

THE STUDENTS' DIFFICULTIES IN LEARNING READING COMPREHENSION USING NARRATIVE TEXT THROUGH WHATSSAPP

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Abstract

This research aims to find out students' difficulties in learning reading comprehension using narrative text through whatsapp for the third grade students. In this research, the writer used qualitative research method. To collect the data, the researchers used questionnaire and test. From the first test, results was obtained 12 of 48 students who managed to achieve KKM. While on the second test, there was an increase to 42 of 48 students who managed to reach KKM. It can be concluded that whatsapp can make it easier for teachers and students in learning reading comprehension using narrative text, especially in this pandemic covid-19. The results of questionnaire showed that the mostl influenced factor of students' difficulties in learning reading comprhension are lack of vocabulary mastery, internet network problems and family factors.

Keywords: Narrative Text, Reading Comprehension, Whatsapp

INTRODUCTION

According to Hidayat & Nurinayah (2019), there are four skills in English namely listening, writing, speaking and reading. In line with this, Nurdianti et al (2019) states that reading is a form of communication using written language or symbols (text). It is a two-ways communication between an author and a reader. Thus, reading is a form of communication using symbols and the ways to communicate between writers and readers through understanding process. In addition, Aritonang et al (n.d) states that reading is very important to get information in the world. It holds in our life to search information or knowledge from textbooks, article or magazines and many others which written in English.

Patel (2008 as cited in Anjuni & Cahyadi 2019) states that reading has been divided into some parts namely a). Reading aloud b). Silent Reading c). Extensive and Intensive reading. Improving the students' reading comprehension needs the suitable strategy or method to make it more reliable and relevant for there are still many problems in learning English language especially in reading comprehension skill. The problems may occur for students those who are lack of vocabularies, the students who cannot comprehend the text well and those who cannot understand the content of the text either.

As a result, the teachers must consider the best strategies for assisting the students in improving their reading comprehension, as well as try to integrate the reading learning system into the classroom in different ways or by other strategies in order to create a fun environment and improve students reading skills. Further more, Syah (2006 as cited in Rachmawati & Rachmawati 2018) states that there are two factors that influence student learning difficulties that is internal factors of students includes psycho-physical disorders or lack of ability of students such as emotion and attitude, and external factors of students covers all circumstances

and conditions surrounding environment that does not support student learning activities such as family, community, school environment.

Since 2019, the world has been rocked with a COVID-19. As a result, the president of the Republic Indonesia implemented a policy of temporarily closing the teaching and learning process at schools and universities urged them to study at home, and replacing them with online learning. This is one of the challenge for all of the teachers in all over Indonesia. As teaching English is not easy, the teachers must use effective method that allow the students to learn the materials. Teachers must be creative in choosing materials and be able to stimulate the students' interest. Online learning requires media in order teaching and learning activities are being successful. Firman (2020 as cited in Yuzulia 2021) showed that (1) students already had the essential facilities needed to take part in online learning (2) online learning was flexible in its implementation and able to encourage the emergence of learning independence and motivation to be more active in learning (3) distance learning encouraged the emergence of social distancing behavior and minimized the emergence of crowds to reduce the potential for the spread of Covid-19 in the institution. One of the most effective media in the process of online learning activities is the WhatsApp application. According to Napratilora et al (2020), whatsApp is one of the online communicating tools on the smartphone. The smartphone is so easy to use and simple. It makes many people to use Smartphone in their daily life to communicate with one each other. The people can send a message, video, audio, photo, topic discussion, and create a group discussion/ group chat with a purpose. The maximal member of a group chat on WhatsApp is 256 members.

Therefore, the teacher needs the appropriate and simple method and materials to support the teaching and learning process in order to make learning "easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. One of the enjoyable material is narrative text that is used by the reserachers in their study. Yuniarti (2020) states that narrative is a piece of text which tells a story and, in doing so, it entertains or informs the readers or listeners. The purpose of narrative text is to amuse the readers with certain or various experience in different ways. It has generic structure which consists of orientation, complication, resolution and re-orientation. In line with this, Hyland (2008 as cited in Sumatra, 2017) states that narrative should includes 1) an orientation (where the setting are introduced and a time set for the event, 2) a complication (where the problem arises), and 3) A resolution (where the problem are resolved). While the language features of narrative text are 1) use of words that link stages in time, 2) use of adjectives and adverbs, 3) use of action verbs, and 4) written in the first or third person. In conclusion, narrative text is a text that tells a story to entertain the readers or listeners. It is usually written in past forms. The examples of narrative text include folktales, fairy tales, myths, fables, legends, fantasies, science fiction, and so on. Based on the introduction above mentioned, the researchers were interested in observing what are the students' difficulties in learning reading comprehension through WhatsApp in online learning.

METHOD

This research held in September - November 2020. The subject in this research was class IX-E in SMP Mutiara 4 Bandung with a total of 48 students, consisting of 27 males and 21 females. The instruments used in this research were questionnaire and test. In this research, the writer used qualitative research method. Acording to Zohrabi (2013 as cited in Haradhan 2018), qualitative research is a form of social action that stresses on the way of people interpret, and make sense of their experiences to understand the social reality of individuals. It makes the use

of interviews, diaries, journals, classroom observations and immersions; and open-ended questionnaires to obtain, to analyze, and to interpret the data content analysis of visual and textual materials, and oral history. Qualitative research comprises of the following methods: logic, ethnography, discourse analysis, case study, open-ended interview, participant observation, counseling, therapy, grounded theory, biography, comparative method, introspection, casuistry, focus group, literary criticism, meditation practice, historical research, etc.

RESULTS AND DISCUSSION

Results

The research carried on the third grade of junior high school for 2 meetings. The research was applied on 2 meetings and the duration for each meeting was 45 minutes. To collect the data, the writers used the questionnaire and test. The test was given after the treatment season. It was multiple choice tests that consisted of 20 items. The stages are explained as follow:

1). The First meeting.

In the first meeting, it has three stages. The first is pre-activity. In this activity, the reserachers checked the students' attendance, greetings, motivation and gave a brief discussion of the material being discussed. The second is whilst activity. In this activity, the researchers discussed in detail the material and provided treatments while in the last is post- activity. In this activity, the researchers provided conclusions and tests as a measurement of the students' understanding in learning reading comprehension. The materials focused on what did the students get by understanding the reading text and the students were able to answer the questions correctly. The text question in the first meeting is in the form of multiple choice question with narrative text without pictures entitled Sura and Baya. The test was given to the students after the treatment season. It was multiple choice tests that consisted 20 items. The student test results in cycle 1 were showed unfavorable results, with 48 pupils receiving an average score of 50. The students who got score above the KKM were 12 students, whereas who got scored below the KKM were 36 students. The students are still having trouble concentrating on their English studies. As a result, in order to meet the desired standards, the cycle 1 planning must be enhanced.

2). The Second meeting.

In the second meeting has three stages. The first is pre-activity. In this activity, the reseachers checked the students attendance, greeted, motivated and gave a brief discussion of the material to be discussed. The second is whilst activity. In this activity, the reserachers discussed the material in detail and provided the treatments. The last is post- activity. In this activity, the researchers provided conclusions and tests as a measure of students' understanding in learning reading comprehension. The material focused on what the students get by understanding the reading text. The students were able to answer the questions correctly and focused on improving understanding test results from cycle 1. The text question in the second meeting form was multiple choice question with narrative text using picture entitled Sang Kancil. The test was given to the students after the treatment season. The test in this sesion was multiple choice tests that consisted 20 items. The students' test results in cycle 2 is very helpful for improving the students' understanding of test points. It was found that 42 of the 48 students got score more than or equal to 70 in relation to the KKM. This gave positive results in increasing the students' reading interest and the students' reading comperhension. Thu,s it can be concluded that the planning in Cycle - 2 had been carried out well.

The results of the tests conducted during the research were analyzed, and it discovered that the scores achieved in the first test to the second one was increasing significantly. They were explained in the table as follows:

Table 1. 1 The Result Test

No.	Respondens	First Meeting	Second Meeting
1.	Student 1	50	70
2.	Student 2	50	70
3.	Student 3	60	70
4.	Student 4	80	90
5.	Student 5	100	100
6.	Student 6	50	80
7.	Student 7	50	100
8.	Student 8	60	70
9.	Student 9	40	60
10.	Student 10	50	70
11.	Student 11	20	70
12.	Student 12	100	100
13.	Student 13	50	70
14.	Student 14	60	90
15.	Student 15	60	70
16.	Student 16	100	100
17.	Student 17	60	70
18.	Student 18	60	80
19.	Student 19	60	90
20.	Student 20	20	70
21.	Student 21	50	60
22.	Student 22	40	70
23.	Student 23	70	90
24.	Student 24	30	70
25.	Student 25	100	100
26.	Student 26	20	60
27.	Student 27	60	70
28.	Student 28	50	70
29.	Student 29	50	70
30.	Student 30	50	70
31.	Student 31	40	60
32.	Student 32	70	90
33.	Student 33	70	90
34.	Student 34	80	100
35.	Student 35	60	70
36.	Student 36	50	70
37.	Student 37	80	90
38.	Student 38	50	100
39.	Student 39	50	100
40.	Student 40	30	60
41.	Student 41	70	80
42.	Student 42	70	80
43.	Student 43	30	70
44.	Student 44	50	70
45.	Student 45	30	60
46.	Student 46	60	100
47.	Student 47	50	70
48.	Student 48	60	90
	Mean	56	78

Median	50	70
Modus	50	70

To make the results easier to be analyzed, the researchers grouped the students' results into several categories, namely very high, high, average and below average categories. They showed in the table such follows:

No.	Grade	Score	First – test	Second – test	Ket.
1.	Advanced	100	4	9	
2.	Proficient	90-80	3	12	
3.	Basic	70	5	21	
4.	Below Basic	≤60	36	6	

Based on the data analysis above, the findings indicates that learning using picture is significantly affected the students' reading comprehension. The test results from the first meeting showed 4 out of 48 students scored in the very high category, 3 students scored in the good category, 5 students scored in the medium category and 36 other students were in the low category. After knowing the test results at the first meeting and the second meeting, the researchers conducted a questionnaire test to the students to find out the difficulties faced by the students during the learning process, while doing the test and when collecting the test results via WhatsApp.

Based on the data from the questionnaire, the questions cover the multiple choice questions with two options. The goals of this questionnaire are to get the students' difficulties during learning activities. The results of the students' questionnaire are explained as follows:

Table 1. 2 The Results of Questionnaire

No	The Questions	Category	
		Yes	No
1	Did you experience the internet error/problems?	11	37
2	Does the learning process that has been carried out make you easier to understand the materilas?	45	3
3	Is the learning process interesting, fun and not boring?	7	41
4	Do you get difficulties with vocabularies ?	15	33
5	Are you motivated by the learning media used?	45	3
6	Is the role of the paretns very important in the learning process?	40	8

To make easier in analyzing the data which showed some of the difficulties experienced by the students in learning reading comprehension in narrative text through whatsapp, the researchers grouped the results from the questionnaire above such follow:

NO	KINDS OF OBSTACLES	PERCENTAGE
1	Internet network problem	22%

2	Not motivated	5%
3	Boring learning	13%
4	Do not understand the materials	13%
5	House condition	15,5%
6	Do not understand the vocabularies	31,5%
Total		100%

Based on the data analysis, the factors that mostly influenced the students' difficulties in learning reading comprehension in narrative text through whatsapp are lack of vocabulary mastery, internet network problems and family factors. It can be concluded that whatsapp is the most popular and easy to use application. Through whatsapp we can send photos, audio, documents, videos not only individually but can also be done in groups with various facilities available with the whatsapp feature, so it is very appropriate for educators and students to use whatsapp as a learning medium especially in this pandemic covid-19.

CONCLUSION

After analyzing the data, the reserahers concluded that the difficulties faced by students in learning reading comprehension using narrative text through whatsapp are: a) lack of vocabulary mastery, b) Internet network problems, c) family factors, d) lack of motivation in studying, e) less interesting in learning, and f) family factors. The most of the students' difficulties in learning reading comprehension in narrative texts through WhatsApp are limited internet connection, vocabularies and family factors. The students always have to look up the meaning of the words that they do not understand by using a dictionary.

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