

WHAT MATTER IN STUDENTS' ANALYSING CURRENT ISSUES POSTED IN TWITTER WRITTEN IN INDONESIAN AND ENGLISH?

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Abstract:

Students must have good critical reading skills in order that they will be able to obtain precise and accurate information from any ICT Platform particularly Twitter. They presumably need critical reading skills. The objectives of this study is to investigate the problems faced by students in their critical reading activities when analysing the issue on Twitter both written in Indonesian and English. The study used quantitative and qualitative approach. The respondents are derived from thirty students of an English Education Department in Bandung who fit the determined criteria. The instruments to collect data are critical reading test and interview. To investigate problems faced by students in their critical reading activities the researcher used the result test and interview. The result of this study shows that students critical reading skills in Indonesian written issues are not any better than those in English written issues. What matter are their critical thinking skills. In addition, the students encounter both language related problems and non-language related problems.

Keyword: critical reading skills; analysis; twitter; critical reading problems; critical thinking skills; ICT

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INTRODUCTION

For many people, including students, social media, particularly Twitter, has emerged as their go-to source for news and information in recent years. But there are still a lot of unanswered questions and uncertainties in the news, which could cause students to interpret it incorrectly. More than half of Indonesians are constantly connected and actively sharing information on social media, despite the fact that the information being sent or received is still ambiguous, according to data published in Virga & Andriadi (2019, p. 175).

Students must be critical in their analysis of the material shared on social media in order to prevent being readily swayed by what they read or hear. The fact that most students are inclined to post material on social media without verifying it, according to Loos et al. (2018, p. 519), indicates that a significant number of students still lack the ability to read critically. Furthermore, Hasim et

al. (2020) find that students disseminate the word without considering reliability and do not pay greater attention to the veracity of the material. As a result, people continue to believe information that circulates quickly on social media.

Given the current situation when information is easily accessible to us, critical reading abilities are crucial to fully comprehending the content that is offered. According to Fitri & Zainil (2018, p. 647), critical reading is a technique for locating ideas and information within a text. It entails drawing inferences and evaluating the data in addition to discussing whether or not the information is accurate (Hidayat, 2021). A person must critically read, consider, and assess the material they have learnt in order to arrive at a logical conclusion about a text (Varaporn, 2019, p.84). Therefore, the process of comprehending a text in order to identify and accurately interpret the content is known as critical reading.

It is imperative that students possess strong critical reading abilities in order to get precise and correct information. To analyze and evaluate the texts they read, students must read critically (Harida, 2016). Rereading a text helps readers find information and work toward developing a thorough comprehension (Yu, 2015, p.134). Furthermore, students will gain from critical reading because it will help them not only understand how to read the text but also help them analyze it more successfully, according to Aryani & Wahyuni (2020). Thus, having strong critical reading abilities empowers students to assess, decipher, and analyze data, making them more knowledgeable and capable of making wiser decisions.

Less critical students will find it harder to understand the material in the subject of education. This is so that critical reading may evaluate students' comprehension of what they have read. Students' ability to filter information is very important in order to prevent being misinformed (Pratidina, 2021, p. 10). As a result, students who struggle with critical reading will have trouble comprehending what they read, which could lead to their misinterpreting it. Additionally, students who read critically may perform better academically and possess stronger critical thinking abilities (Bassham & Wallace, n.d.). As a result, students who read less critically will receive worse grades and have greater difficulty focusing than critical readers. According to the justification given, people should be conscious of their critical reading abilities.

Gaining proficiency in critical reading abilities is crucial for students. Nonetheless, numerous studies reveal that students are deficient in critical reading abilities. The findings of Chrispayana's research (2020) indicated that students struggle to respond to higher-order thinking items on the reading test. The reading competency score suggests that in order to improve their students' reading skills, EFL teachers should provide them with lengthy and rigorous instruction. Furthermore, Diman et al. (2020) find that Khairun University Ternate students in their fourth semester have a fair level of critical reading competency. Furthermore, Mohammed & Khalil (2019) discovered that because students are not accustomed to applying reading strategies to comprehend unexpected texts, they lack critical reading skills and cannot be regarded as active readers.

According to earlier research, students' critical reading abilities are at a low level. The researcher is curious to find out what challenges students have when it comes to critical reading. Examining the issues students have with critical

reading is crucial. Teachers can use it as assistance to assist students in solving challenges.

Numerous studies have examined the difficulties students encounter when reading critically. Based on the study carried out by Rohmah (2018), the findings show that when it comes to critical reading, students struggle with both linguistics and non-linguistics issues. Furthermore, the study carried out by Sudrajat (2018) demonstrate problems of reading comprehension, however, are difficult to handle and institutions require sets of teaching principles in a comprehensive plan. The main problem of critical reading is asking students to involve in the reading manners that conform to the purposes of reading.

The prior study primarily assessed students' critical reading abilities before asking them about any difficulties they had during the exam. Social media is not used in the research to look into the issues and critical reading skills of students. Students, on the other hand, prefer to read current events using social media platforms like Twitter, which functions as contemporary digital literature. Yildirim and Soylemez (2018) stated that the information bombing and political and commercial perception management brought about by virtual networks, the media and globalization require critical thinking and its sub-component, critical reading, and they are becoming more and more important because they are the assistants of the individual who has to distinguish right from wrong and the truth from propaganda in life and texts. Twitter has become widely used in educational settings, both formally and informally. Teachers can expand their learning networks and advance their professional development by using Twitter. Teachers are able to participate in Twitter debates and join communities on the platform. In the classroom, educators can use Twitter as a teaching tool. Van Le Ha et al. (2022) asserted that students must learn how to select, analyze, evaluate, and assess the information they encounter in their academic or professional lives.

Due to a lot of concerns shared on Twitter which many students enjoy challenging the issues, The study focuses on the difficulties the students had when performing critical reading. Students' improvement in critical reading skills might be sparked by bringing attention to these issues. Additionally, giving educators information to support students' improvement

METHOD

This study used a qualitative research approach. This study was carried out at one of Islamic State University. The seven respondents are sixth-semester students, chosen based on certain criteria: 1) Students who use social media, particularly those with Twitter accounts, 2) Students who use Twitter regularly and who frequently read articles, news, or other content on the platform in both Indonesian and English.

Semi-structured interviews are another method used in this study to gather data. The purpose of using this strategy is to collect more thorough information in order to provide a more relaxed interview between the researcher and the participant. Semi-structured interviews, according to Tracy (2020, p. 158), are more adaptable and natural. It implies that the questions and answers will be open-ended, covering more ground in addition to the topics on the list.

Those who had trouble solving the critical reading test were the ones selected for interviews. Those that answered all of the questions incorrectly were asked to

an interview. Audio recording was used to record the data from the interview. Subsequently, the information was recorded in textual form. The issues that respondents were having with critical reading were then determined by analyzing the data. The purpose of the interview was to find out what kinds of issues test takers encountered. Consequently, the test was administered before the interview.

FINDINGS AND DISCUSSION

Respondents encountered certain challenges when administering the critical reading test. They were unable to respond to the test's questions. The issues are classified as content-related issues. The issues include the inability to analyze bias in writing, assess the writing's weaknesses and style, assess the reliability of the evidence, ascertain the writing's objectivity, identify the main idea and any supporting ideas, misinterpret terms and implied messages in the writing, and be unable to draw conclusions.

The results do not correspond with Rohmah's (2018) research. The researcher found that students struggled with content-related issues such as understanding the text and drawing conclusions, analyzing the main idea and supporting details, evaluating the argument, and misinterpreting the author's intention. It may be concluded that compared to earlier studies, this study found a greater number of issues pertaining to the thread's content.

Those who get a zero on the critical reading exam was interviewed. The information below was gathered from interviews. The investigator conducted interviews with participants who received a zero score on every question on the critical reading assessment. The interview data was divided into linguistic and non-linguistic issues.

Problems relating to language comprehension, usage, and communication are referred to as linguistics-related problems. This study's concept is comparable to that of studies by Kasim & Raisha (2017) and Rohmah (2018), who divided student difficulties into linguistics and non-linguistics categories. On the list of issues, there are, nonetheless, some variations. There is only one linguistics-related issue that students are dealing with in this study. It's a vocabulary deficit.

According to Rohmah's (2018), students' difficulties with language include restricted vocabulary, understanding foreign words and phrases, unfamiliar idioms, compound words, and phrasal verbs. Furthermore, Kasim & Raisha's (2017) study finds that students' linguistic challenges include learning new vocabulary, word complexity, compound complex sentences, conditional sentences, word derivation, word order, complex sentences, and tenses. It can be concluded that students encountered more issues with the prior study than the current study.

One of the most important components of reading is vocabulary. If the reader is literate, they will understand the content with ease. It may be argued that mastering a large vocabulary is necessary for excellent understanding. Therefore, the reader must be well-versed in a wide range of vocabulary in order to critically read a text and grasp the plot. Nevertheless, R2, R4, R6, and R7 said that they had trouble evaluating the writing's impartiality and bias since they were unfamiliar with such terms. The response from the responders is as follows:

“actually, on the thread maybe only a few words that i don’t know the meaning ... but, in the question, i don’t know about the the word of bias and its meaning” (R2)

“there is no unfamiliar vocabularies on the thread but i’m not familiar with the term bias” (R6)

“i am not familiar with the term of bias in writing,. So, i am confused to answer the questions and i felt like difficult to answer based on what i want because sometimes there is some vocabularies that i forgot or i dont knowit in English,” (R7)

According to the interview's results above, a large number of respondents had trouble understanding the material because they had vocabulary issues. The majority of participants are not familiar with the term "bias" as it appears in the research questions. Then, one person did not recognize the word "Ughyur" from the Twitter conversation. Furthermore, a large number of respondents were unable to react due to a lack of language proficiency. Consequently, responders' insufficient language is preventing them from critically reading the subject on Twitter.

Having a good vocabulary is crucial for reading. It is among the key elements of linguistic proficiency. People with a large vocabulary will be able to understand the full material. People will, however, find it difficult to understand texts or to respond to test questions if they do not possess a strong vocabulary. Many of the research participants in this study had poor language mastery. This result is consistent with the findings of Velayati et al. (2017), who indicate that a vocabulary deficit is one of the barriers to applying critical thinking abilities in reading. It would be challenging for respondents with little vocabulary to understand the text's content and read it critically.

Problems that develop in circumstances unrelated to language or linguistics characteristics are referred to as non-linguistics problems. It has to do with the respondents' feelings of unease or perplexity when reading.

According to this study, non-linguistic issues that students encounter have to do with working memory when they must read a passage out repeatedly (repetition), as well as with reading motivation and focus. This result showed similarities to the study that Rohmah (2018) conducted. Students often struggle with non-linguistics related issues such as lack of focus, lack of interest in a certain subject, difficulty finding the right answer, confusion regarding critical reading, and decreased caution and sensitivity. In the meantime, Kasim & Raisha (2017) discovered that issues unrelated to language include inadequate cultural awareness, lengthy texts, a lack of a reading plan, difficulties with working memory, a hard time connecting concepts, and a slow reading pace. It is clear that confusion and anxiousness are linked to non-linguistic issues.

Readers must pay close attention and take reading comprehension seriously in order to comprehend the substance of a piece. People typically read with a purpose in mind, such as reading to prepare for an exam or to answer a question. Time is of the essence. It is therefore necessary for readers to only read a text once. However, because they had to read the thread multiple times, the majority of responders (R4, R5, and R6) had trouble using their inference skills to draw conclusions. The following is a statement that the respondents' evidence supports:

“in my opinion, the most difficult questions are in inference activity, it is because we need to be critical to be able to conclude the case, so i need to read the thread many times” (R2)

“The question in inference activity is difficult sis, i have to read the thread again and again when answering the questions” (R4)

“Inference sis... it is because i have to read it back and forth but evaluation also difficult i have to think so i have to read the thread many times” (R6)

It is evident from the data above that three respondents (R2, R4, and R6) said that drawing conclusions is challenging. In order to respond to the questions and draw conclusions from the text, they must read the passage multiple times. As a result, students encountered an issue with the frequency when reading the thread and responding to the questions in the inference exercise. In reading, it's referred to as repetition. For them to really comprehend the questions and the content, they must so read the thread and the question again.

The working memory issues that the respondents experienced prevented them from memorizing the text's content, necessitating repeated readings. Respondents have encountered reading repetition. Respondents read the response several times, particularly when drawing conclusions. The study's findings indicate that one of the issues with reading is repetition. This result is consistent with the findings of Velayati et al. (2017), who indicate that repetition is one of the issues that students encounter while using critical thinking. Furthermore, Kasim & Raisha (2017) find that working memory, which deals with students' difficulties understanding the text, is one of the non-linguistics issues they confront.

When reading, focus is crucial. For the reader to understand the content with ease, they must concentrate and give it significant thought. Some responders do, however, have trouble focusing when they read. It indicates that they are processing the thread's information slowly. This issue may make it difficult for the reader to understand the material they are reading. Respondents R4, R7, and R8 who understood the issue are shown.

“not focus while reading the thread and thinking about possible answer” (R4)

“sometimes i am lack of concentration, sis. Especially in making conclusion. I have to read the thread and think about the conclusion of the thread, and i forget the content on the thread, then i i read the thread again” (R7).

“the difficulty experince in critical reading is that it's hard to concentrate, especially if the atmosphere is noisy, crowded, so what i've read from the beginning to end is just reading, i don't understand the content of the text.” (R8)

According to the aforesaid interview, three respondents experienced difficulty focusing. R4, R7, and R8 are not paying attention while reading the topic and considering potential responses. Sometimes, R7 has to reread the thread since they can't focus and forget the material. R8 finds it difficult to focus, particularly in a busy and boisterous environment. As a result, people are unable to focus when reading the thread critically and responding to the questions.

One crucial ability that affects one's capacity to read and understand a material efficiently is concentration. The words, sentences, and writing context will all come into focus for the reader when they are totally engaged and focused. so that they may get the writing's overall meaning more fully. In the meanwhile,

the results indicate that one respondent had trouble focusing. The response stated that she had to reread the thread to obtain the answer because, upon reading the question, she had unexpectedly forgotten the substance. This result is consistent with that of studies conducted by Gunning (2002) and Alderson in Sari (2021), which found that students are unable to focus on reading until the finish of the text. Readers occasionally seem to forget what they've read and need to go back and read the chapter again.

As a result, readers who struggle to focus will find it difficult to comprehend the material they have read in its entirety and may find it difficult to respond to reading test questions. This assertion is consistent with Hidayati's (2018) assertion that inadequate focus will hinder students' ability to understand the material, and the situation may worsen during reading assessments. According to Asmilawati (2020), a lack of focus is the main cause of students' low reading abilities because concentration is necessary for efficient reading. As a result, in order to comprehend the paragraph and have high reading comprehension, readers must focus. The assertion is corroborated by Rohmah (2018), who claims that focus is one of the fundamental needs for reading comprehension because all comprehension components demand a high level of focus. In summary, students should work on their reading comprehension and focus more.

Reading motivation is crucial and effective for understanding, interpreting, analyzing, and assessing the material one has read. Nevertheless, it becomes clear from carefully reading the thread that some individuals are not interested in reading. It was shown by R2, R6, R7, and R8 that:

“that time i am lazy to analyze the main idea and supporting idea, so i skip to answer it” (R2)

“actually i am lazy to read sis.... i only read if i have a strong purpose such as to answer the question” (R6)

“if i see the text... sometimes i am lazy to read, find the information and answer the questions on the text” (R7)

“...but actually i also lack of interest in reading English text i if the context on the writing is not relate to my interest,it makes me lazy to read, i can't understand the whole text” (R8)

According to the results above, four respondents said they were unmotivated to read. Four responders reported having that issue. Many of them read poorly out of laziness. Some responders were indolent when it came to answering questions R2 and R7. There are those who find it difficult to read when the material is uninteresting (R8) and those who find it pointless to read (R6). They lack passion to read, which explains why they are lethargic readers.

One factor influencing a reader's ability to comprehend a text is motivation. Individuals with strong positive motivation will comprehend the content more fully than those with low reading drive. Students that are highly motivated will expand their reading knowledge across a variety of subjects. as opposed to those who are not motivated to read. They might have had a bad outcome.

This assertion is consistent with Hart (2015), referenced in Yusriana (2019), who notes that individuals who are unmotivated or lack enthusiasm in reading can have negative consequences. Individuals may struggle to comprehend and retain the information on a certain issue. Regretfully, research indicates that a large number of students lack reading motivation. This result is consistent with

Rohmah's (2018) findings, which show that students' inability to focus when reading is one of their non-language-related issues.

The conclusions have a number of educational ramifications. Students need to be aware of the difficulties they encounter when reading critically since these difficulties can all have detrimental impacts on their comprehension of the material. As a result, in order to prevent any harmful effects when dealing with their challenges, students must find solutions. Students should put in a lot of effort to solve their challenges in order to become proficient critical readers. Furthermore, teachers need to be aware of the reading difficulties that their students have, both in and outside of the classroom, and support them in resolving these issues by practicing and lecturing. Ideally, students who have any difficulty comprehending the book will be able to fully resolve their issues.

CONCLUSION

It's critical that students acquire the skill of critical reading. Nonetheless, the majority of students encountered some issues with the Twitter thread's content when taking the critical reading test. Students struggled to determine the author's bias, assess the author's writing weaknesses, assess the reliability of the evidence, draw conclusions, identify the primary and supporting concepts, misunderstand terms, and misinterpret the underlying message. It is then discovered that students encountered a variety of linguistic and non-linguistic issues. One of the linguistic issues that students experience is vocabulary deficit. Repetition, inattention, and a lack of reading motivation are examples of non-linguistic issues.

It is clear from this research that the majority of students had certain issues that needed to be resolved before they could develop into proficient critical readers. The following table shows the summary of the difficulties the students encountered during conducting critical reading.

Table 1. The Problems Encountered

Linguistic Related Issues	Non Linguistics Issues
content-related poor vocabulary and grammatical competence	Rereading the thread Inability to focus when reading no desire to read the full discussion

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