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The Effect Of Whatsapp Teaching Media To The Reading Comprehension On A Narrative Text At SMP Negeri 4 Pematangsiantar

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Abstrak

Penelitian ini bertujuan untuk menguji apakah WhatsApp sebagai media pembelajaran dapat memengaruhi dan meningkatkan pemahaman membaca siswa. Penelitian ini menerapkan metode kuantitatif dengan desain quasi eksperimen. Untuk melakukan penelitian ini, peneliti menggunakan instrumen penelitian berupa tes membaca, khususnya tes membaca naratif. Hasil penelitian menunjukkan bahwa nilai t-hitung yang ditemukan adalah 7,143 dengan nilai t-tabel sebesar 1,672 dengan derajat kebebasan 58 dan taraf signifikansi 0,05 dalam uji dua sisi. Setelah mencermati pengujian hipotesis secara menyeluruh, peneliti menetapkan bahwa nilai t-hitung melebihi nilai t-tabel dengan keyakinan yang tinggi. Hal ini menyebabkan diterimanya hipotesis alternatif (H_a) dan ditolaknya hipotesis nol (H_0), sehingga memperkuat temuan penelitian. Jelaslah bahwa intervensi eksperimen menggunakan WhatsApp memiliki pengaruh yang signifikan lebih besar terhadap peningkatan pemahaman membaca teks naratif dibandingkan dengan buku teks tradisional bagi siswa di SMP Negeri 4 Pematangsiantar.

Kata Kunci: *Efek, Media Pembelajaran WhatsApp, Pemahaman Membaca, Teks Naratif*

Abstract

This research aims to examine whether WhatsApp as a teaching medium can influence and improve students' reading comprehension. This research applied a quantitative method with a quasi-experimental design. To conduct this research, the researcher employed a research instrument of reading test, specifically narrative reading test. The results showed that the t-test value found was 7.143 with a t-table value of 1.672 with a degree of freedom of 58 and a significance level of 0.05 in a two-tailed test. After a thorough examination of the hypothesis testing, the researcher determined that the t-test value exceeded the t-table value with great certainty. This led to the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0), solidifying the findings of research. It is clear that the experimental intervention using WhatsApp had a significantly greater effect on improving reading comprehension in narrative text compared to traditional textbook for students at SMP Negeri 4 Pematangsiantar.

Keyword: Effect, WhatsApp Teaching Media, Reading Comprehension, Narrative text

INTRODUCTION

The present era has undergone a remarkable transformation. Once reliant on manual and traditional methods, it now thrives in the realm of digital prowess. Furthermore, the measurement of success has evolved to encompass achievements within the realms of social media. A prosperous individual is now determined by their vast following, abundance of likes, comments, and shares. Consequently, numerous educational institutions have embraced this paradigm shift, employing social media as tool to cultivate a contemporary learning experience (Ahmed, 2019:149). By harnessing technology, students are not only able to indulge in recreational activities, but also engage in the acquisition of knowledge, particularly in language acquisition.

In the pursuit of language acquisition, it is imperative for individuals to possess the capacity to comprehend and interpret the intricacies of a given language (Ahmed, 2019:150). Language, in essence, serves as the very conduit through which humanity communicates and connects. In this globalized era, English has emerged as a ubiquitous lingua franca, revered and studied across the globe, both as a secondary means of expression and as a foreign tongue.

English is considered very important for global communication, and it is necessary for people in countries like Indonesia to learn it (George, 2018:94). The Indonesian government has made English a mandatory subject in schools to help Indonesians connect with people from other countries. To become proficient in English, learners need to develop four skills, including reading. Reading helps to increase knowledge, vocabulary,

and grammar. The main aim of teaching reading is to help students understand and interpret written texts, so they can answer questions about them and understand their overall meaning.

Engaging in the act of reading is not simply a passive absorption of words, but rather an active process of constructing meaning. Its purpose extends beyond comprehending the text at hand; it serves as a powerful tool to shape our thoughts and understanding. By drawing upon our existing knowledge and employing various strategies, readers navigate through the information presented, organizing it into cohesive themes and deciphering the significance of unfamiliar words. Thus, reading is a profound intellectual endeavor, one that compels us to contemplate the deeper meaning and content of the written word.

In Indonesia, students of Senior High School often face a lack of enthusiasm when it comes to reading. There were several troubles faced by the students in learning reading, including 1) mistakes when reading contents in textbook, 2) inability to read English words correctly, 3) students' inactivity in following learning process, and 4) students' disinterest in learning. These troubles were proven through the results of researcher's observations during the internship in SMP N 4 Pematangsiantar. When researcher taught reading to students, they still had difficulties in reading and pronouncing word by word which caused them to become inactive and not interested in learning. These troubles were influenced by several factors, including their abilities, their aspirations, their psychological well-being, and their environment. These problems are also supported by Fadryon (2020:21). He stated that the lack of interest and motivation to read are common problems for students. These problems are caused by ideals, abilities, physical and psychological conditions, and environmental conditions. To address these issued, it is crucial to first understand the root causes that contribute to low motivation. By identifying these causes, the teacher can then explore and implement effective solutions. Seeking guidance for these issues can also prove beneficial in resolving the underlying problems that their motivations to learn.

One of the emerging areas of study in language acquisition and instruction is the utilization of mobile assisted language learning (MALL). Nowadays, students have access to numerous mobile applications on their smartphones, enabling them to learn English through various resources such as bilingual dictionaries, MP3s, videos, PDFs, messaging apps, social media platforms, video-sharing platforms, and web-based language learning sites. This innovative technology in language education is widely regarded as an advancement in the 21st century (Ahmed, 2019:148). Previously, foreign language learning was confined to traditional classroom settings and textbooks. However, with the advent of

information and communication technology, language learners now have a plethora of applications and programs at their disposal, accessible through computers, the internet, and mobile smartphones (Eslit, 2014:2; Zayed, 2016:199). These applications and websites offer students opportunities for autonomous learning, both inside and outside the classroom, facilitating the practice and proficiency development of a foreign language.

In their endeavor to enhance students' reading comprehension, English educators have to employed various methods and approaches to facilitate the teaching and learning process. However, despite their earnest efforts, proficiency of students in this aspect remains less than satisfactory. Despite the implementation of multiple strategies, it is disheartening to note that none of these approaches have proven to be entirely successful in augmenting students' reading comprehension. The constrained classroom environment, coupled with the scarcity of time, poses a significant challenge for English teachers in effectively nurturing students' reading abilities (George, 2018:94).

Engaging in the act of reading allows individuals to acquire wisdom and insight from the written word, encompassing words, symbols, and visuals. Moreover, reading entails deriving meaning from printed text, serving various purposes such as expanding knowledge, finding pleasure, and nurturing interests. As highlighted by Linse and Nunan (in Napratilora, et al, 2020:117), the way we approach reading, including the readers themselves, the methods employed, the content consumed, and even the environment in which we engage in this activity, ought to align with our reading objectives. Therefore, it is imperative for students and educators to master reading comprehension, enabling them to extract vital information from the texts they encounter.

The utilization of technology applications has the potential to greatly enhance reading comprehension. The advancements in technology offer numerous advantages as an instructional tool in literacy education. One such tool is the use of WhatsApp, a widely popular social media network with large user base worldwide. By incorporating WhatsApp into the teaching and learning process, students are able to engage with each other in English, thereby improving their language skills in speaking, writing, reading, and listening (Ahmed, 2019:151). Additionally, WhatsApp allows for quick and efficient access to information, further aiding in the enhancement of students' reading abilities (Masdaliah, et al, 2022:98).

The WhatsApp application is a smartphone tool designed for convenient and efficient messaging. Its user-friendly interface appeals to individuals of all ages, backgrounds, and purposes, seamlessly integrating into their daily lives. Offering a wide

range of functions including instant messaging, multimedia sharing, and document exchange, WhatsApp proves to be an invaluable tool in effective communication. Moreover, its versatile features have been successfully harnessed as a medium for teaching and learning English, enabling the sharing of English messages, images, documents, and text materials. Users have the ability to send various forms of content, such as messages, photos, audio and video, and web links, either individually or within group conversations, further enhancing the accessibility and convenience of this platform (Bouhnik & Dshen, 2014:218).

Taking into account these perspectives and firmly held beliefs, the researcher made the deliberate choice to investigate effect of WhatsApp teaching media to reading comprehension on narrative text at SMP Negeri 4 Pematangsiantar. The underlying assumption guiding this research asserts that establishing WhatsApp group could prove to be a seamless and impactful tool for inspiring students to enhance their language proficiency, particularly in reading comprehension. By creating such a WhatsApp group, students will be afforded unparalleled opportunities to actively engage in English practice, while benefiting from collaborative and supportive atmosphere fostered within the group. Therefore, the title of this research is "The Effect of WhatsApp Teaching Media To The Reading Comprehension on A Narrative Text at SMP Negeri 4 Pematangsiantar".

RESEARCH METHOD

This research utilized a quantitative approach, employing quasi-experimental research design that incorporated pre-test and post-test to examine the enhancement in students' reading comprehension following their exposure to narrative text with the use of WhatsApp. As Gay (1981:207-208) stated that experimental research possesses capability to reveal cause-effect of specific interventions on multiple variables. The research design specifically concentrated on a select class, referred to as experimental group, which benefitted from the enlightening intervention of WhatsApp application.

In research, "population" encompasses vast range of entities, spanning individuals, objects, events, values, and phenomena. Conversely, "sample" represents more refined and select subset that is chosen for examination (Arifin, 2014:88). The research populations comprised of the grade 9 students attending SMP Negeri 4 Pematangsiantar of 11 classes with total of 330 students. Researcher selected IX-2 as the control group, while IX-1 was chosen as the experimental group. Researcher employed purposive sampling due to consideration: achieving equal representation of both groups, with same number of

students in each (30). To conduct this research, the researcher employed narrative reading test, which serves as valuable tool for evaluating students' reading comprehension. As Riduwan (in Nasruddin, 2019:43) asserted that this test is distinguished method for assessing an individual's skills, intellect, or talent.

To analyze the data, the researcher listed steps to calculate the means, standard deviation, and t-test for variables. To count the t-test, this research used the formula of Arikunto (2006:311).

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{[Na + Nb] - 2} \right] \left[\frac{1}{Na} + \frac{1}{Nb} \right]}}$$

FINDINGS AND DISCUSSION

Analysis

The following tables present detailed depiction of the reading comprehension test scores (d) achieved by students in the experimental class and control class.

Table 1. Experimental Standard Deviation Data.

No.	Initial	Pre-Test	Post-Test	D	d ²
1	A S S	55	65	10	100
2	A K B	60	80	20	400
3	A N A	55	65	10	100
4	A P	65	80	15	225
5	A S	75	90	15	225
6	B A R	65	75	10	100
7	D P Z	55	80	25	625
8	E K N	60	75	15	225
9	G D H	65	75	10	100
10	H U Z L	55	75	20	400
11	H W F S	60	80	20	400
12	G S A T	70	90	20	400
13	G C H	75	85	10	100
14	I L H	65	80	15	225
15	J B M	55	75	20	400
16	K Z	75	80	5	25
17	M E S	50	65	15	225
18	M F H A	65	75	10	100
19	M Z H	55	75	20	400

20	N S	55	60	5	25
21	S A S	80	90	10	100
22	Q E U S	65	75	10	100
23	Q S	50	60	10	100
24	R S L	75	80	5	25
25	R H E G	60	75	15	225
26	V Q	80	80	0	0
27	V E H	75	90	15	225
28	V W S	55	70	15	225
29	Y O P	65	80	15	225
30	Y S C	45	60	15	225
Na = 30				$\Sigma da = 400$	$\Sigma da^2 = 6250$

Table 2. Control Standard Deviation Data.

No.	Initial	Pre-Test	Post-Test	d	d ²
1	A P S	50	55	5	25
2	D C A	75	75	0	0
3	D R A S	55	65	10	100
4	F K T	60	60	0	0
5	G N S	75	85	10	100
6	G T H	60	75	15	225
7	G G D M	55	65	10	100
8	G C P	75	80	5	25
9	H A S	50	65	15	225
10	H A S	60	65	5	25
11	I K R G	60	65	5	25
12	I A L	45	55	10	100
13	J D	65	75	10	100
14	J B H	75	80	5	25
15	K S P	70	75	5	25
16	K A	75	85	10	100
17	M O P	75	80	5	25
18	M A Y W	60	70	10	100
19	M I O F	55	65	10	100
20	N S R	65	75	10	100
21	N A L T	65	70	5	25

22	O F M	60	60	0	0
23	P Y N	60	60	0	0
24	R N S	70	75	5	25
25	S J R N	60	70	10	100
26	S N	65	70	5	25
27	S L	70	80	10	100
28	S I A	65	65	0	0
29	S	65	70	5	25
30	V S H	55	65	10	100
		Nb = 28		$\Sigma db = 205$	$\Sigma db^2 = 1925$

a. Experimental variable's mean :

$$Ma = \frac{\sum da}{Na} = \frac{400}{30} = 13.33$$

b. Control variable's mean :

$$Mb = \frac{\sum db}{Nb} = \frac{205}{30} = 6.83$$

c. Experimental standard deviation score :

$$da^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Na} \right) = 6520 - \left(\frac{400^2}{30} \right) = 6520 - 5333.33 = 916.67$$

d. Control standard deviation score :

$$db^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Nb} \right) = 1925 - \left(\frac{205^2}{30} \right) = 1925 - 1400.8 = 524.16$$

Upon thorough analysis of the data, the researcher found that the experimental class displayed higher mean variable and a broader range of values compared to the control class. Prior to utilizing the t-test equation, the researcher calculates the degree of freedom : $Na + Nb - 2 = 30 + 30 - 2 = 60 - 2 = 58$.

Furthermore, a multitude of findings emerged from these calculations, namely :

Ma : 13.33

Mb : 6.83

da² : 916.67

db² : 524.16

df : 58

Na : 30

Nb : 30

Ultimately, the researcher calculates the t-test value by employing the following formula.

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{[Na + Nb] - 2}\right] \left[\frac{1}{Na} + \frac{1}{Nb}\right]}} = \frac{13.33 - 6.83}{\sqrt{\left[\frac{916.67 + 524.16}{58}\right] \left[\frac{1}{30} + \frac{1}{30}\right]}}$$

$$t = \frac{6.5}{\sqrt{\left[\frac{1440.83}{58}\right] \left[\frac{2}{60}\right]}} = \frac{6.5}{\sqrt{[24.841][0,03]}} = \frac{6.5}{\sqrt{[0.8280333]}} = \frac{6.5}{0.9099633}$$

$$t = 7.143$$

The results of the t-test indicated a significant difference in narrative reading comprehension between students taught using WhatsApp and those taught with traditional method. The average score difference between the groups was 6.5, highlighting a considerable gap. The t-test yielded a value of 7.143 with 58 degrees of freedom, which was compared to a t-table value of 1.672 at a 0.05 significance level for two-tailed tests. Since the calculated t-value was higher than the t-table value ($7.143 > 1.674$), this led to the acceptance of alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0), solidifying the research.

FINDINGS

The following results from this research are now being presented as follows :

1. The Effect of WhatsApp Teaching Media to The Reading Comprehension on A Narrative Text at SMP N 4 Pematangsiantar.

Through the analysis of the data collected from the experimental class (IX-1), several findings found in experimental class are including :

- a) The lowest score of experimental pre-test is 45 and the highest score is 80.
- b) The lowest score of experimental post-test is 60 and the highest score is 90.
- c) The average score of experimental pre-test (Ma_1) is 62.83.
- d) The average score of experimental post-test (Ma_2) is 76.16.
- e) The experimental variable's mean found (Ma) is 13.33.
- f) The experimental standard deviation total (da_2) is 916.67.

The findings indicate that WhatsApp has a significant impact on the reading comprehension of narrative texts among students at SMP Negeri 4 Pematangsiantar. Before using WhatsApp, students showed limited interest in the topic and mainly relied on their prior knowledge for answers. However, after integrating WhatsApp into their learning, students became more engaged and participated actively. This change was evident in their responses during discussions initiated by the researcher on WhatsApp. Furthermore, there was a marked improvement in the students' performance, as shown by their pre-test and post-test scores. While their pre-test results were below the expected level, the post-test scores not only improved but exceeded expectations.

2. The Effect of Textbook Teaching Media to The Reading Comprehension on A Narrative Text at SMP N 4 Pematangsiantar.

Through the analysis of the data collected from the control class (IX-2), several findings found in control class are including :

- a) The lowest score of control pre-test is 45 and the highest score is 75.
- b) The lowest score of control post-test is 55 and the highest score is 85.
- c) The average score of control pre-test (Mb1) is 63.16.
- d) The average score of control post-test (Mb2) is 70.
- e) The control variable's mean found (Mb) is 6.8
- f) The control standard deviation total (db2) is 524.16.

The findings suggest that textbooks have a limited impact on the reading comprehension of narrative texts among students at SMP Negeri 4 Pematangsiantar. Students primarily depend on traditional learning methods and seek guidance from their teachers. Despite efforts to engage them, students remained passive and reluctant to participate, even when encouraged. Although there was some improvement in the control group's scores from the pre-test to the post-test, it was not significant enough to demonstrate a solid grasp of the material, with many students still struggling to understand the narrative texts and scoring below the minimum required level. In contrast, students who used WhatsApp performed better, indicating that textbooks are not an effective way to enhance reading comprehension.

3. The Effect of WhatsApp as Teaching Media is more significant than The Effect of Textbook Teaching Media to The Reading Comprehension on A Narrative Text at SMP N 4 Pematangsiantar.

After analyzing the data from both the experimental and control classes, it is evident that the experimental group outperformed the control group. The effect of textbook media on students' interest and motivation to learn, particularly when it comes to reading narrative texts, is minimal, while WhatsApp has a significant effect on students' engagement and motivation to learn, particularly in the context of reading narrative texts. The statistical analysis revealed a t-test value of 7.143, with a significance level of 0.05 in a two-tailed test. Comparing this to the t-table value of 1.672 at a degree of freedom of 58, it is clear that the experimental intervention using Whatsapp had a significantly greater effect on improving reading comprehension in narrative text compared to textbook for students at SMP Negeri 4 Pematangsiantar.

DISCUSSION

The findings of this research provide an outcome that there is significant improvement in academic performance among students who were taught using WhatsApp teaching media as opposed to conventional teaching media. The t-test result of 7.143 is particularly noteworthy, surpassing the t-table value of 1.674 at a 5% significance level with 58 degree of freedom.

Numerous researchers, such as Fadryon (2020), Ahmed (2019), Ma'rifah (2019), Napratilora, et al (2020), Tangiduk, et al (2021), and Mujayanah, et al (2023) support the findings in this research where WhatsApp can be used as a medium for learning English, especially in the field of reading. Their findings demonstrate that with WhatsApp diverse array of capabilities such as real-time messaging, sharing of multimedia content, and facilitating document transfers, it serves as an asset in enhancing communication efficiency. Furthermore, its adaptable features have been effectively utilized as platform for the dissemination of English language materials.

According to the findings of the research, researcher observed a noticeable shift in student behavior following the introduction of WhatsApp as a learning tool. Prior to utilizing WhatsApp, students displayed hesitance in engaging with text-related questions and demonstrated limited participation in educational activities, consistent with earlier observations. However, post-WhatsApp implementation, students exhibited heightened enthusiasm and actively participated in learning endeavors. Furthermore, there was a marked improvement in their test scores from pre-test to post-test. In comparison to the control group taught through traditional media, the experimental group displayed substantial enhancements, advancements, and achievements.

Using WhatsApp as a teaching tool can make learning more enjoyable and effective, particularly in reading comprehension. Nisa et al (2018:125) defines reading as the process of understanding written materials. To truly understand text, readers must use their eyes to interpret the information in their brain. WhatsApp is a popular platform for improving English reading comprehension outside of traditional classrooms, especially due to the prevalence of smartphones. Through text, voice recordings, videos, and images, WhatsApp allows for interactive learning experiences.

By creating group chats, teachers and students can have meaningful discussions and work together on problem-solving activities. WhatsApp promotes effective communication and knowledge acquisition. The convenience of WhatsApp also allows students to access educational materials at their own pace and in any location, fostering a

seamless learning experience. This invaluable resource not only promotes reading proficiency but also empowers students to utilize their smartphones for educational purposes.

This research has novelty by its focus on the transformative effects of the ever-evolving WhatsApp. With each update and improvement, the potential for a thorough and varied analysis grows, offering valuable insights into WhatsApp latest capabilities. In addition, this research presents unique distinctions. Firstly, this research will be conducted at SMP N 4 Pematangsiantar, setting it apart in terms of location. Secondly, the sample used in this research differs from previous research. Moreover, this research places a specific emphasis on students' reading comprehension, which is influenced by the incorporation of WhatsApp as teaching media. Lastly, the choice of narrative text as instructional material further distinguishes this research with the previous research.

Despite the limitations identified by researcher in using WhatsApp for studying, such as the inability to have face-to-face interactions and a lack of personal connection during online meetings, it is important to note that WhatsApp as teaching media offers numerous advantages and benefits. This newest research has created the latest novelty of research innovation in utilizing WhatsApp as a learning tool to enhance students' reading skills. Not only does WhatsApp foster a conducive learning environment, but it also has the potential to improve students' reading comprehension in the English language, especially for grade 9 students at SMP N 4 Pematangsiantar.

CONCLUSSION

This research investigated the effect of WhatsApp as a teaching media on the narrative reading comprehension of 9th grade students at SMPN 4 Pematangsiantar. The research yielded several conclusions: 1) The integration of WhatsApp significantly enhanced students' reading comprehension of narrative texts, as evidenced by the experimental group's average scores increasing from 62.83 to 76.16 in pre-tests and post-tests. Students using WhatsApp outperformed those taught through traditional methods; 2) In the control group, which relied on textbooks, they showed only a modest improvement, with their average score rising from 63.16 to 70. However, their scores remained below the minimum level for successful comprehension and did not surpass those of the experimental group; 3) The analysis revealed t-test value of 7.143, which considerably exceeded t-table value of 1.672 at a 0.05 significance level with df of 58. This result led to the acceptance of alternative hypothesis and the rejection of null hypothesis.

WhatsApp is an effective medium for enhancing student engagement and text comprehension. Its accessibility and flexibility facilitate learning from any location, thereby improving reading skills and encouraging students to utilize smartphones for educational purposes. Consequently, WhatsApp is regarded as a valuable tool for enhancing reading comprehension among students at SMPN 4 Pematangsiantar.

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