
The Effect of Using WhatsApp towards the Third Year Students' Reading Comprehension at SMP It Aziziyah Pekanbaru

Feby Rahmi¹⁾,

¹⁾Universitas Negeri Padang

email: feby.rahmi34@gmail.com¹

Abstract

The purpose of this research is to find out students reading comprehension in learning reading and to know how WhatsApp social media supports their Reading Skills. The researcher expected that the students would be able to understand what they read. By reading, students are expected to be able to answer questions consisting of text and students can understand the meaning in the text as a whole. This research was an Experimental Research. The subject of this research is the third grades students of SMP IT Aziziyah Pekanbaru, the research was conducted on 17th October until 22nd October 2022. The sample of the research was divided two groups, the first group was an experiment group, it consisted of 25 students. in order to explore the research data, the research applied reading test to the sample in experimental and control group. In this case the researcher used reading test: they are pre-test, treatment, and post-test. The researcher analyzed the data by using SPSS to support the data. The result of the study in pre-test showed that students reading of effort text in experimental class there were 1 student stayed in very low level and there were 7 students in good level. However, in post-test of experimental class, there was 14 students can reach good level, 11 students in very good level, and 0 students in low and very low level. From the result above, it can be concluded the students had improvement in reading comprehension, it was proved by students total score had improvement after treatment using social media WhatsApp.

Keywords: Students Reading Comprehension, WhatsApp, Narrative Text

Introduction

English is one of some international languages which is used by most people around the world. In a global era, people are expected to master English so that they can communicate with other people who live in other countries. As a tool of an international communication, it should be learned by people who live in a country which uses English as a foreign language, including Indonesia. To support Indonesian people to be able to communicate with other people around the globe, Indonesian government incorporates English into its educational curriculum as one of its compulsory subjects starting from elementary school level up to university level. To master English, there are four skills that the language learners have to learn. One of them is reading. It is one of essential skills that can support the learners to improve their language skills. Besides expanding the learners' knowledge about particular topic that they read, the students can also learn about vocabularies and grammar through reading. The purpose of teaching reading, students can get knowledge and understand the context of what has been explained in the text. By reading, students are expected to be able to answer questions consisting of text and students can understand the meaning in the text as a whole.

Reading is an active process of building meaning of words. Reading aims to help readers direct information towards their goals and focus on their attention. Although the main purpose of reading is to understand the text. Reading is a process of thinking. This allows the reader to use what he might already know, also called prior knowledge. During processing this information, readers use strategies to understand what they are reading, use themes to organize, and use textual instructions to find the meaning

of new words. So reading is an activity that involves someone to think about a meaning or content of a reading or text that we are reading. In this current situation the problem that often comes to secondary school students in the face of reading is the lack of motivation to read.

According to psychologists Dimiyati and Mujdiono, there are 4 factors that influence student learning motivation, namely: student ideals, abilities, physical and psychological conditions and environmental conditions of students. There are also factors that cause a decrease in learning motivation, either because of intrinsic or extrinsic factors, which of course will have a major impact on student performance and academic performance including: poor grades, unwillingness to be involved in the learning process, indifference to academics. Activities or even absent from class. The first thing that can be done to overcome the problem of low learning motivation is to understand what things can reduce and weaken students' motivation to learn. Another thing that can help improve student learning is to make connections between subjects and real life every day. By understanding the practical benefits of being able to learn more seriously. If students assess what they learn is important, it will add value to their lives, and students can devote more time and learn more about what they learn in school.

Students get several English textbooks written in English. These textbooks contain a lot of information and functions related to the subjects studied by students. To understand this information, they therefore need a good knowledge of English. Especially, they must have good reading skills, because in their textbook everything is written in English. That is why reading skills are important to master. However, the researcher found that there were many learners who still had low reading skills.

Based on the 2013 curriculum, Junior High School IT Aziziyah were taught several texts in the teaching and learning process. Including procedures, descriptive, recount, narration, and reports. They must be able to recognize and distinguish the type of text. Students must also be able to comprehend the reading of the type of text. The students must be able to get general information from the English text in order to understand all the content of the story from the beginning until the end. So, they must memorize a lot of English vocabularies in their memory in order to make them be able to know what the meaning and answer the questions about everything deal with the story.

In this study, the researcher is interested in exploring the reading skill. This study aims to find out the effects of using WhatsApp towards the students' reading comprehension.

Methods

The participants in this study were selected based on random sampling from the total of population of students grade 9 at SMP IT Aziziyah Pekanbaru in academic year 2022/2023. The population of students is 277 students. The study sample consisted of 10%, there are 30 students. To achieve the purpose of the study, the researcher developed an achievement test; a pre/pro-test, and also treatment was constructed to measure students' level in English. The instruments used in this research is test and handphone. The test was used in the beginning of the research proses and the end of research. The researcher used handphone to share learning material with WhatsApp and take some pictures of the process of teaching and learning process.

In this study, the collected data were qualitative data. To get the data, the researcher collected the data by: (a) conducting a pre-test to measure the level of understanding of students with the material to be learned, (b) giving the treatment, in which the researcher taught reading of narrative text through WhatsApp in the experimental class and without WhatsApp in the control class, and (c) giving a post-test to both classes after the lesson finished in order to know if there any progress before and after teaching and learning activity by using WhatsApp or without WhatsApp. In addition, the researcher also distributed a questionnaire to obtain data to answer the research questions, that is about how significant of WhatsApp for education and factors that affect reading comprehension students.

Results and Discussion

Before giving treatments, the researcher had given pre-test to the students, it was to know the student skill of reading comprehension. Same as the control class, the experimental class was also given a pre-test to the students with same questions to know the student skill reading comprehension.

The Results of Pre-Test

1. The control class

Before giving treatments, the researcher had given pre-test to the students, it was to know the students' skill of reading comprehension.

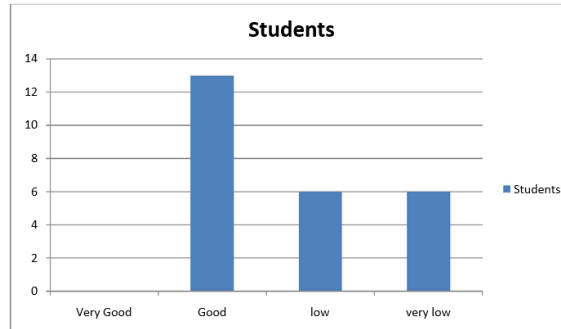


Figure 1. The Result of Pre-Test in the Control Class

Figure 1 showed the students score of Pre-test in reading comprehension in control class. Based on the data above from 25 students were classified that 6 students were very low level, 6 students were in low level, and 13 students in good and 0 students in very good level. The data showed that most students did not have good skill in reading comprehension. The students were not accustomed to activating their background knowledge about the text before they start reading. And then, problem was dealing with student condition during learning process is low motivation and lack of confident to start reading text.

2. The experimental class

Similar to the control class, the experimental class was also given a pre-test to the students with same questions to know the students' skill reading comprehension.

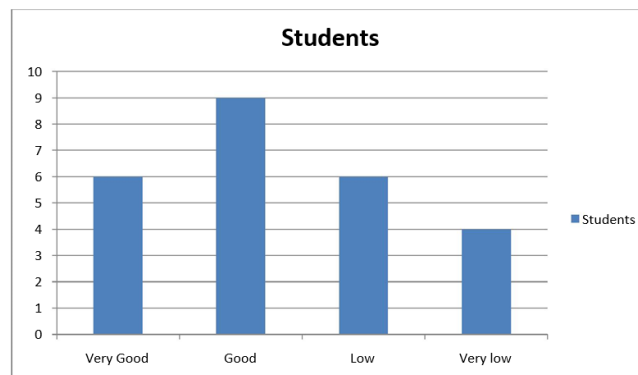


Figure 2. The Result of Pre-Test in the Experimental Class

Figure 2 Showed the students score of Pre-test in reading comprehension in experimental class. Based on the data above from 25 students were classified that 4 students were very low level, 6 students were in low level, and 9 students in good and 6 students in very good level. The data showed that most

students already a lot of understanding in experimental class because there are 13 students get satisfactory value. And then 10 students still got difficulties in reading comprehension. According to the results of eleven research data students had difficulty with vocabulary mastery, main ideas, and word knowledge. they have difficulty answering questions number two, five, six, seven, eight, and nine where these questions require understanding difficulty with vocabulary mastery, main ideas, and word knowledge.

The Results of Post-Test

1. The control class

After doing treatment in control class, a post-test was conducted in the last meeting. The score of Post-test in control class could be in Figure 3.

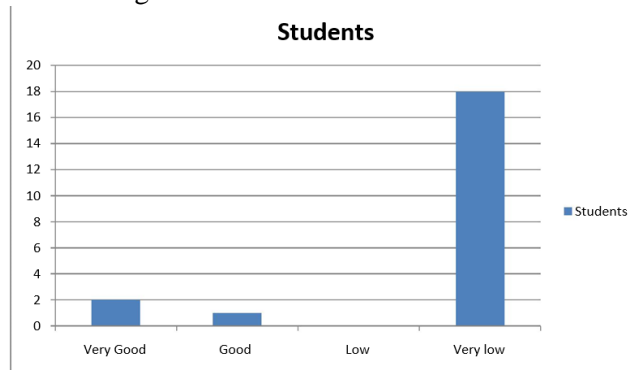


Figure 3. The Result of Post-Test in the Control Class

From the figure above shows the result of the students reading ability in control group decrease. there were 18 students in very low level, 70% worse than the pre- test. and there were 0 student in low level, and then 1 student in good level, and the last only 2 students in very good level.

2. The experimental class

After doing treatment in control class, a post-test was conducted in the last meeting. The score of Post-test in control class could be in Figure 4.

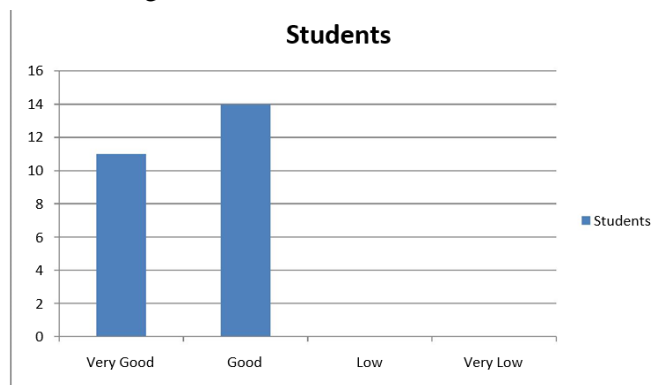


Figure 4. The Result of Post-Test in the Experimental Class

Figure 4 showed the students score of Post-test in reading comprehension in control class. Based on the data above from 25 students were classified that 0 students were very low level, 0 students were in low level, and 14 students in good level and 11 students in very good level. The data showed there was a drastic increase in reading students when using social media WhatsApp strategy. According to the results of the research data students have increased understanding after the fifteen

questions given, students only answered four questions incorrectly. from this data shows students are a little more able to concentrate on determining main ideas, analyzing and finding characters, vocabulary mastery.

Treatment

The treatment was given after the pre-test. Its function is to get a significant influence on the use of WhatsApp on students' reading comprehension abilities. The researcher provides a clue about reading narrative without telling students what material will be studied. After students think about the material to be studied and they begin to understand, then the researcher enters the material and begins to explain what narrative text is and begins learning as usual.

The first meeting was held on October 17, 2022. In the pre teaching, the researcher as the teacher greeted the students and checked the attendance list, the researcher asked about the student's news, his condition, and how to prepare for the exam. Before learning, the researcher asked students several questions about narrative text. After that the researcher gave a pre-test to remind them to learn about narrative. after the Pre- test is given, the researcher supervises and guides students to keep learning well.

The second meeting was held on October 18, 2022. In the pre teaching, the researcher as the teacher greeted the students and checked the attendance list. Before starting the study, the researcher asked about "Snow White" which was previously explained on WhatsApp. During the process, the researcher asked the students "what kind of story is Snow White?". After that the researcher made a group discussion via WhatsApp and provided material there. After the students were in groups, the researcher tried to remind lessons such as "what is the narrative text?", "What is an example of the narrative text?", After that the researcher gave directions on how the material was handled. Then the researcher tested the narrative text "Legend of Kesodo Ceremony", "The Story of Siti Masyitah" and the last one was "The Old Man and the Durian Tree".

The third meeting was held on the 19th of October 2022. The topic was that researchers only discussed material provided last week via WhatsApp. The researcher gave the order to sit down with his group mates and open WhatsApp to discuss together. After that, that researchers and students discuss and learn about the material that has been distributed. After the group learning is complete, before the class ends, the researcher gives a post- test via WhatsApp social media with individual responsibility. In the closing section, the researcher asks students about their assessment, and checks whether students understand the learning narrative text on WhatsApp and explain about the next meeting.

The fourth meeting was held on October 20, 2022. In pre-teaching the researcher as a teacher greeted students and checked the attendance list. In this meeting the researcher only took the students' post test results. After that the researcher asked them how they felt learning to use WhatsApp, whether it made it easier for students or not and explained the use of social media in supporting learning. There are many positive sides of learning to use social media, for example, we can add knowledge anywhere and anytime. Researchers continue to provide advice to keep adding to the vocabulary even if only a little.

Conclusion

This research was conducted to find out the effect of using Media Social WhatsApp strategy on students' ability in reading comprehension text at the third years students SMP IT Aziziyyah. Therefore, these statements supported by the result of the research that showed experiment class score can be seen on calculation by SPSS in pre-test maximum was 90 and minimum 40. while post-test maximum was 100 and minimum was 73. Besides the mean score of Pre-test 68.80 and mean score of Post-test was 84.12. The standard deviation in pre- test was 16.912 and post-test 9.176. The standards error mean in pre-test was 3.382 and post- test 1.835. It means the students had important in reading comprehension. It was proved by students total score had improvement after treatment by using WhatsApp strategy.

References

- Anggara, B. T. (2017). *The Effect of Collaborative Strategy Reading*.
- Arikunto, S. (1993). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Bayyini, R. (2015). *The Effect of Using Picture Series on Students Reading Comprehension of Narrative Text*.
- Brown, H. D. (2001). *Teaching by Principles an Interactive Approach to Language Pedagogy (2nd Ed.)*. New York: Addison Wesley Longman Inc.
- Chandra, D.T. and Rustaman, N. (2009). Perkembangan Pendidikan Teknologi Sebagai Suatu Inovasi Pembelajaran Pada Pendidikan Dasar di Indonesia. *Jurnal Pengajaran MIPA*, 14(2): 37–50.
- Cline, F. (2006). *Focus Group Reaction to Three Definition of Reading (as Originally Developed in Support NARAP Goal 1)*. Minneapolis, M.N.: National Accessible Reading Assesment Project.
- Gay, L. R. (1987). *Educational Research: Competencies for Analysis and Applications*. Ohio: Merrill Publishing Company.
- Grabe, W. (2009). *Reading in a Second Language (Moving from Theory to Practice)*. New York: Cambridge University Press.
- Harmer, J. (2007). *The Practice of English Language Teaching, Fourth Edition*. Edinburgh: Pearson Longman.
- Harrison, C. (2004). *Understanding Reading Development*. London: SAGE Publication Ltd.
- Hornby, A. S. (1995). *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press.
- Klingner, J. K., Vaughn, S., and Broadman, A. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guidford Press.
- Tarigan, H. G. (2009). *Prinsip-prinsip Dasar Sintaksis*. Bandung: Angkasa.
- _____. (2011). *Pengajaran Pemerolehan Bahasa*. Bandung: Angkasa.