

THE EFFECT OF USING WHATSAPP AS A LEARNING TOOL ON STUDENTS' WRITING ABILITY AT MA LABORAN

Desti Anggraini*¹, Muhammad Taridi², Nur Azizah³

¹destianggraini@uinjambi.ac.id, muhammadtaridi@uinjambi.ac.id ², ³Nuraz14h@gmail.com

UIN Sulthan Thaha Saifuddin Jambi

ABSTRACT

The purpose of this survey was to determine how students at MAN 1 Tanjung Jabung Barat perceive reading texts. This survey-based research is quantitative in nature. This study's participants were eleventh-grade pupils at MAN 1 Tanjung Jabung Barat. In this study, simple random sampling was used to select 50 students, or 29% of the total population, from XI IS I and XI IS II classes where 63 pupils were taught by the same teacher. In terms of data acquisition methods, a questionnaire was used. The analysis of the utilised data is a quantitative analysis. The results indicated that 80% of MAN 1 Tanjung Jabung Barat students' perceptions of reading texts fell into the category of "very good." It implies that many students at MAN 1 Tanjung Jabung Barat have positive attitudes towards reading texts.

Keywords: Experimental Research, Learning Tool, Reading Text

A. INTRODUCTION

Reading involves interpreting written symbols to derive meaning. Our eyes receive written symbols (letters, punctuation marks, and spaces) and our brain converts them into words, phrases, and paragraphs for communication. English language students must grasp reading as the fourth language ability in the teaching and learning process. Students engage in reading as part of the teaching and learning process.

Reading is incredibly cognitively difficult. A learner cannot generate reading if they do not master all components, including grammar, vocabulary, spelling, linguistic convention, paragraph structure, reading goal, and the concept of reading. It is considered the most challenging skill in English due to its intricacy (V Satya Sri Durgndra Sekhar & Rao, 2018).

The minister of education and Indonesian culture rule number 36 of 2018 mandates 720 minutes of reading instruction in ten meetings every semester. Students need extra time to

develop reading skills due to their many features. By participating in group discussions, students can develop a reading product and master all reading components.

The researcher interviewed various students at MAN 1 Tanjung Jabung Barat in September 2022 and found that they did not enjoy reading the book. It is because students struggle to comprehend what they read. It's supported M. Fadilahrahman, a student at MAN 1 Tanjung Jabung Barat, reported inadequate vocabulary knowledge when reading. Reading the text is also difficult.

Based on feedback from students at MAN 1 Tanjung Jabung Barat, the researcher found that reading issues are vital to learning. Many students mistake what they read in class, leading to confusion. Knowing student input on text reading is crucial. It is unlikely that learning would be productive and efficient if most students in the class were not proficient in reading.

Through reading skills, kids can comprehend teacher-provided content and gain knowledge as desired. By reading books and newspapers, individuals can get a wealth of knowledge. Thus, reading is crucial. To get knowledge and understanding in this world, reading is the first step. Students must comprehend the main ideas, key details, and overall comprehension of reading. Consequently, they struggle to recognise key concepts, details, and fails to comprehend the material. To assess reading comprehension, students must retell in their own words to aid remembering.

According to the 2013 curriculum, English as a foreign language students must study reading as a productive skill. SMA students in the second year are introduced to several genres in the first semester of eleventh grade, based on the syllabus. Therefore, students should comprehend this content.

Being ability to comprehend various texts is crucial for kids. Currently, reading disabilities are a pressing issue. Research on reading challenges has focused on perception for the past decade. Therefore, it is crucial to assess students' perceptions of reading the text.

Perception of others can impact success, including students (Corbin et al., 2020 in Awal, et al 2020). The perception of students on reading texts can aid both teachers and students in evaluating the learning process. Teachers can improve students' reading comprehension by understanding their impressions of the material. The teacher can improve students' reading by providing appropriate tasks based on their evaluation of the text. The researcher aims to perform a study on students' perceptions of reading text at MAN 1 Tanjung Jabung Barat. about the teacher's materials.

B. METHOD

This research was based on a survey design. According to Nuardi (2015), the objective of descriptive quantitative analysis is to gain a deeper and more rapid understanding of the data. Check & Schutt (2012) define survey research as "the collection of information from a sample of individuals through their responses to questions" This form of research permits the use of diverse methods for participant recruitment, data collection, and instrumentation. Survey research may employ quantitative research strategies (e.g., questionnaires with numerically rated items) or qualitative research strategies (e.g., open-ended inquiries) or both (i.e., mixed methods). Surveys are frequently used in social and psychological research as they are frequently used to describe and examine human behaviour.2009 (Singleton & Straits).

According to Creswell (2012), quantitative research is a type of educational research in which the researcher decides what to study, asks specific, narrow questions, collects numerical (numbered) data from participants, analyses these numbers using statistical methods, and conducts an impartial, objective investigation. The purpose of this survey is to determine the

proportion of senior high school pupils who have positive or negative perceptions of MAN 1 Tanjung Jabung Barat after reading it.

C. FINDINGS AND DISCUSSION

1. Finding

In summary, the process of perception is a complex journey that involves various stages, from the reception of stimuli by sensory organs to the subsequent cognitive processing in the brain. This progression encompasses physical, physiological, and psychological processes, culminating in the individual's conscious awareness of the received stimuli.

The findings of this research shed light on students' perceptions of reading activities at MAN 1 Tanjung Jabung Barat. The data revealed that the majority of students engage positively in reading endeavors, utilizing their free time to read, experiencing ease in finishing reading texts, maintaining focus during reading, and displaying a favorable attitude towards reading-related activities. This aligns with Gita Rosita Sari's (2020) exploration of reading comprehension issues and Luthfia Fithriani's (2020) study on extensive reading material, both of which underline the significance of students' perceptions in shaping their reading experiences and outcomes.

The highlighted indicators of students' positive perceptions, including their enjoyment of reading, utilization of spare time for reading, preference for library visits, maintenance of a positive mood during reading, and consistent focus, emphasize the favorable environment for reading fostered at MAN 1 Tanjung Jabung Barat. The exceptional participation and engagement of students, evidenced by the absence of students in the "fail" category and the high percentage of positive perceptions, underscore the effectiveness of the approach undertaken by the institution.

In conclusion, the research unequivocally indicates that the student perception of reading text at MAN 1 Tanjung Jabung Barat falls within the very good category. The active engagement,

positive attitudes, and consistent focus demonstrated by students in their reading activities reflect a successful pedagogical approach that encourages not only the development of reading skills but also a genuine enthusiasm for reading. These findings affirm the importance of nurturing positive perceptions in educational settings to enhance learning outcomes and foster a lifelong love for reading.

2. Discussion

Perception is not an accident, but rather the result of a process. According to Walgito (2018, p.54), perception is formed through a process in which the flow of the process of perception begins with the object that generates stimuli and stimuli that are proficient with the sense organs or receptors. This is known as the physical procedure. The stimuli obtained by the sensory organs are then transmitted to the brain by sensory nerves. This is known as a physiological procedure.

In addition, a process occurs in the brain so that the individual can recognise the stimulus he receives through the receptor. According to this research's fourth questionnaire item, students spent their leisure time reading. 60% of respondents firmly agree with the questionnaire item in question. Gita Rosita Sari (2020) in her journal titled "Students' Perception on Reading Comprehension Problems in Narrative Text" found that "Motivation" (65.6%) was the most problematic factor hindering students' reading comprehension, followed by "Strategies" (63.7%), "Background Knowledge" (63.3%), "Reading Process (60%)", and "Language Knowledge" (55.4%). In the meantime, for the ninth item of the questionnaire, students can simply complete the reading text. 54% of respondents concur that they can readily complete the reading text. In her study titled "Students' Perception of Difficulties and Capability in English Reading at Muhammadiyah University of Makassar," Adinda Adriyani Pais (2020) reached a different conclusion. Based on the findings, the results of this study indicate that the majority of students have trouble learning to read in terms of Lack of vocabulary, Can't

understand main ideas in text, grammatical confusion, Can't capture the topic text, Lack of structure text, and Can't correctly answer the question text.

According to the findings of this study, 80% of MAN 1 Tanjung Jabung students are enthusiastic about reading in the classroom. This result was corroborated by a study conducted by Luthfia Fithriani (2020) on Students' Perceptions of Using Extensive Reading Material Based on the Cefr Framework. The results indicate that students have favourable attitudes towards CEFR-based Extensive Reading as reading material.

Consciousness-related cerebral processes are referred to as psychological processes. Individuals' awareness of what is received through the sense organs (receptors) constitutes the final stage of the process of perception. According to the findings of the study, students at MAN 1 Tanjung Jabung Barat are always attentive when reading a text. The percentage of 0% indicates that there was no student in the category of failure.

Based on the indicator of student perception on reading text at MAN 1 Tanjung Jabung Barat, students are able to enjoy reading activities, are able to read in their spare time, enjoy going to the library, are in a good mood when reading texts, and are always focused when reading texts. Based on the above indicators, the vast majority of students engage in school activities. Consequently, this is why 80% of MAN 1 Tanjung Jabung students are enthusiastic about reading in class.

In this research, the researcher discovered that 80% of MAN 1 Tanjung Jabung students are enthusiastic about reading in class. When learning English, it is necessary for students to comprehend the text. It has been demonstrated that nearly all students have keen perceptions. Therefore, the researcher concluded that student reading comprehension at MAN 1 Tanjung Jabung Barat was excellent.

D. CONCLUSION

This research was conducted to determine how students at MAN 1 TanjungJabung Barat perceive reading texts. Based on the discussion already presented and analysed in the preceding chapter, the researcher concluded that 80% of the students at MAN 1 Tanjung Jabung Barat had very excellent perceptions of reading texts. It indicates that a large proportion of MAN 1 Tanjung Jabung Barat students have positive attitudes towards text reading.

REFERENCES

- Ahmad Qusyaeri. (2021). The Perceptions of English Students' Reading Strategies at University Level. SELL Journal. VOL. 6 NO. 1, 1-19. ISSN 2580-8400, p-ISSN 2528-6595.
- Arikunto, S. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta:Rineka Cipta.
- Breakwell, G., Jonathan A. S. and Daniel B. W. (2013). *Research method in pshycology*. Retrieved on February 6, 2019, from <http://egyankosh.ac.in/handle/123456789/23176>
- Chesla, Elizabeth L. (2003). *501 Vocabulary Questions*. Learning Express: United State.
- Creswell, J. W. (2008). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education, Inc.
- D'Arcy Nell, D. (2017). *English language teaching*. In *History of Oxford University Press: Volume IV 1970 to 2004*. <https://doi.org/10.1093/acprof:oso/9780199574797.003.0018>
- Fadilah, R. (2015). JURNAL PENA INDONESIA (JPI) Jurnal Bahasa Indonesia, Sastra, dan Pengajarannya. *Jurnal Pena Indonesia*, 1(1), 79–95.
- Haughn, M. (2017). *Survey study*. Retrieved on July 20, 2019, from <https://whatis.techtarget.com/definition/survey-research>
- Johnson, A. P. (2008). *A Guidebook for Tutoring and Remediating Students*. www.rowmaneducation.com
- Khairuddin, Z. (2013). A Study of Students' Reading Interests in a Second Language. *International Education Studies*, 6(11), 160–170. <https://doi.org/10.5539/ies.v6n11p160>

Luthfia Fithriani et al. (2020). The Students' Perception of Using Extensive Reading Material
Based On Cefr Framework.