

The Relationship between Conversation and Reading Approach in Inquiry-Social Media Based Learning

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Keywords: Conversation and Reading Approach, Characteristics of Social Media, Inquiry-Based Learning, and Inquiry-Social Media Based Learning.

Abstract: This research aims to determine the relationship between conversation and reading approach with social media and to find out their implication in inquiry-based learning. The author also aims to find out how social media as new literacies can help students to challenge and improve their responsibility in learning, also develop their skills and knowledge through giving comments, sharing information, and finding information resources. This case study is using quantitative method. The object of this study was the students in semester 6 in one of the university located in Tangerang. Data collection was done by conducting observations, questionnaires, and interviews. The results showed that using technology in supporting inquiry-based learning had positive impact on student's engagement with the class, and increased the student's capability of learning significantly. Furthermore, the results showed that there is a strong relationship between conversation and reading approach in inquiry-social media based learning, and that this learning model considered as effective for teaching and learning.

1 INTRODUCTION

As a platform, social media is distinctive from traditional broadcast and print media, but it has become powerful tool for communicating rapidly and without intermediary gatekeepers, like editors which it is a great way to spread new ideas (Mardiana, 2016), and other digital texts on the Internet contribute towards the changing not only in forms of reading, but also the media technologies are used in the classroom teaching or reading (Groshek, 2016). Conversation and reading are the most important thing in social media. People talk to each other to make the conversation and read the comments, share it to other people. The way people talk and make the conversation are by writing comments, recommends and shares with others (Van der Westhuizen, 2014). As the teachers take the sources of learning from the book, Internet, friends, school and social media, the value of learning comes when the students understand what the teachers teach (Exline, 2004). The teachers spend a lot of energy preparing lectures by reading various texts and synthesizing the information, picking out the most important point and organizing the learning

process in a cohesive manner, writing lecture notes and delivering the information to students who sit passively but thinking of everything, so the teachers are doing all of the work process (Hurst et al., 2013). And social media is facilitating the connection between peers with common interest and the process of learning begin to rise significantly and likely to imply for education practice and provision especially in term of connecting with students or teachers to access news and appear in their walls (Patel, 2016).

On the other side, inquiry-based learning is the umbrella in term of covering a range of pedagogical approach. It is the central place to give the students to investigate their work, for example when the students have some questions of problem, and they can solve it together, as a pedagogical approach, inquiry-based learning is widely recognized and advocated in higher education (Exline, 2004). The Boyer Commission, 1998 argued that research universities should make inquiry-based learning the standard pedagogical approach in each universities of undergraduate education and also concerned with teaching practices in research-intensive universities, but other scholars have argued that inquiry-based

learning should be mainstream in all university (Spronken-Smith, 2010). Using social media as a tool in inquiry-based learning is a form of learning, from face-to-face learning to online learning to discuss the subject. And the new literacies, conversation and reading approach help students to change the way that the students learn. Moreover, there is a great potential in using social media in the education interaction, and this is a huge gap between claimed learning potential and a negative effects that currently appears (Active, 2010).

In the previous study by Van der Westhuizen, (2014) with the topic about the role of social media reading in electronic forms, he argued that the learning conversation and reading is enhanced through the use of social media which they are able to interact each other in the group, and how social media is changing the reading practices and making a learning conversations as a necessary condition for progress in reading development and information literacy (p. 98). The argument is developed that reading development or performance may be greatly enhanced through learning conversation. And Topping and Terry (1999) mentioned that simply using technology in the classroom will not prepare student for the new literacies, but the type of instruction will develop the essential skills, strategies and dispositions that define to the new literacies. Saxena (2013) indicated that mobile learning environments provide a plethora of possible for inquiry-based learning, with the wireless mobile devices extend the learning experience to outside the classroom and enhance the thinking abilities of the students within gathering information and taking notes, recording their observations and taking picture with Internet access. Based on the other studies and the problems above, this research purpose.

- To explore the relationships between conversation and reading approach in social media;
- To implement social media into inquiry-based learning;
- To seek whether inquiry-based learning improves students' perception toward the implementation of social media as a platform in inquiry-based learning.

2 LITERATURE REVIEW

2.1 Theory Inquiry-Based Learning

There are various definition of inquiry-based learning, one of them is from Spronken-Smith (2010) suggested that inquiry-based learning is a pedagogy which best enables students to experience the processes of knowledge creation and the key attributes are learning stimulated by inquiry, a student-centered approach, a move to self-directed learning, and an active approach to learning. Caputo (2014) pointed out that inquiry-based learning is in particular emphasizing the responsiveness, authenticity, and intellectual engagement that make this approach a useful, means of ensuring that students get the most out of their shared learning environment. The other scholar is Ajit et al. (2016) defined that inquiry-based learning is a way of learning through questions and experimentations. Based on the scholars' opinions, this study research defines that inquiry-based learning is a pedagogical way to engage students to have driving force to move them to get information and data into knowledge by asking questions and having an analytical thinking.

2.2 Social Media in Learning Process

Social media is computer-mediated technologies that facilitate sharing information, ideas, video, images or other forms via virtual community network (Hughes, 2016), and it rises significantly and likely to imply for education practices and provision especially in term of connecting with other students or colleagues to access news and appear in wall and they can comments or create contents and a means of communicating with their social graph (Anderson and Caumont, 2014). From elementary school to college students, social media is empowering students, parents and teachers to share information in new ways and build a new sense of community, and it can be said that social media is changing the education system and how the teachers are approaching the platform (Brenton, 2016). It is a strategy believed by the teachers to provoke more thoughtful responses from students' ideas when they know their comments can be read by peers and not just by their teachers, they not only consider what to say more carefully but pay more attention to how they write it and take more care with grammar, spelling and punctuation (Active, 2010). And Van der Westhuizen (2014) mentioned that social media is a platform from traditional broadcast and print

media becomes powerful tool for communicating in computer-mediated technologies. With new kinds of online media and all participants contribute and gives comments and feedback, share information with no barriers at all (Muscat, 2012). Based on the scholar opinions the research study indicated that social media is a technology's use either in the classroom or outside the classroom and it has an additional positive influence on students learning. Because by using social media, learning goals are clearly articulate to the technology's use.

2.3 Conversation and Reading Approach as New Literacies

Conversation and reading are new forms of literacy which they are made by digital technology development. The way people do the conversation in traditional way changes in social media by having instant messaging, email messaging and writing letter (Leu et al., 2004). These are examples of the reading material which require not only different places and purpose of reading can also be used in classroom reading lesson; so, these are all expanded opportunities to read requiring different amounts of time used for reading, as well as changes in reading strategies. Coiro (2003) mentioned that as a new form of text-web based, the interaction on multiple media offers new opportunities of reading and it has addressed the need for changes in the way of thinking about reading comprehension as influenced by technology. Van der Westhuizen (2012) reported that the interaction of conversation is authentic, once-off opportunities that involve turn talking, response preference and repair actions in dimension of learning interaction of social media which it can explore the potential reading advancement of sustainable of learning. This research concludes that conversation and reading in social media in learning process are the way of writing comments, replies, recommends, shares of information and subject studies and teachers, students can collaborates. The teachers are the one who organize the learning process and also, teachers do not need to spend energy preparing the lectures. The innovation in technology and electronic media and the challenge is to consider how conversation is used and benefited in social media which it refers in this study research. This is what conversation and reading mean in social media and with the inquiry-based learning, students are able to learn better, at this point, conversation and reading in inquiry-based learning in social media has moved from the margins to the mainstream (Donnelly, 2014).

3 METHODOLOGY

3.1 Research Method

The aim of the research is to conduct the quantitative research which it is to determine the relationship between conversation and reading approach and social media which social media and implements the social media into inquiry-based learning. Therefore, it provides alternative strategies for the learning process which increasingly adapt to new technology due to demands of faculty and students.

The stratified sampling selection was applied to 68 students and 64 responses were received from Social Media Analysis class, semester 6. Data collection technique regarding to qualitative was collected from 8 students to be interviewed with last for 2-3 hours in March and April 2017. And series of works had been undertaken to collect data for the research. Related literature was reviewed and questionnaire was developed by the researcher. The study research was also followed by semi-structured interviews conducted with the researcher.

3.2 Research Material

A major portion of the study was the creation and the deployment of interact between students and students, students and teachers in the class and the used computers or laptops, power points, Internets, and other social media such as Facebook or Twitter. The questions is developed to measure respondents' usage of conversation and reading in relation to social media in implementing inquiry-based learning. Prior to the study, an extensive exploratory phase was conducted in order to better ascertain that issues of importance to users and nonusers of social media in inquiry-based learning. The questionnaires are divided into 3 categories:

- Conversation and reading approach relates to social media (H1);
- There is an implementation of social media in inquiry-based learning (H2);
- The relationship of social media and inquiry-based learning (H3).

3.3 Research Procedure

Lickert-scale was used for the items, of which 3 different types of questions are about conversation and reading approach related to social media in inquiry-based learning. The questionnaires are used to the questions from [1] strongly disagree, [2]

disagree, [3] agree, [4] strongly agree. Respondents for this study research are 94% (n=64). The interview was given to 8 students regarding to the conversation and reading approach in social media with inquiry-based learning.

4 HYPOTHESIS

This section is a brief explanation prior to the study an extensive exploratory phase was explained in order to accomplish the hypothesis. The study research issues of importance to check 3 categories to divide in hypothesis.

The hypothesis of the research:

- There is a relation of conversational and reading to social media (H1);
- There is an implementation of social media in inquiry-based learning (H2);
- The relationship of conversation and reading in social media with inquiry-based learning (H3).

5 RESULTS AND DISCUSSION

From the questionnaires, it was found that the frequencies and percent values in the morning class is the largest class 30 students or 36.14%; and the afternoon class in the second largest or 33.7%; the smallest class is in the evening class 25 students or 30.12%. The students' backgrounds were analysed and from the questionnaires about conversation and reading approach has related to the social media in inquiry-based learning. The study research is indicated that the value of research use SPSS version 19.

Table 1 Data Collection Results

No	Var.	R	R Square	Change Statistics	
				F	Sig. F Change
1	H1-H2	0.469 ^a	0.220	8.584	0.001
2	H1-H3	0.745 ^a	0.554	77.160	0.000
3	H2-H3	0.572 ^a	0.327	30.095	0.000

1. a. Predictor (Constant) H2, H1 b. Dependent Variable: H3
2. a. Predictors: (Constant), H1 b. Dependent Variable: Total H
3. a. Predictors: (Constant), H2 b. Dependent Variable: H3

Based on the table 1, it is indicated that the relation between H1 and H2 to H3 is 0.469 and it is shown that it has the effect of a moderate relationship and the simultaneous contribution of variables H1 and H2 is 0.220 or 22%, and other

contribution is from somewhere else. The formula is: H0: the competency of H1 and H2 has no relation to H3; Ha: the competency of H1 and H2 has relation to H3.

From the formula above it is shown that the significance of the test is shown that the probability value of the test (Sig. F Change) or p 0.001 and p<0.05. It is indicated that Ho is rejected and Ha is accepted. The conclusion, there is a relationship between conversation and reading to social media in inquiry-based learning.

It is indicated that the relation between H1 and H3 is 0.745 and it is shown that it the effect is very good. And the simultaneous contribution of variables H1 and H total is 55.4% which it is good enough and other 44.6% is from somewhere else. Also, it is shown that the probability value of the test (Sig. F Change) or p 0.00<0.05. The result is the relationship between conversation and reading to social media and inquiry is accepted.

The relationship between H2 and H3 is 0.572a and it is indicated that the effect of the relationships is good enough. The simultaneous contribution of variable H2 and H3 is 0.327 or 32.7% which the contribution is good enough and other contribution 67.3% is from somewhere else. It means social media is not the strong contribution for the inquiry-based learning; the students may communicate without social media. And it is indicated that the probability value of the test (Sign. F Change) or p.000<005, and the result, the relationship between H2 and H3 is accepted.

From the result above, all students (64), indicated that conversation and reading has good contribution in social media, which students can interact with other students, students with teachers or vice versa. Even though the contribution of conversation and reading in social media (H1) is only 55.4%, but it is good enough, because almost half of the interaction of the study is using social media, the other 44.6% is face-to-face discussion. The inquiry-based social media learning expands students' depth of knowledge, the knowledge acquired through this learning which it is dynamic and expanded to students' exploration (Saxena, 2013).

Another point is that the students' interest is maintained and engagement is increased, because it required performing authentic investigation and it is supported in inquiry-based social media learning. Moreover students will be responsible for their own learning by designing their learning from developing the question and methods to data collection and analysis and presenting their work (Brenton, 2016).

By using technology to support inquiry-based learning, it has a positive impact on student engagement because social media facilitates the learning process significantly, and has the opportunity for data collection, communication and troubleshooting (Rohs, 2014). As an online reading electronic text in the context of social network such as Facebook, Twitter, blogs, the intention is to explore the students' achievement and strengthened and improve the learning process through inquiry-based social media learning (Coiro, 2011). It is set that inquiry- social media based learning is used to converse about a reading which it implies to use conversation by teachers and information literacy to peers, scholars or experts (Caputo, 2014). However, the relation of conversation and reading with inquiry-based social media learning process enhance in authentic settings and the participants draw on personal experience and resources (van der Westhuizen, 2014) and finally, the students are focused on group and clearly indicated that they need the relevant and engaging content in order to drive them to social media sites to post for academic purpose.

6 CONCLUSIONS

Social media is the platform for in inquiry-based learning in which the students are able to use their real-time to increase their value of learning. The learning of conversation and reading is enhanced through the use of social media which they are able to interact each other. The set of practice was derived from off-line reading and they talked and had the conversation. From the effectiveness of the practice, the use of social media is widely expanded and can be considered for enhancement the learning process. Using inquiry-social media based learning, the students will contribute to collect the data, information, share with other students, other students from other countries, teachers or experts which it is customized the learning pace and process and received the individual attention and guidance. The online reading electronic text in the context and the threads of electronic conversations can be pursued, and the teacher as moderator or facilitator can remind participants to stay with one or more questions. Because of the flexibility of the use and the possibility of spreading interactions and the conversation can go in many directions, and adding to interpretation as the teaching and learning go for the 21st century learning process. Based on those

reasons, the use of social media can not be ignored; it is a part of the daily life.

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