

## **The Use of Whatsapp Application in Teaching Reading Comprehension**

**Dian Arianti**

**Mbhdunz@gmail.com**

English Language Education, Teacher Training and Education Faculty, Slamet Riyadi  
University Surakarta.

The aims of the research was to describe the implementation of whatsapp application in teaching reading comprehension, to know the problems faced by the students in teaching reading comprehension by whatsapp application and to know the problems faced by the teacher in teaching reading comprehension by whatsapp application. This research used Qualitative descriptive research. The subject of this research was class VIIIIF of SMPN 18 Surakarta in Academic Year 2019/2020. To collect the data, the researcher used questionnaires and interview with teacher and students. After collecting the data the researcher analyzed the data by using qualitative analysis data. The qualitative analysis data consisted of data collection, data reduction, data display and data verification. The result of this research showed that the teacher explained the material before giving the assignments through whatsapp. During teaching learning process the teacher did not give the punishment when the students did not submit the assignments. There were some problems faced by students such as there was bad internet connections and the students were lack of understanding the material. While there were also some problems faced by the teacher such as there was bad internet connections and the teacher could not monitor students directly.

**Keywords: The use, teaching reading, whatsapp application, Reading comprehension**

## **INTRODUCTION**

English is used for by people around in the world. English is used for education, entertainment, social culture with other people from different countries. In English, there are four aspects of language such as : Reading, Listening, Speaking and writing. Especially for exploring knowledge. Every student must have English skills. One of English that have to mastered in English language is reading. From these four aspects, reading as one of language skills is important for everyone to get a message from a written text. Grabe William, and Fredicka L Stoller., (2002) states that as ability to capture meaning from correctly interpreting information. According to Burns (1984), Reading is A way of share to other people's experiences, joy, sorrow, or creative endeavors. According to Danielle S McNamara (2007), Reading comprehension is a complex skill requires active interaction between the text and the

reader element. the researcher found some problem. There are some problems in teaching learning reading in class 8F, it could be seen from the students. First, from the students are the students got difficulties in found the meaning of the English text. the second, the students cannot got their understood the meaning of the text.

### **The definition of teaching reading**

According to Brown (2000:7) that teaching is good job. Its tasks are educating, techniques, exercises to control learning in the classroom.

### **Teaching EFL based on ICT (Information and communication technology)**

The teaching model that used to place the teacher as the only active communicator who uses information and communication technology in teaching and learning process, but now has experienced major changes;

teachers (educators/instructors) and students have been placed in positions that are equally active in using technology and media in the learning process. ICT (Information and Communication Technology) as an extraordinary information media has become a positive progress for the world of education. At SMP N 18 Surakarta, the teacher uses Whatsapp as an application-based online learning. WhatsApp is an instant messenger application on smartphones that allows users to send and receive messages such as SMS without using credit but an internet connection.

### **Research method**

In this research, The researcher conducted from May 2020 to June 2020. The research conducted at SMP N 18 Surakarta. It is located at Jl.Tembus, RT.03/RW.32, Kadipiro, Banjarsari, Surakarta. In this research, the researcher was describe about:1) The implementation of Whatsapp application in teaching reading comprehension at the eighth grade

students of SMP N 18 Surakarta in the Academic year 2019/2020. 2) The problems faced by students in teaching reading comprehension by Whatsapp application at the eighth grade students of SMP N 18 Surakarta in the Academic year 2019/2020. 3) The problems faced by English teacher in teaching reading comprehension by Whatsapp application at the eighth grade students of SMP N 18 Surakarta in the Academic year 2019/2020. The researcher collected or analyze the data from teacher and students. The researcher To get data validity used triangulation. Triangulation as the combination of two methods or more in collecting the data, to enrich the data and make conclusions accurately. According to Lexy in Rohmah (2017) triangulation is data authenticity checking technique uses something that does not include data to check or compare data. After collecting the data, the researcher process analyzing the data used data collection, data reduction, data display and data verification.

## **Results and discussion**

The results of the research that have been done, it was known that the use of WhatsApp as a tool in learning reading was considered less effective. Although WhatsApp provides many facilities for its users. When implementing WhatsApp in reading comprehension, the students often get assignments through WhatsApp, but the explanations given by the teacher was very limited. Most of students also prefer to study in the class with teacher and their friends because it was easier to discuss and ask the teacher. Another problems faced by the students about bad internet connection, it makes students not ontime when submitted the assignments. In the other hand, students were more wasteful using quotas internet during online learning thorough whatsapp because they discuss with friends or teacher via WhatsApp. Likewise with the problems faced by teacher, the teacher could not monitor students directly, students also could not collect the assignments on time because of poor

connection. Even, Some students did not have smartphones to attend the online learning through whatsapp and some students did not pay attention during online learning process.

## **Conclusion**

After describing and analyzing the data, researcher can draw conclusions based on the results of questionnaires and interviews with students and teacher regarding the online learning process, especially in class VIII SMP N 18 Surakarta.

### **1. Implementation of whatsapp**

The application of whatsapp in teaching reading comprehension is less effective because the students were often given the assignments but the teacher rarely provide detailed explanations.

### **2. The difficults faced by the students in teaching**

The Students faced several problems during online learning. The first problem was poor connection. This makes students late in submitting the assignments. The second problem was the students have difficulty to understanding the material.

3. The difficult faced by the teacher Teachers faced several problems during online learning in teaching reading comprehension. The problem was the teacher could not monitor the students directly and the internet connection was bad.

### **Bibliography**

Burns (1984), *Teaching Reading in Today's Elementary School (3rd edition)*, New York:Longman.

Brown, Douglas H. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. California:Longman

Danielle S McNamara (2007). *Reading Comprehension Strategies*. New

York Lawrence Erlbaum Associates.

Grabe William, and Fredricka L Stoller (2002), *Teaching and Researching Reading*. New York:Longman

Rohmah. (2017). *A Descriptive Study on English Teaching Process for the tenth Grade Students at SMK Farmasi Nasional Surakarta*. Surakarta:IAIN