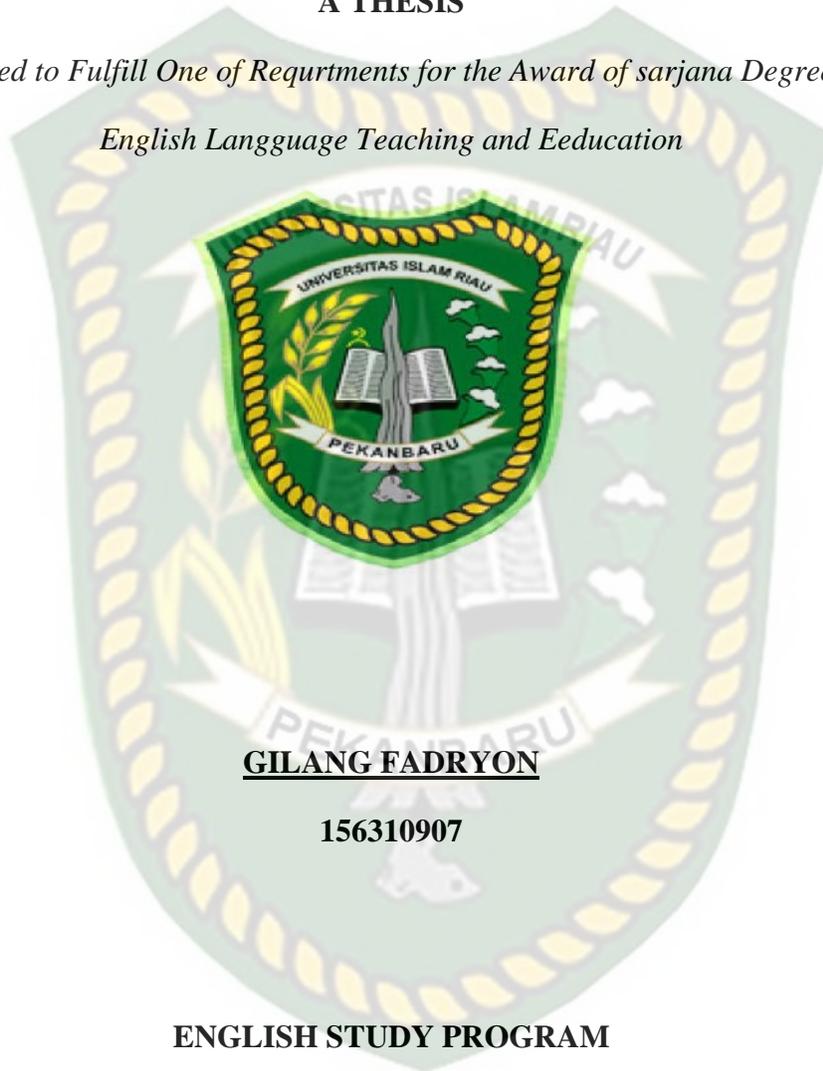


**THE EFFECT OF USING WHATSAPP TOWARDS THE THIRD
YEAR STUDENTS' READING COMPREHENSION AT SMP IT
AZIZIYAH PEKNBARU**

A THESIS

*Intended to Fulfill One of Requirments for the Award of sarjana Degree in
English Languague Teaching and Eeducation*



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FACULTY OF TEACHER TRAINING AND EDUCATION

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2020

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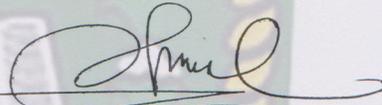
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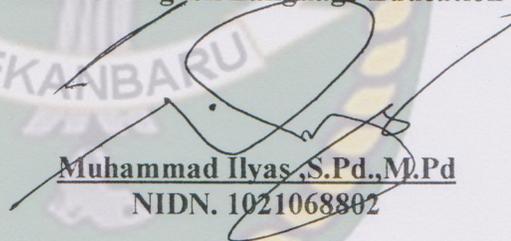
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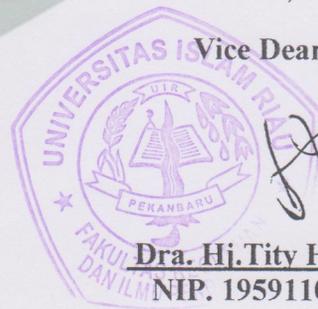
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Pekanbaru, 7th September 2020

The Researcher

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ABSTRACT

Gilang Fadryon, 2019, The Effect of Whatsapp Towards the Third Year Students Reading Comprehension At SMP IT Aziziyah Pekanbaru

Key Words : Students Reading Comprehension, Whatsapp, Narrative Text.

The purpose of this research is to find out students reading comprehension in learning reading and to know how Whatsapp social media supports their Reading Skills. The researcher expected that the students would be able to understand what they read. By reading, students are expected to be able to answer questions consisting of text and students can understand the meaning in the text as a whole.

This research was an Experimental research. The subject of this research is the third grade students of SMP IT Aziziyah Pekanbaru, the research was conducted on 6th November until 4th December 2019. The sample of the research was divided two groups, the first group was an experiment group, it consisted of 25 students. in order to explore the resesarch data, the research applied reading test to the sample in experimental and control group. In this case the reseacrher used reading test : they are pre-test, treatment, and post-test. The researcher analyzed the data by using SPSS to support the data.

The result of the study in pre-test showed that students reading of effort text in experimental class there were 1 students stayed in very low level and there were 7 students in good level. However in post-test of experimental class, there was 14 students can reach good level, 11 students in very good level, and 0 students in low and very low level. From the result above, it can be conclude the students had improvement in reading comprehension, it was proved by students total score had improvement after treatment using social media Whatsapp.

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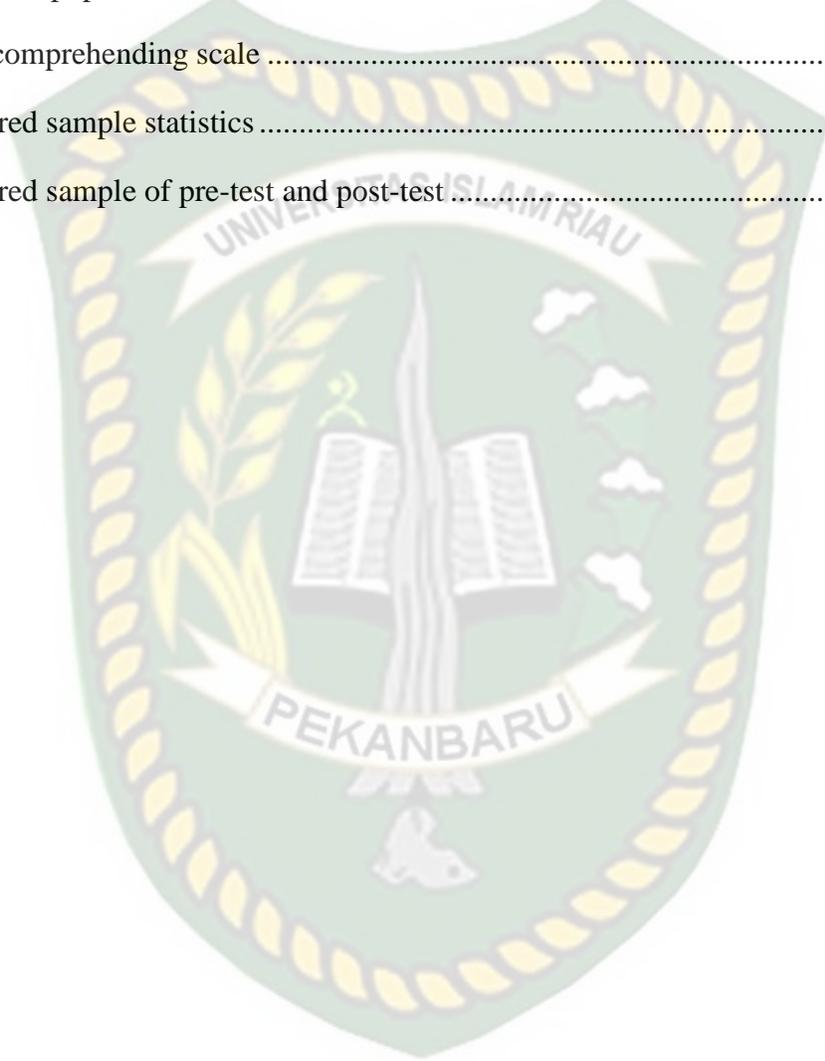
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Perpustakaan Universitas Islam Riau

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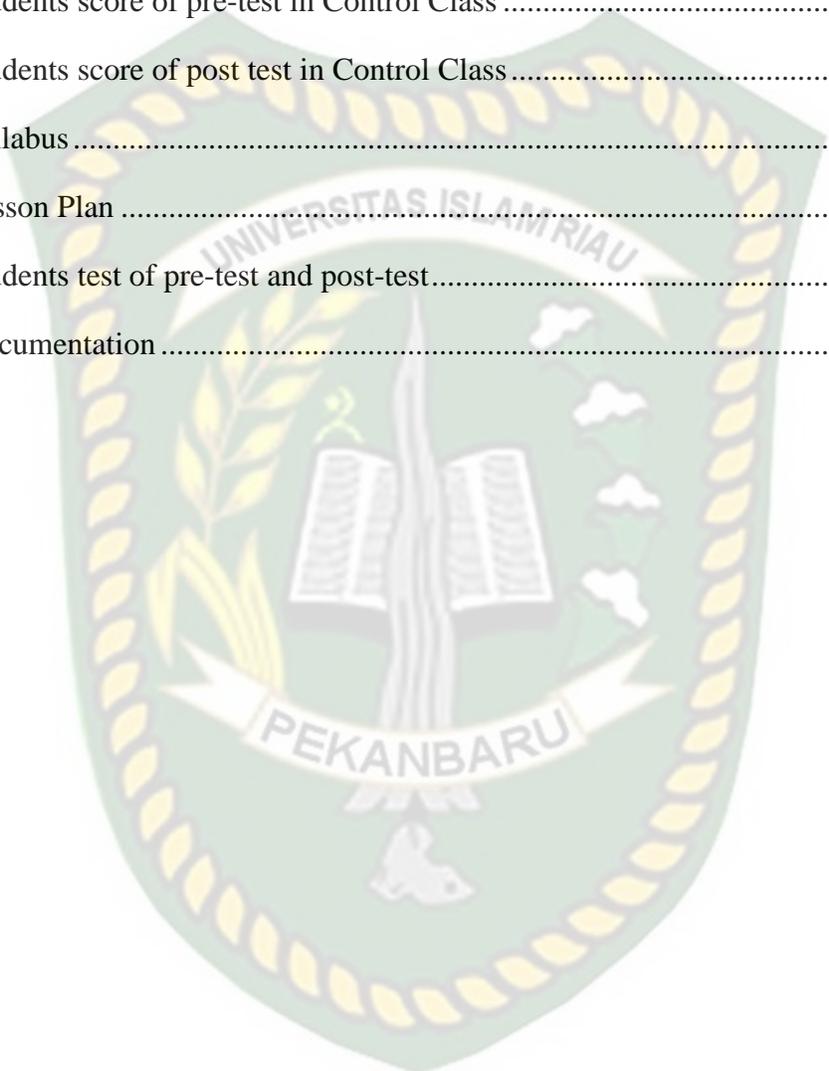
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CHAPTER I

INTRODUCTION

This section included background of study, setting of the problem, identifications of problem, research question, objective of the research, significance of research, idefinition of the key term. Each of the items is discussed clearly as follow:

1.1 Background of the study

English is one of some international languages which is used by most people around the world. In a global era, people are expected to master English so that they can communicate with other people who live in other countries. As a tool of an international communication, it should be learned by people who live in a country which uses English as a foreign language, including Indonesia. To support Indonesian people to be able to communicate with other people around the globe, Indonesian government incorporates English into its educational curriculum as one of its compulsory subjects starting from elementary school level up to university level.

To master English, there are four skills that the language learners have to learn. One of them is reading. It is one of essential skills that can support the learners to improve their language skills. Besides expanding the learners' knowledge about particular topic that they read, the students can also learn about vocabularies and grammar through reading.

The purpose of teaching reading, students can get knowledge and understand the context of what has been explained in the text. By reading, students are expected to be able to answer questions consisting of text and students can understand the meaning in the text as a whole.

Reading is an active process of building meaning of words. Reading aims to help readers direct information towards their goals and focus on their attention. Although the main purpose of reading is to understand the text. Reading is a process of thinking. This allows the reader to use what he might already know, also called prior knowledge. During processing this information, readers use strategies to understand what they are reading, use themes to organize, and use textual instructions to find the meaning of new words. So reading is an activity that involves someone to think about a meaning or content of a reading or text that we are reading

In this current situation the problem that often comes to secondary school students in the face of reading is the lack of motivation to read. According to psychologists Dimyati and Mujdiono, there are 4 factors that influence student learning motivation, namely: student ideals, abilities, physical and psychological conditions and environmental conditions of students. There are also factors that cause a decrease in learning motivation, either because of intrinsic or extrinsic factors, which of course will have a major impact on student performance and academic performance including: poor grades, unwillingness to be involved in the learning process, indifference to academics. activities or even absent from class. The first

thing that can be done to overcome the problem of low learning motivation is to understand what things can reduce and weaken students' motivation to learn. If you know what causes low learning motivation, we can find various solutions to overcome it or even ask for help from people and other parties who understand more about students' problems to solve problems that make student learning motivation low.

Another thing that can help improve student learning is to make connections between subjects and real life every day. By understanding the practical benefits of being able to learn more seriously. If students assess what they learn is important, it will add value to their lives, and students can devote more time and learn more about what they learn in school.

Students get several English textbooks written in English. These textbooks contain a lot of information and functions related to the subjects studied by students. To understand this information, they therefore need a good knowledge of English. Especially, they must have good reading skills, because in their textbook everything is written in English. That is why reading skills are important to master.

However, the researcher found that there were many learners who still had low reading skills.

Based on the 2013 curriculum, Junior High School IT Aziziyyah were taught several texts in the teaching and learning process. including procedures, descriptive,

recount, narration, and reports. They must be able to recognize and distinguish the type of text. students must also be able to comprehend the reading of the type of text.

The students must be able to get general information from the English text in order to understand all the content of the story from the beginning until the end. so they must memorize a lot English vocabularies in their memory in order to make them be able to know what the meaning and answer the questions about everything deal with the story.

In this study, The researcher is interested in exploring the reading skill. This study aims to find out the effects of using Whatapp towards the students' reading comprehension. Finally, the title of this thesis is: because the students' basic problem in learning English relate to their reading skill.to the title of the researcher "***The Effect of Using Whatsapp Towards the Third Year Students' Reading Comprehension At SMP IT Aziziyah Pekanbaru***" in completing what students need for this reading skill by using social media as a learning tool. In particular researchers will focus on social media Whatsapp.

1.2 Setting of the Problem

Based on the background, the researcher concludes that there are some problems about reading of students of SMP IT Aziziyah Pekanbaru :

First, it is difficult for the students to find the main idea of the text. This is because they do not know what the text contains, this is due to a lack of vocabulary.

for example: "The couple agreed to sacrifice their first son's time that was asked by the voice." from the main idea in this words, many students do not understand the meaning of "sacrifice" because this sentence is unfamiliar for them, because the students have lack of vocabulary.

Second, the students are still confused to define the meaning of the WH questions from the text. Most students often forget the difference between who and how. as an example: How was Kesuma's personal characteristic? in this question the author asks about how the character of the kusuma is, but most of students answer it with the status of the kusuma, not explaining what the character looks like.

Third, they cannot find the meaning of vocabulary in context. Students have difficulty developing their own thoughts to understand texts because they do not know the meaning of words in the text. for example: "They had married for a long time but they do not have a baby. Every time they pray to the Gods, asking for a child". here, students are usually difficult to understand the meaning of a sentence due to a lack of understanding of the development of vocabulary thinking

1.3 Limitation of the Research

Based on the setting of the problems, the problems can be identified as follows : (1) The students are not be able to comprehend the narrative text as a whole. (2) Afraid and lazy to read texts because lack vocabulary and don't understand the text. (3) Lack of will for reading, because English language is a foreign language for

them and they consider English very difficult to learn. (4) there are factors that influence students to read a text or book. So in this research, researcher focused on using whatsapp in reading comprehension.

1.4 Formulation of the problem

Based on limitation of the problems above, the researcher formulates the problems as follow: What are the effect of using whatsapp strategy to reading comprehension students Junior High School IT Aziziyah Pekanbaru ?

1.5 Objective of the research

The researcher is to know what are the effect of using whatsapp to improve students reading comprehension at third grade of Junior High School IT Aziziyah Pekanbaru ?

1.6 Significance of the research

The result of this research is to give theoretical and practical valuable significant as follow:

1. Students

It expect that this research can be a guideline or information for English teacher about effect of using social media to improve students reading comprhension.

2. Teacher

The result of this research can enrich the theories of language teaching technique in teaching reading.

3. Next Researcher

It expect that it useful as a referance in doing the relevant research.

1.7 Definition of key term

The researcher gives some the definition of key term to make clear and to avoid misunderstanding.

1. Reading is a process of thinking. This allows the reader to use what he might already know, also called prior knowledge. During processing this information, readers use strategies to understand what they are reading, use themes to organize, and use textual instructions to find the meaning of new words.

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Harmer (2007: 99). So reading in this study focuses on knowing what factors are influence reading of junior high school students.

2. Social media is online media, with users being able to easily connect with each other, share and create content including blogs, social networks, wikis, forums and the virtual world. The positive impact of social media is to enable it to interact with many people, expand relationships, distance and time are no

longer a problem, it is easier to express themselves, information dissemination can occur quickly, at a lower cost. the negative side is children many of which become anti-social where they were lulled by the fun of talking in social media compared to meeting direct face in the real world, other things many are trapped to become lazy and wasteful in order to continue their preoccupation in talking on social media. Varinder Taprial and Priya Kanwar (2012) - Social media is a medium used by individuals to become social, or become social online by sharing content, news, photos and others with others. in this study, researchers want to know the use of social media in junior high school student learning for reading comprehension

3. WhatsApp Messenger is a cross platform messaging application that allows us to exchange messages without SMS fees, because WhatsApp Messenger uses the same internet data package for email, web browsing, and others. The WhatsApp Messenger application uses a 3G, 4G or WiFi internet connection for data communication. in this study, researchers used whatsapp as a tool to find out factors affect junior high school students in reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Reading

Definitional component of reading skill which is stated by Perfetti (2001) is an individual's standing on some reading assessment. From the assessment result, the researcher will indicate and categorize the students into some categories. It will guide the researcher to decide what the researcher should do to them.

Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education (Grabe, 2009).

In addition, Harrison (2004) argues that its importance Reading is not only related to the development of knowledge but also this is related to people's thinking skills. This ability will basic development of emotional, moral and verbal intelligence.

Moreover, this development determines what kind of person people are will be.

Harrison believes the development of knowledge is first gained in reading something. both knowledge, information, wiki, and spiritual.

Allah SWT reveals in Surah Al- Alaq verse 1-5 Holy Qur'an in the meaning:

- (1) *Read with (mentioning) the name of your Lord who created,*
- (2) *He has created humans from a blood clot*

(3) *Read it, and your God is the Most High*

(4) *Who teaches (man) with a pen.*

(5) *He taught people what he did not know.*

The verse above has already been revealed by Allah SWT that if we want to know something, we must read. If we seek information or knowledge, we must read. By reading a lot, it can enlarge our knowledge and we change our own conditions. It is important to know that reading does not only mean reading textbooks but also read the situation and conditions in this world.

2.1.1 Reading Skill

Definitional component of reading skill which is stated by Perfetti (2001) is an individual's standing on some reading assessment. From the assessment result, the researcher will indicate and categorize the students into some categories. It will guide the researcher to decide what the researcher should do to them.

According to Harmer (2007) reading is useful for mastering language. Provided that students understand more or less what they are reading, the more they read, the better they get it.

this is very clear what Harmer said, reading can benefit us in mastering language. But with conditions provided they understand and understand more or less what they read.

Grellet (2004) reading is a process of continuous guessing, and what someone brings to the next is often more important than what someone finds in it. In reading, students must be taught to use what they know to understand unknown elements, whether these are simple ideas or words.

different from Harmer according to Grellet reading is the process of guessing words that are not known in the text with words they already know or understand.

Day and Bamford (1998) reading is a construction of meaning from a printed or written message. This means meaning construction involves the reader connecting information from written messages with prior knowledge to arrive at meaning and understanding.

Day and Bamford argue that reading is the development of meaning that was obtained previously with information that was just obtained so that it reaches new understanding.

Cline (2006), states that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge.

Based on the opinions of the experts above, it can be concluded that reading is important for understanding the contents of information, messages, or knowledge in the context or text of the author of the text for the reader. and reading can bridge old

knowledge to new knowledge. although their opinions are different but their goals and intentions remain the same.

Reading skills are used by readers to anticipate text information, select key information, organize and summarize information, monitor understanding, improve understanding, and match understanding with the goals of the reader. Every reader has their own way of reading to do what is appropriate for them. And every reader has their own comfortable habits in reading.

2.1.2 Reading Comprehension

According to Klingner, et al (2007) states that "Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency" Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and other enhances the top-down processes" (Brown, 2000).

In addition, Snow (2002) defines reading comprehension in slightly different ways. Snow categorizes the component which is interacting and involving in reading comprehension into three components. Those components are the reader, the text and the activity. Snow includes the capacities, abilities, knowledge, and experiences of the readers as the part of the reader components. Snow explains the text as any printed and electronic text while for

the activity Snow includes the purpose, processes, and results of any attitude in reading.

Meanwhile, according to Wilis (2008):“Goals of Reading Comprehension Strategies to build comprehension are available to increase neural efficiency at each step of the comprehension process”. It means the purpose of reading comprehension strategies is that the students can improve efficiency neural of process comprehension the text.

(Goeke, 2009) Reading comprehension is such a process of constructing meaning from the text that will help students develop the knowledge, skills and strategies.

Based on the statement above reading comprehension is a way to understand or understand text that not only includes reading words, world knowledge or fluency, but by reading comprehension we can get extensive information and insights from the text. and with reading comprehension we easily receive new information even though the information is difficult to understand.

2.1.3 Factors Affecting Reading Comprehension

Snow (2002, 11) stated that the text, the reader and the activity affect the reading comprehension. The text affects the reading comprehension in the matter of how the text is built by the writer. The readers affect their reading comprehension through information they have in their background knowledge. Every reader has different interpretation of meaning depending on their background knowledge. The

activity of reading will affect reading comprehension in the way of how it leads readers to construct the meaning. It involves the purpose of reading and the reading techniques. Reading factors affecting according to Snow there are 2:

1. How the text is built by the writer
2. Background knowledge
3. Information they have

According to Klingner, Vaughn and Broadman (2007), there are some factors from readers' basic skills which cause difficulties in reading comprehension. Those factors are word reading, fluency, vocabulary mastery, and word knowledge. When the readers have difficulties in decoding or reading words, they feel hard to understand the meaning of the text. If they read slowly and inaccurately, it also becomes interference for their reading comprehension. The knowledge of the words in varied contexts and background knowledge of the topic discussed also affect reading comprehension. Although, the readers have high fluency, it will be difficult to comprehend the text without sufficient knowledge of the words in the context. Klingner stated that the factors that influence reading are 4:

1. Word Reading
2. Fluency
3. Vocabulary Mastery
4. Word Knowledge

Brown (2001) stated that reading comprehension is affected by schema and background knowledge. Both schema and background knowledge belong to the readers in which they involve the life experience about the world. They include knowledge of the world, culture, subject-matter and linguistic knowledge (Pang et al, 2007: 13). Every reader has different schema and background knowledge. Therefore, the interpretation of the text will vary among the readers. Reading factors affecting according to Brown there are 2:

1. Background Knowledge
2. schema

In short, there are several factors that influence reading comprehension. These factors are the words of knowledge, world knowledge, and readers' abilities. These aspects vary among readers so that each reader has various stages of understanding reading each other

2.1.4 Indicator in Reading Comprehension

According to Herber in Vacca (1986) and Mamu (2009) reading comprehension is a thinking process. Such as, its dependt on the students basic ability and intellectual skills, students knowledge of experience (vocabulary and ideas) and their langguage skills (knowledge of linguistics).

Indicator of reading comprehension is the instruction to understand the text. Generally, reading is related with the text. There are some indicators in reading comprehension, they are:

- Finding the main idea and other concept of reading in the paragraph.
- Analyzing and finding characteristics and structures function of the text.
- Reading appropriate text
- Analyzing and finding an interpretation of the text
- Recognizing topics. Finding out what the text is about
- Classification of ideas into main topics and details. Categorizing general and specific.

2.1.5 Narrative Text

Narrative is the dominant text and is often used for junior high school. Narrative text is text that tells stories. This can be in the form of factual and non-factual narrative texts. Factual narrative text is a type of narrative that relates to a true story, for example: someone's experience, adventure, and history. Meanwhile, non-factual narrative text is a type of story that is not real in our lives. Examples: myths, fables, legends, and fiction. The purpose of this text is to provide information relating to knowledge and entertain the reader. In addition, we can use this kind of text when we want to tell about something interesting that happened or when we want to write an event today on a blog or in our diary. According to (Parera, 1993) most narrative

texts have the characteristics to tell the story of an event or event in the chronological order in which they occur in time.

According to Pradiyono, narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.

2.1.6 Generic Structure of Narrative

The generic structure of narrative text consists of Orientation, Complication, Resolution, and Coda (Depdiknas, 2006). Coda is optional, sometimes it exists at the end of the story but sometimes it does not. According to (Nunan, 1991) the generic structure of narrative text consists of Orientation, Complication, and Resolution. Orientation is considered as the beginning of the story. This beginning is usually introduces the main characters, time, and places (Depdiknas, 2006). It means that orientation generally gives the answer of where the action is located, who is (are) involved, and when the story happened. After that the story is going on by series of events which involve the main characters to some sort of problems. It called complication. The events in complication make the story more attractive. Finally, in the end of the story the reader will find resolution of the problem. The resolution that provided in the story can be better or worse. Sometimes coda exists after the resolution. It is a change that happened to the character and the lesson that can be taken from the story or sometimes we called it as moral value from the story.

As for the characteristics of the narrative text are:

1. past tense
2. adverb of time (one upon a time, one day etc)
3. time conjunction (then, when, suddenly etc)
4. specific character (Cinderella, Snow White, Alibaba etc.
5. action verb (killed, walked, run etc.

2.2 Social Media

Varinder Taprial and Priya Kanwar (2012) - Social media is a medium used by individuals to become social, or become social online by sharing content, news, photos and more with others.

Varinder and Kanwar interpret social media as an general and easy to understand. true if social media is a tool to unite individuals to socialize without having to meet.

According to B.K. Lewis (2010)- Social media is a label for digital technology that allows people to connect, interact, produce, and share message content.

Lewis interpreted social media as a tree that united leaves far away with twigs. we who act as leaves are united with twigs which act as social media and trees as the world.

Kustandi and Sutjipto (2011) concluded, "learning media is a tool that can help the learning process and serve to clarify the meaning of the message, so as to achieve the learning objectives perfectly." Almost similarly learning media is defined as everything that can convey and deliver the message from the source in a planned manner so as to create a conducive learning environment.

From the statements of experts above it can be concluded that social media functions as a communication tool used to be able to connect even though the distance is very far and as a messenger or news. besides that social media can be made into business land. many people use social media such as endorsement on facebook pages, Lazada, Shopee, Bukalapak, etc.

2.2.1 Function of Social Media

Social media has several functions as the follow:

1. Social media is a media that is designed to expand social interaction humans use the internet and web technology.
2. Social media succeeded in transforming communication practices in the direction of broadcast media from one media institution to many audience ("one to many") becomes a practice dialogic communication between many audience ("many to many").
3. Social media supports democratization knowledge and information. Transform humans from users the message becomes the message maker own.

2.2.2 Use of social media in the learning process

The learning process is a process of delivering information, science, information that is formally and informally often happens around us. The learning process is a condition regarding the capacity of individuals to know more broadly. Through social media, knowledge and learning processes no longer focus solely on the accumulation of previous individual knowledge. Apart from good or bad, using the media as a medium in the learning process, it is clear that social media applications and devices have succeeded in providing a concept of new challenges in the formation of formal education that already exists today.

The use of social media as a learning media has supported a classical theory of social learning theory. This theory says that the social learning process focuses on how an individual learns by making other people the subject of learning. This learning process has been supported by digital media such as how someone learns to fry eggs by watching videos of other people frying eggs. In addition to learning about a simple behavior regarding one's expertise, social media can also be found on how an individual learns and starts thinking about the consequences that will arise from the behavior carried out by the subject study. Social media in its continuation not only teaches how a communication and information technology has an impact, but also teaches how a communication technology is absorbed and adopted. Utilization Social media now occurs in the process of distance education (e-learning) where the teaching and learning process is no longer limited to classrooms, distance, and time.

2.3 Whatsapp Social Media

Based on WikiPedia, WhatsApp was established on February 24, 2009. WhatsApp was founded by Brian Acton and Jan Koum who once worked as Yahoo employees, but whatsapp officially launched on 22 January 2015. Social media WhatsApp or WA is one of the communication media that can be installed on a smartphone and is often used by the public. This social media is used as chat communication by sending text messages, pictures to each other, videocall and even phone calls. This media can be active if the user connects their smartphone with the internet network.

Explanation of WhatsApp as stated by Hartanto, that WhatsApp is a messaging application for smartphones with basics like Black Berry Messenger.

Because in function, the usage is really similar to BlackBerry Messenger. but WA is better and easier to use by the general public because it looks more like a normal telephone, and it looks more formal and suitable for office workers.

WhatsApp Messenger is a messaging application that allows people to exchange messages without SMS fees, because WhatsApp Messenger does not use credit, but uses the same internet data package for email, web browsing, and others. The WhatsApp Messenger application uses a 3G / 4G internet connection or WiFi for communication. By using WhatsApp, we can chat online, videocall, share files, exchange photos, and more .

Based on the information above, it can be concluded that WhatsApp is a messaging application for smartphones with a basic similar to BlackBerry Messenger. but the difference is that if BBM uses a pin to get someone's contact, then WA simply has to enter the telephone number of the person who will be the friend contact within our WA. if we already have the phone number of our friend on HP before the WA application is installed, then their contact will automatically enter our WA, provided they also install this application.

2.4 Relevance Studies

There are some researcher who had done research about reading comprehension, But the researcher takes only three previous studies :

1. *IMPROVING STUDENTS' READING SKILLS BY USING THE MIND MAP TECHNIQUE AT SMA N 1 KRETEK IN THE ACADEMIC YEAR OF 2013/2014*

By Lani Suryani (2015) English Education Department Faculty Of Languages And Arts State University Of Yogyakarta. in this study, the researchers planned to improve students' reading skills using mind map techniques in the teaching learning process of reading. Because the use of mind maps is filled with images that can attract students to pay attention to the lesson. the use of mind map techniques can improve students' reading skills. In addition, through mind map techniques, students are motivated to be active

in class activities. They are actively involved in the teaching and learning process. This condition stimulates students to work based on their own actual abilities. students get more experience and improve their achievements. The result, this method proved to be able to increase students' interest in learning English, especially reading.

2. *IMPROVING THE READING COMPREHENSION OF THE EIGHTH GRADE STUDENTS OF SMP N 1 WONOSARI BY USING THE VISUALIZATION STRATEGY IN THE ACADEMIC YEAR OF 2012/2013*

By Yuli Susanti Prihastuti (2013) English Education Department Faculty Of Languages And Arts State University Of Yogyakarta. In this study, The researcher research at SMP N 1 Wonosari aims to improve reading comprehension eighth grade students of SMP N I Wonosari in the second semester of academicin 2012/2013 using visualization strategies. in this study using 2 types of data. Qualitative data is obtained when teaching with students in class, and quantitative data is obtained by interviewing English teachers and some students at the school. Quantitative data was obtained through pre-test and post-test in the form of scores.

3. *IMPROVING THE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT BY USING CONCEPT ORIENTED READING INSTRUCTION AT GRADE VIII PRIVATE ISLAMIC JUNIOR HIGH SCHOOL ALI IMRON MEDAN.*

By Nurainun (2017) Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera. In this research aims at improving the students' reading comprehension in narrative text by using Concept Oriented Reading Instruction strategy. The mean of the pre-test was 39,80. The mean of the first cycle was 87,86, it indicated that the scores and the mean in first cycle were better than the pre-test. The percentage of students who got point 75 or more there was also grew up. In the pre-test, there was 3 students (11%) who passed or got score up to 75. In the post-test of cycle I the students who got point 75 or more there was 26 (100%) and the increasing was about 89%. In other words, the students' reading comprehension in narrative text improved and became well in the first meeting to the next meeting.

4. *THE EFFECT OF USING PICTURE SERIES ON READING COMPREHENSION OF THE SECOND YEAR STUDENTS OF SMPN 40 PEKANBARU.*

By Lola NovitaHendra, Dr. Afrianto, M. Ed, Drs. Supriusman, M. A English Study Program Language and Arts Department Faculty of Teacher Training and Education Universitas Riau This study aims at finding the effect

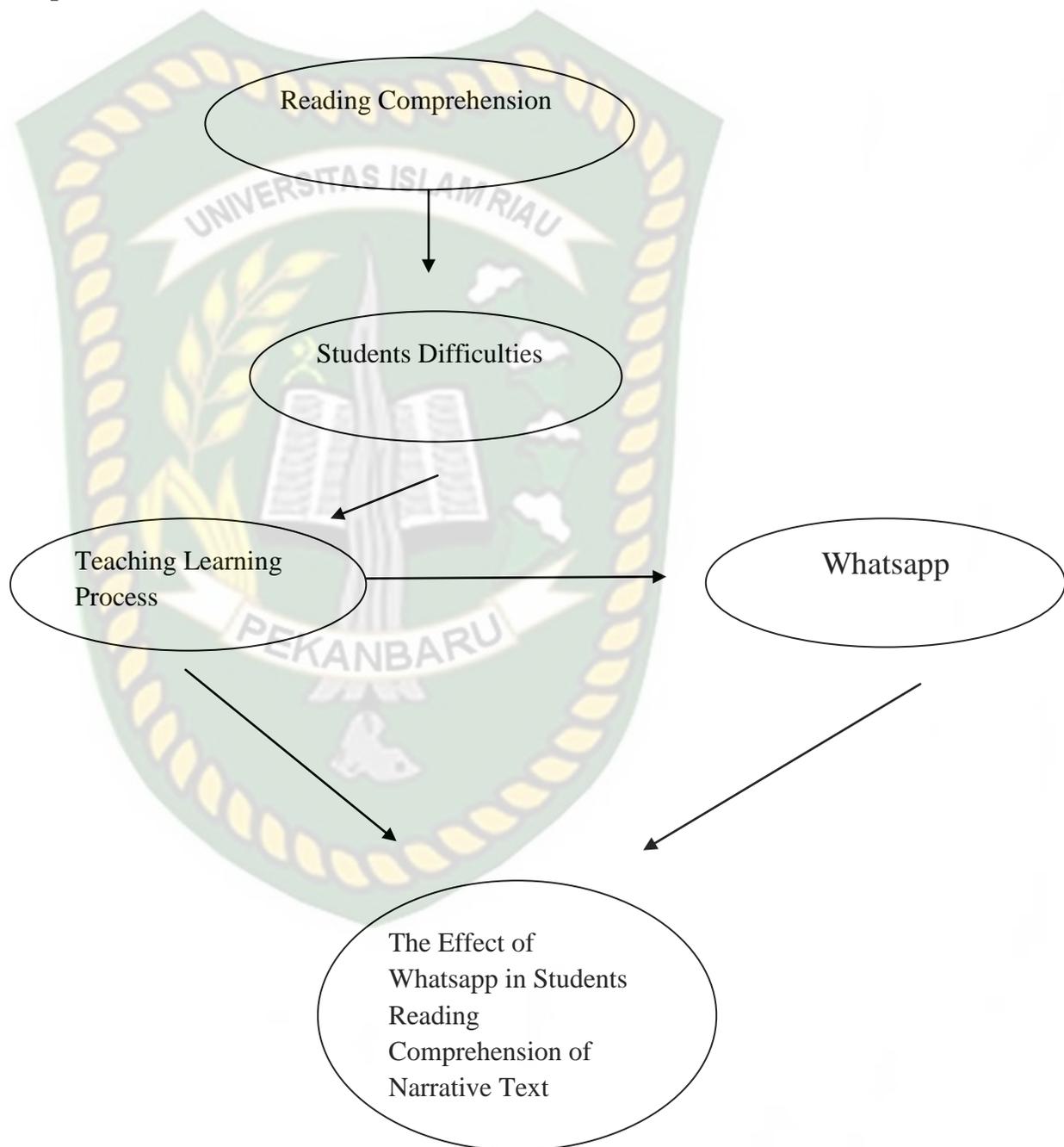
of picture series on reading comprehension of the second year students of SMPN 40 Pekanbaru. The method used in this study was quantitative research and the research design was quasi-experimental study. The researcher used Cluster Random Sampling technique to choose the sample. For 165 students of the population, class VIII B was chosen as the experimental class and VIII D as control class. The instrument of this research was in form of multiple choices test for pre-test and post-test. The test was narrative text and there were 30 multiple choice items for each test. The researcher used formula t-test to analyze the data. The result of this study shows that there was a significant difference on students' reading comprehension of narrative text by using picture series and without using picture series. The mean score for experimental class was 61.5 (pre-test) and 83.8 (post-test). The mean score for control class was 71.8 (pre-test) and 82 (post-test). It can be seen that on the $df = 81$ in the degree of significance 5%, the value of degree significance is 1.98. By comparing the value t_o and t_t the result showed that t_o is higher than t_t ($t_o > t_t = 5.44 > 1.98$). The alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Therefore It can be concluded that there is a significant effect of using picture series on reading comprehension of the second year students of SMPN 40 Pekanbaru.

5. *THE EFFECTS OF TEXT LENGHT AND PICTURE ON READING COMPREHENSION OF IRANIAN EFL STUDENTS.*

By Maryam Jalilehvand (2011) TESL Department, Faculty of Education, University of Malaya. This research examined the effects of text length and picture on reading comprehension. 'Dual Coding Theory' is a powerful rationale behind using pictures and texts together. According to this theory, "information is much easier to retain and retrieve when it is dual-coded because of the availability of two mental representations instead of one." The sample consisted of 79 first grade female students from three high schools in Iran. The participants were of the same level of proficiency. The researcher utilized two texts in this study. In fact, one of these two texts was a shortened version of the original text. Using a between subject design, participants were divided into four groups. Each group read a reading comprehension text under one of four conditions: 1) long text with picture, 2) long text without picture, 3) short text with picture, and 4) short text without picture. The reading comprehension texts were accompanied by 5 multiple-choice items and 10 true-false items. Although the participants performed better on the original text, the results of the analysis of variance (ANOVA) showed that length had no significant effect on reading comprehension of Iranian high school students. However, subjects performed better on texts with picture. Therefore, picture is a key variable in influencing EFL students' reading comprehension

at high school levels. These findings have pedagogical implication in the EFL and ESL fields.

2.5 Conceptual Framework



CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research was experimental which focused on quantitative approach. This research requires at least two groups, they are independent (X) and dependent variable (Y).

Table 3.1

Dsign of pre-test and post-test

Class	Pre-Test	Treatment	Post-Test
Experiment	X ¹	T	X ²
Control	Y ¹	-	Y ²

3.2 Location and Time if the Research

This research activity conducted at SMP IT Aziziyyah Pekanbaru on Cipta Karya Street, Sidomulyo., Tampan, Kota Pekanbaru, Riau in academic year 2018/2019. The time of the research started from november until december 2019.

3.3 The Population

The population of this research will be students class 9 at SMP IT Aziziyyah Pekanbaru 2018/2019.

Table 3.2

Students Population

CLASS	TOTAL
7.1	47 Students
7.2	41 Students
8.1	30 Students
8.2	27 Students
8.3	29 Students
9.1	25 Students
9.2	25 Students
9.3	30 Students

3.4 Sample

The sample for this study, the researcher used random sampling. Arikunto (1993) that if the population is less than 100 persons, the samples are more than 100 people, the sample is taking 10-15% of them. the population of students is 277 students. so researchers took a sample of 10% (30 students).

3.5 Research Instrument

Instrument is the main important tool to collect the data. The instruments used in this research is test and handphone. The test were used in the beginning of the

research proses and the end of research. The researcher used handphone to share learning material with whatsapp and take some pictures of the process of teaching and learning process.

3.6 Data Collection Technique

In this research, the collected data were qualitative data. To get the data, the researcher used data collection techniques as follows:

1. Pre-Test

pre test serves to measure the level of understanding of students with the material to be learned. The researcher provides pre-test questions to start the lesson

2. Treatment

The writer taught reading of narrative text in the experimental class. The experimental class using whatsapp while the control class without using whatsapp.

3. Post-Test

The writer gave the post-test to both classes after the lesson finished. this test is held in order to know if there any progress before and after teaching and learning activity by using whatsapp or without whatsapp.

The result of post-test were collected and compare to know the effectiveness of using whatsapp in teaching reading narrative text.

4. Questionnaire

The questionnaire is used to obtain data to answer the research questions, that is about how significant of whatsapp for education and factors that affect reading comprehension students.

3.7 Data Analysis Technique

To answer research questions, data analysis is needed. it covers the level of student understanding in reading comprehension narrative texts. data were analyzed manually to measure students' ability levels and were put into percentage. To get individual student scores, data analyzed using the formula below:

$$P = \frac{f}{n} \times 100\%$$

Where :

P = The percentage which is found

F = The frequency response

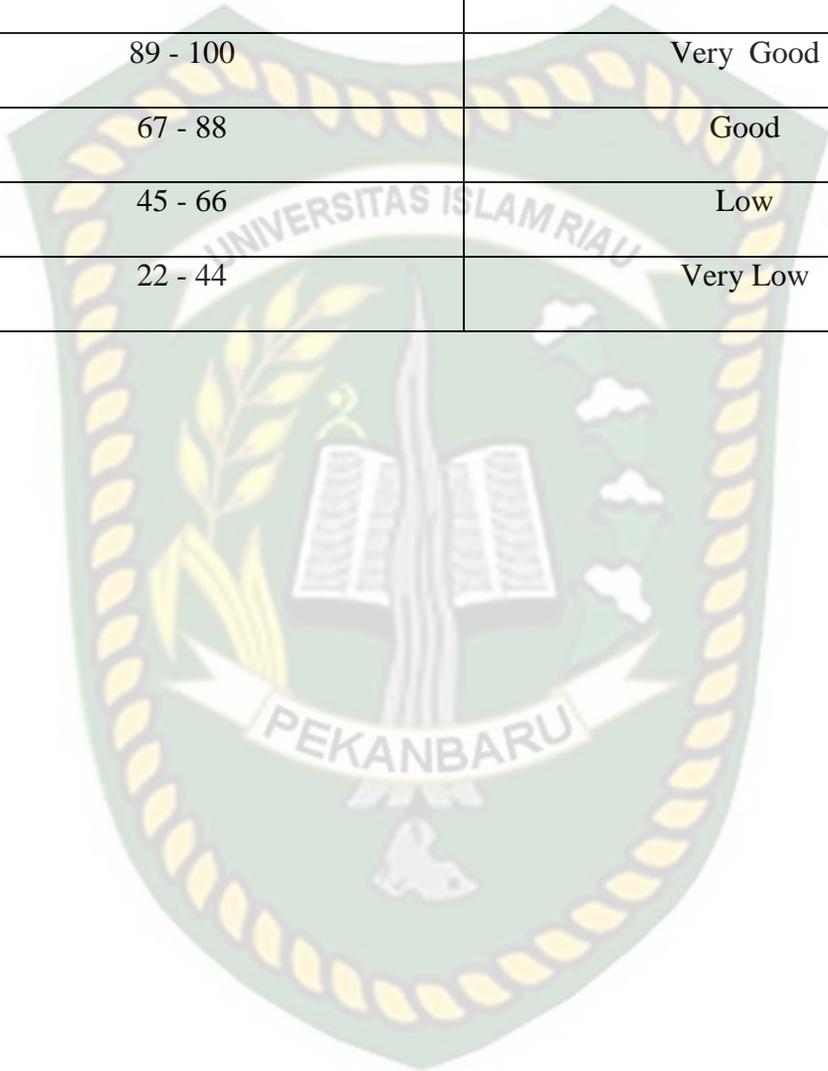
N = The number of items or sample

Adopted from Sudjono in Pangaribuan (2013:7)

Table 3.5

The Comprehending Sclaes

Score	Level
89 - 100	Very Good
67 - 88	Good
45 - 66	Low
22 - 44	Very Low



CHAPTER IV

RESEARCH FINDINGS

4.1 Data Presentation

This chapter presented the research finding dealing with data analyzed interpreted, which have been taken from the pretest and posttest of one class control and class experimental.

4.1.1 Class control

Before giving treatments, the researcher had given pre-test to the students, it was to know the students skill of reading comprehension.

4.1.2 Class Experimental

Same like class control, experimental class was also given a pre-test to the students with same questions to know the students skill reading comprehension.

Figure 4.1.1

The Result of Pre-Test in Control Class

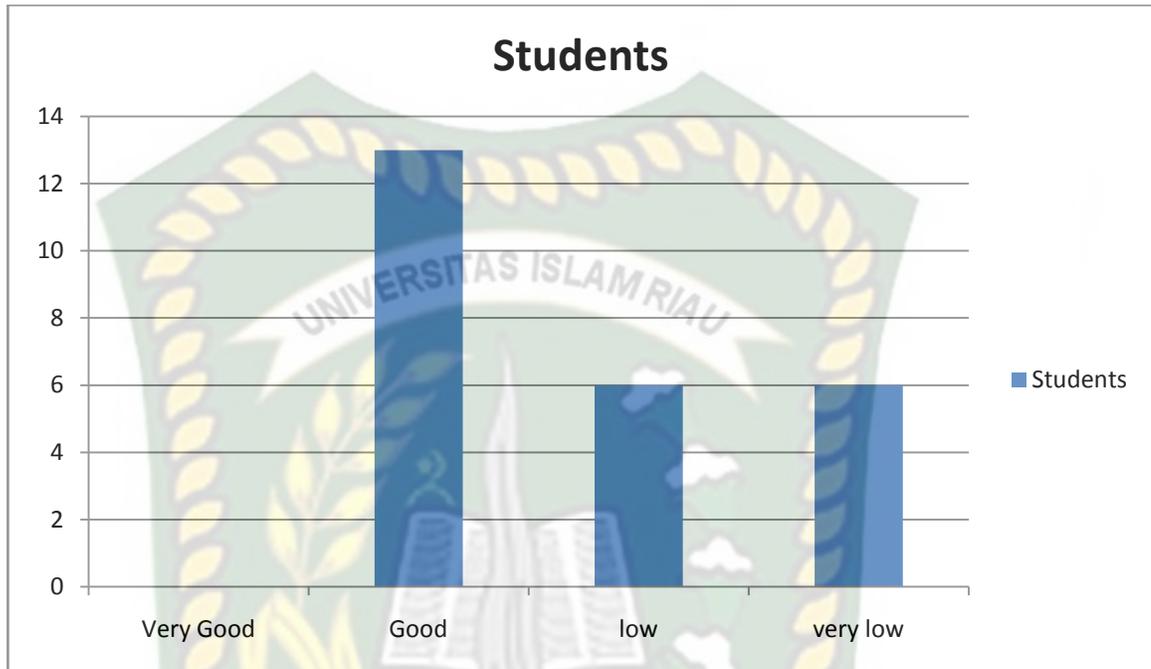


Figure 4.1.1 showed the students' score of pre-test in reading comprehension in control class. Based on the data above from 25 students were classified that 6 students were very low level, 6 students were in low level, and 13 students in good and 0 students in very good level. The data showed that most students did not have good skill in reading comprehension. The students were not accustomed to activating their background knowledge about the text before they start reading. And then, problem was dealing with students' condition during learning process is low motivation and lack of confidence to start reading text.

Figure 4.1.2

The Result of Pre-Test in Experimental class

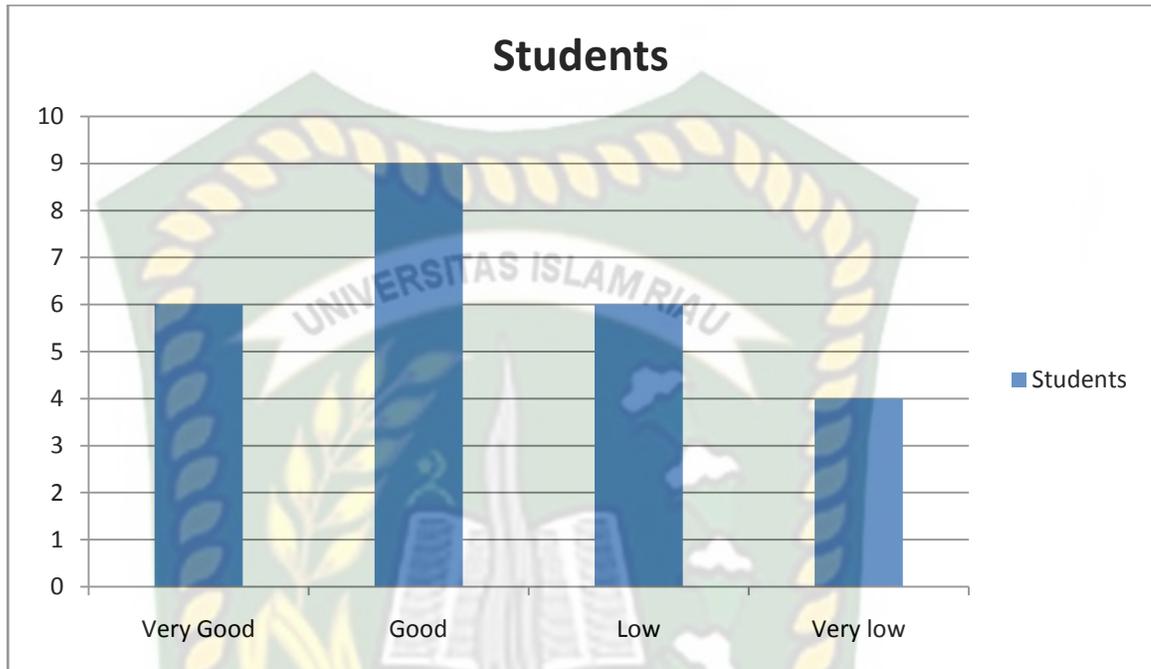


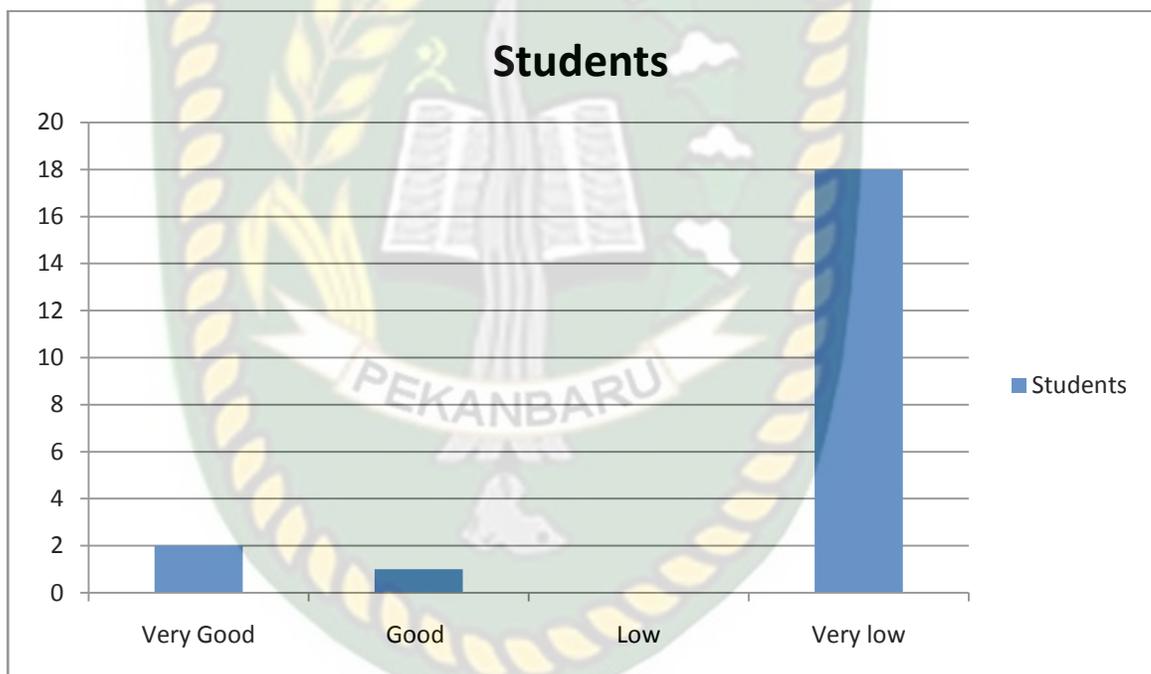
Figure 4.1.2 showed the students' score of pre-test in reading comprehension in control class. Based on the data above from 25 students were classified that 4 students were very low level, 6 students were in low level, and 9 students in good and 6 students in very good level. The data showed that most students already have a lot of understanding in experimental class because there are 13 students who get satisfactory value, and then 10 students still got difficulties in reading comprehension. According to the results of eleven research data, students had difficulty with vocabulary mastery, main ideas, and word knowledge. They have difficulty answering questions number

two, five, six, seven, eight, and nine where these questions require understanding difficulty with vocabulary mastery, main ideas, and word knowledge.

4.1.2 Data Score Class Control in Post-Test

After doing treatment in control class, a post-test was conducted in the last meeting. the score of post-test in control class could be in the table 4.2.3.1

Figure 4.1.3
The Result of Post-Test in Class Control



From the table above shows the result of the students reading ability in control group decrease. there were 18 students in very low level,70% worse than the pre-

test.and there were 0 student in low level, and then 1 student in good level, and the last only 2 students in very good level.

4.1.3 Data Score Experimental class in Psost-Test

After doing treatment in control class, a post-test was conducted in the last meeting. the score of post-test in control class could be in the table 4.3.4.1

Figure 4.1.4
The Result of Post-Test in Experimental Class

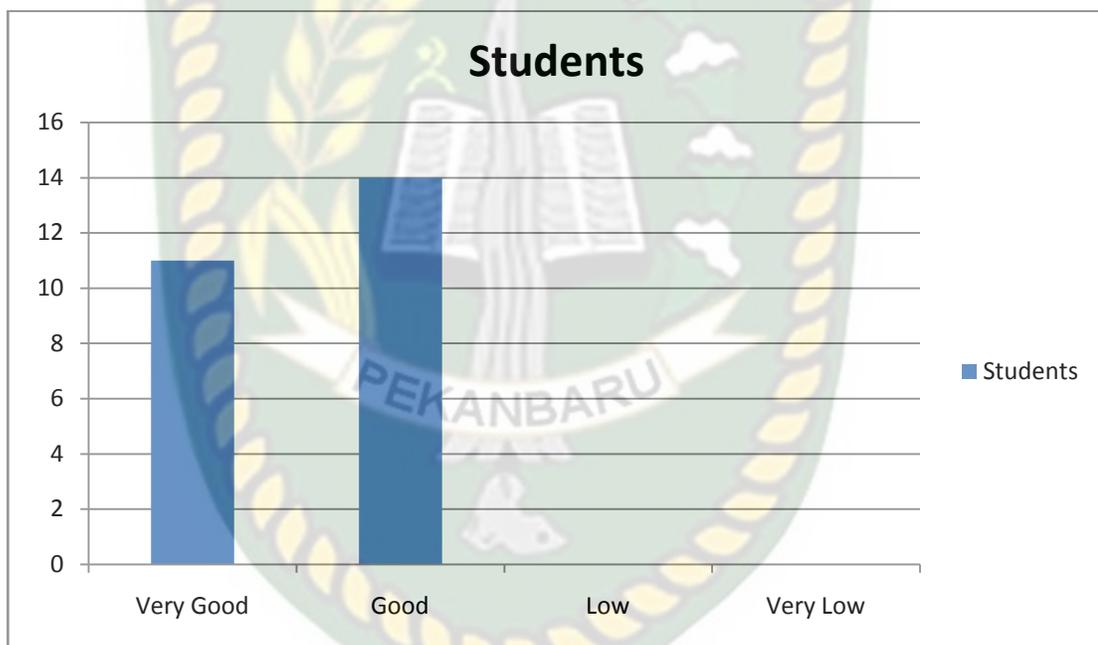


Figure4.2.4.1 Showed the students score of post-test in reading comprehension in control class. Based on the data above from 25 students were classified that 0 students were very low level, 0 students were in low level, and 14

students in good level and 11 students in very good level. The data showed there was a drastic increase in reading students when using social media whatsapp strategy. according to the results of the research data students have increased understanding after the fifteen questions given, students only answered four questions incorrectly. from this data shows students are a little more able to concentrate on determining main ideas, analyzing and finding characters, vocabulary mastery.

4.2 Treatment

The treatment was given after the pre-test. Its function is to get a significant influence on the use of WhatsApp on students' reading comprehension abilities. The researcher provides a clue about reading narrative without telling students what material will be studied. After students think about the material to be studied and they begin to understand, then the researcher enters the material and begins to explain what narrative text is and begins learning as usual..

4.2.1 First Meeting

The first meeting was held on November 6, 2019. In the pre teaching, the researcher as the teacher greeted the students and checked the attendance list, the researcher asked about the student's news, his condition, and how to prepare for the exam. Before learning, the researcher asked students several questions about narrative text. After that the researcher gave a pre-test to remind them to learn about narrative. after the pre test is given, the researcher supervises and guides students to keep learning well

4.2.2 Second Meeting

The second meeting was held on November 10, 2019. In the pre teaching, the researcher as the teacher greeted the students and checked the attendance list. Before starting the study, the researcher asked about "Snow White" which was previously explained on WhatsApp.

During the process, the researcher asked the students "what kind of story is Snow White?". After that the researcher made a group discussion via WhatsApp and provided material there. After the students were in groups, the researcher tried to remind lessons such as "what is the narrative text?", "What is an example of the narrative text?", After that the researcher gave directions on how the material was handled. Then the researcher tested the narrative text "Legend of Kesodo Ceremony", "The Story of Siti Masyitah" and the last one was "The Old Man and the Durian Tree".

4.2.3 Third Meeting

The third meeting was held on the 17th of 2019. The topic was that researchers only discussed material provided last week via WhatsApp. The researcher gave the order to sit down with his group mates and open WhatsApp to discuss together. after that researchers and students discuss and learn about the material that has been distributed.

After the group learning is complete, before the class ends, the researcher gives a post-test via WhatsApp social media with individual responsibility. In the closing section, the researcher asks students about their assessment, and checks whether students understand the learning narrative text on WhatsApp and explain about the next meeting.

4.2.4 Fourth Meeting

The fourth meeting was held on December 4, 2019. In pre-teaching the researcher as a teacher greeted students and checked the attendance list. In this meeting the researcher only took the students' post test results. After that the researcher asked them how they felt learning to use WhatsApp, whether it made it easier for students or not and explained the use of social media in supporting learning. There are many positive sides of learning to use social media, for example, we can add knowledge anywhere and anytime. Researchers continue to provide advice to keep adding to the vocabulary even if only a little.

4.3 Data Interpretation

In this interpretation was focused on the result of the research and data analysis which was the effect by using social media whatsapp toward student reading comprehension ability by seen by this following table

Table 4.3.1

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experiment	68.80	25	16.912	3.382
	Post-Test Experiment	84.12	25	9.176	1.835
Pair 2	Pre-Test Control	54.00	25	12.910	2.582
	Post-Test Control	35.44	25	22.080	4.416

Table 4.3.1 showed that the difference achievement of mean score in pre-test and post-test both group. In experiment class the mean score in pre-test was 68.80, and the mean score in post-test was 84.12. While in control class the mean score in pre-test was 54.00, and the mean score in post-test was 35.44. It showed that experimental class score higher than control class.

Table 4.3.2 paired sample statistic of Pre-Test and Post-Test score on the students reading ability

Paired Samples Test									
		Paired Difference					t	d f	Sig. 2-tailed
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST	-	19.512	3.902	-	-7.266	-3.926	24	.001
	POSTTES T2	15.320			23.374				
Pair 2	PRETEST	18.560	26.917	5.383	7.449	29.671	3.448	24	.002
	POSTTES T2								

From Table 4.3.2 as the paired sample test. Paired sample test used to know whether any significant effect of using sosial media Whatsapp towards students reading comprehension

CHAPTER V

CONCLUSION

5.1 Conclusion

Based on explanation in chapter III,IV, This research was conducted to find out the effect of using media sosial Whatsapp strategy on students ability in reading comprehension text at the third year students SMP IT Aziziyyah.

Therefore, these statement supported by the result of the research that showed experiment class score can be seen on calculation by SPSS in pre-test maximum was 90 and minimum 40. while post-test maximum was 100 and minimum was 73. besides the mean score of pre-test 68.80 and mean score of post-test was 84.12. The standard deviation in pre-test was 16.912 and post-test 9.176. The standart error mean in pre-test was 3.382 and post-test 1.835. It means the students had important in reading comprehension, it was proved by students total score had improvement after treatment by using Whatsapp strategy.

5.2 Suggestion

In this chapter, the researcher would like to give some suggestion, some for the students SMP IT Aziziyyah pekanbaru,

5.2.1 For Students

In this research, researcher found that the students at SMP IT Aziziyah pekanbaru should keep improve their reading comprehension through understanding of the content of English reading passage that generally contain finding general idea of the text, getting general information from the text acquiring specific information explicitly stated in English passage to finding the lexical and contextual meaning of words taken from the English passage. The result of this research were to give a contribution to learning English especially in improve reading.

5.2.2 For next researcher

To the next researcher, the research finding and suggestion hopefully will be helpful enough in providing some information for others research.

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