

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Reading**

##### **2.1.1. The Definition of Reading**

Reading comprehension commonly entails seven skills. They are recognizing the words in the context, identifying main ideas, recognizing the sequence, decoding details, drawing inferences, recognizing cause and effect, and comparing and converting. Being able to state the main idea of what has been read is one the most important comprehension skill as cited by Rosenshine in Dupuis & Askov (1982: 186). It means that reading is a complex activity which covers seven skills above.

According to Brown (2004: 213) skimming reading is the process of rapid coverage of reading matter to determine its gist or main idea. Meanwhile, Burn/Roe/Ross (1984: 10) state that reading is a thinking process. The process of recognizing words requires interpretation of graphic symbols to understand the figurative language, determine the authors purpose, to evaluate the ideas presented, and apply the ideas to the actual situation.

Hafner and Jolly cited in Burns, et al. (1984: 27) define reading as a process of looking at written language symbols, converting them into overt and covert speech symbols, and manipulating them so that both overt (direct) and (implied) ideas intended by the author may be understood. In the other word, reading can be stated as a thinking process of understanding the meaning which is planned by the writer explicitly and implicitly.

According to Smith (1993) reading also means responding. The response may be at the surface level of “calling” the word. It may be the somewhat deeper level of understanding the explicit meaning of sentence, paragraph or passage. It is stated that reading is a responding process of thoughtful understanding of direct meaning.

Smith (1995: 23) states that reading is an interactive process in which the reader's prior knowledge of the world interacts with the message conveyed directly or indirectly by the text. A good reading competence requires many components. The students have to have some indicators that can indicate their reading competence such as: understanding reference in the reading text, understanding kinds of paragraph development, understanding the message of the story, understanding topic sentence, understanding the tone (of emotion) of the text, understanding vocabulary, understanding logical inference, distinguishing between general idea and topic sentence, making accurate prediction, making restatement, and understanding grammar (Bermuister, 1974: 83). In the other words, it can be concluded that reading is an interactive process which requires many components for understanding the message of the text directly and indirectly.

Based on several ideas of reading which have been stated above, it can be concluded that reading is a complex thinking process that allows readers to recognize, understand, and evaluate ideas and thoughts by looking for the purpose, main idea, explicit and implicit meaning, reference of pronoun and meaning of words of the text. Then, objective of teaching English in high school based on Indonesian curriculum is that the students are able to have communication skills in three kinds of text such as interpersonal, transactional and functional orally or in written.

### **2.1.2. The Skills of Reading Comprehension**

Brown (2004: 187-188) states that there are two skills in reading, namely macro skills and micro skills.

#### **a. Macro Skills**

- 1) Recognizing the rhetorical forms of written discourse and their significance for interpretation.
- 2) Recognizing the communicative functions of written texts, according to form and purpose.
- 3) Inferring context that is not explicit by using background knowledge.
- 4) Describing events, ideas, etc, inferring links, and connecting between events, deducing causes and effects, and detecting such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 5) Distinguishing between literal and implied meaning.
- 6) Detecting culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 7) Developing and using a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning from context, and activating schemata for the interpretation of texts.

#### **b. Micro Skills**

- 1) Discriminating among the distinctive graphemes and orthographic patterns of English.

- 2) Retaining chunks of language of different lengths in short term memory.
- 3) Processing writing at an efficient rate of speed to suit the purpose.
- 4) Recognizing a core of words, and interpret word order patterns and their significance.
- 5) Recognizing grammatical word classes (noun, verbs, etc) systems (tense, agreement, and pluralization) patterns, rules, and elliptical forms.
- 6) Recognizing that a particular meaning may be expressed in different grammatical forms.
- 7) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Aebersold and Field (1997: 16) state that there are 19 reading skills. These reading skills are as follows:

- a. Recognizing the word quickly.
- b. Using text features (subheadings, transitions, etc)
- c. Using title (s) to infer what information might follow
- d. Using word knowledge
- e. Analyzing unfamiliar words.
- f. Identifying the grammatical functions of words
- g. Reading for meaning, concentrating on constructing meaning.
- h. Guessing about the meaning of the text

- i. Evaluating guesses and trying guesses if necessary.
- j. Monitoring comprehension.
- k. Keeping the purpose for reading the text in mind
- l. Adjusting strategies to the purpose for reading
- m. Identifying or inferring main ideas.
- n. Understanding the relationship between the parts of text.
- o. Distinguishing main ideas and minor ideas.
- p. Tolerating ambiguity in a text
- q. Paraphrasing.
- r. Using context to build meaning and aid comprehension.
- s. Continuing reading even when unsuccessful, at least for a while.

### **2.1.3. The Types of Reading Performance**

Brown (2001: 312) states that there are some kinds of reading performance, as follows:

#### **a. Oral reading**

It serves as an evaluation check on bottom-up processing skills, check students' pronunciation, and serve to add some extra students' participations if the teacher wants to highlight a certain short segment of reading passage. For advance levels, it has some disadvantages. These disadvantages are as follows:

(1) oral reading is not very authentic language activity, while one student is reading, others can easily lose attention; and

(2) it may have the outward appearance of students' participation when in reality is mere recitation.

#### b. Silent reading

Silent reading can be categorized into intensive and extensive reading. Intensive reading calls students' attention to grammatical forms, discourse makers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationship, and the like. It is used to teach or practice specific reading strategies or skills. The text is treated as an end in itself. It deals with linguistic background and the content of the text.

Extensive reading involves reading of large quantities of material, directly and fluently. It is treated as a means to an end. It may include reading simply for pleasure or reading technical, scientific, or professional material. It involves two specific types of reading, scanning for key details or skimming for the essential meaning. A relatively quick and efficient read, either on its own or after scanning or skimming, would give a global or general meaning.

#### **2.1.4. The Aims of Reading**

Reading is variant skills in which there are different types of reading skills that correspond to many different aims we have for reading. Grabe and Stoller (2002: 13-15) state that there are seven aims for reading. These aims are as follows:

##### a. Reading to search for simple information

It is used so often in reading tasks that it is probably best seen as a type of reading ability. In reading to search, we typically scan the text for a specific piece of information or specific word.

b. Reading to skim quickly

It is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

c. Reading to learn from the text

It requires ability to remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text recognize and build rhetorical frames that organize the information in the text, and link the text to the reader's knowledge base.

d. Reading to integrate information

It requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple resources.

e. Reading to write (or search for information needed for writing)

It requires abilities to compose, select, and critique information from a text. It represents common academic tasks that call upon the reading abilities needed to integrate information.

f. Reading to critique texts

It has similar abilities with reading to write. It also requires abilities to compose, select, and critique information from a text. It also represents common academic tasks that call upon the reading abilities needed to integrate information.

g. Reading for general comprehension

It is accomplished by a skilled fluent reader and it requires very rapid and automatic process of words, strong ideas, and efficient coordination of many processes under very limited time constraints.

Rivers and Temperley in Nunan (1989: 33) suggest that the second language learners will want to read for the following aims:

- a. To obtain information for some purposes or because we are curious about some topic.
- b. To obtain instruction on how to perform some tasks for the work or daily life.
- c. To act in a play (play a game or do a puzzle).
- d. To keep in touch with friends by correspondence or to understand business letter.
- e. To know where on when something will take a place or what is available.
- f. To know what is happening or has happened.
- g. For enjoyment or excitement.



### **2.1.5. The Strategies of Reading**

There are four strategies of teaching reading. These strategies are as follows:

#### **a. Top Down Strategy**

It means that the reader brings a great deal of knowledge, expectations, assumptions, and questions to the text, and it gives a basic understanding of vocabulary. They continue to read as long as the text confirms their expectations.

#### **b. Bottom Up Strategy**

It argues the reader to construct the text from the smallest unit, from letters to words, from words to phrases, from phrases to sentences, etc and then become automatic. Readers are not aware of how it operates. Decoding is earlier term in this process.

#### **c. Interactive Strategy**

It describes a process that combines bottom up and top down, depending on the type of the text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use and culturally shaped beliefs about reading.

#### **d. Scanning and Skimming Reading**

Scanning is the technique of looking up message in the text quickly over the page to find particular words or phrases that are relevant to the task you are doing. It is useful to scan parts of texts to see if they are going to be useful like the introduction or preface of a book, the first or last paragraphs of chapters, and the concluding chapter of a book.

Meanwhile skimming is the technique which is used for getting the gist or main idea of text quickly, and skipping over the detail. It is useful to skim preview a passage before reading in detail to refresh the understanding of a passage after reading in detail. Based on the theories above, it can be concluded that reading is a thinking process of determining its gist or main idea of the text, determining the writer's or the text's purpose, mentioning the explicit and implicit information of the text, finding the reference of pronoun, and finding the meaning of words based on the context.

#### **2.1.6. Levels of Reading Comprehension**

There are three levels of reading comprehension proposed by Alexander (1988). The levels are literal comprehension, inferential comprehension and evaluative comprehension. Literal comprehension is the basic level of comprehension in which the readers get the information which is stated explicitly in the text. Inferential comprehension means readers must find the implicit or intended meaning of the text. In this case, the readers must recognize the relationship among the main ideas and supporting details and use them to make inferences and draw conclusion. While evaluative comprehension is the readers' ability to compare information and ideas in the text with their prior knowledge.

Related to this study as well as the curriculum, reading comprehension focuses on three levels above. Based on the curriculum, the objective of teaching English in high school is that the students are able to have communication skills in three kinds of text such as interpersonal, transactional and functional orally or in written.

## **2.2. Media**

### **2.2.1 Definition of Media**

According to Arsyad (2015:18) in general media can defined as human, materials, or creation of which develop a condition that can help learner to get knowledge, skill, and attitude. Besides, a medium has functions as a distributor and a conductor, it also as a mediator. It means that media also create and effective relationship between the sides.

### **2.2.2 Kinds of Media**

According to Sanjaya (2008:211) media can be classified as follows:

- 1) Audio Media Audio media is a media which can be heard or only has voice element. This media included radio, song, and recorded.
- 2) Visual Media Visual media is a media which can be watched and does not have voice element. The media can be divided into: a) Printed Media Printed media includes newspaper, magazine, text books, and the others. b) Visual Media Visual media includes pictures, photographs, graphics, and the other.
- 3) Audio Visual Media Audio visual media is media which is not only has a voice but also has visual element which can be watched. This includes television, film, and video recorded. Based on the classification of media above, Social Media (WhatsApp) can be classified as a media due to present visual media because Social Media (WhatsApp) show pictures and video.

### 2.2.3 WhatsApp

The most recent popular social network is WhatsApp. WhatsApp Messenger Fattah (2015:117) WhatsApp Messenger is a propriety. Cross platform instant messaging application for smart phones. In additiona to text messaging, users can send each other images, video, and audio media messages. WhatsApp allow its users to use their internet connection to send messages to each other. WhatsApp is like chat program for mobile phones. Smartphones are becoming increasingly popular and WhatsApp is available for almost all smartpone. WhatsApp instant messaging handled ten billion messages per day in August 2012. During June 2013, WhatsApp announced that handled 27 bilion messages every 24 hours. WhatsApp had over 450 milion monthly active users. Additionally 700 bilions photos are shared daily and 10 bilion messages are also shared daily.

The WhatsApp platform has the following collaborative features (Bouhnik, 119:2014). 1) Provide online students with the ability to exchange text messages, 2) Images, videos, and voice notes to their social network or group and contacts. 3) Provide students or instructors with the ability to create a group (social network group) that supports the social interactions of up to 11 group members. Members can engage in discussion forums. 1) WhatsApp Messenger provides the ability for students to send messages without limits. 2) The application uses a 3G/EDGE Internet data plan or Wi-Fi to ensure continuous data transmissions across the 3) WhatsApp mobile system. 4) Students using WhatsApp through a variety of mobile devices, such as smartphones, Galaxy tablets, and so on can message one another through texts, images, videos, and so on.

Collaborative tool in WhatsApp provide teaching learning process in collaborative learning activity. WhatsApp in mobile phone is used as a collaborative tool for students with the support of collaborative learning strategy (Sulisworo, Rahayu, & Akhsan, 2016). Students will be directed to work with their friends. Also they can still communicate via the application on their mobile phone.

The students can make group in their learning activity. They can discuss about the material and work together in their group. The activities in collaborative learning do not only work together but also require team-work with defined roles to reach group success (Coll, Rochera, & de Gispert, 2014). Collaborative activities have the potential to boost more reticent language learners' confidence to participate in classroom activities (Ur, 1996) and to help them maintain their self-esteem, overcome their shyness and lack of self-confidence, and learn interpersonal relationships.

In this case, WhatsApp as collaborative learning and collaborative tools give advantages for high achieving students and also low achieving students. The high achiever may help to the low achiever. The high achiever can learn from their experience and they will feel proud of themselves because they can help their friend. In other hand, the low achiever also can be helped by their friend. Therefore it can manage students' shyness to share their opinion (Huda,2017). This Collaboration activities in the group can be done without physical meetings of its member by using collaborative tools (La Hanisi, A., Risdiany, R., Dwi Utami, Y., & Sulisworo, D, 2018)

### 2.2.4 Teaching Reading Using WhatsApp

Teaching reading through WhatsApp is one of the simplest ways that can be done by teachers and also students. It is suitable for the students of junior high school who recognize this media in teaching learning process. Santarossa (2017) states that developing reading skills is one of the easiest tasks on WhatsApp since we can provide plenty of activities to improve reading comprehension by simply having a text on our mobile phones.

Teaching reading using WhatsApp in the classroom can be classified as Hybrid learning. Hybrid learning is a combination of conventional and e-learning. Such as Watson (2011) as cited in Abdulgopuroke define Hybrid learning is a combination of learning delivery through internet with the best learning presentation model in class and direct interaction between students and teachers. Then, Guillermo proposed that there are three types of hybrid model learning:

- (1) Traditional classes - Real Workshop (TC - RW),
- (2) Traditional classes - Virtual Workshop (TC - VW),
- (3) Traditional classes - Real Workshop - Virtual Workshop (TC - RW - VW).

Next about Traditional classes (TC), Real Workshop (RW), and Virtual Workshop (VW) are described as follows:

#### 1. Traditional Classes (TC)

In traditional classes learning, learning is done classically by using traditional learning, traditionally referred to as the expository method.

#### 2. Real Workshop (RW)

The real workshop learning model uses cooperative learning with computers as a tool for Guillermo, et al. (2005: 189).

### 3. Virtual Workshop (VW)

The Virtual Workshop is part of learning a hybrid model. In this study it is not used but so that the discussion of the complete hybrid model will be described as follows:

Guellermo, et al (2000: 189) revealed that in this study developing ALN (Asynchronous Learning Network) by using computer technology to communicate via the internet network. Asynchronous Learning Network through internet learning conducted at different times. Learning by using the internet in Indonesia is popularly called e-learning.

Based on the explanation above, researcher use the first types that is traditional classes – real workshop in the classroom.

#### **2.2.5 The procedure of teaching reading using WhataApp**

##### A. Pre-reading stage

1. The teacher explains the objectives of the lesson.
2. The teacher gears the students' attention to the topic by asking some questions
3. The teacher ask student to make a class group in WhatsApp and the teacher send a text in WhatsApp Group.
4. the teacher divides the class into seven groups.

##### B. Whilst-reading stage

1. the teacher asks the students to read the text for a few minutes
2. the teacher asks the students to discuss in group
3. the teacher asks the students to find main idea and supporting ideas

4. the teacher asks students to answer each questions related to the reading comprehension activity

#### C. Post-reading stage

1. the teacher asks the students to report their work based on discussion in WhatsApp Group.
2. the teacher discusses the text and students group report in the classroom
3. the teacher asks feedback from the students about the media used

## **2.3 Motivation**

### **2.3.1 The Concept of Motivation in Learning**

One of the most influencing factors in learning is motivation. Williams and Burden state that if asked to identify the most powerful influences on learning, motivation would probably be high on most teachers' lists (1997: 111). Motivation then plays important role in determining whether the students succeed or not in reaching the goal through learning process. Motivation is powerful word intricately involved in the concept of life itself. Originating from the Latin *motus* meaning 'to have', it indicates a push towards action that shows one is alive in which 'dead' implies no movement. To look for life, we look for signs of movement. Therefore, there is a definition of motivation dealing with this concept. Another definition is proposed by Radio (2002:34). She states that motivation is the type of movement that penetrates boundaries, stimulates interplay between internal and external elements and, thereby, initiates and perpetuates mutual impact and interaction between the individual and environment. This definition, however, views motivation in general sense. It brings to the concept that motivation can be conceptualized as a part of a process, a series of movement that directs and structures life itself.



Because motivation is dealing with mind concept, she adds the definition of motivation as a thought or emotion that stimulates and directs one's attention and energy towards the wanting of a goal; the goal may be an object or a circumstances. It implies that the concept of motivation takes two main aspects, those are thought or emotion (or cognitive process) and intended goal, whether it is an object or a circumstance. To define motivation, as a matter of fact, is a difficult thing because the word motivation is only meaningful in relation to particular action or context. More than that, the concept of motivation is composed of many different and overlapping factors such as interest, curiosity, or a desire to achieve. There are at least four perspectives to define motivation. The perspectives are derived from theories of trait, behaviorism, social cognitive and cognitive psychology. Each of these theory views motivation differently (Ormord, 2003: 370-373).

**a. The Trait Perspective**

Trait theorists propose that motivation takes the form of relatively enduring personality characteristics that people have to a greater or lesser extent. The majority of this perspective is achievement motivation. Achievement motivation is the need for excellence for its own sake, without regarding for any external rewards that one's accomplishment might bring.

**b. The Behaviorists' Perspective**

From behaviorist perspective, people behave primarily to obtain reinforcing outcomes or perhaps to avoid punishing ones, and many of the behaviors they exhibit are those responses that have been reinforced in the past. For instance, students might study hard if the teacher praises them for their efforts.

**c. The Social Cognitive Perspective**

This perspective places heavy emphasis on the goals that people are striving for, as reflected in the choices they make and the behaviors they exhibit. It also acknowledges that the reinforcement and punishment that follow various behaviors affect people's expectation for the consequence of their future behaviors.

**d. Cognitive Psychology**

Curiosity is part of the examples of motivational concept of Bruner in Elliott (1999: 336) states that any attempt to improve education inevitably begins with the motivations for learning.

**2.3.2 Principles of Motivation**

There are some basic principles of motivation existing that are applicable to learning in any situation. Through these principles, we can explore the motivation had by students so that it can be used to determine whether the learning is succeeding or not. Ames and Ames (1989) argue that motivation is important because it determines the extent of the learner's active involvement and attitude toward learning. These principles deal with the learner's active involvement and attitude

toward learning. The principles of motivation that are applicable to learning in any situation are:

**a. The environment can be used to focus the students' attention on what needs to be learned.**

Teachers who create warm and accepting yet business-like atmosphere will promote persistent effort and favorable attitudes towards learning. This strategy will be successful in children and in adult. Interesting visual aids motivate learners by capturing their attention and curiosity.

**b. Incentives motivate learning**

Incentives include privileges and receiving praise from teacher. In a general learning situation, self-motivation without rewards will not succeed. Students must find satisfaction in learning based on the understanding that the goals are useful to them or, less commonly, based on the pure enjoyment of exploring new things.

**c. Learning is most effective when an individual is ready to learn, that is, when wants to know something.**

Sometimes the student's readiness to learn comes with time, and the teacher's role is to encourage its development. If a desired change in behavior is urgent, the teacher may need to supervise directly to ensure that the desired behavior occurs. If a student is not ready to learn, he or she may not be reliable in following instructions and therefore must be supervised and have the instructions again and again.

### **2.3.3 Motivation in Learning FL/ L2**

Learning a foreign language is different from learning other subjects, mainly because of the social nature such as venture (William and Burden, 1997: 115). Tucker and Lambert in Freeman and Long (1991:179) consider teacher's attitudes even more important than parental or community in influencing the outcome of instructed Second Language Acquisition. Teacher's attitude towards learners, surely can also effect the quality and quantity of learning which takes place (Freeman and Long, 1991:179). Extrinsic motivation stimulates students to engage in classroom activities effortfully because completing these activity successfully will bring them valued rewards (Brophy, 1998:126) and he adds that instrinsic motivation applies students value to participate in the activity, and emphasizes on students interest in engaging these activity willingly.

### **2.3.4 Assessing the level of motivation**

To know whether the level of motivation is high or low, there are some tests that can be applied. An expert who proposes a test for motivation in foreign and second language learning is Gardner (1985). He defines motivation as referring to a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. Motivation is operationally defined by Gardner and his associates in slightly different way for the purpose of measurement, as consisting of three dimension. These dimensions are motivational quantity, attitude toward the learning situation, and integrativeness. The motivational quantity consists of motivational intensity (Effort), attitudes towards learning the language (enjoyment) and desire to learn the language (Investment). While attitude

toward learning situation consists of Evaluation of the L2 teachers and evaluation of the L2 courses and the integrativeness consists of integrative orientation, Interest in foreign language and Attitude toward the L2 community. These are measured by the Attitude or Motivation Test Battery or AMTB. The researcher used questionnaire that the question adopted from Attitude Motivation Test Battery which proposed by Gardner.

Based on the theories previously stated, the construct of motivation is as follows. Motivation is a privacy of an individual. It means that what motives one person to learn a foreign language and keeps that person going until he or she has achieved a level of proficiency with which he or she is satisfied would differ from individual to individual. Motivation in learning refers to the power or the energy of the students for achieving the objectives of learning and mastery of language.

#### **2.4 Review of Related Research**

There are some related researches which used in this research. First, Research has been conducted by Gimeno (2013) in their research: “ *Improving Learners’ Reading Skills Through Instant Short Messages: A sample Study Using WhatsApp.*” This research focuses on the results of a project conducted with university students in Spain to explore the benefits and drawbacks of using instant short messaging systems such as WhatsApp to improve learners’ reading skills in English as a foreign language (EFL). This research found a vast majority of the students reported a high level of satisfaction and agreed that not only had their willingness to read in English

increased, but the experience had also had a positive impact on their reading habits, and had resulted in more regularity and confidence.

Chokri Barhoumi (2015) Taibah University, Saudi Arabia under the title *“The Effectiveness of WhatsApp Mobile Learning Activities Guided by Activity Theory on Students' Knowledge Management.”* This research explores the effectiveness of using of WhatsApp as mobile learning activities guided by activity theory on students' knowledge Management (KM). During the 2014 academic year, the researcher adopted an experimental approach-based comparison between an experimental group (34 students) and a control group (34 students). The result of independent simple t-tests was The experimental group got the higher achievement than the control group.

Muthaiyan and Kanchana (2016) related to students' motivation in reading through WhatsApp. It has been done towards the first year students of SVS College of Engineering in Coimbatore. The result shows that the students have more interest to use reading message on social media (WhatsApp).

Another comparative study conducted by Ta'amneh (2017), is the comparison between traditional instruction and the use of WhatsApp messenger towards 40 students in Badr Community College at Taibah University. The students are divided into two groups. The control group consists of 21 students taught traditionally while the experimental team consists of 19 students prepared by using the combination of WhatsApp and traditional learning. The finding indicates that the trial group using combination method (WhatsApp and regular) can learn more efficiently than the control group which learns only in the traditional way (face to face).

Maria (2016) in her study: *Use of Whatsapp to Enhance Reading and Writing Skills at Undergraduate College Level* showed that using WhatsApp helps to motivate the learners to improve their writing skills though it is considered the most difficult of the four language skills, and learners respond better when technology, especially the internet, is involved in their language learning. The internet which is available on the mobile phones of almost all the students is a highly motivating tool for L2 learning.

Cetinkaya (2017) in his research *“The Impact of Whatsapp Use on Success in Education Process.”* The study was designed in mixed research model which combines both qualitative and quantitative data. In the quantitative aspect of the study, quasi-experimental design, with a pretest-posttest control group, was used and the data were analyzed by two factor variance analysis for mixed measurements. The analysis indicated that both learning environments have different effects on the success of students and that supporting the traditional environment by using WhatsApp is more effective for the increase of success.

Liya Astarilla and Dede Warman (2019) in their research: *“The Effect of WhatsApp in Blended Learning on EFL Undergraduate Students’ Reading Comprehension Ability.”* This was an experimental research with participants of students at second semester at one private college in Pekanbaru-Riau, Indonesia. The 20 students were randomly and equally assigned to the experimental group and another 20 students as the control group. The instrument of this research was reading comprehension test in form of multiple choices, used as pre-test and post-test to assess the participants’ reading comprehension ability in both experimental and control group. The result of this research found that there was a significant effect in blended

learning through WhatsApp on EFL undergraduate students' reading comprehension. The students who used WhatsApp in blended learning environment showed higher scores than those who did not. The experimental group read more texts and interacted with their peers via WhatsApp, therefore it enhanced their reading comprehension. In conclusion, blended learning through WhatsApp had contributed to the achievement of EFL undergraduate students' reading comprehension.

From the previous study above, some researchers conducted their research using WhatsApp for students in university level which the technology was familiar in their daily needs. While this research, the researcher conduct the research using whatsapp to improve students reading ability and their motivation for junior high school level.