter is a new type of media that is included in the category of online media. According to Fajar Junaedi (2011:14), this new media allows people to talk, participate, share and communicate online. Twitter is a communication tool. In addition to intensive communication activities, users also tend to communicate expressively. People can feel comfortable and open and tend to be more honest in conveying the messages they want to share with others. Through online media, self-disclosure can occur almost without psychological barriers, perhaps even a process of social penetration, such as in interpersonal communication.

According to the Social bee (n.d) website, a follower in the realm of social media is someone who agrees with the opinions, ideas, beliefs and teachings of others. "Social media users follow, subscribe to, or like accounts and pages to receive notifications and access content shared by creators in their news feeds." Followers themselves can be categorized into several types of follower account characters as follows (Diva, 2013).

- 1) Fake, which is a form of account created only for the intention of boosting the number of followers, or which is typically used for stalking other people's accounts in order to conceal the user's identity. Will not respond to these types of followers, who are sometimes used to spam.
- 2) Bots are accounts that are typically created automatically when performing tasks on Twitter media such as auto posts, auto mentions, and auto follow. You can be certain that this sort of account does not read personal accounts.
- 3) Quite, which is an account whose the most important identifier is that it rarely comments or writes, yet the account frequently logs in and views posts from accounts they follow. As a result, this form of account is frequently referred to as the type of reader.
- 4) The ideal type of account is active, which can also be described as an ideal follower. They interact by answering, mentioning, and stitching in addition to actively discussing. As a result, there will be two-way contact with this account.