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Improving Student's Reading Comprehension of Narrative Text through WhatsApp Groups Media

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A B S T R A C T

The objective of this research was to improve students' reading comprehension of narrative text through WhatsApp. Related to the purpose of the research, the research design is class action research. The subject of the research was students of class X at SMA IT Fadhilah Pekanbaru which consist of 23 students. The action research was conducted from December to January 2020 - 2021. The researcher conducted one cycle, one cycle consisted two meetings of each cycle. Then, based on the result of observation, it was found that during the study, the students have showed improvement. The result of the study showed that after the research was conducted, the students' reading comprehension of narrative text could be improve as shown in the result of their test result. The criteria of success of this research depended on the minimum score of the school that have been determined. It was >2,66 and the research would be successful if in the class there were 75% of the students have passed minimum score. Based on the result in the cycle, it was found that 28 or 85% students succeeded. Therefore, it can be concluded that students' reading comprehension of narrative text can be improved through WhatsApp media.

Keywords: Improving, Reading comprehension, Narrative text, WhatsApp media.

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INTRODUCTION

Technological developments in modern times like make us accustom to using fast and easy technology for an information and communication in the world. At the present time the most important media and has the most extensive network is an internet. Internet media is growing rapidly and always provides innovation to its users according to current needs. Almost all media and people's needs are connected by internet, so that the internet can have a lot of influence on human needs from all fields.

The developing technology in the field of information is used very much in the world for education and to find learning reference sources in online form. Many websites provide course material to be read and studied online. Apart from the website, developments in the world of communication have also been very developed, especially social media. Social

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media is widely used by teenagers to make new friends, chat, or create groups to discuss lesson problems. The existence of social media makes it easy for people to interact with friends, relatives and other people remotely.

Technology can help and make it easier for humans to do their jobs so that they can be done more effectively and efficiently. Technological developments in the modern era are very easy to access by anyone, anytime and anywhere. Examples like today, almost all communication tools such as smartphones provide applications that make it easier for users to access the internet. Through the internet, users can access the desired social media, such as Facebook, Twitter, Instagram, Gmail, WhatsApp, and so on. Now what is being used is the WhatsApp social media. WhatsApp is an instant messaging application for smartphones. When viewed from its function WhatsApp is almost the same as the SMS application commonly used on old cellphones, but WhatsApp does not use credit, but internet data. WhatsApp can also be applied by sending pictures, videos, discussions, sending documents in the form of words.

WhatsApp can also be used for learning to read narrative text. There are various studies that discuss the benefits of using WhatsApp in learning English. The results of this study indicate that WhatsApp is an effective, efficient, and comfortable learning medium to use in reading narrative text. The use of WhatsApp in the learning process is essentially a medium in the communication process. Where the delivery of messages from the source of the message to the recipient of the message is a communication medium, then WhatsApp in this case is the communication medium. Furthermore, reading is one of the main activities in the teaching and learning process in the classroom. Students always do reading activity in the school since thru reading, students can acquire new information and various views from many authors through written text. So, it is true that reading becomes the most beneficial skill that the students have to master.

As stated in the 2013 curriculum, students do not only involve reading a text, but they also require to comprehend what they read. The capability to understand the information in a text and construe it properly what is meant by the text is reading comprehension (Grabe & Stoller, 2013). They also stated that reading without comprehension is nonsense. So, they cannot be separated. It means that reading comprehension is an activity for getting meaning from the text.

Reading comprehension can be increased by utilizing the technology application. Technological digital advance has much potential as an instructional tool in literacy education. The technology-based tool gives many advantages to the user one of them is increasing students' reading skill (Biancarosa & Griffiths, 2012). Today, WhatsApp is so popular technology application in daily life with many users in the world. As a social media network, WhatsApp can use to get information fast. In the context of teaching and learning process, WhatsApp is able to help the students to interact with each other by using English whenever and wherever.

However, students face several problems in learning narrative text. *Firstly*, in reading text, students do not know the meanings of several words since they do not have good cultural background knowledge of the narrative text. So, they have difficulties in comprehending the text. According to Ibrahim & Sabatin, in their research, many students failed to comprehend the narrative text because they are lack cultural background knowledge (Sabatin, 2013). *Secondly*, according to Nurul & Abdul Manan, the students have difficulty comprehending the narrative text (Manan, 2018). They also stated that the students are hard to consider specific text details, such as the main idea, specified description, vocabulary in context, reference, and inference. This problem is close to the writer's teaching experience in MA Al Falah Jakarta. *Thirdly,* they still have difficulty in finding moral value in narrative text. They are hard to find moral value, primarily if the moral value is

expressed implicitly.

Some factors can cause the problems above; the factors do not only come from students but also from the teacher's technique in delivering narrative text. The teacher's technique is not taken in the students' interest since they still used monotonous techniques. Based on the informal interview between the researcher and several senior high school students, they said the teacher explains only the topic first. Then the students answer all the questions in their book until the time is over. Consequently, this research shows that the students have difficulties in comprehending the narrative text.

Reading is an activity in getting information from written text. By reading people become know what is happening in the text, thus it can increase the knowledge. Reading is the activity that need the understanding, thus the students should practice more and more. However, in reading the students may find a difficulty in comprehension, students may find out difficulty in practising their reading. Therefore, it can make them become complicated in understanding the text. But, it can be solved if the students always keep praticing and find a suitable technique in reading, they will have a good sense of English and will help them to comprehend the total meaning of the words. This following, definitons about readiing. Based on The Strategies (The Booklet handout), Reading is the active process of understanding print and graphic texts. Reading is a thinking process. Effective readers know that when they read, what they read is supposed to make sense.

Reading comprehension means that the reader know what the text that had been read. The students can pronounce the words in written text fluently but when the teacher asked what they have just read, they are unable to answer. Hence, comprehension is important for the students. "Reading comprehensioan is usually a primary focus of instruction in the post – primary grades, after readers have largely masterd word recognition skills, althought comprehension of text should be an integral part of reading instruction with beginning readers as well" (Snow, 2002:10). According to Grellet (198:3), "Understanding a written text means extracting the required information from it as efficiently as possible". Another author who has a same poin of view in reading comprehension is Snow (2002:11) stated, "reading comprehension as the process of silmutaneously extracting and constructing meaning throught interaction and involvement with written text language."

From the statement above, It can be concluded that reading comprehension is a process to understand the text/messages. It comes from the interaction between the words that are written and how they spark off knowledge outside the text/message. When you read for thorough comprehension, you try to understand the total meaning of the reading. You want to know the details as well as the general meaning of the selection. When you have thorough comprehended a text you have done the following things. You have understood the main ideas and the author`s point of view. You have understood the relationships of ideas in the text, including how they relate to the author`s purpose. You have noted that some ideas and points of view that were not mentioned but implied by the authors. This is called —drawing inferences. You have understood most of the concepts in the passage as well as the vocabulary. This may require you to guess the meanings of unfamiliar words from the context or to look up words in the dictionary.

Bilfaqih & Qomarudin (2015, p. 1) said "Online Learning is a program for organizing online learning classes to reach a massive and wide target group. Through networks, learning can be held massively with unlimited participants. Online learning can be held and followed for free or for a fee ". According to Laelasari, et al (2016, p. 8) "Learning in a network is learning that is done using the internet media". Laelasari, et al (2016, p. 6) said "In a network (hereinafter abbreviated as online) is a term to replace online, namely meetings and communications conducted via the internet network". Online learning is also often

referred to as distance learning. Hamzah B. Uno in Laelasari, et al (2016, p. 7) states "Distance learning is a set of teaching methods where teaching activities are carried out separately from learning activities". Based on these definitions, it can be said that online learning is learning without face to face directly between teachers and students but is done online and through the internet network.

Based on the definition of online learning and WhatsApp as described above, it can be said that online learning through WhatsApp Group is direct face-to-face learning by organizing classes in a network between teachers and students via the WhatsApp application which can be implemented anywhere and can make it easy for teachers and students in the learning process takes place.

Laelasari, et al (2016, p. 9) say that online reading of narrative text learning has the following characteristics: 1) Utilizing electronic technology services, where reading of narrative text learning actors communicate without being restricted by rules / protocols. 2) Take advantage of the advantages of computers (digital media and computer networks). 3) Using independent teaching materials, which are stored on a computer so that it can be accessed by educators and students anytime and anywhere. 4) Make use of the curriculum, learning schedules, learning progress results and educational administration that can be viewed at any time on the computer.

Sumarga (2017, p. 90) states that the characteristic of WhatsApp is that it has a very practical login mechanism. Users only need to save someone's cellphone number on a smartphone device and automatically if the user has downloaded the WhatsApp application on a smartphone connected to the internet, the numbers that are already in contact will be connected to these contacts who also use the WhatsApp application.Based on the above opinion, it can be concluded that the characteristics of online learning through WhatsApp Group are easy and flexible because they can be done anytime and are easily accessible to anyone and anywhere.

According to Laelasari, et al (2016, p. 10) that the learning components in the network are developed with the aim of making it easier for students to learn. These components include: 1) Information, conveyed is made attractive by paying attention to the use of images and animation, display composition, and easy communication. 2) Material, packaged attractively so that the material is easily absorbed by students. Materials can be in the form of e-books, simulations, animations. 3) Assessment, questions are developed to measure the abilities of students. Assessment is done in the form of practice questions, quizzes, daily tests, mid test and final test. The assessment can be carried out in open and closed ways. Open in the sense that the assessment is carried out anywhere as long as you can access the internet and closed in the sense that the assessment is carried out in a certain location to avoid the possibility of questions being done by other people. 4) Interaction in learning, developed to increase students' insights. This interaction can be on develop through discussion forums.

Based on the above understanding, it can be concluded that online learning through WhatsApp will not work if one supporting component is not available, therefore these components have an important role in online learning through WhatsApp Group.

The steps for learning online via WhatsApp in the Reading of Narrative Text subject are: 1) In the class Group Chat on WhatsApp, the teacher opens the lesson by saying hello. 2) The teacher delivers teaching materials via WhatsApp Group in the form of ppt, doc, or pdf which can be downloaded and studied by students. 3) Students are given the freedom to discuss with teachers or other students in Group Chat and ask questions about material that has not been understood. 4) The teacher provides individual or group assignments in the WhatsApp Group Chat. 5) Students work on assignments by writing answers in their

respective books and then photographed and sent as evidence that students have done the assignment given by the teacher. 6) The collection of these tasks will be used as student attendance material by the teacher, so students who do not collect assignments are considered absent in the learning process. 7) Evaluation is carried out as a whole, where the teacher provides conclusions on Group chat about the material that has been delivered.

Following are the advantages and disadvantages of online reading of narrative text learning according to Wahjudik in Laelasari, et al (2016, p. 12). The advantages of online learning: 1) Availability of e-moderating facilities where educators and students can communicate easily via the internet on a regular basis or whenever communication activities are carried out without being limited by distance, place and time. 2) Education and students can use structured and affordable teaching materials via the internet. 3) Students can learn through teaching materials anytime and anywhere because teaching materials are stored on computers. 4) If students need additional information related to the material they are learning, students can search the internet. 5) Educators and students can conduct discussions via the internet which can be followed by a large number of participants. 6) Changing the role of students from passive to active. 7) Relatively more efficient, for those who live far from educational institutions Hannani (2020, p. 1) said that WhatsApp has several advantages.

Online reading of narrative text learning via WhatsApp not only has advantages but also has some disadvantages. Wahjudik in Laelasari, et al (2016, p. 13) states that the shortcomings of online reading of narrative text learning are: 1) Lack of interaction between educators and students or even between students so that it slows down the formation of values in the teaching and learning process. 2) The tendency to result in academic or social aspects and vice versa encourages business or commercial aspects. 3) Students who do not have high reading of narrative text learning motivation tend to fail. 4) Not all places have internet facilities.

Based on the above understanding, there is a lack of online learning through WhatsApp, namely: 1) Educators and students must be connected to internet services to get information in real times. 2) Lack of interaction between teachers and students and students and students. 3) Communication using videos, images and large files has an effect on data usage (costs). In reading of narrative text learning through the WhatApp group is not difficult for students. They can study and make comunication by WhatsApp. The teacher gives every materials reading of narrative text through WhatsApp. Teacher and students can make comunication each other easily through the WhatsApp. WhatsApp is one of media can make reading of narrative text learning smoothly. Marleni et all (2021) state that WhatsApp can be used as media in teaching and learning English.

METHOD

The design of this research is classroom action research (CAR). According to Cohen (2005), Action research is a meaningful form of research because it is conducted by the teacher in his or her own classroom. Action research requires a teacher to design a study in an area of interest and conduct it in his/her own classroom. there were four strategic cycles of conducting classroom action research, they are: 1) Planning; 2) Acting, i.e. implementing the plan; 3) Observing, evaluation and self- evaluation; 4) Reflection on the results of points 1–3 and making decisions for the next cycle of action research.

In this research, the researcher collaborated with one of the English teacher at the school who helped her in the process of collecting data and in analyzing the data. Here, the researcher act as the as teacher who conducted the process of teaching and learning in the classroom.

The action research employ the model develop by Kemmis and McTaggart in Cohen (2014). The implementation of the action of the action research includes four steps: planning, implementing, observing and reflecting. According to Muslich in Fauziah (2014), CAR is a research that has a therapy characteristic from the reflection result. Planning, implementing, observing, and reflecting are the parts of a cycle. If the first cycle is succeed the cycle should be stopped. However, if the first cycle not succeed it needs a second therapy. The researcher did not conduct the research by herself but she collaborated with the English teacher of SMA IT Fadhilah Pekanbaru. Classroom Action Research (CAR) aims to improve and enhance the quality of learning and help empowering the teacher in solving the problem in teaching learning process in the school.

FINDINGS AND DISCUSSION

Implementing
First meeting
Opening

The first meeting was held on 28th December 2020. The English teacher became an observer and the researcher became the teacher. In this step, the teacher opened the class by greeting, taking a prayer and checking students' attendance. After that, the teacher gave motivation about important the material, the teacher explained about material and the last the teacher directed the students form a small group containing four students.

Main activity.

In this step, the teacher taught by using strategy based on the planning. Prepared some reading text related to the material. In this section, the students open WhatsApp to a short explanation delivered by the teacher about definition, example, generic structure, kinds of narrative text and language structure of narrative text. After that, the teacher gave Cinderella text to the students than the students read the text through the WhatsApp media. After reading, the teacher guides the students to discussed about selection or topic that have been read in Whats App group and the teacher gave some question about the character, setting, problem, solution and moral value the text . The last, the teacher asked the students to retell the text by their own words and the students gave information about the moral value of the text.

Closing

The students and teacher concluded the learning material and the teacher and students ended the teaching and learning process by praying together.

Second meeting
Opening

The second meeting was held on 10th January 2021. The teacher checking attendance. After that the teacher reminded the students about the last material. The students remembered the material and the last, the teacher prepared for the next text and discussed the second text through WhatsApp group media.

Core activity

In this step, the teacher prepared the Snow White text as second text and asked the students to read the text extensively, then the students answer question about the second text with the teacher and discussed together. The last, the teacher asked them to make summary of the text and gave the test to the students and the students doing assessment through WhatsApp group media.

Closing

After giving the test, the students and teacher concluded the learning material and the teacher and students ended the teaching and learning by praying together.

Observing

The result of observation included in the result of observation of students' score teacher and students activities during teaching and learning process. The activity was done by the teacher who taught reading comprehension of narrative text for class X in SMA IT Fadhilah Pekanbaru. The observe used written test to get the students' score and observation sheet to measure the teacher and students' activities had appropriated with the lesson plan that used in the teaching and learning process.

Based on the result of the written test, there were 23 students in this research, that the test show that there were 18 students (85%) who could passed the minimum passing grade and there were 5 students (15%) who could not pass the minimum passing grade. The highest score was 3,60 (A-), the lowest score was 0,60 (D-).

Reflection

Based on the findings above, the researcher made conclusion based on the data. Researcher had made reflection after gathering all data from research as follows:

The result of students' activity

Based on the result of students activity, researcher showed that the students were good. It can be seen the table 4.1 above. The average score of student's on the first meeting was 83% and increased 87% on the second meeting.

The result of teacher' activity

Researcher shows the result of teacher' activity on table 4.2 above. The average score of teacher's activity on the first meeting was 80% and increased 90% on the second meeting. Teacher has done it well, start from opening, presentation the material and closing through WhatsApp group media. The mean score of teacher activity on the first meeting was 4.00 and increased 4,50 on the second meeting.

The result of written test.

The result of written test showed that the process of teaching and learning in reading comprehension had passed the criteria of success that had been decided. It can be seen the table 4.3 above. It means that the students' score improved after using WhatsApp media.

The rules of using WhatsApp group in reading activities are very easy. They are: 1) Having a WhatsApp group. 2) Every student has to speak English no mother tongue. 3) Using good words with correct grammar and spelling in doing reading activities. 4) Respecting other opinions. 5) The task should be related to reading activities. It can be in the form of a document, electronic document, audio, video, and so on. 6) Responding the task, project, and exercise in the discussion hours. The respond is able in the form of an answer, suggestion, comment, an opinion that is followed by a reason. 7) Getting teachers' feedback.

After introducing the guideline, the teacher and students have to create a WhatsApp group for a class. All students and the teacher should be the group members. Creating a unique name is one of the ways to get students' interest in using WhatsApp group for discussing task, project, homework, and exercise. Try to use the WhatsApp group with students to help them understand about the learning process on WhatsApp group.

Star the activities by giving task, exercise, or homework which is related to the topic. Give them clear instruction on how to do the activities to avoid miscommunication or misunderstanding. Example: share a reading text document or screenshot about the narrative text. Ask the students to find out the topic, characteristics of the story, and the last instruction is asking them to conclude the reading text.

The teachers have to give feedback by responding to students' answer and opinion. Let them know the result of their work to improve and revise it to be better in the next project or task. Give reword to the best students like get score A, spirit and motivation for others students to improve their skill in reading.

Therefore, the teacher is able to apply WhatsApp messenger in various ways in teaching reading comprehension. Teaching reading comprehension via WhatsApp messenger can increase students' interest to read the text. It increases students' reading

comprehension too. The students are interested in using WhatsApp to get reading skill rather than a printed document or book. They are happy using WhatsApp to share information, task, homework, video, audio, picture, clearing problems outside the class, losing their boring in reading. WhatsApp can be used in education and can develop students' reading skill.

CONCLUSIONS

From the result of the research findings about the implementing through WhatsApp media in reading comprehension on narrative text, the researcher could conclude of the research as the answer of the problem: "How can the students' reading comprehension on narrative text be improved through WhatsApp at the tenth grade students of SMA IT Fadhilah at X grade students?. After the research analyzed the result of action research which had been conducted to improve the students' reading comprehension on narrative text, it could be seen that the implementing of WhatsApp media was able to improve the students' reading comprehension on narrative text.

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