

**THE INFLUENCE OF USING PADLET APPLICATION TOWARDS
STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT OF
THE TENTH GRADE STUDENTS OF SMA NEGERI 1 GADINGREJO IN
THE ACADEMIC YEAR OF 2022/2023**

A Thesis

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Study Program: English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE OF ISLAMIC UNIVERSITY STUDIES
OF RADEN INTAN LAMPUNG
2022/2023**

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An Undergraduate Thesis

Submitted as a Partial Fulfillment of the Requirements
for S-1 Degree

By:

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2022/2023**

ABSTRACT

Reading has very important social role in our life. Reading is process which is done by the reader to comprehend and get the information from printed text. by reading the students also can understand what the writers mean. The aim of this research is to know whether there is a significant influence of using Padlet Application towards students reading comprehension in narrative text.

This research used Pre-Experimental design. The design of this study is experimental design because the researcher wants to measure the effect of Padlet Application in the teaching reading comprehension. The population of this research was the tenth grade students of SMA Negeri 1 Gadingrejo. The sample was taken from one class X MIPA 7. In collecting the data, the writer used instruments pre test and post test. After giving the post test, the writer analyzed by using SPSS (*Statistical Package for Social Science*).

From the anaysis, it was found that the result of sig. (2-tailed) of tyhe equal variance was 0.000 and $\alpha = 0.05$. H_a is ccepted if sig. (p_{value}) $< \alpha = 0.05$ and H_o is rejected. Based on the computation, it can be concluded that there was a significant influence of using Padlet Application towards Students Reading Comprehension in Narrative Text at the Tenth Grade Students of SMA Negeri 1 Gadingrejo in the Academic Year of 2022/2023.

Keywords: *Narrative Text, Padlet Application, Pre-Experimental Design, Reading Comprehension*



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APPROVAL LETTER

This is to testify that the following thesis:

**Title : The Influence of Using Padlet Application
Towards Students' Reading Comprehension
in Narrative Text of the Tenth Grade
Students of SMA Negeri 1 Gadingrejo in the
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ADMISSION LETTER

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DECLARATION

Hereby, I stated this thesis entitled “The Influence Of Using Padlet Application Towards Students Reading Comprehension in Narrative Text at the Tenth Grade Stdents of SMA Negeri 1 Gadingrejo in the Academic Year of 2022/2023” is completely my own work, Iam fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the next.

Bandar Lampung, February 13rd 2023

Declared by,



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MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

Read: In the name of thy Lord Who createth,

(Q.S Al-Alaq: 1)¹

¹ Departemen Agama RI, *Al-Quran Terjemahan* (Bandung: CV Darus Sunnah, 2015).

DEDICATION

Bismillahirrahmanirrahim...

Praise and gratitude to Allah Subhanahu Wataalla for abundant blessing to me and from my deep of heart and great love, this thesis is dedicated to:

1. The greatest support in my life, my beloved parents, Mr. Kustadi dan Mrs. Darti who have always prayed and supported for my success, and all of my family who always pray for my success and give me inspiration, motivation, love and support to always study hard. I'm grateful and truly love them.
2. My best supervisor, Mr. Drs. Yosep Aspat Alamsyah, M.Ag. and Mrs Nunun Indrasari, M.Pd. guided me from beginning to the end of writing this thesis.
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6. My beloved teacher Mr. Hendri Santoso, S.Pd. who always help and give me support for me.

CURRICULLUM VITAE

The writer's name is Meliya Trisna Wahyuni. She was born in Tulungagung on May 2nd 2000. She is the last child of four children of Mr. Kustadi and Mrs. Darti. She has two older brothers, their names are Johan Agustian and Anton Apriadi Alm. And also has one older sister, her name is Hindaryanti Alm.

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May Allah Subhanahu wata'allah bless and give in turns for every help they did to the writer. Finally, the researcher expected that this thesis can be a benefit the readers. Aamiin Allahuma Amiin.

Bandar Lampung, February 13rd 2022

Meliya Trisna Wahyuni
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CHAPTER 1

INTRODUCTION

A. Title Affirmation

As a first step to getting an overview in order to facilitate the process of making this proposal. So it is necessary to explain the terms related to the title of this thesis. Thus, it hoped that there will be no misunderstanding of the meaning of the titles and some of the terms used. In addition, this step was a process of emphasizing the issues to be discussed. During a pandemic, all activities are carried out remotely, so it requires a communication tool that can support all activities to run properly. The teacher also participates in finding communication tools that can support student achievement in learning activities. One of the communication tools that can be used to support students reading comprehension is padlet. Thus, This proposal has entitled the influence of using padlet application towards students reading comprehension in the narrative text by the following description.

Padlet used to brainstorming or face to face to remotely the students in the classroom. In padlet, the teacher can see how far the students' comprehension in reading. The teachers only need to share a web account to the student, then the student just needs to click the address, and They will face to the wall account of the teacher. After that, the students can read anything in the padlet wall. Moreover, by using padlet, it can decrease students' laziness in reading. Because the sender will not be known, there are only sentences that they write on the padlet wall. Meanwhile, the teacher can find out the identity of the sender from their email account, so the teacher can check their work through the padlet.

Reading has an important skill in learning English as Foreign Language. In EFL learning content, reading becomes necessary to be mastered by the students. The reading product explores the readers understanding in reading texts. Moreover, the reading process refers to the interaction between readers and a text, and the process of what readers can get as the meaning of a text. But it is not easy to do, because it requires comprehension to construct meaning from a written text. Through a good reading comprehension the students can get information that they need. Therefore, it becomes an important skill for the students to construct meaning from a reading text.

Narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution. A good narrative uses word to paint a picture in our mind of: what characters looks like (their experience); where the action is taking (the setting); and how things are happening (the action). The characteristics of narrative text among others: it tells about a story or events; the events usually arranged in chronological order-that is in the order in which they occurred in time; and the narrator has a purpose mind in telling the story.

Students reading comprehension in narrative text is about the students can easy to understand the text. As the explanation above that reading comprehension is about getting the meaning from the text. So in reading comprehension in narrative text also about getting the information or the meaning of the narrative text. The students must attention to the content, the character, the setting of the story, and how the things are happening in that story. Moreover the students also must attending to the meaning of the text, the students also must be pay attention to the chronological of the story that it can help them to understand the story of the text.

So by using padlet, the students easy to read the text also when they read the text on padlet wall it can decrease the students bored in reading the text. Because in padlet everything can become interesting. the reading text will become interesting by giving the picture or change the color of the box of the text. Because if the reading text is looking interesting to read so the students can easy to understand the reading text.

B. Background of the Problem

English become important to learn because English is one of the international languages which is used by many people to communicate in the world. English become more important in all side of life, belonging education, economics, business, etc. English is also used as a tool to communicate intellectually with business partners, associates to develop the business. Thus, English is a potential supply for entrepreneurs to grow up and see the business built is not only surviving but also competitive in the era of globalization.

Students think that learning English is only focused on learning speaking, but not only that there are other skills they have to learn which are equally important, such as listening, reading, and also writing. In fact, as students, they are required to be able to produce an article in English during school, even for graduation requirements. Therefore, reading receive a special focus and there are a number of reasons for this. Learning English text means the study of meaning of word and sentences. Reading is the act of interpreting printed and written words. Reading requires understanding or comprehension the meaning of the reading text. Through reading we can get the message that the writer had expressed.

One of the skills that be discussed is about reading. Reading is one of the skills that is learned by the students. Reading skills is one of the complex and difficult skill from four skills such as listening, speaking, reading, and writing. Reading has very important role in our life, by reading various printed material like book, magazine, newspaper, novel, and so on. We can get a lot information, knowledge, and also enjoyment. Related to the language skills, reading is very important for our language capability. Reading is an activity that can improve language ability. Harmer stated that reading is useful for language acquisition provided that students more or less understand what they need, more they read, then they will getting better on it². It means that reading is an activity that can improve language ability.

Reading is transacting with a text to create meaning. It is bringing meaning to a text in order to create meaning from it. This definition of reading belief in a reciprocal interaction between the reader and the text. Reading is a dynamic process in which an active reader engages with a text in order to create meaning.³ It is very important role in learning process because the skill of reading very much determines the success of students in learning many things particularly in daily life. For these reasons teacher should try to make reading become interesting, enjoyable, and meaningful. In fact there are often some phenomena in many schools, in which many students find their difficulty in comprehending a text.

SMA Negeri 1 Gadingrejo is one of the schools in gadingrejo that applied many online learning to support their learning process. Online learning that used in SMA Negeri 1 Gadingrejo called e-learning that the students can see and doing many assignments on it. E-learning very useful to support the learning process through the pandemic Covid-19 because the learning process become remotely. In SMA Negeri 1 Gadingrejo applied many e-learning that used by the teacher to support their learning. E learning that usually used such as Whatsapp Application, Google Clasroom, Youtube, and web from the school that easy used for the students.

Based on the preliminary research that conducted in SMA Negeri 1 Gadingrejo, the researcher got the data by interview the English teacher in tenth grade students of SMA Negeri 1 Gadingrejo, Mr Hendri Santoso. He said that the students reading comprehension and students motivation in read the text

² Jereme Hrmer, "*How to Teach English (New Edition)*", China: Pearson Education Limited. 2007. p. 99

³ Lee Galda, BerniceeCullinan, and Dorothy S. "*Language, Literacy and the child*", In Florida: United State of America, 1998.p. 124.

was low. The students seem bored in reading a text by using whatsapp and google classroom that usually used as a media in online learning. The students also said they have difficulties to comprehend the text, especially narrative because they found unfamiliar words. The students just read the text on whatsapp or google classroom that make bored enough. Last but not least, all of these problems resulting them hard to answer questions in reading text because they have lack of comprehension.

Then the researcher giving questionnaire to get the data from the students. The students said that the teacher use various online media in learning such as Whatsapp and Google Classroom. But they feel bored because in that kind of media the students can not making any interaction with their friends. The problem may be caused by inappropriate media and activities in teaching reading comprehension. The score can be seen in the table below:

Table 1.1
The Students Score in Reading Comprehension of the Tenth Grade Students of SMA Negeri 1 Gadingrejo in Academic Year of 2022/2023

No.	Class	Score		Total
		<70	>70	
1	X MIPA 7	25	11	36
2	X MIPA 8	19	11	30
3	X MIPA 6	14	17	31
Total		56	41	97
Percentage		57.7	42.3	100%

Based on the data above, it can be seen that there are 3 classes of the tenth grade namely X MIPA 7, 8 and 6. In the first class, there are 36 students with 11 students who passed the criteria and 25 students who did not pass the minimum mastery criteria. In the second class, there are 30 students with 11 students who passed the criteria and 19 students who did not pass the minimum mastery criteria. While in third class there are 31 students who 17 students passed the criteria and 14 students did not pass the minimum mastery criteria. The percentage of the students who did not passed the minimum criteria is 42.3%, while the students who did not pass the minimum mastery criteria is 57.7%. from the result, the researcher concludes that the students have difficulties in mastering reading comprehension.

Padlet application can be used in teaching reading comprehension in narrative text as a media which could help the students to improve their reading skills. Rauben says that padlet used to share their ideas about the topic. It also helps the student to be more confident to share their ideas related the topic in the class.⁴While padlet application was done correctly, students will easy to understand the text and doing any assignment form the text. By adopted this media, the researcher hoped that the students can easily to understand the reading text well.

Dealing with the explanation above, the researcher would like to implement padlet application in the learning process as the alternative learning media because padlet application was an easy way to made the students understand and accept the material that given by the teacher. By using this media, students are not only introducing that learning reading can be easy to understand, but also students can

⁴ La Trobe University about padlet, *Top Tools For Learning*, accesed on <https://www.toptools4learning.com/padlet/> november 24, 2021.

improve their reading comprehension without realizing it. Because every learning can be easier if all components either teacher and students feeling comfort to the learning process. Another reason also because when padlet is used in the learning process, it can helped the students to know more about the new way in learning, not just read a book, but now they can read in padlet and they can create anything there.

Based on the background of the study, the researcher used Padlet Application as a media in teaching English. Therefore, the researcher entitled this research *“The Influence of using Padlet Application towards Students’ reading Comprehension in Narrative Text of the tenth grade in SMA Negeri 1 Gadingrejo in the Academic Year of 2022/2023”*.

C. Identification and Limitation of the Problem

According to the background above, there are some problems:

1. The students’ reading comprehension is still low.
2. The students difficult to comprehend the text
3. The media that used can not making any interaction to the students

From the identification above the researcher focus on the influence of using Padlet Application Towards Students Reading Comprehension in Narrative Text at the Tenth Grade Students of SMA Negeri1 Gadingrejo In the Academic Year of 2022/2023.

D. Formulation of the Problem

In this research, the formulation of the problem : “is there any significant influence of using padlet application towards students reading comprehension in the narrative text in the tenth grade students of SMA Negeri 1 Gadingrejo in the academic year of 2022/2023?”

E. Objective of the Research

The objective of the research is to know whether there was significant influence of using padlet application towards students reading comprehension in narrative text in the tenth grades students of SMA Negeri 1 Gadingrejo in the academic year of 2022/2023 or not.

F. Uses of the Research

From the statement above the researcher expected the result of the research could be used:

1. Theoretically

To give information to the readers about the influence of using padlet application towards students reading comprehension in the narrative text in the tenth grades students of SMA Negeri 1 Gadingrejo in the academic year of 2022/2023.
2. Practically
 - a. For the students

The students could understand narrative text using padlet application.

b. For the teacher

The result of this research could give information for the teacher about the influence of using padlet application towards students reading comprehension in the narrative text in the tenth grades students of SMA Negeri 1 Gadingrejo in the academic year of 2022/2023.

c. For the school

The result of this research is expected to be able to motivate the school to improve the quality of learning reading.

G. Relevance Studies

The writer's assumptions are also supported by some previous research. There were several relevant studies to this research as follows, Reni Safira "*The Influence of Using Padlet Application Towards Students Writing Ability in Descriptive text in the Academic Year 2020/2021*" The aim of this research is to know whether there is a significant influence of using Padlet Application towards students writing ability in descriptive text. This research used quasi experimental design. The population of this research was the tenth grades students of SMA Negeri 1 Gadingrejo. The sample was taken from two classes X MIPA 1 as experimental class X MIPA 7 as control class. In collecting the data, the writer used instruments pre test and post test. From the analysis, it was found that the result of sig. (2-tailed) of the equal variance was 0.000 and $\alpha = 0.05$. H_a is accepted if sig. (p_{value}) $< \alpha = 0.05$ and H_o is rejected. The findings show that by using padlet application it can influence the students' writing ability.⁵ So the difference this research and previous research was the used of variable Y, then the research design. In this research applying narrative text as a variable Y. then other difference come from the research design, this research applying experimental research design. So, the researcher applying the padlet application only in one class that can be called as experimental class. But the previous research applying quasi experimental research design, applying in two class, there are experimental class and control class. While the between this research and previous research also have similarity. The similarity come from the use of padlet application as media in teaching learning process.

Vina Nurviyani "*Fostering College Student's Critical Reading Skill Through Padlet Application*" this study aimed to investigate the effectiveness of padlet application as an instructional media in fostering college students' critical reading skill in higher education. Moreover, the strengths and the weaknesses of the padlet application in teaching critical reading were explored. This study applied action research was conducted in two cycles and involved twenty five college students. It was carried out at a private university in West Java. Then, three data collection techniques were applied in this study including reading tests, classroom observations, and questionnaire. The finding shows that by implementing padlet application in fostering college students' critical reading skill covering questioning, discussing, interpreting, summarizing and synthesizing, in the first cycle, most college students' critical reading skill achieved much improvement obviously. Sixty percents of all students reached the learning outcomes in critical reading. Furthermore, in the second one, after carrying out a deep analysis and remedial teaching, eighty percents of them reached the learning outcome in critical reading. It means that almost all college students' critical reading skill increased significantly. Thus, the implementation of padlet application in fostering students' critical reading skill is effective with the result showing

⁵ Reni Safira, "*The Influence of Using Padlet Application Towards Students Writing Ability in Descriptive Text in the Academic Year 2020/2021*" (UIN Raden Intan Lampung, 2021).

significant difference, compared with that of the first cycle⁶. There are differences with this research and previous research. In previous research only discussion about the implementation of padlet application through teaching reading. In contrast with this research, the researcher will use narrative text to measure the understanding of the students through learning by using Padlet Application.

In addition, previous research by I Gede Yoga Prastya “*The Effect of Mall Strategy Integrated with Padlet Towards Students’ Reading Comprehension*” The research aimed at investigating the significant difference on students’ reading comprehension between students taught using Mobile Assisted Language Learning (MALL) strategy integrated with Padlet and students taught using conventional teaching strategy. This research was quasi-experimental utilizing post-test only control group design. The population of this research was tenth-grade students in SMA Negeri 4 Singaraja. The sample of this research were 73 students consisting of 35 students from X BB 1 as experimental group and 38 students from BB 2 as control group. The sample were chosen using cluster random sampling technique. The data collection in both groups were done through post-test. The obtained data were analyzed using descriptive and inferential statistical analysis. The result of descriptive statistics analysis reveals that the mean score for experimental group is higher than control group ($78.03 > 73.39$). Furthermore, the result of inferential statistics analysis through t-test shows that the significant value of to observe is higher than critical value, which is $2.270 > 1.666$ ($df = 71, \alpha = 0.05$). Thus, it indicates that there is a significant difference on students’ reading comprehension between students taught using Mobile Assisted Language Learning (MALL) strategy integrated with Padlet and students taught using conventional teaching strategy.⁷ This research used padlet application as the the Mobile Assisted Language Learning (MALL). So padlet only used as the media for assisted the students in learning. But in this research padlet application will be used not only for assisted the stidets in learning reading, but also used as the learning media for giving material, assignment, or giving preview related the material in the learning process.

The next research by Choiril Anwar; Kurniawan Yudhi Nugroho; Idha Nurhamidah, “*Students’ Perception at the Use of Padlet in Linguistics Class*”, This study aims at investigating students’ perceptions of the use of Padlet in the class of Introduction to Functional Linguistics. The population of this study was a class of 2014 batch student of English Language Education program at Sultan Agung Islamic University (UNISSULA) Semarang with a sample of 28 people. This research is in the form of qualitative descriptive design. The data collection method uses observations and questionnaire. The data is then analyzed using interpretive descriptive analysis. The specific target to be achieved in this study is that by knowing students' perceptions of the use of Padlet, then this result can be used as a reference for the Faculty of Language and Communication Science and other faculties in the UNISSULA environment to improve the performance and quality of service to students especially in the learning and teaching process. In addition, the results of this study can also be a reference for both the Study Program and the Faculty to review the curriculum that has been implemented so far. From the data obtained through questionnaires distributed to 28 students of the English Language Education Study Program at the Faculty of Languages and Communication Science of Sultan Agung Islamic University Semarang in the class of 2014/2015, researchers can conclude that these students have very diverse perceptions in the use of Padlet media in learning Introduction to Functional Linguistics. To be sure, most students really

⁶ VinaNurviyani, “*Fostering College Student’s Critical Reading Skill Through Padlet Application*”, Jurnal Pendidikan Bahasa dan Sastra, Volume 17 No 1. 2018. P. 4

⁷ I Gede Yoga Prastya, ” *The Effect of Mall Strategy Integrated with Padlet Towards Students’ Reading Comprehension*”, Jurnal Penelitian dan Pengembangan Sains dan Humaniora Vol 3(2), 2019, p .141-147.

positively appreciate the use of this media in linguistic learning in general.⁸ There are differences between this research and previous research. In the previous research the used of padlet application was used only as the media for students to telling or describing their perception of some topic. but in this research, the researcher not only used padlet application as the learning media in teaching reading comprehension. But as the tools for sharing any material or assignment for the students. Moreover the students also able to giving comment and send their work on Padlet.

Then another research by Ann Rosnida Md Deni and Zainor Izat Zainal with the title “*Padlet as an Educational Tool: Pedagogical Considerations and Lessons Learnt*” Reported in this study is an academic’s exploration with Padlet to support the teaching of Communication Skills to second year Degree students. Padlet is a web 2.0 tool which can be used to share information, images, audio or video files on virtual walls. The study reports the impact of pedagogical approaches when Padlet was used to support learning. Data collection for this study incorporated qualitative questionnaires, analyses of students’ responses to Padlet activities and teacher’s feedback, and observation of students’ behavior when Padlet is used in class. The study found that the pedagogical approaches employed had some influence on students’ use of Padlet and despite good intentions, some of these approaches had created barriers to learning. Alternative pedagogical approaches are recommended when using Padlet in the classrooms.⁹ The distinction between previous research and this research is about the uses of Padlet. The previous research used Padlet as the learning media in teaching communication skills of the students. besides, this research will used padlet as the learning media, but also used Padlet as the learning tools that can be used by the teacher to share any information or material to the students. Then padlet also used as the media for the students in submit their assignment. So, the teacher no-need to wearing other application or tools to measure the students’ activities in learning.

The last research by Atiqa Ab Hamid, Liyana Nabilah & Melor Md with the title “*Wall Attack in Padlet in Enhancing Vocabulary Acquisition*”. This study intends to explore the prospective outcome of using Wall Attack in Padlet, an online application in English as Second Language (ESL) classroom to improve vocabulary acquisition and develop pupils’ motivation towards vocabulary learning. Action research was carried out to investigate the effectiveness of using Wall Attack in Padlet in improving pupils’ vocabulary in English language and to discover pupils’ motivation towards learning vocabulary. Thirty 10-year-old primary school pupils from Mersing, Johor, Malaysia were chosen as the participants in this study. The data was collected by the means of pre- and post-tests and questionnaire survey. The data was later analyzed using both descriptive and inferential analysis. The result from pre- and post-tests indicated a significant improvement in pupils’ vocabulary acquisition. The result from the questionnaire survey also showed pupils positive motivation towards using Wall Attack in Padlet as a mean for learning vocabulary. The findings proved that the use of Wall Attack in Padlet is effective in enhancing pupils’ performance in language learning, especially in English as a second language (ESL) learning context. There are differences between previous research and this research. In previous research the used of Padlet Application for motivating the students in learning vocabulary. So Padlet only used as the learning media that used by the teacher to share new vocabulary to te students. but in this research the use of Padlet application not only used to motivating the students on learning vocabulary. But Padlet also used as the learning media for share any information or material through the learning process. Moreover previous research used action study to get the and collect the data. Yet, this research applied quantitative research that all the data will be count to see the influences of the students or not.

⁸ Choiril Anwar, Kurniawan Yudhi Nugroho; Idha Nurhamidah, “*Students’ Perception at the Use of Padlet in Linguistics Class*”, Jurnal Linguistics, Literatureand Culture, 2019, Volume 01, Number 01. P. 23-24

⁹ Ann Rosnida Deni, Zainor Izat Zainal, 2018. “*Padlet as an Educational Tool: Pedagogical Considerations and Lessons Learnt*”. Conference paper available at <https://www.researchgate.net/publication/329736124>. Accessed on February, 01 2022.

H. Systematics of the Research

The systematics of writing in this proposal are organized as follows:

Chapter I introduction, This chapter consisted of title affirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, uses of the research, relevance studies, and writing system.

Chapter II review of related literature, This chapter consisted of frame of theory and hypothesis.

Chapter III research methodology, This chapter consisted of time and place of the research, approach and type of the research, population, sample and data collection technique, operational definition of a variable, instruments of the research, validity and readability of the data, prerequisite analysis of the data, and hypothesis testing.

Chapter IV findings and discussion, this chapter consisted of data description and discussion.

Chapter V conclusion and recommendation , This chapter consisted of conclusion and recommendation.

CHAPTER II REVIEW RELATED LITERATURE

A. Theory

1. Reading

a) Definition of Reading

Reading has very important social role in our life. Reading is use by the readers to obtain informations, this would be submitted by the author through the written language. Moreover, reading is a language skill that that related to other skill. Reading also is an active process tat has a goal and need a strategy. Reading is transaction with a text to create meaning; it is bringing meaning to a text in order to create meaning from it.

Reading is an active cognitive process does indeed requires using graphic (letter) and phonic (sound) information; but for fluent readers particularly, the language – based cues – semantic (meaning) and syntactic (grammar) – seem far and away more important than graphic and phonic cues¹⁰. Reading is transaction with a text to create meaning; it is bringing meaning to a text in order to create meaning from it. It means that in reading, using sound and letter are important when we read book or something it certainly we produce sound, and without using letter it does not call reading activity because reading commonly defined an activity where the students eyes focus on letter in the text or something that they read¹¹.

According to Richard, reading is the process of reconstructing from the printed pattern on the ideas or information intend by the author¹². Patel state that reading is an active process which consists of recognition and comprehension skill¹³. It means that reading is process which is done by the reader to comprehend and get the information from printed text. by reading the students also can understand what the writers mean.

Based on the statement above, that in reading activity the reader need a letter to pronounced, it impossible if the reader read a text but there is no letter. The reader who read the text to written material it certainly has specific purpose, to get information, to get pleasure or many more. Moreover, reading also in activity where the reader's eyes and brain work together. The eyes read the text and receive message from the text, then the brain was to work out the significance of the message or in other word the brain has no translate and the meaning of the text.

¹⁰ Richard Allington and Michael Trange, *Learning Through Reading in the Content Areas*, (Toronto: D.C Heath and Company, 1980), P.16.

¹¹ Lee Galda, Bernice E. Cullinan, Dorothy S. Strickland, *Language, Literacy and The child*, (Florida, 1993), p. 124

¹² Jack C Richard and Theodore S. Rodgers, *Approach and Methods in Language Teaching*, (Second Edition) (US: Cambridge University press, 2001), P.41

¹³ M. F. Fatel, Praveen M. Jain. *English Language Teaching (Methods, Tools and Techniques*, (Suunrice: Jaipur, 2008), p. 114

b) Concept of Reading

Reading is one of the English skills that very important to learned. Reading is a good way to develop and understand English. The acquisition of the reading skill in the second language learning is considered as a priority. The idea is supported by the fact of reading has become a part of people daily activity, ranging from holiday brochure to academic books. Therefore the ability to read English text in any form will give a great number of advantage to our life.

According to Harmer, the principle behind the teaching reading:

- 1) Encourage students to read as often and as much as possible.
The students have to read as much as possible so it can improve the students reading ability.
- 2) Need to engage with what-they are reading
The teacher provides the interesting text so that the students engaged with the text.
- 3) Students should be encouraged to respond the content of reading text, not just to language. Students have to know the message of the text and they can retell or express the story.
- 4) Prediction is major factor in reading.
The students have to look at the cover and back cover to help them select what to read and to help them get into the book.
- 5) Match the task to the topic
Students are asked to read on the level then the students have to do the task which is appropriate with the text that they read.
- 6) Good teachers exploit reading texts to the full
The teacher make reading text into interesting lesson sequence and using arrange of activities to bring the text to life.¹⁴

In teaching and learning process, reading is one of the basic skills that the students must mastered. In the classroom, the reading lesson is used an opportunity to teach pronunciation, encourage fluent and expressive speaking. To all other skills (listening, speaking, reading and writing).

c) Kinds of Reading

According to Heaton, there are two kinds of reading, they are intensive reading and extensive reading¹⁵.

1) Intensive Reading

The focus of intensive reading is the language. Thus, the dictionary often used in these activities. Intensive reading involves studying the text carefully in every words and grammatical by constructing, examining, decoding, and maintaining every expression

¹⁴ Jeremy Harmer, *How To Teach English* (Cambridge: Longman, 1987), p.101

¹⁵ J. B. Heaton, *Writing English Language Test*, (New York : Longman Inc., 1988), P. 106

which have found in the text¹⁶. This activity involves the readers concentration in order to comprehend the detail information of the text. it may be sentences, the paragraph and the whole text. the focus on intensive reading is the language and the grammatical feature.

2) Extensive Reading

In order to review the ideas related to the text, summary is often used. Intensive reading is often considered as a complex activity. The focus of intensive reading is usually message which is conveyed by the writer. Extensive reading the purpose of learning through extensive reading was studying the language not the content, not only seeking information but also could be for pleasure purpose. Extensive reading is an activity which involves the reader's own pleasure because the focus of this activity id the content of the not the language¹⁷. Based on the explanation above, there are two kinds of reading such ac intensive reading and extensive reading.

d) Concept of Reading Comprehension

Before define reading comprehension. Is is better to define the meaning of comprehension itself. The definition of comprehension comes rom Jhon F. Savege and Jean. Mooney. They defined that comprehension is cognitive activity, the ability to derive meaning and understanding from printed language¹⁸. In other words, it can be stated that comprehension is an understanding which the reader constructive the new information by describing it in the printed language.

Moreover, Karen states that when comprehension is deep and through. A reader is able to understanding, evaluating, synthesizing, and analyzing of information and gaining through an interaction between reader and author¹⁹. It means that the main point of reading comprehension process process is at the interaction between readers and the author. How readers understanding can be constructed to catch the meaning of the author want explain on the text.

According to Simarmata, reading comprehension is the ability to read text, process it and understanding its meaning. It means that reading comprehension is the reader to comprehend text to get meaning from the text. Brown also stated that reading comprehension is primary a matter of developing, appropriate, effective comprehension strategies²⁰. It means comprehension is ability to comprehend text to get meaning of the text.

Based on Brown, reading comprehension is primary a matter of developing apoppriate, effective comprehension strategies. It means comprehension s the ability to understand about something, in order that, the students are able to answer and understand a

¹⁶ H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (San Francisco : Longman, 2004), P. 189

¹⁷ H. Douglas Brown, *Loc.Cit.*

¹⁸ M.F. Fatel, Praveen M. Jain. *Op.Cit.* p. 114

¹⁹ Karen Tankersley, *The Threads of Reading*, (USA:ASCD, 2003), p. 90

²⁰ R. John Pieter Samarmata, *Reading Comprehension Skills With Semantic, Mapping and K.W.L. Strategies*, (Medan, 2014), p.1

reading question form. Based on the language assessment theory by Brown, especially in reading there are some criteria that are common used in measuring students reading comprehension they are:²¹

- a) Main idea (Topic)
- b) Expression/ Idiom/ Phrases in context
- c) Inferences (Implied detail)
- d) Grammatical Feature
- e) Detail (Scanning for a specially stated detail)
- f) Excluding facts not written (instead Details)
- g) Supporting idea
- h) Vocabulary in Content ²²

Based on the criteria, it has different in each criterias as follows:

- a) Main idea is an idea/notion that the subject of paragraph development. The main idea is contained in the main sentences.
- b) Expression/idiom/phrase. Expression is the act of saying what you-think or showing you feel using words or action. Idiom is a word or phrase which means something different from its literal meaning. phrase is a group of two or more words that express a single idea but do not usually form a complete sentence.
- c) Inference is same as a conclusion or implied detail of the text.
- d) Grammatical feature is about the grammar of the text like te kind of the text or tenses that used in the text.
- e) Detail (Scanning for specially stated detail) is a small part of something.
- f) Excluding ides is a sentences that support the main idea.
- g) Supporting idea is a sentences that support the main idea.
- h) Vocabulary is all about the words, word in a language text.²³

Based on the statements above, the researcher concludes that reading comprehension is interaction process between the reader and the text to comprehend the words, to relate the words with the target language and understands the purpose of the text. moreover, the reader also must be understand about all the criteria in reading comprehension like main idea, expression/idiom/phrases in context, inference (implied detail), grammatical features, detail (scanning for a specially stated detail), excluding facts not written, supporting idea and vocabulary in context.

e) **How to Test Reading**

In the test of reading, it is urged what to assess so that we can determine the type of the text appropriately to talk out. After deciding the first step, tester should identify the

²¹ H. Douglas Brown, Teaching by Principle, an Interactive Approach to Language Pedagogy, (2nd Edition), (San Francisco : San Francisco University Press, 2000), P. 306

²² H. Doughlas Brown, Ibid .P.206

²³ Sunita Tusiana, The influence of using Thing-Pair-Share technique towards students' reading comprehension on descriptive text at the second semester of the seventh grade at SMP N2 Terbanggi Besar Central Lampung in the academic year of 2017/2018. UIN Raden Intan Lampung.

level of test and ages because each level of ages has different ability concerns reading ability. Preparation for expeditious reading will be tester's ability in how to text it will be skimming, search reading, and or scanning²⁴. According to Muhammad said that tester is preparing the assessment. The students may go through of the consideration such as:

- a) Ensuring that tester selected an appropriate text
- b) Making sure that the language used in the text is suitably pitched to proficiency.
- c) Scrutinizing the text to ensure that the information in each paragraph is easy tested.

In testing reading some points should be understood in order to be in conducting the text. starting to make preparation such as decide what to access, determining the level of test, and providing them understand the best.²⁵

2. The Nature of Genre Text

a) Concept of Text

Text is a collection of words to be a sentence and become a paragraph that must be coherent also appropriate with the theme.²⁶ It means that in making a text, the writer needs to collect a lot of words and then that words to be a sentence and become much as paragraph. when someone write in some sentence it can be more than one or two paragraph and their work is coherent with the theme, it can be called as a text. As the statement from Ken Hyland, Text is a unit of meaning which is coherent and appropriate for its contexts.²⁷ It means that text is used as communication by the writer with organized the structure of the text and grammatical of words, clauses, and sentence.

Siahaan and Shinoda state that a text is a meaningful language in a context, it is both a spoken and written text.²⁸ A spoken text is any meaningful spoken text such as song, poetry, or drama, etc. A reading text is any meaningful written text such as notice, direction, article, or book, etc. It can conclude that text refers to any meaningful short or long written or spoken text. Therefore the text is a reading form or result of the writer's result. reading text is about understanding of text. The researcher assumes that text is some sentences in the textbook that the readers should get any information from the text.

In reading text, it is not just read the text carefully, but reading is more that just read. It is about reading and understanding the text is about. It can about the story happened on the text, the plot, or the problem that accused and about how the story is ending.

²⁴ Fernandes Arung, Language Testing & Evaluasi. Available on: <https://www.researchgate.net/publication/282804363> (October 2013), (access on March 10, 2018. 19:24 am). P. 5-6

²⁵ Akmar Mohamad. What Do We Test When We Test Reading Comprehension?, available on: http://a_mohamad@hotmail.com Universiti Sains Malaysia , (access on March 10, 2018. 20: 45 am). p. 1

²⁶ Ken Hyland, Teaching And Researching Writing, Second Editions, (New York: Great Britain,2009) P. 26

²⁷ Peter Knapp And Megan Watkinds, *Genre, Text, Grammar, Technologies For Teaching And Assessing Writing*. (Sydney: University Of New South Wales Press Ltd,2005), P. 29

²⁸ Sanggam Siahaan And Kosno Shinoda, *Generic Structure Text* (Yogyakarta: GrahaIlmu, 2008), P.1

b) Kinds of Text

As we have learned before in school that there are many kinds of text that was learned, such as:

1) Procedure

Procedure text is a text that contains the way to doing or making or use something. According to Wardiman, procedure text is the text that gives some clues or how to do something through a series of action.²⁹ Dody states that the procedure social function is to describe how something is accomplished through a sequence of action steps. Based on Dody, the generic structure of procedure text are goal, material, and steps. The goal explains what we will do/ make. Material is about the material that will be used in the procedure. Steps are the way to do or to operate something.

2) Descriptive

Descriptive text is a text that is used to describe something, can be a plant, person, or anything that be seen. According to Gerot, descriptive text is a type of text which is used by the writer or speaker to describe a particular thing, person, animal, place, and or event to the readers.³⁰ Based on Dody, the generic structure of a descriptive text there are identification and description. Identification identifies the phenomenon to be described. A description is describes parts qualifies, characters.³¹

3) Recount

Recount text is one kind of text that is used to retell past events or past experienced. According to Knapp, recount text it is written out to make a report about an experience of a series of the related event.³² Recount provides information about what happened when it happened, where it happened, and who was involved. Dody states the recount has a social function to retell events for the purpose of entertaining the reader.

4) Narrative

A narrative is a story about telling some events that entertain the reader or listener. According to Anderson, the narrative is a piece of the text that tells a story and in doing so, entertains or informs the reader or listener.³³ Based on Dody, the generic structure of narrative text there are orientation, complication, resolution. Orientation sets the scene and introduces the participants. A complication is the problems that appear. Resolution is the problem that was solved in that story.³⁴

²⁹Muthmaimah, "Improving Ability In Writing Procedure Text Through Picture At The Tenth Year Students Of Sman 3 Polewali Mandar". JurnalPepatuZdu, Vol.10, No. 1 November 2015, P. 33

³⁰Eko Noprianto," Students Descriptive Text Writing in SFL Perceptions". IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics) Vol.2 (1), 2017, P. 67

³¹Ibid, p. 128

³²Natanael Saragih, RoswitaSilalahi, Hilman Pardede, "The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar". IOSR Journal Of Humanities and Social Science (IOSR-JHSS) Vol. 19 Issue 1, Ver, XII (FEB, 2014) P. 57

³³Intan Karolina, "Teaching Narrative Text in Improving Writing to the Tenth Grade Students of SMA Negeri 1 Petarukan, Pemalang", (Semarang: Universitas Negeri Semarang , 2006), P. 25

³⁴Ahmad Dody, Ahmad Sugeng And Effendi, *Op. Cit*, P. 50

5) Report

Report text is a text to report an event that related to events in the environment. According to Gerot and Wignell, the report is a text which functions to describe the way things are, concerning to a range of natural, manmade and social phenomenon in our environment³⁵. The report text explains the topic of the text in general, while the descriptive text tells the topic of the text in more detail. The generic structure of report text are general classification and description. The general classification is stating classification of general aspect of thing, animal, public place, plant, which describe in general. A description is describing the thing which will be discussed in detail part per part, customs or deed for living creature and usage for materials.

3. Concept of Narrative Text

Narrative is kinds of text which is learned mostly in high school. According to Oshima, narrative is kind of writing that you do when you tell a story. Use time order words and phrases to show when each part of the story happens. Moreover, the meaning of writing is a psychological activity of the language user to put information in the written text. writing is a piece of written text about topic in a writer in a context. It means that writing is mental activity of encoding information (ideas, mood, or perception) to produce in written form so that people can read, performed, or can use it for communication.

According to Anderson, M. and Andrson, explain that narrative test use to tells a story and in doing so, entertains or informs the readers or listeners. It means that narrative text stories of the past story that entertain the listeners. Furthermore, narrative text are those which are organized according to time order or chronological order, while descriptive texts follow spatial order and exposition follows logical order. In other words, narrative is type of writing tat writer used recount an event or act to the readers, which is arranged in a chronological order.

Based on the explanation above, it can be inferred that narrative writing is a cognitive activity requires to consider purpose, technique and strategies. Even prior knowledge to transfer information about story acts or events to covey to the reader in written text in order to the reader is experienced directly or vicariously.

Moreover, there-are many kinds of narrative text, such as a fairy tales, mystery, science fiction, horror, romance, horror and too on. The generic structure include:

- a) Orientation, sets scene and introduces the characters
- b) Complication, the problem or crisis comes out.
- c) Evaluation a stepping back to evaluate the plight.
- d) Resolution, the problem is resolved for better or worse.
- e) Re-orientation which means closing the narrative (final event).

According to explanation above, it can be inference that narrative is at least constructed by schematic structure of orientation, complication, evaluation, resolution and re-orientation. The narrative text can be concluded as a story or book which is in the form of story or series of events of a story. It is telling a story, deal with problematic which lead to a crisis or tiring point of some kind which in turn find a resolution. The communicative purpose of narrative text is to entertain the readers about a story and to teach and inform writers reflection on experience.

³⁵ YunitaKhairani And Zainuddin, “ Improving Students Achievement in Writing Report Text Through Numbered Heads Together”. (A Graduate of English Language and Literature Department Of UNIMED), p.5

Example of the text:

Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were malin kundang and his mother. His mother was single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang has to live hard with his mother. Malin Kundang was a healthy, diligent, and a strong boy. He usually went to the sea to catch a fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by small band of pirates, he helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thank to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped many ship crew loading trading goods. Perfectly, he had a beautiful wife too. When he was sailing his trading journey, his ship landed on beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when she came, Malin Kundang who was in front of his well-dressed wife and ship crew denied meeting that old lonely woman. For three times his mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" after that he ordered his crew to set sail. He would leave the old mother again but in that time she was full of both sadness and anger.

Finally, enraged she cursed Malin Kundang that he would turn into a stone if he did not apologize, Malin Kundang just laughed and really set a sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for malin kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really to void his curse. Suddenly, he turned into a stone.

Many people believe that a story can teach a society certain moral value. Most stories are built in narrative. Because it is narrative story it must consist of complication. That complication, in fact will be the moral value which like to be taught.

Orientation: the first paragraph is set to be the story introduction reading the orientation reader will know that the story is characterized with Malin Kundang and his mother. West Sumatra is set as the place.

Complication: this is the main element of narrative story. From the myth of Malin Kundang, we know that there is more than one complication. Many stories are composed with multi complications. They are minor complication and major complication. When Malin Kundang and his mother did life hard, it can be the minor complication this hard life in the first time was solved by his successful trading as new merchant. However the narrative story is more interesting when we see the major complication among the participant- Malin Kundang denied his mother after being successful merchant. In every story, complication must be ended happy ending or sad ending. Malin kundang face his cursed into a stone.

4. Technology

Technology is the use of scientific knowledge for practical purposes or application whether in industry or daily life. Technology is the applications of scientific knowledge to practical tasks by organizing that involve people and machines. Nowadays, technology has been helped a lot of human works especially in the field of education. Many teachers use technology in the learning process. This because many students was bored using the conventional method in the learning process. So the teacher should be thinking creatively to motivate students' on learning one. One way is to use technology.

Bull and Ma say that technology offers unlimited resources to language learners. By using technology in learning, especially for language learners it can help the students more get a lot of knowledge. This is the example, they will get more knowledge when they used online dictionary. They will know a lot of words it can be in a different language. They can be setting the language as they need. It can be in English-Indonesia or Indonesia-English. Moreover, they can be asked to google related the hard questions that they feel confused about to answer the questions. They just need to type the question to google then enter, and they will find the answer. Furthermore, Larsen-Freeman and Anderson supported the view that technology provides teaching resources and brings the learning experience to the learners' world. Through using technology, many authentic materials can be provided to learners and they can be motivated in learning a language.³⁶

Technology always is an important part of the teaching and learning environment. It is an essentials part of the teachers' profession through which can use it to facilitate learners learning. When we talk about technology in teaching and learning, the word "integration" is used. With technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process. This also the same as the explanation by Eady and Lockyer, that technology becomes an integral part of the learning experience and a significant issue for the teachers, from the beginning of preparing learning experiences through to teaching and learning process.³⁷

5. Padlet Application

a. Definition of Padlet

Padlet application is a technology that is used to collaborate the students in learning by using their smartphone or another device that connects to the internet. It also helps the students to improve their skills through the topic and help the students to be more confident in learning. According to Fuchs in Lestari, a padlet is an application where students can collaborate and share their ideas. Rubens also explained that padlet used to share their ideas about the topic. It also helps the student to be more confident to share their ideas related the topic in the class.

Padlet (formerly Wallwisher) is an educational technology startup company based in San Francisco, California and Singapore. Padlet provides a cloud-based software-as-a-service, Another explanation by Cole as cited in Lowe and Humphrey that padlet becomes a medium to

³⁶Mohammad Reza Ahmadi," *The Use of Technology in English Language Learning : A Literature Review*" International Journal of Research in English Education (IJREE). 2018, p. 116.

³⁷Ibid, p. 118.

hosting a real-time collaborative web platform in which users can upload, organize, and share content to virtual bulletin boards called "padlets"³⁸

As of April 2021, Padlet ranks within the top 150 sites on the internet worldwide and sees over 3.25 million estimated daily visitors on its sites. Padlet has emphasized the importance of accessibility, intuitiveness, and collaboration in the design of its interface. Padlet is widely used among teachers; its use as a pedagogical tool has been studied in various academic journals and conferences including the Association for Computing Machinery Conference on Education Technology and Computers, and the IEEE International Conference of Educational Innovation through Technology.³⁹

Another explanation by Cole as cited in Lowe and Humphrey that padlet becomes a medium to have a discussion and social interaction with others that is all happen over the internet connection. So it can be concluded that padlet can be a medium to gain the students in the learning process in the discussion through the internet connection. Weller also said that padlet is a unique tool with its excellence as being a virtual interaction wall based on the specific instructional task that is so constructive for the EFL learning. To be more specific, the chatroom is the feature of padlet that is used in this research. It enables the students to have chat interaction without acknowledging their identity. Thus the activity that happens through padlet chatroom is anonymous.⁴⁰

To use padlet effectively and efficiently, a user has to know what feature which is offered by padlet and what can be done on padlet. Teacher and student can post a note which contains links, videos, images, and document files. When a student gives a response to a teachers post, an email will be sent to the teacher's email as a notification. This application enables students and teacher to ask a question, submit the answer, give comment and evaluate each other. Furthermore, using padlet in teaching and learning activities can make a teacher gather students' ideas easily.

b. Feature of Padlet

Padlet has several features that can be used by teachers and students to support learning and teaching activities. Some features provided by Padlet are boxes of notes, text, images, videos, and drawings. Teachers and students can also add documents from their computer. Another feature is that Padlet can be embedded into blog or website. Students can invite other people to post or do collaborate their work in the same wall at the same time. With this feature it ease teachers and students in teaching learning process. Weller as cited in Dewitt stated that Padlet is easy because it has simple features that are suitable for beginners.⁴¹

³⁸ La Trobe University about padlet, *Top Tools For Learning*, accessed on [https://www.toptools4learning.com/padlet/november 24, 2019](https://www.toptools4learning.com/padlet/november-24-2019).

³⁹ Zainor Izat Deni, Ann Rosnida Md; Zainal, "Padlet as an Educational Tool: Pedagogical Considerations and Lessons Learnt". Proceedings of the 10th International Conference on Education Technology and Computers," *Proceedings of the 10th International Conference on Education Technology and Computers 2*, no. 2 (2018): 8.

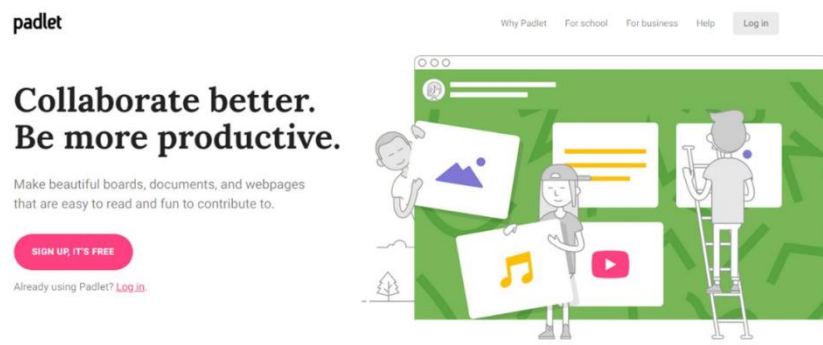
⁴⁰ Angela Bayu, "EFL Peer Feedback Through the Chatroom in Padlet" *A Journal on Language and Language Teaching* Vol. 22 No. 1, 2019 . P.46.

⁴¹ Zakiah Nur Maulidah, *Students Perception on use of Padlet in English Language learning*. Publication of University Muhammadiyah Yogyakarta. 2018. h. 3.

Students can share their thoughts on any book they read. In fact, teachers can form a reading club of the class or college. Members of the club post their thoughts on the book they read. This creates interest and generates reading habit among the students. Students can discuss characters, theme and plot. Interesting quotes taken from the book and many more can be shared. Teachers can spark enthusiasm among the students by presenting the printed padlet page for face to face discussion.

c. How to Use Padlet Application

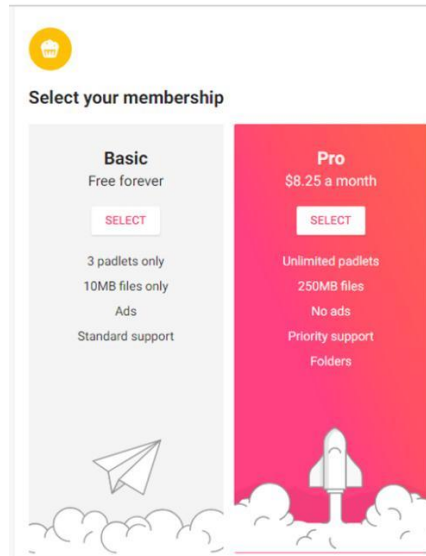
Same as another application, that there are step to use or operate application. Padlet application also has a step when want to use that application. Based on Sangeetha these are step to use padlet: go to <http://padlet.com/>⁴² and click on “sign up” if you haven't an account on padlet or “login” if you already have an account.



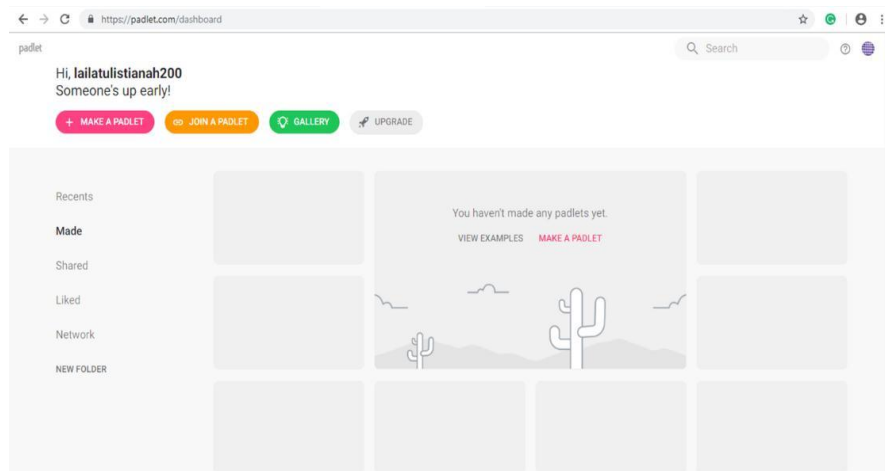
There are some ways to make an account on padlet. On of them is using google, facebook, or microsoft account. Another way to make an account is using email. You can use your email to sign up.

⁴² Padlet Dashboard, accessed on <https://padlet.com/dashboard> november 24, 2020

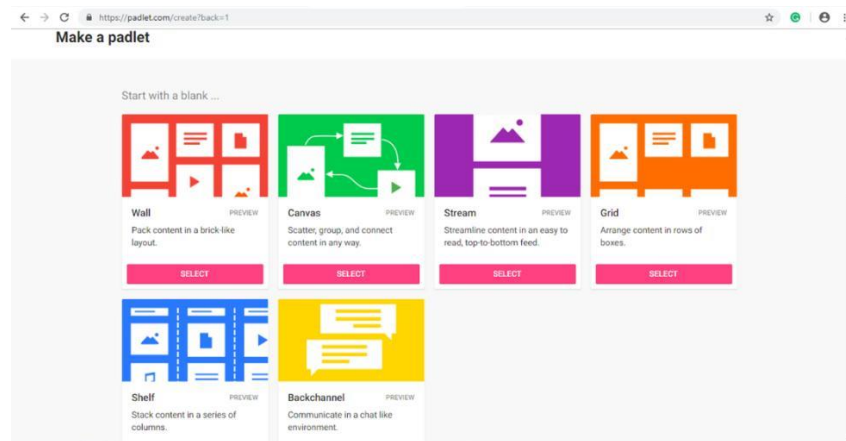
After sign up on padlet, there will be a page to choose membership. Finishing sign up and membership plan, padlet can be started. There will be choices to start on padlet.



To make a new padlet wall, a user can use blank page or use template which are already provided there.



A user can modify and set up they own wall. The action that ca be done in modifying a wall include giving a name or title, giving a description and choosing background image. Next action is setting up users privacy.



After setting-up privacy, a users can embed a link, videos, file document, or image on they posting. Some action such as remaking, sharing, and editing of posting can be done if necessary.

d. Procedure of using Padlet Application

Although registering is not required, it is free and easy to do via Padlet’s registration portal, or using a Google (or open ID) account. Once users are registered, they can create their first bulletin board and (in the top left corner) edit the title and description of the “wall”. Teachers can create a topic, or simply post a question for students to answer. Users can also edit the image associated with the wall, which functions as an identifying logo. Lastly, users can select the design template and set access privileges (which includes a custom URL ID).

After the wall is established, users can add a “post-it” note by double-clicking anywhere on the wall. Text, audio, videos, and images can be posted to the wall (videos and images Automatically display a zoom picture when clicked on- a temporary pop-up window for viewing). According to Atherton, there is the step in using padlet in the classroom:

- 1) Set up a wall with information to share with your student! creative way to share information with students.
- 2) Set up a wall for students to collaborate on a specific topic! Allowing students to share text or file to start collaborating.
- 3) Set up a wall for your students to provide feedback during a lecture. Allow the wall to be up at all times so students can post questions that you can address throughout your lecture or at the end of your lecture
- 4) Students set up a wall to collaborate within groups and to share with the class
- 5) Have students create unique presentation by designing their own wall and use to it express themselves over a topic or subject.⁴³

e. Procedure of Guided Reading Strategy (GPR)

⁴³ Atherton, Peter. 50 Ways to Use Technology Enhanced Learning in the Classroom. (London: SAGE Publications, 2018). P.26-28.

There are some procedures that can be used by the teacher to teach reading by using this strategy. The procedures can guide the teacher to apply this strategy. According to Pinnell and Irene, explains that there are six procedures that can be applied by the teachers, they are :

- 1) Texts are selected so that students know most of the words, but there are a few new words to support vocabulary learning.
- 2) In the text introduction, the teacher selects words to use in conversation in a way that helps students understand their meaning within this text.
- 3) After reading, students and teacher may discuss the meanings of particular words within the text, sometimes noting words that they want to remember.
- 4) As a teaching point, the teacher can demonstrate how to derive word meaning from context.
- 5) After reading, the teacher has the option to engage students in preplanned word work that helps students attend to meaningful word parts and word meanings (affixes, base words, root words, homophones, synonyms, and antonyms).
- 6) The teacher guides provide specific suggestions for discussion of and expansion upon story themes and ideas. These discussions are aimed at providing opportunities for students to practice vocabulary, exchange opinions, and articulate their own responses to the reading.⁴⁴

Based on explanation above, the researcher concluded guided reading strategy used by the teacher to support and help the students in learning process. Guided reading help students develop strategies to apply independently.

f. Procedure of Guided Reading Strategy in Teaching Narrative Text using Padlet Application

Preparing good media is very important for a teacher before come to the class. An appropriate teaching media is one way to create a successful lesson. The students will be interested in the lesson if they feel involved in the lesson. It will make them be active in the teaching and learning process.

From several steps according to Pinnell, the steps of teaching using guide reading by using padlet application are further developed are as follows:

1. Pre teaching

In this activity, the activities carry out during the activity learning to read by using padlet application include:

- a) Say hello to the students to start learning activities in class.
- b) Condition students to be ready to participate in learning activities in class.
- c) Asked students attendance in class.
- d) Provided an explanation of the objectives of the learning activities in class.
- e) The teacher divides the students of class X MIPA 1 into 5 groups.

2. Whilst teaching

- a) Observation

In this investigation activities carried out between other:

(Pre-reading activities)

- 1) The students are given a link padlet by the teacher in Whatsapp group class.
- 2) The students sit with their group.

⁴⁴ Irene Fountas Gay Su Pinnell, "Research Base for Guided Reading as an Instructional Approach," *Scholastic* (New York, 2011).

- 3) The teacher selects words to use in conversation in a way that helps students understand their meaning within this text. for the example the teacher will say “Snow white”. Then the teacher asks to the students what they know about “Snow Whita”
- 4) After that the teacher engage the students to the story of “Snow White’in Padlet wall.
- 5) Students are asked to pay attention to the text by the teacher of “Snow white” in padlet wall.

(In padlet wall includes the text of snow white. Then each member of the group should read the text carefully. After that giving comment about the text itself related the story).

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead. One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn’t have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, “what is your name?” Snow White said, “My name is Snow White.” One of the dwarfs said, “If you wish, you may live here with us.” Snow White said, “Oh could I? Thank you.” Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

(In padlet wall also include of video about the story of “Snow white”, the students can Watch the video to better understand the content of the story).

(During reading activities)

- 6) In during reading activities, the students read the text about “Snow white” and giving any comment in comment column in padlet wall.
- 7) The teacher and students engage in meaningful conversation about the text “Snow white” in padlet wall.
- 8) The teacher explain about the generic structure, language feature, and the function of the narrative text.

b) Questioning

- 9) The students asks about the explanation of the teacher related the generic structure, language feature, and the function of the “Snow white” text.
- 10) The teacher lead the students to trying answer the question that given by their friends in the class.

c) Exploration

In this exploration activities carried out between other:

- 11) The students analyze the generic structure and the language feature of "snow white" story in padlet wall.
- 12) When there is a students who does not understand about the meaning of the words, the teacher asks them to look up to the dictionary or the teacher explain the meaning of the words.
- 13) The students write their work in padlet wall. Each group should write the member of the group and give different color of the box in padlet wall.
- 14) The students can add any picture or sticker to make their work become more interesting to read.

(After reading activities)

d) Association

- 1) In after reading activities, the students making inference through the the generic structure and the language feature in snow white story.
- 2) The teacher guides provide specific suggestions for discussion of and expansion upon story themes and ideas.
- 3) The students revised and edited their work before closing the learning in the padlet wall.

e) Communicate

- 4) All group inform of the class to inform their work.⁴⁵

3. Closing

In closing activities, the activities out include:

- 1) The teacher asked students about the things that are not known yet.
- 2) Conclude the learning.
- 3) Closing the learning.

g. Advantage of Using Padlet Application in Teaching Reading

The using of padlet application also contain of advantage. Padlet provides the students wonderful opportunity to learn continuously on wide range of topics. Padlet provides opportunities to the students to participate in various discussions. Thus padlet provides both the teachers and the taught to teach and learn the language enthusiastically with ease. Padlet can be used both for review and extension activities. It is very useful for a mixed ability classroom. In padlet wall the teacher can share any material for teaching reading and the students will be easy to read that material and giving any comments and feedback. Moreover the teacher also easy to check the students work only form the padlet wall that shared by the teacher. Padlet is a very simple web tool which can be put into use by any teacher. To use a padlet one need not be very proficient in using computers. This tool can be used by teachers irrespective of their age group, knowledge of computers and experience.

⁴⁵ Pinnel & Sountas, Research Base for Guided Reading as an Instructional Approach. Scholastic. Available on www.scholastic.com/guidedreading

h. Disadvantage of Using Padlet

Padlet also has a disadvantage like another media. Based on Ibsen, state that there are some disadvantages of padlet application as follows:

- a) Easy to lose overview
Quickly, notes/answer can become to many dispersed which makes it easier to loose overview.
- b) Not great for large or many group.
- c) Hard to control input.
- d) Hard to organize input.
- e) Limitation on each note.
- f) Limitation on the text size or font.

6. Guided Reading Procedure (GRP) Strategy

a. Concept of Guided Reading Procedure (GRP)

The guided reading procedure (GRP) is developed to demonstrate to underachieving students that they can greatly increase their reading comprehension through metacognitive act of self-determination or strategy control.⁴⁶ Manzo described the guided reading procedure which is design to improve reading comprehension by stressing attitudinal factors accuracy in comprehension, self-correction and awareness of implicit questions, as well as cognitive factors, unaided recall and organizational skills.⁴⁷ It means that guided reading procedure is strategy in teaching learning process that will help students to improve reading comprehension and have to develop their reading ability and to comprehending the English text by metacognitive act, stressing attitudinal factors accuracy in comprehension, self-correction and awareness of implicit questions, unaided recall and organizational skills. Guided reading procedure desperately needs the teacher's role as a motivator for students to read and control the students' skills in reading.

The guided reading procedure is designed to help students remember what they have read, confirm the information they have recalled is correct, organize and identify relationship in the text.⁴⁸ It means that guided reading procedure can make the students more active and concentration in reading and comprehending the English text and make the students remember what they have read.

According to Andrew, guided reading procedure is done with a small group of students of similar reading levels, students who have a similar skill deficit, or with one student.⁴⁹ It means that guided reading procedure is a strategy that is formed with the

⁴⁶ Paul C.Burns,Betty D.Roe & Elinor P.Ross, Teaching reading in today's elementary schools (Boston :Third edition), p.312

⁴⁷ Dixie Lee Spiegel, Adaptations of Manzo's Guided, (University of North Carolina: Journal of Students Research), p.187

⁴⁸ Ernes Balajthy, Sally Lipa-Wade, Struggling Readers, Assessment and instruction in grade K6, (New York: The Guilford Press, 2003), p.204

⁴⁹ Andrew P Jhonson, Teaching Reading and Writing, (Plymouth: Rowman and Littlefield Education , 2008), p.165

classification of students. This strategy is used in class and then a group having the same reading level. The guided reading procedure uses student input as a means of communicating the content of instructional material. It is an appropriate strategy for all subject areas and tasks, including math word problems and following directions.⁵⁰ It means that applying this strategy appropriate for all subject areas and tasks, to the students and the teacher in teaching and learning process, especially in teaching reading.

The purpose of guided reading procedure is to improve students' reading comprehension. Learning activities conducted using guided reading procedure strategies can clearly display the state of each student in the classroom and demand students to be mentally strong.⁵¹ The purpose of guided reading procedure has been mentioned by Guerlet, he said that students can tell the information in reading text both in spoken and written. The students also have to able to tell the main idea from the text based on information from the text they have read before.⁵² It means that guided reading procedure can help students to get better memories, because in this strategy the students have to memorize all of the information on the reading material and after that they have to write the information that they got from the reading material, in teaching learning process, students have to concentrate in read a text. Meanwhile they can memorize more information from the text they have read. Teachers are expected to be able to guide students in order to achieve goals in reading comprehension.

According to explanation above, the researcher assumes that guided reading procedure is the appropriate strategy in teaching English especially in reading a text, with guided reading the teacher and the students can work together. The teacher as a guide for the students and give a motivate to the student, so the student can more active in class. Guided reading procedure will help students to improve and develop their reading comprehension.

b. Stages of Guided Reading

According Blackall, and Fountas and Pinell there are three stages of Guided Reading is divided into Before, During, and After Reading Activities. Before Reading : A teacher will access background knowledge, build schema, set a purpose for reading, and preview the text with students. Typically a group will engage in a variety of pre-reading activities, such as : Predicting, learning new vocabulary, and discussing various text features. If applicable, the group may also engage in completing a "picture walk" this activity involves scanning through the text to look at pictures and predicting how the story will go. The students will engage in a conversation about the story, raise question, build expectations, and notice information in the text.

During Reading : The students will read independently within the group. As students read, the teacher will monitor students decoding and comprehension. The teacher may ask students if something makes sense, encourage students to try something again, or prompt them to use a strategy. The teacher makes observational notes about the strategy use of individual

⁵⁰ Karen D. Wood & Janis M Harmon, *Strategies for Integrating reading and writing in middle and high school*, (USA: Harcourt Brace College Publishers, 2001), p.26

⁵¹ Anthony V Manzo, *Guided Reading Procedure*, (University of Missouri: Journal of Reading, 1975), p.287-291

⁵² Heater Guerlet, *Guided Reading Procedure (GRP)*, "Ler questions difficiles", available on <http://www.learningpt.org/literacy/adolescent/strategies/grp>

readers and may also take a short running record of the child's reading. The students may read the whole text or a part of the text silently or softly for beginning readers.⁵³

After Reading : Following the reading, the teacher will again check students comprehension by talking about the story with the children. The teacher returns to the text for teaching opportunities such as finding evidence or discussing problem solving. The teacher also uses this time to assess the students understanding of what they have read. The group will also discuss reading strategies they used during the reading. To extend the reading, students may participate in activities such as drama, writing, art, or more reading.⁵⁴

Based on explanation from the experts above, there are three stages in guided reading include : before reading, during reading, and after reading.

c. Advantages and Disadvantages of Guided Reading Procedure Strategy

The following will explain some of the advantages and disadvantages of guided reading procedure.

1) Advantages of guided reading procedure strategy

The advantages can be summarized as:

- a) Guided Reading enables the teacher to spend some focused time with individual students allowing him to see how the students reading a progressing and what areas need developing.
- b) Guided Reading also helps students to develop strategy to improve their reading and help them to become independent reader while at the same time providing help and support from the teacher.

2) Disadvantages of Guided Reading Strategy

The disadvantages can be summarized as:

- a) Time constraints can also have a detrimental effect on guided reading; it is important to allocated sufficient individual attention during the session.
- b) Guided reading must serve a purpose, if the learning objective is not clear, the session will not have fulfilled its objective.⁵⁵

B. Hypothesis

Based on the frame of theories above, the researcher formulated the hypothesis as follows:

Hypothesis Alternative (Ha) : There is positive and significant influence of using padlet application towards students reading comprehension in the narrative text at the tenth grade of SMA Negeri 1 Gadingrejo in the academic year of 2022/2023.

⁵³ Blackall. Independent reading and school achievement. (School Library Media Research.2002), p. 22

⁵⁴ Fountas and Pinell, Guided Reading : Good First Teaching for All Children. (Portsmouth, NH : Heinemann.2011), p. 2.

⁵⁵ Alison Williams, What are the Advantages Disadvantages of Guided Reading. Available Online at http://www.ehow.com/info_1048405_advantages-disadvantages-guided-reading.html, Accessed on Monday, August 8 2022 at 19.59.

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