

The Effect Of Giving Reading Recording Assignments Via Whatsapp Voice Notes On Students' Reading Skills Class 2 SDN Cirengit

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Abstract.

Reading skills refer to an individual's ability to read text accurately and understand its meaning. This study aims to analyze the relationship between the intensity of Voice Note feature use on the WhatsApp application with reading skill indicators, which include articulation, intonation, phrases, and punctuation. In addition, this study also evaluates the effect of giving reading recording assignments via WhatsApp Voice Notes on the reading skills of second-grade students. Using a quantitative approach with a one-shot case study pre-experimental design, this study involved 28 second-grade students at Cirengit Elementary School. Data were obtained through reading aloud tests and WhatsApp Voice Note recordings, then analyzed using descriptive statistics (mean, percentage, and standard deviation) and inferential statistics (Shapiro-Wilk normality test, Pearson and Spearman's Rho correlation, linearity test, and simple linear regression). The results of the analysis indicate that the intensity of WhatsApp Voice Note use has a strong relationship with intonation, phrases, and punctuation use (high category), and a moderate relationship with articulation. Furthermore, the regression results showed that providing reading recording assignments via WhatsApp Voice Notes contributed 49% to improving students' reading skills, with an R-square value of 0.488. This finding confirms that the use of WhatsApp Voice Notes is effective in supporting the improvement of students' reading skills, although the impact varies across indicators.

Keywords: WhatsApp Voice Note; Reading Skills; Articulation; Phrases and Punctuation.

I. INTRODUCTION

The low reading interest of students in Indonesia has been proven by the results of research by the Program for International Student Assessment (PISA), which is managed by the Organization for Economic Co-operation and Development (OECD). (Al-Fajri, 2023). PISA results show a 12% decline in Indonesian students' reading literacy scores, from 371 to 359, caused by various factors, including a lack of interest in reading, a preference for practical learning, the appeal of digital content, a lack of parental involvement, and the lack of effective use of technology in learning. This low interest in reading hinders literacy development and student achievement. Therefore, innovative solutions are needed that can utilize technology to increase students' interest in reading. The popularity of WhatsApp users in Indonesia increased significantly from 2012 to 2023, reaching 248.2 million users, making it the country with the third-largest number of users in the world after India and Brazil. (Prasastisiwi, 2024). Apart from being a digital communication medium, WhatsApp also provides various interesting features such as *Video Call*, *Voice Note*, *group WhatsApp*, *chat*, *telephone*, as well as the ability to send photos, videos, and documents, which facilitates online communication learning. WhatsApp groups have been widely used as a communication medium in elementary schools, especially in the Cangkuang area, Bandung Regency. This group consists of teachers, parents, and principals to monitor class progress online, such as information notifications, assignments, and pick-up information.

The Voice Note feature on WhatsApp is very easy to use by various groups, including parents of students who do not need to bother typing long messages. Simply by long pressing the microphone button and then dragging the screen, the Voice Note feature will record the surrounding sound, and after recording is complete, press the pause button and the Voice Note will stop automatically, then press send to the desired number. Children's reading skills will develop well if children receive learning through a fun and conducive atmosphere with interesting learning media and achieve the expected reading goals. (Yuliyanto, 2024) This

study used WhatsApp as a home learning tool to improve the reading skills of second-grade students. Based on field data, it was found that 2 out of 28 second-grade students at Cirengit Elementary School, Cangkuang District, Bandung Regency, had low pronunciation accuracy. Furthermore, all students still did not understand how to use punctuation correctly, intonation, and phrase hyphenation.

The school has provided a reading corner and a collection of reading books (stories and magazines) to support reading activities. Every day, teachers and students, especially second-grade students, participate in a literacy program by reading one page of a reading book. This literacy activity is only focused on school, while not all parents implement the literacy program at home. Parents may not realize the importance of early reading skills, so they believe that schools should take this responsibility. However, the reality is that children spend more time at home and need more attention from parents, especially to improve the reading skills of second-grade students. Furthermore, the absence of reading assignments at home by teachers makes the WhatsApp group less effective. Even if reading assignments are given, parents of students do not necessarily carry them out because the child's reading activities are not directly monitored by the class teacher. Based on the results of the observations above, the researcher took the title "The Effect of Giving Reading Recording Assignments Through WhatsApp Voice Notes on the Reading Skills of Grade 2 Students at Cirengit Elementary School". The use of Voice Note media is expected to help improve students' reading skills. In addition, the use of Voice Notes has many benefits, including increasing students' desire to learn, especially reading skills, providing more personalized feedback to students and parents, making it easier for teachers to track students' progress in their reading skills, and strengthening the relationship between teachers and parents.

II. METHODS

The approach used in this research is the Quantitative Approach. According to (Creswell, 2014) Research using a quantitative approach prioritizes data collection and analysis, namely data in the form of numbers or numerical variables. Quantitative research is chosen to test causal hypotheses regarding the effectiveness/influence of an intervention (reading records through *WhatsApp Voice Notes*) in improving students' reading skills, using the Pre-Experimental method and *One-Shot Case Study Design*. In this study, one group was given a treatment to analyze its results. The results of the treatment in this group will be analyzed to see the effect of giving reading recording assignments via WhatsApp Voice Notes on students' reading skills. The following is a chart of pre-experimental quantitative research with a One Shot Case Study design according to (Sugiyono, 2020)

Information :

X = Treatment given (independent variable)

O = Observation (Dependent variable)

The paradigm can be read as follows: a group is given treatment and then the results are observed. This study involved all second-grade students at Cirengit Elementary School in Cangkuang District, Bandung Regency. Because this study used a Pre-Experimental One-Shot Case Study Design, the sample selected was a saturated sample. Saturated sampling is a sampling technique where all members of the population are used as samples. (Sugiyono, 2020) This study involved the entire predetermined population, based on the small population size, the existence of a WhatsApp group, a good level of parental literacy, and full support from related parties. The primary data collected in this study were the results of student reading tests during the reading recording assignment, direct observation of students while reading the assignment, and the results of WhatsApp Voice Notes. Secondary data were a list of student names in grade 2, the Lesson Implementation Plan (RPP) used in grade 2, and supporting books related to reading skills. Data collection techniques in this study were by reading aloud tests, observation, and documentation. The test used in this study was a reading aloud test with the following assessment indicators: 1. Articulation 2. Intonation 3. Phrases 4. Punctuation. This research instrument was tested for validity and reliability to ensure its accuracy. The validity test was carried out using the product moment correlation formula, which measures the extent to which each assessment indicator is able to represent the entire contents of the instrument as a whole. Some of the formulas used in the analysis process can be seen as follows:

Pearson correlation

$$r = \frac{n\sum x_i x_t - (\sum x_i)(\sum x_t)}{\sqrt{(n\sum x_i^2 - (\sum x_i)^2)(n\sum x_t^2 - (\sum x_t)^2)}}$$

Table1. Reading Aloud Test

No	Assessment Indicators	Maximum Score	Final score
1	Articulation	5	$\frac{\text{Nilai Yang Didapat}}{\text{Skor Maksimal}} \times 100$
2	Intonation	5	$\frac{\text{Nilai Yang Didapat}}{\text{Skor Maksimal}} \times 100$
3	Phrase	5	$\frac{\text{Nilai Yang Didapat}}{\text{Skor Maksimal}} \times 100$
4	Punctuation	5	$\frac{\text{Nilai Yang Didapat}}{\text{Skor Maksimal}} \times 100$

Assessment Guidelines

Source:(Tarigan, 2015)

Reading skills formula

$$\text{Keterampilan membaca} = \frac{\text{nilai artikulasi} + \text{intonasi} + \text{frasa} + \text{tanda baca}}{\text{jumlah indikator}}$$

After the data was collected, descriptive and inferential analyses were conducted. Descriptive statistics were used to describe the average, percentage, and improvement in student scores. Inferential statistics were used to test hypotheses and determine the effect of the treatment. The normality test is used to ensure that the data is normally distributed, with the criteria if the significance value is > 0.05 then the data is normal. If the normality test shows a significance value < 0.05 then the data is not normally distributed. To test the hypothesis, a correlation test is used to determine the relationship between giving assignments via WhatsApp voice notes and the assessment indicators and a simple linear regression test to determine the effect of giving reading recording assignments via WhatsApp voice notes on reading skills. Simple linear regression testing is carried out with SPSS software using a linear regression test. The criteria for a simple linear regression test are $f_{\text{count}} > f_{\text{table}}$ then the independent variable has an effect on the dependent variable, whereas if $f_{\text{count}} < f_{\text{table}}$ then the sample. The test for the equality of the two sample variances or treatment classes is carried out using a linear regression test at a significance level of $\alpha = 0.05$.

III. RESULTS AND DISCUSSION

Pearson correlation was used to analyze the relationship between reading recordings via WhatsApp Voice Notes and intonation. This analysis was based on the results of a normality test, which showed that the intonation data were normally distributed, as indicated by a significant value $0.088 > 0.05$.

Table 2. Correlation Test Results *Pearson*

Correlation			Number of Read Records
Pearson Correlation	Intonation	Correlation Coefficient	,658**
		Sig. (2-tailed)	,000
		N	28

**.Correlation is significant at the 0.01 level (2-tailed)

The output results in table 4.3 state that: There is a relationship between the number of reading recording tasks and the intonation of grade 2 students because the significance is correlated, with the level of strength in the correlation coefficient of showing the relationship between the number of reading skills and articulation in the high category. Thus, the hypothesis H_0 is rejected and H_a is accepted because (P-Value) Spearman's Rho Correlation is used to analyze the relationship between reading recordings via WhatsApp Voice Notes and articulation, phrases, and punctuation. This use is based on the results of the normality test which shows that the intonation data is not normally distributed, marked by a significance value $0.000 < 0.05$, $0.658 > 0.05$.

Table 3.Correlation Results*Spearman's Rho*

<i>Correlation</i>			Number of Read Records
<i>Spearman's Rho Correlation</i>	Articulation	<i>Correlation Coefficient</i>	,500**
		<i>Sig. (2-tailed)</i>	,007
		N	28
	Phrase	<i>Correlation Coefficient</i>	,651**
		<i>Sig. (2-tailed)</i>	,000
		N	28
	Punctuation	<i>Correlation Coefficient</i>	,636**
		<i>Sig. (2-tailed)</i>	,000
		N	28

**, *Correlation is significant at the 0.01 level (2-tailed).*

**, *Correlation is significant at the 0.05 level (2-tailed).*

Based on the output results above, it is said that: (1) There is a relationship between the number of reading recording tasks and the articulation of class 2 students because the significance is correlated, with the level of strength in the correlation coefficient of showing the relationship between the number of reading skills and articulation in the medium category. Thus the hypothesis Ha is accepted and Ho is rejected because (P-Value) (2.) There is a relationship between the number of reading recording tasks and the phrases of class 2 students with the significance value being correlated, with the level of strength in the correlation coefficient of showing the relationship between the number of reading skills and articulation in the high category. Thus the hypothesis Ho is rejected and Ha is accepted because (P-Value) (3) There is a relationship between the number of reading recording tasks and the punctuation of class 2 students with the significance value being correlated. with the level of strength in the correlation coefficient of showing the relationship between the number of reading skills and articulation in the high category.

Thus the hypothesis Ho is rejected and Ha is accepted because (P-Value) $0,007 < 0,050, 5000,007 > 0,05.0,000 < 0,050,6510,000 < 0,05.0,000 < 0,050,6360,000 < 0,05$.

After knowing that the number of reading records and reading skills have a linear relationship, the next step is to look for the effect of giving reading record assignments via WhatsApp Voice Notes on the reading skills of grade 2 students. The following are the results of a simple linear regression analysis test:

Table 4.Simple Linear Regression Test Results

<i>Anovaa</i>						
No.	<i>Model</i>	<i>Sum of squares</i>	df	<i>Mean square</i>	F	<i>Sig.</i>
1	<i>Regression</i>	1187,485	1	1187,485	24,750	,000b
	<i>Residual</i>	1247,479	26	47,980		
	<i>Total</i>	2434,964	27			

- Dependent variable:* reading skills
- Predictors:* (constant), number of read records

Table 4.8 shows the results of the values with a significance level, so in other words, there is an influence of giving reading recording assignments via WhatsApp Voice Notes on the reading skills of grade 2 students. Thus, the hypothesis Ho is rejected and Ha is accepted because (P-Value) $F_{hitung} = 24,7500,000 < 0,050,000 < 0,05$.

After knowing the next influence, calculate the magnitude of the influence as follows:

Table 5. Magnitude of Influence of Variable X on Variable Y

<i>Model Summary</i>				
Model	R	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std.Error of the Estimate</i>
1	,698a	,488	,468	6,927

- predictors:* (constant), number of read records
- dependent variable:* reading skills

Based on the image above, it explains the magnitude of the correlation value or (R) which is From the output, the coefficient of determination (R Square) is obtained which contains the meaning of the effect of giving reading recording tasks via WhatsApp Voice Notes on reading skills is Taken from (R Square) = $0.488 \times 100 = 49\%$ (rounded). Data analysis in this study aims to test the effect of giving reading recording

tasks via WhatsApp voice notes on students' reading skills through descriptive statistical and inferential statistical approaches. The data taken are the results of students' reading aloud. 0,698.0,48849%.

IV. CONCLUSION

The results of the study indicate a strong correlation between the intensity of WhatsApp Voice Note media use and the intonation, phrases, and punctuation of second-grade students, with a high correlation category. On the other hand, there is a moderate correlation between the intensity of WhatsApp Voice Note media use and the articulation of second-grade students, which is in the medium category. In addition, the R-square value of 0.000 indicates a significant influence on the reading ability of second-grade students who were given the reading recording task via WhatsApp Voice Note. 0,48849%

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