THE STUDY IMPACT OF WHATSAPP GROUP ON CRITICAL READING SKILL

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Received: 12nd November 2018; Revised: 5th January 2019; Accepted: 25th January 2019

Abstrak: WhatsApp group as a social media application has a great impact to improve the skills of students in critical reading particularly. This study aims to look at the impacts of group WhatsApp application in critical reading. The descriptive qualitative used as method to process the data. The participants were students majoring in English education semester totaling 30 people

Kata Kunci: WhatsApp group; improving; critical reading.


INTRODUCTION

In the era of all-modern technology, the term of WhatsApp is no strange to the public, especially pupils and higher students. And, to get this application is not too difficult, even using it is not too wasteful of energy. The features provided by this application are also very interesting, for instance to exchange information in the form of chat, calls, and videos in the shortest time. With these facilities it is very possible for this application to improve students' writing skills. Furthermore, this application is also very efficient in providing lecture material for writing courses, lecturers simply share topics in the WA Group and within a short time students can write about topics to be discussed even if they are not in the classroom (So, 2016).

Furthermore, the using of Whatsapp is similar to the using of Information Technology of Computer in learning that teachers can service learners with low cost (Ermelinda, 2017).

In line with the above, states that the latest WhatsApp message sender application has improved the functionality of the application since the release date. The main purpose behind this application is to replace SMS with mobile messenger between platforms that work on data networks. Exchanging and discussing
information, ideas, personal messages and other content about each other and about their lives by using a variety of multimedia tools, whether it's personal sentences, pictures, and videos or audio that utilize online platforms when they can connect to the internet.

Furthermore, in accordance with the prior observation and experience of the author as an instructor, indicated that students in odd semester of English education Department 2017/2018 academic year have several problems in understanding critical reading skills, for example (1) lack of motivation to read owned by students in themselves, (2) the chosen topic or theme is less attractive and not in accordance with their development so that it does not inspire students, (3) the techniques used by lecturers are still conventional, giving rise to boredom, (4) lack of students’ interest in reading modules, textbooks, and other scientific works. In fact, students are more active and give priority time in responding to news or information they hear, read, which can be got from social media when compared to information from learning textbooks. This is a challenge for lecturers or writers as well as being the fundamental reason behind this research to be implemented immediately.

**WhatsApp**

Furthermore, there are several functions or indicators for using WhatsApp, such as Group WhatsApp for reunion, Group WhatsApp for discussion, sending event invitations, calling, sharing locations, Whastapp Web. The benefits of WhatsApp Group sending instant messages via WhatsApp can occur when all group members and lecturers are connected to internet facilities. There are several reasons for the effectiveness of using WhatsApp group both the means of interacting in social media and as a learning medium, for example:

1. **WhatsApp as a tool of interacting in social media**

   Recently, in the era of the 4.0 industrial revolution, the need for information is a priority for some people, students, teachers, and lecturers. And to get that information also does not need to spend a lot of time and money, because we can get it anytime and anywhere, not least in social media. Before the WhatsApp application, people prefer Facebook applications, black berry messenger, and others as a means to interact with others. However, along with the rapid technology, the application slowly began to be eliminated replaced by the presence of the WhatsApp application with more interesting features. In addition to its attractive features, the costs used are also relatively cheaper compared to other applications (Yeboah, 2014).

2. **WhatsApp Group as tool of Learning Media**

   Along with the development of information technology, it is no exception,
lecturers must also align it into the latest forms of learning media, which are expected to make students more motivated to learn (M. G. Plana, A. Gimeno, and C. Appel, 2013). Like the WhatsApp application, almost all students in the even semester who take reading courses already have this application, while the lecturer only applies it as a medium for learning. In lecturing activities, it has provided several positive impacts, both on lecturers and students, as explained below:

a. As media to transfer or convey information from the lecturer as a learning resource for students as learners, and vice versa. The benefits are very tangible to be able to improve students' ability to understand text critically or criticize a reading material properly, some of which are as follows:

b. Making the lecturing process effectively, question and answer, and discussion between lecturers and students, as well as between students and students could take place in groups, not necessarily classroom like conventional lectures, where face to face takes place in the classroom.

c. Adding confidence to every student who is a member of the group in issuing their creative ideas without hesitation, embarrassment, fear of being laughed at by friends, because there is no need to face to face. Sometimes that is often the main cause that students are less interactive when there is a lecturing in the classroom, the student is shy or reluctant to ask so he chooses to remain silent. As the proverb saying that silent is gold. But the contrary, in WhatsApp group all students become more interactive.

d. Lecturers and students can get information related to critical reading courses quickly even though each group member is in a different place, provided they can access the internet.

e. Learning technology through WhatsApp group can help students to publish their work by integrating text, music, images and videos. Furthermore, also mentioned that WhatsApp group can contribute to adding knowledge, forming attitudes and judgments, applying scientific methods. Learning and technology can not be separated on itself. To make learning process more creative, updating materials, giving additional of sources in vary needs technology.

**WhatsApp group in critical reading**

Critical reading

Critical reading can be done by anyone in enywhere. It requires a higher level of concentration when compared to ordinary reading activities, so the WhatsApp group application is very relevant as a medium. Sometimes, critical reading when done face-to-face in class, is not effective because each student has different of learning’s style. Some of
them are easy to focus, the rest, cannot concentrate at all. Consequently, the objectives of critical reading courses are not achieved optimally (L. Development, 2009).

A person can be categorized as a critical reader if the reading activity does not stop until he finishes reading the book. He is able to apply the reading results to everyday life. Changes in attitudes and behavior emerged after the reading process was carried out. Reading results will apply and be remembered for all time. Able to critically and creatively assess reading material. Able to choose or determine the right reading material according to their needs or interests. Able to solve the problems of everyday life faced by using reading as a handle. There seems to be progress in the way of thinking or perspective on a problem. Maturity is formed in the perspective, attitude and way of thinking. There is a broader insight and is able to make a simple analysis of a problem. There is an increase in work performance or professionalism. More practical and pragmatic thinking in all matters. Able to make new breakthroughs in solving problems. The stronger the urge to read and search for new sources. The more enjoyable being invited to exchange ideas or experiences because he is getting richer in insight (Barhoumi, 2015).

By implementing this application in critical reading activities, it appears improve several aspects, such as: the ability of students to remember and recognize reading material, the ability to understand or interpret the implicit meaning, the ability to apply concepts, the ability to analyze a reading, and the ability to assess the content of reading. It occurred while students could read reading topic wherever and whenever they were.

METHOD

In line with the phenomena that occur in critical reading activities, and to achieve the objectives of this study, the authors used qualitative descriptive as a method to analyze the data. Furthermore, supporting design, also conducted a direct interview with students. To obtain the suitability of data acquisition, the author uses triangulation techniques to check the results of observation, interviews, and the value obtained during the lecture process.

Taken data collecting in 14 meetings (face to face in the classroom and WhatsApp group). At the first meeting the lecturer informed the students that the learning process of critical reading courses was conducted in two ways, face to face in class and through WA Messenger Group. The lecturer acts as an administrator, adding 30 students as group members. Then at the second meeting, reading material was given to students as a topic for discussion. At the same time, the lecturer while observing the behavior, understanding, perspective of the students during critical reading activities takes place (duration 100 minutes). Lastly, the activity continued until the fourteenth meeting.
RESULTS AND DISCUSSION

Based on the results of observations and interviews during this study, it was found that 80% of students were in the category of very understanding, 10% were in the understanding category, and the rest were categorized as sufficient in critical reading. Of the 30 participants, there were 24 people who were very active in responding to the reading texts that were being discussed in the critical reading subject group. While the rest only occasionally give their opinions. They can be more active and feel easier in criticizing the topics being discussed. This has changed because they can also access additional material references at the same time, so they can get a new and more critical perspective in the related discussion.

Furthermore, along with the increasing activity of participants in the group, their level of concentration in reading topics is also getting better. This can be seen in the sixth week, the admin shared the topic that discussed the economy in the world. The results of the discussion were very interesting, enthusiastic participants, in criticizing them, by giving sharper opinions. This shows that their insights are increasingly widespread

<table>
<thead>
<tr>
<th>Positive Aspects</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>The practice provides motivation</td>
<td>8</td>
</tr>
<tr>
<td>I can interact at any time</td>
<td>3</td>
</tr>
<tr>
<td>I am increasingly critical in reading the text</td>
<td>5</td>
</tr>
<tr>
<td>I can answer questions directly</td>
<td>1</td>
</tr>
<tr>
<td>There is a variety of text reading material</td>
<td>4</td>
</tr>
<tr>
<td>Reading ability is increasing</td>
<td>4</td>
</tr>
<tr>
<td>I understand the implicit meaning of reading material</td>
<td>1</td>
</tr>
<tr>
<td>Increasingly interested in reading module</td>
<td>3</td>
</tr>
</tbody>
</table>

**Table 2. Negative Aspect**

<table>
<thead>
<tr>
<th>Negative Aspect</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no feedback from the questions</td>
<td>1</td>
</tr>
<tr>
<td>Some difficult questions are understood</td>
<td>2</td>
</tr>
<tr>
<td>Reading material is difficult to understand</td>
<td>2</td>
</tr>
<tr>
<td>There is a new vocabulary</td>
<td>2</td>
</tr>
<tr>
<td>Slowly internet connection</td>
<td>2</td>
</tr>
<tr>
<td>Period time of the workout too short</td>
<td>2</td>
</tr>
<tr>
<td>Late reading information in the</td>
<td>1</td>
</tr>
</tbody>
</table>

Finally but not at least, pertaining the results of observations and interviews conducted on all participants can be described through the graph below:
Students’ motivation grew up while reading task shared in their group. Doing reading activities in a far from classroom, forced students to read, motivated.

**Chart 1. Students’ Motivation**

**Chart 3. Students’ respond**

Starting from the first to the last meeting, and guided by interview, study summarised that almost them agreed that WhatsApp group application as a learning media provided benefits for understanding critical reading courses. They are increasingly motivated to read.

**Chart 2. Reading Topics**

**Chart 4. Students’ interesting**

**CONCLUSION**
more reading material, being live in discussed topics, they also provided crucial perceptions not just ordinary opinions. It is occurred while most of them are very responsive in involved discussions, fewer are passive. They have new habit in reading textbooks. This result is closed to (Budiana, et all, 2016) stated that Information Technology of Computer makes job easier, useful, increase productivity, and enhance effectiveness, and Lastly, it is expected to be a reference media in developing students’ interest in critical reading, particularly.

REFERENCES


