

**THE EFFECT OF TWITTER AS TEACHING MEDIA IN INCREASING
STUDENTS' READING INTEREST AT SMP KARTIKA XX-2
MAKASSAR**

SKRIPSI



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND LITERATURE
BOSOWA UNIVERSITY
2023**

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MAKASSAR**

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Submitted to fulfill one of the requirements to obtain an S.Pd. Degree in English
Language Education Study Program of the Faculty of Education and Literature of
Bosowa University



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Dengan ini saya menyatakan bahwa Skripsi yang saya buat adalah benar-benar karya saya sendiri, bukan merupakan karya hasil plagiat. Saya siap menanggung resiko atau sanksi, jika ditemukan adanya perbuatan tercela yang melanggar etika keilmuan di dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 21 Agustus 2023

Yang Membuat Pernyataan


Febista

ABSTRACT

Febista, 2023. *The Effect of Twitter as Teaching Media in Increasing Students' Reading Interest At SMP Kartika XX-2 Makassar. Thesis, English Language Education Department. (Supervised by Dahlia D. Moelier and Ulfah Syam).*

This research aimed to determine the reading interest of class VIII-C students of SMP Kartika XX-2 Makassar in reading using Twitter.

This research focused on the pre-experimental one group pre-test and post-test. The research subjects were students of the second-grade C SMP Kartika XX-2 Makassar in the 2023/2024 academic year with total sample is 18 students. The data were obtained from reading tests in the form of multiple choices and results from questionnaires.

Based on the results of data analysis, the research data collected through the test shows that after the research is done, students are more interested in reading use twitter. it can be seen that the average student result during the pre-test (before the action) was 33.55, then after receiving treatment, the student's post-test score increased to 70.38. There was an increase of 36.83. The results of the student questionnaire strongly agree that the use of Twitter media can increase interest in reading. So it can be concluded that using Twitter media can increase students' interest in reading at SMP Kartika XX-2 Makassar.

Key Words : Application, media twitter, reading interest

ABSTRAK

Febista, 2023. *The Effect of Twitter as Teaching Media in Increasing Students' Reading Interest At SMP Kartika XX-2 Makassar*. Skripsi, Program Studi Pendidikan Bahasa Inggris. (Dibimbing oleh Dahlia D. Moelier dan UlfahSyam).

Tujuan penelitian ini adalah untuk mengetahui minat baca siswa kelas VIII-C SMP Kartika XX-2 Makassar dalam membaca menggunakan media twitter.

Penelitian ini difokuskan pada penelitian pre-experimental one group pre-test dan post-test. Subjek penelitian adalah siswa kelas VIII-C SMP Kartika XX-2 Makassar semester ganjil pada tahun akademik 2023/2024 dengan jumlah sampel 18 siswa. Data diperoleh dari tes reading berbentuk multiple choice dan hasil dari angket.

Berdasarkan hasil analisis data, data penelitian yang dikumpulkan melalui tes menunjukkan bahwa setelah dilakukan penelitian, siswa lebih tertarik membaca menggunakan twitter. terlihat rata-rata hasil siswa pada saat pre-test (sebelum tindakan) adalah 33,55, kemudian setelah mendapat perlakuan nilai post-test siswa meningkat menjadi 70,38. Terjadi peningkatan sebesar 36,83. Hasil angket siswa sangat setuju bahwa penggunaan media Twitter dapat meningkatkan minat membaca. Jadi dapat disimpulkan bahwa penggunaan media Twitter dapat meningkatkan minat membaca siswa di SMP Kartika XX-2 Makassar.

Kata Kunci: Pengaplikasian, media twitter, minat membaca

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The Writer

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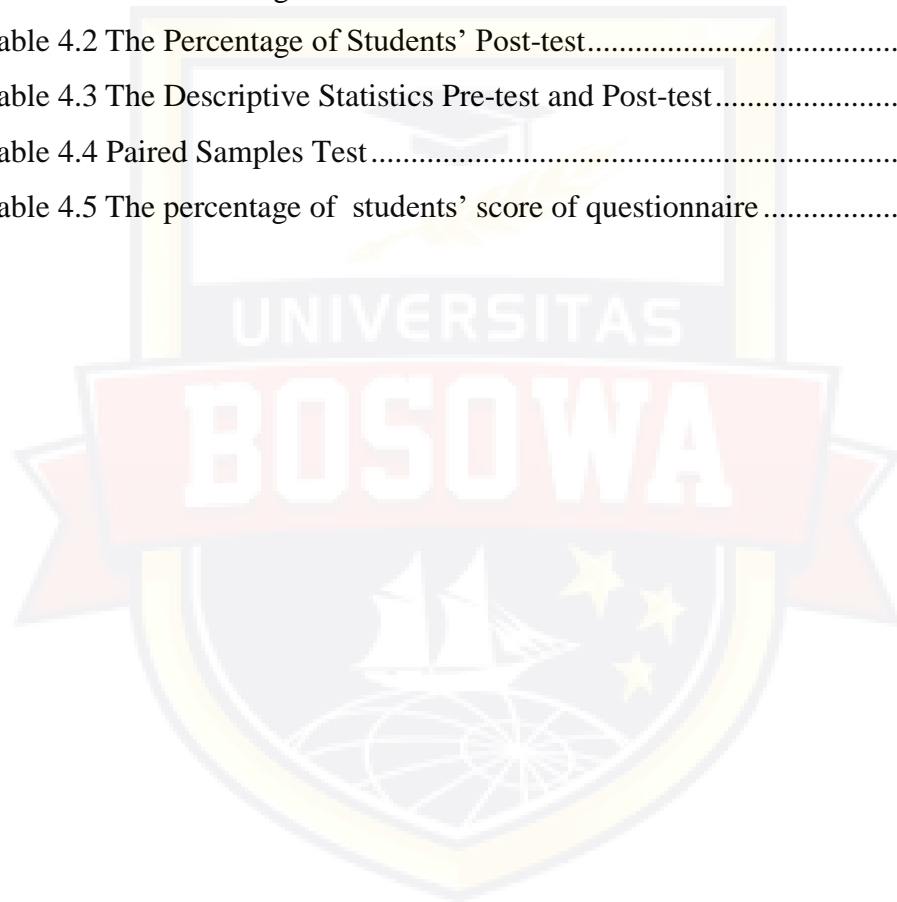
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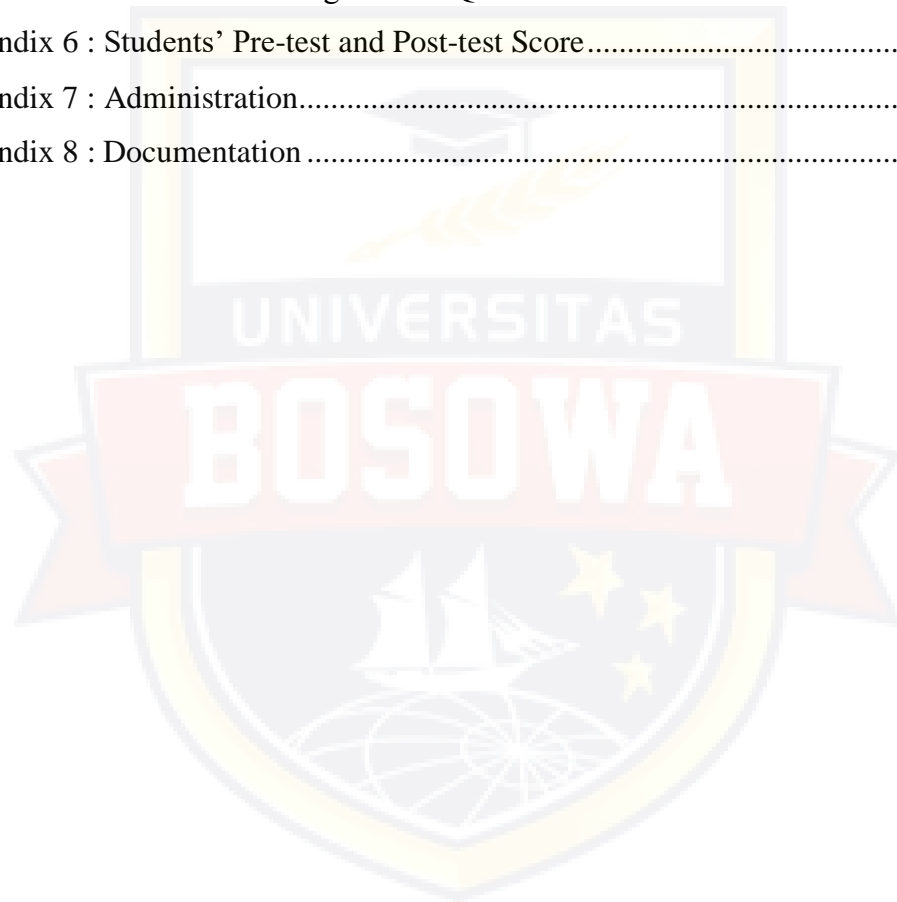
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CHAPTER I

INTRODUCTION

This chapter contains the background of the research, research questions, objectives of the research, significance of the research, and scope of the research.

A. Background of The Research

Media is the plural form of medium, which (broadly speaking) describes any channel of communication. This can include anything from printed paper to digital data, and encompasses art, news, educational content and numerous other forms of information. Anything that can reach or influence people, including phones, television, and the Internet can be considered a form of media (Rouse:2020).

In the era of globalization, the development of communication technology takes place very quickly. Many kinds of technology are present in human life to make it easier to find information. One shape development technology communication is new media. New media is development from the mass media that can reachable by users in digital system. There are several popular social media in Indonesia such as Facebook, YouTube, Instagram, and others. And one of them is Twitter. Indonesia occupies position to three world for Twitter user, with total user as many as 58.7 million accounts or Indonesia donated about 6.5% of all over the world. Whereas from side demographics, Indonesian Twitter users in general the general population is 13-20 years old on average, and about 62.9% are dominated user with category teenager.

In addition to the mass of media and the use of Twitter as means for convey information form news most recently, social media this is also allow the user for utilize Twitter as a medium for education whatever it. Start from knowledge natural, social, also language foreign. Moderate foreign language intense for should controlled by Indonesian people language England. Through Twitter, users can also learn language English this with way more efficient and fun via tweet or chirp accounts learning language English from local or international.

The level of reading interest in Indonesia is quite low. Based on a survey conducted by the Program for International Student Assessment (PISA), Indonesia's literacy level is ranked 62 out of 70 countries. Interest in reading in Indonesia only reaches 0.001% according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO) which means that out of 1,000 Indonesians, only 1 person likes to read. The team examined data for 200 countries, but due to a lack of relevant statistics, only 61 made cuts (Miller, 2016). The low reading interest of the Indonesian people can also be seen from the data reported by the Central Bureau of Statistics (CBS) in 2010 which provides evidence that Indonesian people have not used reading as their main source of information. People prefer watching TV (85.9%) or listening to the radio (40.3%) rather than reading the newspaper as much as 23.5% (Hindarto, 2014). Looking at Indonesia's facilities and technology to support reading activities, they have moved forward, but why is reading interest backward? This shows that the literacy rate in Indonesia is very low. Therefore, we need to start promoting reading habits in order to improve Indonesia's position. The

habit of reading exists if there is a plan to read regularly and routine in reading is important (Gewati, 2016).

Interest in reading is a strong desire accompanied by a person's efforts to read. People who have a strong interest in reading will manifest in their willingness to obtain reading material and then read it on their own accord. Student's interest in reading really needs to be developed. Based on observation, there are still some students who have a low interest in reading due to several factors with them. Related with the facts, this research explains the effect of Twitter can support the learning of reading skills for today's millennial students so that they can be more interested in learning to reading in English. It is hoped that after the learning process using Twitter students will be more interested in reading and can further hone their reading skills in learning English or other learning. For this reason, researchers chose to use Twitter because currently one of the social media that is much sought after by young people is Twitter. Twitter is widely used by writers as a medium to express the written work they have. Apart from that, Twitter is also accessed by several accounts that contain the latest news that is currently trending. There are several accounts that provide reading materials or written works that contain quality reading and can increase interest in reading and increase the information they have, including (@makemelove_eng & @literarybase) to help students increase interest in reading.

Based on the problem, the researcher is interest in conducting the research with the title: **“The Effect of Twitter as Teaching Media in Increasing Students’ Reading Interest at SMP Kartika XX-2 Makassar”**

B. Identification of The Problems

Based on the problems, the researcher find a number of related problems with students’ reading interest, namely:

1. Lack of students’ interest in reading.
2. Lack of students’ knowledge about English reading on Twitter media.

C. Research Question

Based on the problem, the researcher formulates the following research questions:

1. Is there any significant effect of Twitter media in increasing students’ reading skill at SMP Kartika XX-2 Makassar?
2. How’s students’ reading interest after using Twitter media at SMP Kartika XX-2 Makassar?

D. The Objective of The Research

Based on the research questions, the objective of the research are to find out the effect of Twitter media in increasing students’ reading interest and how’s students’ reading interest after using Twitter media to second-grade C at SMP Kartika XX-2 Makassar.

E. Significance of The Research

The result of the research is expected to give the following benefits, they are:

1. For Teachers

To analyze students' interest in reading.

2. For Students

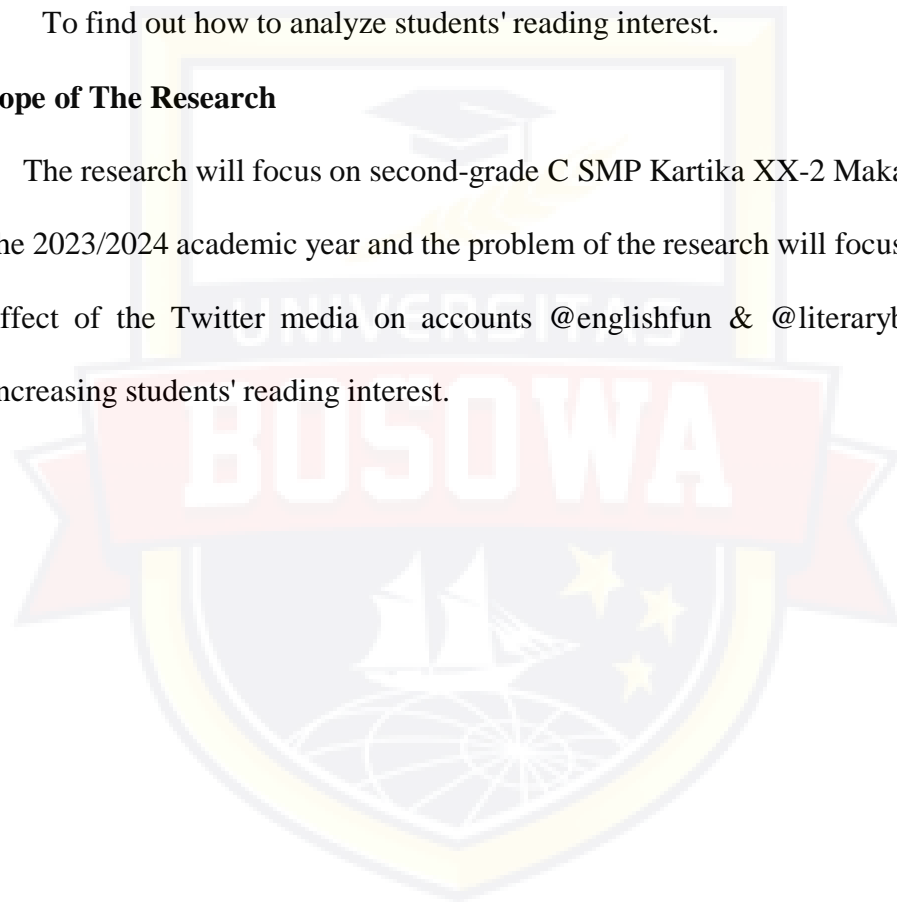
To increasing reading interest using Twitter media.

3. For Readers

To find out how to analyze students' reading interest.

F. Scope of The Research

The research will focus on second-grade C SMP Kartika XX-2 Makassar in the 2023/2024 academic year and the problem of the research will focus on the effect of the Twitter media on accounts @englishfun & @literarybase in increasing students' reading interest.



CHAPTER II

LITERATURE REVIEW

This chapter concerns with theoretical review, previous related research findings, conceptual framework, and hypothesis.

A. Theoretical Review

This sub-chapter concerns with the nature and understanding of reading, stages of reading, process of reading, types of reading, factors affecting reading ability, the purpose of reading, definition of twitter, history of twitter, the features twitter, the advantages and disadvantages of the twitter media, and how to use twitter media.

1. The Nature and Understanding of Reading

According to Fauziah et al. (2016: 2) reading is a complex process of getting meaning from the text through comprehension. Skilled reading makes students better understand all the material taught. Reading as one aspect of the four language skills, plays an important role in language teaching. Said to be important because, in addition to teaching listening, speaking, and writing. Reading skills is one very powerful tool for obtaining a wide range of specific information, including science and technology. Therefore, reading is a basic requirement for student. It can be proved that the higher the reading understanding of the students, gains the higher the knowledge they had. Thus, the interest in reading and reading skills students need to be grown as early as possible, so that students can understand the role and function of reading. Good communication tool and as a learning tool to develop knowledge and skills expand horizons. It can

be said that the students who have literacy levels higher will be easier to acquire science and technology contained in the print media or the media write.

The Reading skill becomes very important in the education field because it can make improve students' concentration, students can develop better critical and analytical skills, strengthen memory retention skills, and also students can expand their vocabulary.

2. Stages of Reading

The stages of reading are an important component in reading activities because by knowing the stages, the readers will easily get what they want from the reading material. The steps that need to be taken in reading, namely: determining the purpose of reading, preview means reading at a glance, reading the entire contents of the reading carefully so that we can find the main idea contained in each paragraph, restating the contents of the reading using sentences and own words (Soyli et al, 2015:5). There are three criteria in reading activities, namely: (1) pre-reading activities, (2) reading activities, and (3) post-reading activities. Pre-reading activities is the activities carried out before carrying out reading activities as a bridge to be able to understand reading and to be able to carry out post-reading activities quickly and easily. Thus, if students already know the stages of reading, the purpose of reading will be more easily achieved.

3. Reading Interest

Reading interest is a complex psycho-cognitive phenomenon that specifically refers to the three but more emphatically to the pre reading stage out of the three phases of a reading class viz prereading, while reading, and post-reading (Aprilia, 2020). It is an initial condition that needs to be met before reading. In the pre-reading or reading interest stage, the aim is to arouse or investigate the learners' interest in the subject matter of the text chosen for reading by making them draw on their knowledge of the world, and by eliciting their views on the subject. The line to take for the teachers is to enable the learners establish or discover a relationship with the text. Different approaches may be taken for this. Some are as follow.

- i. Asking questions on the subject which the learners are scheduled to read about;
- ii. Activation of the learners' background knowledge on the subject;
- iii. Enable learners to vocalize their opinions so that they may look forward to what the writer's views are.

Interest is the acceptance of a relationship between oneself and the reading content. Hence, the stronger or closer the relationship, the greater the attraction. Furthermore, the claim describes a learner's tendency to approach rather than avoid engaging in specific content or actions, for example, reading or writing, from time to time (Aprilia, 2020). Therefore, to understand reading in English, the reader needs to have an interest. This

interest is the basis of motivation for reading activities. A high part is an element that needs to be considered in entering the information society.

4. The Purpose of Reading

The key purpose of reading is the acquisition and construction of subject knowledge; however, it also plays a much broader role in academic development and success. It helps students to interact with and make connections and judgements between texts, question contributions, and challenge inherent biases and arguments. In this way, reading is linked to the development of critical thinking. In a survey of academics from UK universities on the purpose of academic reading for students, one participant put it bluntly: 'If they don't read, they don't think and learn' (Miller and Merdian, 2020).

In a study by Maguire et al (2020), students reported that, quite simply, without academic reading, they would have nothing to write about. Furthermore, it was only through sustained academic reading that they developed their own views and abilities to interact and engage with their texts. Maguire concluded that academic reading is a vital part of students' development into 'active, engaged and purposeful learners and meaning makers with deliberate textual identity'.

5. Narrative Text

In study by Rayendriani Fahmei Lubis (2016), narrative text is a story tells about something interesting that has purpose to amuse, entertain or the readers. The using narrative when you tell a friend about something

interesting that happen to you at work or at school, when you tell someone a joke. The language features usually found in narrative texts, they are specific characters, time words that connect to tell when they occur, verbs to show the action that occur in the story and descriptive words to portray the character and setting.

Generic structure of narrative text is the composition, it establishes the characters and situation, rising action, it refers to a series of complication leads to the climax, the climax is the critical moment when problem/demand something to be done about them, falling action is the moment away from the highest peak of excitement, the resolution consists of the result or outcome. The types of narrative text are humor, romance, crime, real life fiction, theoretical fiction, mystery, fantasy, science fiction, diary novels and adventure.

6. Definition of Twitter

Twitter is one of social media allows users to send a 140-character on their status update, or "tweets," on their Twitter timeline (Septiani, 2020). Twitter was founded in March 2006 by John Dorsey, Evan Williams and Biz Stone. Draft early Twitter was a system that can help its users for could send messages that can spread to all friends, colleagues, and relatives as well as family them. Through our Twitter could express 3 what we think, a lot Twitter users shared a number of quote or content in language English about love, verses in scripture, humor, motivation, and Twitter users are also common share a number of grammatical forms owned by certain

countries. Twitter has few elements own similarity with some social media other such as email, IM, texting, blogging and RSS social networks. Messages on Twitter are common, like in a blog post, and neither do we (users) must give or request permission to others to look what we post.

7. History of Twitter

Twitter's origins lie in a "daylong brainstorming session" held by board members of the podcasting company Odeo. Jack Dorsey, then an undergraduate student at New York University, introduced the idea of an individual using an SMS service to communicate with a small group. The original project code name for the service was twttr, an idea Evan Williams later suggested by Noah Glass; inspired by Flickr and the five-digit American SMS short codes. The developers originally decided on the number "10958" as the short code for the service, but later changed it to "40404" for "ease of use and recall." Work on the project began on March 21, 2006, when Dorsey published his first Twitter message at 9:50 PM PST. The message reads: "just setting up my twttr". "We chose the word 'twitter', and it was perfect. The definition is a'blast short information no important, and 'chatter birds'. And like that's specifically product this. – Jack Dorsey.

Twitter was first used as internal services for employee Odeo, and versions complete introduced to public on July 15, 2006. In the month October 2006, Biz Stone, Evan Williams, Dorsey, and staff Odeo other form company new, acquired Odeos and all its assets including Odeo.com and Twitter.com from investors and holder's stock. Furthermore, twitter is

official introduced in San Francisco on April 19, 2007 with mission for give chance for everyone for could each other create and share information in a manner direct and without obstacles.

Williams then fired Glass, who didn't disclose about role in the founding of Twitter up to 2011. Twitter was founded as company independently in April 2007. Point peaks the popularity of Twitter happened moment maintenance South by Southwest Interactive (SXSWi) conference in 2007. During the event, Twitter usage increased more than 20,000 tweets to 60,000 tweets per day. According to Steven Levy of Newsweek, "People Twitter with dodgy put 60 -inch plasma screen in the conference hall, which is exclusive broadcast Twitter messages. Panelists and speakers talk about service, and the bloggers who attended praise him."

The first Twitter message sent from outside Earth posted from Station Outside Space International by NASA astronaut TJ Creamer on January 22, 2010. By the end of November 2010, an average of a dozen tweets per day posted from account @NASA_Astronauts. NASA has to roll out more of 25 "tweetups", ie event that offers VIP access to NASA facilities for participants in the network social for increase purpose NASA outreach.

Twitter experienced rapid growth. There were 400,000 tweets posted per quarter in 2007. Total this increase to 100 million tweets per quarter in 2008. As of February 2010, Twitter users sent 50 million tweets per day. In March 2010, the company record there is more of 70,000 registered Twitter applications. Until month June 2010, according to Twitter, about 65 million

chirps posted every day, or about 750 tweets per second, and on the moon March 2011, total posted tweets every day reached 140 million. According to Compete.com reports, Twitter's position rises to ranking third as a networking site most social visited on the moon January 2009, from before occupy twenty-second rank.

Surge general use of Twitter happen moment ongoing events popular. As For example, Twitter 's record is recorded at the event 2010 FIFA World Cup, moment fan writes 2,940 tweets per second after Japan print goal to goal Cameroon on 14 June 2010. Record this solved when 3,085 tweets posted per second by celebrating users Los Angeles Lakers victory in the 2010 NBA Finals on June 17, 2010, and broke again moment Japan beat the Danes in 2010 World Cup, with 3,283 tweets per second.

From September to October 2010, company start introduces "New Twitter", edition completely new change view twitter.com. Change this including ability for look pictures and videos without must leaving the Twitter site; that is with method clicking chirp containing individual links on pictures and clips from various supporting websites, including YouTube and Flickr. Change other is reconstruct interface with move link like '@reply' (mentions) and 'Retweets' to part on Twitter currents, meanwhile features 'Message' and 'Exit' can be accessed via the black bar at the very top of twitter.com. On November 1, 2010, the company announce that the "New Twitter" is has launched for all user.

On April 5, 2011, Twitter tested appearance page front new and on gradually left "Old Twitter." However, some glitches appear after page that launched, so page the previous "retro" front permanent used until problem they can overcome; page front new finally introduced back on April 20th. On December 8, 2011, Twitter was up again remodeling the site with introduce feature "Fly" design.

On February 21, 2012, it was announced that Twitter and Yandex, machine Russia - based search engine, has agreed for work same. On March 21, 2012, Twitter celebrated repeat sixth year, all at once announce that Twitter has 140 million users, with total 340 million tweets per day. Amount Twitter users are up 40% from September 2011, which was at the time that the user amounted to 100 million. In April 2012, Twitter announced open office new to Detroit to be able to work same with company automotive and advertising agency. Twitter is also expanding office the branch until to Dublin.

On June 5, 2012, a modified Twitter logo was unveiled through company blogs; delete text "twitter" and only displays picture bird as Twitter symbol. Subsequently, on October 5th 2012, Twitter acquired company video clip named Vine. On January 24, 2013, Twitter released Vine as application possible independence user for create and share video clips throughout six seconds. Vine videos shared on Twitter will see directly on the user 's Twitter feed.

At the start founding, CEO of Twitter, Inc. held by Jack Dorsey. On October 16, 2008, Evan Williams took over the CEO position, while Dorsey became leader executive. On October 4, 2010, Williams announced that he resigns self as CEO. Dick Costolo, who was before served as COO, becomes the new CEO of Twitter, Inc. According to a Twitter blog on October 4, 2010, Williams remains working in the company and " focused on product strategy." The New York Times reported that "Mr. Dorsey and Mr. Costolo intertwined close relationship after Williams." According to PC Magazine, Williams " no again involved in incident every day in the company ". He focusses for develop product new, however permanent Becomes a member of Twitter 's board of directors, and promised for " help with method whatever he is can " .

In September 2011, directors and investors members, Fred Wilson and Bijan Sabet, resigned self from membership of the Twitter Board of Directors. In October 2012, Twitter announced has employ ex-Google exec, Matt Derella, as director development business.

On April 25, 2022, Twitter's board of directors approved \$44 billion purchase by Elon Musk, CEO of SpaceX and Tesla, Inc, potentially make it one deal biggest for change company Becomes personal.



Figure 2.1 Twitter logo

8. The Features of Twitter

Learning based Twitter app indeed expected capable for increase Skills write and read student. In implementation, there is a number of must action done for learning could walk with as should. Based on Thing that, power educator must know and understand possible features utilized in Twitter application. As for the features that are there in twitter app is as following:

a) Spaces

Spaces is one features that can used for do live audio conversations on twitter. Twitter users can each other interact or speak live about various topic and anyone can join for listen topic talk. Besides that, listeners can to request to hosts for Becomes speaker when spaces are going on. Not only that, listeners can to give response shaped number 100 if agreed opinion expressed by the speaker. Based on that, spaces can be used as a medium to improve students' short story reading skills. Through spaces, all Twitter users can listen to short story readings directly even if they are not from followers of that account.

b) Tweet

By default, a user's tweets are publicly visible, but users can restrict sending tweets to only their followers. User can "tweets" through the Twitter site, the application compatible external (e.g., for phone smart), or through service message short messages (SMS) available in certain countries. Services the is free, except SMS service, which is charged fees by the provider service mobile.

User can subscribe tweets other users with method follow the user concerned, and users who follow the will becomes followers for followed users. Mention other is tweeps, an abbreviation from Twitter and peeps. User can check out the people who canceled friendship (unfollowing) via service party third. Besides that, users can to block other users who have follow them. Twitter allows the user to " chirp " through cell phone, service message short or through released application for tablets and phones clever certain. Twitter often compares with web-based Internet Relay Chat (IRC) client. In 2008, in an essay in Time magazine, author tech Steven Johnson states that mechanism the basics of Twitter are "really simple". He writes: "As network social, Twitter prioritizes principal followers. If you choose for follow other users on Twitter, tweet user will appear in a manner reverse-chronological on the page your main. If you follow 20 people, you will look various rolling tweets to lower page: tweet breakfast cereal, link new interesting, recommendations music, even after thought about the future education."

c) Retweet

Retweets are the term Twitter created for share repeat ever post made. User could share repeat ever post made in Century then, fine post alone or post user other. Function this could utilized when post relevant with moderate condition happened. Besides post, user can also Retweet the reply for shared to followers.

d) Threads

As one of the social media microblogging service providers, Twitter provides facility writing message that only could holds 140 characters (Zarella, 2010:31). But at the moment this, twitter has provided feature in the form of threads or normal called with thread. The term threads or threads is one the form of a tweet or written status in a manner connecting to be a network. With there are threads, twitter users can write various Thing unlimited. Besides that, writing from a tweet or the status tweet can be re-tweeted or uploaded reset by another user without remove name from writer.

With existence of these threads or threads could make participant educate write various thing, in particular story short in a manner free on twitter. Besides it, participants can learn too for write story based on part-by-part story you want written so that add euphoria from writing. The more many uploaded users rewrite the text, then the threads own possibility big for Becomes topic talks or trending topics.

9. Advantages of Twitter Media

Below are the results of the identification which the author will describe in the form of several points from the results of the answers regarding the excess that participants feel when using Twitter:

a. Add friendship

One in ten participants said that by using Twitter they could find new friends, not only friends from Indonesia, however a number of

friends from abroad anyway, from this answer could concluded if with use the Twitter could find acquaintance new origin from abroad, and them often involved communication use language England.

b. Learning Facilities New

Another positive impact feel by participants after using Twitter is Twitter can be one means or deep media deepen knowledge language England. This seen if nine from ten participant if Twitter helps, they in add outlook as find vocabulary new and knowledge new other. Two of them say if they can learn slang words like slang and idioms via Twitter, meanwhile other participants say if a number of the knowledge he gets on Twitter doesn't find at school.

c. Safe

The Twitter platform offers various level security. The main thing is privacy account; this means that user could decide who is allowed for look publication them. On the other hand, users can also decide content what want he saw. For example, is regulation around multimedia content: platform can block images and videos are considered no inappropriate, offensive, or rude.

d. Easy In Find the New Information

In addition to Twitter as a medium that is used for learning and adding tools friendship, convenience in find information new is also one impact positive perceived by the participants. Proven if six from ten participant agree if they capable with easy find information new when using Twitter. From the answers given participants can too concluded if

Twitter is also frequent used by participants in collect information. Answer given the really Becomes influence urgent for participant in develop knowledge they about language English, reason the because participant many read information using content language English in it.

10. Disadvantages of Twitter Media

Below are the results of the identification which the researcher will describe in several forms point from results answer about lack of participants feel when using Twitter.

a. Addicted

One of the negative impacts caused by Twitter is addiction or dependency in use it, there is five of ten participants feel impact the. From several the answer given by the fifth participant above could concluded if addicted in using Twitter can make, they forget for do profession important, work important to the meaning of the participant the is still work relate with tasks academic.

b. Message Limited

The twitter media adopt meds in the form of microblogging. Where, when will create a status or tweet, we only can write it down up to 140 characters just. Very, very limited. So, application this still often complained by users who have long tweets.

c. Account No Active

Many Twitter accounts don't active: some made for add total user, and another for send spam messages this still very unsettled by active

Twitter users, because many feel existing account no active only bother use from Twitter.

11. How To Use Twitter Media

The first thing you need you do of course just is own Twitter account. Twitter can access full via smartphone, so no need with difficulties uses computer or laptops. Following is method register Twitter account.

- 1) Download and install the Twitter application
- 2) Open the app and “Create Account” for make account new.
- 3) Fill in the name and number phone or e- mail.
- 4) Then click "Next".
- 5) Twitter will send code verification via SMS for registrar with number telephone and e-mail for those who use e- mail.
- 6) Enter the code and continue.
- 7) Next will requested for create a password, create it strong and easy password combination remember.

After registered, then that is necessary noticed is with who account the will interact. On Twitter, not only social media followers just have to invited interact. Twitter more characteristic public and open for who just otherwise own friend close or someone known on Twitter, that is no Becomes problem big. Twitter doesn't know friend. Who just can each other who, can each other liking and commenting without feeling awkward. All Twitter users are friend you. Not need know especially formerly for could each other talk to each other throwing jokes, each other exchange opinion, or just kidding.

B. Previous Related Research Findings

There are several studies previously related with using Twitter as a reading medium for students, that is among them research conducted by Verónica Espinoza-Celi, Cristina Morocho Pintado, and Eva Ulehlova (2018) with title Use of Twitter for improving reading comprehension skills. The research revealed that the majority of students from the experimental group were motivated to read information regarding to the proposed topics, and even more after the intervention, it can be stated that they used Twitter for academic purposes. In addition, the frequency of using this tool has increased relatively according to the high interaction that students made with their comments for each unit. Results obtained confirmed that by using Twitter media, students have become more critical due to the fact that reading sources included trendy and controversial topics.

The second result show that students have a good perception of Twitter as an educational tool for developing reading skill since they can expand their acquisition of vocabulary as well as they make improvements in their writing tasks.

Concerning students' comfort, they declared that Twitter was a friendly platform in which it was possible to interact and discuss whatever, whenever and wherever in a collaborative community since this tool is fun and offers a pleasant environment.

The next research by Sarjaniah Zur1, Zulkifli M, and Hestiana Hestiana (2022) with the title Students' Interest in Reading English Texts. Finding of this

study is presented to expound students' interest in reading English text. The result of questionnaire is divided into three points. The first explores students' respond of effort in reading English text, Students' motivation in reading and students' assumption in reading.

a. Students' reading effort

Students' responses related to effort in reading English text. As 64% of the total percentage of students' reading effort becomes one factor in students' interest in reading English text, it is categorized as high level. The main factors which determine the students' effort are that the majority of students can learn a lot from the text using English, with 87%, and that 87% of students do not like reading English text with difficult words. It means that they want to read more because, by reading, they can get a lot of information, even though they have difficulties reading English text. Other factor, they can also read books longer if they get an interesting book.

b. Students' assumption in reading

The research shows that 78% of students' assumptions become factors in influencing students' interest in reading. They think that by reading English texts a lot, they will become better students. It can be seen from the result of the questionnaire that 87% of students admitted that. Other factors include the fact that most students (85%) enjoy reading English texts and are pleased when they receive an English book as a gift (85%). They also consider that reading English books is interesting (85%).

The research is found that students' interest in reading is influenced by some factors such as students' effort, students' motivation and students' assumption. Student's interests in reading are dominantly affected by students' motivation. It is deal with the students' interview result that the students tend to read English text because they have target and purpose in developing their self in learning English language.

The research by Olszewski, Arnold; Cullen-Conway, Margaret (2021) with title Social Media Accompanying Reading Together: A Smart Approach to Promote Literacy Engagement. The researchers describe social media is an emerging platform for promoting behavioral change, but it has yet to be tested as a platform for engaging parents in use of dialogic reading strategies with their young children. This exploratory study was intended to determine whether social media is an appropriate platform through which to promote parent-child literacy behaviors in families of preschool-aged children, thus supporting future intervention development. Parents demonstrated increased use of dialogic reading strategies while reading consistent with instruction throughout the study. Children demonstrated gains on measures of comprehension and oral language from pretest to posttest, although gains on print awareness measures were less robust. Results support further development and evaluation of a social media parent training program.

Based on the statement above, The Researcher conclude that Using Twitter media can help students to increase their reading interest because Twitter was a friendly platform and lots of English reading is easy to get.

The reason makes different this research with other is this research only focus on there are any significant effect of Twitter media in increasing students' reading interest and how's student's reading interest after using Twitter media at SMP Kartika XX-2 Makassar.

C. Conceptual Framework

The conceptual framework of this research will be illustrated as follows:

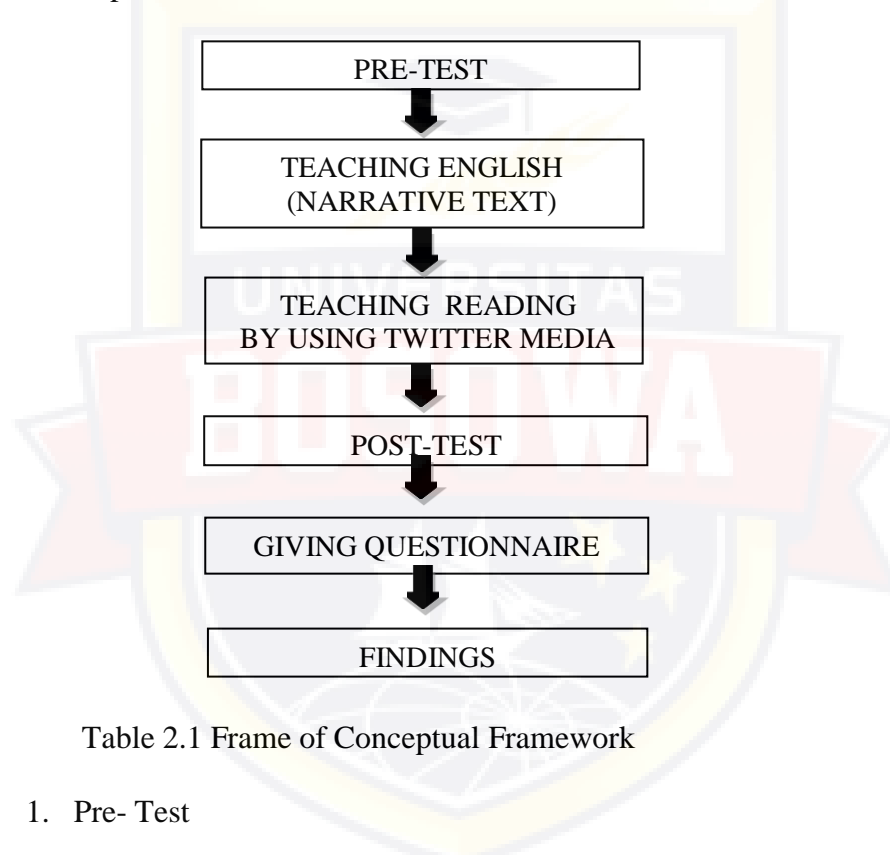


Table 2.1 Frame of Conceptual Framework

1. Pre- Test

At the first meeting, students' were given a pre-test in multiple choice reading to see students initial interest before being given treatment.

2. Treatment (Teaching English Narrative Text)

The researcher explained about Narrative Text. Students are given material about reading Narrative Text.

3. Treatment (Teaching Reading by Using Twitter)

The Researcher explain about the use of Twitter media to students. After that students are taught to read the readings on the @englishfun_& @Literarybase accounts on Twitter media.

4. Post- Test

After the treatment, in the post-test the researcher gave the same multiple choice reading as in the pre-test.

5. Giving Questionnaire

After the post test, the researcher asked students to fill out a questionnaire to see the results after being given treatment.

6. Findings

After the post-test given, the researcher was compare and analyzed between pre-test and post-test to find out whether is any significant effect of Twitter media in increasing students' reading interest.

D. Hypothesis

H0 : There is no significant increase in the use of the Twitter media in increasing reading interest in second-grade C on SMP Kartika XX-2 Makassar.

H1 : There is a significant increase in the use of the Twitter media in increasing reading interest in second-grade C on SMP Kartika XX-2 Makassar.

CHAPTER III

RESEARCH METHODS

This chapter presents the description of the research method, population and sample, research variables and operational definition, research instrument, techniques of data collection, the procedure of data collecting, and techniques of data analysis.

A. Research Design

This research design applied the pre-experimental research design. The researcher will give a pre-test for reading before the researcher applies the reading technique using the Twitter medium on the account (@Englishfun__ & @Literarybase) to assess students' reading interest. The post-test was carried out after students were given readings from the media Twitter. These actions tend to see results for students.

The design involves a class where the researcher conducted a pre-test, treatment using Twitter media, and give a post-test. The success of using Twitter media is by knowing the comparison of the results of the pre-test and post-test and seeing the results of the questionnaire. The design can be presented as follows:

Pre-Test	Reading Using Twitter Media	Post-Test
O ₁	X	O ₂

Where: O₁ = Pre-test
 X = Treatment
 O₂ = Post-test

B. Time and Location of the Research

The researcher conducted the research at SMP Kartika XX-2 Makassar, Jl. Urip Soemoharjo Km.4 Asrama Wipayana (Pampang), Panakkukang, Makassar City, South Sulawesi 90231. The research took three meetings for the research. This research was carried out in July 2023.

C. Population and Sample

1. Population

The population of this research is second-grade of SMP Kartika XX-2 Makassar in the 2023/2024 academic year. There are 60 students in the second-grade of this school.

2. Sample

The researcher will use the total sampling technique. The sample is 18 students of the second-grade C of SMP Kartika XX-2 Makassar.

D. Research Variable and Definitions Operational

1. Variable of the Research

In this research, there are two variables namely the independent variable and the dependent variable. The independent variable of this research is the use of Twitter media as a reading medium. While the dependent variable is the increase in students' reading interest.

2. Operational Definition of Variable

To prevent the occurrence of bias interpretation, especially regarding the terms used in this study, the operational definition of the variables involved is formulated as follows:

a) Reading Interest

Reading interest is a complex psycho-cognitive phenomenon that specifically refers to the three but more emphatically to the pre-reading stage out of the three phases of a reading class viz prereading, while reading, and post-reading.

b) Twitter Media

Twitter is network socially possible every user share information in shape message text a total of 140 characters (Phuvipadawat and Murata, 2010). Twitter media is a very popular media and it is very easy to access. Many features that can be used on the media. Educating students to use Twitter media means helping them to increase their interest in reading. Students are given media to read in new contexts or ways.

E. Technique of Data Collection

In data collection, the research collects the data using the following procedures:

1) Pre- Test

At the first meeting, students were given a pre-test in multiple choice reading to see students initial interest before being given treatment.

2) Treatment (Teaching English Narrative Text)

The researcher explained about Narrative Text. Students are given material about reading Narrative Text.

3) Treatment (Teaching Reading by Using Twitter)

The Researcher explain about the use of Twitter media to students. After that students are taught to read the readings on the @englishfun_ & @Literarybase accounts on Twitter media.

4) Post- Test

After the treatment, in the post-test the researcher gave the same multiple choice reading as in the pre-test.

5) Giving Questionnaire

After the post test, the researcher asked students to fill out a questionnaire to see the results after being given treatment.

F. Technique of Data Analysis

After the data is collected, the next step is to analyze the data. This analysis compares students' scores with scores during the pre-test, treatment, and post-test. The researcher used a questionnaire to analyze the pre-test and post-test data. The questionnaire is a data collection tool that contains a list of questions that must be answered by the respondent in writing using a questionnaire sheet. The questionnaire used in this study uses a closed questionnaire with the guidelines of the Likert scale measurement theory, Sugiyono (2011: 94). The provisions for the questionnaire measurement scores are as follows:

1. Classified the score of the students' answer described into the following scale:

Table 3.1 Scoring Classification

Alternative Answers	Positive Statement Score	Negative Statement Score
SA: Strongly Agree	5	1
A: Agree	4	2
N: Neutral	3	3
D: Disagree	2	4
SD: Strongly Disagree	1	5

Table 3.2 Classifying The Criteria of Students' Answer of Questionnaire

Percentage	Classification for positive statement	Classification for negative statement
75% -100%	Strongly agree	Strongly disagree
55% - 74%	Agree	Disagree
25% - 54%	Disagree	Agree
0% - 24%	Strongly disagree	Strongly agree

Sugiyono (2011: 94)

2. To illuminate the statistically data, researcher analyzed data quantity (questionnaire) using the formula (Sugiyono 2011:94):

$$P = \frac{F_q}{N} \times 100$$

Where: P = Percentage

F_q = Number of correct answers

N = Total number of samples

3. Classified the score of the students' answer described into the following scale:

Table 3.3 Scoring Classification

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good

66-75	Fairly Good
56-65	Fair
36-55	Poor
< 35	Very Poor

(Rahman, 2019: 32)

4. Findings the improvement of the students', the writer compared of pre-test and post-test by using the following way:

$$\bar{x} = \frac{\sum X}{N} \text{ and } y = \frac{\sum y}{N}$$

Where : \bar{x} = Pretest
 y = Post-test

$\sum x$ = Total score of pre-test

$\sum y$ = Total score of pre-test

N = Total number of students

(Burns, 2010: 124)

Then, after getting the students' score, the researcher calculate average results to identify differences in pre-test and post-test inferential analysis in SPSS 21 version.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the findings and discussion, the findings explain the students' results on the pre-test, post-test, and questionnaires. The discussion explains the findings of the results.

A. Findings

Based on the problem statement that had been discussed in the previous chapter, the aimed of this research were to know the increase in reading interest of SMP Kartika XX-2 Makassar students' by using twitter media.

The researcher took the data using reading test about narrative text and questionnaire. The findings in this research were got from the students' score of pre-test, post-test and the data obtained from questionnaire.

1. The Students' Score and Classification in Pre-test and Post-test

The rate of the students' scores obtained through the test. The writer conducted a pre-test to know the prior knowledge of the students' reading skill and conducted post-test after giving treatments. The presentation of data in this part was obtained through multiple choice test. The interpretations were analyzed in three stages: scoring the students' test, classifying the students' score, calculating the mean score, standard deviation, frequency, and other supporting sources of statistical elements. Rate of the students' scores obtained through the test. The students' scores and classification in a pre-test and a post-test. Below is the table show the students' scores in a pre-test and a post-test.

Table 4.1 The Percentage of Students' Pre-Test

No.	Classification	Score	Pre-test	
			Frequency	Percentage
1.	Excellent	96-100	-	-
2.	Very Good	86-95	-	-
3.	Good	76-85	-	-
4.	Fairly Good	66-75	-	-
5.	Fair	56-65	5	27,8%
6.	Poor	36-55	2	11,1%
7.	Very Poor	<35	11	61,1%
Total			18	100%

(Data Source: SMP Kartika XX-2 Makassar)

Based on table 4.1 above, the pre-test showed that 18 students'. There were 11 students' (61,1%) got a very poor classification, 2 students' (11,1%) got a poor classification, and 5 students' (27,8%) got fair classification. None of the students got fairly good, good, very good, and excellent.

Table 4.2 The Percentage of Students' Post-test

No.	Classification	Score	Post-test	
			Frequency	Percentage
1.	Excellent	96-100	-	-
2.	Very Good	86-95	8	44,4%
3.	Good	76-85	3	16,7%
4.	Fairly Good	66-75	3	16,7%
5.	Fair	56-65	1	5,5%
6.	Poor	36-55	3	16,7%
7.	Very Poor	<35	-	-
Total			18	100%

(Data Source: SMP Kartika XX-2 Makassar)

Based on table 4.2 above, the post-test showed that 18 students'. There were 8 students' (44,4%) got a very good classification, 3 students' (16,7%) got a good classification, 3 students' (16,7%) got a fairly good classification, 1 student (5,5%) got a fair classification and 3 students' (16,7%) got poor classification. None of the students got very poor and excellent.

Table 4.3 The Descriptive Statistics of Pre-test and Post-test

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test	18	7.00	64.00	604.00	33.55	20.056
Post-test	18	29.00	93.00	1267.00	70.38	20.387
Valid N (Listwise)	18					

According to the pre-test and post-test on this page, it shows that there is a significant effect of using Twitter media on students' reading skills in the pre-test and post-test. Through the treatment of students by reading using Twitter media where the reading on the account used is narrative text. In the pre-test, the mean score was 33.55 and the standard deviation was 20.056. While the post-test, the mean score was 70.38 and the standard deviation was 20.387. Furthermore, these results indicate that the average score in the post-test is higher than the average score in the pre-test.

In this research, the researcher conducting the students' score in pre-test and post-test in experimental class and uses t-test to find out the hypothesis. The researcher employs t-test by using SPSS 21.0 program.

The using of t-test in this research was to know the students' significant effect of Twitter media in increasing students' reading interest. The using of t-test in this research also to answer the hypothesis in this research that (H₀) there was no significant effect of the students' reading comprehension before and after using twitter media and (H₁) there was significant effect of Twitter media in increasing students' reading interest before and after using twitter media. If the value of significance is 2 or sig. (2-tailed) lower than 0.05, H₁ accepted and H₀ rejected. The result of t-test can be seen in the following table:

Table 4.4 Paired Samples Test

Paired Samples Test		
t	df	Sig. (2- tailed)
-8.368	17	.000

The result of the t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) the table was lower than the level of significance. So, the alternative hypothesis (H₁) was accepted and the null hypothesis (H₀) was rejected. Based on the result of the data of pre-test and post-test in paired samples test was a significant effect of Twitter media in increasing students' reading interest.

2. Students' Interest in Using Twitter Media

In order to know the students' interest toward the use of twitter media the researcher used questionnaire. The questionnaire was given to the students' who got treatment reading by using twitter media. In the

questionnaire, there are 20 statements where there are 10 positive statements and 10 negative statements about reading using Twitter.

The percentage of students' score of questionnaires can be seen in the following table:

Table 4.5
The Percentage of Students' Score in Questionnaire

Nu	Items	Score	Percentage	Classification
1	1 (+)	74	82,22 %	Strongly agree
2	2 (-)	60	66,66 %	Disagree
3	3 (+)	90	100 %	Strongly agree
4	4 (+)	58	64,44 %	Agree
5	5(+)	72	80 %	Strongly agree
6	6 (-)	64	71,11 %	Disagree
7	7 (+)	79	87,77%	Strongly agree
8	8 (+)	68	75,55%	Agree
9	9 (+)	71	78,88%	Agree
10	10 (-)	59	65,55%	Disagree
11	11 (-)	70	77,77%	Disagree
12	12 (-)	48	53,33%	Neutral
13	13(-)	55	61,11%	Disagree
14	14 (+)	74	82,22%	Strongly disagree
15	15(+)	73	81,11%	Strongly agree
16	16 (-)	74	82,22%	Strongly disagree
17	17(+)	78	86,66%	Strongly agree
18	18 (-)	65	72,22%	Disagree
19	19(-)	56	62,22%	Disagree
20	20 (-)	70	77,77%	Disagree

(+) = positive statement (-) = negative statement

Based on the table 4.5 above, most of the students' are disagree for negative statement and for positive statement most of them was strongly agree. It can be seen by the total score of the item and the percentage. It can be seen by the total score of the item and the percentage. In this table showed that 100% students are strongly agree with the statement that the students' already have a Twitter account, 87,77% of them are strongly

agree that they would like to read English text better, and 86,66% of them are strongly agree that they prefer reading on Twitter than other media.

Based on the result of questionnaire can be seen that the first item, 6 out of 18 students' were strongly agree, 8 out of 18 students' were agree, 6 out of 18 students were neutral, and none of them was disagree and strongly disagree with the statement 1. The total score of this item was 74.

The second item, none students' was strongly agree with the statement 2 and 2 out of 18 students' were agree, 10 out of 18 students' were neutral, 4 out of 18 students' were disagree and 2 out of 18 students' were strongly disagree with the statement 2. The total score of this item was 60.

The third item, 18 out of 18 students' were strongly agree and none of them was agree, neutral, disagree and strongly disagree with the statement 3. The total score of this item was 90.

The fourth item, 1 out of 18 student was strongly agree, 7 out of 18 students' were agree, 7 out of 18 students' were neutral, 1 out of 18 student was disagree, and 2 out of 18 students' were strongly disagree with the statement 4. The total score of this item was 58.

The fifth item, 4 out of 18 students' were strongly agree, 12 out of 18 students' were agree, 1 out of 18 student was neutral, 1 out of 18 student was strongly disagree, none of them was disagree with the statement 5. The total score of this item was 72.

The sixth item, none students was strongly agree with the statement 2 and 2 out of 18 students' were agree, 8 out of 18 students' were neutral, 4

out of 18 students' were disagree and 4 out of 18 students' were strongly disagree with the statement 6. The total score of this item was 64.

The seventh item, 10 out of 18 students' were strongly agree, 6 out of 18 students' were agree, 1 out of 18 student was neutral, 1 out of 18 student was disagree and none of them was strongly disagree with the statement 7. The total score of this item was 79.

The eighth item, 5 out of 18 students were strongly agree, 5 out of 18 students' were agree, 7 out of 18 students' were neutral, 1 out of 18 student was disagree and none of them was strongly disagree with the statement 8. The total score of this item was 68.

The ninth item, 6 out of 18 students were strongly agree, 7 out of 18 students' were agree, 4 out of 18 students' were neutral, 1 out of 18 student was strongly disagree, none of them was disagree with the statement 9. The total score of this item was 71.

The tenth item, 1 out of 18 student was strongly agree, 2 out of 18 students' were agree, 9 out of 18 students' were neutral, 3 out of 18 students were disagree, and 3 out of 18 students' were strongly disagree with the statement 10. The total score of this item was 59.

The eleventh item, none students was strongly agree with the statement 11 and 2 out of 18 students' were agree, 2 out of 18 students' were neutral, 10 out of 18 students' were disagree and 4 out of 18 students were strongly disagree with the statement 11. The total score of this item was 70.

The twelfth item, 5 out of 18 students' were strongly agree, 2 out of 18 students' were agree, 7 out of 18 students' were neutral, 2 out of 18 students' were disagree, and 2 out of 18 students' were strongly disagree with the statement 12. The total score of this item was 48.

The thirteenth item, 1 out of 18 student was strongly agree, 3 out of 18 students' were agree, 9 out of 18 students' were neutral, 4 out of 18 students' were disagree, and 1 out of 18 student was strongly disagree with the statement 13. The total score of this item was 55.

The fourteenth item, 4 out of 18 students' were strongly agree, 12 out of 18 students' were agree, 2 out of 18 students' were neutral, and none of them was disagree and strongly disagree with the statement 14. The total score of this item was 74.

The fifteenth item, 6 out of 18 students' was strongly agree, 9 out of 18 students' were agree, 2 out of 18 students' were neutral, 1 out of 18 student was strongly disagree, none of them was disagree with the statement 15. The total score of this item was 73.

The sixteenth item, none students' was strongly agree with the statement 11 and 1 out of 18 student was agree, 1 out of 18 student was neutral, 11 out of 18 students' were disagree and 5 out of 18 students' were strongly disagree with the statement 16. The total score of this item was 74.

The seventeenth item, 8 out of 18 students' were strongly agree, 8 out of 18 students' were agree, 2 out of 18 students' were neutral, and none of

them was disagree and strongly disagree with the statement 17. The total score of this item was 78.

The eighteenth item, none students' was strongly agree and agree with the statement 18, 9 out of 18 students' were neutral, 7 out of 18 students were disagree and 2 out of 18 students' were strongly disagree with the statement 18. The total score of this item was 65.

The nineteenth item, 1 out of 18 student was strongly agree, 2 out of 18 students' were agree, 9 out of 18 students' were neutral, 6 out of 18 students' were disagree and none of them was strongly disagree with the statement 19. The total score of this item was 56.

The twelfth item, none students was strongly agree with the statement 11 and 2 out of 18 students' were agree, 5 out of 18 students' were neutral, 4 out of 18 students' were disagree and 7 out of 18 students' were strongly disagree with the statement 20. The total score of this item was 70.

Based on the result above, the researcher concluded that most of the students' were strongly agree with the positive statement about reading by using twitter media and most of the students' also were disagree with the negative statement about reading by using twitter media.

Students' interest in using Twitter media, in general they became more interested in learning English after researchers implemented the use of Twitter media. After implementing the use of Twitter media, most students said that their interest in reading English texts increased and they easily accessed and found English reading that they liked using Twitter

media. Apart from the advantages of implementing Twitter media, sometimes students also experience problems with the internet network which makes the reading they want to access take quite a long time. Even though students sometimes experience these problems, they still feel helped by this Twitter media.

Based on the description above, the researcher concluded that the use of Twitter media was interesting for the students.

B. Discussion

The aim of this research was to find out the effect of Twitter media in increasing students' reading skill and how's students' reading interest after using Twitter media at SMP Kartika XX-2 Makassar. The population of this research was the second-grade of SMP Kartika XX-2 Makassar in the 2023/2024 academic year. The sample of this research were 18 students of the second-grade C of SMP Kartika XX-2 Makassar.

From Verónica Espinoza-Celi, Cristina Morocho Pintado, and Eva Ulehlova (2018) with title Use of Twitter for improving reading comprehension skills. The research revealed that the majority of students from the experimental group were motivated to read information regarding to the proposed topics, and even more after the intervention, it can be stated that they used Twitter for academic purposes. In addition, the frequency of using this tool has increased relatively according to the high interaction that students made with their comments for each unit. Results obtained

confirmed that by using Twitter media, students have become more critical due to the fact that reading sources included trendy and controversial topics.

The second result show that students have a good perception of Twitter as an educational tool for developing reading skill since they can expand their acquisition of vocabulary as well as they make improvements in their writing tasks.

Concerning students' comfort, they declared that Twitter was a friendly platform in which it was possible to interact and discuss whatever, whenever and wherever in a collaborative community since this tool is fun and offers a pleasant environment.

Based on the students' result in pre-test, the students still have difficulties in word meaning and some information in the text based on the question of the test. Where the maximum score in pre-test was 64,00. On the pre-test, students got 33,55 as mean score and 20,056 as the standard deviation. The score classified as very poor category.

The statistical analysis of the students' reading skill from their pre-test score, 11 students classified as very poor, 2 students' were classified as poor, 5 students' classified as fair, and no students' classified as fairly good, good, very good and excellent.

After taking the pre-test from the students, the researcher conducted treatment. The first treatment introduce and explain the definition and the use of Twitter media that want to apply before going to study. After explaining about Twitter, the researcher taught students how to pair Twitter

media to their cell phones. All students created their own Twitter account and the researcher taught about the features available on Twitter.

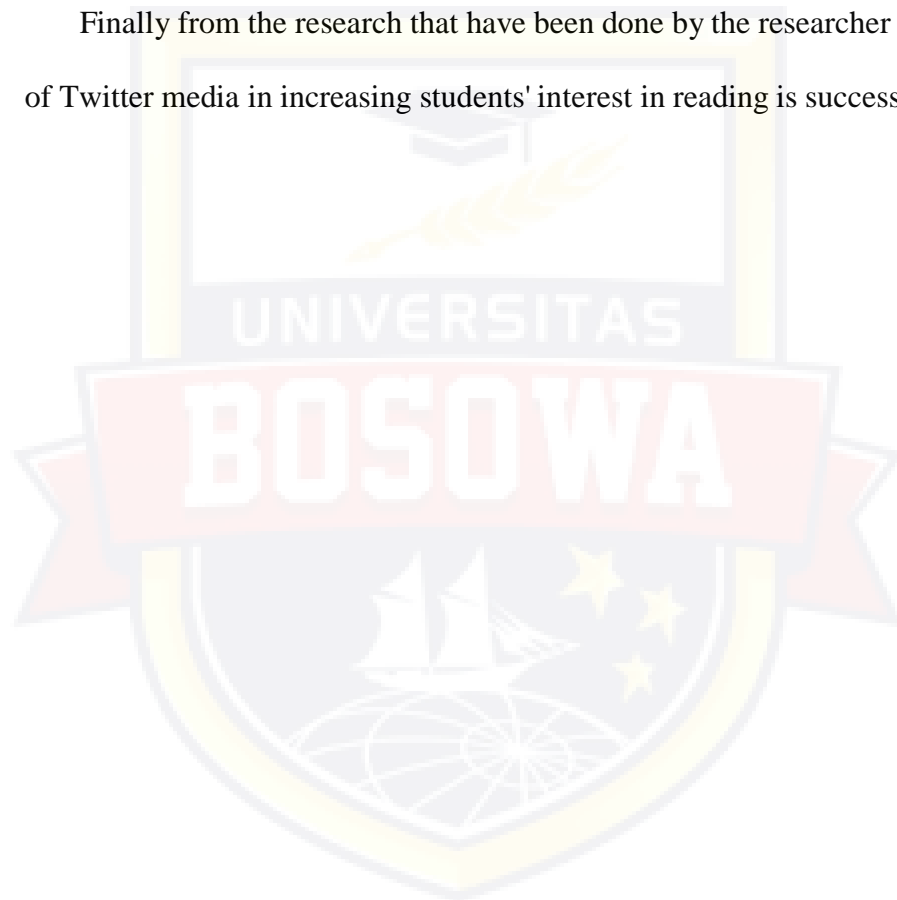
In the second treatment, students who already had a Twitter account were directed to open @englishfun__ and @literarybase accounts. After that students are asked to read the reading that has been provided in the account. Take turns reading the text aloud. The researcher gave random questions about the readings that had been read by the students. After the second treatment was given, the researcher applied post-test. In post-test, the writer gave the same question when the writer conducted the pre-test. Students got 70,38 as mean score and 20,387 as the standard deviation. Students' mean score on post-test classified as fairly good category. Based on the results of the post-test, students experienced an increase after receiving treatment. Where the maximum score on the pre-test is 93.00.

The statistical analysis of the students' reading skill from their post-test score, 18 students'. There were 8 students' (44,4%) got a very good classification, 3 students' (16,7%) got a good classification, 3 students' (16,7%) got a fairly good classification, 1 student (5,5%) got a fair classification and 3 students' (16,7%) got poor classification.

The average students gets very good score for their post-test and The result of the t-test stated that Sig. (2-tailed) was 0,000. The result provided that Sig. (2-tailed) the table was lower than the level of significance. It means that there is a significant effect on increasing students' reading after using Twitter media.

Based on the result of questionnaire, it explained that students' interest in reading increased and they were interested in learning English after the researcher implemented the use of Twitter media. Twitter media is suitable for increasing students' interest in reading because it can be accessed easily and many English reading materials are easy to find.

Finally from the research that have been done by the researcher the use of Twitter media in increasing students' interest in reading is successful.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with specifically the conclusion of the study and suggestions of the research.

A. Conclusion

The classification students score pre-test and post-test; In the pre-test, there were 11 students' (61,1%) got a very poor classification, 2 students' (11,1%) got a poor classification, and 5 students' (27,8%) got fair classification. None of the students got fairly good, good, very good, and excellent. In the post-test, There were 8 students' (44,4%) got a very good classification, 3 students' (16,7%) got a good classification, 3 students' (16,7%) got a fairly good classification, 1 student (5,5%) got a fair classification and 3 students' (16,7%) got poor classification. None of the students got very poor and excellent. The result of the t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) the table was lower than the level of significance. So, the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Based on the result of the data of pre-test and post-test in paired samples test was a significant effect of Twitter media in increasing students' reading interest.

Most of the students' are disagree for negative statement and for positive statement most of them was strongly agree. It can be seen by the total score of the item and the percentage. It can be seen by the total score of the item and the percentage. In this table showed that 100% students are strongly agree with

the statement that the students' already have a Twitter account, 87,77% of them are strongly agree that they would like to read English text better, and 86,66% of them are strongly agree that they prefer reading on Twitter than other media. Students' reading interest increased and they were interested in learning English after the researcher implemented the use of Twitter media. Twitter media is suitable for increasing students' interest in reading because it can be accessed easily and many English reading materials are easy to find.

The success of this research can be seen from the students' scores on the post-test and the results of the questionnaire. The effect of using Twitter media is to increase students' reading skills. In accordance with the results of the questionnaire filled out by students, it can be concluded that students have an interest in reading using Twitter media. So, the use of Twitter media in increasing students' interest in reading is successful.

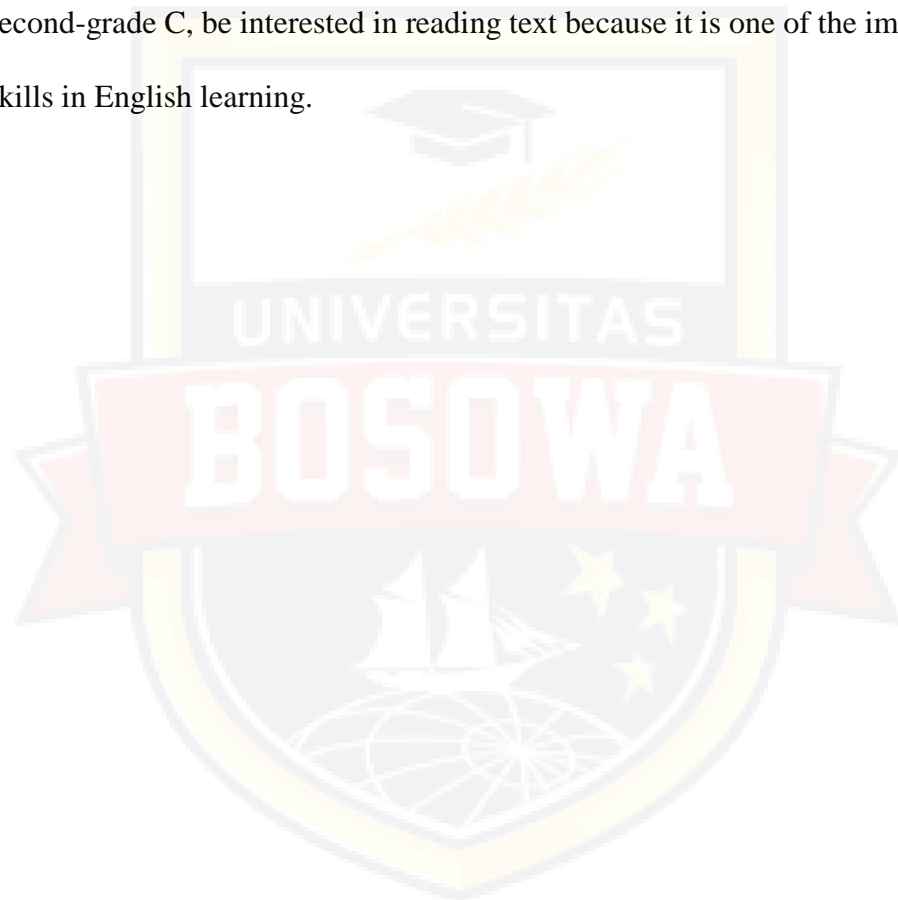
B. Suggestion

Based on the conclusions from the research above, the researcher provides the following suggestions:

1. For teachers, it is advisable to apply the use of Twitter media in teaching reading because it can help teachers increase students' interest in reading.
2. Twitter media is suitable to be applied in reading skills, because Twitter media really helps students to access and find what they like reading.
3. For students, Twitter media can be applied in learning to read in class VII SMP Kartika XX-2 Makassar. You can further increase your interest through the medium of twitter by reading English text more often.

4. In the future, further researchers must improve this kind of research and try to further analyze the application of Twitter media to increase students' interest in reading.

Based on the suggestion above, it can be concluded that the researcher suggests the students in SMP Kartika XX-2 Makassar especially for the second-grade C, be interested in reading text because it is one of the important skills in English learning.



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APPENDICES



Appendix 1 : Instrument of the Research

PRE-TEST AND POST-TEST

Name :

Date :

Text 1**The following text is for questions number 1 to 5**

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling . Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

- 1) Which the following fact is true about Kbo Iwo?
 - A. Kebo Iwo ate a little amount of meat
 - B. Kebo Iwo is a destroyer that cannot make anything
 - C. Kebo Iwo was angry because his food was stolen by Balinese people
 - D. Kebo Iwo destroyed all the house but not the temple
 - E. Kebo eat food was equal for food of thousand people

- 2) Why did Kbo Iwo feel angry to the Balinese people?
- A. Because Balinese people ate his meal
 - B. Because Balinese people took his food so his barns was empty
 - C. Because Balinese people didn't give him food
 - D. Because Balinese people were in hunger
 - E. Because Balinese people turned to rage
- 3) According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?
- A. There will be no Bali island
 - B. Bali People will never be angry
 - C. All Bali people will live in a prosperous way
 - D. We are not able see the beauty of Lake Batur
 - E. Mount Batur will not be a sacred place now
- 4) "So, they came together to plan steps to oppose this powerful giant....."(Paragraph 3). The antonym of the word "oppose" is....
- A. Support
 - B. Defeat
 - C. Turn Against
 - D. Beat
 - E. Change
- 5) What is mount batur?
- A. A lake build by Kbo Iwa
 - B. A well dug by Kbo iwa
 - C. The mountain build by Kbo Iwa
 - D. A mound of earth dug from the well by Kbo iwa
 - E. A home build by Balinese people to Kbo Iwa

Text 2**The following text is for questions number 6 to 10**

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

- 6) What separated between one village to another a long time ago in the New Territories ?
 - A. Another village
 - B. Mountains
 - C. Forests
 - D. Hills
 - E. Towers and logs
- 7) Who was Ah Tim ?
 - A. The young woman's brother
 - B. The young woman's son

- C. The young woman's brother and nephew
 - D. The young woman's brother's son
 - E. One of the men who fetched a stick
- 8) Who walked in front when they were in the forest ?
- A. Ah Tm
 - B. The woman
 - C. The woman's son
 - D. Her brother's nephew
 - E. The baby and his mother
- 9) How could the wolves catch Ah Tim ?
- A. He was afraid
 - B. He was stumbled by a stone
 - C. He ran slowly
 - D. The woman cried
 - E. The wolves were good runners
- 10) The woman gave her son to the wolves because
- A. She loved her nephew than her son.
 - B. She thought about how her brother would be
 - C. She wanted her son was eaten by the wolves
 - D. She was crazy
 - E. She kept a grudge on his brother

TEACHING MATERIAL (TREATMENT)

The Researcher will explain about definition of Twitter Media and explain the use of Twitter media to students. After that students are taught to read the readings about Narrative Text on the @Englishfun_ & @Literarybase accounts on Twitter media.

Text 1:

True Friends

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

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

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

Text 2:

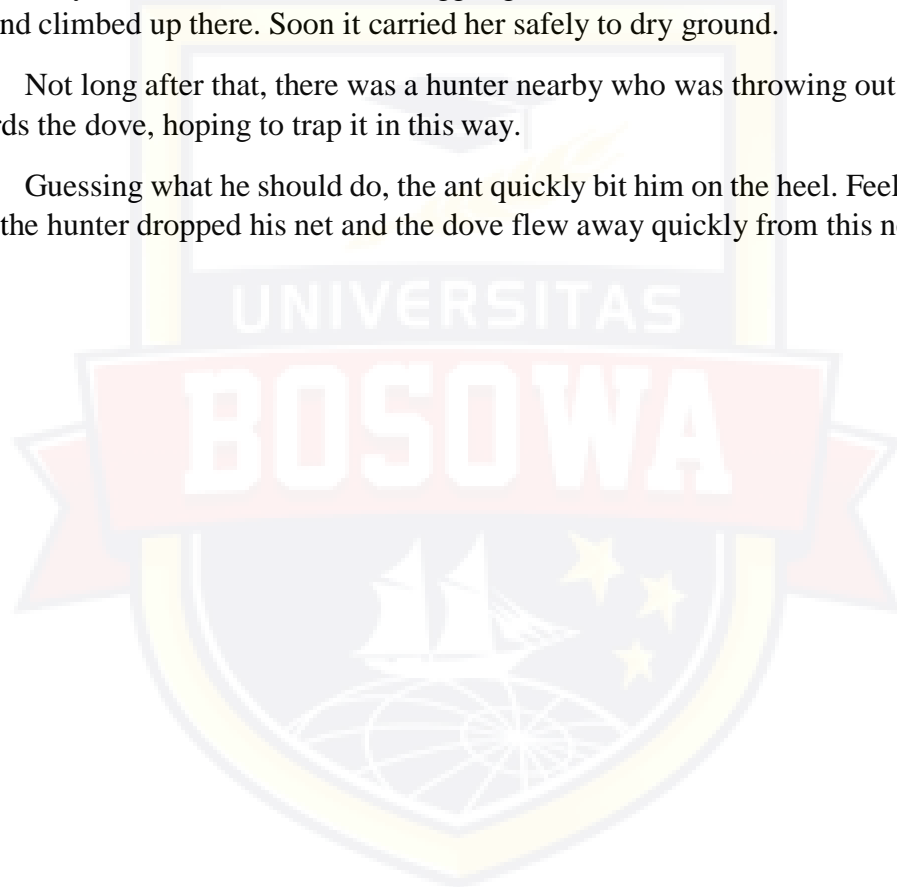
The Ant and the Dove

One hot day, an ant was seeking some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.



Appendix 2: Students' Reading Interest Questionnaire Sheet

STUDENTS' INTEREST QUESTIONNAIRE SHEET

Name :

Date :

Questionnaire filling instructions:

- Read each question in the questionnaire carefully first.
- Put a mark (√) on the answer that really fits your condition.
- Answers may not be duplicated and may not be replaced or crossed out.
- This questionnaire is only used as research data, it will not affect the value of your lesson.

Explanation of Answer Choices:

SA : Strongly Agree

A : Agree

N : Neutral

D : Disagree

SD : Strongly Disagree

No	Questions	Alternative Answers				
		SA	A	N	D	SD
1.	I can learn a lot from English books (<i>Saya bisa belajar banyak dari buku bahasa Inggris</i>)					
2.	I often visit the library and borrow English books (<i>Saya sering mengunjungi perpustakaan dan meminjam buku berbahasa Inggris</i>)					
3.	Reading English text makes me tired (<i>Membaca teks bahasa Inggris membuat saya lelah</i>)					
4.	I don't like reading English book when the words are too difficult (<i>Saya tidak suka membaca buku bahasa Inggris ketika kata-katanya terlalu sulit</i>)					
5.	If English book is interesting, I can read even a longer one (<i>Jika buku bahasa Inggris menarik, saya bisa membaca lebih panjang lagi</i>)					
6.	I like to read another English books that are not on the school reading list too (<i>Saya suka membaca buku bahasa Inggris lain yang tidak ada dalam daftar bacaan sekolah juga</i>)					

7.	I would like to read English text better (<i>Saya ingin membaca teks bahasa Inggris dengan lebih baik</i>)					
8.	I like to talk about what I am reading to my classmates/friends (<i>Saya suka berbicara tentang apa yang saya baca kepada teman sekelas / teman saya</i>)					
9.	I read about my hobbies and learn more about them (<i>Saya membaca tentang hobi saya dan belajar lebih banyak tentang mereka</i>)					
10.	I like to read in English about new things (<i>Saya suka membaca dalam bahasa Inggris tentang hal-hal baru</i>)					
11.	I already have a Twitter account (<i>Saya sudah memiliki akun Twitter</i>)					
12.	I use all the features in twitter (<i>Saya menggunakan semua fitur di twitter</i>)					
13.	I follow another user's account on Twitter (<i>Saya mengikuti akun pengguna lain di Twitter</i>)					
14.	I often read English reading on Twitter (<i>Saya sering membaca bacaan bahasa Inggris di Twitter</i>)					
15.	I follow an account that provides English materials (<i>Saya mengikuti akun yang menyediakan materi bahasa Inggris</i>)					
16.	Twitter helps me find books I like (<i>Twitter membantu saya menemukan buku yang saya suka</i>)					
17.	I prefer reading on Twitter than other media (<i>Saya lebih suka membaca di Twitter daripada media lain</i>)					
18.	I feel disturbed reading on Twitter because of the many Ads that appear (<i>Saya merasa terganggu membaca di Twitter karena banyaknya iklan yang muncul</i>)					
19.	The hashtags that appear often don't match what I want to read (<i>Tagar yang muncul sering tidak sesuai dengan yang ingin saya baca</i>)					
20.	I'm having trouble accessing Twitter (<i>Saya kesulitan mengakses Twitter</i>)					

Appendix 3 : The Result of Students' Pre-Test

Appendix 1 : Instrument of the Research

PRE-TEST

Name : KEISHA NUR Adhira

Date : Tuesday 25/July/2023

Text 1

The following text is for questions number 1 to 5

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

- 1) Which the following fact is true about Kbo Iwo?
- A. Kebo Iwo ate a little amount of meat
 - B. Kebo Iwo is a destroyer that cannot make anything
 - C. Kebo Iwo was angry because his food was stolen by Balinese people
 - D. Kebo Iwo destroyed all the house but not the temple

14

X

- E. Kebo eat food was equal for food of thousand people
- 2) Why did Kbo Iwo feel angry to the Balinese people?
- A. Because Balinese people ate his meal
 - B. Because Balinese people took his food so his barns was empty
 - C. Because Balinese people didn't give him food
 - D. Because Balinese people were in hunger
 - E. Because Balinese people turned to rage
- 3) According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?
- A. There will be no Bali island
 - B. Bali People will never be angry
 - C. All Bali people will live in a prosperous way
 - D. We are not able see the beauty of Lake Batur
 - E. Mount Batur will not be a sacred place now
- 4) "So, they came together to plan steps to oppose this powerful giant....."(Paragraph 3). The antonym of the word "oppose" is....
- A. Support
 - B. Defeat
 - C. Turn Against
 - D. Beat
 - E. Change
- 5) What is mount batur?
- A. A lake build by Kbo Iwa
 - B. A well dug by Kbo iwa
 - C. The mountain build by Kbo Iwa
 - D. A mound of earth dug from the well by Kbo iwa
 - E. A home build by Balinese people to Kbo Iwa

Text 2

The following text is for questions number 6 to 10

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

- 6) What separated between one village to another a long time ago in the New Territories ?
- A. Another village
 - B. Mountains
 - C. Forests
 - D. Hills
 - E. Towers and logs
- 7) Who was Ah Tim ?
- A. The young woman's brother

- B. The young woman's son
 C. The young woman's brother and nephew
 D. The young woman's brother's son
 E. One of the men who fetched a stick
- 8) Who walked in front when they were in the forest ?
- A. Ah Tim
 B. The woman
 C. The woman's son
 D. Her brother's nephew
 E. The baby and his mother
- 9) How could the wolves catch Ah Tim ?
- A. He was afraid
 B. He was stumbled by a stone
 C. He ran slowly
 D. The woman cried
 E. The wolves were good runners
- 10) The woman gave her son to the wolves because
- A. She loved her nephew than her son.
 B. She thought about how her brother would be
 C. She wanted her son was eaten by the wolves
 D. She was crazy
 E. She kept a grudge on his brother

Text 3

The following text is for questions number 11 to 14

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

11) The story is about....

- A. Two children went to school for the first time
- B. A witch who is really kind
- C. A father who begged a witch for money
- D. A stepmother who saved her children from a witch
- E. Two children saved their stepmother from a witch

12) Which statement is FALSE about the witch?

- A. She locked Hansel in a cage
- B. She planned to eat Hansel & Gretel
- C. She fell into the ocean
- D. She hated the children
- E. She set Gretel to clean the house

13) "The witch fell into the oven and the stepmother shut the door." (Paragraph 4). The underlined word "shut" can be replaced by the word...

- A. Marked
- B. Painted
- C. Opened
- D. Polished
- E. Closed

14) How did the stepmother find her children?

- A. She walked into the forest
- B. She got tired and met her children
- C. She peeped through the window of the witch's cottage
- D. She fell into the cliff
- E. She was pushed against the wall

Appendix 4 : The Result of Students' Post-Test

Appendix 1 : Instrument of the Research

POST-TEST

Name : M. Irfham Arfandi

Date : Wednesday, 26 July

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Text 1**The following text is for questions number 1 to 5**

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

- 1) Which the following fact is true about Kbo Iwo?
 - A. Kebo Iwo ate a little amount of meat
 - B. Kebo Iwo is a destroyer that cannot make anything
 - C. Kebo Iwo was angry because his food was stolen by Balinese people
 - D. Kebo Iwo destroyed all the house but not the temple

- ~~A~~. Kebo eat food was equal for food of thousand people ✓
- 2) Why did Kbo Iwo feel angry to the Balinese people?
- A. Because Balinese people ate his meal
 - B. Because Balinese people took his food so his barns was empty
 - C. Because Balinese people didn't give him food ✓
 - D. Because Balinese people were in hunger
 - E. Because Balinese people turned to rage
- 3) According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?
- A. There will be no Bali island
 - B. Bali People will never be angry ✓
 - C. All Bali people will live in a prosperous way
 - ~~D~~. We are not able see the beauty of Lake Batur
 - E. Mount Batur will not be a sacred place now
- 4) "So, they came together to plan steps to oppose this powerful giant....."(Paragraph 3). The antonym of the word "oppose " is....
- A. Support ✓
 - B. Defeat
 - C. Turn Against
 - D. Beat
 - E. Change
- 5) What is mount batur?
- A. A lake build by Kbo Iwa
 - B. A well dug by Kbo iwa
 - C. The mountain build by Kbo Iwa ✓
 - ~~D~~. A mound of earth dug from the well by Kbo iwa
 - E. A home build by Balinese people to Kbo Iwa

Text 2**The following text is for questions number 6 to 10**

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

6) What separated between one village to another a long time ago in the New Territories ?

- A. Another village
- B. Mountains
- C. Forests
- D. Hills
- E. Towers and logs

7) Who was Ah Tim ?

- A. The young woman's brother

- B. The young woman's son
 C. The young woman's brother and nephew
 D. The young woman's brother's son
 E. One of the men who fetched a stick
- 8) Who walked in front when they were in the forest ?
- ~~A.~~ Ah Tm
 B. The woman ✓
 C. The woman's son
 D. Her brother's nephew
 E. The baby and his mother
- 9) How could the wolves catch Ah Tim ?
- A. He was afraid
~~B.~~ He was stumbled by a stone ✓
 C. He ran slowly
 D. The woman cried
 E. The wolves were good runners
- 10) The woman gave her son to the wolves because
- A. She loved her nephew than her son.
~~B.~~ She thought about how her brother would be ✓
 C. She wanted her son was eaten by the wolves
 D. She was crazy
 E. She kept a grudge on his brother

Text 3

The following text is for questions number 11 to 14

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door. 'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

11) The story is about....

- A. Two children went to school for the first time
- B. A witch who is really kind
- C. A father who begged a witch for money ✓
- ~~D. A stepmother who saved her children from a witch~~
- E. Two children saved their stepmother from a witch

12) Which statement is FALSE about the witch?

- A. She locked Hansel in a cage
- B. She planned to eat Hansel & Gretel ✓
- ~~C. She fell into the ocean~~
- D. She hated the children
- E. She set Gretel to clean the house

13) "The witch fell into the oven and the stepmother shut the door." (Paragraph 4). The underlined word "shut" can be replaced by the word...

- A. Marked
- B. Painted
- C. Opened ✓
- D. Polished
- ~~E. Closed~~

14) How did the stepmother find her children?

- A. She walked into the forest
- B. She got tired and met her children
- ~~C. She peeped through the window of the witch's cottage~~
- D. She fell into the cliff ✓
- E. She was pushed against the wall

Appendix 5 : Students' Reading Interest Questionnaire Sheet

Appendix 2: Students' Reading Interest Questionnaire Sheet

STUDENTS' INTEREST QUESTIONNAIRE SHEET

Name : MOH. RIDA IN

Date : 26 - 2023

Questionnaire filling instructions:

- Read each question in the questionnaire carefully first.
- Put a mark (✓) on the answer that really fits your condition.
- Answers may not be duplicated and may not be replaced or crossed out.
- This questionnaire is only used as research data, it will not affect the value of your lesson.

Explanation of Answer Choices:

SA: Strongly Agree

D: Disagree

A: Agree

SD: Strongly Disagree

N: Neutral

No	Questions	Alternative Answers				
		SA	A	N	D	SD
1.	I can learn a lot from English books (<i>Saya bisa belajar banyak dari buku bahasa Inggris</i>)		✓			
2.	I never visit the library to read English literature (<i>Saya tidak pernah mengunjungi perpustakaan untuk membaca bacaan berbahasa Inggris</i>)				✓	
3.	I already have a Twitter account (<i>Saya sudah memiliki akun Twitter</i>)	✓				
4.	I use all the features in twitter (<i>Saya menggunakan semua fitur di twitter</i>)			✓		
5.	I follow another user's account on Twitter (<i>Saya mengikuti akun pengguna lain di Twitter</i>)		✓			
6.	I don't like reading English books that my teacher doesn't use (<i>Saya tidak suka membaca buku bahasa Inggris yang tidak digunakan oleh guru saya</i>)					✓
7.	I would like to read English text better (<i>Saya ingin membaca teks bahasa Inggris dengan lebih baik</i>)	✓				
8.	I like to talk about what I am reading to my classmates/friends (<i>Saya suka berbicara tentang apa yang saya baca kepada teman sekelas / teman saya</i>)	✓				
9.	I read about my hobbies and learn more about					

	them (Saya membaca tentang hobi saya dan belajar lebih banyak tentang mereka)	✓				
10.	I don't like to read in English about new things (Saya tidak suka membaca dalam bahasa Inggris tentang hal-hal baru)			✓		
11.	Reading English text makes me tired (Membaca teks bahasa Inggris membuat saya lelah)					✓
12.	I don't like reading English book when the words are too difficult (Saya tidak suka membaca buku bahasa Inggris ketika kata-katanya terlalu sulit)			✓		
13.	If English reading isn't interesting, I won't read any longer (Jika bacaan bahasa Inggris tidak menarik, saya tidak akan membaca lebih panjang lagi)			✓		
14.	I often read English reading on Twitter (Saya sering membaca bacaan bahasa Inggris di Twitter)	✓				
15.	I follow an account that provides English materials (Saya mengikuti akun yang menyediakan materi bahasa Inggris)			✓		
16.	Twitter doesn't help me find books I like (Twitter tidak membantu saya menemukan bacaan yang saya suka)					✓
17.	I prefer reading on Twitter than other media (Saya lebih suka membaca di Twitter daripada media lain)			✓		
18.	I feel disturbed reading on Twitter because of the many Ads that appear (Saya merasa terganggu membaca di Twitter karena banyaknya iklan yang muncul)					✓
19.	The hashtags that appear often don't match what I want to read (Tagar yang muncul sering tidak sesuai dengan yang ingin saya baca)			✓		
20.	I'm having trouble accessing Twitter (Saya kesulitan mengakses Twitter)			✓		

Appendix 6 : Students' Pre-Test Score and Post-Test Score

No	Students' Initial	Pre-test	Classification	Post-Test	Classification
1.	A	21	Very Poor	64	Fair
2.	ANA	36	Poor	79	Good
3.	MIA	57	Fair	93	Very Good
4.	RC	21	Very Poor	71	Fairly Good
5.	GPM	21	Very Poor	71	Fairly Good
6.	MW	14	Very Poor	86	Very Good
7.	MAG	21	Very Poor	86	Very Good
8.	NA	29	Very Poor	86	Very Good
9.	IP	29	Very Poor	36	Poor
10.	FYPK	14	Very Poor	43	Poor
11.	DKM	7	Very Poor	29	Very Poor
12.	M	21	Very Poor	79	Good
13.	RR	64	Fair	86	Very Good
14.	YPP	50	Poor	71	Fairly Good
15.	MR	64	Fair	86	Very Good
16.	NS	64	Fair	79	Good
17.	KN	57	Fair	86	Very Good
18.	KNA	14	Very Poor	36	Poor
Total		469		1.267	
Mean Score		33.55	Very Poor	70.38	Fairly Good

(Data Source: SMP Kartika XX-2 Makassar)

Appendix 7 : Administration



UNIVERSITAS BOSOWA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231

Telp. 0411 452 901 – 452 789 Ext. 117, Faks. 0411 424 568

<http://www.universitasbosowa.ac.id>

Nomor : A.466/FKIP/Unibos/VII/2023

Lampiran : -

Perihal : **Permohonan Izin Penelitian**

Kepada Yth,
Kepala Sekolah SMP Kartika XX-2 Makassar
di –
Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama : FEBISTA
NIM : 4519101006
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
Universitas Bosowa

Judul Penelitian :

The Effect of Twitter Media in Increasing Students' Reading Interest At SMP Kartika XX-2 Makassar

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 20 Juli 2023

Dekan

Dr. Asdar, S.Pd., M.Pd.

NIDN : 0922097001

Tembusan:

1. Rektor Universitas Bosowa
2. Arsip.



YAYASAN KARTIKA JAYA
 CABANG XX HASANUDDIN
SMP KARTIKA XX -2 MAKASSAR
 AKREDITASI "A"
 Jl. Urip Sumoharjo KM.4 (Pampang) Telp. 0411 437 204
MAKASSAR

SURAT KETERANGAN PENELITIAN

Nomor : 420/055/SMP.K.XX-2/VII/23

Yang bertanda tangan dibawah ini Kepala SMP KARTIKA XX-2 Makassar

Nama : SYAIFUDDIN, S. Pd
 NIP : -
 Jabatan : Kepala SMP Kartika XX-2 Makassar
 Alamat : Jl. Jend. Urip Sumoharjo K4 4 (Pampang)

menerangkan bahwa :

Nama : FEBISTA
 Nomor Pokok : 4519101006
 Program Studi : Pendidikan Inggris
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
 Universitas Bosowa.

Benar yang bersangkutan tersebut di atas telah mengadakan penelitian pada SMP KARTIKA XX-2 Makassar yang dilaksanakan pada: Hari Tgl. 20 Juli 2023. dalam rangka penyelesaian Skripsi dengan Judul Penelitian "*The Effect of Twitter Media in Increasing Students' Reading Interest At SMP KARTIKA XX-2 Makassar*".

Demikianlah surat keterangan penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar 26 Juli 2023

Kepala Sekolah



Appendix 8: Documentation



Picture 1. The students were directed by the researcher to do the pre-test



Picture 2. The students were directed by the researcher to read the text on Twitter



Picture 3. The students were directed by the researcher to do the post-test



Picture 4. The students were directed by the researcher to do the Questionnaire

BIOGRAPHY



Febista was born in Tana Toraja, South Sulawesi on December 19th, 2000. She is the only child of the couple Mr. Idris and Mrs. Alberthin Mani'. She began her education at TK Beringin Makassar in 2005 until 2006. Then, she continued her study to SD Inpres Karuwisi I Makassar in 2006 and graduated in 2012.

After graduating in 2012, she studied at SMP Kemala Bhayangkari Makassar and finished in 2015. In the same year, she continued her education at SMAN 12 Makassar and graduated in 2018. After that, she decided to complete her study at English Language Education Study Program in Faculty of Education and Literature of Bosowa University Makassar. She was the Head of the Committee for the English Camp 2021 which was held by the English Language Education Student Association, and she was the Secretary of the English Language Education Student Association for the 2022/2023 period. Then, she graduated from the English Education Study Program in 2023. She is also actively involved in several external organizations and serves on the PPGT Siporannu Management as Coordinator for Social Services for the 2020-2022 period, the PPGT Siporannu Management as Secretary for the 2022-2024 period, and the SMGT Siporannu Management as Vice Secretary for the 2023-2025 period.