USING WHATSAPP APPLICATION IN TEACHING READING SKILL AT

THE SEVENTH GRADE OF SMP N 18 SURAKARTA

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Abstract

This research was aimed at :(1) the application of using WhatsApp in teaching reading skill at the Seventh Grade students SMP N 18 Surakarta in the academic year 2019/2020 (2) the students problems faced by the student in teaching reading skill at the seventh grade students of SMP N 18 Surakarta in the Academic year 2019/2020. This research was conducted fromJuly to August2020. The researcher took 29 students of SMP N 18 Surakarta as the sample.A descriptive qualitative research was used in this study. The subject of thisresearch was the seventh grade students'of SMP N 18 Surakarta the 2019/2020 academic year. To collect the data, the researcher used questionnaire, link sent by WhatsApp Group. Interview with the teacher face-to-face, interview with the teacher by using WhatsApp Video Call .To validity data, the researcher used data triangulation. The result of the research show that: 1)The main problems of learning English was lack of student motivations. Insufficient time also was the problems in learning English. 2) The internet connection can influenced online learning process. 3) Students and teacher discussion usedWhatsApp, work in pairsin online learning. 4) Students submitted the assignment by sent files through WhatsApp. 4) There were problems in online learning such as internet connection,internet quota, student's slow in response and parents guidance. 5) The teacher used features picture, video, document to clarify the material.

Keywords :WhatsApp, Online Learning, Descriptive Qualitative Research.

INTRODUCTION

English become as one of the absolute media needs because of the rapid communication and interaction global. English is a global language. which is used to communicate throughout the world. According to Crystal (2000: 1) stated that "English is a global language". Over time the learning trend will develop.

One of the Information Technologies that can support the learning process at school is internet-based technology (e-learning). E-Learning is an online and digital based learning application in which it covers the administration of learning, learning material and direct interaction between students and teachers.

The English teacher of SMP N 18 Surakarta using Whatsapp as application-based online learning. Whatsapp is an instant and cross-platform messenger (messenger) application on smartphones that allows users to send and receive messages without using credit but an internet connection. The teacher can provide learning material in the classroom or assignments to be done outside the classroom. The problems in teaching

reading skill at the 7C it could be seen from lack of students motivation is believed to be one of the main problems of learning English. Limited time is another problem in teaching English. Classtime is very short; it's once or twice a week, one or two hours every day for lots of material to teach. Lack of resources and materials also brings complexity in teaching English. Too many students in the English class.

Teaching English using WhatsApp Application

The teacher (educator / instructor) and student (learner) have been placed in positions that were equally actively using technology and media in the learning process (learning). The English teacher of SMP N 18 Surakarta used Whatsapp as application-based online learning. Whatsapp was an application using

internet connection on smartphones that allows users to send and receive messages such as SMS without using credit. If the teacher teaches twelve classes for example, then there willbe twelve WhatsApp groups for the subjects we are capable of. In this group the teacher and students will interact in learning. With WhatsAppthe teacher can create discussion groups in virtual classrooms. Discussion groups are a form of learning community that is a component of the Contextual Teaching Learning learning model.

RESEARCH METHOD

In this research,the researcher conducted from June to August 2020, the researcher conducted SMPN 18 Surakarta, It was located at jl.kartini,Banjarsari Surakarta. The researcher conducted from July 2020 to August 2020. The researcher collected or analyze data from teacher and students. In this study, the researcher explained about 1). How is the application of using whatsapp in teaching reading skill at the Seventh Grade students SMP N 18 Surakarta in the academic year 2019/2020. 2). What are the students problems faced by the student in teaching reading skill at the seventh grade students of SMP N 18 Surakarta in the Academic year 2019/2020. This research wascategorized as case study using descriptive qualilatif method. According to Lexy J. Moleong (2006: 3) citing the opinion of Bodgan and Taylor (2007: 4) " Qualitative methods as a research way that create descriptive data inthe form of written or oral words from people and observable actions ".Data triangulation was a strategy

used in qualitative research. According to Lexy in Rohmah (2017) stated that, triangulation was a data trust checking technique used something that did not include data to check or compared data.

RESULT AND DISCUSSION

In this research,the result that have been done. This study described the application of using whatsApp in teaching reading skills at the seventh grade students of SMPN 18 Surakarta

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In online learning,students got more interesting learning with media photos, videos or audio. Student got enjoyable learning experience. According to Sadiman and friends (2009: 7) stated that the media is everything that is can be used to channel messages from the sender to the recipient , it can stimulated the thoughts, feelings, attention and interests and attention of students in such a way that the learning process occur. From the statements it can be conclude that media photos, videos or audio increased the students' understanding in online learning using WhatsApp.

Online learning used a technology approach that more suitable for students than classroom learning methods. Then students become easier to understand material that delivered by the teacher that was more appropriate to the learning style of each student. With online learning, teachers and students interaction become more practical because they did not have to spent time face-to-face. The teaching and learning process could took place anywhere as long as it is conducive and can help to focus in daily activity, the students using whatsapp

for learning, but before pandemic Covid19 they did online learning the student using whatsapp to communication or entertain. With online learning, the degree of concepting of students in reading English texts increases because students used digital media which makes them interested in the features that have been provided, such as emoticon, pictures, videos, document etc. From a analysis, Navarro and Shoemaker (2000) found that student learning outcomes for online learners were as good as or better than traditional learners regardless of background characteristics and that the students were greatly satisfied with online learning. The relationship between parents and children becomes closer. The reason was the parents accompanied the child as a substitute for the teacher at school. Student study schedules more flexible. Because it was not limited to the schedule for school or home school

In online learning activities, the teacher shared pictures / videos. . Students and teachers discussed online learning using Whatsapp. The teacher invited students to actively discussed the material given. Thenthe teacher asked students to think critically. Then students can did their assignments and submited them to the teacher by sending softfiles. Then the teacher provided feedback to students. The teacher also invited class group discussions to be carried out by two students (working in pairs) or sometimes groups of 4-5 students. In the discussion, the teacher and other students gave comments in the WhatsApp chat group, the teacher used emoticons to

determine the quality of the feedback.

But there was also a problems faced by the students. From the result above, the student sometimes were like the teacher gave material, but at first time students become interested, but continuing to made students bored, because the time spent using cellphones can reduce studentactivity. Student responses sometimes did not focus on the material.

Xu et al. (2014) stated that virtual online learning environments increased students' exam performance, satisfaction and self-potency compared to general virtual learning environment . It can be conclude that there were so many things that made students become unfocused at home/environtment. For example games, animals (pet), or even friends at home. Lack of focus made students seem unprepared to receive learning material. Therefore, it is better if before online learning started, students must be mentally prepared and a good in conditions so that the lesson running smoothly.

Some student have different degree of conceptong the material in online learning. They may be able to understand material more quicklyjust by reading, but some student took longer to really understand. Some students needed explanations from other people or parents in order to understand the material beingstudied. Student assignments become overloaded, although studied at home they cannot freely did any activity, because they have to did the assignments given by the teacher. Time at home was spent did a lot of tasks. The teacher gave assignments

by WhatsApp so that students still got learning materials.

CONCLUSION

After explained data, reseatcher created conclusion of the result from questionnaires, interviews with the student and teacher, and observe WhatsAppgroup of student 7C SMPN 18 Surakarta regarding the online learning process.

1. The techniques that teacher used

The teacher using features picture, video, document to clarifythe material. Then students and teachers discussed online learning using Whatsapp. The teacher invited students to actively discussed the material given. Then the teacherasked students to think critically. Then students can did theirassignments and submited them to the teacher by sending softfiles. Then the teacher provided feedback to students.

2. The problems faced by the student

The problem was caused by several factors, such as the availability of data quotas that students have so they were limited to accessing the internet. In addition, economic factors can also affectthem, they face many needs so that internet access was limited. In online learning using WhatsApp, media images, videos, etc. were often used, so it requires a lot of data quota to access it. but there were also those who had internet quota access but had low signal. Then social factors also affected the problem of online learning, such as students already had internet accessbut parental guidance and the environment were not supportive. Parental guidance

was also very influential, because students had assignments that must be submitted according to the time set by the teacher, but the lack of parental guidance made students late in collecting assignments.

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