

AN INVESTIGATION OF E-LEARNING "WHATS APP GROUP" TO STUDENTS IN READING COMPREHENSION

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Abstrak

Penelitian ini berfungsi untuk mengetahui penerapan strategi E-Learning dan media grup Whats App serta persepsi mahasiswa terhadap penerapan strategi E-Learning dan media grup Whats App selama proses pembelajaran (keterampilan membaca). Penelitian ini menjelaskan tentang kemampuan membaca mahasiswa STKIP PGRI Bangkalan khususnya pada semester 4 dan mengidentifikasi pemahaman membaca mahasiswa, mulai dari penerapan strategi dan media serta respon mahasiswa selama pembelajaran. Dalam penelitian ini, peneliti menggunakan metode deskriptif kualitatif. Pengumpulan data dilakukan dengan beberapa cara yaitu lembar observasi, angket dan wawancara. Dengan subjek penelitian dosen dan mahasiswa semester 4 pendidikan bahasa inggris. Dengan menyebarkan dan menanyakan kertas dan pertanyaan untuk pengambilan data. Sehingga, temuan penelitian ini menggambarkan bahwa hampir semua responden menyukai strategi dan media yang digunakan dosen. Meskipun demikian, ada beberapa mahasiswa yang menyatakan tidak suka karena dianggap kurang efektif dan kondusif. Hasil penelitian ini dosen dan mahasiswa merasa sangat terbantu dengan adanya strategi E-Learning dan media grup Whats App pada saat pembelajaran online karena mempermudah proses pembelajaran walaupun dari jarak jauh.

Kata kunci: Pemahaman reading, E-Learning, grup What's App.

Abstract

This study aims to find out the application of E-learning strategies and What's App group media and student perceptions of the implementation of E-learning strategies and What's App group media during the learning process (reading skill). This study explains the reading ability of STKIP PGRI Bangkalan students, especially in the Fourth Semester and identifies students' reading comprehension, starting from the application of strategies and media and student responses during learning. In this study, the researcher used descriptive qualitative methods. Data were collected in several ways, namely observation sheets, questionnaires and interviews. With the research subject the lecturer and students in the Fourth Semester of English education. By distributing asking papers and questions for data collection. Thus, the findings of this study describe that almost all respondents like the strategy and media used by lecturer. Although, were some students who said they didn't like it because they thought it was less effective and conducive. The results of this study, lecturer and students

feel very helpful with the E-learning strategy and What's App group media during online learning because it makes the learning process easier even though it is from remotely.

Keywords: Reading comprehension, E-learning, What's App group.

A. INTRODUCTION

Reading comprehension is very important to be mastered by students and also lecturer to capture important information from reading sources. Reading comprehension is highest process from reading activity. According to Brown (2000), reading comprehension is primarily matter of developing appropriate, efficient comprehension strategies. While Klingner (2007) cites that, reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text as well as variable related to the text. Based on the definition, it can be concluded that reading comprehension is a process of interaction between readers' background knowledge and fill in the information from the text when students read. Not only is that, reading comprehension a process of constructing the meaning of a reading. The purpose of all reading instructions in conclusion is targeted at helping the reader to master the reading given. Reading comprehension connects at least 2 people, namely readers and writers. "The reading comprehension process connects the coding between the words or sentences written by the author and uses background knowledge to build understanding and messages from the author" (Chen, 2003: 161). In short, the main purpose of reading is to master the reading that is read, if understanding does not occur reading activities do not go perfectly.

Bouhnik et al (2014) explored the advantages of what's app group for lecturers and students with an emphasis on educational excellence, they stated facilitating with a pleasant atmosphere, joining in groups, quality of expression between students, helping each other with sharing material, availability of lecturers, anytime and anywhere. Whereas cites from Annamalai (2019) argued has explored the use of whatsapp chat group as a platform for extending learning in a blended learning classroom with a small group of undergraduates. The aim of this study was to provide learners with the opportunity to reflect strengths and challenges of using whatsapp as an extended learning platform this means that English lecturers are able to apply whatsapp as a medium for learning reading comprehension. In this case, the application of the What's App group as an educational medium makes the leaning process better because it is helped by the media. And by using the What's App group as an educational media is an effort to strengthen and develop the educational processes for lecturers and students. The purpose of holding this What's App group as an educational medium is: 1) to expand the knowledge of lecturers and students in using applications as educational media, 2) from implementing the program using this What's App group as an educational medium that lecturers and students expect to help in the process of delivering the education module , 3) through the application of the program using the What's App group as an educational medium, it is hoped that lecturers and

students will be able to apply and make this application one of the educational media used for development in the educational process. The results of the application of the What's App group usage program show that using the What's App group as an educational medium can help lecturers and students in facilitating the delivery of learning modules. WAG (What's App group) is used to communicate with students digitally, establish social atmosphere in the classroom, and establish dialogue and cooperation between students and lecturers and as a learning facility, which allows lecturers to be more familiar with students. And to influence student discourse, especially What's App has a proven academic advantage in the availability of lecturers, that learning can be continuous both indoors and outside the classroom, and it is easier to access material (Amry, 2014; and Roman, 2016).

E-Learning is the best choice for education amid the Covid-19 outbreak. Suartama (2014: 20) says, through e-learning the material provided to students can be accessed anytime and from anywhere, in addition to obtaining material that can be enriched or equipped with various learning resources as support, including multimedia that can be supported by the lecturers. E-Learning refers to the use of information and communication technology to allow access to learning resources. From European Commission (2001) explains, e-learning is a new use of multimedia technology and the Internet to improve the quality of learning by making access to facilities and services easier and remote collaboration. In addition, e-learning is also said to be an innovative approach that functions as a medium for good delivery, interactive, user-centered, and as a learning environment that has various conveniences for anyone, anywhere and anytime. Using e-learning enables each student to learn by accessing Internet web site. However, in Indonesia not all students are familiar with this E-learning education system, so this is something new that requires adjusting.

Based in the description above, this research chosed from Fourth Semester of Students at STKIP PGRI Bangkalan as the object of this research because the lecturer implemented the E-Learning strategy in learning and with the What's app application as a support for the success of the process. teaching and learning and an easy way for lecturer and students to communicate even though from a distance even though this study aims to see how far these strategies help lecturers in applying English subjects, especially on students' reading comprehension.

B. REVIEW OF LITERATURE

Definition of Reading Comprehension

Reading is an activity where the reader generally interacts with the text. This appointment has caused a lot of reading definitions presented by experts, one of which is Hung and Ngan (2015) that commented that reading is a basic skill that can improve vocabulary, read and write, and the conclusion will help them understand the language. Not only that, reading is a written reading interpretation and captures the meaning of a series of reading content. Reading is a process used by readers to get the message they want to inform. To increase reading understanding, readers need to

read various text materials. Students not only improve their reading skills through formal learning and tasks in various school textbooks, but they also have to read fiction novels, free text novels, newspapers and magazines. The purpose of reading for students is to understand the text material because reading is a bridge to master the scientific books they read. Reading is also the key to success for anyone who wants to be educated.

The Aspect of reading Comprehension

Mikulecky and Jeffries (1998) say, there are several exclusive aspects that are interrelated with each other. That is the main idea, specific information, reference, inference and vocabulary in reading:

- a. Main idea: The main idea of reading text is the main thinking or message. In contrast to the terms of the topic formed through the author's idea, and explaining on the subject being discussed, the term idea is mainly referring to a person's point or mind where this section is important than reading understanding.
- b. Specific information: This is to achieve the purpose of the reader; the reader needs an understanding of the details. Details are very important in the reading or core of a reading (Elizabeth, 2005). The core of this reading is considered the most important thing in reading readers because readers need details to understand the text. It's also the first thing to do to identify the text of the topic.
- c. Reference: According to Latullip in Marsiyah(2009) reference is the words of phares that used either before or after the refence in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that such words are used to be a signal to the reader to find the meaning else where in the text or sometimes is called pronoun.
- d. Inference: Inference is the ability to conclude a reading to get the meaning of the author. Actually, all understanding strategies involve conclusions in the sense of sense of inference. According to Doff (1988). It also takes the reader to record text instructions, to access previous knowledge related to the instructions, which is then based on the background knowledge that readers conclude what the reading is correctly.
- e. Vocabulary: One of the most knowledgeable in reading, which is as far as the knowledge of students about vocabulary on understanding students' reading (Logan, et.al., 1991). Students need vocabulary and the ability to use various strategies to build new meaning words as they find.

From the description above, we can see that there are several aspects of understanding the text that must be applied by students. To achieve the goal of reading, they must understand the main aspects: the main idea or detail of the supporting punishment for reading in each sentence, master the vocabulary or the meaning of the word, confirm the references contained in the reading, and make conclusions in understanding the implied meaning of the sentence, So it can be said that students can understand reading if some of these aspects are applied or practiced in their learning every day.

Strategies for Reading Comprehension

There are many strategies that students can use to understand their reading skills. Cites from Brown (2001) that, "reading comprehension is a matter of how to develop appropriate and efficient understanding strategies". According to him there are ten strategies that can be applied in reading classes is:

- a. Identify the purpose of reading. The goal is that the reader knows what they are looking for and discarded useless information.
- b. Using graphemic rules or also called the Fonies approach where the reader studied the English spelling convention, the goal so that the reader was able to recite a word.
- c. Use an efficient silent reading technique. This is used by everyone. By applying the strategy, the reader can pass the text and conclude the meaning.
- d. Read a glimpse of the text for the main idea. This is a strategy to find paragraph or text core. Readers quickly read the entire text to find the main topics, messages or ideas, and the purpose of the section.
- e. Scan text for specific information. This is a strategy of grouping meaningful ideas.
- f. Use semantic or grouping mapping. This is a strategy of grouping meaningful ideas.
- g. Guess when the reader is not sure. The goal is that readers easily understand the text. The reader can guess from the meaning of a word, grammatical relations, discourse relations, cultural references and message content.
- h. Vocabulary analysis. The goal is that readers easily understand the word. It can be analyzed from prefixes, suffix, familiar roots and grammar contexts.
- i. Differentiate between literal and implied meanings. The goal is that the reader knows the meaning of the word.
- j. Utilizing the discourse maker to process relationships. It is a strategy to determine the relationship between previous ideas and the next idea.

Some of the above reading strategies can help students read broadly. Students cannot choose several techniques that are suitable for their reading because each technique has its own destination in reading. In addition, not all techniques will be suitable for all student abilities. However, students can master all these strategies if they often practice and practice them when they read.

Student's Learning Strategy in Reading Comprehension

Learning strategies effect students to achieve success in reading comprehension the learning strategy should display a method that is suitable for a student. Next, the learning strategy is adrift of the method of a process and sees information in the atmosphere of learning. Therefore, the implementation of the reading strategy in mastering academic modules is a necessity for students because without using their strategies it will have difficulty taking the core of reading or text. O'Malley and Chamot (1989 quoted in JOU 2015, p. 181) cite that, "The main problem in unsuccessful reading

learning is that students do not apply learning strategies effectively". Therefore, many students fail to learn and have no motivations that are suitable for learning better.

Definition of What'sApp Group

More specifically for students, this whatsapp application can be used to create a whatsapp Group (WAG) which consists of lecturers and students who do have the same interests. whatsapp Group is a virtual classroom that facilitates each member to be able to communicate with fellow members who are in it inviting goodness only and relating to lecture material, not only that students and lecturers can also use whatsapp to share messages in written form or student work or the lecturer himself who can be posted to social media and shared in the form of a message in an online messaging application. The use of group facilities on social media is used as a medium for conveying or disseminating information to all members in the group. The use of whatsapp group makes it easy to use it to deliver data quickly, for example data about lecturer assignments, test agendas, or other information. The use of social media is expected to help the educational process and facilitate interaction between lecturers and students. Efficient and fast communication can facilitate the process of delivering education through online media. Meanwhile, research conducted by Bansal, Joshi (2014, p. 15) states, that through the use of whatsapp groups, social interaction between students and lecturers increases drastically and problem solving in learning becomes unlimited even outside of the classroom. And in research conducted by NgalekaUys (2012, p. 17) said that, whatsapp has facilitation for students to learn outside of class and can complete group assignments more easily.

Advantage and disadvantage of What's App Group

The whatsapp application continues to be favored by everyone because the development of this application is in accordance with the wishes or needs of the user. Various features are always being refined and adjusted according to the user's wishes so that there is an increase in the ease and ease of users in communicating or learning through online applications. But behind the advantages found in using the whatsapp application it also has a negative impact or drawback. There are several advantages and disadvantages of using whatsapp groups:

a. Advantages:

Many of the advantages of whatsapp groups are user-friendly, easy to communicate with, which provide written and saved communication, etc. And other advantages such as being able to share notes, PDF, EBook, especially when students are not in class or when students who want to discuss can use whatsapp about missing lessons. Students also do not need to catch up with the lecturer when students do not enter or miss lessons because they can get student class data and lessons from the whatsapp group. Compared to other social webs, whatsapp groups are easy to use. Some say "there is no comparison with social networks or other applications such as messenger, We Chat, etc. Whatsapp group conversations are very easy and safe. Whatsapp also helps them remember or delete their text if there is a mistake in sending it. They can also send email to all chats. Apart from the important

advantages whatsapp groups can be used to send location, audio, video, contacts and can receive or send files.

b. Disadvantages

Part of the weakness of whatsapp groups is too much communication overload. Where Member sends so many messages about certain topic that are not important and also very annoying with the incoming message sounds. And because of this problem leaves important files, dialogue, and information overlooked. Others reported that “there are many members in a group and people ask the same questions, which creates insignificant messages”. Sometimes members submit irrelevant videos so the group is not conducive. And also because of the many different commentary messages that cause quarrels and conflicts between group members.

Definition of E-Learning

The definition of e-learning has also been defined by several experts, Afridian Hafid (2016) assumes, E-Learning is a form of learning that utilizes electronic media and information and communications TECHNOLOGY (ICT) that allows learning materials to be submitted to students without a limited learning process in ILRT Universities. Bristol (2005) defines e-learning as the use of electronic technology to send, support, and improve teaching, learning, and assessment. Udan and Weggen (2000) state, that e-learning is part of a long distance learning while online learning is part of e-learning. In addition, the term e-learning includes various applications and processes such as computer-based web-based learning, virtual classrooms, etc. Meanwhile, online learning is part of technology-based learning that utilizes the internet and extranet resources. More specifically Rosenberg (2001) defines, e-learning as the use of internet technology to distribute learning material, so students can access anywhere. The concept of the success of the e-learning program in addition to being supported by information technology devices, also with adequate planning, administration, management and economy.

The Benefits of E-learning

E-learning has several benefits in enhancing learning ability to absorb the material taught, increase active participation, improve the ability to learn independently from students, and improve the quality of the material learning and improving the ability to display the capabilities of information technology devices. The benefits of E-Learning from Pranoto et al. (2009: 309) there is: 1) Use of e-learning to support the learning process and can enhance students who are subject to materials taught, 2) Increasing student active participation, 3) Developing the ability of students to learn independently, 4) Improve the quality of teaching and training materials, 5) Develop the ability to display information with information technology devices where ordinary devices are difficult to do that. So based on some of these benefits can be said by using e-learning students can learn freely so that students' understanding is increasing and students can learn independently.

Advantages and Disadvantages E-learning

Online learning (e-learning) is indeed needed by students related to supporting course material. There are many advantages in implementing e-learning, but there are still deficiencies in its implementation. E-Learning is acceptable and used quickly because users are motivated by the benefits. E-learning in learning also has advantages. Tjokro (2009: 187) states, E-learning has many advantages, namely:

- a. Easier to absorb, meaning using multimedia facilities such as images, text, animation, sound, video.
- b. Much more cost effective, meaning not to need for instructor and minimum audience, can be anywhere, can be anytime and cheap.
- c. Much more concise, meaning that there are not many rules like class, to the point discussion, subjects as needed.
- d. Available 24 hours / day - 7 days / week, meaning that the mastery of the material depends on the enthusiasm and absorption of students, can be monitored, can be tested by e-test.

Besides having advantages, the use of E-Learning is also inseparable from various shortcomings. Various criticisms (Bullen, 2001, Beam, 1997), among others can be mentioned as follows:

- a. The lack of interaction between lecturers and students and even between other students. The lack of this interaction can slow down their formation in the teaching and learning process.
- b. The tendency to ignore academic or social aspects and vice versa, encourage business aspects.
- c. The learning process and teaching tends to training than education.
- d. Changing the role of the lecturer and those who initially mastered conventional learning techniques, now they must know the learning techniques using ICT (Information and Communication Technology).
- e. Students who do not have high learning motivation tend to fail or underestimate it
- f. Not all places have internet facilities (maybe this is related to the problem of electricity, telephone, or computer).
- g. Lack of computer knowledge for students who do not understand it.

C. RESEARCH METHOD

This research design of this study is Descriptive Qualitative to determine to determine students' abilities in reading comprehension skills. Sugiono (2005) states that, the descriptive method is a method that can provide a complete description of the research result but is not used for broader conclusions. While quoted from Denzin and Lincoln (2000) qualitative research is a research procedure that produces descriptive data from the words or writings of the object being observed.

Both of these experts stated that this research was carried out naturally or as is. This qualitative research uses and collects data based on the experiences studied, such as personal experiences, case studies, interviews, observations and social activities. One of the reasons for using qualitative research is finding and understanding what is hidden in a phenomenon which is sometimes something that is difficult to understand, so this research aims to reveal the problems that exist in detail. Then, this study consisted of about 36 students from the fourth semester English department of STKIP PGRI Bangkalan. Furthermore, the data collection techniques in this study were using observation, questionnaires and interviews.

D. RESULT & DISCUSSION

This study defines two research questions as the research background. The first is The Lecturer Implementing of E-Learning Strategy in Reading Comprehension. The second is The Student's Perception Toward Implementation of E-Learning by using the What's App Group in Reading Learning.

1. The Lecturer Implementing of E-Learning Strategy in Reading Comprehension

The changing learning system also affects the strategies used in the teaching process because of covid-19 so that the lecturer changes the learning strategy where the lecturer uses an e-learning strategy or strategies that are carried out face to face or other assignment methods. So, that learning takes place efficiently, but the method or strategy is less effective during online learning because in addition to lecturer not explaining the material, students are also less enthusiastic in their learning, but even though online learning, lecturer still prepare for planning and implementing activities.

The planning carried out by the lecturer is making materials and assignments, while the implementation is that the lecturer sends e-learning blog links and assignments to the What's App group with discussion and question and answer methods. Based on the results of observation research and interviews conducted by researcher with lecturers and students, there is a method used by lecturer in the reading learning process still using discussion, and question and answer as used in real classes (face to face).

Online learning in the reading class uses these 10 right strategies, which is similar to the findings of Brown(2001) in chapter 2 that according to him there are 10 strategies used in implementing reading in the classroom, namely identifying reading objectives, using spelling, using silent reading techniques, skimming on main ideas, scanning for important information, grouping strategies for ideas, guessing, analyzing vocabulary, distinguishing between literary or implied meanings and exploiting the relationship between the previous idea and the next idea. However, some of these strategies are not carried out by all students, they only use some of the strategies because

learning is done online and not all of these strategies are used because not all are suitable for students' abilities.

2. The Student's Perception Toward Implementation of E-Learning by using the What's App Group in Reading Learning

E-learning strategy as a learning tool that is used remotely and used by lecturer or teachers during the covid-19 pandemic and with the media What's App application is used as an application that help students in the learning process when the pandemic occurs which is used for discussions. However, in this case various perceptions arise from students.

So in this point, according to the research finding, the researcher concluded from the results of observation and interviews from lecturer and several students that students gave a fairly good response about the use of E-learning strategies and What's App group media as a learning environment during the pandemic. Most students perceive that the use of these strategies and media in online learning is efficient for learning during the covid 19 pandemic. However, not all students respond like that, some of them are less enthusiastic about using these strategies and media because students feel that there is no change when learning reading done online. However, these strategies and media help the learning process to continue and all lecturers also want to be able to communicate even at a distance.

Every student has the ability to understand and use information in a text; this is one of the keys to student success when learning. However, this is not found when students study online especially in reading courses that are done online they are not free to describe their reading and because of that the application of reading strategies is a must for students. According to O'Malley and Chamot (1989 cited in JOU 2015, p. 181) that "one of the obstacles in unsuccessful learning is that students do not apply learning strategies effectively" therefore, students feel no change when reading the text because they do not implement strategies effectively due to lack of supervision from lecturer.

E. CONCLUSION & SUGGESTION

All in all, based on the results in this study, researcher can conclude that the first results of the application of e-learning strategies in reading reading lecturer, strategies and the media used is very good for use during the Covid19 period. With the e-learning blog and assisted by the What's App group, two strategies worked balanced because it was easy to use and easy to communicate remotely. The lecturer uses e-learning to send material files to be studied and What's App groups as media for discussion and questions and answers and to send material because they are afraid that students will not be able to open e-learning. The latter is the result of student perceptions about the application of the e-learning strategy and the What's App Group Media stated that the results are quite good even though there are some students who do not like this strategy and media, because according to them difficult to understand the teaching material provided by lecturer because they feel that not all students

have high abilities. But this strategy and media is very helpful and makes it easier for students to continue to carry out learning processes even online and remotely. But this learning still makes students claim less effective and conducive because students feel there is no increase in reading.

Based on the explanation above, researcher suggest, lecturer to continue to improve the strategies and media used by lecturer in online learning to students because they are important for students more motivated, enthusiastic and more active in learning. For students, they must know the importance of learning English, especially in reading because one way to open the world window, learning is not only done on campus but also at home because Covid19 students also have more time to learn and expand mastery of their vocabulary. For the next researcher, the next researcher hopes to conduct research on understanding reading teaching by using other strategy design and media that makes students more conducive, effective and enthusiastic in the process of teaching and learning, and the results of this study can be used as information.

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