A CASE STUDY ON COLLEGE LEARNERS' READING INTERESTS THROUGH WHATSAPP GROUP AMIDST VIRAL COVID-19 EMERGENCY

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Abstract
Amidst viral Covid-19 emergency, the minister of education and culture has instructed the teachers or lecturers and learners to utilize the social media as online teaching-learning process. In this case, the researchers tried to find out the college learners' reading interests through social media (WhatsApp group). This research applied a case study design in which the data sources were interview and self-report questionnaire. The result of interview showed the college learners were interests and fun, enjoy, confident. Additionally, the college learners also had much time to read, and got new experiences. The result of self-report questionnaire described almost all college learners felt happy, enthusiastic, enjoy, confident, satisfied, belonged to WhatsApp group, better communication, and also the college learners had much time to read, a great deal of information, and academic achievement. WhatsApp group has become online teaching-learning media that can raise the college learners' reading interests amidst viral Covid-19 emergency. The educators and learners were suggested to use the social media such as WhatsApp group as online teaching-learning media during pandemic.
Keywords: College Learners' Reading Interests; Viral Covid-19 Emergency; WhatsApp Group.

Introduction

Reading is as a process of extract and construct the insight or facts through interplay and participation. Indirectly, reading activity is an interaction between reader and writer. The purpose of reading is understanding the meaning which is delivered by writer (Muslaini, 2017). Reading is a habitual activity that should be applied by the learners to get experience, insight, facts, and science (Ariandika & Kartikawati, 2018). Reading is an interactive thought process to find out information, meaning, or knowledge from writer's utterance. Reading is an occupation to acquire expertise and facts from written text like expression or term, sign, and portrait (Napratilora et al., 2020). Reading is a proficiency to find out information from books, journal, magazine, storytelling, and google.

Andini & Ratmanida (2019) has described in the research that the learners have limited vocabulary to understand the text, limited form of grammatical aspects which may cause their difficult to comprehend on the text, low motivation to read. In another case, the teacher's strategy in teaching reading, they only asked the students to read aloud, answer some questions without giving motivation, engaging the learners through group work activities, question-answer related to their needs, small group discussion, etc.

This current study investigates the lecturers take occasion to focus on the learners' interests in reading community. By reading, the learners can get varieties information, knowledge, and views of life. Kasper et al. (2018) considered that the most important part is reading interest because it motivates the learners to read for pleasure. In fact, Indonesian society have not yet implemented reading as a basic necessity. It is a developing state with low reading interest (Pangestuti et al., 2015).

To encourage the learners' interests in their reading, the teacher needs to implement the various teaching, such as game, etc. (Oktarina et al., 2018). Unfortunately, amidst viral Covid-19 emergency, the minister of education and culture has instructed all educators to closure the teaching-learning activity to save the learner's physical and mental health. Additionally, the minister of education and culture also asked the educators to utilize the social media to transfer online teaching-learning process. Rahiem (2020) stated that educational academy has attacked to switch face to face learning into virtual or online learning, and

asked the learners to learn distantly from house to prevent the expansion of Covid-19. Physical distancing as supremacy action by reducing physical contact among leaners who may carry out the disease to avoid infectious expansion (Reluga, 2010).

The lecturers have found the learners' low reading interest before the Covid-19 attacked the college or school learning. Therefore, the lecturers try to study the college learners' reading interests through WhatsApp Group.

WhatsApp is one of online conversation on mobile phones (Napratilora et al., 2020). WhatsApp is a texting implementation for mobile phone with an essential similarity to BBM (Amry, 2014).

Susilawati & Supriyatno (2020) stated that 90% learners and lecturers in college or school used WhatsApp as teaching-learning media as long as Covid-19 outbreak. The learners can insert new contacts, new photos, voice notes, messages, even document.

In Previous study also described that WhatsApp was very easy to use by students, and the data showed 75% of the learners used WhatsApp as learning media (Djamdjuri & Kamilah, 2020).

WhatsApp is one of expected media to support the lecturers and learners to be motivated. WhatsApp can transmit report which can be in the form of text, audio, picture, and video (Ayuningtyas, 2018). Sasmiadi et al. (2019) stated that WhatsApp creates it simple to send and accept text, audio and video records, and non-visual or visual messages.

WhatsApp Group can be created by the lecturer and learners who have the same attentiveness. Ramdhani & Nandiyanto (2021) defined that WhatsApp group is a virtual class which gives occasion to all members who join in, to discuss or communicate with regard to related learning materials.

Susilawati & Supriyatno (2020) has showed that the learners are more motivated and active to communicate, discuss, and ask question in online learning through WhatsApp group via smart phone. Mursidi et al. (2018) has found that the use of WhatsApp in the learning process can grow up the learners' interest in literacy.

To measure the learners' reading interest was arranged in review of the background questions (reading for fun, reading to study something new, reading for a certain amount of period per day) (Kasper et al., 2018). Pezoa et al. (2018) said that to measure the students' interest has been conceptualized as attitudes, motivation, and interest. The attitudes approach consist of affective, cognitive, and behavioral elements. Putro & Lee (2017) has illustrated reading interest in initial conceptualization through affect, cognitive, and behavior values. Yulia et al. (2020) has found that reading motivation and emotional reaction which the learners and teachers felt in reading assignment such as like and dislike, interest, enthusiasm, enjoyment, and confidence.

Therefore, the researchers were intent to study *"A Case Study on College Learners' Reading Interests through WhatsApp Group amidst Viral Covid-19 Emergency"*.

Research Method

The research method was a case study in qualitative research design. This study tries to find out how do the college learners' reading interests through WhatsApp Group amidst viral Covid-19 emergency.

A Case study is an empirical method which finds out a modern case in depth and within its fact, especially when the frontier between case and context may not be clearly evident (Yin, 2018).

The subjects of this study were 20 college learners of ICT program (14 male learners and 6 female learners), the 1st semester of University of Madura which is located at Panglegur Pamekasan. The researchers have known the college learners' capability in reading class. By sharing reading material that consist of game or guess, answer-question, true and false through WhatsApp group, the college learners are expected to emerge interests in reading community.

To collect the data, the researchers adopt some types of qualitative instruments such as interview, and self-report questionnaire. Yin (2018) stated that the researcher needs enough entry of data for his potential issue-whether to interview individuals, analysis of documents or records, or creates observations field.

In this study, the data sources were obtained from 1) interview between researcher and learners, and 2) observation in the form of self-report questionnaire. Sutarti (2017) stated that the data (results) were gained from observations of learners in the form of questionnaire towards reading interest. Then, the data will be analyzed by qualitative research design. The data will be reduced, displayed, and verified by the researchers.

Result and Discussion
Result

Based on the research problem, the researchers have discovered the result of the college learners' reading interests through WhatsApp Group. The data were presented in the form of interview between lecturer and college learners, and the observations of students in the form of self-report questionnaire;

Interview

Researcher: What do you think of reading material through WhatsApp Group?
The learner: I enjoy the reading activity. I have much time to read the text in my home.

The learner utilized the time for reading as distance learning activity amidst viral covid-19. She has spent **much time** to answer some questions dealing with the text.

Researcher: I have sent you a game in reading class through WhatsApp group, such as matching verbs with nouns, true and false, guessing the function of parts of keyboard, etc. What do you feel?
Learner   : I felt interest and fun to read, then answered some questions. I enjoyed the class.

Dealing with the dialogue between lecturer and learner. The learner felt **interest and fun, enjoy** to read.

Researcher: Do you feel confident in reading task? Why?
Learner   : I feel confident to read and answer those questions. I think the task is easy for me, and it has many quizzes.

Referring the dialogue. The learners felt **confident** in answering the assignment because the task is easy and grow up her motivational reaction to answer those questions.

Researcher: What experiences did you get while reading English for ICT?
Learner   : I have got new experiences. These are new knowledges in ICT. I say thank you to my lecturer using English for ICT.

Referring to the dialogue, the learner has got **new experiences**; new knowledge or insight to be practiced in the real world.

Almost all learners think that English for ICT do help in their study. The researchers did not only use interview as instrument to collect the data. The researchers also used observation instrument in the form of self-report questionnaire to get accurate data.

While, the observation of students in the form of self-report questionnaire the researchers used some items of affect, cognitive, and behavior values. There were 17 college learners answered "yes" from item "Do you feel happy when you accept reading material through WhatsApp group?" 16 college learners answered "yes" from item "Do you feel enthusiasm to read the material through WhatsApp group?" 15 college learners answered "yes" from item "Do you feel confident in reading material through WhatsApp group?" 13 college learners responded "yes" from item "Do you feel enjoy while you are reading material and answering those questions through WhatsApp group?" almost all college learners (19 students) responded "yes" from item "Do you have much time to read?" 18 college learners responded "yes" from item "Does reading through social media (WhatsApp) construct you feel belonged to a certain group?" 17 college learners replied "yes" from item "Does reading through social media (WhatsApp group) construct you communicate better with others?" 16 college learners replied "yes" from item "Do you obtain a great deal of information whenever you read through WhatsApp group?" 16 college learners replied "yes" from item "Do you feel satisfied in reading through

WhatsApp group?" 15 college learners replied "yes" from item "Has your academic achievement been effected by reading through social media (WhatsApp group)?"

Based on self-report question, all college learners felt active involvement in reading activity through social media (WhatsApp group). The college learners were active to participate to read the material, to answer some questions, to guess true and false, to respond some games of English for Information and Communication Technology.

Discussion

Dealing with the result, the researchers have found the college learners' reading interests either from interview and observation in the form of self-report questionnaire. The result of interview showed the college learners felt interests and fun, enjoy, confident, additionally the college learners also had much time to read, and got new experiences. The result of observation in the form of self-report questionnaire described that almost all college learners felt happy, enthusiastic, enjoy, confident, belonged to WhatsApp group, better communication, satisfied, and also the college learners had much time to read, a great deal of information, and academic achievement.

Conclusion

Amidst viral Covid-19 emergency, all teachers and lecturers have implemented virtual teaching-learning through social media such as zoom meeting, google classroom, e-mail, WhatsApp group, even Youtube channel. In this issue, English teaching-learning especially reading occurred in social media (WhatsApp group), the researchers have shared the material through WhatsApp group the researchers have found the college learners' reading interests. The result of interview and self-report questionnaire have shown the high college learners' reading interests through social media (WhatsApp group). The teachers or lecturers and learners were recommended to use the social media such as WhatsApp group as online teaching-learning media during viral Covid-19 outbreak.

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