

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher describes Background of the Study, Problem Formulation, Objective of the Study, Hypothesis, Significance of the Research and Definition of Key Terms.

#### **1.1 Background of the Research**

Language is an integral part of human behavior. It is the primary means of interaction between people (Bonvillain, 2003: 1). If we think about the importance of language in our everyday life, language is so crucial in our daily life. We need to speak, listen, read and write to the others by using language. It is also used as the means of communication which connects people from different backgrounds, nations, and cultures. Speakers use language to convey their thoughts, feelings, intentions, and desires to others. When they say something through language, they send their messages and information from their feeling or thought for communicating in their society. Language links interlocutors in a dynamic and reflective process of communication. We learn about people through what they say and how they say it. We learn about ourselves through the ways that other people react to what we say and we also learn about our relationships with others through giving and taking of communicative interactions by using language.

One of the languages that is acceptable and spread throughout the world is English. English is called as International language or Lingua Franca. It is used in many fields of life such as: in politic, economic, social, and education. It is the most widespread language in the world which has an important role in every aspect of life

as medium of transferring sciences, technologies, arts, culture, etc. Realizing the important role of English as the International language, the students are expected to have interest and ability to communicate in English either orally or written. Thus, it is clear that the mastery of English is urgently required if people want to be well informed with these issues in delivering thought and interacting in a variety of situation. The mastery of English as a means of communication for entering global era which is the era of openness in which the skills of using English are required in order to be able to compete with the others in many aspects of life is really crucial for human especially the students. For those who haven't mastered English, it will be a big problem to be involved in the global era in which the association and communication with foreign people can't be avoided. In the other side, for those who have mastered English, they can access information and communicate easily to the foreign people with the English ability they have.

English is regarded as a foreign language in Indonesia which has been widely used as the language of education, science, and technology. It is also as the compulsory subject which is taught from kindergarten up to university. Teachers and the students would be demanded to have English skills if they expect to understand the idea or the message of what they are reading.

Learning a foreign language such as English is a complex matter. It deals with so many things that differ from those of the student's first language. In learning English, students have to master four major skills which are crucial to be learnt in English, namely listening, reading, speaking, and writing. Reading and listening are said to be receptive or passive skills while writing and speaking are said to be productive or active skills.

However, as one of English skill, reading has an important role in English teaching learning process. Pang, et al. (2003: 6) state that reading is a complex activity that involves both perception and thought. It consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences, and connected text. It enables the students to learn the text structure and vocabulary and to understand the content of the text itself.

Students must have capability in reading because reading is not only a skill of drawing meaning from the printed page but also interpreting the information inside it appropriately. Harmer (1998: 68) states that many of the students want to be able to read texts in English either for their careers, for study purpose, and for simply pleasure. By reading, the students can get and become familiar with the new grammar and can widen their vocabularies. Nunan (1989: 69) states that for most of the learners, it is the most important skill to master in order to ensure success not only in learning English, but also in learning any content subject where reading is required. In short, by mastering reading skill, learners would make greater progress and development in all areas of learning.

One factor that support students' reading comprehension would be success is motivation. Motivation is one of the important factors in the success of teaching and learning process. Ames and Ames (1989) argue that motivation is important because it determines the extent of learner's active involvement and attitude toward learning. William and Burden state that if asked to identify the most powerful influences on learning, motivation would probably be high on most teacher's list (1997: 111).

Concerning the importance of students' motivation in learning second language, the teacher has the essential role to increase his/her students' motivation. It is because the increase of students' motivation affects learning output such as reading comprehension. In this case, the teacher should apply a teaching reading technique which can motivate and attract the students to read the text. This directly leads the students' improvement on the students' achievement. Rizqiya (2013) stated that the low interest in reading can result the lack of reading comprehension.

There are extrinsic and intrinsic motivation. Extrinsic motivation stimulates students to engage in classroom activities effortly because completing these activity successfully will bring them valued rewards (Brophy, 1998:126) and he adds that instrinsic motivation applies students' value to participate in the activity, and emphasizes on students interest in engaging these activity willingly. Students' motivation can be generated through many ways. It can derive from teacher, the students themselves, and their environment. If the teacher knows that his/ her students have low motivation, teacher has to find strategies to arouse the students' motivation to learn. Students' high motivation would enable the students to achieve good result and mental in learning. Every individual has different motivation, therefore, the teacher should be able to assist them generate their motivation.

The next factor is the quality of the teacher or instructor. The creative teacher would use teaching media which is appropriate with the students' condition in the class and can attract them to be more interesting in learning English especially reading skill.

There are many media that can be used in teaching reading. In the past time, conventional media such as pictures, cards, etc. become effective media in teaching

reading. Nowadays, teachers have new challenge to use an up to date media that use technology in teaching learning process. One of the most important technology in this era is Information and Communication Technology (ICT). In language learning ICT also gives positive effect, such as Hartoyo (2009) in his research found that The use of ICT in education, including language teaching and learning, is a positive response to the development of the information and communication technology in the third millenium.

There has been a new trend in the ICT world which is called the social network. Social network has been defined by many and generally viewed as referring to networked tools that allow people to meet, interact and share ideas, artifacts and interests with each other ( Aderson, 2010). The most recent popular social network is WhatsApp application.

WhatsApp Messenger is a proprietary, cross-platform instant messaging application for smartphones. In addition to text messaging, users can send each other images, video, and audio media messages. WhatsApp allows its users to use their Internet connection to send messages to each other. WhatsApp is like a chat program for mobile phones. Smart phones are becoming increasingly popular and WhatsApp is available for almost all Smartphone. The application of WhatsApp which combine the smartphone and internet connection offers many advantages for language learning.

Several researcher investigated the impact of WhatsApp on reading comprehension. First, Research has been conducted by Muthaiyan and Kanchana (2016) related to students' motivation in reading through WhatsApp. It has been

done towards the first year students of SVS College of Engineering in Coimbatore. The result shows that the students have more interest to use reading message on social media (WhatsApp).

WhatsApp also can give effects on the students' motivation. Maria (2016) in her study: *Use of Whatsapp to Enhance Reading and Writing Skills at Undergraduate College Level* showed that using WhatsApp helps to motivate the learners to improve their writing skills though it is considered the most difficult of the four language skills, and learners respond better when technology, especially the internet, is involved in their language learning. The internet which is available on the mobile phones of almost all the students is a highly motivating tool for L2 learning.

Another comparative study conducted by Ta'amneh (2017), is the comparison between traditional instruction and the use of WhatsApp messenger towards 40 students in Badr Community College at Taibah University. The finding indicates that the trial group using combination method (WhatsApp and regular) can learn more efficiently than the control group which learns only in the traditional way.

Based on the result of the preliminary study, the English teachers haven't explored WhatsApp in teaching English although the school has tried to use the computer even the cell phone in their educational activity at school especially the national, midterm and semester test. The teachers use traditional media for teaching English especially reading. As stated by Faqeeh (2018) digital media application should be used in everyday lives for the students' learning and the smart application should be integrated into their classroom experience.

Some researchers have conducted WhatsApp on reading comprehension, and some researcher have conducted WhatsApp on Students Motivation. In preliminary research the students who become participants in the research was from University. But, some of them haven't tried to explore the use of the application on students reading ability and motivation in junior high school. To fill the gap, this study tries to investigate the effectiveness of using WhatsApp on the students' reading ability and their motivation. The assumption is that nowadays almost of children to adult has WhatsApp in their mobile phone. So, by exploring WhatsApp on ELT classroom, hopefully it can be effective to improve the students' reading ability and their motivation.

Based on the explanation above, the researcher is interested in conducting an experimental research entitled **“The Effectiveness of Using WhatsApp As Instructional Media on Students' Reading Ability And Their Motivation”**.

## **1.2 Formulation of the Research Problem**

Based on the background above, the problem of the study is stated as follows:

1. Is there any significant difference on the mean score of the students' reading ability and their motivation between students who are taught by WhatsApp and non WhatsApp?

## **1.3 Objectives of the Study**

Based on the formulation of the research problem above, the objective of problem of the study is stated as follows:

- 1) to investigate whether there is significant difference on the mean score of the students' reading ability and their motivation between students who are taught by WhatsApp and non WhatsApp.

#### **1.4 Hypothesis**

Hypothesis is tentative answer of variable in which the truth must be tested, based on the previous statement. To get the answer of the question, the researcher should propose alternative hypothesis (H1) and null hypothesis (H0). The hypothesis of the study is formulated as follows:

##### **1.4.1 Alternative Hypothesis**

- a. There is significant difference on the mean score of the students' reading ability and their motivation between students who are taught by WhatsApp and non WhatsApp.

##### **1.4.2 Null Hypothesis**

- a. There is no significant difference on the mean score of the students' reading ability and their motivation between students who are taught by WhatsApp and non WhatsApp.

#### **1.5 Significance of the Research**

The results of this research are expected to give significant contribution to everyone. To the students, the researcher hopes that the use of WhatsApp as a media in teaching-learning reading can: (1) be an effective media to encourage their reading habit, using WhatsApp an effective to teach reading and (2) This unique method with WhatsApp can attract the student' interest in English; (3) Students are ready to



receive technology in their teaching learning process and (4) Students learn how to use social media wisely in case for preparing industrial revolution 4.0 .

To the English teachers, the researcher hopes that this research would help them to:(1) Motivate them to find new methods or media which are appropriate in teaching reading; and (2) teacher find out appropriate strategy in teaching reading by using technology. (3) find out another media in term English Learning Process by using technology The teachers can use WhatsApp in their classroom to make the students more interesting and conduct other activities in teaching-learning process.

To the reader, the researcher hopes that they will know about the use WhatsApp in teaching and learning English, especially in teaching reading. Next, the researcher hopes that this study will give herself an experience and be a starting point for her in developing the better teaching method and using another media. To the other researchers, hopefully, this research can be one of references. Probably, there are some weaknesses in this research, which should be considered by other researchers to conduct better research at the same topic.

## **1.6 Definition of Key terms**

The definitions of important terms used in this study are:

1. Reading ability is students' skills in understanding a reading text and interpretate it appropriately as indicated by the score on their result of reading test. Reading comprehension is a process of construction of meaning from the written text based on a complex coordination of a number of interrelated sources of information.

2. WhatsApp is one of Application that used as collaborative tool in smart phone that uses internet connection. WhatsApp's users are able to send text message, voice, and also video in group or by personal message.
3. Motivation the intention which distributes and mobilize the individual's attitude and behavior to learn English. In this case, student are motivated to read.