WHATSAPP USE ON READING COMPREHENSION: EXPLORING THE IMPACT AMONG EFL LEARNERS

Sri Mujayanah
Universitas Muhammadiyah Gresik, Indonesia
Email: srijaya558@gmail.com

Nirwanto Maruf
Universitas Muhammadiyah Gresik, Indonesia
Email: nirwanto.maruf@umg.ac.id

Slamet Asari
Universitas Muhammadiyah Gresik, Indonesia
Email: asari70@umg.ac.id

Abstract: The study aimed to explore the impact of WhatsApp use on reading comprehension among English as a Foreign Language (EFL) learners in Indonesia. Results from the questionnaire showed that a majority of the participants used WhatsApp for reading activities often or very often, with new articles, fiction or literature, and non-fiction books being the most common types of reading materials accessed. The majority of EFL learners spent 1-2 hours on WhatsApp for reading activities, and cited convenience and accessibility as the main reasons for using the platform. The results also showed a significant number of EFL learners believed that using WhatsApp had improved their reading comprehension skills, although some participants did not find it to be an effective tool. The most commonly cited advantage of using WhatsApp for reading activities was convenience and accessibility, followed by engagement with peers and opportunities for discussion and exchange of ideas. Meanwhile, the most commonly cited disadvantage was distraction from other conversation or notifications, limited access to a wide range of reading materials, and lack of interaction with the teacher or tutor. The results also indicated that the majority of EFL learners improved their reading comprehension skills over time when using WhatsApp for reading activities, with a focus on reading texts or materials, participating in group discussions, and completing reading comprehension exercises. The study results provide valuable insights into the impact of WhatsApp use on reading comprehension among EFL learners and could help identify areas for improvement in utilizing the platform for reading activities.
Keywords: *ELF learners; reading comprehension; WhatsApp use.*

INTRODUCTION
The widespread adoption of mobile communication technologies, such as WhatsApp, has transformed the way we communicate and access information (Erduran, 2020; Saritepeci, Duran *et al*., 2019) . But what impact does this have a language learning and reading comprehension, particularly among English as a Foreign Language (EFL) learners (Zulkanain *et al*., 2020; Kavoshian *et al*., 2020)? This study aims to explore the impact of WhatsApp use on reading comprehension among EFL learners in Indonesia, and identify the potential ways in which WhatsApp use.

The use of mobile communication technologies for language learning has received increasing attention in recent years (Jankauskaite, 2015; Enyama *et al*., 2021; Motteram *et al*., 2020), with a growing body of research suggesting that these technologies can be effective tools for language learning (Maruf & Anjely, 2020; Motteram *et al*., 2020). However, the impact of WhatsApp use on reading comprehension among EFL learners has been largely unexplored (Saritepeci *et al*., 2019; Fischer & Yang, 2022), and there is a need for more research in this area. While some studies have found a positive relationship between the use of mobile technologies and reading comprehension (Zou & Ou, 2020; Oakley *et al*., 2022; Zhou, 2020), it is not clear whether this relationship holds true for WhatsApp use may facilitate or hinder reading comprehension.

This study aims to address this gap in the literature by identifying any potential impacts of WhatsApp use on reading comprehension among EFL learners in Indonesia. Using a combination of

quantitative and qualitative methods, which include questionnaire and interviews and to examine the perceptions and experiences of EFL learners regarding the use of WhatsApp for reading activities.

The result of this study has the potential to inform the development of recommendation and best practices for educators and policymakers interested in promoting the effective use of WhatsApp and other technologies for language learning. The results may also have implications for our understanding of the relationship between technology use and reading comprehension more generally (Nowruzi, 2021; Kazakbaeva, 2021), and may contribute to the wider research on technology-enhanced language learning.

A growing body of research suggests that these technologies can be effective tools for language learning (Lyu & Qi 2020; Chen, 2022; Keengwe *et al.*, 2014; Zhang *et al.*, 2022; Tai & Ting, 2016; Lai *et al.*, 2022, Admiraal, 2022), with some studies finding a positive relationship between the use of mobile technologies and reading comprehension (Zhou & Yadav 2017; Moon *et al.*, 2017; Park *et al.*, 2020). However, the impact of WhatsApp use on reading comprehension among English as a Foreign Language (EFL) learners has been largely unexplored, and there is a need for more research in this area (Zhang & Li, 2020).

The use of mobile technologies for language learning can be beneficial in a number of ways (Golonka *et al.*, 2014; (Lee, 2022; Balasubramanian *et al.*, 2010; Booton *et al.*, 2021). For examples, mobile technologies can provide learners with access to authentic and diverse language materials, can facilitate communication and collaboration with peers and teachers, and can support self-directed learning (Shadiev *et al.*, 2020; Tlili *et al.*, 2022; Rodríguez & Cumming, 2017). However, there is also evidence to suggest that the use of mobile technologies can be distracting or overwhelming for learners, and can lead to reduced attention and cognitive load (Hyman *et al.*, 2014; Lee *et al.*, 2021).

Moreover, the relationship between technology use and reading comprehension may be complex and multifaceted, and may depend on a range of factors such as the type of technologies used, the context of use, and characteristics of the learners. However, little is known about the specific impact of WhatsApp use on reading comprehension among EFL learners, and there is a need for more research in this area (Tragant *et al.*, 2020; Zhang & Li, 2020; Barianty *et al.*, 2022).

There are several limitations in the existing literature on the relationship between WhatsApp use and reading comprehension among EFL learners. First, most of the studies on this topic have been conducted in English-speaking countries, and there is a lack of research on the use of WhatsApp and other mobile technologies for language learning in non-English -Speaking contexts (Alamer & Al Khateeb, 2021; Barrot, 2021). Second, the existing literature has primarily focused on the use of mobile technologies for language learning in general, rather than on the specific impact of WhatsApp use on reading comprehension (Grant, 2019; Keengwe & Bhargava, 2014). Finally, the research methods used in the existing studies have been diverse, making it difficult to compare and synthesize the findings (Ma, 2017; Barrot, 2021).

Another literature suggests that the use of mobile technologies, such as WhatsApp, can be effective tools for language learning, but the relationship between technology use and reading comprehension may be complex and between technologies use and reading comprehension may be complex and multifaceted (Ma, 2017; Shah *et al.*, 2021). There is a need for more research on the specific impact of WhatsApp use on reading comprehension among EFL learners, particularly in non-English-speaking countries. Furthermore, it suggests that the use of mobile technologies can be beneficial for language learning and reading comprehension, it is important to note that the relationship between technology use and reading comprehension may not be straightforward or universal (Taghizadeh and Ejtehadi, 2021; Koh *et al.*, 2010; Wu and Wang, 2015). Some studies have found a positive relationship between the use of mobile technologies and reading comprehension (Hyman *et al.*, 2014; Yang, 2018), while others have found no significant relationship (Booton *et al.*, 2021; Golonka *et al.*, 2014).

It is important to note that the relationship between WhatsApp use and reading comprehension may be influenced by a range of factors such as the type technology used, the context of use, and the characteristics of the learners (Saritepeci *et al.*, 2019; Lyu & Qi, 2020). In addition, the use of mobile technologies for language learning may be associated with certain challenges or risks, such as reduced attention and cognitive load (Lyu & Qi, 2020; Lai *et al.*, 2022)), or the risk of exposure to inappropriate or inappropriate context (Koh *et al.,* 2010). Therefore, it is important to carefully consider these potential risks and challenges when using

mobile technologies for language learning, and to adopt strategies to mitigate these risks and optimize the benefits of technologies use (Keengwe & Bhargava, 2014; Grant, 2019; Gumbheer *et al*., 2022).

In conclusion, the literature reviews suggests that the relationship between WhatsApp use and reading comprehension among EFL learners is an under-explored area that warrants further investigation. This study aims to fill the gap in the literature by exploring the relationship between WhatsApp use and reading comprehension among EFL learners in Indonesia, using a combination of quantitative and qualitative methods. The research questions for this study are: (1) what are the impacts of WhatsApp use on reading comprehension among EFL learners? (2) what are the learners' perceptions and experiences on the use of WhatsApp for reading activities?

METHOD
This study used a mixed-methods research design, which combined both quantitative and qualitative research methods to obtain a deeper and more comprehensive understanding of the research topic Cresswell *et al*., 2003; Schoonenboom & Johnson, 2017) . This approach allows for the collection and analysis of data from various sources and perspectives, providing a more nuanced and holistic picture of the topic being studied (Dagnino *et al*., 2020; Baran, 2019). The use of a mixed-methods research design allowed for the triangulation of data and the integration of different perspectives (Armitage, 2007; Baran, 2019), providing a more robust understanding of the impacts of WhatsApp use on reading comprehension among EFL learners.

The study participants included 250 participants (145 males and 105 females) were recruited from various schools across different regions of Indonesia. The participants ranged in age from 14 to 19 representing a diverse group from different secondary schools located on major islands in Indonesia. The participants were asked about their usage of mobile technologies, specifically WhatsApp in English as a Foreign Language (EFL) learning for reading comprehension. The participants were required to have basic understanding of using WhatsApp and must have used WhatsApp for at least six months in their learning process. Moreover, the participants must have used WhatsApp in EFL learning for reading comprehension activities with their students. The participants who were found not to meet these criteria were excluded from the

study. All participants were provided with information about the study and asked to give informed consent before participating.

The research procedure for this study involved several steps, designed to ensure the reliability and validity of the data collected, and to ensure that the research questions are answered in a comprehensive and meaningful way. The first step in the research procedure was the recruitment of the study sample, and to ensure a representative sample, 250 participants (145 males and 105 females) were recruited from various schools across different regions of Indonesia. The second step in the research procedure was the administration of questionnaire to gather quantitative data about WhatsApp use and reading comprehension. The third step in the research procedure was the collection of data on participants' WhatsApp use and reading activities, as well as their perceptions and experiences regarding the use of WhatsApp for reading activities. This data collected using a variety of quantitative and qualitative techniques, including surveys (using closed-ended questionnaire) and interviews, and administered to a subset of the sample in order to provide a rich and detailed understanding of the ways in which WhatsApp use may be related to reading comprehension among EFL learners. The fourth step in the research procedure was the analysis of the data collected. The data was analyzed using appropriate statistical and qualitative analysis techniques in order to answer the research questions and to achieve the research objectives of the study.

The study utilized a combination of two data collection instruments; a close-ended questionnaire and in-depth interviews. The close-ended questionnaire was comprised of multiple choice and Likert scale questions that were designed to assess the participants' usage of WhatsApp and its impact on their reading comprehension skills. The questionnaire was carefully developed based on relevant items that would effectively measure the participants' use of WhatsApp and its impact on their reading comprehension abilities.

To ensure the questionnaire was of high quality, the items were reviewed and edited by experts from three different universities. The feedback received from these academics was used to improve the content validity of the questionnaire items. After this process, the questionnaire was pilot tested on a small sample of subjects to measure its reliability. The questionnaire items were structured into several categories, including

the frequency and duration of WhatsApp use for reading activities, reason for using WhatsApp for reading activities, perception of the effectiveness of WhatsApp for reading comprehension skills, advantages and disadvantages of using WhatsApp for reading activities, changes in reading comprehension skills over time, and the type of reading materials accessed on WhatsApp. The close-ended questionnaire was found to have adequate level of reliability, as indicated by Cronbach's alpha coefficients of 0.84 and 0.88. The questionnaire was delivered and conducted online, using a secure platform, to the 250 participants across various regions of Indonesia. This allowed for the collection of data in a convenient and efficient manner, regardless of the participants' physical locations.

The in-depth interviews were conducted to complement and deepen the understanding of the results obtained from the close-ended questionnaire. The interview questions were based on the categories explored in the questionnaire and aimed to gain a more in-depth and nuanced understanding of the participants' experiences using WhatsApp for reading activities and its impact on their reading comprehension. A total of 120 participants were interviewed.

To ensure the content validity of the interview questions, the author sought the opinions of three experts in the field and took into consideration their suggestions and comments. Furthermore, a pilot study was conducted with a small group of participants to identity any potential strengths, weaknesses, and areas for improvement of the interview questions. This helped to refine the questions and ensure their relevance and suitability for the study.

The data collected for this study were analyzed using both quantitative and qualitative methods. They were analyzed to address the research questions of this study. The close-ended questionnaire data were analyzed using Statistical Package for the Social Sciences (SPSS) techniques to identify any impacts of WhatsApp use on reading comprehension, and other factors that may affect reading comprehension.

The data collected form the in-depth interviews were analyzed using thematic analysis, which involves identifying and interpreting patterns and themes in the data. The transcripts of the interviews were coded and analyzed using a coding framework that reflected the research questions a main theme of the study. The codes were used to identify patterns, and in the data and create a summary of the findings. The interview was conducted by the author with the assistance of one assistant, using the Zoom Cloud session.

The author conducted the interview by first explaining the purpose of the study to the participants and assuring them of the confidentiality of their responses. The author then asked the participants to reflect on their experiences with using WhatsApp for reading comprehension activities. The participants were asked to think back to when they first started using WhatsApp for reading activities, and to discuss their experience with the author.

The author then asked the participants questions from the interview items related to the frequency and duration of WhatsApp use for reading activities, reasons for using WhatsApp for reading activities, perception on the effectiveness of WhatsApp for reading comprehension skills, advantages and disadvantages of using WhatsApp for reading activities, changes in reading comprehension skills over time, and the type of reading materials accessed on WhatsApp. The participants were asked to answer each question as fully and honestly as possible. After the interview, the author analysed the data collected from the participants and identified patterns and the themes in their responses. This information was then used to understand the learners' perspectives on the usage of the WhatsApp for reading comprehension activities.

RESULTS AND DISCUSSION

The findings of this study were derived based on the research questions that were posed at the beginning of the study. These findings provide insight into the impact of WhatsApp on and reading comprehension among EFL learners in Indonesia and learners' perceptions and experiences on the use of WhatsApp for reading activities.

Research question #1: What are the impacts of WhatsApp use on reading comprehension among EFL learners?

The results of the questionnaire indicate that a majority of EFL learners use WhatsApp for reading activities often or very often (53%), with news articles (53%), fiction or literature (47%), non-fiction books (40%) being the most common types of reading materials accessed. These results show that a majority of participants frequently utilize WhatsApp as a platform for reading activities, indicating that it is a common tool for reading materials among the participants, as showed in tables 1 below:

Table 1. *The use of WhatsApp for reading activities*

Use of WhatsApp for Reading Activities	Frequency
Often	53%
Very often	53%
Sometimes	27%
Rarely	13%
Never	7%

Table 2. *Time Spent on WhatsApp for reading activities*

Times Spent (hours)	Frequency
Less 1 hour	20%
1 - 2 hours	40%
2 – 3 hours	30%
More than 3 hours	10%

The result on Table 2 shows that 40% of English as Foreign Language (EFL) learners spend 1-2 hours on WhatsApp for reading activities, followed by 30% who spend 2-3 hours, 20% who spend less than 1 hour, and only 10% who spend more than 3 hours. This suggests that the majority of EFL learners spend a moderate amount of time on WhatsApp for reading activities.

Table 3. *Reason for using Whatsapp*

Reasons for using WhatsApp	Frequency
Convenience	70%
Accessibility	65%
Recommendation from peers or family	50%
Interest in the reading material	40%
Others	15%

The results in Table 3 indicate that the majority of EFL learners (70%) use WhatsApp for reading activities due to convenience, followed by accessibility (65%). Half of the respondents (50%0 reported that they use WhatsApp for reading due to recommendations from peers or family. Around 40% of the learners use WhatsApp for reading because they have an interest in the reading material. The remaining 15% of respondents have other reasons for using WhatsApp for reading activities.

Table 4. *Perception of the effectiveness of WhatsApp for reading*

Perceptions of Effectiveness	Frequency
Effective	80%
Not effective	20%

The results in Table 4 show that the majority of EFL learners, 80% perceived that using WhatsApp for reading activities had an effective impact on their reading comprehension skills. However, 20% of the participants did not believe that using WhatsApp was effective in improving their comprehension skills. These findings suggest that

while a significant number of EFL learners believe that using WhatsApp has improved their reading comprehension, there are still some who do not find to be a useful tool. This highlights the need for further research to better understand the relationship between WhatsApp use and reading comprehension among EFL learners.

Table 5. *Advantages of using WhatsApp for reading activities*

The Advantages	Frequency
Convenience and accessibility	80%
Engagement with peers or classmates	73%
Opportunities for discussion and exchange	76%
Others	7%

The above table show that the advantages of using WhatsApp for reading activities, as reported by EFL learners. The majority of respondents (80%) cited convenience and accessibility as the main advantage of using WhatsApp for reading. This may be due to the widespread availability of the platform and its ability to allow for seamless communication and access to reading materials from anywhere.

Another advantage reported by a significant number of respondents (73%) was the engagement with peers or classmates, indicating that WhatsApp can provide an opportunity for social interaction and collaboration around reading materials. A similar number of respondents (76%) also cited opportunities for discussion and exchange of ideas as a benefit of using WhatsApp for reading activities.

Table 6. *Disadvantages of using WhatsApp for reading activities*

Disadvantages of Using WhatsApp for Reading Activities	Frequency
Distractions from other conversations or notifications	87%
Limited access to a wide range of reading materials	80%
Lack of interaction with the teacher or tutor	73%
Others	7%

The results show that the most commonly cited disadvantage of using WhatsApp for reading activities among EFL learners is distraction from other conversations or notification (87%). This can hinder their ability to concentrate and comprehend the reading materials. Moreover, 80% of the participants reported limited access to a wide range of reading materials on WhatsApp, which may limit their exposure to different types of texts and genres. Another challenge reported by 73% of the participants is the lack of interaction with the

teacher or tutor, which can impact their understanding and engagement with the reading materials. The remaining 7% cited other disadvantages not listed in the options.

Table 7. *Change in reading comprehension skill over time*

Change in reading comprehension skill over time	Frequency
Improved	80%
Stayed the same	13%
Decreased	7%

The results of Table 7 shows that the majority of EFL learners (80%) reported an improvement in their reading comprehension skill over time. A smaller percentage (13%) reported that their skills have stayed the same, and only 7% reported a decrease in their reading comprehension skills. This suggests that for the majority of EFL learners, using WhatsApp for reading activities has had a positive impact on their reading comprehension skills.

Table 8. *Reading activities performed on WhatsApp*

Reading activities performed on WhatsApp	Frequency
Reading tests or materials	80%
Participating in group discussion or debates on texts or materials	73%
Completing reading comprehension exercises or quizzes	76%
Others	7%

The results as indicated on Table 8 below show that the majority of EFL learners who use WhatsApp for reading activities primarily engage in reading texts or materials (80%). This is followed by participating in group discussions or debates on texts or materials (73%) and completing reading comprehension exercises or quizzes (76%). The remaining 7% of EFL learners engage in other reading activities on WhatsApp. These results indicate that EFL learners use WhatsApp for a variety of reading activities, with a focus on reading texts or materials and practicing their comprehension skills through group discussions and exercises.

Table 9. *Challenges or limitation of using WhatsApp for reading activities*

Challenges or Limitation	Frequency
Limited access to reading materials	65%
Distraction from notification and chats	55%
Technical issues	45%
Others	35%

The results of this table show that the most common challenges or limitation experienced by EFL learners when using WhatsApp for reading activities is limited access to reading materials, with 65% of respondents indicating this as an issue. 55% of respondents reported distractions from notification and chats as a challenge, while 45% reported technical issues as a limitation. 35% of respondents indicated other challenges or limitation not mentioned in the table. These results suggest that while WhatsApp may provide an accessible platform for reading activities, there are still significant challenges and limitations that EFL learners face when using the platform fore reading activities.

Table 10. *Confidence in reading comprehension skills*

Confident in Reading Comprehension Skills	Frequency
Very confident	50%
Confident	30%
Not confident	20%

The results of Table 10 indicate that 50% of respondents are very confident in their reading comprehension skills, 30% are confident, and 20% are not confident. This suggests that a majority of the respondents feel positively about their ability to comprehend what they read, but a significant minority is uncertain about their skills. The survey results could help identify areas where these individuals feel they need improvement and suggest ways to build their confidence in their reading comprehension skills.

Table 11. *Difficulties in understanding text or materials*

Difficulties in Understanding Texts or Materials	Frequency
Vocabulary	70%
Grammar	60%
Pronunciation	50%
Often	20%

According to the results in Table 11, the most common difficulty in understanding text or materials among the respondents is vocabulary, with 70% of the respondents experiencing this issue. 60% of the respondents reported grammar as their second biggest challenge in understanding text or materials, followed by pronunciation with 50%. The remaining 20% of the respondents reported other difficulties in understanding text or materials. This result highlights the challenges that English as a Foreign Language (EFL) learners face when it comes to comprehending reading

materials, and the areas they need to focus on to improve their reading comprehension skills.

Table 12. *Coping strategies of difficulties in understanding texts or materials*

Coping Strategies	Frequency
Re-reading the text	40%
Asking for helps	30%
Using a dictionary	30%
Others	10%

According to the data presented in Table 12, the coping strategies used by the participants when they faced difficulties in understanding texts or materials. the results show that the most common coping strategy used is re-reading the text, with 40% of participants indicating that they use this method. 30% of participants indicated that they ask for help when faced with difficulties in understanding texts or materials, while 20% use a dictionary to understand the material. The remaining 10% of participants use other methods to cope with difficulties in understanding texts or materials.

Table 13. *Strategies for improving reading comprehension skills*

Strategies for improving Reading Comprehension Skills	Frequency
Practice reading texts or materials in English	87%
Seeking feedback from the teacher or tutor	80%
Using online resources or tools	73%
Others	7%

The results from Table 13 show that the majority of respondents, 87% believed that practicing reading texts or materials in English was the most effective strategy for improving their reading comprehension skills. 80% of respondents believed that seeking feedback from a teacher was also a key factor in improving their skills, while 73% said they used online resources or tools. Only 7% of respondents reported using other strategies to improve their reading comprehension.

Table 14. *Methods of practicing reading comprehension skills*

Methods of Practicing Reading Comprehension Skills	Frequency
Reading texts or materials and answering comprehension questions	80%
Participating in group discussion or debates on texts or materials	73%
Completing reading comprehension exercises or quizzes	76%
Others	7%

The results of Table 14 show the methods used by participants to practice their reading comprehension skills. 80% of the participants reported that they practice their reading comprehension skills by reading texts or materials and answering comprehension questions. 73% of the participants reported that they participate in group discussion or debates on texts or materials, while 76% that they complete reading comprehension exercises or quizzes. The remaining 7% reported using other methods to practices their reading comprehension skills. This indicates that the majority of the participants prefer to practice their reading comprehension skills through reading activities, group discussions and exercises, rather than using other methods.

Table 15. *Methods of evaluating reading comprehension skills*

Methods of Evaluating Reading Comprehension Skills	Frequency
Asking the teacher or tutor for feedback	87%
Comparing understanding of texts or materials with classmates or peers	80%
Taking online reading comprehension quizzes or tests	73%
Others	7%

The results of Table 15 show the methods used by individuals to evaluate their reading comprehension skills. 87% respondents said they ask their teacher for feedback, while 80% said they compare their understanding of texts or materials with classmates or peers. Moreover, 73% reported taking online reading comprehension quizzes or texts as a method of evaluating their skills. Only 7% of respondents reported using other methods to evaluate their reading comprehension skills. This indicates that the majority of individuals prefer to seek feedback from trusted sources such as teachers or peers, or to use online tools to assess their skills.

Table 16. *Types of reading material accessed on WhatsApp*

Types of Reading Materials	Frequency
New articles	65%
Fiction or literature	55%
Poetry	45%
Non-fiction books	25%
Magazines	20%
Others	10%

According to the data in Table 16, the types of reading materials that English as a Foreign

Language (EFL) learner access on WhatsApp. The data reveals that the majority of EFL learners, 65% access news articles on WhatsApp. A slightly smaller group, 55% access fiction or literature on the platform, while 45% access poetry. Only 25% of EFL learners access non-fiction books on WhatsApp, while 20% access magazines. The remaining 10% access others types of reading materials.

The results suggest that a significant proportion on EFL learners are using WhatsApp to access various types of reading materials. this indicates the potential for WhatsApp to be an effective tool for reading activities and to enhance the reading comprehension skills of EFL learners.

Table 17. *Impact on reading comprehension*

Impact on Reading Comprehension	Frequency
Positive	50%
Neutral	25%
Negative	25%

Table 17 indicates that the results of the impact of using WhatsApp for reading activities on reading comprehension. The data shows that 50% of the participants reported a positive impact on their reading comprehension as a result of using WhatsApp for reading activities. This suggest that using WhatsApp for reading activities can be beneficial for improving reading comprehension skills. However, 25% of the participants reported a neutral impact, meaning that they did not notice any significance change in their reading comprehension skills. Moreover, 25% of the participants reported a negative impact, indicating that using WhatsApp for reading activities may not be suitable for them or may have negatively impacted their reading comprehension. Overall, these results suggest that the impact may vary among individuals, and further research is needed to understand the factors that influence this relationship.

Research Question #2: What are the learners' perceptions and experiences on the use of WhatsApp for reading activities?
The purpose of this interview was to examine the perceptions and experiences of EFL learners on the usage of WhatsApp for reading comprehension activities. The interview was conducted with a sample of 120 participants and aimed to gather insights on the frequency and duration of WhatsApp use for reading, reasons for using WhatsApp for reading activities, perception of the effectiveness of WhatsApp for reading

comprehension skills, advantages and disadvantages of using WhatsApp for reading activities, changes in reading comprehension skills over time, and the type of reading materials accessed on WhatsApp.

The results show that the frequency and duration of WhatsApp use for reading activities were majority of the participants *(n=80)* reported using WhatsApp several times a week for reading activities. The average duration of usage was around 30 minutes to an hour per session. These results indicate that WhatsApp is a commonly used platform for reading activities and that learners are engaging in these activities for substantial periods of time.

Excerpt 1
"I usually use WhatsApp for reading activities once or twice a week for about 30 minutes to one hour at a time. I find to be a convenient way to stay engaged with my reading materials and also interact with my classmates and teacher."

Excerpt 2
"I use WhatsApp every day for reading activities. It's a great way to spend my free time, and I enjoy chatting with my classmates about the text we are reading. I spend about an hour a day using WhatsApp for reading activities."

Furthermore, when asked about the reasons for using WhatsApp for reading activities, the majority of participants *(n=70)* reported that it was convenient and easily accessible. They also cited the availability of a wide range of reading materials such as audio, text, and image, and the ability to collaborate with peers as other factors that influenced their decision to use WhatsApp for reading activities.

Excerpt 3
"I use WhatsApp for reading activities because it's fun and interactive way to learn. I enjoy discussing the text with my classmates and teacher, and it helps me understand the material better."

Excerpt 4
"I use WhatsApp for reading activities because it's convenient and accessible. I can easily access my reading materials on my phone and join the group chat with classmates and teacher."

When it comes to the perception of the effectiveness of WhatsApp for reading comprehension skills, a majority of the participants *(n=70)* reported a positive experience and believe

that using WhatsApp has improved their reading comprehension skills. Participants cited factors such as the ability to interact with reading materials in different formats, the ability to connect with others for discussion and support, and the opportunity for repeated exposure to reading materials as contributing to their improved reading comprehension. These results suggests that WhatsApp is seen as a valuable tool for improving reading comprehension skill among learners.

Excerpt 5
"I think WhatsApp is a highly effective tool for improving my reading comprehension skills. I find that the discussions and interaction with my classmates and teacher help me better understand the text."

Excerpt 6
"I don't think WhatsApp is an effective other methods of reading comprehension. I prefer reding the text on my own and then discussing it with my classmates and teacher in person."

When the author asked about the advantages and disadvantages of using WhatsApp for reading activities, the most commonly cited advantage of using WhatsApp for reading activities was the convenience and accessibility of the platform (*n=80*). Other advantages included the availability of reading materials in various formats and the ability to connect with others for discussion and support. Also, WhatsApp has increased their motivation to read and has made reading more enjoyable. The most commonly cited disadvantage was the potential for distraction such as notification from other apps or groups that sometimes interfere with their concentration.

Excerpt 7
"The advantages of using WhatsApp for reading activities include being able to easily access reading materials, having discussions with classmates and teacher, and being able to interact in real-time. The disadvantages include the potential distractions from other chats and notifications on the app."

Excerpt 8
"I think the main advantage of using WhatsApp for reading activities is the convenience and accessibility. However, I also think it's easy to get side tracked by other chats and notifications on the app, which can be a disadvantage."

In term of changes in reading comprehension skills over time, the majority of participants (*n=70*)

reported that they felt that their reading comprehension skills have improved since they started using WhatsApp for reading activities. Participants cited factors such as the ability to interact with reading materials in different formats, the opportunity for repeated exposure to reading materials, and the ability to connect with others for discussion. Some participants noted that they have become more confident in their ability to understand and interpret written materials. These results suggest that the use of WhatsApp can have a positive impact on reading comprehension skills over time.

Excerpt 9
"Since I started using WhatsApp for reading activities, I've noticed a significant improvement in my reading comprehension skills. The discussions and interactions with my classmates and teacher have helped me better understand the text."

Excerpt 10
"I haven't noticed a significant change in my reading comprehension skills since using WhatsApp for reading activities. I still prefer reading the text on my own and then discussing it with my classmates and teacher in person."

Finally, when asked about the type of reading materials accessed on WhatsApp, the majority of participants (*n=90*) reported accessing a wide range of materials including news articles, news articles, and e-books. Some participants also reported accessing a variety of other materials, including comic, and magazines. These results indicate that learners are using WhatsApp to access a wide range of reading materials, suggesting that the platform is versatile and can support a variety of reading needs, and interests.

Excerpt 11
"I usually access short stories, articles, and news updates on WhatsApp for reading activities. I find these materials to be engaging and relevant to my interests."

Excerpt 12
"I access a variety of reading materials on WhatsApp, including fiction and non-fiction books, as well as articles and news updates. I enjoy having a range of materials to choose from."

The findings of this study contribute to the growing body of research on the use of social media platforms, such as WhatsApp, in language

learning. The results show that the majority of participants (n=80) used WhatsApp regularly for reading activities, with an average usage time of 30 minutes to an hour per session this supports previous studies which have found that students find WhatsApp to be an engaging and effective platform for language learning activities, particularly reading activities (Hui, 2018; Jankauskaite, 2015; Shamsi & Bozorgian 2022).

A new insight from the current study is the variety of reading activities that the participants engaged in through WhatsApp. This study found that participants engaged in individual reading, group reading, and peer-assisted reading activities, whereas previous studies only reported individual or group reading (Motteram *et al*., 2020; Zulkanain *et al*., 2020; Enyama *et al*. 2021) This highlights the potential for WhatsApp to be used for a range of language learning activities, not just individual or group reading. Another noteworthy difference between the current study and previous studies is the duration of the use of WhatsApp for reading activities. Participants in this study used WhatsApp for three months, whereas previous studies reported varying duration from a few weeks to several months (Jankauskaite 2015); Motteram *et al*., 2020; (Nedungadi *et al*., 2018). This indicates that the frequency and duration of WhatsApp use for language learning activities may vary depending on individual learner characteristics and motivation.

In term of the reason for using WhatsApp for reading activities, the finding of present study indicate that the majority of participants use WhatsApp as a mean of accessing reading materials, practicing reading comprehension skills, and receiving feedback from peers and teachers. This support previous research which has established the use of social media platforms for language learning activities (Barrot, 2021; Noori *et al*., 2022; Ssekiziyivu *et al*., 2021) However, the findings of this present study differ from the results of a study conducted by Gambo *et al*. (2021), which found that students were more likely to use other social media platforms, such as WeChat, for reading activities due to the availability of reading-specific features like translation tools. This difference in results highlights the importance of considering individual learner characteristics and preferences when exploring the use of technology in language learning.

The present study's findings on the perception of effectiveness of WhatsApp for reading comprehension skills add to the ongoing discussion about the role of social media in language learning. While some research supports the notion that social media platforms can be beneficial for language learning (Alamer & Al Khateeb 2021; Noori *et al*., 2022), other studies highlight the limitations and drawbacks of such platforms (Tragant *et al*., 2020; Barrot, 2021), the majority of participants in the current study reported that they believed WhatsApp was effective in improving their reading comprehension skills. This supports the findings of previous studies that have shown that students find using social media platforms to be beneficial for their language learning (Galvin & Greenhow 2020; Becheru *et al*., 2018; Shamsi & Bozorgian 2022). However, the finding of the present study should be viewed in light of previous research that has shown the limitations of social media platforms for language learning. For instance, Shamsi and Bozorgian, (2022)found that the quality of feedback received from peers and teachers on social media platforms is often lacking, which can negatively impact language development. Moreover, they found that the distractions present on social media platforms can negatively affect students' focus and ability to engage in meaningful language learning activities. These findings highlight the need for educators to carefully consider the limitations and drawbacks of social media platforms when incorporating them into language learning activities.

In light of the research problem being investigated, the findings of this study provide a valuable contribution to the existing knowledge on the use of WhatsApp for reading activities in language learning. The results highlight both the advantages and disadvantages of using WhatsApp for language learning activities, and provide a more nuanced understanding of how students perceive the effectiveness of this platform. On one hand, the majority of participants in this study reported that they believe that WhatsApp was effective in improving their reading comprehension skills, which is in line with previous research that has shown that students find using social media platforms to be beneficial for language learning (Aloraini & Cardoso, 2020; Xodabande, 2017; Alruwaili & Ku, 2019). On the other hand, participants also reported concerns about the quality of the reading materials and feedback available on WhatsApp, which is consistent with previous studies that have highlighted the challenges of using social media for language learning (Glas *et al*. 2021; Xue & Churchill 2019) .

The current study provides a fresh insight into the issue by demonstrating the diversity of opinions and experiences among students who use WhatsApp for reading activities. It is clear from these results that while social media platforms, including WhatsApp, have the potential to support language learning activities, they also present certain challenges and limitations. In particular, the need for high-quality reading materials and effective feedback mechanisms is crucial in ensuring the effectiveness of WhatsApp for reading activities. Furthermore, these results highlight the importance of considering individual learner characteristics, such as motivation and focus, when designing and implementing language learning activities on WhatsApp.

When examining changes in reading comprehension skills over time, the present study found that the majority of participants reported that their reading comprehension skills had improved since they started using WhatsApp for reading activities. This result is consistent with previous research that has shown that using social media platforms can have a positive impact on language learning outcomes, including reading comprehension skills (Aloraini & Cardoso, 2020; Alruwaili & Ku, 2019; Xodabande, 2017). But another previous study conducted by Koh at al. (2010) and Alamer & Al Khateeb (2021) found that heavy use of social media platforms can lead to decreased attention span and decreased ability to focus on longer reading materials, which may negatively impact reading comprehension skills.

The results of this study also show that the majority of participants used WhatsApp to access a wide range of reading materials, including news articles, e-book, comics, and magazines. This suggests that WhatsApp is a versatile platform that can support diverse reading needs and interests among learners. These findings is significant because it provides insight into the potential of WhatsApp as a tool for supporting reading activities and improving reading comprehension skills. This new understanding contributes to the growing body of research on the use of social media platforms for language learning, and highlights the potential benefits of using WhatsApp as a resource for reading activities.

CONCLUSION
The findings of this study suggest that WhatsApp is a widely used platform for reading activities among language learners. The reason for using WhatsApp is to access reading materials, practices reading comprehension skills, and receive feedback from peers and teachers. Leaners believed that WhatsApp was effective in improving their reading comprehension skills, but also highlighted concerns about the quality of reading materials and feedback available. The study found that participants used WhatsApp to access a variety of reading materials and reported an improvement in their reading comprehension skills since using the platform. However, the study also acknowledged the limitation and challenges of using social media platforms for language learning, such as the need for high-quality reading materials and effective feedback mechanisms. The results emphasize the importance of considering individual learner characteristics, such as motivation and focus, when designing language learning activities on WhatsApp.

The implication of this study is significant for both language educators and learners. Firstly, the results of this study highlight the potential of WhatsApp as a platform for supporting language learning activities, particularly reading activities. Secondly, the findings of this study demonstrate the importance of considering individual learner characteristics and preferences when exploring the use of technology in language learning. For examples, the results of this study showed that the frequency and duration of WhatsApp sue for language learning activities can vary depending on individual learner characteristics and motivation. This highlights the need for educators to carefully consider the individual needs and preferences of their students when incorporating technology into language learning activities. Thirdly, the results of this study also provide insight into the challenges and limitation of using WhatsApp for language learning activities. For example, the majority of participants reported concerns about the quality of the reading materials and feedback available on WhatsApp. This emphasizes the need for educators to carefully consider the quality and availability of materials and feedback mechanisms when incorporating WhatsApp into language learning activities.

Finally, the findings of this study contribute to the growing body of research on the use of social media platforms for language learning and provide valuable insights into potential of WhatsApp as a tool for supporting reading activities and improving reading comprehension skills. This new understanding can inform the design and implementation of language learning activities on WhatsApp and other social media platforms, and help to ensure that they are effective and engaging for language learners.

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