

The Effect of Social Media on Students' Motivation in Reading Printed Materials: A Case Study in Senior High Schools in Bone Regency

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ABSTRACT

There is tendency that today's students are less interested in reading books and more likely to rely on other forms of passive media (movies, TV shows, Internet, etc.) for their information needs. The purpose of this research is to investigate whether or not students' increasing use of digital technologies, particularly social media, has affected their motivation for reading printed texts. A total of 80 students from three schools in Bone regency are surveyed for this study. The data demonstrates that students in senior high school in Bone regency spend more time-consuming digital media than they do reading traditional print materials. As opposed to reading a book, they enjoy using technology or interacting on social media. Therefore, the purpose of this research is to highlight the students' motivation of reading printed materials in senior high schools in Bone regency.

Keywords: Technology, social media, young generation, reading motivation

INTRODUCTION

A piece of book is nothing but a lifeless object but it is obvious that a book can revive a mind. Reading books is the process that enriches one's mind with different branches of knowledge until one dies. It creates new insight and new wisdom. Reading is one of the oldest habits of human civilization and is regarded as the passion of the greatest personalities of all times. To enrich knowledge, the most important task for everyone is to develop the motivation and habit of reading. One of the first documentary sources for reading was manuscript; however, it was accessible only to the elite class of society. Later, the arrival of the Gutenberg printing press ended such discrimination by making the printed word available to all. But, it is a matter of great regret that reading motivation are changing due to technological development over time. These days, students spend less time reading books and more time consuming media like radio, TV, cellphones, computers, and the Internet. "the amount of reading is reducing dramatically and reading skills are deteriorating," Huang et al. (2014, p. 438).

A book may be an inanimate item, but it is self-evident that reading it can provide new life to one's thoughts. A person's intellect can continue to grow with knowledge from a variety of fields by the simple act of reading books. It gives rise to fresh perspectives and new understanding. Reading is widely

considered a shared interest among history's most influential people and a cornerstone of Western civilization's long history of cultural achievement. Creating motivation and value for reading is the single most significant thing you can do to increase your knowledge base. Manuscripts were one of the first written records to be preserved, but they were solely available to the nobility. Later, with the invention of the Gutenberg printing press, all people were given equal access to the written word. The decline in reading popularity that has accompanied technical progress is, nevertheless, deeply deplorable. These days, people spend less time reading books and more time-consuming media like radio, TV, cellphones, computers, and the Internet. "the amount of reading is reducing dramatically and reading skills are deteriorating," Huang et al. (2014, p. 438).

Young generation and adults alike are increasingly drawn to technology as a source of knowledge, amusement, and relaxation. An incredible shift in the way people read has resulted from the advent of the Internet. All or part of its existence can be traced back to people's propensity to read. Modern reading materials take many forms: websites, web pages, e-books, e-journals, e-papers, e-mails, chat rooms, instant messaging blogs, and other multimedia documents, all made possible by the Internet revolution. These days, individuals use the Internet to find their way around an

ocean of interconnected data, learn about fascinating new resources, stay abreast of breaking news, and get digital copies of popular media. As a result, using the Internet has become ingrained in the modern person's everyday routine, almost to the point of addiction. However, many people continue to feel that books, not the Internet, are the gateway to a world of learning and entertainment.

In today's digitally networked society, young generation, especially those enrolled in higher education, are fluent in the use of modern technologies. They think it's archaic to read books for the sake of education and entertainment. According to Roberts and Foehr (2004), the Internet has become more firmly established in the lives of students of the "net generation" than any other technological advancement. And yet, reading "adds quality to life and provides access to culture and cultural history," as Holte (1998, p. 80) puts it. He argued that reading is a unifying and empowering force for all people. Sadly, less and fewer people make reading a regular habit. As the world shrinks due to technological development, so do people's compassion and empathy for one another. So many people, especially the younger generation, fail to realize that books are the best source of knowledge and entertainment. As a result, the Internet and other forms of information and communication technology have a deleterious effect on the reading motivation of modern society. This research demonstrates that the extensive use of technology leaves permanent scars on the minds of modern people, scarring the next generation and leaving them with an uncertain future.

As one of the four pillars of linguistic competence, reading is a potent and necessary tool for education. It's necessary in learning a second or foreign language, and it's widely regarded as one of the most critical talents for academic and professional success (Carrell, 1989; Grabe, 1991). Consequently, students should form healthy reading motivation to ensure a lifetime of knowledge retention. The ability to think more clearly and creatively is a direct result of a regular reading habit. If you declared ten years ago that you had never read Tagore or Tolstoy, you would have been looked down upon, says Mishra (2008, para. 5). However, it should be noted that one's reading motivation has been replaced by the delightful exposures provided by modern electronic equipment and social networking

platforms. It's plain to see that many people are spending less time interacting with the literary world. In addition, the decline of the reading motivation among people has been a consistent problem since the invention of the first information and communication technology (ICT) medium.

According to Loan (2012), technological developments have had a ripple effect on students's reading motivation. The declining book reading motivation is a direct effect of the rising usage of television, social media, and Internet resources. By definition, social media are online platforms where users can make and share their own content with others (Kaplan & Haenlein, 2010). Social networking sites, as defined by Mastrodicasa and Metellus (2013), are those that facilitate communication between individuals who have commonalities in terms of their interests, activities, or other personal attributes. Therefore, many young generation today spend a lot of time on social networking sites like Facebook, YouTube, blogs, Twitter, MySpace, and LinkedIn. As of the year 2012, 90% of secondary students were using Facebook, making it the most popular social networking site (Junco, 2012).

According to research conducted by Pivec (1998) on adolescent Internet use, TV and the Internet compete with literature for the attention of young generation. Children today would rather watch television than read, according to research by Hastings and Henry (2006). In his speech on June 23-29, 2008, President Obama made the argument that children won't succeed unless their parents encourage them to have loftier goals and limit their screen time. These days, it's unusual for a student to read for the sheer joy of it. Most college and senior high school students now turn to the Internet as their first resource when tackling an academic project. Therefore, Bowman (2002) claims that when students have a query or an assignment, they first look to the Internet.

According to Ramirez (2003), the next generation will show a new perspective on reading in a digital setting because they have grown up with computers and know how to use them. Even though there are significant differences between reading an e-book and reading a printed book, many people in today's digital age still favor e-reading over print. In contrast to the linear order and static nature of print, Birkerts (1994) notes that web browsing allows the reader to read in any direction they like. Additionally, he thinks that today's youth

are not as capable of reading extensively or staying interested in a text for an extended period of time because of their upbringing in the digital age. In addition, he notes that people in today's online culture are more likely to engage with a wide range of topics, but do so only on a surface level. Reading on a computer screen is more distracting and time-consuming than reading a traditional book. "books are deemed to require more of the reader than the screen media do of the viewer in that texts focus on concepts while the latter focus on pictures," write Johnsson-Smaragdi and Jönsson (2006, p. 521).

According to Schmar-Dobler (2003), the flashing graphics, vibrant color, and abundance of eye appealing words common to Internet content serve to both direct and distract readers. According to Chartier (2004), reading on a computer screen is typically a fragmented reading experience in which the reader is unaware of the full context or authorship of the text from which the excerpt was taken. According to Cushman (1986), reading from a screen causes much more eye strain than paper. He also thinks that electronic books have a ways to go before they are as readable and detailed as paperbacks. In reality, because reading a book is a physical experience, it allows us to fully immerse ourselves in the emotions we're experiencing. Books are reduced to words in an ebook. Nevertheless, a printed book is much more than words; it is an experience and an object. Books can be experienced on all the senses: touched, handled, and even smelled! Because of this, no other piece of technology comes close to recreating the experience of reading a p-book.

METHOD

A questionnaire was utilized as the data collection technique in this study, which used a survey method to obtain primary data. The questionnaire was created with the help of the researchers' own experience. The questionnaire was subjected to a pilot study to ensure its reliability and validity. Some changes were made to the questionnaire in response to feedback from ten students. Participants in this study include students from 2 senior high schools in Bone regency. To collect data, a total of 100 students from both schools were chosen at random as the study's sample and were given the questionnaire, however only 92 of them were usable. Participants ranged in age from 16 to 18 years old and included both male and female students. The data is analyzed using the

Statistical Package for the Social Sciences (SPSS) 24.0 in the order in which the questions appear.

FINDINGS & DISCUSSION

This part is presented in the form of charts that contains the students' responses of the distributed questionnaire. The charts are classified based on the questionnaire items and ordered sequentially based on the sequence of questionnaire item.

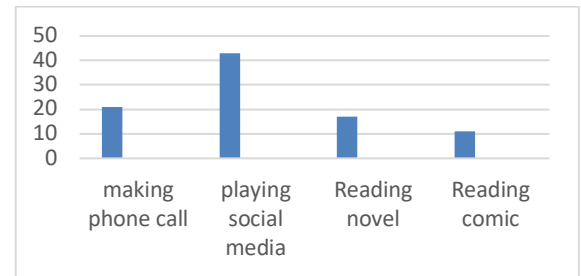


Figure 1. Question (Q)1 - How do you spend your leisure time?

Figure 1 demonstrates that 43 (46.7%) of 92 students spend their free time playing social media, following this, 21 (22.8%) students prefer making phone call. In contrast, only 28 (30.4%) of students spend their time by reading printed materials including novel and comic.

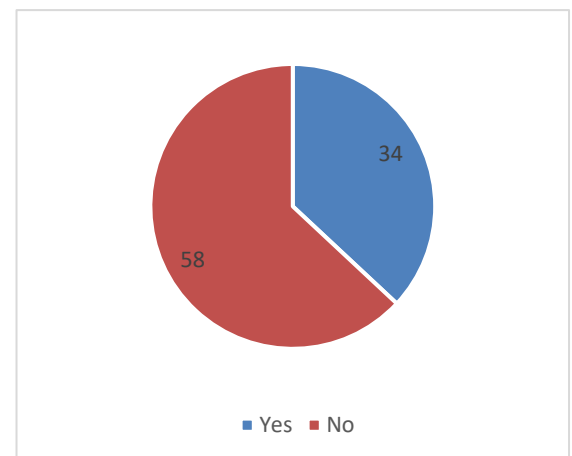


Figure 2. Q.2 - Do you frequently read non-academic books?

Figure 2 shows that only 34 (37%) of the participants regularly read non-academic books, while 58 (63%) students respond that they don't regularly read non-academic books.

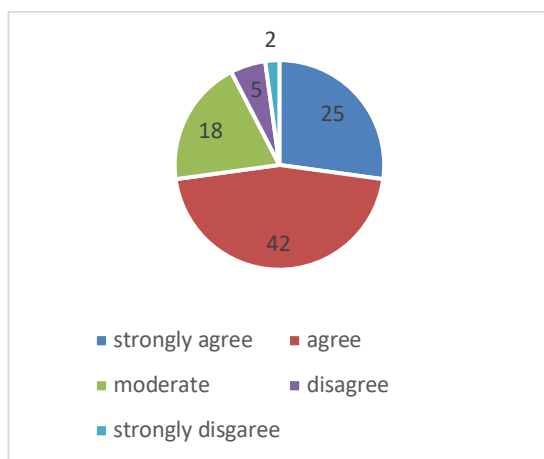


Figure 3. Q.3 - Watching movie brings enjoyment more quickly than reading books.

Figure 3 illustrates how the students in the two schools usually read books. It shows that more than three quarters (73%) of the students who took the survey agree or strongly agree that watching a movie is a faster way to have fun than reading a book. Only 19.5% (18 students) are not sure about this, and only 7.6% of the students who took the survey disagree with this idea.

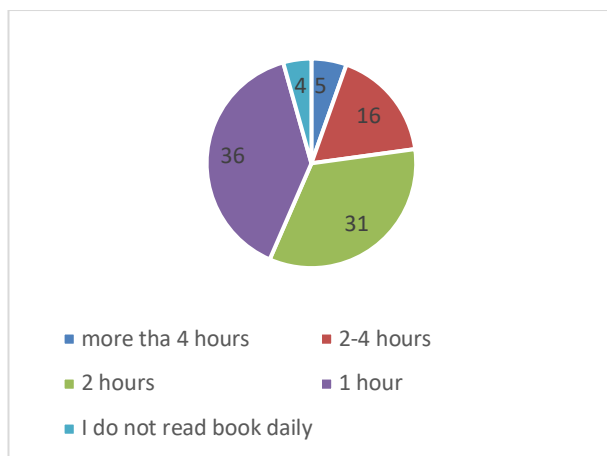


Figure 4. Q.4 - How much time do you spend for reading books everyday?

Figure 4 shows that 4 (4.3%) of the participants don't read books everyday. More than one-third (39.1%) do read books every day, but only for one hour. The remaining one-third includes students who like to read books every day for two hours (33.6%), for two to four hours are 16 students (17.3%), and for more than four hours (4.3%).

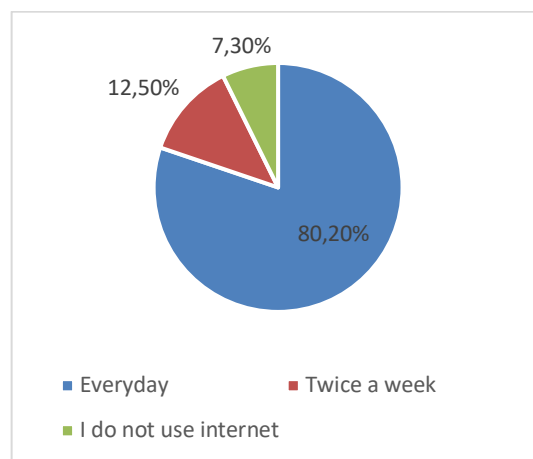


Figure 5. Q.5 - How often do you browse the Internet?

Figure 5 displays the responses to Question 5. It shows that the vast majority of the students (80.2%) use Internet everyday. On the contrary, merely 12.5% of respondents use it twice or three times a week, and 7.3% of respondents who do not use the internet at all.

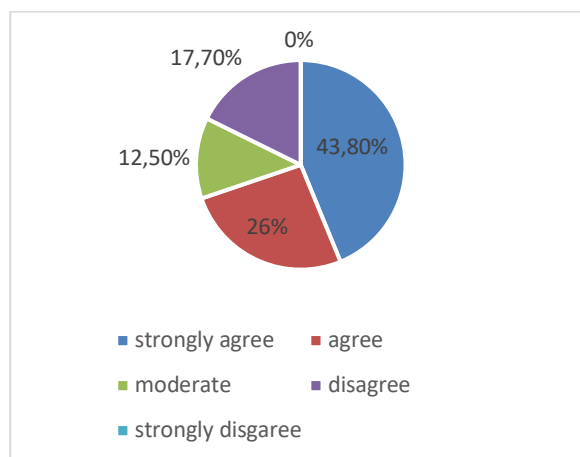


Figure 6. Q.6 - We spend more money for accessing Internet than buying books.

Figure 6 shows that 67 respondents (or 69.8%) freely admit to spending more on Internet connection than on physical books. Only 12 of the remaining 29 students feel certain in their stance on this issue, whereas 17 students hold the polar opposite view.

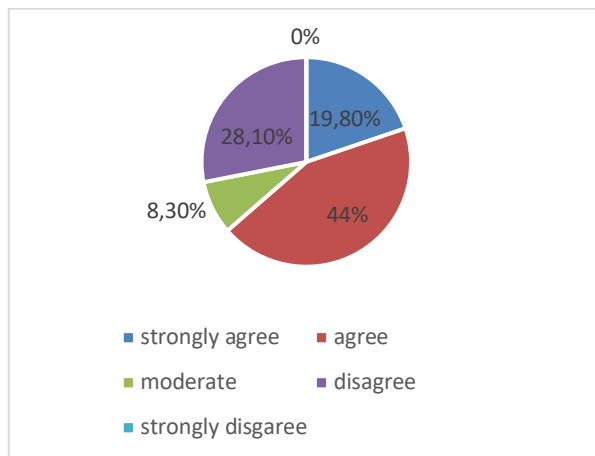


Figure 7. Q.7 -Do you like to spend more time watching television than reading books?

Figure 7 shows that 61 participants, or 63.8%, agree that they would like to spend more time in front of the TV rather than reading books, while 8 participants, or 8.3%, are in moderate response which means they have relative same predilection between watching TV and reading books. Further, only 28,1% of the participants, who prefer reading books to watching TV.

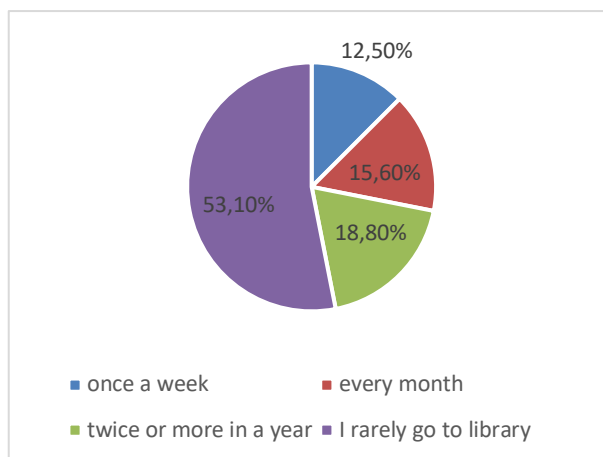


Figure 8. Q.8 - How often do you collect non-academic books from library?

Figure 8 shows that only 12,50% of the students visit library and take non-academic books once a week. On the other hand, the majority of the students (53,10%) do not make library as their place to visit frequently. Further, 18,80% of the students collect non-academic books from library twice or more a year, and only 15,60% of the students do the same activity every month.

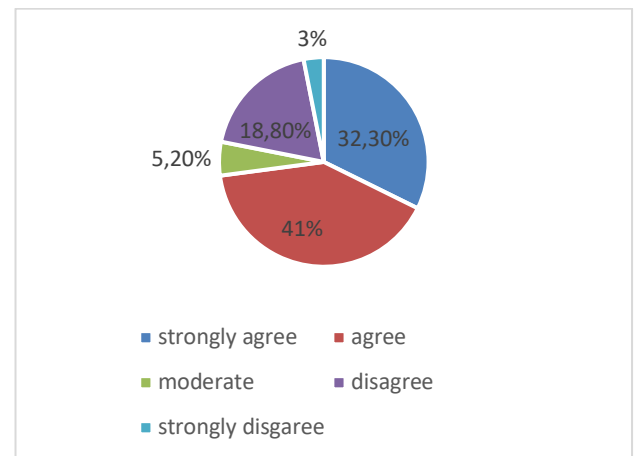


Figure 9. Q.9 - I am interested more in technology/social media than reading books.

Figure 9 shows that seventy students (72.9%) prefer using technology and social media to reading books, while five students (5.2%) can't decide whether they enjoy the former or the latter more. In contrast, 21 students (or 21.9%) say they disagree.

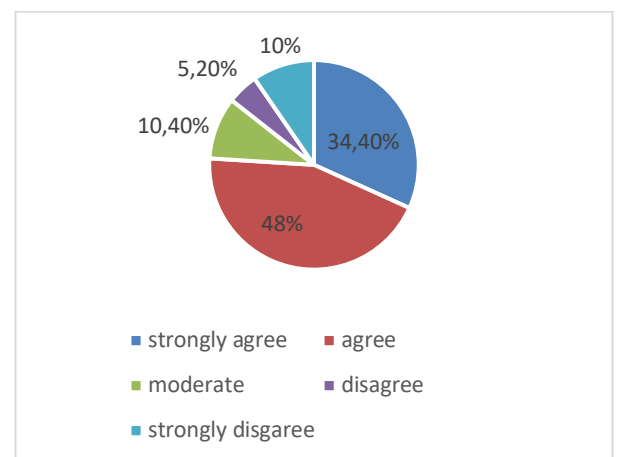


Figure 10. Q.10 - New technology provides more information, entertainment and pleasure than printed books.

Figure 10 shows that the vast majority of respondents (82.3%) agree that new technologies offer more information, entertainment, and pleasure than traditional books, while only 10 respondents (10.4%) are undecided about the validity of this claim, and only a negligible number of students (7.3%) show a contrary viewpoint.

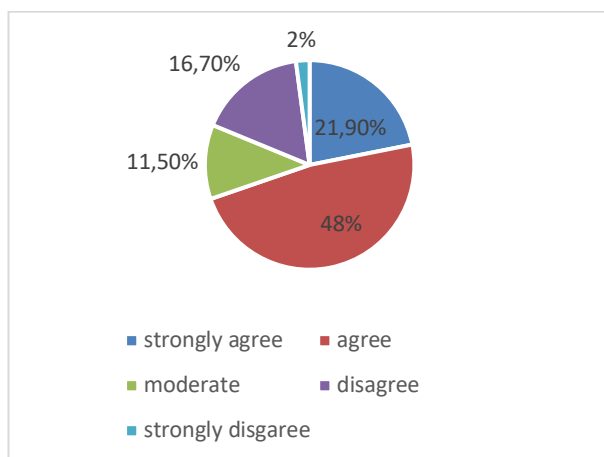


Figure 11. Q.11 - Nowadays, buying books is all about the decoration of our modern, fashionable drawing room.

As can be seen in Figure 11, 69.8% of respondents agree with the statement that today's book shopping is all about making a statement with a stylish living room. Only 11.5% are sure, while the remaining 18.8% claim they don't think of books as decorative elements at all.

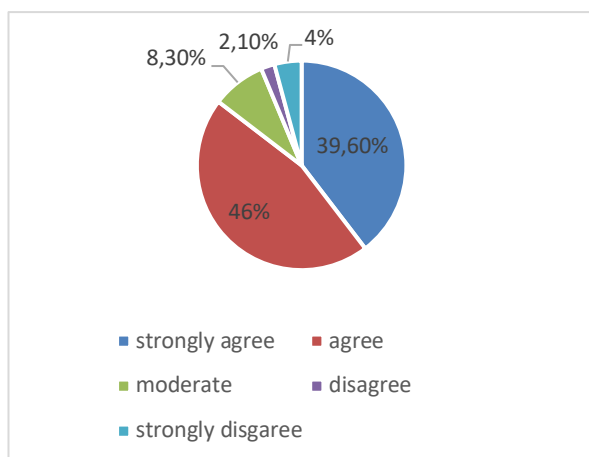


Figure 12. Q.12 - Use of technology in a wide range reduces our time to read printed books.

Figure 12 shows that 85.4% of students admit that spending time on technology limits their time to read books, whereas 8.3% of students are unsure if this is a good thing or not. Nonetheless, only six students (6.3%) totally disagree with this.

1. DISCUSSION

According to the results of this study, the vast majority of students would rather spend their free time on social media than reading. It's surprising that, given that over 75% of participants use the Internet on a daily

basis, so few also have time to read books outside of the academic realm. This is in line with Jacobs, et al. (2002) in research on the development of reading motivation who found that as students get older move higher grade, they tend to be less enthusiastic and motivated to read. Most students do not spend their free time reading anything other than textbooks. The vast majority of students frequently use their leisure time to engage in online activities like browsing the web or using social networking sites like Facebook, or engaging in other digital activities like texting, calling, listening to music, or playing video games. It's obvious that modern students have the impression that they enjoy reading, but they don't actually read books. It seems that for them, watching a movie is a faster and more convenient way to have fun than reading a book. Their enthusiasm for technology and its tools is openly expressed.

The study also found that it is becoming increasingly difficult to locate students who make reading a regular habit as a result of the increasing influence of the Internet and social media. However, Putro and Lee (2017) show that students in Indonesia are interested more in reading printed materials compared to digital materials. Even though technology seems to replace everything, for students in Indonesia, reading in printed environment has not replaced reading in social media environment. Further, the data also shows that students buy books annually, but only a minority actually read them, lending credence to the claim that "nowadays, buying books is all about for the decorating of our modern trendy drawing room" as accepted by nearly 70% of students. Days pass more quickly than I can read, and I'm not able to keep up with the pace of modern life. The library has been replaced by the internet for today's society. This result agrees with the claim made by Yong (2009, pp. 72-73) that "new modes of diffusion of Televisions, laptops, VCRs, video game consoles, and Internet access take up a lot of room in young generation's homes and study areas. Modern students invest more on Internet access than they do in books because they use the Internet on a daily basis and consider it the finest method to learn about and visit other parts of the world. When asked why, the most common response was that Internet use allowed them to become more familiar with and appreciative of students' customs from all over the world. Again, they find it possible and convenient to

learn about the language, diet, culture, and more of different students thanks to the widespread availability of satellite television. Most students agree that spending time online and on social media is the best way to learn about other cultures, and this is why they spend so much time online and in front of the TV. Figure 10 shows that the most common response is "I don't typically visit my school library to check out books," which suggests that this may not be the case.

Finally, it becomes clear that most participants (85.4%), despite their technological addiction, say that they have less time to read physical books due to their extensive use of technology. Therefore, the study's results suggest that the gradual addiction of kids to technology and its various forms of time killing has a worrying influence on their propensity to read books.

CONCLUSION

The quality of graduates generated by the schools, especially the senior high schools in Bone regency is suffering as a result of the current generation's lack of a reading motivation that results to the lack of reading culture. Constraints on intellectual growth are shown to be an inevitable byproduct of technology's slow but steady march forward in this research. Students in the modern era have forgotten/choose to ignore the best approach to increase one's intelligence: reading books. It's true that technology makes our lives easier in many ways, but if it comes to the point where kids no longer read for pleasure, then they will never acquire the depth of knowledge that comes from reading widely.

Therefore, the study's results suggest that students' declining interest in reading books is due to their increasing reliance on technology and its substitutes. Most students prefer engaging in social activities such as texting, playing games, watching television, talking on the phone, or surfing the web, while just a small minority enjoys reading traditional books. Those who read books themselves admit that they do it primarily to score well on tests. Students today are less inclined to visit the library because they rely more heavily on technology than on books for their needs in these areas. This study finishes by

encouraging additional, larger-scale studies to be done in order to shed light on this topic.

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