

**IMPROVING STUDENT'S READING COMPREHENSION ON NAR-  
RATIVE TEXT THROUGH WHATSAPP APPLICATION ONLINE  
CLASS DURING THE PANDEMIC COVID-19**



**A THESIS**

*Submitted to the Tarbiyah Faculty UINSU Medan as a Partial Fulfilment of the  
Requirements for S-1 Program*

**By:**

**SONA HAZILA**  
**Reg. No. 0304171018**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY TARBIYAH SCIENCE AND TEACHER TRAINING  
THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

**2021**

**IMPROVING STUDENT'S READING COMPREHENSION ON NAR-  
RATIVE TEXT THROUGH WHATSAPP APPLICATION ONLINE  
CLASS DURING THE PANDEMI COVID-19**



**A THESIS**

*Submitted to the Tarbiyah Faculty UINSU Medan as a Partial Fulfilment of the  
Requirements for S-1 Program*

**By:**

**SONA HAZILA**  
**NIM. 0304171018**

**Advisor I**

**Prof. Dr. Hj. Tien Rafida, M.Hum**  
**NIP. 197011101997032004**

**Advisor II**

**Dr. Muhammad Dalimunte, S, Ag, Ss, M.Hum**  
**NIP. 197103281999031003**

**DEPARTMENT OF ENGLISH EDUCATION**  
**FACULTY TARBIYAH SCIENCE AND TEACHER TRAINING**  
**THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

**2021**

Nomor : Istimewa  
Lamp : 6 (Enam) Eks  
Prihal : Skripsi  
a.n. Sona Hazila

Medan, September 2021  
Kepada Yth;  
Dekan Fak. Ilmu Tarbiyah dan  
Keguruan

**Assalamu'alaikum Warrahmatullahi Wabarrakatuh**

Setelah membaca, meneliti, dan memberikan saran-saran perbaikan seperlunya terhadap skripsi Mahasiswi:

Nama : Sona Hazila  
Nim : 0304171018  
Jurusan / Prodi : Tadris Bahasa Inggris  
Judul : "Improving Student's Reading Comprehension On Narrative Text Through Whatsapp Application Online Class During The Pandemic Covid-19.

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN-SU Medan. Demikian kami sampaikan, atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum, Wr. Wb.

**Advisor I**



**Prof. Dr. Hj. Tien Rafida, M.Hum**  
NIP. 197011101997032004

**Advisor II**



**Dr. Muhammad Dalimunte, S, Ag, Ss, M.Hum**  
NIP. 197103281999031003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA  
FAKULTAS ILMU TARBİYAH DAN  
KEGURUAN**

Jl. Williems Iskandar Pasar V Medan Estate 20371 Telp. 6615683- 6622925, Fax. 6615683,  
Email : [Fitk@uinsu.ac.id](mailto:Fitk@uinsu.ac.id)

**SURAT PENGESAHAN**

Skripsi ini yang berjudul **“IMPROVING STUDENT’S READING COMPREHENSION ON NARRATIVE TEXT THROUGH WHATSAPP APPLICATION ONLINE CLASS DURING THE PANDEMIC COVID-19.”** yang disusun oleh **Sona Hazila** yang telah dimunaqasyahkan dalam Sidang Munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan pada tanggal:

**18 Oktober 2021 M  
01 Safar 1443 H**

Skripsi telah diterima sebagai persyaratan untuk memperoleh Gelar Sarjana Pendidikan (S.Pd) dalam Ilmu Tarbiyah dan Keguruan pada Jurusan Tadris Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

**Panitia Sidang Munaqasyah Skripsi  
Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan**

**Ketua**

**Yanis Lubis, S.Ag, M.Hum**  
NIP. 197006062000031006

**Sekretaris**

**Ernita Daulay, M.Hum**  
NIP. 198012012009122003

**Anggota Penguji**

**1. Prof. Dr. Hi. Tien Rafida, M.Hum**  
NIP. 197011101997032004

**2. Dr. Muhammad Dalimunte, S.Ag, Ss, M.Hum**  
NIP. 197103281999031003

**3. Dr. Utami Dewi, M.Hum**  
NIP.19820227 200801 2 009

**4. Yanis Lubis, S.Ag, M.Hum**  
NIP.197006062000031006

**Mengetahui**

**Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan**



**H. Mardianto, M.Pd**  
NIP. 196712121994031004

## PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Sona Hazila

Nim : 0304171018

Prodi : Pendidikan Bahasa Inggris

Judul : *Improving Student's Reading Comprehension On Narrative Text Through Whatsapp Application Online Class During The Pandemic Covid-19*

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya saya sendiri, kecuali kutipan-kutipan dari ringkasan yang semuanya telah dijelaskan sumbernya. Apabila kemudian hari atau dapat dibuktikan skripsi ini hasil orang lain, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

Medan, September 2021  
Yang membuat pernyataan

**Sona Hazila**

**NIM: 0304171018**



## ABSTRACT

**Sona Hazila. Registration Number: 0304171018. Improving Student's Reading Comprehension on Narrative Text through Whatsapp Application Online Class during the Pandemic Covid-19. An Undergraduate Thesis, Department Of English Education, Faculty of Tarbiyah Science and Teacher's Training State Islamic University of North Sumatra, Medan 2021.**

Reading comprehension on narrative text to give meaning to an event by telling in the writing oral and utilizing information ideas obtained through interactions between authors and readers also. In this research was aimed to find out the utilization of WhatsApp Application in teaching reading comprehension on narrative text online class during the pandemic covid-19. This research was conducted method by using classroom action research (CAR) according by Kemmis and Mc Tanggart. The subject of this research was eight grade students' of SMP Kesatria Medan in Academic year 2021/2022 which consisted of 32 students. In this research the technique of collecting data for this study was used Test, Observation Sheets, Interview and documentation. This research for Analysis data was conducted in two cycles, the first cycles and the second cycles which each consist of planning, acting, observing and reflecting. The data were gathered through qualitative data and quantitative data. The result of this research described that there was increasing of the student's in reading. The mean of pre-test was 59.37. The mean of post-test 1 was 45.00. The mean of post-test 2 was 79.37. Before implementation the student's still difficult to understood English lesson. The process implementation the WhatsApp Application is considered efficient and effectively to making it easier for the students understands reading comprehension on narrative text. After implementation the student's can easy understand to reading comprehension on narrative through WhatsApp Application online class during the pandemic covid-19. In other words, the students are more enthusiast and interest in reading text during teaching and learning process by using WhatsApp Application. It explained that the student's reading comprehension have increasing in the first meeting until the last meeting by used WhatsApp Application online class during the pandemic covid-19.

*Keyword: Reading Comprehension, Narrative Text, Classroom Action Research.*

## ACKNOWLEDGEMENT



*Assalamu 'alaikum Warrahmatullahi Wabarrakatuh.*

In The Name Of Allah Swt. Who gave his mercy and blessing, the cherisher and sustainer of the world until the researcher can finished this thesis. Peace and grateful may always be upon to our prophet Muhammad ﷺ. Who has given the motivated and guided all creatures from the darkness into the brightness and from stupid era into the cleaver era.

This Thesis Entitle “The Improving of Student’s Reading Comprehension In Narrative Text Through Whatsapp Group Online Class During The Pandemic Covid-19”. For writing this thesis is not easy, without helping and encouragement from my family and my best friends this thesis can’t finish and would not be completed. I would like to express my sincere gratitude and I would like to thanks to the Following People:

1. Prof. Dr. H. Syahrin Harahap, MA, As A Rector Of State Islamic University Of North Sumatra (UIN-SU).
2. Dr. H. Mardianto, M.Pd, As A Dean Of Faculty Of Tarbiyah Science And Teachers Training State Islamic University Of State Islamic University Of North Sumatra And All Staff Administration.
3. Yani Lubis, S, Ag, M. Hum, As the Head of English Education Department.
4. Prof. Dr. Hj. Tien Rafida, M. Hum, As My Advisor I. Who Has Given Me Suggestion and Guidance During Writing This Thesis At the pandemic.
5. Dr. Muhammad Dalimunte, S. Ag, Ss, M. Hum, As My Advisor Ii. Who Always Given Wise Advice And Given Me Knowledge To Making The Thesis.



6. The Participant of Junior High School at 8 Grade in Yayasan Perguruan Kesatria Medan, All Teachers and Staff Especially Ms. Hanifah and the Student's In 8 Grade, Thanks for Helped the Researcher during Pandemic.
  7. My Beloved Parents, Mr. Al-Ajri and Mrs. Rasmah Adriani. Who Has Always Given Me Motivation, Support, Suggestion And Everything That I Can't Mention It But I Want to Say Thank You To My Parents Cause Always Truth Me Every time And Every ware.
  8. My Beloved Older Sister And My Older Brother, Weni Anjar Sari And Sidiq Aljira. Who Support Me And Given Me Much Money To Solve My Problem In University And Making The Thesis.
  9. My Classmates In Tbi-2 (2017), Thanks For All The Time And My Friends in Kost Pinus 32.
  10. Last But Not Least, I Wanna Thank Me, I Wanna Thank Me For Believing In Me, I Wanna Thank Me For Doing All This Hard Work, I Wanna Thank Me For Having No Day Off, I Wanna Thank Me For Never Quitting, For Just Being Me At All Times. And I Hope For The Future, My Dreams Will Be Come True. Aamiin
- Finally, the researcher realized this thesis still many mistaken and far from being perfect. The researcher need the critics, comment and suggestion from the readers will be appreciated to this thesis, the researcher hopes to this thesis will be useful for development of education and many readers more be understand.

Medan, September 2021

**Sona Hazila**  
Nim: 0304171018

## TABLE OF CONTENT

<b>ABSTRACT</b> .....	<b>i</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ii</b>
<b>TABLE OF CONTENT</b> .....	<b>iv</b>
<b>LIST OF APPENDICES</b> .....	<b>vi</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A.    Background Of The Study.....	1
B.    Identification Of The Problem.....	4
C.    The Limitation Of Study.....	5
D.    The Formulation Of Problem.....	5
E.    The Objectives Of Study.....	5
F.    The Significances Of Study.....	6
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>7</b>
A.    Theoretical Framework.....	7
A.1 Reading As A Language Skill.....	7
A.1.1 Definition Of Reading.....	7
A.1.2 Definition Of Reading Comprehension.....	9
A.1.3 Factor In Reading Comprehension.....	10
A.1.4 Strategies In Teaching Reading Comprehension.....	10
A.2 Narrative Text As A Genre In EFL Reading.....	12
A.2.1 Definition Of Narrative Text.....	12
A.2.2 The Language Features Of Narrative Text.....	14
A.2.3 The Generic Structure Of Narrative Text.....	15
A.3 Whatsapp As A Learning Media In Teaching Reading .....	16
A.3.1 Definition Of Whatsapp Application.....	16
A.3.2 Procedure Of Whatsapp Application.....	18
A.3.3 The Function Of Whatsapp.....	20
A.3.4 The History Of Whatsapp.....	20
A.3.5 Advantages And Disadvantages Of Whatsapp.....	22

B. Related Studies.....	24
C. Conceptual Framework.....	27
D. Hypothesis.....	28
<b>CHAPTER III RESEARCH METHODOLOG .....</b>	<b>29</b>
A. Research Setting.....	29
B. Research Subject.....	29
C. Research Design.....	29
D. Data Resource.....	31
E. Research Procedure.....	33
F. Technique Of Collecting Data.....	35
G. Technique Of Analyzing Data.....	37
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....</b>	<b>40</b>
A. Research Findings.....	40
A.1 Preliminary Data.....	40
A.2 Report Of Cycle 1.....	42
A.3 Report Of Cycle 2.....	46
A.4 The Comparison Result Of The Cycle.....	49
B. Discussion.....	50
<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS .....</b>	<b>52</b>
A. Conclusions.....	51
B. Suggestions.....	53
<b>REFERENCES.....</b>	<b>54</b>
<b>APPENDIX.....</b>	<b>57</b>

## LIST OF APPENDICES

<b>Appendix 1</b>	: Lesson Plan (RPP).....	57
<b>Appendix 2</b>	: Reading Test (Pre-Test).....	65
<b>Appendix 3</b>	: Reading Test (Post-Test).....	69
<b>Appendix 4</b>	: The Answer Key of the Test.....	73
<b>Appendix 5</b>	: The Observation Sheet 1.....	74
<b>Appendix 6</b>	: The Observation Sheet 2.....	75
<b>Appendix 7</b>	: Interview Question for the Teacher Before Implementation.....	76
<b>Appendix 8</b>	: Interview Question for the Teacher After Implementation.....	77
<b>Appendix 9</b>	: Interview Question for the Students Before Implementation.....	78
<b>Appendix 10</b>	: Interview Question for the Students After Implementation.....	79
<b>Appendix 11</b>	: The Students Score.....	80
<b>Appendix 12</b>	: Documentation.....	81
<b>Appendix 13</b>	: Letters.....	83

## LIST OF FIGURES

<b>FIGURE 3.1:</b> The Steps Of Action Research From Kemmis And Mc Taggart.....	31
---	----

## LIST OF DIAGRAMS

**DIAGRAM 4.7:** The Comparison Of The Percentage Of The Result Student Score .....49

## CHAPTER I

### INTRODUCTION

#### A. Background Of The Study

The Pandemic Covid-19 in 2020 has entered the world, thus disrupted the student's learning in school.<sup>1</sup> Covid-19 in Indonesia also forces various aspects of life to change until all activities from home. Although in fact the ability to learn online classes, in accordance with the Circular of the Minister of Education and Culture of the Republic of Indonesia No. 4 of 2020 concerning the Implementation of Education Policies in an Emergency for the Spread of Corona virus Disease (Covid19).<sup>2</sup>

Therefore, every teaching and learning is done online at home. Especially English Learning as a second language component significant in Indonesia education. English is one of the international languages Communication, mastery of English is very necessary to attract every graduate.<sup>3</sup> English also functions as a language of learning in educational institutions, from the elementary school into the universities throughout Indonesia. According by Coleman, English which is very necessary to be able to compete at the international level, so that the use of English is something that must be integrate in the learning process in every other activity.<sup>4</sup>

English Learning in Indonesia is to develop oral and written communicative competence in four English skills, namely reading, speaking, listening and writing.<sup>5</sup> Reading skills are very important because they have good reasons for students. Have a good reading skills

---

<sup>1</sup> Yeray Trujillo Loli, Mario D'Carlo Trejo Huaman' and Stefanie Campos Medina, *Telementoring of in-home real-time laparoscopy using WhatsApp messenger: An innovative teaching tool during the COVID-19 pandemic. A cohort study*, Annals of Medicine and Surgery, Universidad National Mayor de San Marcos, January 2021, p.481.

<sup>2</sup> Mirzon Daheri, Juliana, Deriwanto, and Ahmad Dibul Amda, *Efektifitas WhatsApp sebagai Media Belajar Daring*, Jurnal Basicedu - Research & Learning in Elementary Education, Bengkulu, 2020, p.775.

<sup>3</sup> Ema Dauyah and Yulinar, *Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Bahasa Inggris Mahasiswa-Pendidikan Bahasa Inggris*, Jurnal Serambi Ilmu, Aceh Besar, September 2018, p.196.

<sup>4</sup> Ema Dauyah and Yulinar, *Ibid*, p. 197.

<sup>5</sup> Rahmah Fithriani, *Grammatical Errors In Madrasah Aliyah Student's Narrative Text: An Error Analysis of the surface strategy*, 2020, p. 9

will help students to understand written and spoken material in English so they can understand information, knowledge, and other references around the world to support and help them for studies, the main purpose of reading is comprehension.<sup>6</sup> The meaning of comprehension is the level of comprehend information in communicating sentences, which means that to get information from reading the text we need the ability to understand it, such as reading comprehension.

According to Sumadayo explains about reading comprehension is a meaning acquisition process that can involve the knowledge and experience of readers that are connected to reading content. One of reading competences which should be learned is to comprehend the meaning of short functional text and essays in the form of Narrative text, Descriptive text, Report text, and New Items. Narrative text is a type of text that consists of a story text.<sup>7</sup> Based on the explanation of the narrative text, many are identical with the experiences of previous people. The purpose of this story is to make people interesting in the story in the text, and be able to understand the meaning of the narrative text.

The purpose of reading on narrative text basically to entertain readers and also writers embed moral messages in order to make readers learn the message that can be taken from the story. At this time, there are many media that can be using as a tool to develop reading skills, namely Instagram, blogs, tumblr, watsapp, and also WhatsApp. Based on this research, the writer will be use the WhatsApp application in the group section as a media to determine student's reading skills during the pandemic. WhatsApp is an application that can communicate via network as well as online.

---

<sup>6</sup> Farida Repelitawaty Br Kembaren, *Improving Student's Reading Comprehension Achievement In Narrative Text Through Experience Text Relationship Method At VIII Grade MTS Aljam'iyatul Washliyah Tembung*, July-December 2018, p. 2-3.

<sup>7</sup> Aliyah Yusup and Nia Kurniawat, *Blending Mimind And Whatsapp To Enhance Students' Reading Comprehension On Narrative Text*, Proceedings International Conference on Education of Suryakencana, 2021, p. 148.



The benefit of this WhatsApp product, there is no limitation in the number of writings, the form of reading that is sent so that the wearer's mindset can change that reading and writing is not only in papers or books. The reason for the apply of this application as a learning media because at the time of Covid-19 that attacked the whole world, including Indonesia, therefore WhatsApp became part of the lives of educators and the student in the schools and communities who apply this WhatsApp media to develop in the learning process skills, especially for productive skills such as reading.

The purpose of this study was to determine the increase in reading teaching on the type of narrative text using the WhatsApp application in the WhatsApp group to be an online-based learning and teaching media to students during the pandemic Covid-19.<sup>8</sup> The researcher chooses the school for the research, because the importance of the online learning process which was held done in SMP Kesatria Medan at VIII (Eight) grade.

Based on the previous studies have a similar result, such as Oksa Wisnu Perdana in 2018 with the title *The Use of Learning Log Through WhatsApp to Improve Student's Reading Comprehension*, he's various media techniques and strategies of teaching reading comprehension that have been used as research topics. This studies use narrative text during the treatment in improving students' reading comprehension. Quality assurance of effective and sustainable online learning processes; and some of the facts and theoretical and empirical foundations previously described, it is very necessary to identify the challenges face by the teachers and the students in learning English online at the school in order to provide detail the process.<sup>9</sup>

---

<sup>8</sup> Ramizah Rizaqya, Linda Mayasari And Sofi Yuniarti, 2018, *Teaching Writing On Narrative Text Using Group Investigation On Whatsapp Group Feature* (International Conference On Linguistics Proceedings), p.154

<sup>9</sup> Putu eka dambayan suputra, putu kerti nitiasih and I made suta peramarta, *Kelas Daring Bahasa Inggris di Masa Pandemi: Sebuah Tantangan Pembelajaran*, Seminar Nasional Riset Inovatif, 2020, p.115

This research uses Classroom Action Research. This method will also train the independence of students in completing the assignment given and create a spirit of tolerance among fellow students in the groups. With a special purpose when they read a text is so that students can gain a lot of valuable knowledge such as recognizing new vocabulary, understanding the function of new words that are different in classification words, and can train students in other skills. The student's get a good benefits from this study.

Based on the explanation above the researcher is interested in conducting a research which focuses on WhatsApp Application under title :

***“ Improving Student’s Reading Comprehension On Narrative Text Through Whatsapp Application Online Class During The Pandemic Covid-19”.***

#### **A. Identification Of The Problem**

Based on this section, the researcher identifies several problems can be seen, they are:

1. Students still less Interested in Learning English, Especially in Reading English Vocabulary, they are never known before.
2. Students' Reading Comprehension Is Still Low.
3. Teachers Are Still Confuse about Using Applications in Teaching English at Students' Reading Comprehension on narrative text.

#### **B. The Limitation Of Study**

Based on the background of this study, the researcher will focus more on student's improvement in reading comprehension on narrative text which will be improved through WhatsApp application online class during the pandemic covid-19.

### **C. The Formulation Of Problem**

Based on the limitation of the problem, the formulation in this problem research can be seen as follow: (1) How is the student's reading comprehension on narrative text before using WhatsApp application? (2) How does the implementation of WhatsApp application online class to improve student's reading comprehension on narrative text? (3) How is the student's reading comprehension on narrative text after the implementation of WhatsApp application online class?

### **D. The objectives of study**

According to the questions from the research above, this study have the objectives, namely (1) To find a better application, which can affect or improve students' ability to read narrative text. (2) To know whether the improving students' reading comprehension on narrative text when they are taught by using Whatsapp application online class during the pandemic covid-19.

### **E. The Significances Of Study**

There are some benefits which can be obtained from this study, they are:

#### **1. Theoretically**

This research is expected to provide information and knowledge for readers about the improving students' reading comprehension on narrative text through WhatsApp Application online class during the pandemic Covid-19.

## 2. Practically

- a. **For the researchers**, this study can provide practice and information in developing their knowledge and skills in teaching reading comprehension on reading narrative texts.
- b. **For the students**, research can be a useful input for students in improves reading comprehension of appropriate texts in reading narrative text.
- c. **For the teachers**, research can be a reference in choosing the right technique in teaching reading comprehension, especially in reading narrative texts.
- d. **For Other researchers** can provide or contribute ideas for further researchers so that it can be a reference for those who are interested in carrying out similar studies at another time.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

In this conducting a research, the theories are needed to show some concepts and also terms to apply in this research. The concept must be clarified to avoid confusion among the readers by quoting some experts view from some theories in this research. The Literature Review Section Presents about Theoretical Framework, Related Studies, Conceptual Framework, and the last Hypothesis Section.

##### A.1 Reading as a Language Skill

###### A.1.1 Definition of Reading

Reading is one of the most important skills in the language.<sup>10</sup> Reading also has meaning as a complex cognitive process of decoding symbols to acquire or build meaning, as well as a combination of hypertension, mechanics, usage and comprehension described by Carrillo in dirham about the meaning of reading. As a means of communication, language acquisition, and ideas along with information sharing.<sup>11</sup> In the reading text, the students often get some words that are difficult for them because they don't know what the meaning of word. Therefore, before they're translating the English words, the students must know or understand the meaning of the word through comprehension so that students can be explaining their ideas. So, that they're can provide some conclusions of the English reading text through their understanding.<sup>12</sup>

---

<sup>10</sup> Utami Dewi And Budi Siswanto, *Improving Students Ability In Reading Narrative Text By Using Think Pair Share Strategy*, July- December 2016, P. 1.

<sup>11</sup> Ibid, p.3.

<sup>12</sup> Ardiana, *Improving The Students Reading Comprehension In Narrative Text Trough Patterned Partner Reading*, EED, November 2015, p.141.

In the holy Qur'an, Allah SWT says in the Surah Al-'Alaq verse 1-5:

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ ۱ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ ۲ أَلَمْ نَكُنْ مِنْ سَلْوَاٰتٍ ۝ ۳ أَلَمْ نَكُنْ مِنْ سَلْوَاٰتٍ ۝ ۴ عَلَّمَ بِالْقَلَمِ ۝ ۵ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

“1) Proclaim! (Or Read) in the name of your Lord who created. 2) Created man out of a (mere) a clot of congealed blood. 3) Read and your Lord are Most Honorable, 4) who taught (to write) with the pen. 5) Taught man what he knew not.”<sup>13</sup>

In the Holy Qur'an, this verse explains the relationship with the problem of Allah SWT command to mankind so that every Muslim seeks knowledge through the process of learning to read and write. Because learning is the basic process of human life development. By learning, man does good deeds individually or socially, so that his behavior develops into a good person. All activities and achievements of human life are none other than the learning process especially reading.<sup>14</sup> Explanation of the Holy Qur'an in Al-'Alaq (1-5) about reading is the first activity ordered by Allah SWT to the prophet Muhammad SAW and share to all mankind, especially Muslims who require to study science, especially reading.

In the Hadith Prophet Muhammad SAW, explain about the glory of people who seeking knowledge, the Hadith that was narrated by Sunan Abu Dawud:

عَنْ أَبِي هُرَيْرَةَ قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: مَنْ سَلَكَ طَرِيقًا يَبْتَغِي فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ طَرِيقًا إِلَى الْجَنَّةِ (رواه ابو داود)

<sup>13</sup> Lajnah Pentashih Mushaf Al-Qur'an (Translator), *Al-Qur'an Dan Terjemahan Special For Women*, (Departemen Agama RI: Sygma Exagrafika Bandung Publishing), p.597.

<sup>14</sup> Edi suryadi, M. Hidayat Ginanjar and M. Priyatna, *Penggunaan Sosial Media Whatsapp Dan Pengaruhnya Terhadap Disiplin Belajar Peserta Didik Pada Mata Pelajaran Pendidikan Agama Islam, Edukasi Islam, Jurnal Pendidikan Islam*, April 2018, p. 9.

“From Abu Hurairah said: Rasulullah said “There is no man who follows a path in pursuit of knowledge but Allah will make easy for him a part to paradise”.<sup>15</sup>

Based on the Hadis above explain “ a path in pursuit of knowledge” has two meanings, namely: the first, take a path or a way that can lead someone to acquire *Syar'i* knowledge, such as reading, studying , memorizing, and so on. The second, taking the path to study knowledge in its true sense, such as walking to scientific assemblies. That is why the reading is very important aspect that included to the way of seeking the knowledge. Because with reading it can expand the way of someone’s thinking and reading is important for every human in this world.

### **A.1.2 Definition of Reading Comprehension**

According to Smith and Robinson, explaining that reading comprehension means that evaluating, understanding, and utilizing information and ideas obtained through interactions between authors and readers where written language occurs through print media.<sup>16</sup> In the reading comprehension is very important for students in learning English because students in Indonesia learn English ranging from elementary school to high school, which is makes some students have reason to find it difficult to understand the text (Comprehension).<sup>17</sup> In addition, reading comprehension also describes a deliberate interactive process, which occurs before, actively, during, and after a person reads a particular writing.<sup>18</sup>

---

<sup>15</sup>Annisa Fathia, Thesis: “*The Implementation Of Know-Want-Learned Strategy To Improve The Students Reading Comprehension In Narrative Text At MTSS Insan Cita Medan*” (Medan: UINSU, 2020), p.20.

<sup>16</sup> Ardiana, Op. Cit, p.142.

<sup>17</sup> Melawati Kurnia Rahmawati and Wahyudin Fitriana, *Playing E-Quizzes with Kahoot!: Students Behavioral Engagement on reading comprehension through Kahoot*, English Ideas journal of English Language Education, October 2020, p.28.

<sup>18</sup> Elizabeth Temmy Mustika Udina, Thesis: *The Teaching Of Reading Comprehension Using Jigsaw Technique For First Year Students*, (Malang: University Brawijaya, 2017), p.15.

### **A.1.3 Factor in Reading Comprehension**

For this part, Reading has an excellent meaning in human life because it is one of the important factors in the development of individuals and the most important activities in school. This is required at every level of the field of study in schools especially for students who have to read English material for subjects in the school in English that require them to read.<sup>19</sup>

According to Clarke who explains, there is having five factors that can affect the students in the reading comprehension: a) Understanding the meaning of words. b) Language skill. c) Working with text. d) Environmental influences. e) Working memory.<sup>20</sup>

### **A.1.4 Strategies in Teaching Reading Comprehension**

Based on the reading above, reading comprehension is very necessary to be done efficiently and effectively, with certain strategies that must be mastered by the reader in order for every activity in reading to work effectively and efficiently. According to McLaughlin and Allen, scientists suggest that teachers can learn by using strategies in teaching reading comprehension to students.<sup>21</sup> In addition, the readers must have skills in finding the necessary information accurately and quickly. According to Brown, There are several strategies in reading comprehension, such as:

- a. Identify the purpose of reading
- b. Use the techniques in silent reading that are very efficient in helping relatively fast comprehension.
- c. Use graph rules and patterns to help to decode from the bottom up

---

<sup>19</sup> Maryati Salmiah, *Reading As An Important Skill For Students*, Journal Of Language Literature And Education, July- December 2017, p.1.

<sup>20</sup> Herdi And Nadya Ratih Ekatiwi Septianingrum, *Fourth Semester Students Reading Comprehension Ability In Narrative Text Using Online Sources Of FKIP Unilak*, ELT-Lectura: Students And Perspectives In English Language Teaching, August 2020, p. 161.

<sup>21</sup> Ardiana, Op. Cit, p.142



- d. Skimming Text consists of sprinting one eye across the entire text and the main ideas that explain the two most valuable reading strategies for students are skimming and scanning. (Such as articles, essays, or chapters) for the point.
- e. Use semantic grouping or mapping, grouping ideas into meaningful groups, or semantic mapping strategies to helping the reader to give some commands.
- f. Scan text to specific information, quickly looking for specific pieces of information in the text or the second in most valuable categories is scanning.
- g. Distinguishing between implied meaning and literal, this requires the application of sophisticated top-down processing skills.
- h. Analyzing vocabulary, as one of the most effective ways for students to make guesses when students don't immediately know a word is to analyze it based on what students know about it. There are some very useful techniques for students, first looking for the prefix of the word (inter-, co-, un-, etc.) can provide clues. Second, look for a suffix (-tion, -tive-, -, etc.) that can indicate part of the speech. Third, look for the familiar looking. Fourth, look for vocabulary contexts in grammar that may indicate information. And the last is to look at the context semantically (topic) to search.<sup>22</sup>

## **A.2 Narrative Text As A Genre In ELF Reading**

In EFL context for Students in the aspect of reading, teaching reading comprehension of narrative text is based on genres and one of the basic competencies that must be achieved

---

<sup>22</sup> Herdi and Nadya Ratih Ekatiwi Septianingrum, Op. Cit, p.165.

junior high school especially eight grade students. According by syllabus of curriculum 2013, Narrative text mostly used in Junior High School grade VIII and IX till Senior High School in the learning material. This learning have the purpose to enhance students reading comprehension to information from a narrative text. In the fact students often have some trouble finding the main idea to understand the context of the book or article especially in narrative text proven. In this study the writer will use a media for increasing students reading comprehension on narrative text.<sup>23</sup>

### **A.2.1 Definition of Narrative Text**

Narrative text is a story created and composed in a constructive format or as a work of writing, poetry, drawing, speech, song, motion picture, video game, theater or dance that describes the depiction of the sequence of fictional and nonfiction events.<sup>24</sup> In narrative text that describes a story and is a type of text usually found in the selection of literature. According to Taylor and Beach explains the research that has shown that it teaches students strategies to focus on text structure to improve their comprehension.<sup>25</sup> The purpose of improving reading comprehension of students in narrative text is to give meaning to an event or series of events by telling in the form of writing or oral.<sup>26</sup>

However, the competence of the students in reading comprehension in narrative text is still very low. One of the factors failures of the students reading comprehension in narrative text is due to the ineffectiveness of learning on conventional strategies by teachers who

---

<sup>23</sup> Diajeng Anggun, *The Effect Of Question Answer Relationship Strategy On Students Reading Comprehension Of Narrative Text*, Journal Of English Teaching Literature And Applied Linguistics, August 31 2017, p.2.

<sup>24</sup> Nurainun, Thesis: *Improving The Students Reading Comprehension In Narrative Text By Using Concept Oriented Reading Instruction*, (Medan: State Islamic University Of North Sumatra, 2017), p.22.

<sup>25</sup> Aly Anwar, *Reading In A Foreign Language - The Effect Of Story Grammar Instruction On EFL Students Comprehension Of Narrative Text*, Forum and international competences, 1992, p.712.

<sup>26</sup> Herdi and Nadya Ratih Ekatiwi Septianingrum, Op. Cit, p.162.

teach the students.<sup>27</sup> Understanding narrative text or stories, the students can improve their cognitive skills.<sup>28</sup>

In narrative text have three elements that make text move with life and clear, such as: a) Plot is the order of order on the events that occur in the narrative text story. b) Setting is describes the Settings at the time and place where the event occurred. c) Point of view is the point of view that the reader describes directly uses first-person pronouns such as me, I, and mine while the viewpoint of events that use third-person pronouns such as She, He, And They, refers to the characters.<sup>29</sup>

### **A.2.2 The Language Features of Narrative Text**

In narrative text has a main story that is usually only in the form of imagination of the author or real events captured by the author or a combination of the two. In various sources narrative text can be found in the form of stories: fairies (telling fantastic, full of wonders), fairy tales (telling stories about animals behaving like humans pictured), science fiction, mysteries, romances, horror stories, historical narratives, legends, personal experiences (personal experiences written), ballads (ballads, which become readers of touching stories, such as love stories that do not tell).<sup>30</sup> In the narrative text has a language features. At the Literacy and Education Research Network as well as for the Directorate of Studies, the NSW Department of School Education explains that the features of narrative language are:

- 1) Focus on specific or individualized, the participants, such as: her mother, Snow White, lion, Malin Kundang, etc.
- 2) Use of past tense, such as: was, lived, was looking for, didn't care, etc.

---

<sup>27</sup> Diajeng Anggun, Op. Cit, p.2.

<sup>28</sup> Aly Anwar, Op. Cit, p.713.

<sup>29</sup> Nurainun , Op. Cit, p.23.

<sup>30</sup> Aly Anwar, Op. Cit, p.715.

- 3) Use of temporal conjunctions and temporal circumstances, such as: sometimes, a few years ago, for three months, once upon a time, etc.
- 4) Use of material or action process, such as: the crocodile jumped, would not play, Rapunzel lived, etc.
- 5) Use of relational and mental processes, such as: his friends were fascinating, the mouse deer was unhappy, etc.<sup>31</sup>

### **A.2.3 The Generic Structure of Narrative Text**

According to Gerot and Wignell, explain "the social function of narrative is to entertain and confront actual or vicarious experiences in different ways. In narrative has a relationship with problematic events that cause crises and turning points of some kind, which in turn find a resolution."<sup>32</sup> According to the curriculum, a generic structure is a structure in text that is typically used by learners in target languages. The generic structure is divided into five parts, such as:

- a. Orientation or introduction: It contains about the introduction of characters and characters from the story in narrative text. On the orientation of the narrative text explains about whom the character is or where, when it happens, when it happens.
- b. Evaluation: This section can also be joined into the orientation section. Evolution tells about where and when events occurred.
- c. Sequence of Events or complications: In this section tells the sequence of the story. The problems faced by the characters of the story. On Complications make a fictional or non-fiction story more interesting.

---

<sup>31</sup> Dwi Wahyu Alfajar, Thesis: *Improving Students Reading Comprehension Of Narrative Text Through Draw Strategy*, (Semarang: Semarang State University, 2015), p.22.

<sup>32</sup> Ibid, p.21

- d. Resolution: In the section this explains to readers or students, about how this story can solve a problem and how the character solves a problem and can give a good message to the reader if they also get the same problem with the story.
- e. Re-orientation: This section explains what the characters have told or retold and contains a message of moral value to the readers.<sup>33</sup>

### **A.3 WhatsApp As A Learning Media In Teaching Reading**

In teaching reading or improving student's reading comprehension, the English teacher suggested for giving effective or trying to use some approaches and method on teaching and learning process. It is concerned with language teaching and learning, the choices some method to improving student's reading comprehension. Reading comprehension can be escalated by utilizing the technology application. Use technology digital advance has much potential as an instructional device in literary education.

According to Biancarosa and Griffiths, explain about the technology- based device gives much advantages to the user one of them is escalated student's in reading skill. In this era, WhatsApp application is the popular technology digital in daily activities and life with many users in the world and also as a social media network, WhatsApp can get the information fast<sup>34</sup>. In this context of teaching and learning process, WhatsApp is able to help student's to interaction and increase language skill like writing, speaking, listening and reading with each other by using English wherever and whenever. The objectives of this study are to explain about WhatsApp application massager as learning media in teaching reading com-

---

<sup>33</sup> Irwan Sulisty, *An Analysis Of Generic Structure Of Narrative Text Written By The Tenth Year Students*, August 2013, p.172

<sup>34</sup> Martina Napratilora, Hendro Lisa And Indra Bangsawan, *Using Whatsapp As A Learning Media In Teaching Reading*, 2020, p.117.

prehension and also process how to use WhatsApp application as learning media in teaching reading comprehension on narrative text.

### **A.3.1 Definition of Whatsapp Application**

WhatsApp Application is an internet-based application that is one of the most popular information technology development media. This internet-based application is very potential to be used as a medium of communication, because it makes it easier for its users to communicate with each other and interact without spending a lot of money in their use, because WhatsApp does not use pulses, but rather uses internet data.<sup>35</sup> According to Winarso, WhatsApp application can also send and receive not only in the form of text but also in the form of video, audio, images, links and office files or others in unlimited quantities and allows users to exchange pictures, videos, photos, voice messages, and can be used to share information and discussions.<sup>36</sup>

Meanwhile, according to Al Saleem added that in WhatsApp Messenger there is a Whatsapp Group that is able to build a fun learning related to various discussion topics given by teachers.<sup>37</sup> WhatsApp Messenger Group is a discussion group service that can accommodate up to 256 or more participants gathered in one app. WhatsApp Messenger uses the same internet data plan for email, web browsing, and more.<sup>38</sup> WhatsApp is a cross-platform application massaging with a focus on speed Application, security, and privacy.<sup>39</sup> According to

---

<sup>35</sup> Edi suryadi, M. Hidayat Ginanjar and M. Priyatna, Op.Cit, p.5.

<sup>36</sup> Muhammad Wildan and Prarasto Miftahurtisqi, *Whatsapp Sebagai Media Literasi Digital Siswa*, Varia Pendidikan, Juli 2019, p.55.

<sup>37</sup> Jumiatmoko, *Whatsapp Messenger Dalam Tinjauan Manfaat Dan Adab*, Wahana Akademika, April 2016, p.54.

<sup>38</sup> Edi Suryadi, M. Hidayat, and M. Priyatna, Op.Cit, p. 5.

<sup>39</sup> Noor Diana Suhaimi, Maslawati Muhammad, And Hamidah Yamat, *The Effects Of Whatsapp In Teaching Narrative Writing: A Case Study*. Humanities & Social Sciences Reviews, July 2019, p. 592.

Hsu, mobile phone usage research can also be done to teach various language components such as Reading Comprehension that has been done.<sup>40</sup>

According to Pranajaya and Hendra Wicaknono explain about WhatsApp is the most popular social media that can be used as a medium of communication.<sup>41</sup> Meanwhile, Jafari and Chalak explained about the latest developments in technology in mobile media that has resulted in the introduction of WhatsApp (WA) media and discovered by Brian Anton and Jan Koom, about WhatsApp is a multi-platform application that supports the exchange between Doc, XL, PDF, JPG, and PPT files, along with links, audio and video files.<sup>42</sup>

The purpose of using of WhatsApp application as learning media is: 1) to expand the knowledge of tutors and students about the use of the application as a learning medium, 2) through the implementation of the program of using WhatsApp groups as a learning medium is expected tutors and learners are helped in the process of delivering learning materials, 3) through the implementation of the program of using WhatsApp groups as a learning medium is expected tutors and learners are able to applying and making this application as one of the learning media used for development in the learning process.<sup>43</sup>

### **A.3.2 Procedure of Whatsapp Application**

For this Procedure of WhatsApp Applications that must be taken in application integration, including: Browsing Applications, Application Search, Install Applications, and And Trial Applicas. In the Trials Test each of the applications integrated in the system

---

<sup>40</sup> Alberth, Emil Wiramihardja, and Lorna Uden, *WhatsApp with English language teaching? Some practical ideas and strategies*. International Journal of Technology Enhanced Learning , 2020, p.262.

<sup>41</sup> Rahartri, *Whatsapp "Media Komunikasi Efektif Masa Kini (Studi Kasus Pada Layanan Jasa Informasi Ilmiah Di Kawasan Puspiptek)*, Visi Pustaka, Agustus 2019, p. 148.

<sup>42</sup> Ibid, p.264.

<sup>43</sup> Resa Iskandar, *Penggunaan Grup Whatsapp Sebagai Media Pembelajaran Terhadap Peserta Didik Dta At-Tawakal Kota Bandung*, Jurnal Comm-Edu, Mei 2020, p. 98.

(WhatsApp) whether it runs as expected, through the menus provided by the application.<sup>44</sup> According by Linda and Ida, describe about WhatsApp acts become a platform of sending and receiving messages to and from groups or individuals in a form of text messages, audio, video, images, files as well as web addresses.<sup>45</sup>The use of WhatsApp as a digital literacy medium for students includes three things, namely:

- a. Sharing lesson materials on WhatsApp, the forward feature makes it easy to send or continue to other friends, without having to open it to the file manager.
- b. Distance Learning, another feature of WhatsApp is that it can send Voice notes. The voice recorder can be used for students to express their opinions. If there is a test of speech ability, students can use the voice notes feature.
- c. WhatsApp Story is one of the media to share and listen to students outside of group chat owned by students. Share photos, videos, or website links that many people may not know yet, so that if there are other students who see the status can comment. Students' digital literacy skills are related to students' language skills, namely, 1) listening, 2) speaking, 3) reading, 4) paying attention, and writing.<sup>46</sup>

### **A.3.3 The Function Of Whatsapp**

WhatsApp has a variety of functions, including being able to send messages, group chats, share photos, videos, and documents.<sup>47</sup>Based on how WhatsApp application is used, there are several functions of WhatsApp Application. WhatsApp functions used include:

- a. Facility Share Document: Used to send documents as files.

---

<sup>44</sup> Andika Prajang, *Pemanfaatan Aplikasi WhatsApp Dalam Media Pembelajaran Di UIN Ar- Raniry Banda Aceh*. Jurnal Pendidikan Teknologi Informasi, Oktober 2017, p.125.

<sup>45</sup> Noor Diana Suhaimi, Maslawati Muhammad, And Hamidah Yamat, Op. Cit, p. 592

<sup>46</sup> Muhammad Wildan and Prarasto Miftahurtisqi, Op.Cit, p.56.

<sup>47</sup> Ibid, p.56.



- b. Chat Group: This content is used for integration between lecturers and students that takes place in real time.
- c. Gallery: Used to share or send previously saved images, videos or gifs.
- d. Camera: Used to divide multiple activities to require images taken at an activity.
- e. Audio: This content is used to divide files in the form of sound.
- f. YouTube Video Box: Application used to share collections and share videos on WhatsApp.
- g. The Drop box: App used is for sharing lecture files.<sup>48</sup>

#### **A.3.4 The History of WhatsApp**

The History of WhatsApp Application, WhatsApp was founded on February 24, 2009 by Brian Acton and Jan Koum who had worked as Yahoo employees. With savings of \$.400,000 earned while working there. In November 2009, WhatsApp officially started its work on the App Store. After visiting the App Store, in January 2010 WhatsApp traveled to the BlackBerry Store and followed by Android in August. WhatsApp continues to accelerate across almost all platforms. In February 2013 WhatsApp active users exploded at 200 million. This figure doubled in December and rose again to 500 million in April 2014. And as of September 2015, WhatsApp active users were recorded at 900 million.

The fact about Whatsapp was tumultuous with the takeover of this application by Face book in 2014. Surely almost everyone already understands if many features on WhatsApp are interesting enough, as one of the platforms for online messaging. Where you can send and receive text messages, photos, files, images, and audio to other users. Even today Whatsapp is also supported with the video call feature, which allows you to call face-to-face. The rapid growth is what makes Facebook interested in WhatsApp. WhatsApp Inc

---

<sup>48</sup> Andika Prajang, Op.Cit, p.128.

accepted Facebook offer for \$19 billion. After changing the flag, Facebook didn't make many changes to WhatsApp.<sup>49</sup>

The WhatsApp app has officially announced the launch of its official feature called Whatsapp Web on January 22, 2015. This feature tries to facilitate the use of this application for computer-based users. Like mobile-based WhatsApp, this feature requires an internet connection as a way of conveying information. WhatsApp works through an online portal provided by the developer that addresses the site [www.web.whatsapp.com](http://www.web.whatsapp.com). The WhatsApp web basically serves to open a WhatsApp account through a computer device. This feature in the early period was easier to use through the Chrome app developed by Google.<sup>50</sup>

### **A.3.5 Advantages And Disadvantages Of Whatsapp**

Based on the explanation of WhatsApp Application that has advantages for users. According by Citra explains about five reasons Indonesians or the rest of the world prefer WhatsApp over other chat media.<sup>51</sup>

1. WhatsApp has a simple chat application, does not require a password and connects directly with the number in the phone contact or mobile phone, just save the phone number, and then the beginner can already synchronize with the contact of the person. No need to ask for ID or PIN.
2. A handy texting replacement. WhatsApp remains the right and practical choice. Because users do not have trouble in remembering the ID or PIN of the contact that will make the old. WhatsApp can be a handy and timely replacement for texting.

---

<sup>49</sup>Pengertian Whatsapp: *Sejarah, Manfaat, Kelebihan dan Kekurangan*, <https://jagad.id/pengertian-whatsapp/> accessed on Friday, April, 09 2021, 10:00 p.m.

<sup>50</sup> Edi Suryadi, M. Hidayat, and M. Priyatna, Op.Cit, p.5

<sup>51</sup> Rahartri, Op.Cit, p. 151

3. Not a medium for 'stalking' WhatsApp has a simple interface just for chatting. Although it already presents a feature for 'status' updates. However, the feature is not very used for existing events among fellow WhatsApp users. The appearance of a feature for 'status' updates does not reduce the user's focus on its main function, which is to send short messages. So WhatsApp application is preferred because it is not a medium for stalking each other between users.
4. WhatsApp simple, easy-to-understand and data-efficient interface has advantages over other chat apps, which are simple and easy to understand interfaces, so that new users can easily understand the use of this app. It doesn't contain many images, it's fairly lightweight, battery-efficient, and can save internet data when you run it.
5. Free and no Ads WhatsApp app can be used for free all year round and does not show any ads on the app.

Based on the weaknesses of the learning during the pandemic and using the application as a teaching media, According to Huang that explains the main problems in online learning during the pandemic that make teachers has a very limited time in preparing or adjusting offline learning materials to be online, as well as the lack or limited opportunities of teachers and students in interacting directly and freely during online learning on the disruption of the learning process, as for now English learning on reading in narrative text that makes it difficult for students will understand it because of the lack of English vocabulary.

For the Negative impact in the use of WhatsApp application due to the difficulty of socializing with people around. This is because social media users become lazy to learn to communicate in real time. This is true, because there are some users who are very active on

social media, who always post what they are working on, but different circumstances if they meet in real time. People who are active in social media, if met in person are in fact a quiet person and not much to get along with. Social media sites will make someone more selfish. They become unaware of their surroundings, as most spend time on the internet.

One of those affected by the use of social media is students. Students at this time have many who have social media in the form of WhatsApp, Instagram, Facebook, and YouTube and so on. The student's use of social media is limited to communicating with other friends. One of the most used social media is WhatsApp. As to why students spend more time on social media, as Hoechsmann and Poyntz point out, with all the media options available today, it's no surprise that teenagers or students today are the ones who can master a lot of media because they are more able to spend time with social media, compared to past teenagers or students.<sup>52</sup>

## **B. Related Studies**

There are some previous studies related to WhatsApp group on student's reading comprehension. The research described as follows:

1. The first previous study by Gilang Fadryon conducted a research about *The Effect Of Using Whatsapp Towards The Third Year Student's Reading Comprehension* (The Student's of SMP IT AZIZIYYAH Pekanbaru in the academic year 2019/2020). The purpose of the research is to find out the student's reading comprehension in learning reading and also to know WhatsApp supports student's reading skills. The population of the research is the third grade student's of SMP IT AZIZIYYAH Pekanbaru. The research was conducted on 6<sup>th</sup> in November until 4<sup>th</sup> in December 2019. For the result

---

<sup>52</sup> Muhammad Wildan and Prarasto Miftahurrisqi, Op.Cit, p.57.

was conducted by using experimental research, the sample was deviated two groups, for the first group was an experiment group and consisted of 25 student's. The technique for the data analysis the research applied reading test to the sample in experimental and control group. In order to explore the research data the researcher used reading test, pre-test, treatment, and post-test. In the result, the researcher analyzed the data by using SPSS to support the data and used quantitative approach to analyze the research. In the result showed in pre-test that student's reading of effort text in experimental class, there were one student's in very low level and seven students in good level. In the post-test there were fourteen students in good level and eleven students in very good level. From the research above, it was prove to student's total score had improvement after the treatment using WhatsApp application social media.<sup>53</sup>

2. The second previous study by Aliyah Yusup and Nia Kurniawati discussed A Research About *Blending Mimind And Whatsapp To Enhance Student's Reading Comprehension On Narrative Text* (An Action Research At First Grade Of A Vocational High School In Cianjur). For this research aims at discovering whether to reveal to what extend blending Mimind and WhatsApp can help in enhancing reading comprehension on narrative text to student's problem and also to investigate the student's improvement of class situation in reading comprehension on narrative text with find out the obstacles faced by student's using Mimind and WhatsApp. This result used the instruments ware the student's test, questionnaire and classroom observation. The participant of the research Student's SMKN 1 Pacet and this research were the student's of the first grade majoring in tourism industry. This research used classroom action research with two

---

<sup>53</sup> Gilang Fadryon, (2020), *The Effect Of Using Whatsapp Towards The Third Year Student's Reading Comprehension At SMP IT AZZIZAH Pekanbaru*. Thesis. Sebelas Maret University Surakarta

cycles was applied in this research by kemmis and Mc Taggart. In this research describe the effectiveness of classroom situation is improve up to 23% two cycles and also the findings of Mimind and WhatsApp can helped the student's in reading comprehension on narrative text about 8.82% in cycles. The research also describe the effective using the application to help the student's to make a media digital mind mapping to develop reading comprehension on narrative text and the obstacle faced by student's in using Mimind and WhatsApp are nneed the internet connection and also self-control during learning process and teaching such as open other application.<sup>54</sup>

3. The Third Previous Study By Subhan Shabri, Yenni Rozimela And Mukhaiyar Discussed About *Improving Student's Reading Comprehension Trough Online Reading Texts And Whatsapp Chats At Grade Eleven Of SMAN 1 Teluk Kuantan, Kuantan Singingi Regency, Riau*. For this research used online reading text has become an important part of the learning process and showed about the improve WhatsApp chats in reading text in the online access for the students reading comprehension. In this research study used Classroom Action Research (CAR). For this result also described the procedure consists of four major steps: Planning, Implementation, Observation and Reflection. The Participants of the research is the student's XI MIPA 1 SMAN 1 Teluk Kuantan. For this aims concludes that online reading text could helped the student's to improving reading comprehension significantly and to know their skill, the researcher can be seen from the observation sheet and the field notes of the collaborator. This research was limited on the effectiveness of online reading texts

---

<sup>54</sup> Aliyah Yusup And Nia Kurniawati,(2021), *Blending Mimind And Whatsapp To Enhance Student's Reading Comprehension On Narrative Text* (An Action Research At First Grade Of A Vocational High School In Cianjur), Proceedings International Conference On Education, Suryakencana University.

on student's reading comprehension and also availability of smart phones with internet connection of the student's online class.<sup>55</sup>

### **C. Conceptual Framework**

The Study about reading is a process that use by the reader to obtain a message, which is to be convey by the Author through the medium of words or written language. The reader can also obtain information contained in a reading material; the reading product is the result of the process of reading comprehension for the content of reading and pay attention to the text in words, clauses, phrases, sentences, and the connection between sentences to comprehend the text.

Based on the explanation of reading comprehension explains about the complex intellectual process that includes two main abilities, namely mastery of the meaning of words and the ability to think about verbal concepts and The reading comprehension occurs through the process of interaction between knowledge to the reader's only with the concepts, understandings and facts contained in the reading material.

To solve this problem, the teacher can be using a Media Application which is very effective in helping students on their comprehension about reading skills. There are several types of reading strategies that can be presented in teaching reading comprehension. One of the teachings that using the media is WhatsApp Application. WhatsApp Application is a messaging media that uses internet data and it has a video call feature, voice note, group chats, send pictures, share links, videos, document files and telephone to fellow users of the

---

<sup>55</sup> Subhan Shabri, Yenni Rozimela And Mukhaiyar,(2020), *Improving Student's Reading Comprehension Trough Online Reading Texts And Whatsapp Chats At Grede Eleven Of SMAN 1 Teluk Kuantam*, Kuantan Singing Regency, *Advances In Social Science, Education And Humanities Research*, 7<sup>th</sup> International Conference On English Language And Teaching (ICOELT). Atlantis Press, Riau.

Application, and can be using in the laptop or computer (WhatsApp Web), which uses this Application can help for students to improve reading comprehension in the learning process. There are have some steps of the procedure how to use the Application, started with downloading application first in the play-store or Microsoft store, register data about the user, input the verification code from the Application, enter the name and photo, and click ok if the Application asks, and if it is finished doing everything, WhatsApp can already be using by the user. The WhatsApp application can be used by all ages and is very safe in storing personal files and data. In this application has a good effect for students and can help students in comprehension of the text at the time during the pandemic covid-19 in online class.

By applying the WhatsApp Application, for this research the purpose to tries to find the WhatsApp application as a tool to know the student's for the improving reading comprehension on narrative text. The writer believe that the teacher's are expecting to be able to make the student's understand the teaching and learning the process of reading comprehension on narrative text in this pandemic. From this explanation above, the writer hopes that this study can provide the improving reading comprehension on narrative text of using WhatsApp application in online class during the pandemic covid-19.

#### **D. Hypothesis**

This part to answer the problem from the research that has been described can put forward the hypothesis as follow: Improving student's reading comprehension on narrative text through WhatsApp Application online class during the pandemic covid-19 at eighth grade in SMP Kesatria Medan.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Setting**

This research setting will be taken place at SMP Kesatria Medan. The location of the place is on Jl. Gedung Arca No.24, Pasar Merah Timur, Kec. Medan Area, Kota Medan Prov. Sumatra Utara. For this research would be taken from eighth grade students in SMP Kesatria Medan in academic year 2021/2022.

#### **B. Research Subject**

The research subject of this research will take VIII grade consisted of 32 students. When the female 19 student's and male 13 students. For the reason research choosing this school because this technique media is never used before in this school for the previous research and the location of the school is easy for accessible in terms of funds and time and also the schools that carried out the online class in teaching and learning process during this pandemic, depend on my thesis title.

#### **C. Research Design**

This research design will be used classroom action research. Action research is a systematic of study process in solving problem with the purpose to gain an understanding, developing a reflection of practices, improving positive change and improve individual life involved in the action. These action researches have the benefit in efforts to improving and intellectual activity. According to Elliot, action research might be described as the study of social condition with an opinion to improving the quality of action within it. <sup>56</sup> From this model was development in 1988. In this research, writer will be use Stephen Kemmis and Mc

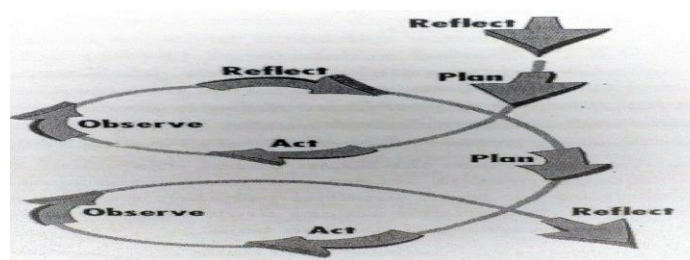
---

<sup>56</sup> A. Muri Yusuf, 2014, *Metode Penelitian: Kuantitatif, Kualitatif, Dan Penelitian Gabungan*, Jakarta: Prenadamedia Group, p.71.

Taggart classroom action research model in educational practice. In the each action research carried out for several cycles.

However, for this research only two cycles were carried out. Actually the number of cycles depends on the criteria for the success and satisfaction of the writer. Based on the Stephen Kemmis and Mc Taggart explain about the model is done through four steps classroom action research model, there are a planning, action, observation, and reflection.<sup>57</sup> According by Hopkin, action research described as an informal, qualitative, formative, subjective, interpretive, reflective, and a model of experience research, in all individuals are involved in the study as participants who know and support.<sup>58</sup>

Then the reason writer uses it because the steps are precise and simple for this research and the aim of the study was to show the process of improvement reading comprehension on narrative text. For this research, the researcher will discuss about improving student's reading comprehension on narrative text by using WhatsApp application online class at eighth grade SMP Kesatria Medan during the pandemic covid-19. The sample of four steps classroom action research model can be seen as follow:



**Figure 3.1:** The steps of action research from Kemmis and Mc Taggart.<sup>59</sup>

<sup>57</sup> A. Muri Yusuf, *ibid*, p.75.

<sup>58</sup> Emzir, 2011, *Metodologi Penelitian Pendidikan Kuantitatif Dan Kualitatif*, Jakarta: Rajjawali Pers, p.233.

<sup>59</sup> Opcit, A. Muri Yusuf, p.75.

#### D. Data Resource

In this study, the writer explain about data source was taken from the eighth grade student's of SMP Kesatria Medan. Where the data is Classroom Action Research (CAR), there were two kinds of data. The data was used to view about the data that are not able become measured in an objective way and also therefore it was a subjective. And also within it the data used the quantitative data was collected by administering the pre-test and post-test of reading test. Furthermore the qualitative data was analyzed from the interview and observation to describe the improvement of student's reading comprehension on narrative text, but Based on the Stephen Kemmis and Mc Taggart's said, the model steps classroom action research, namely a planning, action, observation, and reflection. So, the data improvement reading comprehension on narrative text using WhatsApp application to combined within it.

For this study will be explained about WhatsApp Application is a mobile massaging Application need using the internet signal to chatting, video call, and voice note. WhatsApp is a messaging app for Smartphone's; from its function WhatsApp is almost the same as SMS applications located on mobile phones. However, WhatsApp does not use credit, but internet data.<sup>60</sup> The researcher applied for the instrument of this research will be used test with 10 multiple choice every test for eighth grade student's to improving reading comprehension on narrative text though WhatsApp application within it, the test will be distributed two cycles in the pre-test and post-test. In this test is taken from English book from "Bahasa Inggris SMP dan MTS" and "Genius Concept Book-Bahasa Inggris Untuk SMP Kelas 1, 2 dan 3". These books have never used by the teacher, the student's or the school, which will be used as location of the

---

<sup>60</sup> Carona Elianur, *Pemanfaatan Aplikasi Whatsapp Sebagai Sarana Diskusi Antara Pengawas Dan Guru Pendidikan Agama Islam*, Jurnal As-Salam, 2017, p.1.

research. For this test, the weight of the assessment to be achieved is 100% dan the highest the score is 100.

### **E. Research Procedure**

For this procedure the writer describes based on the Kemmis and Mc Taggart, have two cycles in the classroom action research. The detail of the activities, such as:

#### 1. Cycle 1

##### a. Planning

In this section, after the researcher and the teacher observe the class. The researcher interviews English teacher. Then, the researcher diagnoses and identifies the student's reading problems that occur in the classroom. At the time the researcher analyzed the data that had been identified through interviews, observations and making conclusions. After that, the writer and teacher make a plan for the activities to do the online class during the pandemic.

Furthermore, the researcher made a lesson plan based on the research used by the school syllabus that has been design in accordance with the lessons that have been planned for the students by preparing lesson plans in the eighth grade at SMP Kesatria Medan, and also researcher have prepared reading comprehension on narrative text for each meeting with a lesson plan that explains teaching media, and resources in each cycle.

##### b. Action

In this section was action that means the process of doing implementation of planning, the activities as follows:

- 1) The research opened the activities with prayed

- 2) The researcher starts the lesson and gave the pre-test to student individual that consist of 10 multiple choices question from Microsoft Word (Ms. Word).
- 3) The researcher gave the students two text on narrative text in Ms. Word for opened the test via WhatsApp application in group online class.
- 4) After the finishing, the researcher asked to the student's for the read the whole text and find the information from the text and give the opinion about the text and share the answer via voice note in WhatsApp application.

c. Observing

In this observation was done when the learning process was running. The researcher also observed the process of classroom action research of reading comprehension on narrative text by using WhatsApp application during the pandemic covid-19. And also pay attention from the student's response in the WhatsApp application.

d. Reflecting

In the last phase carried out the researcher and teacher have finished the action and then they found about. The problem appeared when the planning has been implemented, after know the problem still have and the criteria that decided has not yet clear. So, the consequently, the researcher and teacher had to prepared to the next cycle.

2. Cycle 2

a. Planning

From the cycle 1 finished was conducted and the next cycle was conducted by identifying the weakness of the student's in the cycle 1, the thing needed to be a new planned is the lesson plan that has relation to the cycle 1.

b. Action

In this phase, the researcher takes action by reflections that have been evaluated and revised. For the example the researcher gave the student's different test question from previous test question with a little difficult level and also pays attention to the student's condition.

c. Observing

In this observation was done to see the changes from the student's and this cycle 2 was done to see the student's reading comprehending on narrative text to the topic given by using WhatsApp application.

d. Reflecting

The last is Reflection was done from this phase to see the development of the action from cycle 2 and make a conclusion about the weakness and strength that have been.

## **F. Technique Of Collecting Data**

In this collect of the data, for this study was used the following instrument:

1. Test

For this study, the researcher used quantitative data instrument test. For the test there were two kinds to measure student's reading comprehension on narrative text, namely pre-test and post-test. Pre-test was intended to assess the pre-existing reading comprehension of the subjects which was distributed in the first meeting before the writer conduct the research by applying WhatsApp application in the online class. Meanwhile, the post-test was conducted at the end. The aim conducting the post-test was to evaluate the effectiveness of WhatsApp application in reading comprehension on narrative text. The objective test in this research is multiple choices test, the expected answer A, B, C and D. The pre-test and post-test were in the form of

multiple choice item which is consist of 10 questions and 10 questions of post-test. Every correct answer has 5 point and incorrect answer has 0 point. The purpose of pre-test and post-test is for the pre-test to find out the initial condition of subject in reading comprehension on narrative text. Meanwhile, the post-test to know the effectiveness of WhatsApp application when it was applied at the eighth grade student's of SMP Kesatria Medan.

## 2. Observation Sheets

According to Nasution stated that, observation is the basis of all science. Observations also include a section that designs a plan to take action to clean up the problem.<sup>61</sup> Observation is also a method of collecting data that focuses on an object and using observations in the research, researcher will be learn about the behavior and meaning of such behavior.

For the observation sheets were used to decide which aspects to observe in a reading class when an action plan is being performed while the class is taking place. The observation sheets were contains several components with several indicators of each aspect and also the presence of information about the aspects that will be observed during the action, then the action is recorded every time through several descriptions in the form of field notes.

## 3. Interview

In this interviews were used as data collection techniques. If the researcher wants to do a preliminary study to find problems that must be researched, and also if the researcher wants to know more in-depth respondents and the number of respondents is small. This data collection technique bases itself on self-report, or on personal knowledge and beliefs. The Interviews can also be conducted in a structured or unstructured manner, and can be done

---

<sup>61</sup> Sugiyono, 2010, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Bandung: Alfabeta, p. 226.

face to face or by phone.<sup>62</sup>The informant can be passing through English teacher or the students.

#### 4. Documentation

The documentation is a record of past events. The document can take the form of writings, drawings, or monumental works from the person. The documentation in the form of writings such as diary, story, biography, life history, rules and policies. The documents in the form of drawings such as photos and others. While documents in the form of works such as artwork, which can be in the form of pictures, sculptures, films, and others. The Document study is a complement to the used of observation methods and interviews in Qualitative research.<sup>63</sup>

### **G. Technique Of Analyzing Data**

In this research applied the qualitative and quantitative method were used to collect all the data. The techniques analyzed the qualitative data by Miles and Huberman.

The qualitative data was data about information that explains the description of the students' expression of their comprehension level to subject or cognitive with instruments that were interview and observation. The qualitative analysis defined as consisting of three concurrent flows of activities, such as data reduction, data display, and the last conclusion and verification. Which can be explained as follows?

#### 1. Data Reduction

Data reduction is the process of selecting, reviewing, abstracting, and transforming the data that is considered important or not in written- up field transcriptions. In this section, this data has obtained from interview and observation was reduced and summarized by the

---

<sup>62</sup> Sugiyono, *ibid*, p. 138.

<sup>63</sup> Sugiyono, *ibid*, p. 240.



researcher. It means that the researcher had been reduction the data before, during and after collecting the data as well as analyzing the data and also the data reduction in this study were data found in the interview transcript.

## 2. Data Display

In the next step to analyzing the data is data display in a graphic format is portraying information succinctly and illustrating details provided. After reducing the data and also displayed the data. In this study, the researcher made essay in displaying the data, because it was most common the data display was made in qualitative research. All the data can be seen in appendix

## 3. Conclusion and Verification

In the last step of analysis that was conclusion and verification. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the from description of the object of this study. From the start of the data collection, the qualitative data analysis is beginning to decide what things mean is nothing patterns, explanation, regulation, possible configuration, preposition and causal flows. And finally, in this research will get the conclusion of the research.

Meanwhile the quantitative data was used to analyze the score of the student's and applying the data, it was assumed to get the satisfying research of improving student's reading comprehension on narrative test used WhatsApp application. The researcher applied the Following formula:

- a. The formula to know the mean of the student's score in each cycle.<sup>64</sup>

$$\bar{X} = \frac{\sum x}{n}$$

Where:

$\bar{X}$  = the mean of the student's score

$\sum x$  = the total score

N = the number of the student's

- b. The last of the formula, to know the difference of the test success or not. The researcher counted the percentage that passed the minimum mastery level criteria (KKM) dan the subject acquisition score of 75%.

$$P = \frac{F}{N} \times 100\%$$

Where:

P = the class percentage

F = total percentage score

N = total number of the student'

---

<sup>64</sup> Sudjana, 2002, *Metode Statistika*, Bandung: PT. Tarsino, p. 67.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter presents the research findings consist of data description and discussion of the WhatsApp Application to improve students reading comprehension on narrative text.

#### **A. Data Description**

In this research was conducted in VIII (eight) class of SMP Kesatria Medan that consisted 32 students in the class, female students is 19 members and male students is 13 members. This research was conducted in two cycles on 28<sup>th</sup> July 2021 until 27<sup>th</sup> August 2021 which the first cycle started on 28<sup>th</sup> July 2021 until 11<sup>th</sup> August 2021. For the second cycle started on 13<sup>th</sup> August until 27<sup>th</sup> August 2021. In this research every cycles consist of four phase, such as planning, action, observation, and reflection.

The researcher did preliminary data to identify the situation and occurred that the problem during the teaching and learning process. After the researcher continued to the next cycle. The finding of the preliminary data showed as below:

#### **A.1 Preliminary Data**

In this preliminary study was done before researchers conducted cycle 1 on July 28<sup>th</sup> 2021. In this study, the researcher collected qualitative data took from interviews, observation sheet and documentation sheet with the English teacher and the student's. Meanwhile the quantitative data took from the mean of the student's score answer the questions of reading test took pre-test, post-test 1 and post-test 2, to find out reading comprehension on narrative text.

On the test is the pre-test and post-test is given in every last meeting of each cycle. Before the researcher conducts the study, the researcher performs the first data to identify the

situations and problems that occurred during the teaching and learning process. After that study, the researchers moved on to the next cycle.

Based on the results of qualitative data obtained by researchers from observations, explained that researcher found some of the problems faced by students were their inability to understand the teacher's explanation and lack of memory that remembered the vocabulary they had studied before and student's felt lazy to memorize the vocabulary and also reading the English book. Then teachers also used less media that can help students in translated and provided explanations for learning in the classroom.

Furthermore, the quantitative data was reading test on pre-test activities was followed by 32 student's, student's score in pre-test was 1900 (See In appendix) And English teacher made maximum standard (KKM) is 75 as score for student's in English lesson especially reading. Some of them get the achieved the KKM score, 12 student's get the achieved the KKM score and 20 student's were unsuccessful.

The mean of the student's was 59.37 for the calculated; it can be seen in appendix. Meanwhile the percentage of students who got success score called as P1 and P2 as Unsuccessful in reading test was calculated by applying the formula:

$$P 1 = \frac{F}{N} \times 100\%$$

$$= \frac{12}{32} \times 100\%$$

$$P1 = 37.5 \%$$

And;

$$P 2 = \frac{F}{N} \times 100\%$$

$$= \frac{20}{32} \times 100\%$$

$$P2 = 62.5 \%$$

From the data above, the student's reading comprehension on narrative text was low. The percentage of students who get success score was 37.5% and unsuccessful score was 62.5%. It can be concluded that the comprehension of student's reading comprehension on narrative in pre-test still has not succeeded.

Based on the qualitative data and quantitative data, the researcher concluded improving student's reading comprehension is still low. Because it is proven by students through video call interviewed and student's score. Therefore, the researcher continues to cycle 1, hoping that the student's reading comprehension will be improve.

### **A.2 Report of Cycle 1**

In the first data that has been done, the researcher continuous to cycle 1. In first cycle, the research conducted through 4 (four) phases they were planning, action, observation and the last reflection. In the research there are two types of research analysis data that will be done by researcher, namely: First Quantitative data and second Quantitative data.

Based on qualitative data was took from observation sheet and interview. In addition, quantitative data is taken from tests given by researchers to students in the last meeting of cycle 1. In the qualitative data results and Quantitative data of this cycle described in below:

#### **1. Qualitative data**

There were five meetings in the cycle 1. The meetings were on 28<sup>th</sup> July 2021, 30<sup>th</sup> July 2021, 4<sup>th</sup> August 2021, 6<sup>th</sup> August 2021, 11<sup>th</sup> August 2021. Before Implement WhatsApp application, the researcher was done some activities, such as: (a) the researcher join to the zoom meeting online class and gave greeting for the student's in English class for the first

meeting. (b) Take a prayed together. (c) The teacher checked the attendance list student's. (d) The teacher gave the purpose of the learned.

The implementing of WhatsApp application was carried out together with the researcher described the subject materials in learning process. The subject material was presented by topic: A Mousedeer and The Tiger (Text 1) and The Magic Candle (Text 2). Then the researcher gave to the student's instruction for answer the question on Microsoft word (Ms. Word) in WhatsApp application using several features. After Answer the question of the reading test, the students must be shared their answer paper at WhatsApp application pictures in several features.

The benefit of WhatsApp application in learning process made the student's easier to improve their reading, writing and also vocabulary. It can be seen from the result of the interview after implemented WhatsApp application as media teaching and learning during the pandemic, (see in appendix). Based on interviews tersebut, the researcher found the utilization of WhatsApp Application in learning process could help the student's more enthusiastic and also made the student's easier to remember vocabulary and the student's could be more understand to read the English text.

In this qualitative data, it showed that the student's and teacher agreed that using WhatsApp Application can help the student's to improve their reading skill. Besides that, the student's said if the using WhatsApp Application was very easy and good media technology in teaching and learning process especially English lesson and also more enjoyable.

## 2. Quantitative Data

In the quantitative data, researcher took student's score from the result of the reading test that had given to the student's. The test is based on the material in the guidebook and curriculum. The test given in the last meeting of this cycle and followed by 32 students.

The student's post-test 1 Score increased than student's pre-test score. The student's score was 14.40. The mean of student's score was 45.00. The number of success students (P1) is 2 and unsuccessful (P2) is 30 students. Percentage of students who score success and unsuccessful in reading test was calculated by applying the formula:

$$P 1 = \frac{F}{N} \times 100\%$$

$$= \frac{2}{32} \times 100\%$$

$$P1 = 6.25 \%$$

And;

$$P 2 = \frac{F}{N} \times 100\%$$

$$= \frac{30}{32} \times 100\%$$

$$P2 = 93.75 \%$$

Based on data above, can be seen there was a decreased in score in the percentage of the first cycle that pre-cycle. But it still hasn't reached the KKM score. It can be concluded that the mastery of reading comprehension on narrative text in first cycle was unsuccessful.

### 3. Reflection

In this step, took the feedback by the researcher of reading comprehension and learning process from the results of analysis of researchers' records in each meeting, interview, observation and documentation after paying attention to the situation of students in the learning process in the first cycle.

In the learning processed in the first cycle, the researcher confronted several problems in teaching and learning process, such as: some of students do not have internet quota data, most the students always pay attention to the meaning of vocabulary from the material because they do not know the meaning, some of the students are not confident in trying to learn reading text and also the students do not have enough time to practice reading Learning from online class due to lack of internet quota.

Furthermore, the researcher concluded that there was a decreased in the students between pre-cycle and cycle 1 with the results of the student scores being insignificant. From this information, the researcher decided to continue the cycle 2. But the implementation of the next cycle requires evaluation. Researchers also hope that the evaluation will have an effect on the second cycle. Based on the problems faced by the researcher in the cycle 1, the researcher tried to find out solutions to solve problems in the students, such as:

- a. The students can do online class learning process through WhatsApp Application with internet quota data that has been provided by the school.
- b. The researcher provided motivation to the students and created a role that every student should be able to understood and used WhatsApp Application well, until they will be given time to prepared before used the Application when do the other learned online classes during the pandemic covid-19.



### **A.3 Report of cycle 2**

In this cycle 2 was purposed to solve the problems that occurred in cycle 1. The reason is the decision of the researcher to conduct further the research into cycle 2. The researcher still used WhatsApp Application as the media to improvement of student's reading comprehension on narrative text. In this cycle haven two kinds of data, such as: Qualitative data and Quantitative data. The qualitative data was taken from the observation and interview. Meanwhile, the quantitative data was taken from reading test has given from the last meeting of cycle 2.

#### **1. Qualitative Data**

In this cycle 2, the implementation of the data was held on five meetings. They were on 13<sup>th</sup> August, 18<sup>th</sup> August, 20<sup>th</sup> August, 25<sup>th</sup> August, and 27<sup>th</sup> August 2021. The researcher was a teacher on this action, while the English teacher as a collaborator research of the teaching learning process and also focused to improving student's reading comprehension on narrative text.

The researcher had discussed to the English teacher, before implementing the cycle 2. The English teacher though this was a good idea but English teacher thought student's have problem in their time and difficult to manage their schedule during the pandemic. After the teacher though the student's can't memorize English vocabulary, cause did not have much time to learn the lesson. So, the researcher and the teacher decided to give more test to the student's for improve student's memorize in English vocabulary and reading text using WhatsApp Application. Before the activities happened, the researcher was done some activities, such as: (a) the researcher join to the zoom meeting online class and gave greeting for the student's in English class for the first meeting. (b) Take a prayed together. (c) The teacher checked the attendance list student's. (d) The teacher gave the purpose of the learned.

Afterward was done, the researcher provided the same subject matter as previous pre-test, as the researcher wanted to give the students more time to remember the vocabulary they had learned at previous meetings. The test in the cycle 2 still focused about Malin Kundang and True Friend's. The researcher asked the student's to read English sentences for practice their skill and memorize vocabulary at home through WhatsApp Application during the pandemic covid-19. WhatsApp Application have the utilization more effective in increasing student's confidence and to helped their reading skill for the remember vocabulary easily. By the English teacher said WhatsApp Application was suitable to be used improve student's reading skill and also very competent during the pandemic covid-19.

## 2. Quantitative Data.

In the quantitative data took from the result of the reading test had given to the student's. The test given to the students at the last meeting of cycle 2 and it was followed by 32 students. The result of post-test 2 in this cycle was higher than the pre-test cycle and post-test 1 in first cycle.

Based on the result explained the total score of the student's was 25.40 and the mean of the student's score was 79.37. The student's number who got success (P1) was 22 and got unsuccessful (P2) was 10 students. The student's percentage who got success and unsuccessful in reading test can be seen below:

$$P 1 = \frac{F}{N} \times 100\%$$

$$= \frac{22}{32} \times 100\%$$

$$P1 = 68.75 \%$$

And;

$$P_2 = \frac{F}{N} \times 100\%$$

$$= \frac{10}{32} \times 100\%$$

$$P_2 = 31.25 \%$$

### 3. Reflection

The utilization of WhatsApp Application to improving student's reading comprehension on narrative text in cycle 2 was not performed without obstruction. Therefore, the researcher saw that there was an increased in the literary reading comprehension and students memorize in English vocabulary as evidenced by the observation sheet and the student's score, so the researcher reflected on the implementation of the action. Based on the observation, showing the changes of students and their enthusiastic during teaching and learning process by using WhatsApp Application was increased. This can be seen in the appendix. Based on the student's score, in every cycle it described there were significant increased.

The English teacher as a collaborator feel this cycle could be stopped, because the purpose of this research has been achieved that were an improvement of student's reading comprehension on narrative text through WhatsApp Application online class during the pandemic covid-19, based on these data.

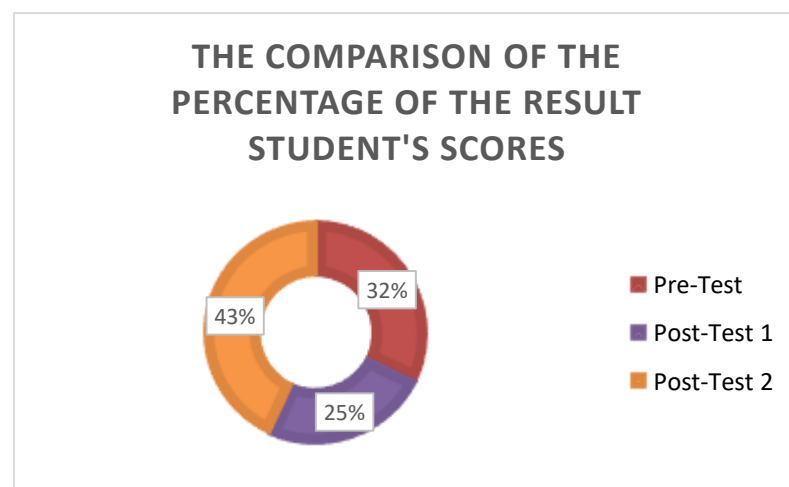
#### **A.4 Comparison Result of the Cycles**

Based on the research, in every cycles the researcher has done analysis the data, such as pre-test, post-test in cycle 1 and post-test in cycle 2. In this research was followed by 32 students. The result of the data explained there were an improvement of student's reading

comprehension in every cycle. The data was the detail of information related in the student's score every cycle can be seen in the appendix.

While the comparison result of the every cycles related to the implementation of WhatsApp Application in improving student's reading comprehension on narrative text explained in the diagram below:

**Diagram 4.7:** The comparison of the percentage of the result student's score



Based on the data above indicated there was an improvement from the pre- cycle, cycle 1 and cycle 2. The comparison among every cycles was in the pre-test 12 of 32 student's could reach the KKM score or it about 37.5%, while in the cycle 1 there were 2 of 32 student's who got KKM score or it about 6.25% students were success and also in the cycle 2, there were 22 of 32 students who got success score in KKM or about 68.75%. Based on the data, the researcher decided to stop doing the research because of the purpose of this study had been achieved.

Based on all data qualitative and quantitative data in this research that has been obtained, there is a very significant increased from the improvement of student's reading comprehension on narrative text after utilization of WhatsApp Application. Therefore, the benefit of WhatsApp Application teaching and learning process is efficient and more effective dur-

ing the pandemic covid-19 and also to help the student's improve their reading skill and English vocabulary.

## **B. Discussion**

According to Adnan Latief who explained that the achievement of the results of the study based on the targets achieved then the cycle was successful. Based on the result, in this the research only needed two cycles to achieve a minimum standard grade (KKM).

Therefore, according to supriyitno who explained about in his discovery that found problems some the students got difficulty in translating vocabulary and often do not know the meaning of the word. In this research also the researcher found out the inability of students in using WhatsApp Application. The results in cycle 1 showed that the students failed in achieving the KKM score. It was because in cycle 1, the students get into difficulty during the learning process. The problem of the students faced in Cycle 1 is the lack of English skills and memorize vocabulary.

Meanwhile, based on cycle 2, the cycle shows a significant improvement of students' comprehension in reading comprehension. In the result of post-test 2 in this cycle was higher than the pre-cycle and post-test 1. The problems faced by students in cycle 1 have been fixed during cycle 2 which makes it easier for students to use WhatsApp Application as a learning medium. According to Pranajaya and hendra wicaksono said about WhatsApp Application is the most popular social media that can be used as a media of communication. Learning through WhatsApp Application makes learners have strong progress in learning through the features of WhatsApp Application and also the convenience of portability and actual Smartphone during the learning process learners, who participate to expand the vocabulary of students effectively.

From the explained above, the researcher concluded that WhatsApp Application is very suitable for use as a medium to help the students and the teachers in teaching and learning process during the pandemic covid-19. Based on the data that has been collected and analyzed, the researcher concluded that the Utilization of WhatsApp Application can improve student learning in reading comprehension on narrative text and their vocabulary can be an alternative solution to overcome at eight grade student's Junior high school Kesatria Medan.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. CONCLUSIONS

Based on the result of the research , the researcher conclude the benefit of WhatsApp Application has positive impact before and after implementation Media technology for improving students reading comprehension on narrative text online class during the pandemic covid-19. In each cycle, there is an increase and decrease that students get on each test takes online test. On pre-test, student's score (59.37) and post-test 1 (45.00) and the last post-test II (79.37). During post-test 1 they had a low average score, while in the post-test 2, students' increase in improved the process of narrative text, In addition, the lowest score that students get in post-test 1 has increased in post-test II, which is listed on the results of the number of scores.

Therefore, the hypothesis of the research is improving students reading comprehension on narrative text through WhatsApp Application online class at the eighth grade of junior high school SMP Kesatria Medan was accepted. Before apply WhatsApp application, the student's still difficult to understood English lesson, because every student's can't know the meaning of the text and just remember with they're few memorize. After implementation using WhatsApp application has a efficiently and effectively to help them memorize for improving students English reading text and also easy and simple away to learning English reading skill in the student's condition at home.

Process of using WhatsApp application is considered efficient during the pandemic end effectively making it easier for the student's to understand learn vocabulary and also read the text thus students were more to know the meaning sentences of the text. The students really enjoy the learning process in online classes. This is evidenced by the results of interviews and observations that show students follow activities on the WhatsApp application be-

ing active in group class. Moreover, the student's also feels more enthusiastic and interested in the ease of learning through WhatsApp application to improving reading comprehension on narrative text.

## **B. SUGGESTIONS**

Based on the result of the research, the researcher given the suggestion for the Students, teacher, and further research, as follow:

1. Student, for the student's of SMP Kesatria must be focus on the material until the explanation given by the teacher can be understood. In addition, students must be active in the class online or offline to make the learning and teaching process easier. Students also have the confidence to English reading everywhere and every time.
2. Teacher, the useful to apply WhatsApp application can be used in teaching and learning process during pandemic covid-19 especially on narrative text. Hence, the researcher tries to give suggestion to English teacher for implementing WhatsApp application in teaching and learning. Because this application can help the student's to manage their study and online class during the pandemic.
3. Further Researcher, for the further researchers, it is very useful as a media technology to help student's online class and give information in implementation on depth research which is related to this research.



## REFERENCES

- A. Muri, Y. (2014). *Metode Penelitian: Kuantitatif, Kualitatif, Dan Penelitian Gabungan*, Jakarta: Prenadamedia Group.
- Alberth, Wiramiharja, E., & Uden, L. (2020). Whatsapp With English Language Teaching? Some Practical Ideas And Strategies. *International Journal Of Technology Enhanced Learning* , 12 (3), 262-274.
- Alfajar, D. W. (2015). *Improving Students Reading Comprehension of Narrative Text through Draw Strategy*. Semarang: Semarang State University.
- Aliyah, Y., & Kurniawati, N. (2021). Blending Mimind and Whatsapp to Enhance Students' Reading Comprehension on Narrative Text, *Proceedings International Conference on Education of Suryakencana*,
- Aly, A. (1992). Reading in A Foreign Language - The Effect of Story Grammar Instruction on Efl Students Comprehension of Narrative Text, *Forum and International Competences*, 8 (2), 711-720.
- Andika, P. (2017). Pemanfaatan Aplikasi Whatsapp Dalam Media Pembelajaran Di Uin Ar-Raniry Banda Aceh. *Jurnal Pendidikan Teknologi Informasi*, 1 (2), 122-133.
- Annisa, F. (2020). "The Implementation of Know-Want-Learned Strategy to Improve the Students Reading Comprehension in Narrative Text at Mtss Insan Cita Medan". English Education. Medan: Uinsu.
- Ardiana. (2015). Improving The Students Reading Comprehension In Narrative Text Trough Patterned Partner Reading. *Eed*, 4 (2), 140-155.

- Br Kembaren, F. R. (2018). Improving Student's Reading Comprehension Achievement in Narrative Text through Experience Text Relationship Method at Viii Grade Mts Aljam'iyatul Washliyah Tembung, *14* (14), 1-23.
- Carona, E. (2017). Pemanfaatan Aplikasi Whatsapp Sebagai Sarana Diskusi Antara Pengawas Dan Guru Pendidikan Agama Islam. *Jurnal As-Salam*, 1-12.
- Deheri, M., Juliana, Deriwanto, & Amda, A. D. (2020). Efektifitas Whatsapp Sebagai Media Belajar Daring. *Jurnal Basicedu - Research & Learning in Elementary Education*, *4* (1), 775-783.
- Dewi, U., & Siswanto, B. (2016). Improving Students Ability In Reading Narrative Text By Using Think Pair Share Strategy, *10* (10), 1-14.
- Diajeng, A. (2017). The Effect of Question Answer Relationship Strategy on Students Reading Comprehension of Narrative Text. *Journal Of English Teaching Literature And Applied Linguistics*, *1* (1), 1-9.
- Ditha, P., & Sri, S. I. (2017). Peristiwa Komunikasi Dalam Media Sosial "Whatsapp Group Family Sw-6". *Jurnal Komunikasi*, Universitas Padjadjaran, *3* (2), 41-50.
- Elizabeth, T. M. (2017). *The Teaching of Reading Comprehension Using Jigsaw Technique for First Year Students*, Malang: University Brawijaya.
- Emzir. (2011). *Metodologi Penelitian Pendidikan Kuantitatif Dan Kualitatif*. Jakarta: Rajjawali Pers.
- Ema D & Yulinar, *Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Bahasa Inggris Mahasiswa-non-Pendidikan Bahasa Inggris*, Jurnal Serambi Ilmu, Aceh Besar, September 2018, p.196.
- Fadryon, G. (2020). *The Effect of Using Whatsapp towards the Third Year Student's Reading Comprehension at Smp It Azzizah Pekanbaru*. Surakarta: Universitas Surakarta.

- Fithriani, R. (2020). Grammatical Errors in Madrasah Aliyah Student's Narrative Text: An Error Analysis of the Surface Strategy. *Journal of Islamic Education*, 25 (1), 6- 20.
- Herdi, & Septianingrum, N. R. (2020). Fourth Semester Students Reading Comprehension Ability In Narrative Text Using Online Sources Of Fkip Unilak, *Elt-Lectura: Students And Perspectives In English Language Teaching*, 7 (2), 161-175.
- Jumiatmoko.(2016). Whatsapp Messenger Dalam Tinjauan Manfaat Dan Adab, *Wahana Akademika* , 3 (1), 51-66.
- Loli, Y. T., Juman, M. D., & Medina, S. C. (2021, January). Telementoring of In-Home Real-Time Laparoscopy Using Whatsapp Messenger: An Innovative Teaching Tool during the Covid-19 Pandemic. A Cohort Study. *Annals of Medicine and Surgery*, 481-484.
- Lajnah Pentashih Mushaf Al-Qur'an (Translator), Al-Qur'an Dan Terjemahan Special for Women, Bandung: Departemen Agama Ri: Sygma Exagrafika Bandung Publishing.
- Maryati, S. (2017). Reading As an Important Skill for Students. *Journal of Language Literature and Education*, 12 (12), 1-28.
- Nurainun. (2017). *Improving The Students Reading Comprehension In Narrative Text By Using Concept Oriented Reading Instruction*. English Education. Medan: Uinsu.
- Napratilora, M., Lisa H.,& Bangsawan, I. (2020). Using Whatsapp As A Learning Media In Teaching Reading, *Jurnal Mitra PGMI*, 6 (2), 116-125.
- Pengertian Whatsapp: *Sejarah, Manfaat, Kelebihan Dan Kekurangan*, Hyperlink "<https://jagad.id/pengertian-whatsapp/>"<https://jagad.id/pengertian-whatsapp/>  
 Accessed on Friday, April, 09 2021, 10:00 P.M.
- Rahartri. (2019). Whatsapp"Media Komunikasi Efektif Masa Kini (Studi Kasus Pada Layanan Jasa Informasi Ilmiah Di Kawasan Puspiptek, *21* (2), 147-156.

- Rahmawati, M. K., & Fitriana, W. (2020), Playing E-Quizzes with Kahoot! Students Behavioral Engagement On Reading Comprehension Through Kahoot. *English Ideas Journal of English Language Education*, 1 (2), 28-39.
- Resa, I. (2020). Penggunaan Grup Whatsapp Sebagai Media Pembelajaran Terhadap Peserta Didik Dta At-Tawakal Kota Bandung. *Jurnal Comm-Edu* , 3 (2), 97-101.
- Rizaqya, R., Mayasari, L., & Yuniarti, S. (2018). Teaching Writing On Narrative Text Using Group Investigation On Whatsapp Group Feature (International Conference On Linguistics Proceedings) 1-445.
- Subhan, S., Yenni, R., & Mukhaiyat. (2020). Improving Student's Reading Comprehension Trough Online Reading Texts And Whatsapp Chats At Grede Eleven Of Sman 1 Teluk Kuantam. *Kuantan Singing Regency, Advances In Social Science, Education And Humanities Research, 7<sup>th</sup> International Conference On English Language And Teaching (Icoelt, Riau: Atlantis Press.*
- Sudjana. (2002). *Metode Statistika*. Bandung: Pt. Tarsino.
- Sugiyono. (2010). *Metodee Penelitian Kuantitatif, Kualitatif Dan R&D*. Bandunng: Alfabeta.
- Suhaimi, N. D., Muhammad, M., & Hamidah. (2019). The Effects Of Whatsapp In Teaching Narrative Writing: A Case Study. *Humanities & Social Sciences Reviews* , 7 (4), 41-50.
- Sulistyo, I. (2013). An Analysis Of Generic Structure Of Narrative Text Written By The Tenth Year Students, 4 (2), 169-181.
- Suputra, P. E., Nitiasih, P. K., & Peramarta, I. M. (2020). Kelas Daring Bahasa Inggris Di Masa Pandemi: Sebuah Tantangan Pembelajaran. *Seminar Nasional Riset Inovatif*, 110-118.

- 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. *Edukasi Islam, Jurnal Pendidikan Islam*, 7 (1), 1-22.
- Wildan, M., & Miftahurtisqi, P. (2019). Whatsapp Sebagai Media Literasi Digital Siswa. *Varia Pendidikan*, 3 (1), 52-57.
- Yusup, A., & Kurniawat, N. (2021). Blending Mimind and Whatsapp to Enhance Student's Reading Comprehension on Narrative Text (An Action Research At First Grade Of A Vocational High School In Cianjur). *Proceedings International Conference On Education*, 148-154.

**APPENDIX 1****LESSON PLAN (RPP)**

School	: SMP Kesatria Medan
Subject	: English
Class/ Semester	: VIII/1
Material	: Narrative Text (Folk Tale and Myth)
Aspect/ Skill	: Reading
Time Allocation	: 2 x 40 Minutes

**A. Core Competence:**

KI 1 dan 2	
Spiritual Attitudes Competence : Respecting and appreciating religion they believe.	
Social Attitudes Competence : Respecting and appreciating honestly, discipline, responsibility, caring behavior (cooperation, tolerance, peace), manner, responsively, confident and pro-active.	
KI 3	KI 4
Understanding knowledge (conceptual, procedural and factual) based on their curiosity about science, art, technology, culture related to the real incident and phenomena.	Trying, presenting and processing in concrete (use, string up, analyze, make and modify) and abstract (read, write and create) in accordance with subject learnt in school and other source that has the same point of theory.

**B. Basic Competence and Indicators:**

Basic Competence	Indicators
3. 8 Distinguishing social functions, text structure and linguistics elements of several oral and written narrative texts by giving and requesting information related to folk tale and myth, simply in accordance with the context their use.	<ul style="list-style-type: none"> <li>➤ Identifying similarities and differences in social function, text structure and linguistic elements of narrative texts.</li> <li>➤ Identifying sentence that contain parts of the folk tale and myth in question.</li> <li>➤ Understanding the linguistics elements of narrative text in giving and asking for information related to folk tale and myth.</li> <li>➤ Understanding the structure of narrative</li> </ul>

	text in giving and asking for information related to folk tale and myth.
4. 8 Capturing contextual meaning related to social function, linguistic elements and text structure of simple narrative, oral and written texts related to folk tale and myth.	➤ Read folk tale and myth with correct intonation, speech and emphasis by correcting each other.

### C. Learning Objectives

After following the learning process, students are expected to be able to:

- Identifying the sentence that contain parts of the folk tale and myth (legend) in the question.
- Identifying differences and similarities in text structure, social function and linguistics element of narrative text.
- The students are able to answer the question based on the narrative text.
- The students are able to identifying main idea, specific information of the text and also to find out words meaning of the narrative text.

### D. Learning Materials

#### a. Social Function

- Get entertain, teach moral values and set an example.

#### b. Text Structure

- Vocabulary : related to character and setting in the folk tale and myth.
- Sentences in simple past tense, past continuous tense and other.
- Speech, word stress, spelling, intonation, and punctuation.

#### c. Topic

- The legend stories that can foster the behavior contained in KI and the explain about folk tale and myth story.

#### d. Learning Method

- Educational Technology Media Method

#### e. Learning Sources

- Media : WhatsApp Application, Microsoft Word and Google form
- Tools/Materials : Laptop and Smartphone (Cellphone).

#### f. Learning Resource

➤ Book :

- The book by Rizka H. (Genius Concept Books-Bahasa Inggris Untuk SMP Kelas 1, 2, & 3), Trans Idea Publishing, 2018). and
- The Book by Titin N, Rinawati, Ana Maulia (Seri pendalaman materi Bahasa Inggris SMP dan MTs), Penerbit Erlangga, Percetakan PT. Gelora Aksara Pratama, 2008.)

➤ Google Translate

**g. Learning Steps**

NO.	Learning Activities	Time Allotment
1.	<p><b>Opening</b></p> <p><b>Apperception :</b></p> <ul style="list-style-type: none"> <li>a) Greeting the students.</li> <li>b) Checking the student's attendance list.</li> <li>c) Asking the student's knowledge about narrative text and reading about the legend of Malin Kundang and True Friends.</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>a) Delivering the objectives of learning</li> <li>b) Explaining the importance of the material.</li> </ul>	15 Minutes
2.	<p><b>Main Activities</b></p> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>a) Involves the student's in looking for the wide information about the topic or theme of the material that will be studied using educational technology media method is WhatsApp application.</li> <li>b) Involves the student's actively in each learning activity.</li> </ul> <p><b>Elaboration:</b></p> <p>In the elaboration activity, the teacher:</p> <ul style="list-style-type: none"> <li>a) Explain about narrative text through power point</li> <li>b) Gives the example of narrative text.</li> </ul>	60 Minutes



	<p>c) Explain the instruction narrative text on WhatsApp Application.</p> <p>d) Gives a test which contains 10 multiple choice questions about folk tale and myth story.</p> <p>e) Facilities the student's to compete in a sportive way to improve the learning objectives.</p>	
3.	<p><b>Closing Activities</b></p> <p>a) Reflects the activities that have done in the learning process and motivates the students.</p> <p>b) Conveys the lesson plan for the nest meeting.</p>	5 Minutes

### The Instructional Scoring

The student's score =  $\frac{\text{The Correct Answer}}{\text{The Total Question}} \times 100$

### Standard of each element

Excellent	5
Very Good	4
Good	3
Average	2
Poor	1

Medan, Augusts 2021

Agreed by,

English Teacher,

Researcher,

Hanifah Ananda, S.Pd

Sona Hazila

### LESSON PLAN (RPP)

School	: SMP Kesatria Medan
Subject	: English
Class/ Semester	: VIII/1
Material	: Narrative Text (Fable and Fairy Tale)
Aspect/ Skill	: Reading
Time Allocation	: 2 x 40 Minutes

#### A. Core Competence:

KI 1 dan 2	
Spiritual Attitudes Competence: Respecting and appreciating religion they believe.	
Social Attitudes Competence: Respecting and appreciating honestly, discipline, responsibility, caring behavior (cooperation, tolerance, peace), manner, responsively, confident and pro-active.	
KI 3	KI 4
Understanding knowledge (conceptual, procedural and factual) based on their curiosity about science, art, technology, culture related to the real incident and phenomena.	Trying, presenting and processing in concrete (use, string up, analyze, make and modify) and abstract (read, write and create) in accordance with subject learnt in school and other source that has the same point of theory.

#### B. Basic Competence and Indicators:

Basic Competence	Indicators
3. 8 Distinguishing social functions, text structure and linguistics elements of several oral and written narrative texts by giving and requesting information related to fable and fairy tale, simply in accordance with the context their use.	<ul style="list-style-type: none"> <li>➤ Identifying similarities and differences in social function, text structure and linguistic elements of narrative texts.</li> <li>➤ Identifying sentence that contain parts of the fable and fairy tale in question.</li> <li>➤ Understanding the linguistics elements of narrative text in giving and asking for information related to fable and fairy tale.</li> <li>➤ Understanding the structure of narrative text in giving and asking for information related to fable and fairy tale.</li> </ul>

<p>4. 8 Capturing contextual meaning related to social function, linguistic elements and text structure of simple narrative, oral and written texts related to fable and fairy tale.</p>	<p>➤ Read fable and fairy tale with correct intonation, speech and emphasis by correcting each other.</p>
--	---

### C. Learning Objectives

After following the learning process, students are expected to be able to:

- Identifying the sentence that contain parts of the fable and fairy tale (legend) in the question.
- Identifying differences and similarities in text structure, social function and linguistics element of narrative text.
- The students are able to answer the question based on the narrative text.
- The students are able to identifying main idea, specific information of the text and also to find out words meaning of the narrative text.

### D. Learning Materials

#### a. Social Function

- Get entertain, teach moral values and set an example.

#### b. Text Structure

- Vocabulary : related to character and setting in the fable and fairy tale.
- Sentences in simple past tense, past continuous tense and other.
- Speech, word stress, spelling, intonation, and punctuation.

#### c. Topic

- The legend stories that can foster the behavior contained in KI and the explain about fable and fairy tale story.

### E. Learning Method

- Educational Technology Media Method

### F. Learning Sources

- Media : WhatsApp Application, Microsoft Word and Google form
- Tools/Materials : Laptop and Smartphone (Cellphone).

### G. Learning Resource

- Book :

- The book by Rizka H. (Genius Concept Books-Bahasa Inggris Untuk SMP Kelas 1, 2, & 3), Trans Idea Publishing, 2018). and
- The Book by Titin N, Rinawati, Ana Maulia (Seri pendalaman materi Bahasa Inggris SMP dan MTs), Penerbit Erlangga, Percetakan PT. Gelora Aksara Pratama, 2008.)

➤ Google Translate

## H. Learning Steps

NO.	Learning Activities	Time Allotment
1.	<p><b>Opening</b></p> <p><b>Apperception :</b></p> <ul style="list-style-type: none"> <li>a) Greeting the students.</li> <li>b) Checking the student's attendance list.</li> <li>c) Asking the student's knowledge about narrativtext and reading about the legend of A Mousedeer and The Tiger for first text and second text is The Magic Candle.</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>a. Delivering the objectives of learning</li> <li>b. Explaining the importance of the material.</li> </ul>	15 Minutes
2.	<p><b>Main Activities</b></p> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>a. Involves the student's in looking for the wide information about the topic or theme of the material that will be studied using educational technology media method is WhatsApp application.</li> <li>b. Involves the student's actively in each learning activity.</li> </ul> <p><b>Elaboration:</b></p> <p>In the elaboration activity, the teacher:</p> <ul style="list-style-type: none"> <li>a. Gives the example of narrative text with the story on the previous meeting.</li> </ul>	60 Minutes

	b. Explain the instruction narrative text on WhatsApp Application. c. Gives a test which contains 10 multiple choice questions about fable and fairy tale story. d. Facilities the student's to compete in a sportive way to improve the learning objectives.	
3.	<b>Closing Activities</b> a. Reflects the activities that have done in the learning process and motivates the students. b. Conveys the lesson plan for the nest meeting.	5 Minutes

### The Instructional Scoring

The student's score =  $\frac{\text{The Correct Answer}}{\text{The Total Question}} \times 100$

### Standard of each element

Excellent	5
Very Good	4
Good	3
Average	2
Poor	1

Medan, August 2021

Agreed by,

English Teacher,

Researcher,

Hanifah Ananda, S.Pd

Sona Hazila

**APPENDIX 2****RESEARCH INSTRUMENT- READING TEST (PRE-TEST)****Name :****Class :****Read the narrative text below and choose the right answer****Text 1 The following text for number 1-5****Malin Kundang**

One day, there was a handsome man who lived only with his mother in Tapanuli. His name is Malin Kundang. Malin wanted to work in the city because he wanted to be rich. He asked his mother's permission. His mother permitted him.

Malin went to the city. He worked to a rich man. Malin's master liked him because Malin was a hard worker, diligent and loyal. Finally the master wanted Malin to marry his daughter. Malin told his master that his parents had passed away so Malin did not need to ask the permission to anyone.

Malin became the husband of the master's daughter. They lived happily, and Malin become a rich man. Several years later, Malin and his wife went to Tapanuli, Malin's Village. When Malin arrived in the village, all people talk about him that he became rich. Malin's mother heard the news and was very happy. Malin's mother went to the harbor and met Malin. However, Malin did not admit that she was his mother. He felt shy of his mother's condition. Thus, he said that she was not his mother, and his mother has died. Malin's mother was sad with Malin's attitude. She became very angry and cursed Malin became a stone.

Finally, Malin went back to the city with his beautiful wife. In the middle of his journey, there was very big thunder and heavy shower Malin heard his Mom's voice who cursed him. Suddenly, Malin turned to be a stone.

1. Why did Malin want to go to the city?
  1. He wanted to leave his mother.
  2. He wanted to be rich.
  3. His mother asked him.
  4. He wanted to marry a beautiful woman.
2. Why did Malin's master like him?
  - a. Because he was handsome.
  - b. Because he had a lot of money.
  - c. Because he was a hard worker.
  - d. Because he loved the girl very much.
3. What did Malin say to his master about his parents?
  - a. His parents lived in a small village.
  - b. His parents were very rich.
  - c. He did not know his parents.
  - d. His parents had passed away.
4. Why was Malin's mother angry to him?
  - a. He did not give his mother money
  - b. He did not obey his mother
  - c. He did not admit his mother
  - d. He married to a rich woman
5. What did Malin hear when he was in the ship?
  - a. His mother's Voice.
  - b. Prayer.
  - c. Beautiful song.
  - d. Odd voice.

**Text 2 for Question number 6-10.**

**True Friends**

One upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

6. Where did the two people go?

- |                  |                  |
|------------------|------------------|
| a. To the beach  | c. To the desert |
| b. To the forest | d. To the market |

7. What the two people promise?

- |                                      |                              |
|--------------------------------------|------------------------------|
| a. They will always be together      | c. They will help each other |
| b. They will run as fast as possible | d. They will go to the city  |

8. Why did the two people promise each other?

- Because the forest was very far
- Because they were family
- Because the forest was very dangerous



d. Because they did not know anyone.

9. What the other man do when he could not climb the tree?

a. Running as fast as he could.

b. Climbing the tree too.

c. Lying down on the ground breathless.

d. Hiding behind the tree.

10. What is the moral value of the story?

a. Do not betray the promise.      c. Be strong to face any danger.

b. Be punctual.      d. Be careful with any situation.

### APPENDIX 3

#### Reading Test (Post- Test 1)

##### Text 1

#### A Mousedeer and the Tiger

One day while a mousedeer was walking in the forest, he saw a big black snake sleeping under the tree. When he saw the snake, the mousedeer was frightened. When he wanted to run away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake. The tiger woke up and took hold of the mousedeer. He told the mousedeer that he was going to eat him for lunch." Please don't eat me now", said the mousedeer. "I have something important to do".

"Look". Said the mousedeer. "That is the king's belt. He asked me to stay here and watch it while he was away in the forest." The tiger looked at the snake and said, "That is a beautiful belt. I need a belt like that. Can I wear it?" He asked the mousedeer.

"Oh all right", said the mousedeer. So he picked up the snake and winded it around the tiger. Then the snake woke up and saw the tiger. The snake twisted itself tighter and tighter until the tiger couldn't breathe. The tiger asked the mouse deer to help him. But the mousedeer turned and ran away into the forest.

**(Taken from the Book by Titin N, Rinawati, Ana Maulia (*Seri pendalaman materi Bahasa Inggris SMP dan MTs*), Penerbit Erlangga, Percetakan PT.**

***Gelora Aksara Pratama, 2008.*)**

- 1) What kind of text the story above is?
  - a. Narrative Text
  - b. Recount Text
  - c. Report Text
  - d. Descriptive Text
- 2) Where was the tiger sleeping?

- a. In the middle of the forest.
  - b. Next to the mousedeer's house.
  - c. Next the black snake sleeping under the tree.
  - d. Far away from the place where the mousedeer fell.
- 3) Why did the mousedeer trick the tiger by saying that the snake was a king's belt?
- a. The mousedeer liked to trick other animals.
  - b. The mousedeer was a clever animal.
  - c. The tiger wanted to eat him.
  - d. The tiger wanted to wear it.
- 4) After reading this story, we can learn that.....
- a. We have to behave like the mousedeer.
  - b. We have to find a way to save ourselves from danger.
  - c. Sleeping black snake was a dangerous animal.
  - d. We have to be careful with the mousedeer.
- 5) The animal has four legs. It has very thick skin. The colour of the skin is grey and it has one or two horns on its nose.
- a. A Horse
  - b. An Elephant
  - c. The Tiger
  - d. The Rhinoceros
- 6) What is the communicative purpose of this text?
- a. To inform the readers about activities happened in the past.
  - b. To describe something in general.
  - c. To give information about the mousedeer.
  - d. To entertain the readers.

**Text 2, for question number 7- 10.**

### **The Magic Candle**

One day, a young wanderer got lost in a wood. Suddenly he saw a light from an old hut. He knocked on the door, and old women opened it. She was crying. She said that the devil had stolen her magic candle. The candle could grant anything she asked. The wanderer asked her where the devil lived. "In a castle not far from here," said the old women.

The wanderer went to the castle. There he found the devil. But he was old and weak. Therefore, when the wanderer grabbed the magic candle from the devil's table and ran away, he couldn't chase him. But the wanderer was not a kind man. He didn't return the candle to the old woman, but kept it for himself. He lit the candle and made a wish, "I want to go far away from here". Suddenly, the genies appeared and took him to a beautiful palace. There was a party in the palace.

The wanderer wanted to make some money. So he lit the candle again and wished for some jewelry. He sold them to the guests and was soon making a lot of money. Then the princess came to buy the jewelry, but there was nothing left. The wanderer fell in love with her and asked her to marry him. The kind princess said yes, and they got married the next day. In his happiness, the wanderer told the princess about his adventure and the magic candle. Hearing that, the princess got very angry. At night she lit the candle and wished that the wanderer disappeared. In the morning the wanderer awoke and found himself back in his ugly house in the village.

*(Taken from The book by Rizka H. (Genius Concept Books-Bahasa Inggris Untuk SMP Kelas 1,2,& 3), Trans Idea Publishing, 2018)*

- 7) Who is the main character of the story above?
- a. The devil
  - b. The old woman
  - c. The wanderer
  - d. The princess
- 8) Where did the wanderer sell his jewelry?
- a. In the palace
  - b. In the castle
  - c. In the wood
  - d. In the market
- 9) “He didn’t return the candle to the old woman,…” the synonym of the word return is....
- a. Go back
  - b. Give back
  - c. Send away
  - d. Throw away
10. What moral value can you get from the story?
- a. Be a happy person
  - b. Be a cheerful person
  - c. Be a successful person
  - d. Be a honest person

**APPENDIX 4**  
**THE ANSWER KEY OF THE TEST**

<b>Pre-Test</b>	<b>Post-Test 1</b>	<b>Post-Test 2</b>
1. B	1. A	1. B
2. C	2. C	2. C
3. D	3. C	3. D
4. C	4. B	4. C
5. A	5. D	5. A
6. B	6. D	6. B
7. A	7. C	7. A
8. C	8. A	8. C
9. C	9. A	9. C
10. A	10. D	10. A

## APPENDIX 5

## THE OBSERVATION SHEET

**No** : Observation Sheet Checklist 1  
**Cycle** : 1 (One)  
**Meeting** : 2.3.4.5, 6  
**Date** : 28<sup>th</sup> Juli 2021- 11<sup>th</sup> August 2021

Activities	Implementation	
	Yes	No
<b>I. Opening</b>		
a. Greeting the students. b. Checking the student's attendance list. c. Asking the student's knowledge about narrative text and reading about the legend of Malin Kundang and True Friends. d. Delivering the objectives of learning e. Explaining the importance of the material.	✓ ✓ ✓ ✓ ✓	
<b>II. Main Activities</b>		
a) Involves the student's in looking for the wide information about the topic or theme of the material that will be studied using educational technology media method is WhatsApp application. b) Involves the student's actively in each learning activity. c) Explain about narrative text through power point d) Gives the example of narrative text. e) Explain the instruction narrative text on WhatsApp Application. f) Gives a test which contains 10 multiple choice questions about folk tale and myth story. g) Facilities the student's to compete in a sportive way to improve the learning objectives.	✓ ✓ ✓ ✓ ✓	✓
<b>III. Closing</b>		
a) Reflects the activities that have done in the learning process and motivates the students. b) Conveys the lesson plan for the nest meeting. c) The teacher instructions are clear d) The media used by the teacher are sufficient in the teaching and learning process.	✓ ✓ ✓ ✓	

## APPENDIX 6

## THE OBSERVATION SHEET

No : Observation Sheet Checklist 2  
 Cycle : 2 (Two)  
 Meeting : 7, 8,9,10,11  
 Date : 13<sup>th</sup> August 2021- 27<sup>th</sup> August 2021

Activities	Implementation	
	Yes	No
<b>I. Opening</b>		
a) Greeting the students.	✓	
b) Checking the student's attendance list.	✓	
c) Asking the student's knowledge about narrative text and reading about the legend of A Mousedeer and The Tiger for first text and second text is The Magic Candle.	✓	
d) Delivering the objectives of learning	✓	
e) Explaining the importance of the material.	✓	
<b>II. Main Activities</b>		
a. Involves the student's in looking for the wide information about the topic or theme of the material that will be studied using educational technology media method is WhatsApp application.	✓	
b. Involves the student's actively in each learning activity.	✓	
c. Gives the example of narrative text with the story on the previous meeting.	✓	
d. Explain the instruction narrative text on WhatsApp Application.	✓	
e. Gives a test which contains 10 multiple choice questions about fable and fairy tale story.	✓	
f. Facilities the student's to compete in a sportive way to improve the learning objectives.		✓
<b>III. Closing</b>		
a. Reflects the activities that have done in the learning process and motivates the students.	✓	
b. Conveys the lesson plan for the nest meeting.	✓	
c. The teacher instructions are clear	✓	
d. The media used by the teacher are sufficient in the teaching and learning process.	✓	



## APPENDIX 7

### THE INTERVIEW REPORT

#### Interview Transcript the English Teacher Before Implementing WhatsApp Application

(Note: R= Researcher T= Teacher)

#### Question

- R** : According to you miss, how's the students in English lesson especially reading skill at this class?
- T** : I think, every student's has a different interest in the English lesson, some student's usually memorized several work, but sometimes the student's can't understand and also memorized it.
- R** : What is your opinion about the previous student's in this class?
- T** : In the previous students, I guess just 75% of the student's who has an interested in English subjects.
- R** : What do you think about the students good in reading skill?
- T** : I think, some of the students is a very good in English Lesson but not yet understand about structure on grammar and also how to conversation. But some students need more guidance to improving they're English.
- R** : How do you teach the students to reading skill and what method that you use?
- T** : I give them read the text aloud in the front of the class, while the other students listen and if the text has the difficult word or pronouns, the students can ask to teacher. This method using listens and repeats method
- R** : How Is the Important to use a learning strategy in teaching reading?
- T** : Yes, is it Important, because it helps the students to understand the text.
- R** : What media do you use in teaching reading skill to students?
- T** : I use Media print such as a pictures and text that will be taught.

## APPENDIX 8

### THE INTERVIEW REPORT

#### Interview Transcript the English Teacher After Implementing WhatsApp Application

(Note: R= Researcher T= Teacher)

#### Question

- R** : According to you miss, how did the student's reading comprehension on narrative text after implementing WhatsApp Application?
- T** : For the student's right now their able to comprehended several ways and used the application inn learning process.
- R** : So, would you like to apply this WhatsApp Application in your online class during the pandemic?
- T** : Yes, I would to apply this WhatsApp Application in my online class during the pandemic right now.
- R** : What is your opinion about this application, is can help the student' or not?
- T** : I think this application can help the student's in the learning process, because we need this application to control our online class and also essay to apply the lesson.

## APPENDIX 9

### THE INTERVIEW REPORT

#### Interview Transcript the student's Before Implementing WhatsApp Application

(Note: R= Researcher S= Student's)

#### Question

**R** : Do you think it's difficult to Reading English text?

**S1** : Sangat sulit miss

**S2** : Sedikit sulit miss, karena banyak tulisannya yang saya tidak paham miss

**S3** : Tidak sulit kok miss, saya suka mendengar English music di Hp jadi saya sering bernyanyi dengan lirik nya juga.

**R** :What the problem did you have in reading comprehension on narrative text?

**S1** : Sulit miss kalau disuruh membaca karena susah ngucapnya

**S2** : Males baca miss

**S3** : Terkadang malas baca miss sama kurang tahu artinya miss

**R** :Have you ever heard about teaching techniques using WhatsApp Application?

**S1** : Baru ini miss karena corona

**S2** : Gak pernah miss

**S3** : Baru ini miss, biasanya pakai Aplikasi lain

## APPENDIX 10

### THE INTERVIEW REPORT

#### Interview Transcript the student's After Implementing WhatsApp Application

(Note: R= Researcher S= Student's)

#### Question

- R** : What did you feel after participated used WhatsApp Application to improve your reading comprehension on narrative text?
- S1** : Belajarnya gak harus kesekolah miss
- S2** : Suka aja miss
- S3** : Suka miss karna mudah terjemahkan kosakatanya miss.
- R** : Are there any problems that you feel after participated when used WhatsApp Application?
- S1** : Ada miss, hp
- S2** : Ada miss tapi tidak terlalu repot
- S3** : Tentu kuota internet miss
- R** : How about your opinion, WhatsApp Application is suitable to be applied in learning process, especially in reading comprehension on narrative text during pandemic covid19 and your online class?
- S1** :Menurut saya miss suka aja gitu
- S2** :Saya rasa miss mudah juga kalau buat tugas gak harus buka kamus lagi
- S3** :Kalau saya suka miss karena gak ribet dan cepat juga pahamnya.

## APPENDIX 11

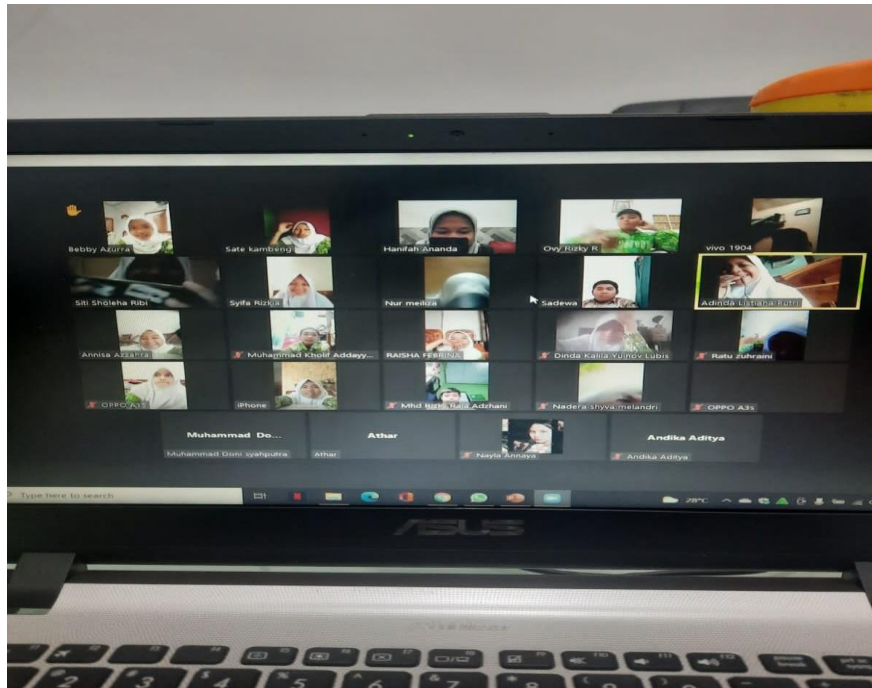
## STUDENT'S SCORE

NO.	NAME OF STUDENT'S	SCORE		
		Pre-Test	Post-Test I	Post-Test II
1.	Abdul Azis	30	35	40
2.	Abi Ardiansyah	30	35	40
3.	Adelia Risti Nst	40	60	70
4.	Adinda Listiana Putri	80	50	100
5.	Aisyah Nabila Putri	30	35	40
6.	Akbar Meysyah Putera	30	35	40
7.	Al-Athar Waqilqu Ls	40	30	80
8.	Andika Aditya	70	45	100
9.	Annisa Aisyah Richna	80	50	100
10.	Annisa Azzahra	80	40	100
11.	Bebby Azura Satria	30	30	100
12.	Dafa Fahrizi	80	60	100
13.	Dinda Kalila Yuinov Lubis	80	30	40
14.	Farell Rahmad Kurniawan	80	50	90
15.	Marwah Hafiza	30	40	45
16.	M. Doni Syahputra	70	30	90
17.	M. Kholif Addayyan	80	80	100
18.	M. Rizki Raja Adzhani	30	30	90
19.	Nabila Putri Kirania	80	50	80
20.	Nadera Shyva Melandri	70	30	100
21.	Nayla Annaya	70	60	90
22.	Naysila Putri Iskandar	30	35	40
23.	Nur Meiliza	30	35	90
24.	Ovy Rizky Ramadhan	80	70	90
25.	Radha Safira	70	90	100
26.	Raisha Febrina	70	30	100
27.	Ratu Zuhraini	80	30	100
28.	Sadewa Tri Aulia	80	50	100
29.	Satria Riandi	30	35	40
30.	Siti Sholeha Ribl	80	70	100
31.	Syifa Rizkia	70	60	100
32.	Zhafira Zahwa	70	30	45
Total		$\Sigma= 1900$ $X= 59.37$	$\Sigma= 1440$ $X= 45.00$	$\Sigma= 2540$ $X= 79.37$

## APPENDIX 12

### DOCUMENTATION

#### 1. Video call with the student's in the first time



#### 2. Enter to online class and start the meeting

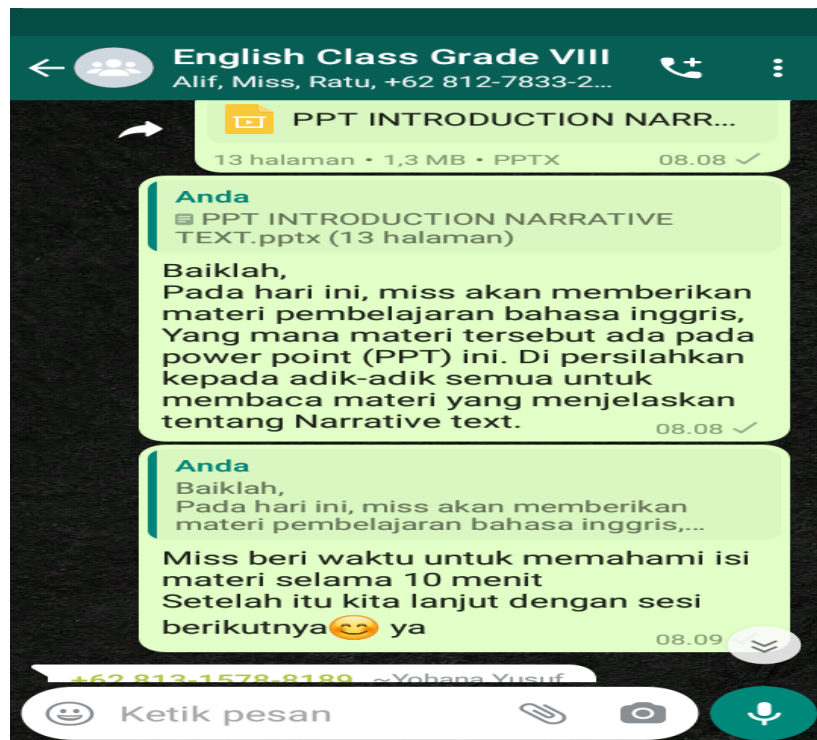


### 3. Attendance list the student's

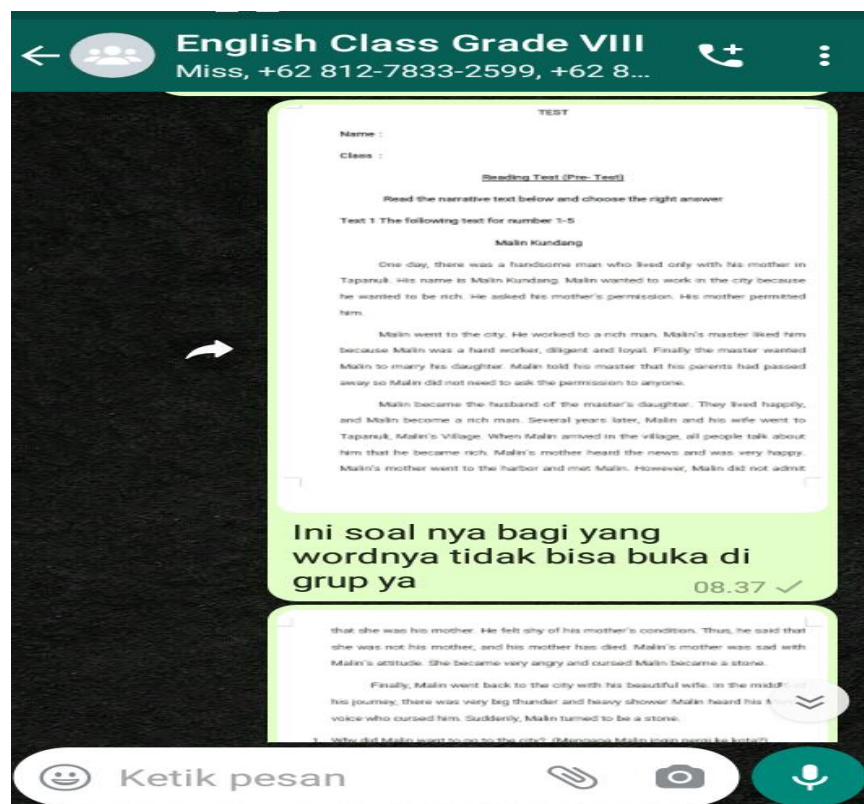


### 4. Start the material



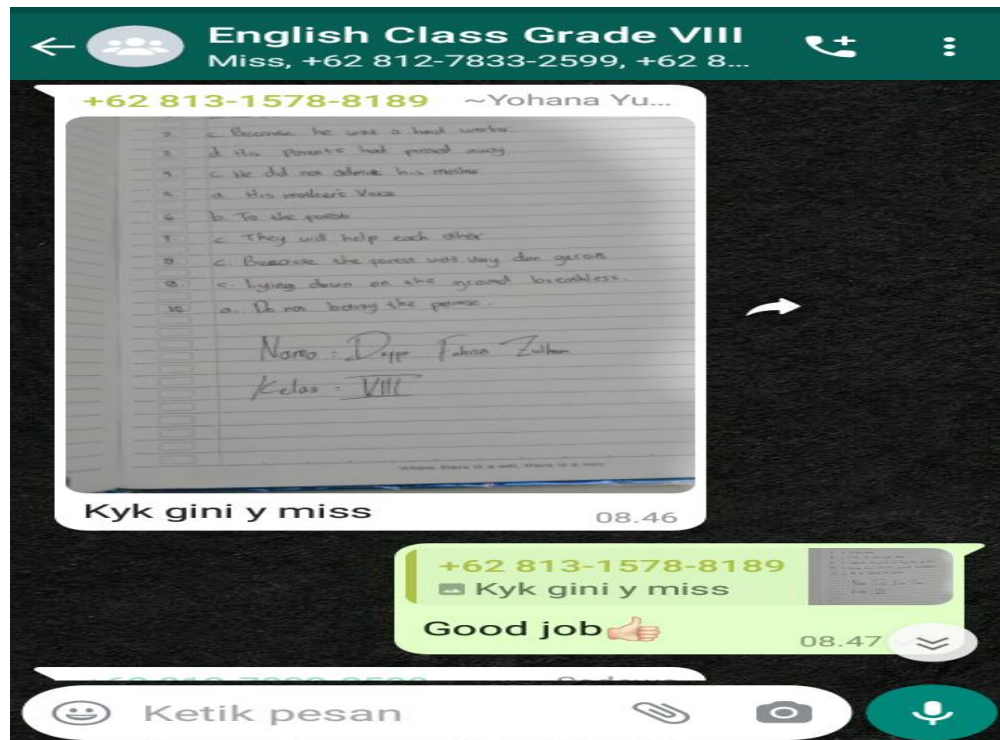


## 5. Reading test

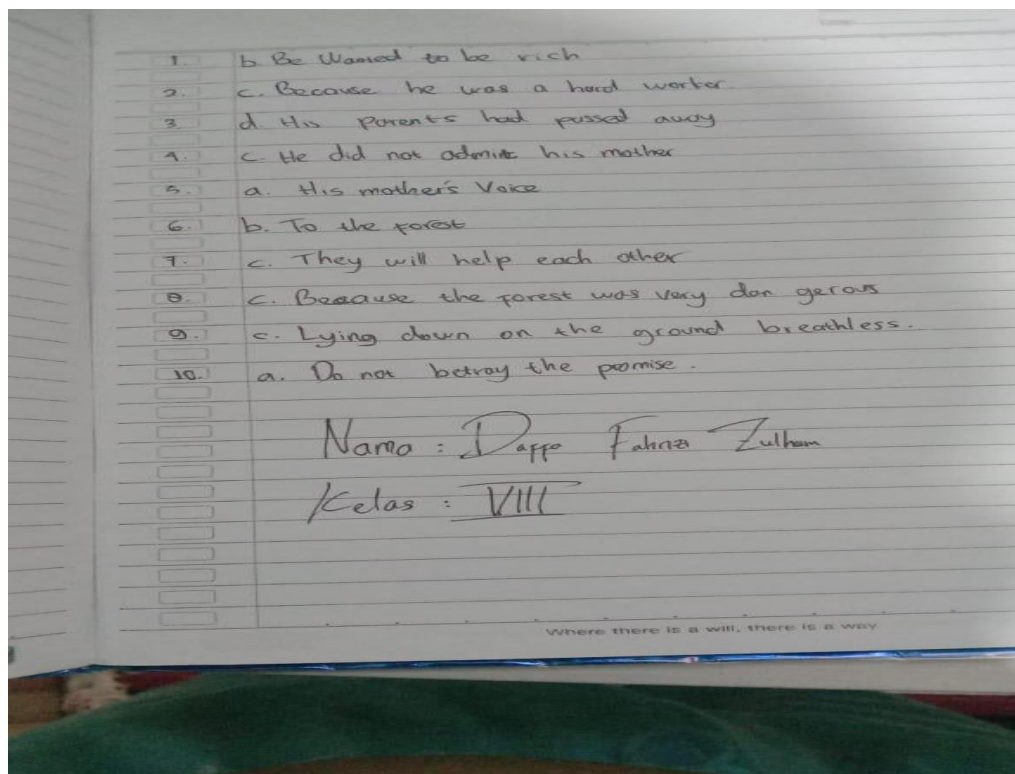


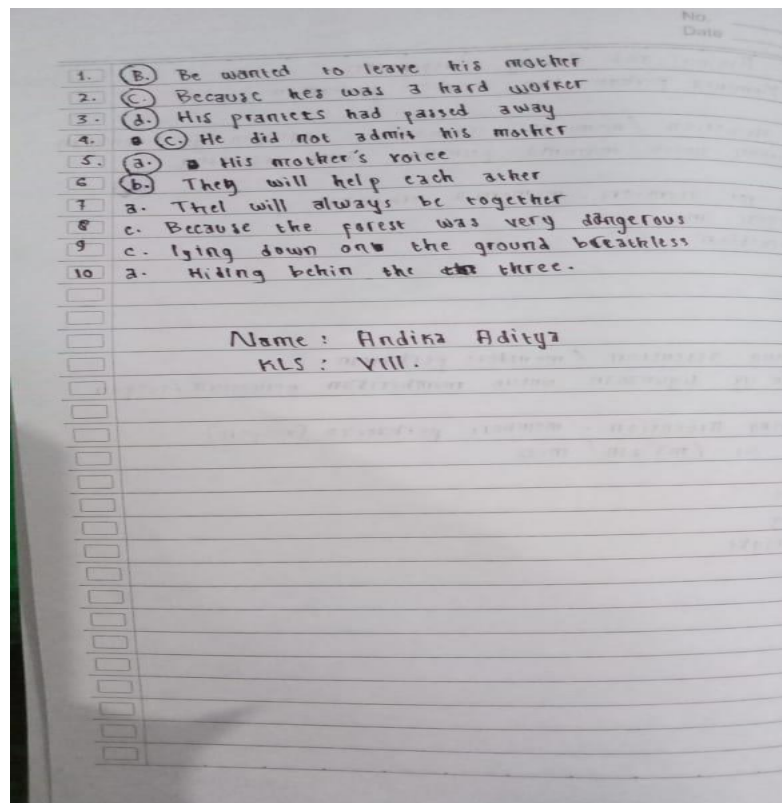


## 6. Student's Respond

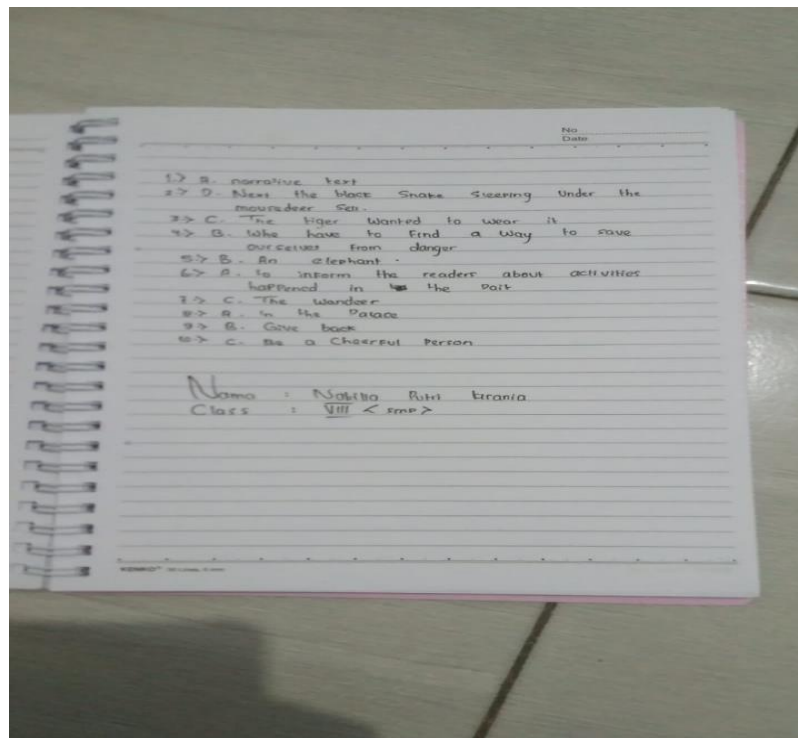


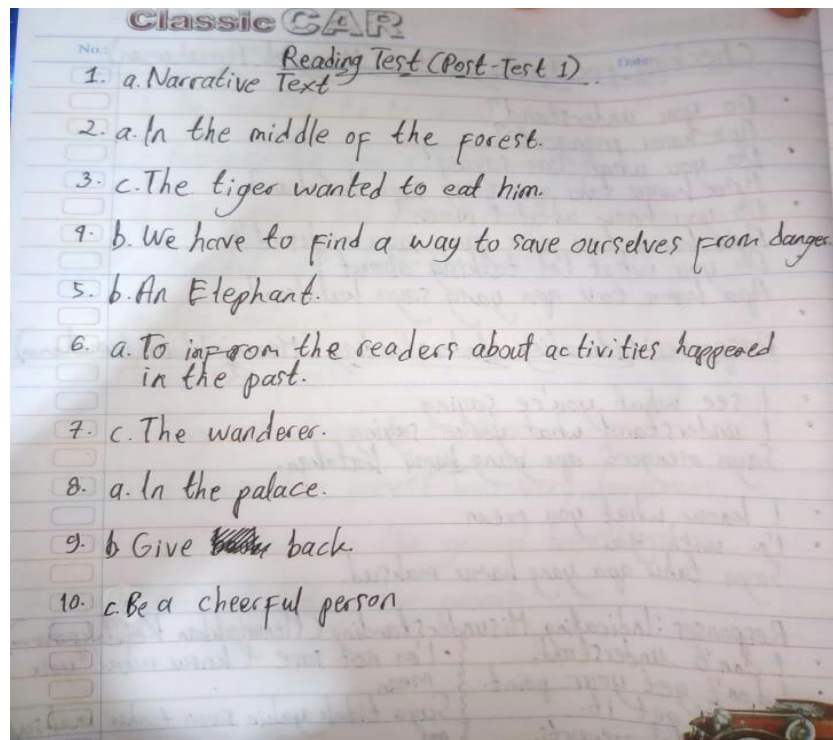
## 7. Pre-test 1



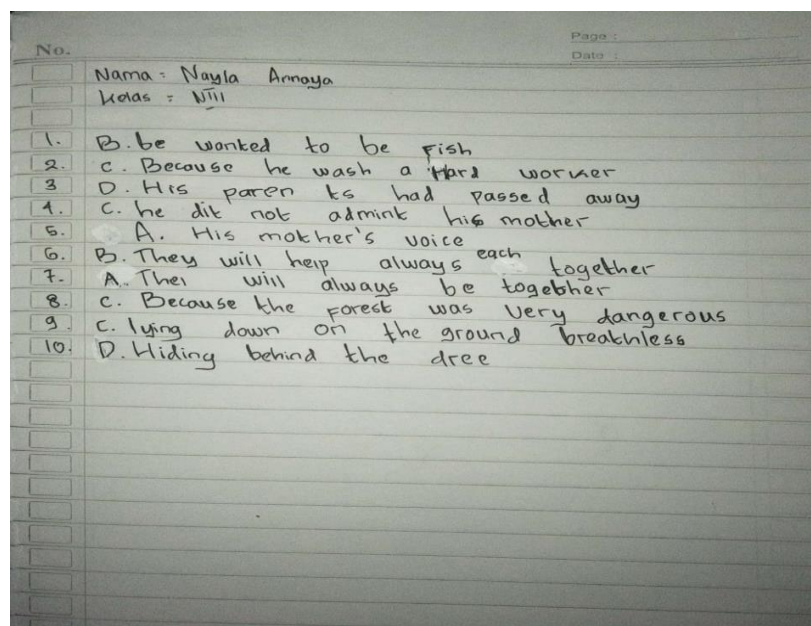


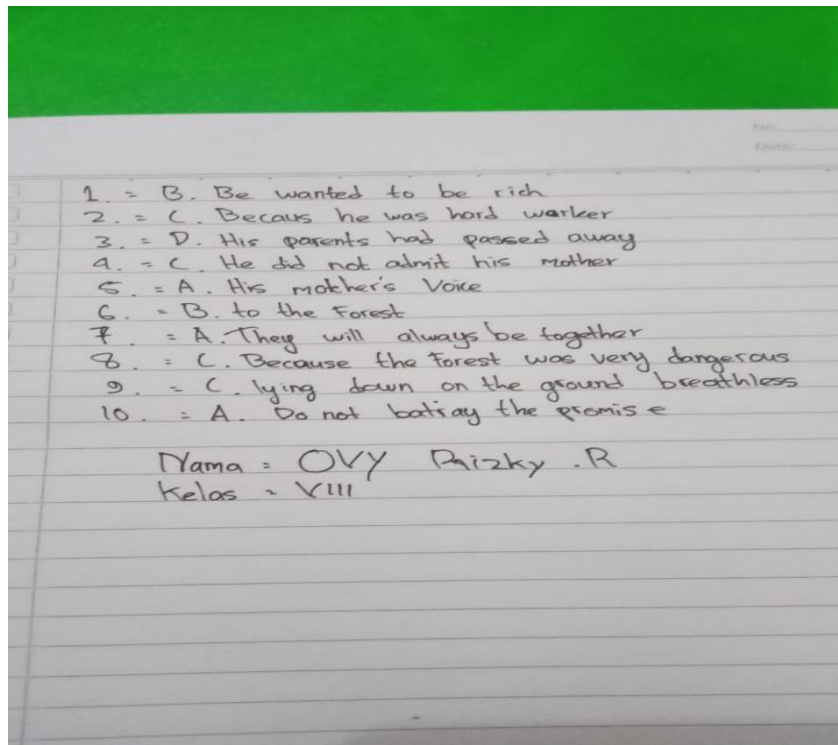
## 8. Post-test 1



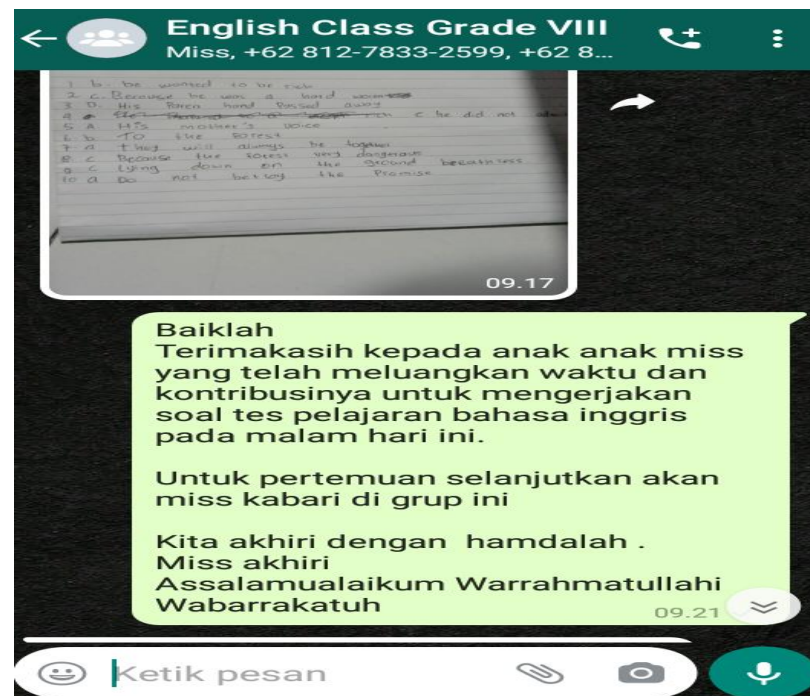


## 9. Post-test 2





## 10. Closing the online class



**11. Video call interview with the student's**



**12. Picture with the English teacher**



## APPENDIX 13 LETTERS

### 1. Research Permission



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA  
MEDAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. William Iskandar Pasar V Medan Estate 20371  
Telp. (061) 6615683-6622925 Fax. 6615683**

Nomor : B-4751/TTK/TTK.V.3/PP.00.9/03/2021

20 Juli 2021

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala Sekolah Swasta Ksatria Medan

*Assalamualaikum Wr. Wb.*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Sona Hazila
NIM	: 0304171018
Tempat/Tanggal Lahir	: Sibulussalam, 30 Maret 1999
Program Studi	: Tadris Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Jalan William Iskandar pasar v Kecamatan Percut setuan

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jln. Gedung archa, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

*Improving Student's Reading Comprehension In Narrative Text Through Whatsapp Application Online Class During Pandemic Covid -19*

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 20 Juli 2021

a.n. DEKAN

Ketua Program Studi Pendidikan  
Bahasa Inggris



*Digitaly Signed*

Yani Lubis, M.Hum

NIP. 197006062000031006

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

## 2. Research Response



DINAS PENDIDIKAN KOTA MEDAN  
YAYASAN PERGURUAN KESATRIA MEDAN  
**SMP SWASTA KESATRIA MEDAN**  
Jln. Gedung Arca No. 24 Telp. ( 061 ) 7332473, Flexi 061 – 76672147

NPSN : 10210115      NSS : 202076001024      NDS : 200712005


**SURAT KETERANGAN**  
No : 2122.008/ YPK-SMP/ VIII/ 2021

Yang bertanda tangan dibawah ini Kepala Sekolah SMP Swasta Kesatria Kecamatan Medan Area, dengan ini menerangkan bahwa :

Nama	: SONA HAZILA
NIM	: 0304171018
Prog. Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: Improving Student's Reading Comprehension On Narrative Text Through Whatsapp Application Online Class During The Pandemic Covid-19

Telah melakukan penelitian untuk melengkapi tugas dari Fakultas Ilmu Tarbiyah dan Keguruan Progam Studi Pendidikan Bahasa Inggris yang dilaksanakan di SMP Swasta Kesatria Medan pada tanggal 20 Juli – 27 Agustus 2021.

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya dan atas kerjasama yang baik kami ucapkan terima kasih.



Medan, 30 Agustus 2021  
Kepala Sekolah

**Fredi Anwar, S.Th.I.**