

The Impact Of Social Media And Internet Usage On Learners' English Reading Habit

Sita Amalia Nurfitriana, AsihKurniastuti, GustiaAnggid A.S

English Department, Faculty of Education and Teacher Training, Tidar University, Jl.
KaptenSuparman 39 Potrobangsari, Magelang Utara 56116, Indonesia
sitaamalia1998@gmail.com, asihkurnia1998@gmail.com, gustiaanggid@gmail.com

Abstract

People in 21st century start to rely on electronic based resources such as e-books, e-papers, e-journals, e-mails, e-images, e-maps, e-cards, etc. than printed resources such as books, newspapers, magazines, journals, etc. These electronic sources have influenced the reading habits of the netizens. The youth particularly the learners, who keep themselves updated with electronic improvement, begin to use these resources. This affiliation of students and Internet is expected to influence their reading culture. To answer the question whether social media and internet influence the English reading habit on learners, the study to learn the impact of social media and internet on the learners English reading habit is conducted. The subject of the study are 72 students of Tidar University majority in the fourth semester. The study used descriptive survey research design and the data acquired by making online questionnaire. The results of the study indicates that students truly get interested with digital form of reading and start to rely less on the printed ones. However, the great improvement of reading habit using digital media is not followed by the reading habit for academic purpose. Students' reading for pleasure habit still takes over the habit of reading for educational purpose.

Keywords: *Reading Habit, Internet, Social Media, Reading for Pleasure, Academic Reading*

1. INTRODUCTION

In 21st century era, the word "internet" is a common thing in life. The improvement of the social networking has brought many impacts and has influenced many aspects, including education. This can be seen in educational institutions: primary school, elementary school, secondary school, up to university level have been using the internet as a resource of knowledge, knowing of its accessibility. Internet is also used as a media to promote learning activities in schools. During this digital era, internet and social media are sort of daily needs of the learners. They spend their time everyday surfing through internet to download, or browse for information and using social media for the purpose of chatting, or sharing their daily life with their acquaintances. The heavy use of internet and social media is supposed to have an important role in bringing influence on learners' English reading habit. Reading habit is an essential aspect for learners to enhance their language skills Reyene (1998). Bignold (2003) states that the reading habit can develop learner's reading skills. Hence, the habit of reading is essential to broaden the experiences and knowledge of young people whether it is for pleasure or for the purpose of learning Green (2002). The

Proceeding of 1st Conference of English Language and Literature (CELL)

improvement of digital era has helped the readers to enhance new reading habits and change their traditional reading practices in a positive manner. The students suppose surfing the Internet as significant in increasing interactive reading, superficial reading and extensive reading Loan (2012). However, many of the learners nowadays still have low interest in English reading. They thought that reading English text is difficult and boring activity. This is supported by Tahar (2012) who states that many of the learners have low vocabulary mastery that makes them difficult to read English text. The improvement of digital literacy may be a solution for the lack of reading culture within the learners since it brings a positive impact by offering electronic reading sources such as books, stories, magazines and newspapers. This study aims to identify the impacts of internet and social media on the English language reading habit of learners.

A. Internet

On the digital era, or usually known as Big Data era, interpersonal communication is no longer a difficult thing to do. Using internet, the difficulties that often be faced while communicating, such as distance and time can be overcome easily. Based on the data gathered by ITU (International Telecommunication Union), during the end of 2015, the population of the internet users is approximately 3,200,000,000 people. From those amount of people, 2,000,000,000 of the internet users are from developing countries. The users of the internet has grown quickly from 15% in 2005 to 48% in 2015.

B. Social Media

Social media is an online media based on internet which allows the users to interact virtually. Social media enables the users to share their activities, hobbies, interest, events through virtual network. These days, students use the social media for variety of reasons. They use it to exchange and share their ideas, suggestion, personal information, picture, videos and many things more. In fact, social media facilitates the users to connect with friends and family, regardless of the location, and also helps the user keeping up with the latest information for academic purposes.

C. Reading Habit

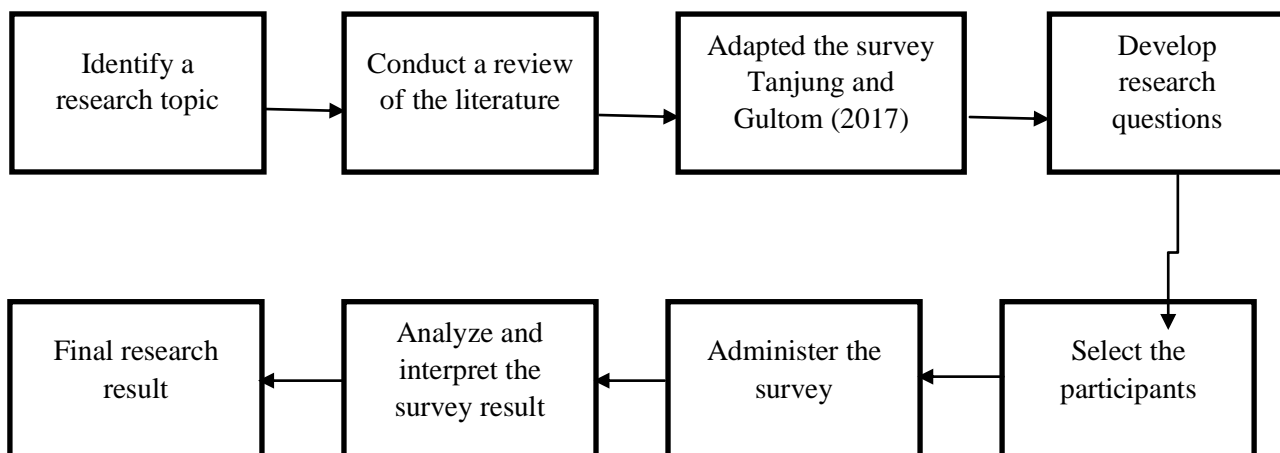
Grabe & Stoller (1997) believe that a good reading habit is significant for individuals to develop their personalities and mental abilities. The habit of reading that is done continuously and significantly helps the students to understand the idea of others and leads to the development of critical thinking skill. The reading habit inside and outside the school also gives positive influences on learners' knowledge, fluency, vocabulary acquisition and academic achievement.

D. The Use of Social Media and Internet and English Reading Habit

Reading on the internet is found to change readers' behaviour through an increase in browsing and scanning and a surge in-time reading Liu (2005). Saaid (2014) conducts a study to observe if digital-based materials have an impact on students' reading habits. The results indicates that most respondents agreed with the fact that their reading habits changed and interest in reading had a drastic increase with the enhancement of digital publications including online newspapers, magazines, and books. Most of the respondents state that online reading assisted them in mastering the subjects. According to the OECD annual report (2010), students who read a wide range of materials gain better achievement levels in reading. Furthermore, students who engage extensively in online reading activities, for example reading e-mails, online chatting, reading online news, using an online dictionary for picking up vocabulary, joining online group discussions and looking for online information, are more likely to become good readers than students who rarely do online reading (OECD, 2010). Maynard (2010) reports that students who read e-books are more likely to develop their reading engagement. Students, who completely adapted and with a text at hand, develops their critical and deep thinking because of the connections with the reading material. In addition of that, the findings indicate that students who read e-books are more likely to be enthusiastic readers rather than the rest who are not used to do it.

2. RESEARCH METHOD

The design of the study is descriptive survey research while the approach used is qualitative approach. The respondents of this study are 72 students of Faculty of Teacher Training and Education at Tidar University. Majority of the participants are from fourth semester and most of them have studied English for about 8 years. The research procedure is shown below:



First of all, the researcher identified the research topic which was discussed between the three of the researchers. Secondly, the researcher conducted the review of literature of the impacts of internet and social media towards reading habit. Third, the researcher adapted the survey from Tanjung and Gultom (2017) titled 'Reading Habits in Digital Era: A Research on The Students in Borneo University', the survey or questionnaire was later developed and edited in some parts. Eventually, the participants were selected, and the questionnaire was distributed. The questionnaire was distributed online so the students could fill the form easily, anytime and anywhere. The questionnaire was also given in English considering all the questions are quite easy. The questions were in form of multiple choices, yes or no question, and checkboxes. After getting the data sent by participants, the researcher analyze and interpret the results of the survey until the final result was acquired.

3. FINDINGS AND DISCUSSION

The result of the study is shown in the form of table and the major trends of reading habit and reading interest of the respondents is discussed here.

Table 1. The amount of time respondents spend to go online everyday.

Hours	Frequency	Percentage
1-3 hours	13	18,1%
3-6 hours	18	25%
6-12	23	31,9%
>12 hours	18	25%
Total	72	100%

The table shows that more than half of the respondents (56,9%) spent more than six hours to go online daily, followed by 3 to 6 hours, 1 to 3 hours, and none of the respondent spent only 1 hour to go online in a day. The result indicates that most respondents surfing through internet everyday since they could obtain information in a simple and efficient way. It also proves that they are likely to gain digital format of information and entertainment. Using internet, they can select the content they preferred easily without wasting time on the content they do not want to read. All they need to do is typing the keywords and all the information they need will be shown.

Table 2. The preferred kind of reading respondents choose when online.

Reading material	Priority	Frequency
Online news	1	42
Story or novel	2	36
Joke	3	33
Fashion	4	30
Food	5	26
Movie review	6	25
Gossip	7	24
Health	8	22
Journal or article	9	20
Comic strip	10	19
Politics	11	13
Sport	12	11

The data is collected by giving the respondents checkboxes question so they can choose multiple answers given by the researcher, unlike multiple choice whereas they can only pick one answer. From the table, it can be seen that the most preferred material of reading chosen is online news (42), followed by story and novel (36), joke(33), and the least material picked by the respondent is sport (12). That means most of the respondents still do online reading in purpose of getting pleasure related to their daily life fulfilment rather than academic purpose.

Table 3. Respondents’ online activities.

Activities	Yes (%)	No (%)
I chat with friends	95,8%	4,2%
I read all kinds of information	76,4%	23,6%
I listen to music	75%	25%
I upload photos/videos	70,8%	29,2%

Proceeding of 1st Conference of English Language and Literature (CELL)

I download movies	56,9%	43,1%
I read online textbook	54,2%	45,8%
I shop	48,6%	51,4%
I read email	38,9%	61,1%
I read online newspaper	34,7%	65,3%
I play games	30,6%	69,4%

The data for online activities was collected by giving the respondents yes or no questions. From the time they spent to go online, the most frequent activities did by the respondent is chatting with friends on social media (95,8%), most of them also read all kinds of information, listening to music, as well as uploading photos and videos while surfing the internet. Surprisingly, half of the respondents choose reading online textbooks whereas playing game is only done by 30,6% of them.

Table 5. Technique to enhance reading habit

Technique	Frequency	Percentage
Reading materials about hobbies and interest	56	77,8%
e-book reading	26	36,1%
Consistent use of online dictionary	16	22,2%
Daily online newspaper reading	15	20,8%
Visiting libraries	11	15,3%
Getting suggestions from teachers	10	13,9%
Getting recommendation from friends	8	11,1%

The technique to enhance reading habit's data are also collected by giving the respondents checkboxes to answer the question, thus, it enables them to pick several techniques they think best to enhance their reading habit. From the result showed above, majority of the respondents choose to enhance their reading habit by reading materials

Proceeding of 1st Conference of English Language and Literature (CELL)

about their hobbies and interest (56). They are motivated to learn more about something that obviously related to their interest or hobbies. The second favorite technique is e-book reading (26) which proves the previous statement that they are familiar with the digital format of reading. Third place is consistent use of online dictionary, picked by 16 respondents which are an English department students. They believe that the use of online dictionary will help them in reading english text and improve their vocabularies.

Table 4. The media to know the latest news

Media	Frequency	Percentage	Priority
Social Media	27	37.5%	1
Online Newspaper	20	27.7%	2
Television	16	22.2%	3
Printed Newspaper	9	12.5%	4

The media used by the respondents to know the latest news also included in the questionnaires. The result shows that the most chosen is social media (37.5%) followed by online newspaper (27.7%). From this research, it also shows that television and printed newspaper is considered old fashion by the respondents. Thus, they are rarely read news from that sources.

Table 5. The most used Social Media platform to enhance English reading habit

Social Media	Frequency	Percentage	Priority
Instagram	26	36.1%	1
Twitter	20	27.7%	2
Line	15	20.83%	3
WhatsApp	6	8.3%	4
Facebook	5	6.94%	5

From the multiple choices it is shown that the most chosen social media platform to enhance respondent’s reading habit is Instagram (36.1%) followed by Twitter (27.7%) and Line (20.83%). It proves that using Instagram also help the respondent enhance their

Proceeding of 1st Conference of English Language and Literature (CELL)

reading habit, in one condition that they have to follow the right account which can educate them. It also shows that Facebook is no longer attract the respondents.

In this research, the researchers also want to know about the effect of reading English texts in social media, and the result of this research is 63 people (87.5%) respondents admit that social media and internet enrich their vocabulary and 9 people (12.5%) respondents choose that social media and internet does not enrich their vocabulary. From this result the researchers can conclude that social media and internet may help people to enrich their vocabulary because from social media and internet the students may enlarge the topic of reading the students want to read and it is really possible from them to know lots of new vocabulary.

The researcher wants to know whether their vocabulary effect on their understanding or not. The result shows that 66 people (91.6%) respondents choose it affects their understanding in reading and 6 people (8.3%) respondents choose the choice that it does not effect on their understanding in reading English text. From this result, the researchers can conclude that the vocabulary knowledge affect their understanding in reading English texts because by knowing the vocabularies which is used in the text the students will know the meaning of each words and the meaning as a whole text, the students will found obstacles to understanding the text if they don't know the meaning of each vocabularies.

In this research the researcher wants to observe whether the internet and social media make the students easier to gain knowledge or not. And the result shows that 58 (80.5%) respondents choose the option with internet they can be easier to gain knowledge and 14 (19.5%) respondents choose without internet they can gain more knowledge. From those results the researcher can conclude that with internet they can gain more knowledge, because there are many kinds of resources that they may found in internet and they also can find many kind of research conducted in different country or even different continent.

By using internet and social media the researcher thought that it would improve the reading habit, so the researcher makes a question about it. The result shows that 62 (86.11%) respondents answer it improves their reading habit and 10 (13.89%) respondents answer it doesn't affect their reading habit. Most of them agree that internet and social media help them to improve their reading habit. It is because from internet they may find texts which they want to read, they are easily find the material they need for their work, by using internet they may found new knowledge they have never read before. It also helps

Proceeding of 1st Conference of English Language and Literature (CELL)

them to enrich their vocabulary because a lot of new knowledge they found in social media and internet.

On the last question, the researcher wants to know their preferences in reading. In this multiple choices question 50 (69.4%) respondents choose online reading as their preferences and 12 (16.6%) respondent prefer reading printed texts. The researcher can conclude that it is easier to read online text because people just have type it and they will directly found the information, and for printed reading they have to walk or go somewhere such as library, bookstore or other to find the printed reading they wanted. Thus, maybe why most of the respondents choose online reading than the printed one.

4. CONCLUSION

As the final results of the study is revealed, it can be concluded that during 21st century learning, students truly get interested with digital form of reading and start to rely less on the printed ones. It is proven by the amount of time they spent to go online, accessing internet and social media for about three up to six hours everyday. Although they show a great improvement of reading habit using digital media, their reading for pleasure habit still takes over the habit of reading for educational purpose. This should be a concern for the teachers and lecturers so that the internet can bring effectiveness as a media to enhance reading habit for educational purpose. by surfing on the internet and social media, the student's vocabulary are also enhance. It is proven by the research that the students who read English online when they surf on the internet and social media are having more knowledge about vocabulary than those who do not read English text while they were go online. It also enlarges their knowledge because lots of knowledge which can be found in internet and social media.

The participants of the enchancement of the reading habits should include everyone, including learners themselves, teachers, lecturers, parents, as well as society. Parents should assist and monitor their children activites while using the social media and surfing through the internet so that it could bring nothing but good impacts for them and consequently school and teachers should provide free reading materials and getting the learners used to read digital form of reading. The participation of them would greatly contribute the development of the reading culture in society.

5. REFERENCES

- Salikin, H., Bin-Tahir, S. Z., Kusumaningputri, R., & Yuliandari, D. P. (2017). The Indonesian EFL Learners' Motivation in Reading. *English Language Teaching*, 10(5), 81.
- Obaidullah, M., & Rahman, M. A. (2018). The Impact of Internet and Social Media on The Habit of Reading Books: A Case Study in The Southern Region of Bangladesh. *Studies in English Language and Education*, 5.
- Acheaw, M. O. (2016). Social Media Usage and Its Impact on Reading Habits: A study of Koforidua Polytechnic Students. *International Journal of Social Media and Interactive Learning Environments*, 4(3), 211.
- Gambrell, L. B. (2015). Getting Students Hooked on The Reading Habit. *The Reading Teacher*, 69(3), 259-263.
- Aabdalla Nahar Al harafsheh, A. P. (2016). The influence of social media on English Language Reading Habits Among Jordanian EFL Students in AlMafraq Province. *National Journal of Advanced Research* , 5.
- Brown, H. D. (2014). *Principle of Language Learning and Teaching*. New York: Pearson Education.
- Harafsheh, A. N. (2016). A Study of Social Factors Affecting English Language Reading Habits of Jordanian English as A Foreign Language (EFL) Students in Selected Schools in Al-Mafraq Governorate. *Science Direct*, 6.
- Loan, F. A. (2011). Impact of Internet on Reading Habits of The Net Generation College Students . *International Journal Of Digital Library Services*, 6.
- Nsikan Nkordeh, O. O.-M. (2017). Impact of Social Media on The Reading Culture of Nigerian Youths; Is the Social Media Platform Providing An Alternative Source of Education? . *Proceedings of the World Congress on Engineering and Computer Science* , 4.
- Richards, J. C. (2015). *Key Issues in Language Teaching*. Cambridge: Cambridge University Press.