CHAPTER I

INTRODUCTION

This chapter offers a brief description of the entire content of the research. This chapter explains in detail the background of research, research questions, research objectives, research significances, rationale, hypothesis and previous studies.

A. Background

This study is intended to investigate the correlation of EFL students' exposure to social media on their critical reading skills. This study is important to know the significant impact of social media on students' critical reading skills.

Critical reading is a reading skill that requires a higher level of thinking where readers use questioning thinking, logical analysis, and inference to assess the meaning of what is read (Wang & Gierl, 2011). Recently, critical reading is important in the era of the 4.0 industrial revolution where the need for information is a priority for some people, students, teachers, and lecturers. All of the information has provided on social media (Butarbutar, 2019). In addition, critical reading is needed especially when teenage students interact with social media. The data show that some 92 percent of American teens have access to the Internet on a regular basis, where 56 claims to connect several times a day, and 24 percent are almost continuously connected to the Internet (*Social Networks Used by Teens in U.S.*, 2020). In this case, social media is the place that provided so many information as student learning resources to develop their critical reading skill.

Limited observation to the 10 students of English Education Department of UIN Sunan Gunung Djati Bandung shows that students hard to find out reliable and credible sources of information because social media provides so many sources of information whether it is trusted or not. Moreover, students are faced with various distractions that occur in using social media, such as

viewing photos, videos, and several posts that are not related to their original purpose.

There are several research results regarding social media on critical reading students. First, research by Butarbutar (2019) shows that the students who use WhatsApp application in their academic reading increase their understanding of critical reading and they become more active and easier to give opinions and criticisms when they discuss in the class because they can access additional material references at the same time, so they can get new and more critical perspectives in a related discussion. Second, research by Nurviyani (2018) reveals that the implementation of Padlet application as an instructional media in fostering college students helps the students to increase their critical reading and critical thinking and makes learning activities more exciting and useful.

However, this study is different from the previous study. The previous studies by Butarbutar (2019) and Nurviyani (2018) focus on the effectiveness of using WhatsApp and Padlet application in increasing students critical reading skill, while this research centers on using correlational study on conducting the research. Due to the reasons, this study focuses on investigating the relationship between students' exposure to all social media and their critical reading skills.

B. Research Questions

There are three research questions regarding the problem mentioned in the background

1. How is EED students' exposure to social media?
2. How is the students' critical reading skill in EED UIN Sunan Gunung Djati Bandung.?
3. How significant is the correlation between students' exposure to social media on their critical reading skill?

C. Research Objectives

Regarding the research problem above, this study aims:

1. To know EED students' exposure to social media
2. To know the students' critical reading skill in EED UIN Sunan Gunung Djati Bandung.
3. To know how significant is the correlation between students' exposure to social media on critical reading skill.

D. The Significances of the Research

Theoretically, this research is expected to find out the advantages of social media that can influence students' critical reading skill. This research is expected to be a useful source of information in the academic field, especially in critical reading learning about the way to develop students' ability in critical reading by using social media.

Practically, this research is expected to give some advantages to help students increase their critical reading skill. Additionally, it can contribute to all teachers to consider the utility of social media in the academic field, especially in the teaching-learning process on students' critical reading skill in college.

E. Rationale

Critical reading is a skill that must be had by everyone, especially for college students because this ability will make it easier for students to think, such as analyzing, understanding, and solving a problem that they face. Critical reading is to consider the subject, moving past what the text said to the point of how the author reached the assumption appropriately (Duran & Yalçintaş, 2015). According to Wang and Gierl (2011) , critical reading is a reading skill that requires a higher level of thinking where readers use questioning thinking, logical analysis, and inference to assess the meaning of what is read. This is a skill used to find information from a text by analyzing and understanding it, identifying it carefully. This can make students become good readers and
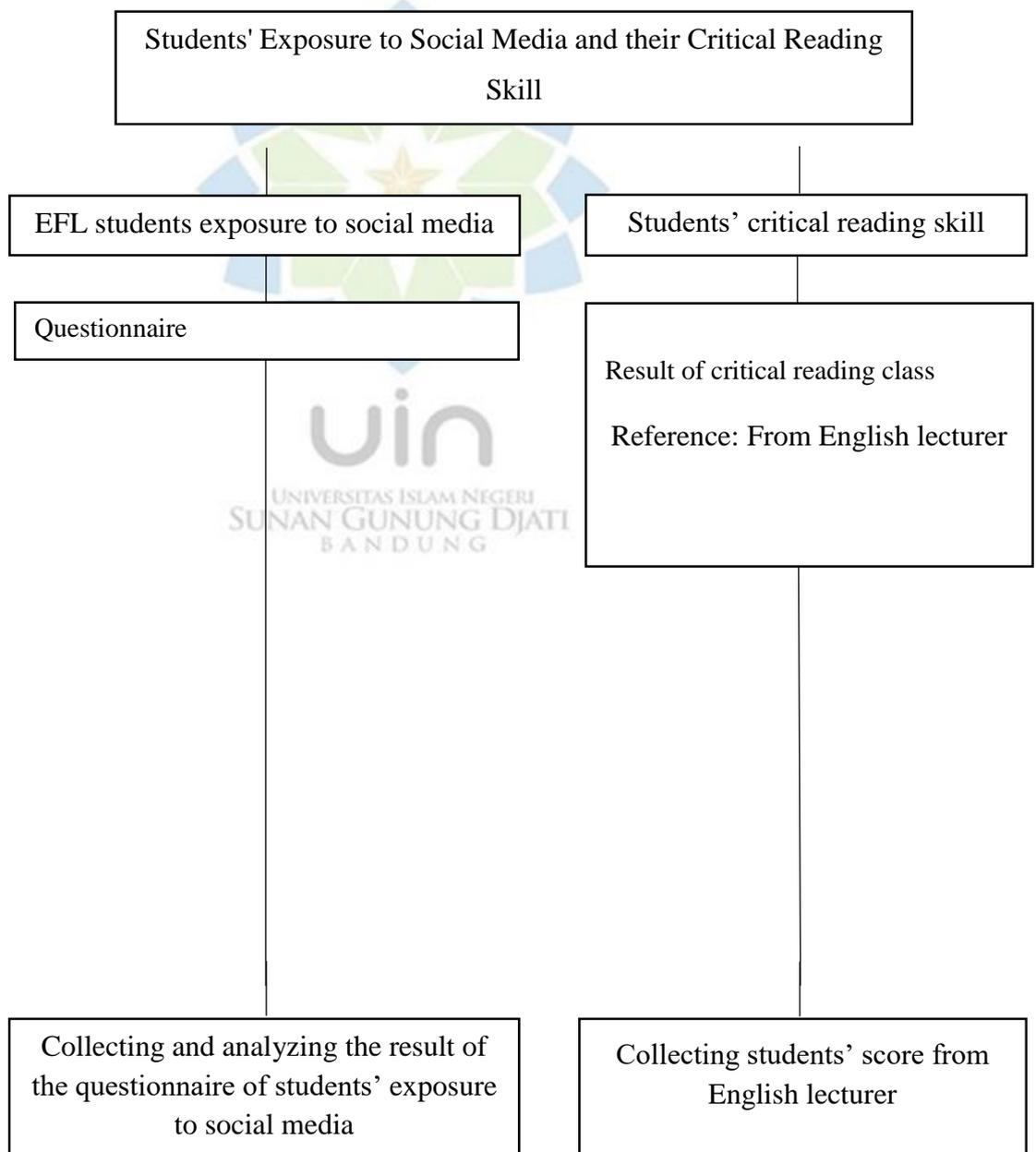
thinkers. On the other hand, being a critical reader make students more active when they discuss in the class. In line with Akin, Coray, and Tavukçu (Akın et al., 2015), critical reading requires a process of active communication where comments and evaluation on the test conducted.
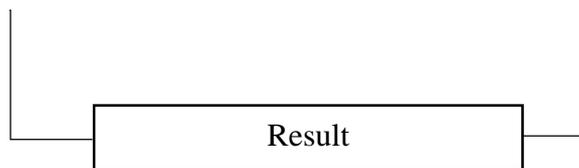
Social media is a media for socializing with one another online that allows people to interact without being limited by space and time. Social media can be characterized as a practical electronic device that enables to share of any information, collaboration, and new friendship or relations (Warner-Søderholm et al., 2018). Nowadays, everyone almost has social media, including college students. According to Aforo (2014), social media is an interactive communicative and fun multi-purpose platform used to communicate using web-based technology that combines text, sound, video, and images into one. It is a means of interaction among people in which they create, share, exchange and comment on contents among themselves in virtual communities and networks (Aforo, 2014, cited in Ahlqvist et al., 2008). It indicates that social media is an interesting and sophisticated communication media for sharing information. It indicates that social media is an attractive and sophisticated communication media for sharing information quickly. On the other hand, based on Aforo's opinion, social media technology provides various forms of information sources such as magazines, Internet forums, weblogs, social blogs, microblogging, Wikipedia, social networking, podcasts, photos or images, and videos (Aforo, 2014). These kinds of social media devices are believed as an ideal space for making learning and sharing channels, where individuals can discover diverse people with the same aim to share knowledge (Ahmed et al., 2019). In line with Muninger et al. (Muninger et al., 2019), social media is a very interactive platform that makes it easy for individual users and groups to interact such as creating, sharing, discussing and modifying user-generated content.

In social media, students can be more connected in the communication process as active learners. According to Pattanapichet (2015), through social media, students can provide critical analysis toward what they read in student

posts such as foto, video, article or other information without oral discourse in face-to-face.

From the explanation above, it can be concluded that using social media in academic activities especially in reading may help students' when they are learning. It is expected that students can increase their critical reading skills by using social media because social media provides various sources of information or readings to be studied. Therefore, this study attempts to investigate the relationship between students' exposure to social media toward their critical reading skills.

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┌──────────────────────────────────────────────────────────┐
│   Students' Exposure to Social Media and their Critical    │
│                    Reading Skill                           │
└──────────────────────────────────────────────────────────┘

┌──────────────────────────────────┐   ┌──────────────────────────────┐
│ EFL students exposure to social   │   │ Students' critical reading   │
│ media                             │   │ skill                        │
└──────────────────────────────────┘   └──────────────────────────────┘

┌──────────────────────────────────┐   ┌──────────────────────────────┐
│ Questionnaire                     │   │                              │
└──────────────────────────────────┘   │ Result of critical reading   │
                                        │ class                        │
                                        │                              │
                                        │ Reference: From English      │
                                        │ lecturer                     │
                                        └──────────────────────────────┘

┌──────────────────────────────────┐   ┌──────────────────────────────┐
│ Collecting and analyzing the      │   │ Collecting students' score   │
│ result of the questionnaire of    │   │ from English lecturer        │
│ students' exposure to social      │   │                              │
│ media                             │   │                              │
└──────────────────────────────────┘   └──────────────────────────────┘
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                ┌──────────────────────────┐
                │         Result           │
                └──────────────────────────┘
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Figure 2.1 Schema of research

F. Limitation of the study

This study has limitations on its social media devices because social media researched is not specific in order to obtain more accurate data. In this study, researchers tested the social media often used by students in critical reading class in English Education Department of UIN Sunan Gunung Djati Bandung.

G. Hypothesis

The hypothesis is a statement a quantitative reserach in which the reseacher makes a prediction or conjecture about the outcome of the relationship among characteristics (Creswell, 2012). The hypothesis in this research is an alternative hypothesis (*H*a) and the null hypothesis (*H*0). It means the hypothesis is a temporary theory that need to be tested.

*H*0: There is no significant correlation between students' exposure to social media (X) and heir critical reading skills (Y).

Ha: There is a significant correlation between students' exposure to social media (X) and heir critical reading skills (Y).

H. Previous Studies

There are several research results regarding social media on critical reading students. First, a research by Butarbutar (2019) shows that the students who use WhatsApp application in their academic reading increase their understanding of critical reading and they become more active and easier to give opinions and criticisms when they discuss in the class because they can access additional material references at the same time, so they can get new and more critical perspectives in a related discussion.

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