



The Effect of Using WhatsApp Media Toward Students' Reading Comprehension on Narrative Text At The Tenth Grade of SMAN 9 Mandau

Wahyu Muhammad Zul' Arif*

STAI Hubbulwathan Duri

*Corresponding Author. Email: wahyumuhammadzularif20013979@gmail.com

ARTICLE INFO

Keywords:

Reading

Comprehension,

Narrative Text,

WhatsApp Media

ABSTRACT

This study was conducted to determine The effect of using WhatsApp media toward students' reading comprehension on narrative text at the tenth grade of SMAN 9 Mandau. Quantitative method with a quasi-experimental research design. The research population is all class X which totals 329 students consisting of 9 classes. Due to the large population, the researcher took a sample of 68 students. In this study, the average pre-test score of the experimental class was 65.64 and the control class was 54.73. Meanwhile, the experimental post-test class was 76.47 and the control class was 68.44. It can be concluded that there is a significant influence on the ability to read narrative text through WhatsApp media.

Introduction

English is one of the important subjects because it is an international language. Most of the people in the world use it, not only as the communication but also as transferring knowledge. In learning English, there are four skills that have to be learned by the students. They are listening, speaking, reading and writing. Listening is necessary so that students can capture all conversations or all English expressions clearly and well. Can use songs or English conversations. Speaking is necessary so that students can master English pronunciation properly and correctly. It can be trained by using easy communication such as asking how friends are doing, or explaining personal data such as date of birth, place of residence, school and many others. Reading is needed so that students can know how to read English clearly and correctly. It can be by providing lessons in reading English fairy tales, or stories such as comics and novels. And finally,

writing is needed so that students can write English well and correctly. It can be practiced by writing English correctly and not wrongly.

The majority of students use their mobile devices to access the internet and carry out learning-related tasks like reading. With the increasing needs of social media, smartphones, and innovative device applications, such students eventually lose interest in learning from ordinary books and traditional curriculum. Over time, though, these mobile apps have become increasingly important in daily life, including schooling. Over time, though, these mobile apps have become increasingly important in daily life, including schooling. These mobile apps have improved our quality of life and given us yet another creative means of getting access to knowledge. Reading is a necessary activity to do for students, especially at the university level. It is a process of comprehending texts and figuring the purpose of them that required complex skills. Reading used to be associated with books or other print media. However, in this modern digital age, reading is no longer restricted to papers because the most recent information is readily available online and through other electronic media (Wong, 2015)

Online media is a means to communicate online through websites and applications that can be accessed via the internet. Teachers can use it as a teaching medium to facilitate students in learning. The media used must consider improving students' skills during the learning process. Media can also be used to support the implementation of online learning. Various forms of media that can be used such as Google Classroom, Edmodo, and the use of the WhatsApp Media. Online media is the activities which are done throughout the internet in order to take benefits from it: such as to post, exchange, and search for online materials using symbols, text, voice, and other. Online media is known as published media over the internet, such as in web-sites, social media, and blog. However, it is self-evident that the internet not only connects people and entertains them, but also gives intellectual and scientific knowledge (Sonia, 2022)

WhatsApp uses as a communication platform for different student groups, and recently also for teachers and their student groups. The teachers can set up groups for students to serve as a convenient social network for the class. WhatsApp is a relatively new phenomenon in terms of its impact on interpersonal communication in general, especially between middle school teachers and students. Through a series of conversations in a group chat, students may always pay attention to messages sent by other people, try to understand the information, and then join the written chat. This subconscious process provides them with a wide range of opportunities for them to learn and practice using the target language naturally

Criteria for Achieving Learning Goals (KKTP) SMAN 9 Mandau (2024), This criterion helps teachers and students in determining whether or not the learning objectives have been achieved.

With clear criteria, teachers can plan lessons appropriately and students can understand what is expected of them. but in this case, the understanding of students in

understanding learning with WhatsApp is quite low. The teacher said he had experience in explaining the subject matter, where the teacher had sent photos, recordings, and videos in explaining the subject matter, but some students in understanding the material provided were quite low. In explaining material the teacher said that not all students responded in the group.

Based on the writer's preliminary observation was 26 February 2024 at SMAN 9 Mandau, the teacher taught the students by using Media strategy. It means that the teacher give explanation to the students about the material and then the teacher ask the students to question and give response, and the material cannot be master to student cause less interesting. From the explanation above, ideally the students of the tenth grade at Senior High School SMAN 9 Mandau should be able to comprehend a text well because the teacher had used a strategy in teaching Learning English. In fact, the teacher still found that many students had problem in comprehending the text, especially in motivation the learn english. The problems experienced by the students can be itemized. First Some students are less interested in english lessons even though they have been delivered more meaningfully as some student have not involvement with english lessons even though the english lessons are relevant to what is happening at the moment. Second Some Students difficult to memorize the material so their English proficiency level was low as some students who are less interested in using Social Media. Third Some students seem bored in learning English, especially in reading. Based on the explanation and problems mentioned above, the writer is interested in investigating the problem above into a research entitled "The Effect Of Using Whatsapp Media Toward Students' Reading Comprehension On Narrative Text At The Tenth Grade Of Sman 9 Mandau"

A. The Nature of Media

1. Definition of Media

Online media is a means to communicate online through websites and applications that can be accessed via the internet. Teachers can use it as a teaching medium to facilitate students in learning. The media used must consider improving students' skills during the learning process. Media can also be used to support the implementation of online learning. WhatsApp as a chatting media that allows users to send text messages, images, audio, location, and videos to others using any type of smartphone.

WhatsApp, in its usage as a digital chat media, combining text messages, images, videos, and the ability to make phone calls, provides a comprehensive tool to facilitate communication among people worldwide (Suryadi, 2018) Social media platforms are often divided into six categories social networking, social bookmarking, social news, media sharing, microblogging, and online forums.

Media are all means used to produce, reproduce, disseminate or disseminate and convey information. Communication media plays a very important role community life. The process of sending information in This modern era is very sophisticated. Technology the most sought after telecommunications to deliver or sending

information or news due to technology Telecommunications is increasingly developing, becoming faster and more precise accurate, easy, cheap, effective and efficient.

Media or materials are software that contain educational messages and information which are generally presented with equipment, while equipment or hardware is a means of displaying the messages contained in the media. Learning media can be described as media that contains information or instructional messages and can be used in learning process. Learning media is a medium that convey messages or information that contain aims or objectives learning. Learning media is very important to help students acquire new concepts, skills and competencies. With the presence of media, these existing limitations can be overcome. For example using various media in the form of models, maps, floor plans, The Meaning of the Role of Media in Communication and Learning photos, videos, movies, visiting sites, and so on. Media learning can provide concrete and learning experiences directly to students. Thus, students will feel and see directly the connection between theory and practice or understanding the application of knowledge in the field (Hasan, 2021)

Learning media is divided into audio media, namely media that can only be heard or which has sound elements, such as radio and sound recording. Visual media, namely media that can be seen and does not contain sound elements, such as pictures, paintings, photos and so on etc. Audio visual media, namely media that contains sound elements and also has image elements that can be seen, such as video recordings, movies, and so on. material media (materials), namely a format that used to store learning messages, such as textbooks, tools displays, transparencies, films, slides, etc., people, devices, technique (technique), background (setting). Learning media is one of the internal supports achieve the goals of the learning process. Learning media has an important function in the learning process, namely helping educators in communicating with students to deliver learning material (Kustandi & Darmawan, 2020).

Utilization of learning media actually aims to increase efficiency and effectiveness in learning. Function learning media, namely: (Indriyani, 2019)

- 1) to create an effective learning situation
- 2) media is an integral part of the system learning
- 3) learning media is important to achieve goals learning
- 4) learning media to speed up the learning process teach and help students to understand material in class
- 5) learning media to improve the quality of education

According to (Kuku & Arsyad, 2020), he believes that the function of the media learning is:

- 1) media as a learning resource
- 2) media as a manipulation function, namely input returning an object or

phenomenon in various ways, according to the conditions, goals, circumstances and objectives

- 3) media as a semantic function, namely relating to symbols, signs, words, and terms
- 4) media has a distributive function, namely it is used in learning process that can be followed by students in large numbers or lack of media coverage limited
- 5) media as a psychological function, namely having a function increase attention, affective, cognitive, imaginative, and motivation.
- 6) media as a fixative function, namely capturing, storing and rearranging an object or phenomenon already occurred
- 7) media as a social function, namely the use of media in the learning process can overcome social barriers

2. The Function of Media

The function of communication media according to (Sari, 2022) are as follows:

- a. Information Dissemination Efficiency
With the existence of communication media, especially hi-tech ones will further facilitate the dissemination of information efficient. The efficiency referred to here is savings in costs, energy, thought and time.
- b. Strengthening Information Existence
With the existence of hi-tech communication media, we can make information or messages more powerful and memorable towards the audience/communicate.
- c. Educate, Direct, Persuasion
High-tech communication media can be more attract the audience.
- d. Entertain, Entertain, Joyful
High-tech communication media is certainly more fun (for those familiar) and can be provide entertainment for the audience.
- e. Social control
High-tech communication media will be more has a policy oversight function social. The information provided is always actual. We can find out events from various parts of the world just a few seconds after the event happens, we can even access it directly.

In this case, the use of media in the learning process Of course, this is a very important tool to make things easier and clarify the delivery of a message or information from the material learning. So, the learning process becomes interesting and foster students' interest and motivation to gain good learning outcomes. Learning media can also be an internal measure improve the quality of learning, including in conditions current online learning. This is because, learning media can be used to overcome time and space limitations in the learning process

B. The Nature of WhatsApp

1. Definition of WhatsApp

WhatsApp is a fast messaging app that utilizes the internet to send and receive text messages, documents, photos, videos, audio, and user location media to and from other users via cellular mobile numbers. It is available on smartphones like iPhones, Blackberries, and Android devices, providing cross-platform instant messaging services. WhatsApp is considered to be the simplest, most popular, and effective tool that teachers can use. The use of this program because it helps them send low-cost messages to each other. WhatsApp is considered as the easiest, most popular and effective tool that can be occupied by teachers. It is a proprietary, cross-platform instant messaging subscription service for smart phones and selected feature phones that use the internet for communication (Kheryadi, 2017)

WhatsApp uses as a communication platform for different student groups, and recently also for teachers and their student groups. The teachers can set up groups for students to serve as a convenient social network for the class. WhatsApp is a relatively new phenomenon in terms of its impact on interpersonal communication in general, especially between middle school teachers and students. Through a series of conversations in a group chat, students may always pay attention to messages sent by other people, try to understand the information, and then join the written chat. This subconscious process provides them with a wide range of opportunities for them to learn and practice using the target language naturally. (Mohandiz, 2022)

WhatsApp advantages in supporting human communicating do not use and apply yet in the field of education well especially in teaching reading comprehension. WhatsApp utilization in teaching reading comprehension needs to apply as a teaching and learning media in a digital era. Facilitating the process of teaching and learning English, the teacher can use WhatsApp as instructional media (Kheryadi, 2017)

Advantages of WhatsApp

1. Encryption End-to-End

WhatsApp uses strong end-to-end encryption to protect the privacy and security of your messages. This means that messages sent between users can only be read by the recipient and cannot be accessed by WhatsApp or third parties.

2. Voice and Video Calls

In addition to text messages, WhatsApp also provides free voice and video call features. You can make voice or video calls with WhatsApp users around the world at no additional cost, as long as you are connected to the internet.

3. Groups and Sharing Features

WhatsApp allows you to create group chats with up to 256 members. Moreover, you can easily share photos, videos, documents, locations, and contacts with group members or other users.

4. WhatsApp Web

If you prefer to use a physical keyboard and a larger screen, you can use WhatsApp on a computer via WhatsApp Web. This feature allows you to access and send messages from a web browser without the need to grab your phone.

WhatsApp is the most popular internet-based application that can be used as a communication medium. Apart from being easy and popular, this application is designed so that each user can share information and various content with each other according to its supporting features. WhatsApp is used as an alternative media in its use, because this application can prove flexibility in operating and can adapt to signal conditions. Message speed without long delays such as sending text, voice, photo, audio and video data can still be done even in weak signal conditions. Using the WhatsApp application attracts sympathy because it is without advertising interference. WhatsApp is one of the most media social media used by Indonesian people. People often use WhatsApp as social media in everyday life. This makes communication and social interaction via messages, images, audio, video, documents, and other unique things including discussions easier.

Disadvantages of WhatsApp

1. Dependence on Internet Connection

WhatsApp requires a stable internet connection to be able to use. If you don't have internet access or are in an area with poor signal quality, you won't be able to use this app.

2. Limitations Related to File Size

WhatsApp has a limit on the size of files that can be sent. For example, videos that are too large or prolonged may not be able to be sent through WhatsApp. We need to compress or cut the file before sending it.

3. Data Use

The use of WhatsApp can consume internet data quota, especially if you often send or receive media files such as photos and videos.

2. Definition of WhatsApp Media

WhatsApp Media is a smartphone application which functions to send and receive messages fast. WA is so easy and simple in applying for communicating that makes many people from different age, background, purpose use them in daily life. WA has some functions such as sending messages, picture, audio, video, document, and web address. By looking this functions and advantages of WA in communicating, these advantages are also utilized as a tool/media in teaching and learning English like sending English messaging, share English picture, English document, and English text materials. The user can send messages to individual or group in the form of text messages, photo, audio file, video file, and link of the web address to be accessed (Bouhik & Deshen, 2014)

WhatsApp media is an application that is often used and effective for distance learning or online learning during the pandemic. Teachers and students are already accustomed to using this application in their daily teaching

and learning process. The impact of WhatsApp mobile social learning on the achievement and attitudes of female students compared with face to face learning in the classroom, that the benefits of the WhatsApp application in the process of teaching and learning activities have a positive impact because students are more happy when learning to use innovative application such as using gadgets, so that students have positive results in students' learning achievement (Djamdjuri & Kamilah, 2020)

WhatsApp is one of the online communicating tools on the smartphone. The smartphone is so easy to use and simple form. It makes many people use Smartphone in daily life to communicate with each other. The people can communicate with each other by sending a message, video, audio, photo, topic discussion, and create a group discussion/ group chat with a purpose. The maximal member of a group chat on WhatsApp is 256 members (Napratilora, 2020)

WhatsApp is software designed to share easy-to-use text, voice notes, and images. Since WhatsApp receives fees from using internet data, the cost of using WhatsApp is very cheap. WhatsApp is also the medium that is commonly used today by all as opposed to other networking apps such as Instagram, sms, e-mail and others.

The objectives of this study are to describe WhatsApp media as learning media in teaching reading comprehension and process how to use WhatsApp media as learning media in teaching reading comprehension.

The benefits of using WhatsApp media in learning reading comprehension are as follows (Mohandiz, 2022) :

1. WhatsApp media facilitates collaborative among teachers and students, as well as among fellow students, both at home and at school.
2. WhatsApp media is a free and user-friendly messaging application.
3. WhatsApp media can be used to share comments, texts, images, videos, voice messages, and documents.
4. WhatsApp media provides convenience in disseminating announcements and publishing one's work within the group.
5. All knowledge information can be easily created and disseminated through various features of WhatsApp media.

WhatsApp media is very useful in teaching and learning activities, especially in teaching reading. The teachers are able to send the materials to the students whenever and wherever. Besides that, the teachers are also easy to inform the students about schedule changed or giving a reading task, additional task, homework, and assignment before starting the class. For the students, they are easy to give information to the teacher when they cannot attend the class and easy to follow the materials and tasks on the WhatsApp media.

C. The Nature of Reading Comprehension

1. Definition of Reading

Reading is a set of skills that involves making sense and deriving meaning from the printed word. It means that in order to be readers, learners must take their ability to pronounce words and to “read” pictures and then make the words and images mean something. Besides that also said Reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill.

Reading is the practice of using text to create meaning. He also mentioned that reading is a constantly developing skill. Like any skill, we learn better at reading by practicing. And conversely, if we do not practice, we will not get better and our skills may deteriorate. From age three to one hundred and three, reading practice is what helps us become better readers. Reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read.

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story. The words contain graphemes, phonemes, and morphemes. Sentences have syntactic composition, propositions, and stylistic features.

According to (B. Purba & Rini, 2021), there are four types of reading:

a. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information.

b. Extensive Reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion.

c. Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. If it is not cared, it will be vary difficult at secondary level.

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and

when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.

So, reading is the action or skill of reading written or printed text silently or aloud. Reading is receptive skill, so by reading we can receive information from the text and reading is one of skill that students should learn in English.

2. Teaching Reading

Teaching reading, the teacher may use different strategies. By using the appropriate strategy could affect the students to comprehend their reading strategy is an action that the teacher takes to attain one or more of her teaching-learning goals the general direction set could be defined as the strategy in reading. Teaching strategies in reading comprehension are important in the learning process and could affect the students reading comprehension that teaching strategies can make teaching reading easier to implement a variety of teaching methods and techniques (Wibowo, 2020)

Therefore, successful teachers who teach reading comprehension realize that reading can be taught by using various strategies. Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning. The teacher cannot do those activities without any guidance. The teacher needs it to lead the students in gaining any knowledge. Also, to make the students learn, the teacher will make innovative ways, such as, unnatural orientation and unusual treatment to what is being learned.

Other experts explain about the term of teaching reading which may be further discuss here. The states one of the functions of teaching reading especially reading foreign language, such as English, for students who are not native speaker, is to make them be able to understand the text when they deal with the foreign language. They will be capable to read in an appropriate speed, a silent way, and adequate understanding.

The process of teaching and learning English have characteristics. These characteristics lead the process to be a successful process if the teacher applies them well. According to (Pentury, 2017) are some characteristics of effective English teaching and learning.

- a. Student involvement intellectual and emotional in learning. This engagement is facilitated through giving opportunities for students to do exploration of concepts.
- b. Relate to the uses of physical appearances in the class, the teacher
- c. should arrange their relationship with the students, the appropriacy of the variation of nuances in teaching and learning, the movement of the teachers and the contact happened between teacher and students.
- d. Related to the stages happening in the class, the teachers are able to provide variety and clearly in the stages of teaching and learning.
- e. The class should use the variety of seating arrangements.

- f. The teacher always do evaluation on what happened on that day so that he or she can take a narrow step to solve the problem or to improve what had been reached.

In the process of the teaching reading, the teacher has important role to provide material, technique, and media to make the students can learn something new in the classroom and also can enjoy the process. The result of this process is the students have behavioral changes in human being which are due to the experience of emotional as well as intellectual.

3. Definition of reading comprehension

Reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge. Reading comprehension is one of the skills in English that has to be acquired well by all English learners who want to learn about English as a foreign language. In reading, there will interaction process between reader and text as a process of comprehension. The reader will take some information from the text that needs to be taken for specific purposes, like answering questions related to the text and it is an everyday activity that happens in the process of learning reading. (Hadi Waluyo & Septiawan, 2023)

Reading comprehension is the skill to get information from books, newspapers, magazines, journals, comics, novels, and the internet. Having reading skill needs more efforts like times to read and reading sources. Furthermore, reading refers to a complex process which includes analysis, coordination, and interpretation of several sources to get important knowledge and information. (Napratilora, 2020). Reading comprehension can be increased by utilizing the technology media. Technological digital advance has much potential as an instructional tool in literacy education. The technology-based tool gives many advantages to the user one of them is increasing students' reading skill, WhatsApp is so popular technology application in daily life with many users in the world. As a social media network, WhatsApp can use to get information fast. In the context of teaching and learning process, WhatsApp is able to help the students to interact with each other by using English whenever and wherever. Besides that WhatsApp are able to help the students increase language skills like speaking, writing, reading and listening.

Students need to basic skills in learning English, one of which is reading. The most important thing about reading is that students need to understand what they read. Because reading comprehension is something that everyone needs, especially someone who wants to learn English as a second language. If you don't understand it in reading, the knowledge or information contained in the text becomes useless Reading is a complex process involving multiple cognitive and linguistic components. These components include

phonological awareness, decoding, fluency, vocabulary and comprehension (Pransiska, 2022)

4. Indicators of Reading Comprehension

The researcher considered indicators of reading comprehension based on Learning Objective Flow (ATP) at the tenth grade of SMA N 9 Mandau :

a. Identifying the detail information

In a text, it is very important to know the detail information from the text. Information is fact or details about something. asking students to read information passage at the grade level you are teaching, such as name of people, places, and things are often to read can support teacher to teach students to read for comprehension.

b. Identifying main idea

Main idea is the most important thought controlling all the ideas discovered in a text. In other words, it is the significant point of a text that must been understood by the readers. indicates that main idea tends to be general amplified by the other topic sentences. Furthermore, the main idea determines the who, what, when, how, and where the writer will write about. To determine the main idea easily, the readers have to comprehensively catch message from the text. Besides, predicting the text also can help the readers to understand the main idea which can be done by paying attention to the title or the first. Hence, predicting is the way to understand what is being written through text clues.

c. Identifying the generic structure

Each text has its own characteristics varying with the other texts, a reader has to be able to recognize the generic structure of different texts. That is one of ways to ease the reader comprehending whatever he reads. Saying for an example; there are differences between fiction and non-fiction. state that as a reader reads fiction such as short stories, myths, and legends, he tends to imagine people, places, events, point of view. That differs from non-fiction which deals with reality.

d. Identifying the meaning of vocabulary

Sometimes the reader comes across words unfamiliar so that they cannot understand the text entirely. That is to say, they have no idea with that. The way to help the readers to get it is that guessing the meaning through its context by paying attention to information given by the writer. In reference to that idea, proclaims that “context is a problem-solving strategy.” In addition to using dictionary getting meaning from unfamiliar words or phrases, context also can assist the readers to do so.

e. Identifying the moral value

Moral value is defined as the standart of good and evil, which govern an individual's behavior and choise. state that, a narrative aims to show a

place where anything can happen to a character, usually unexpected, through the use of imagined or real-life experience. So, after the reader read about text especially narrative text, the reader can get the moral value from the text, and they encourage the reader to respond to the text and to extend their own imagination and creativity.

In addition, Blake Education cites that the Narrative text has dominant language features as follows:

- a. The use of simple past tense, eg 'Long time ago....'
- b. Specific characters which may be human or animal, realistic or imaginary. Generally, animal characters portray some human traits and characteristics and they tend to have defined identities within the story.
- c. There is a sequence of events which is portrayed through the use of conjunctions which build up the relationship of time and cause. They are sometimes called 'joining words', for example, 'because' and 'so'.
- d. Narrative can be written in first person (I, we) or in third person (he, she, they). Some may use the passive voice, for example, 'The clue was discovered by one of the children.'
- e. In choose-your-own-adventure stories, the reader is usually included as part of the story and it is addressed in the role of a character as 'you'.
- f. Descriptive language (adjectives) is used to enhance the visual imagery in the reader's mind relating to the nouns and noun groups within the story, eg 'It was a warm and inviting summers' day...','the man's bright red overcoat
- g. Narratives make use of adverbs and adverbial phrases to help the reader locate events within the text.
- h. A variety of verbs (thinking, feeling, doing) are used to refer to the characters' action and thoughts.
- i. When dialogue is included in a narrative, it involves a change in tense, e.g., When he got home, he walked in at the front door and went through to the kitchen. "Trish, what are you doing here?" he said.
- j. Narrative are not just a bare sequence of events. They are enhanced at every stage by suggestions of what the characters are thinking, feeling, and saying.
- k. Rubrick Assessment (Aswadi, 2022) :

Table 1: Rubric Assessment

No	Score	Category	Information
1	25—22	Excellent	<ul style="list-style-type: none"> - Appropriate title - An effective paragraph introduction, a topic is mentioned and leads to the

			content, the arrangement of the material refers to planning (must be generalizable by the reader), provides supporting evidence and the conclusion is logical and complete
2	21—17	Good	<ul style="list-style-type: none"> - Appropriate title - The introduction and conclusion of the content of the essay are acceptable, but there are some ideas that are not well developed. The sequence is logical, but the transitional expression is invisible
3	16—12	Enough	<ul style="list-style-type: none"> - Introduction or conclusion of problems with the order of contents, generalizations not supported by existing evidence, problems of organizing and content of the essay
4	11—6	Less	<ul style="list-style-type: none"> - Limited Known Introduction - Organizing can be recognized directly - uncommon problems with organizing ideas, lack of supporting evidence, and illogical conclusions and incompatible organization
5	5—1	Very Less	<ul style="list-style-type: none"> - absence of introduction and conclusion - There is no organization visible in the content/structure of the essay, lack of evidence and the author does not make the organization of the composition

D. Steps in Using WhatsApp media toward in Reading comprehension

The ways to make WhatsApp work as learning media as follows (Napratilora, 2020):

1. Rules making

The first step to use WhatsApp messenger is mentioning the guideline to the students, therefore they know what the teachers' hope to them. The vital thing is the students know what they do and how the teacher assesses them. Clear instruction about how to do the task is so essential to avoid students' confusing.

2. Group creating

At the first meeting, the teacher and the students create a WhatsApp group with all students and the teacher as its members. The teachers need a “trial” how to use WhatsApp in the group to help the students understand with the process well. Besides that, the teachers are able to create a small group that consists of 4 until 5 students only and still include in the class of WhatsApp group. It for getting more personal assessment and improvement to the students and then change the members with other students.

3. Applying reading activities

The teacher can give different activities to the students like homework, extra activities for smartest students in the class, entertaining activities like funny text and so on. In this process, clear instruction is very necessary for the students in comprehending the task well. The reading activities instruction can be seen as bellows:

4. Designing reading activities

The reading activities can be in the form of a document or reading text, electronic source, audio, video, and picture. It means that the reading activities can be provided to the students in some forms through a mobile phone. The reading text may not longer, so the students can read it easily.

Reading activities on WhatsApp media are used for improving students’ reading comprehension which is already learned in the class, give real-life materials to the students like a joke, short article, video, audio, and photo. Start the activities by giving task, exercise, or homework which is related to the topic. Give them clear instruction on how to do the activities to avoid miscommunication or misunderstanding. Example: share a reading text document or screenshot about the narrative text. Ask the students to find out the topic, characteristics of the legend of rawa pening and the last instruction is asking them to conclude the reading text. Giving feedback. The teachers have to give feedback by responding to students’ answer and opinion. Let them know the result of their work to improve and revise it to be better in the next project or task. Give reward to the best students like get score A, spirit and motivation for others students to improve their skill in reading.

Method

The research used quantitative approach, which used quasi-experimental research design. Through this research, the researcher wanted to find out The effect of using WhatsApp media toward students' reading comprehension on narrative text at the tenth grade of SMAN 9 Mandau. (Gay, 2016) states that only experimental research can evaluate hypotheses to determine cause-and-effect relations. The strongest line of argument regarding the connections between the variables may be seen in this. In experimental research, the researcher manipulates at least one independent variable, maintains control over additional pertinent factors, and then monitors the impact on one or more dependent variables.

There are two groups, the first is the experimental group that has been given the implemented technique and the second is the control group that has no special treatment in the teaching and learning process. In this research, the researcher used the quasi-experimental design named Pre-Test Post-Test Nonequivalent-Group Design According to (Creswell, 2009), Quasi-experimental design used to measure the outcome of treatment to a so-called experimental group, compared to a control group.

In the study, experiment class taught by using this technique. The study did in fourth meetings, pre-test, treatment, and post-test. Pre-test and post-test given to students in experiment class Pre-test given in the first meeting. Post-test given after treatment in order to measure reading comprehension on narrative text in experimental group.

This research was held at SMAN 9 Mandau, Jl. Stadion. It was started on January to March 2024. It was conducted at the Tenth grade students of SMAN 9 Mandau.

1. Population

The population of this research was the tenth grade students' of SMAN 9 Mandau. They were all about 329 students, divided into 9 classes.

Table 2: The Total Population of the tenth grade at SMAN 9 Mandau

No	Class	Population
1	X.1	36
2	X.2	36
3	X.3	36
4	X.4	34
5	X.5	39
6	X.6	34
7	X.7	41
8	X.8	36
9	X.9	37
Total		329

2. Sample

The sample is a subgroup of the target population that the researcher plans to study in general about the target population (Creswell, 2009). The researcher chose to take samples using Cluster Random sampling is According to (Gay, 2016) cluster random sampling technique is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. Cluster random sampling technique is most useful when the populations are very large or spread out over a wide geographic area. So, the writer used cluster random sampling in choosing the sample. Cluster random sampling selects groups, not individuals. The experimental group will be given the treatment used in the WhatsApp Media Toward Students' reading comprehension on Narrative Text, and the control group will not be given treatment.

Table 3: The Total Sample of the Research

No	Function	Sample	Students
1	Experimental Group	Class X.6	34
2	Control Group	Class X.4	34
TOTAL			68

Finding and Discussion

Based on the explanation above, the researcher found that the question of the problem formulation had been answered :

1. 'The results of the mean, as seen from the paired sample t-test, showed that students' reading comprehension on narrative text had pre-test scores of 65.65 for the experimental group and 54.74 for the control group.
2. 'The results of the students' reading comprehension on narrative text from the post-test of the experimental group and the post-test of the control group were analyzed using the independent sample t-test in SPSS 22. It was shown that the sig. (2-tailed) value was smaller than 0.05 ($0.000 < 0.05$). This indicated that there was a significant difference in students' ability in writing between the experimental group and the control group after using the WhatsApp Media for the experimental group and no media for the control group at the tenth grade students of SMAN 9 Mandau.
3. 'The significant effect on students' ability in writing between the pre-test and post-test in the experimental group could be seen from the paired sample t-test results. Based on the probability scores gathered from SPSS 22, it was shown that the sig. (2-tailed) value for Pair 1 was $0.000 < 0.05$. This indicated that there were significant differences in the average students' ability in writing between the pre-test and post-test. It could be concluded that there was an effect of using WhatsApp media Toward Students' reading comprehension on Narrative Text at the Tenth grade of SMAN 9 Mandau. This meant that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected

Conclusion

Based on the data analysis and data presentation in chapter IV, the Effect of Using WhatsApp Media Toward Students' Reading Comprehension On Narrative Text at Tenth Grade of SMAN 9 Mandau this research can conclude:

1. Based on the data analysis from the paired sample t-tests, it was found that the post-test scores of the experimental group and the control group, as analyzed using the independent sample t-test in SPSS 22, showed that the sig. (2-tailed) value was smaller than 0.05 ($0.000 < 0.05$). This indicated that there was a significant difference in students' reading comprehension on narrative text between the experimental group and the control group after using

WhatsApp Media for the experimental group and no media for the control group at the tenth grade students of SMAN 9 Mandau.

2. Based on the results of the research, the researcher concluded that the WhatsApp Media could be used in the learning process to enhance students' reading comprehension on narrative text at school, particularly at SMAN 9 Mandau.
3. The students' reading comprehension on narrative text before using WhatsApp Media at the tenth grade students of SMAN 9 Mandau showed no significant improvement and was classified at an adequate level. However, after using WhatsApp Media, their ability in reading comprehension on narrative text improved and was classified at a good level. And the students' reading comprehension on narrative text shows.
4. There was a significant effect on students' ability reading comprehension on narrative text after using the WhatsApp Media compared to before using the WhatsApp Media, at the tenth grade students of SMAN 9 Mandau.

Acknowledgements

The Researcher wishes to express special thanks to Ma'am Deny Silvia, S.Pd. M.Pd. I as the researcher supervisor. Thank you advance for your correction, suggestion, guidance, and kindness in completing this article

References

- Ardiansyah, F., & Jaya, A. (2020). Extending the Students' Narrative Text Comprehension through Reading SMART Protocol. *Journal Of English Study Programme*.
- Aswadi. (2022). Upaya Meningkatkan Kemampuan Menulis Narrative Text Melalui Media Gambar Seri Sangkuriang pada Siswa Kelas IX SMP. *Al-Burhan*, 12(2). <http://journal.staipati.ac.id/index.php/alburhan>
- Bouhik, D., & Deshen, M. (2014). WhatsApp Goes To School: Mobile Instant Messaging between Teachers and Students. *Journal of Information Technology Education: Research*, 13.
- Creswell, J. W. (2009). Research Design Qualitative, Quantitative, and Mixed Methods Approaches. In *Sage Publications* (Third Edit). Sage Publication. <https://doi.org/10.1128/microbe.4.485.1>
- Djamdjuri, D. S., & Kamilah, A. (2020). Whatsapp Media In Online Learning During Covid-19 Pandemic. *English Journal*, 14(2).
- Enggar Wigati Wibowo, Y., Syafrizal, & Syafryadin. (2020). An Analysis of Teacher's Strategies in Teaching Reading Comprehension. *Jurnal Online Universitas Galuh*, 4.
- Fadryon, G. (2020). The Effect of Whatsapp Towards the Third Year Students Reading Comprehension At SMP IT Aziziyyah Pekanbaru. Universitas Islam Riau.
- Gay, L. R., E. Mills, G., & Airasian, P. (2016). Educational Research Competencies for

Analysis and Applications.

- Hadi Waluyo, G., & Septiawan, W. (2023). The Effect of Online Newspaper on Students' Reading Comprehension At One Senior High School in Padang. *Langue Journal of Language and Education*, 1(2). <https://doi.org/https://doi.org/10.22437/langue.v1i2.24267>
- Hasan, M., Milawati, Darodjat, Harahap, T. K., Tharim, T., Anwari, A. M., Rahmat, A., Masdiana, & Indra, M. (2021). Media Pembelajaran. In F. Sukmawati (Ed.), *Tahta Media Group*. Tahta Media Group.
- Indriyani, L. (2019). Pemanfaatan Media Pembelajaran Dalam Proses Belajar Untuk Meningkatkan Kemampuan Berpikir Kognitif Siswa. *Prosiding Seminar Nasional Pendidikan*, 2(1).
- Kheryadi. (2017). The Implementation of "Whatsapp" As A Media of English Language Teaching. *UIN Sultan Maulana Hasanuddin Banten*, 10(2).
- Kuku, A., & Arsyad, L. (2020). Pengaruh Media Pembelajaran Bigbook Terhadap Kemampuan Menyimak Anak TK Al-Wathaniyah Kecamatan Kota Gorontalo.
- Kurniawan, D. A., Yosephin, M., & Musarokah, S. (2022). Using whatsapp group to teach students' writing recount text of 11th grade of senior high school at SMA N 14 Semarang. *The 2nd Undergraduate Conference on Applied Linguistics and Literature*, 2(1).
- Kustandi, C., & Darmawan, D. (2020). Learning Media Development: Concept and Learning Media Development Applications for Educators in Schools and Communities. Jakarta Kencana.
- Mohandiz, N. A. (2022). Using Whatsapp As A Communication Media For Student Learning.
- Napratilora, M., Lisa, H., & Bangsawan, I. (2020). Using WhatsApp as a Learning Media in Teaching Reading. *Mitra PGMI*, 6(2). <https://doi.org/10.46963/mpgmi.v6i2.129>
- Pentury, H. J. (2017). Pengembangan Kreativitas Guru Dalam Pembelajaran Kreatif Pelajaran Bahasa Inggris. *Jurnal Ilmu Kependidikan*, 4(3).
- PourhoseinGilakjani, A., & NarjesBanouSabouri. (2016). How Can Students Improve Their Reading Comprehension Skill? *Journal of Studies in Education*, 6(2). <https://doi.org/10.5296/jse.v6i2.9201>
- Pransiska, I., Azizah, N., & Yanti, G. S. (2024). The Effectiveness of Webtoon Application As Learning Medium For Students' Reading Comprehension In Recount Text. *Journal of English and Education in Islam*, 2(1).
- Purba, B., & Rini, M. (2021). Improving the Students' Reading Comprehension By Using Comic Strips At SMA Muhammadiyah-7 Serbelawan Grade XI. *Bilingual Jurnal Pendidikan Bahasa Inggris*, 3(2). <https://doi.org/10.36985/jbl.v3i2.267>
- Purba, R. (2018). Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique. *Advances in Language and Literary Studies*, 9(1). <https://doi.org/10.7575/aiac.all.v9n.1p.27>
- Sari, P. P. (2022). Fungsi Media Whatsapp Sebagai Sarana Komunikasi Dakwah Risma Al-Istiqomah Di Desa Karang Anyar Jati Agung Lampung Selatan. Raden Intan.

- Sonia, G., Hidayati, H., & Rahmaniah, R. (2022). The Role of Online Media for Students' Reading Skills: A Case Studies. *International Social Sciences and Humanities*, 2(1). <https://doi.org/10.32528/issn.v2i1.142>
- Suryadi, E., Ginanjar, M. H., & Priyatna, M. (2018). Penggunaan Sosial Media Whatsapp Dan Pengaruhnya Terhadap Disiplin Belajar Peserta Didik Pada Mata Pelajaran Pendidikan Agama Islam. *Jurnal Pendidikan Islam*, 7(1). <https://doi.org/10.30868/EI.V7I01.211>
- Usnafatin. (2021). The Effectiveness of Using Whatsapp Media in Teaching Reading Skill. IAIN Kediri.
- Winarno, M. . (2013). Buku Metodologi Penelitian dalam Pendidikan Jasmani. Universitas Negeri Malang UM Press.
- Wong, K., Wang, F. L., Ng, K. K., & Kwan, R. (2015). Investigating Acceptance Towards Mobile Learning in Higher Education Students. *Communications in Computer and Information Science*, 494, 9–19.