

THE EFFECT OF SOCIAL MEDIA WHATSAPP ON READING INTEREST OF TENTH GRADE STUDENTS OF SMA NEGERI 1 PENEHEL

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ABSTRACT

The aim of this study was to find out the significant effect of social media WhatsApp on students' reading interest at the tenth-grade students of SMA Negeri 1 Penebel in the academic year 2022/2023. In this study there were 32 students who taken as the sample and it determined using cluster random sampling technique. First, this sample used as control group taught using Google Classroom. Then, it used as experimental group taught using WhatsApp. The research method used in this study was a quantitative approach using pre-experimental design with type One Group Pretest-Posttest. The data collection is using questionnaires as pre-test and post-test in order to find out students' English reading interest respectively. The data collection of students' reading interest was carried out using 21 questionnaires as pre-test and post-test. It calculated with descriptive analysis and inferential analysis using SPSS version 26 for windows. The results of the study were the t-test obtained $t_{count} > t_{table}$ obtained ($5.668 > 0.3440$). It means null hypothesis (H_0) in this research is rejected and the alternative hypothesis (H_a) which stated there is significant effect of social media WhatsApp toward students' reading interest is accepted. Thus, it can be concluded that there was a significant effect of social media WhatsApp toward students' reading interest at tenth-grade students of SMA Negeri 1 Penebel.

Keywords: *Pre-experimental design, social media WhatsApp, reading interest.*

INTRODUCTION

The learning process in Indonesia has changed to an online learning system since March 2020. This change was caused by the Covid-19 pandemic which hit almost the entire world. During online learning, teachers used various applications, the web, and social media to support the continuity of the teaching and learning process. One of them was the WhatsApp application, this application is a type of cross-platform messaging application that can send messages, both in the form of text, files, images, and voice messages without credit, but uses the internet network to operate. The WhatsApp application can also make video calls individually or in groups, and can create discussion rooms and conduct voting activities as well. WhatsApp is designed to facilitate communication in the midst of current technological developments. WhatsApp is a feature of social media that

enables information sharing simple and accessible to all users. Because of its ease, many different groups of individuals have adopted WhatsApp (Pradana & Sunhaji, 2022). Moreover, the users of this application also provided satisfaction by providing the WhatsApp Web feature, where users can not only access it from their cell phones but can access and store all data, in the form of photos, videos, and certain files on their computers or laptops. simply by scanning the barcode on their device monitor screen and downloading it on the linked computer or laptop.

The learning process using WhatsApp can create a learning atmosphere that is relaxed and enjoyable, but still on track, because the teacher can manage who can send messages, and can continuously monitor whether all students are still in the chatroom or have left so that students will easily digest the learning they are getting and learning.

Several researchers had conducted studies about the effect of social media WhatsApp. According to Wahyuni (2021), the use of the WhatsApp application in the classroom was very helpful in the learning process because students could still follow learning from home and made it easier for students to collect the assignments. But students also have problems using WhatsApp as a learning media, some to mention are network problems that can hinder students from downloading or sending assignments, students feel bored, sleepy, and do not even concentrate while the learning process.

In addition students and teachers of English benefit from utilizing the WhatsApp app for at-home learning. Even though they are studying at home, students who have favorable opinions of the WhatsApp-based learning platform will perform better academically (Fauzi, 2021).

However, besides the advantageous effect on WhatsApp usage, using this application during the learning process has disadvantageous effect on students. According to (Kojo et al., 2018), in their study, it described that social media WhatsApp have a negatively effect on students reading culture and it affected by their steady access to social media platforms. In addition, social media encourages negative behavior among tertiary students as they are uncovered to fraud, use of medicine, easy points of access to pornography and other obscenities which distract pupil analyzing tradition. A few students renowned they spend extra hours of their day at the internet accessing social media systems. as a result, it has resulted in distraction inside the school room, and even when reading in the library. This has affected their reading lifestyle because of the reduction in time spent reading.

Another study by (Yanti et al., 2020), said that social media WhatsApp had no positive impact on college students' reading comprehension due to the fact the more activity on social media, the lower the level of reading comprehension even though now not considerably. The factor that influences are,

the quantity of reading, the type of reading (monotonous, too long article cause boredom reading), and the media used when reading.

According to the information that the researcher collected from interviews with English teacher at SMA Negeri 1 Penebel, there were some found in the tenth-grades students of SMA Negeri 1 Penebel, that the students were not interested when they had to read text using Google Classroom. In this case, it can be seen from the tenth-grades students' score, especially in reading skills have decreased during online learning. It can be said that students' reading interest affects students' reading scores. In line with a study by Budiastuti and Mulyadi (2019), who examined at students' reading preferences using their WhatsApp creative status, 89% of students at Muhammadiyah University Semarang's English Department preferred reading fiction over nonfiction. Furthermore, students thought that learning through social media experimentation was exciting and difficult.

Based on the research gap and the problem that the researcher found, the researcher was eager to conduct a study entitled, "The Effect of Social Media WhatsApp on Students' English Reading Interest at Tenth Grade Students of SMA Negeri 1 Penebel".

Social Media

According to (Shoelhi, 2015), social media is something supported through the internet, it is very crucial for modern human lifestyles as it promotes the interconnectivity conditions from society in different culture. Social media also permits the society to communicate and concerned in the flow of information that easy to access through the internet. Social media or social networking is a process for establishing relationship in cyberspace (internet) (Darma et al., 2009). Until now, there are many sites that specifically provide for establishing a relationship in cyberspace. Among the social networking sites that are quite phenomenon and most heard by us are Friendster, Facebook, and Multiply. Although same purpose, each sites has

different features. Some are specifically for making friends, making friend more interactively, and revealing memories with old friends, or highlight the communication and interaction with friends through blog.

WhatsApp

According to (Fadryon, 2020), WhatsApp is a messaging application for smartphones with a primary similar to BlackBerry Messenger, however the difference is that if BlackBerry Messenger uses a pin to get someone's contact, then WhatsApp simply has to go into the telephone number of the individual that can be the friend contact within our WhatsApp, if we have already got the phone number of our friend on handphone before the WhatsApp application is installed, then their contact will automatically enter our WhatsApp, offer they also install this application. According to (Sahid, 2020), WhatsApp is a smartphones messaging application that has similar function as the SMS application that commonly used on mobile phone, but the difference is that WhatsApp uses internet data, WhatsApp can be applied by sending pictures, videos, discuss, sending documents, and so on. Based on the information above, the researcher concludes that WhatsApp is a messaging application for smartphone that has similar function as BlackBerry Mes-senger and SMS that can be applied by sending pictures, videos, and documents.

Google Classroom

Google Classroom is solely accessible at GAFE, in contrast to the numerous well-known Google applications that are accessible to anyone, such as Gmail, Google Calendar, and Google Drive (K. Sudarsana et al., 2019). According to Kenneth et al. (2020) Google Classroom is a platform that can be used by teachers and students as media for online and free teaching and learning activities. Google Classroom features that are easy for teachers to use in managing student assignments. Teachers may establish classes, distribute assignments, give grades, send feedback, and monitor everything in one place by using

Google Classroom. Meanwhile, (Imaduddin, 2018) said that Google Classroom is a free online learning application for school, non-profit institutions, and anyone using Google account. Based on the explanation above, the researcher concluded that Google Classroom is an online platform used by students and teacher as a learning media that are easy for teacher to use in managing student's assignment and can be downloaded for free either by Android or IOS users.

Reading Interest

Reading is the method of understanding a text through internalizing the needed information effectively for two reasons, studying for information and reading for fun (Khalaf, 2017a). According to (Nunan, 2006), reading is a set of capabilities that includes making sense and deriving meaning from published words. In brief, reading is a process to establish the reader's comprehension which includes making sense and deriving that means from printed words with different functions. it is able to be seen that reading is not just searching at words inside the form of graphic symbols however additionally getting meaning from the word to understand what we read. However, interest means a high tendency and excitement or a great desire for something (Syah, 2010). In addition, the other researcher stated that interest is a continual tendency within the subject to sense interested in certain fields or things and feel happy to be concerned in that field (Winkel, 2004). According to (Hurlock, 1999), interest is a source of motivation that encourages human beings to do what they want while they are free to select.

According to (Ginting, 2005), reading interest is a totally strong feeling that requires a stimulus to make it a habit and delight in reading activities. Meanwhile, Sandjaja (2006) states that reading interest is a force that encourages kids to pay interest, feel interested and glad in reading activities so they want to do reading activities on their personal accord. Based on the description of the meaning of reading interest above, the researcher concludes that reading interest is an attention

to reading activities to understand and find various information contained in books.

According to the definition of reading interest by (U. Sudarsana, 2014), the researcher identified that there are 3 indicators of reading interest, namely: frequency, function and feeling.

METHOD

This study is a kind of experimental research. The type of research design is One-Group Pretest-Posttest Design. It was conducted to find out the effect of social media WhatsApp on students' reading interest at the tenth-grade students of SMA Negeri 1 Penebel. The population of this study consisted of all the tenth-grade students in SMA Negeri 1 Penebel during the first semester on the academic year 2022/2023. There were 225 students in the tenth grade at SMA Negeri 1 Penebel. In this study, the researcher used cluster random sampling to determine the sample and 32 students of XIPS 1 chosen to be the sample of this study. First, they became the control group taught by using Google Classroom. Afterward, they became the experimental group taught by using WhatsApp. The instrument used in this study was reading interest questionnaire sheets as pre-test and post-test. In addition, the questionnaire prepared by the researcher consists of 21 questions. However, the researcher validated the questionnaire and made it became reliable. Before starting the experiment, the participants in all groups took a pre-test to determine their actual level. Then, as a post-test, the same test was given at the end of the experiment to evaluate the learners' reading interest.

FINDINGS AND DISCUSSION:

The aim of this study was to determine the effect of social media WhatsApp on students' reading interest at the tenth-grade students of SMA Negeri 1 Penebel. In this study, the researcher applied the pre-test and post-test for the two groups. Therefore, the data were analyzed through SPSS program to

compute the means and standard deviations, as shown in Table 1 below.

Table 1. Means and Standard Deviations of Students' Score on the Pre/Posttest

Method		Pre-test	Post-test
Control Group	Mean	73.53	77.06
	N	32	32
	Std. Deviation	8.223	6.848
	Minimum	55	65
	Maximum	90	95
Experimental Group	Mean	73.53	79.78
	N	32	32
	Std. Deviation	8.223	6.424
	Minimum	55	70
	Maximum	90	96

Table 1 shows that the mean and standard deviation of both groups on the pre-test and post-test. Therefore, it indicates that the achievement of the experimental group is better than the achievement of control group on the post-test. Thereunto, the means of students' score on the pre-test and post-test for the experimental group are 73.53 (for pre-test) and 79.78 (for post-test). Meanwhile, the means of students' scores on the pre-test and post-test for the control group are 73.53 (for the pre-test) and 77.06 (for post-test). From this result, it showed that the experimental group has an advantage comparing with the control group.

DISCUSSION

This study showed the result about a difference of the students in the experimental group who studied unit tenth through WhatsApp and the control group who studied through Google Classroom in the achievements. Therefore, the result of the data from the test divided into two, namely; pre-test and post-test. However, those students who taught using WhatsApp had higher scores than the students who taught by Google Classroom.

Furthermore, after it calculated the normality test using SPSS version 26 for windows, the data of both experimental and

control groups pre-test- and post-test were distributed normal. It means that the data can be proved. In addition, the result of the data pretest in both of groups is 0.190 and the result of the data post-test in both groups is 0.200. Thereby, it can be concluded that the whole data used in this research were normal.

Thereunto, the data of both experimental and control groups divided as the homogenous group or data based on the result of homogeneity test. Thereby, it can be seen from the results that showed the significance result of pre-test of both experiment and control groups which is higher than significant value 0.05 and the significance result of the post-test of both experiment and control groups were 0.734 which is higher than significant value 0.05. Therefore, the groups of the data were proved be categorized as homo-genous data. Moreover, in analyzing the data the researcher analyzed the hypothesis of pre-test and post-test both experiment group and control group to know whether social media WhatsApp have a significant toward the students' reading interest or not. The researcher analyzed the data by conducting paired sample t-test using SPSS version 26 for windows with the value of $t_{count} > t_{table}$ and the significant level, then the criteria is the Sign. (2 tailed) < 0.05 .

Thereby, the calculation showed that $t_{count} > t_{table}$ ($5.668 > 0.3440$) and the Sign. (2 tailed) is $0.000 < 0.05$). Therefore, based on the criteria for the calculation, it means that the hypothesis null (H_0) rejected and alternative hypothesis (H_a) accepted. Thereunto, there is a significant effect on students' reading interest by using social media WhatsApp in learning process based on the findings.

Based on the explanation, the researcher concluded that the social media WhatsApp had significant effect on students' reading interest especially at the tenth-grade students of SMA Negeri 1 Penebel. However, it means that this is in line with previous study conducted by (Khalaf, 2017), found that there was the significant differences (at 0.05) in the students' mean scores on the post-test, WhatsApp group, E-mail and WhatsApp combination group and

the E-mail group respectively. In addition, (Astarilla & Warman, 2017) found that there was the significant effect in the implementation of blended learning through social media WhatsApp on EFL undergraduate students' reading comprehension gained based on t-test was 3.82 while the value of t-table was 2.024, and the level of significant 0.05 it means that t-test was higher than t-table. Furthermore, (Fadryon, 2020) also found that students had improvement in reading comprehension after they have a treatment using social media WhatsApp.

CONCLUSION

The purpose of this study was to answer whether there is a significant effect of social media WhatsApp toward students' reading interest or there are not a significant effect of social media WhatsApp toward students' reading interest. The research was carried out as experimental research among the tenth-grade students of SMA Negeri 1 Penebel. In conducting this research, the researcher used test items (students' reading interest questionnaire) were well-done by 32 samples who chosen to collect the data needed for this study. However, the data was calculated using Descriptive Analysis and Inferential Analysis, through SPSS version 26 for windows. Based on the research obtained by data analysis and hypothesis, the researcher continues to conclude that there is significant effect of social media WhatsApp on students' reading interest. The result showed the value of $t_{count} > t_{table}$ ($5.668 > 0.3440$) and the value of sig (2 tailed) < 0.05 (sig = $0.000 < 0.05$). In the other word, the statistical hypothesis in this research shown that the alternative hypothesis is accepted and null hypothesis is rejected. From the findings, it can be concluded that the social media WhatsApp has significant effect toward students' reading interest.

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