

THE EFFECT OF ONLINE LEARNING ON STUDENTS ABILITY IN ENGLISH READING SKILL IN SMA SWADARMA WERDHI AGUNG

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Abstract: The purpose of this study was to find out whether the online learning can improve students reading skill by using WhatsApp applications or not. Online learning means learning that is done online, using a variety of learning applications and social networks. The researcher used pre-experimental research and the sample of this research is the eleventh grade students of SMA Swadharma Werdhi Agung which consist of 20 students. The technique of data collecting used was measurement technique and tool of data collecting was multiple choice, matching and true or false. As well as providing a questionnaire to see student's opinions about the WhatsApp applications as a medium in online learning. The data were calculated with the result of students' pre-test was 55 and post-test was 81. The students' different score between pre-test and post-test was 26. As the result, taught online learning during pandemic by using WhatsApp applications by providing narrative text was highly effective in terms of increasing the students' mean score of narrative text reading skill.

Keywords: *Online learning, Narrative text, WhatsApp applications, Reading skill*

INTRODUCTION

The introduction of the corona virus, often known as COVID 19, has created new worries for educational institutions in Indonesia. To combat the virus's spread, the Indonesian government has undertaken a range of measures, from social

segregation to broad-scale social restrictions (PSBB). This scenario requires that members of society at all levels remain at home to study, work, and worship. As a result of this strategy, various industries in Indonesia have suffered reductions and changes, including the education sector, where schools and universities have ceased offering face-to-face teaching. On the other hand, online education allows any student or university student to study from the comfort of their own home (Hampp et al, 2021). According to the circular letter of the Minister of Education and Culture number 4 of 2020 about the implementation of education policies during the emergency time of the spread of the corona virus illness, it is suggested to conduct the learning process from home through online learning (COVID-19).

As a substitute for the phrase "online," which is often used in conjunction with internet technology, online is an acronym for "in the network." The word "online" is a shorthand for "connected to the internet network." Online education is education that takes place via the use of current platforms rather than through face-to-face training. Online delivery of all forms of topic information, as well as online tests, are conceivable. Numerous platforms, including WhatsApp, Google Classroom, Google Meet, Edmodo, and Zoom, have contributed in the implementation of this online learning strategy.

Due to the critical nature of language in human life, acquiring a language is both a necessary and a desire for anyone seeking advancement (Liando and Lumettu, 2017) Language is a vital part of human life as a method of communication.

E-learning, more often referred to as online learning, is a kind of learning that occurs through the internet. In today's globalized world, information and communication technology development has advanced to the point where different jobs may be accomplished quickly and efficiently.

Reading is the process of examining a collection of written symbols and attempting to interpret their meaning. When we read, our eyes detect written symbols and our brains convert them to words, sentences, and paragraphs that give information to us. "Reading is a critical component of existing abilities,"

(Rombepajung, 2019:4), "since it enables one to understand, seek for, and study a variety of types of knowledge contained in books or authentic sources." Reading is a critical component of learning English. It has a range of interpretations for various people, and it is not clear. It entails more than just memorizing printed material or carefully reading each line of written text.

According to Tarigan (1990:7) in Jaenal, reading is an activity undertaken and used by readers who want to get the author's message through the medium of words or written language (2010).

For centuries, reading has been recognized as one of the four most fundamental language talents. Reading may help us enhance our language and communication abilities. Reading ability is the skill to interpret meaning from a text. The skills examined included phonics, word recognition, vocabulary, decoding, and fluency. These critical talents must be processed in order for a reader to be successful (Lengkoan & Hampp, 2022).

A narrative text is a story with problems or troublesome circumstances that the author strives to address. According to Anderson (1997), a narrative text is a piece of literature that tells a story and entertains or instructs the reader or listener. According to the definition above, narrative text is a story that informs us about a fascinating subject with the intention of entertaining and amusing readers or viewers. According to Rebecca (2003), a narrative text is one that presents the tale of a series of logically and chronologically related events caused or experienced by numerous circumstances. She continues by stating that it is critical to have a comprehension of the plot, topic, characters, and events, as well as their interactions, in order to comprehend a tale. Additionally, she argues that a narrative text is one that conveys a story while engaging the reader. All three elements are present: character, place, and action. Anderson and Anderson have conducted research on generic structure, or the text structure of narrative texts (2003). They take you through the five phases of narrative text authoring. The five components are orientation, complexity, sequence of events, resolution, and coda.

The narrator tells the audience of who is involved in the story, when it occurs, where it occurs, and what occurs during the orientation. To add to the uncertainty, the narrator makes a reference to something that triggers a chain of events. These happenings will have an effect on one or more of the characters. The issue is the catalyst. Following that, the narrator tells how the characters react to the dilemma in the subsequent stage, or sequence of events. This stage encompasses the character's emotions and behaviors. The events may be described chronologically (in the order in which they occur) or via flashbacks. The audience is given the storyteller's viewpoint. The resolution section resolves the problem or simplifies the difficulty. The coda of a story is an optional structure. If there is a moral or lesson to be learned from the tale, the storyteller concludes with a coda in this portion.

The characteristic/Language feature of narrative text

1. In the past tense (killed drunk etc)
2. Time adverb (once upon a time, one day etc)
3. When, then, abruptly, etc.)
4. Characteristic. The story's protagonist is distinct, not generic (Cinderella, snow white, etc)
5. Verbs of action. A verb that indicates activity (killed, dug, walked, etc)
6. Direct communication. It serves to enliven the tale. ("My name is snow white," snow white said). The present tense is used in direct communication.

The government's use of social distancing has a considerable impact on the learning activities of higher education institutions. Colleges substitute online networking and homework duties for in-person encounters. This study seeks to define the range of models and platforms used in online learning for future educators throughout the social distance era. This research was conducted online to ascertain the impact of online learning, the apps used, the learning restrictions, the methods of material distribution, and the frequency of weekly meetings attended. According to Larasati et al. (2013), WhatsApp is an instant messaging

application that allows us to send and receive images, videos, voice talks, and text messages, as well as exchange information and conduct discussions.

RESEARCH METHOD

In this study, a quantitative research strategy was used. Quantitative research is a kind of experimental or pre-experimental investigation in which data are acquired via the use of numerical values.

An key element of experimental research, according to *Cohen, Manion, and Morison (2010:210)*, is that researchers purposefully influence and change the settings that affect the occurrences in which they are interested. This strategy manipulates variables while also measuring the impact of the change on other sets of variables. Pre-experimental design was the kind of experimental technique design chosen by the researcher. According to *Sugiyono (2014:109)*, a pre-experimental design is one in which just one group or class is given pre- and post-tests. This one-group pre- and post-test design used just one group, with no control or comparison groups.

The researchers used a single pre- and post-test design. This research focuses on an 11 MIA 2 class of twenty students at SMA SWADHARMA WERDI AGUNG for the academic year 2021/2022.

A test, namely an objective test/multiple choice, matching, and true or false, was used as an instrument in this research. This is a kind of objective examination. The objective test is multiple choice, with just one correct response being one of the following: a, b, c, d, or e, depending on the content. There are multiple-choice, matching, and true/false exams available. The type is divided into two sections, pre- and post-test, and contains narrative text material. The researcher chose 20 multiple choice, 15 matching, and 15 true or false questions from a variety of English literature for the pre-test and post-test. Each item is given a score of two in terms of assessment.

The researcher accurately gathered data from the study tests. Both the questionnaire and the validity and reliability tests on the preceding sample passed.

A test, according to **Arikunto (2010:198)**, is a set of questions, exercises, or other devices used to evaluate a group's or an individual's knowledge, intelligence, abilities, or attitudes. The researchers conducted a pre- and post-test, with the pre-test occurring before to the numbered head together approach being adopted in the teaching and learning process and the post-test occurring after the method's implementation. Pre- and post-tests were used to determine the difference in student improvement.

FINDINGS AND DISCUSSION

This chapter discussed the test's analysis. To collect data, the student took two tests (pre- and post-test). The data in this chapter are counted using a statistical technique. After the treatment was done, data were gathered using the WhatsApp application. This chapter will evaluate the pre- and post-test outcomes from this inquiry.

FINDINGS

The sample size for this research is twenty kids. This examination was done utilizing a quantitative technique as a pre-experimental study. Pre- and post-tests, as well as a one-class questionnaire design, were used in this study. The pre-test was administered before to the administration of the therapy, the post-test was administered after the administration of the therapy, and the questionnaire was administered following the administration of the pre-test and post-test. Prior to assessing the data, the researcher conducted research at SMA SWADHARMA WERDHI AGUNG. During the first visit, the researcher administered a 60-minute pre-test consisting of 50 questions. The researcher observed that students struggled with pre-test questions while they were working on them. Due to the fact that some

students do not grasp or even understand what the question is asking, students must spend an extensive amount of time studying the text in order to comprehend the question. As a consequence, the researcher finds that students struggle to comprehend English language. After collecting pre-test questions, the researchers experimented with utilizing WhatsApp as a medium for online learning.

However, prior to implementing the technique, the researcher gave narrative text information, which included a description of narrative text, its social function, the kinds of narrative text, the overall structure of narrative text, and its linguistic future. In explaining the material, the researcher used a narrative about Lake Toba. Students will retain more knowledge if the researcher gives them a story. Throughout the lecture, the researcher urged students to ask questions about anything they didn't understand. The researcher found that students were highly interested in their responses since they were actively engaging in the story rather than just relaying the material. Additionally, the researcher began utilizing WhatsApp applications with the group during the second meeting, before discussing some of the essential skills that will be acquired later once learning materials are supplied. After completing the group WhatsApp, the researcher texted the group Malin Kundang and Toba Lake. Additionally, the researcher has prepared some questions for the students to answer when they have done reading the tale. Following that, the researcher instructed the pupils on the task at hand. The researcher assigned 50 questions to the participants, all of which were based on the given information. Prior to completing all of the questions, the research indicates how to answer the question. After all students have responded to all questions, they are asked to give their comments in person in order to prevent other students from seeing their classmates' responses. After all students had given their responses, the researcher administered a post-test with the same subject, same 60-minute time restriction, and same number of questions (50 questions and 10 surveys) at the end of the activity. Students quickly mastered the questions from the exam presented in this examination.

Table 1. the score of the students in pre-test and post-test

No	Pre-test	Post-test	Gained score
1	50	78	28
2	70	90	20
3	54	80	26
4	34	66	32
5	60	82	22
6	58	78	20
7	62	82	20
8	54	76	22
9	56	72	16
10	62	84	22
11	48	80	32
12	64	80	16
13	44	66	22
14	46	72	26
15	64	78	14
16	66	80	14
17	58	80	22
18	30	60	30
19	54	76	22
20	66	78	12
SUM	1.100	1.618	438
MEAN	55	81	22
Maximum score	70	90	
Minimum score	30	60	

Table 2. The Mean score of pre-Test and Post-Test

	Pre-Test (T1)	Post-Test
Mean Score (M)		(T2)
	55	81

Table 3. Frequency distribution matrix of pre-test (T1)

Score PreTest	Tally	Frequency	Freq%	Cumulative Proportion	Cumulative Presentation
70	I	1	5%	20	100%
66	II	2	10%	19	95%
64	II	2	10%	17	85%
62	II	2	10%	15	75%
60	I	1	5%	13	65%
58	II	2	10%	12	60%
56	I	1	5%	10	50%
54	III	3	5%	9	45%
50	I	1	5%	6	30%
48	I	1	5%	5	25%
46	I	1	4%	4	20%
44	I	1	3%	3	15%
34	I	1	2%	2	10%
30	I	1	5%	1	5%

Table 4. Frequency distribution matrix of post-test (T2)

Score post-test	Tally	Frequency	Freq %	Cumulative Proportion	Cumulative Presentation
90	I	1	5%	20	100%
84	I	1	5%	19	95%
82	II	2	10%	18	90%
80	V	5	25%	16	80%
78	IV	4	20%	11	55%
76	II	2	10%	7	35%
72	II	2	10%	5	25%
66	II	2	10%	3	15%
60	I	1	5%	1	5%

According to the statistics for the experimental class in Table 4.1, the mean of the pre-test was 55 and the mean of the post-test was 81, showing that the students gained around 22 points. The lowest possible score on the pre-test was 30, and the highest possible score was 70. The highest post-test score obtained was 90, while the lowest score obtained was 60. These findings came up as a

consequence of employing WhatsApp as a therapeutic tool for teaching narrative text reading. This demonstrates a significant difference between the children' pre- and post-test performance.

Discussion

According to the researcher, the total score of children on the pre-test is 1.100, with a mean score of 55. Following the treatment of teaching narrative text via WhatsApp applications to the 20 research samples, the total score on the post-test is 1.618, with a mean score of 81. The score indicates that the student performed better on the post-test than on the pretest. The difference in mean scores between the two groups is $81 - 55 = 26$. This means that the pre- and post-treatment ratings are different. This research includes two treatment sessions after the pre- and post-test. At each of these encounters, the researcher utilized WhatsApp to educate about narrative text. Between the pre- and post-tests after treatment, the kids' performance improved. It increases from 55 (inadequate) to 81 (outstanding) (good). This indicates that the therapies provided through the WhatsApp program have an effect on students' ability. It can be determined that online learning has a significant influence on teaching students in the eleventh grade at SMA Swadharma Werdhi Agung how to read narrative texts using WhatsApp applications. The research revealed the following factors that impacted or contributed to the outcome: (1) The researcher noticed that teaching narrative text was difficult since students' pre-existing knowledge of English vocabulary varied significantly. (2) The researcher struggled to control many of the pupils. According to the research, the following strengths and disadvantages were observed in teaching narrative text to students using WhatsApp applications:

1. Due to the instructors' limited explanations (teachers' talk was minimized), the students were more engaged on the teaching-learning process. (2) Students develop more self-sufficiency, innovation, and engagement in sharing their learning ideas, and they may benefit from the experiences of

other students. (3) The teaching-learning process becomes more engaging, and students have a greater appreciation for the lesson as a consequence of their participation in or discussion of the activity. The following are the shortcomings: (1) Strict explanations may not be enough for all students learning a foreign language.

2. Due to the insufficient network, not all students can participate completely in learning.
3. Time allocations are often out of step with the schedule.

Conclusion

The findings indicate that online learning through the WhatsApp application is beneficial for improving students' reading abilities when it comes to narrative content in the eleventh grade at SMA Swadharma Werdhi Agung. The findings indicated that, even at this early level of online education, the WhatsApp application was effective at teaching reading after two sessions in the trial class. As can be seen, the post-test taught using the WhatsApp application technique resulted in a higher score than the pre-test.

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