

CHAPTER V

DISCUSSION

This chapter discussed the result the finding in this study. As it has been mentioned in chapter 1, the objectives of this study is to find the answer of the problem that is “do the students taught by using WhatsApp perform better in reading comprehension and motivation than the students taught by using non WhatsApp?” after reviewing some theories concerning with the topic of this study, the operational hypothesis as formulated that the students who are taught reading comprehension by using WhatsApp perform better achievement in reading comprehension and motivation than the students who are taught by using non WhatsApp. To make an easy step to analyze the data, the null hypothesis was given. The null hypothesis said that the students’ achievement of reading comprehension and motivation after being taught by using WhatsApp is not significantly better than those have been taught by using non WhatsApp.

5.1 The Significance Difference on the Mean Score of the Students’ Reading Ability and their Motivation between WhatsApp Group and Non WhatsApp Group

After conducting calculation of all data collected, it was found that mean score of reading comprehension of the experimental group was 73.06 while the mean score of reading comprehension of the control group was 61.12 It can be inferred that after having been trained for about six meetings by applying WhatsApp, WhatsApp Group perform better achievement in reading comprehension than Non WhatsApp group.

From the data analysis using Kruskal-Wallis on SPSS, It was found that the significance value of reading comprehension was 0.021. It was less than 0.05. So, the null hypothesis is rejected. It can be concluded that WhatsApp affects reading ability of the students. On the other side, sig value of students' motivation was 0.023 . It was smaller than 0.05. Therefore, H0 is rejected and H1 is accepted. It means that WhatsApp gives significant effect on the students' reading and motivation.

There are many reasons that WhatsApp is an effective media for reading ability. The first reason is WhatsApp became a good media to share some reading texts. The teacher or students can write or search some reading text from the book or from internet. Then, it can be copied and it can be shared to one another in different place. The student get the material from the teacher or from their friend easily. Therefore, it enhanced their reading comprehension. This research finding is in line with Astarilla et. Al (2017) in their research: *"The Effect of WhatsApp in Blended Learning on EFL Undergraduate Students' Reading Comprehension Ability."*

Then, WhatsApp can encourage students' willingness to read in English increased and it's give positive impact to their reading habit. This finding confirmed the research which was stated by Gimeno (2013) under the title *"Improving Learners' Reading Skills Through Instant Short Messages: A sample Study Using WhatsApp."*

WhatsApp is effective on students reading ability because of its' efficiently. It combine face to face and traditional way. The students can read the material in separate way. It was supported by Ta'amneh (2017) who conducted a comparataive study the comparison between traditional instruction and the use of WhatsApp.

Moreover, the result of this research give any significant effect on the students' reading comprehension, it also gives significant effect on the students' motivation. It

can be seen from the result of Kruskal-Wallis. The sig value of motivation is smaller than 0.05. it indicates that there is a significant effect of WhatsApp on the students' motivation. Students more interested in using a kind of media that used internet technology in their reading activity than using conventional media. This research finding is in line with Muthaiyan and Kanchana (2016) related to students' motivation in reading through WhatsApp.

From the research, students also give positive attitude in learning L2. 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. This result of this research also agrees with Maria (2016) in her study: *Use of Whatsapp to Enhance Reading and Writing Skills at Undergraduate College Level*