

**THE USE OF WATTPAD MEDIA TO INCREASE STUDENTS' READING  
NARRATIVE TEXT COMPREHENSION AT SMK MIFTAHUL HUDA  
CILEGON**

**A Script**

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**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
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## **ABSTRACT**

### **NARRATIVE TEXT COMPREHENSION AT SMK MIFTAHUL HUDA CILEGON**

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**CINDY YUNITA**

The objectives of this research were to find out whether or not there was any significant difference in students' reading comprehension of narrative text after being taught by using Wattpad as media in teaching reading and to investigate the students' response in relation to the use of Wattpad during the learning treatments. This research was conducted at SMK Miftahul Huda involving 21 students in the first-grade level as a sample by employing quantitative research with reading tests and questionnaires for the data collection.

After analyzing the data, the results showed that the pre-test mean score reached 54.45 and the post-test mean score reached 73.27 with the gain is 18.82. In which, the data were analyzed both statistically through a Paired Samples T-test and also descriptively through a descriptive analysis. Based on the statistical analysis, it indicates that the increase is significant because the t-value is 8.883 and the t-table score is 2.069, t-value is higher than t-table. In summary, the result of study found that Wattpad is significant to improve reading particularly in identifying reference. Furthermore, the students showed positive response after doing the treatments. The improvement was shown in all aspects of reading, especially aspect of identifying reference. From the results, it can be concluded that reading through Wattpad can improve reading narrative text comprehension among the students in the first grade of Vocational High School.

***Keywords:*** Wattpad, reading, comprehension, narrative text, improvement.

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**A Script**

**Submitted in a Partial Fulfillment of  
The Requirements for S-1 Degree  
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2022**

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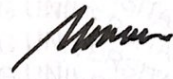
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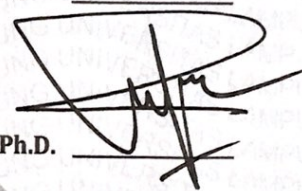
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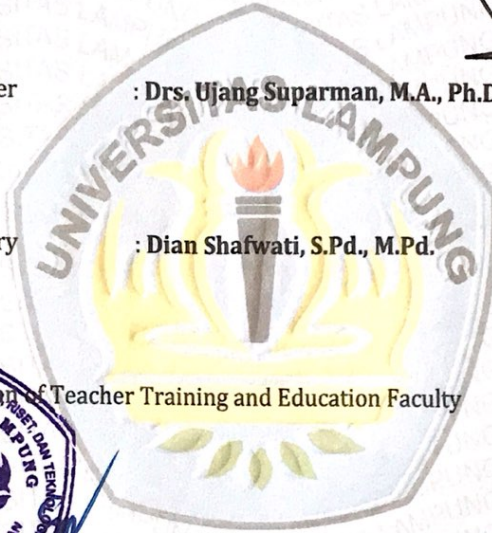
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya

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## **CURRICULUM VITAE**

Cindy Yunita was born on June, 26<sup>th</sup> 2000. She is the first child from a warm-kind hearted father-mother, Hasan Sadeli and Yuyun Yuningsih, also has a younger brother, Dwiki Arif Rahman. She began her first education at TK Alfurqon in Cilegon. Then, she continued her study at SDN Simpang Tiga Cilegon. After that, she continued her study at SMPN 3 Cilegon. In 2018, she graduated from SMAN 2 Krakatau Steel.

Because of her interests in language, she decided to continue her study. Since she has taken the language major during her senior high school, she started to join the English Education Study Program of Teacher Training and Education Faculty at Lampung University. After all, she decided to study here because of the campus environment itself. Moreover, it was supported by the recommendation of her teachers and parents.

Having realized that living away from family is not easy, it makes her stronger and wiser. During completing her study at FKIP Unila, she meets a lot of people who help her through ups and downs. She also joined organizations and activities (Society of English Education Department Students) as a general secretary in which she learned more about leadership skills, how to write a formal letter, how to create a competition in English environment, and other activities that build her insight and experience wider.

She has a lot meaningful experiences which fulfilled her duty in the pre-service teacher program and took the research data for her thesis. She was very grateful and motivated to understand and be understood. She hopes through this slice of her journey, she can be a good person and good teacher in the future.

## **DEDICATION**

*Completely be devoted to all teachers, people who encourage for better education, the most precious parents, big family, beloved friends, and I.*



## **MOTTO**

Where there's a will

There's a way

-George Herbert-

Hard things will happen to us. We will recover, we will learn from it, we will  
grow more resilient because of it.

-Taylor Swift-

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All the praises be given to Allah for the strengths and blessings so that the researcher can complete her undergraduate paper entitled “The Use of Wattpad Media to Increase Students’ Reading Narrative Text Comprehension at SMK Miftahul Huda”.

This paper is presented as one of the requirements for her Bachelor Degree in the English Education Study Program, Teacher Training and Education Faculty in Lampung University. Indeed, the researcher believes that this paper will not complete without any assistances, supports, and prayers from the people. Some difficulties and obstacles were met by the researcher while completing this paper. As for that, the researcher would like to express her sincerest gratitude and honor to:

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## **CHAPTER I**

### **INTRODUCTION**

This chapter provides a brief description of entire contents of the research including background, research questions, objectives of the research, the uses of the research, scope of the research and definition of terms.

#### **1.1 Background of the Research**

Today, the number of people who make use of technology in education is increasing and it becomes something that cannot be separated in learning activities. However, the previous statement is such a contradiction if we see from the reading literacy interest in Indonesia. According to the results of the 2016 study of The World's Most Literate Nations (WMLN), it indicates that the reading rank of Indonesians is the 60 out of 61 countries (Miller & McKenna, 2016). This issue shows that Indonesian readers still have low interest in reading activities.

Reading is one of the four language skills that students should master in early stages. By mastering reading, students can get many kinds of information from the various resources. As stated by Blachowicz and Ogle (2008), reading is important, it is the process by which people increase information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other material. Nowadays, the technology is growing up, people also need to grow up their knowledge, and one of the ways is by reading.

According to RAND (Reading Study Group) (2002), reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process text at hand, and the consequences of performing the activity. In classroom activities, students are encouraged to read more often.

However, many but not at all, some students still encounter difficulties in learning to read in foreign language because it brings new challenges and requires different insights. Pang (2003) defines that reading is about understanding written texts. It is a complex activity that involves both perception and thought. While comprehension refers to the comprehending what is being said or read.

As stated by Onwuegbuzie et al. (2004), reading comprehension as the ability to integrate preliminary information of a student with the text that has been read. Furthermore, Perfetti et al. (2005) defines “we can expect the comprehension of written language to approximate the comprehension of spoken language”. This simple idea that the acquisition of reading comprehension is learning to understand writing as well as one understands spoken language has empirical justification.

Reading comprehension plays an important role in understanding the text. Based on Curriculum of 2013 for vocational high school there are several kinds of reading texts such as narrative text, recount text, descriptive text, report text, explanation text, hortatory text, procedure text, etc. One of the reading texts that should be learned and taught in the first grade of vocational high school was a narrative text. The goal of Standard of Competency and Basic Competence (SKKD) for vocational high school is the first-grade students of vocational high school should be able to comprehend a narrative text both in spoken and written forms. That is the reason why narrative text was chosen to be used as reading material for the students in this research.

Anderson and Anderson (1997: 8) state that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. Rebecca (2003) defines narrative as a series of logically and chronologically related events that are caused or experienced by some factors. Moreover, the purpose of narrative text is to entertain the readers by experiencing in actual or imaginary ways because narrative text deals with chronological problems that have values in each story.

Meanwhile, teaching media is one of interesting way for teaching and learning in the classroom. According to Hamalik (1986) the use of teaching media in teaching and learning can generate new desires and interests, to encourage motivation and stimulation and learning activities, and even brought a psychological influence on student. Moreover, teaching reading of narrative text by using media is seen helpful because narrative texts is usually written in a long text that should be comprehended by the students.

However, the researcher found that there were problems during the learning process of teaching narrative text. As stated by Rahman (2018) in practice, many Indonesian students experience challenges with reading literary works written in English. In addition, narrative text similar with text-based so students are dealing with hypertexts might feel bored. Since, it has been acknowledged, individuals lack of reading interests as well as students. Consequently, it might detain their learning process and understanding of the material, particularly in lessons that involve reading. Cain et al. (2004) state that bad readers are poor in making inferences and find difficulties in understanding the text. That is, students often find the boring and difficult to understand because the lack of media used in the learning process. As a result, the students did not show the interest in the learning process to read and comprehend narrative text. Since technology has become a tool used in almost all aspects of our live, the use of media is one of various ways in teaching English.

In the finishing point of this research, an appropriate media and method must be selected in order to increase students' reading comprehension in narrative text. One of media that appropriate is through Wattpad media. By the times in this era, the relationship between education and technology has been well established. One of technology that can be used for increase reading promotion is Wattpad. Generally, Wattpad is a media as blogging site and application that provides facilities to read stories, novels, poems, etc. Wattpad was founded by Allen Lau and Ivan Yuen (2006). It is an application developed for online reading and writing (Reid, 2016).

Furthermore, Wattpad offers free digital environment with many new possibilities for enriching reading resources, especially narrative text in stories with various kinds of genre. In addition, Wattpad is one of media that has contribution to increase reading promotion based on using smart-phone in learning where smart-phone has owned by most of students. Moreover, through Wattpad, it can create students gaining more their insights and perceptions by reading kind of stories. In addition, the forum could be the intercultural exchange platform (Miyazoe & Anderson, 2010). In this case, the researcher utilizes smart-phone used in students teaching reading by using Wattpad media that can be accessed directly from smart-phone.

There have been several studies conducted to investigate the use of Wattpad to improve students' skill. One of the research projects is a study conducted by Adiningtyas (2020) which discussed students' improvement in writing skill through Wattpad with a title of *The Effectiveness of Using Wattpad to Improve Students' Writing Skill in Vocational High School*. The finding of this research showed that each student enhances their writing skill based on the students' post-test progression in each aspect increased significantly.

In addition, Rahman & Iwan (2019) explored more Wattpad platform and English prose course as blended learning models in undergraduate students. The finding of this research showed that the use of Wattpad could maximize the time and place in the class while learning prose so that, it could be able to maximize the quality of students in understanding the learning course.

Another research conducted by Bal (2018) also investigated Wattpad in reading and writing experiences of middle school students in the digital age. The finding of this research showed that Wattpad considered as a venue where participants can express themselves comfortably. As a result, the participants shared positive experiences characterized by willingness, diversity, meaningfulness, and entertainment. With this mind, the results show the positive perceptions of participants toward the use of Wattpad.

From the background of the problem above, the researcher conducted research entitled: The Use of Wattpad Media to Increase Students' Reading Narrative Text Comprehension at SMK Miftahul Huda Cilegon.

### **1.2 Research Questions**

Based on the background above, this study is intended to state the problem as follows:

1. Is there any significant difference of students' reading comprehension in narrative text after being taught by using Wattpad media?
2. How is the student's response after being taught by using Wattpad media?

### **1.3 Objectives of the Research**

Based on the formulation of problem above, the objectives of this research are:

1. To find out whether or not there is significant difference of students' reading comprehension in narrative text.
2. To find out the students' responses after being taught by using Wattpad media.

### **1.4 The Uses of the Research**

The findings of the study are expected to be beneficial both theoretically and practically:

1. Theoretically, it can enrich and support the theory about Wattpad increasing students' reading comprehension in narrative text for the other researchers who want to conduct this study.
2. Practically, the results of this study can be used as a reference for teachers to be applied in teaching and learning activities in the classroom in order

to create a conducive and fun learning atmosphere so that it will achieve the learning goals optimally.

### **1.5 Scope of the Research**

This research was conducted through quantitative method. The focus of this research was to investigate whether there was any significant improvement in students' reading comprehension of narrative text after using Wattpad media. Further, the researcher stated the students' responses after being taught by using Wattpad media. The research conducted in SMK Miftahul Huda Cilegon and the sample was the students which were in the first grade. The material for this research was narrative text because it is kind of text that used in Wattpad media.

### **1.6 Definition of Terms**

In this research, there are some terms that emerge frequently in the explanation of each chapter. Those terms are related to the core of this research, such as:

1. Reading comprehension

According to Snow (2002) reading comprehension is the process of simultaneously extracting (figuring out how print represents words and engaging in the translation of print to sound accurately and efficiently) and constructing (building new meanings and integrating new with old information) meaning through communication and involvement with written language.

2. Wattpad

Wattpad is a blogging site and application that provides facilities for users to read stories, novels, poem, etc. In other words, Wattpad is an application developed for online reading and writing (Reid, 2016).

Sari (2016) also states that Wattpad offers reading opportunities and innovations; for example, it features readers' views on the chapters of a book and suggestions for new sections of texts.

### 3. Media

Sadiman (2006) argues that media is everything that can be used to channel messages from senders to recipients so that they can stimulate students' thoughts, feelings, concerns and interests and attention in such a way that the learning process occurs.

### 4. Narrative Text

Narrative text is a text which relates a series of logically, and chronologically related events that are caused or experienced by factors (Rebecca, 2003).

She states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate.

As the researcher has elaborated the points in previously, in brief, this study already has the strong background in conducting the research. Still, this study needed the review of theories relating to the research topics and conceptual framework underlying the study as the next chapter presented. For the strong theories and some previous research which support this research are discussed in the next chapter.

## CHAPTER II

### LITERATURE REVIEW

In order to reach the goal of this research, this chapter is ahead of some theories which are discussed in a framework. It was consisted of previous study, concept of reading comprehension, teaching reading comprehension, concept of learning media, Wattpad, advantages and disadvantages, narrative text, theoretical assumption, and hypothesis.

#### **2.1 Previous Studies**

In order to make this study more relevant, the researcher attaches several related previous studies conducted by several researchers.

The first was conducted by Sukriyadi (2020) in SMK Prima Unggul Tangerang who carried out "*Penggunaan Media Pembelajaran Wattpad dalam Keterampilan Membaca Cerpen Pada Siswa Kelas XI SMK Prima Unggul Tangerang Tahun Pelajaran 2019/2020*". The sample of the study was 27 students of grade XI samples Multimedia 3. The researcher obtained descriptive quantitative method. As a result, the study showed that Wattpad media is very effective when used in reading short story skills in the classroom. Reading short story skills using Wattpad media in class XI Multimedia SMK Prima Unggul Tangerang are also good with an average score of 88.27.

Another research was conducted by Wulansari (2018) entitled "*Pengaruh Penggunaan Aplikasi Wattpad Terhadap Kemampuan Menulis Naskah Drama*".

The researcher used the students of XI grade at SMK Islamiyah Ciputat in the academic year 2017/2018 as the population of this research. It consisted of 30 students in experimental class and 31 students in control class group. Technically, the method used by the researcher was the true-experimental method. Based on the finding and result discussion of this research, the results of the study using t-



test showed that  $t_{\text{value}} > 0,05$  ( $5.082 > 0,05$ ). It means that there is a significant effect in experimental class instead of control group in the use of Wattpad application in students' writing drama scripts.

The next study was conducted by Ramadhanti et.al (2021) who conducted the research about "The Influence of Using Wattpad Application toward Students' Reading Comprehension in Narrative Text". The object of the research was students in X grade of MAN 2 Kab. Tangerang. Regarding the researcher, it was clearly shown that there is a significant effect of using Wattpad media on students' reading comprehension in narrative text in class X MAN 2 Kab. Tangerang.

The last research was done by Permatasari et.al (2020) based on their finding, Wattpad was used as a media in reading activities by giving their perceptions towards doing extensive reading activity. Based on the results, it was proved that students have positive perceptions towards Extensive Reading on Wattpad. Furthermore, the students also get several benefits from doing extensive reading on Wattpad such as it contributed in unconsciously improving students' writing skills, vocabulary mastery, speaking skills, as well as listening skills.

Concerning all of the studies that had been conducted by several researchers in previously, the researcher definitely indicate that Wattpad is a kind of medium that can be utilized in teaching and learning activities. By this opportunity, it can be noted by the researcher that using Wattpad as a media in teaching reading skills could be such an attractive experience for students from the implementation of mobile/smart-phone application into lessons which the effectiveness is already being evaluated. The researcher also makes sure this study will be more useful to the development of English reading teaching.

## **2.2 Concept of Reading Comprehension**

In this part, there will be the details about reading. They are the definition of reading comprehension and the aspects of reading comprehension.

### **2.2.1 The Definition of Reading Comprehension**

In English teaching, the notion of receptive skills (reading and listening) and productive skills (speaking and writing) have been sounds familiarly. According to Harmer (2007: 265), receptive skill is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skills where students actually have to produce language themselves. Moreover, Harmer (1991: p.52) suggests that one of the skills cannot be performed without another. It means that each aspect has the equal and important role. As stated by Perego and Boyle (2001) in Matin, (2011: p.236), listening, speaking, reading and writing occur naturally together in learning events in at all great levels in schools, though traditionally they were taught separately.

According to Brown (2001: 264), reading is a process interrelated with thinking and with other communication abilities listening, speaking, and writing. Reading is a process of reconstructing from the printed pattern on the ideas an information intended by the author. Obviously, if a person knows how to read, they can educate themselves in any part of life they are interested in. When the student has problem in reading, it will have an effect on poor achievement in other subjects because they cannot read and understand the material.

However, Priyatni and Nurhadi (2017) stated that reading is not a simple mechanical process but it is a complex process. This is because reading is thinking and reasoning activity that involves activities: recognizing, interpreting, assessing, reasoning and even solving various problems so that the involvement of the power of reasoning becomes dominant. Learning to read must be focused on the ability to think and reason independently to find messages or information in the text that is read. In line with Pang (2003: 6) states that reading also consists of two related processes such as word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. While comprehension refers to the understanding what is being said or read. When it comes to reading, it is an active process that should be developed if a learner wants to become a proficient reader. Consequently, the word "reading" is typically related to the word "comprehension".

Therefore, it was better to know the meaning of comprehension first before defining reading comprehension. According to Doyle (2004), comprehension is a progressive skill in attaching meaning beginning all the same level and process to attaching meaning to entire reading selection.

All comprehension resolves around the readers' ability in finding and determining main idea and the topic sentence from the text. Also, the readers understanding construct the new information by describing it in the printed language.

Completing the understanding of reading comprehension concept, reading comprehension is the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge and experiences using appropriate and efficient comprehension strategies (Jeffries, 1990: 3, Snow, 2002: 11, Mikulecky &, Johnson 2008: 110). The process of constructing meaning is the process in which the reader combines their prior knowledge with the additional information from a text, draw the meaning of words, and connect it to reach the clear understanding of the written text (Pang, et al., 2003: 14). In this process, the reader uses their prior knowledge about the topic, language structure, and text structure to understand the writer's message (Lenz, 2005:1). In the process of understanding the message which is stated or unstated in the text, the reader also needs to use various strategies such as predicting, clarifying and confirming. Those are all strategies used by the reader for the negotiation of meaning. In order to comprehend an informative text, it is necessary to look for an answer for the five WS and one H questions such as who, what, when, where, how and why; and to find a main idea and supporting ideas (Alperen, 1999).

With this mind, reading comprehension can be defined as reading by understanding the text. That is, a process that reader acquires meaning from reading activity. Furthermore, it is related to the conceptual background of the reader, they get a clear understanding of what the author wants to convey.

### 2.2.2 Aspects of Reading Comprehension

According to Nuttal (1985) in reading there are five elements which help the readers to comprehend an English text, they are:

1. Identifying Main Idea

The main idea is the key point of information which located in a paragraph of the text. According to Gallagher (2004), determining the main idea is a skill to grasp and find the main point of a passage by summarizing it and looking for repetition of ideas or words. Moreover, McWhorter (2012) suggests the sentence that states this main idea is called the topic sentence. McWhorter adds that the topic sentence tells what the rest paragraph is about in some paragraph; the main idea is not explicitly stated in any one of sentence. The main idea is important to a reader because it gives a big picture in each paragraph of the text.

2. Specific Information

In this part, readers are expected to find the specific information or called as supporting sentence that has mentioned from the text in order to develop the topic sentence. The supporting sentence includes definition, examples, cause and effect, fact and opinion, comparison, and quotation.

3. Determining Inference

The inference is an educational assumption or conclusion that form based on evidence of the passage. Kathleen (2011) states that an inference is an educational guess or prediction about something unknown based on available facts and information. In determining inference, the readers are expected to comprehend the text in order to take assumptions they already know based on their experiences. It means that, the readers should inference what the meaning of the statement that is not written in the text explicitly.

#### 4. Identify Reference

According to Reamer (2009) reference is a relation that obtains between expressions and what speakers use expressions to talk about. Reference is words or phrase used either before or after the reference in the reading material.

Reference also used to avoid needless repetition of words or phrases in a reading text. The references mostly are pronouns or noun phrases, such as *I, you, they, that, this, those, himself, herself, etc.*

In this part, readers supposed to identify reference by interpret and determine one linguistic expression to another.

#### 5. Understanding Vocabulary

The role of comprehending what the words mean is important in understanding vocabulary. It means that, the readers have to guess the meaning of difficult words by considering its synonym related to the context. In addition, guess the difficult meaning can be done by understanding one or two previous sentences in the text.

Regarding the theories above, those five reading aspects specified by Nuttal are important to comprehend a text. Therefore, the researcher will use all reading sub-skills in case of setting a reading comprehension test in this research.

### **2.3 The Objective of Reading**

In general, people read because of something. The activity possible to do for enjoyment with a cup of tea in tentative way or it can be possible to do for searching something with a target. It means that, reading activity has its purpose in many ways. According to Suparman (2005) there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information readers get).

Tarigan (2008) proposed that reading is a process to get any information including comprehending the meaning of reading that conveyed by the author. Meaning of reading is closely related to the purpose, or intense in reading. This is the purpose of reading.

- a. Reading for details or facts.
- b. Reading for main ideas.
- c. Reading for sequence or organization.
- d. Reading for inference.
- e. Reading to classify.
- f. Reading for comparing
- g. Reading to evaluate.

Moreover, McDonough and Christopher (1993) usefully classify reading into:

- a. Getting general information from the text.
- b. Getting specific information from a text
- c. For pleasure or for interest.

Based on the previous explanation, the researcher concludes that the main purpose of reading are: first, people read in order to get pleasure so they might read novels, magazines, comics, and so on. Second, people read in order to find information or develop knowledge so they might read academic books, articles, journals, and so on. As a result, when people exactly know what their preferences to do reading activity then, they will achieve their reading goals on it.

#### **2.4 Teaching Reading Comprehension**

Teaching can be defined as a process of accommodating opportunities for students to learn by sharing knowledge or experience. According to (Brown, 2000) teaching is an activity in which the teacher guides and facilitates learning, give a chance for the learners to learn, and sets the condition for learning. Moreover, Suzanne states that teaching is shared work between students and teachers. In this activity the role of teacher is to assist the students in getting the knowledge by

giving new experiences such as media. By giving new experiences through media, the teacher lets the students to study in group. In this teaching and learning process, it is necessary for teacher to set a good situation for the students to learn in order to make the teaching and learning process run well. While setting a good condition, the teacher must consider and provide a media that is used as this can support the material. With this mind, teaching reading comprehension is the procedure where teacher provides to assist, facilitate, and guide the students in order to make they reach reading comprehension on the text using a certain media. At this point, the role of teacher is the subject of doing those because the teacher has the responsibility to assist the students acquiring the second language that is English through an attractive media.

### **2.5 Concept of Learning Media**

Media is helpful in the process of language teaching. Heinich as cited in Pribadi: (2017:15) claims that learning media is a medium that contains information and knowledge used to deliver material to the learner. According (Harmer, 2007) a range of objects, pictures and other things that can be used as instructional media to present and manipulate language and to involve students in the activities. Furthermore, Reiser and Dick (1996) designate instructional media as one of the instructional planning that should be prepared by teachers before coming in classroom.

Therefore, Yaumi (2018) stated that learning media are all forms of physical equipment designed in a planned manner to convey information and build interaction. In line with the previous statement, learning media is defined as a tool in the form of physical and non-physical used by teachers in conveying material to students to be more effective and efficient. So that the learning materials more quickly accepted students intact as well as attract students to learn more (Musfiqon, 2012).

From the explanation above, the researcher concludes that it is essential for teacher to implement teaching methods that can encourage student learning activities. One of the ways to achieve the learning goals is by using learning media. Learning media is such a tool to share knowledge and experience between teachers and students. Moreover, this interaction process will run well if the students are active in following the learning activity. Regarding the role of learning media is used as a way of promoting the learning activity for learning in order learning goals can be achieved.

### **2.5.1 Types of Learning Media**

Anitah (2009) divided several types of learning media into five types, namely:

- a. Non-projected visual media, such as caricatures, illustrations, charts, graphs, diagrams, maps, and so on.
- b. Projected visual media, such as: Slide (film frame), Overhead Projector (OHP), Opaque Projector, Film strip (composite film).
- c. Audio media, such as: radio, optical media, tapes, telephones, and so on;
- d. Audio-visual media, such as: television and voice slides.
- e. Multimedia, such as: interactive media, hypermedia, virtual reality, and multimedia kits.

### **2.5.2 Functions of Media in Learning**

A tool to share the material in the learning process is one of the functions of learning media is. Besides, not just being a tool for conveying materials in the process of learning, Asyhar (2012) states the other functions as follows:

- a. Media as a learning resource.
- b. The semantic function is related to the word, term, sign or symbol.
- c. Manipulative function is the ability of the media to reload an object/event in various ways, according to its conditions, circumstances, objectives, and targets.
- d. Fixative function that is in capturing, storing and recasting an object or event that has long occurred.



- e. Distributive functions of the media used in the learning process can be followed by students in large numbers or unlimited media coverage.
- f. Psychological functions, learning media has the function of attention, affective function, cognitive function, imaginative function and motivation function.
- g. Socio-cultural functions.

Based on the description above, it can be concluded that the learning media has each different functions without changing the objective of the learning media.

### **2.5.3 Principles of Media in Learning**

According to Musfiqon (2012), the principle of media usage in learning process can be divided into three main principles, such as:

- a. Princip's effectiveness of efficiency. Effectiveness in the concept of learning is the achievement of a learning process in achieving learning objectives. While efficiency is to achieve learning objectives by using time, cost, facilities/infrastructure, and other resources to a minimum.
- b. Principles of relevance. As a teacher, one should be able to choose the media that is compatible with the objectives, content, learning strategies, and evaluation of learning.
- c. Principles of productivity. Practice in the learning process is the goal of optimal goals by utilizing natural resources and human resources are available.

### **2.5.4 Benefits of Using Media in Learning**

Learning media that is utilized suitably in the learning process will become more effective and efficient to advance tool in reaching the learning goals. According to Sanaky (2009), the benefits of instructional media are:

- a. By using learning media, the learning process will be more interesting, so it can lead to motivate student learning.
- b. Can clarify learning materials, so that students can easily understand the material and enable students to master the learning objectives.

- c. By using instructional media, the learning process becomes more varied. The material is not only delivered orally, so students do not get bored quickly and more effectively and efficiently.
- d. Students listening to the material presented by the teacher, doing more learning activities such as: observing, doing, demonstrating, and others.

Based on the previous explanation, it means that the features in learning media can encourage students to get learning experience. As a result, it can foster the students' learning engagement in learning activities.

## **2.6 Online Reading Media**

According to Satriani (2019), media also has a role in sending messages from teachers to learners, stimulating the learning process, facilitating the learners in learning. Therefore, if it is related to the use of internet, the easy access of reading media such as digital used can be achieved by readers. Internet enables people to learn something through swift process and hope the content in a brief and easy to gist format (Verma & Malviya, 2014).

Moreover, it will be much easier to find the source of information if they use online resources. For example, books are very important for learners to have. However, today the way to get the information not only from printed version but it is done through accessing electronic book at which they can save and then it taken anywhere with ease (Akarsu & Dariyemez, 2014).

With this convenience, to grasp the culture of reading, it needs a lot of reading material, reading source and the media used. There are many kinds of online reading media for learners, such as Wattpad, ReadTheory, and Quora.

### **2.6.1 Wattpad**

The founder of Wattpad was Allen Lau and Ivan Yuen in 2006. According to (Reid, 2016, p.10-11) it is an application developed for online reading and writing. Moreover, Wattpad is one of E-literature resources that have been famous

especially in teenager. It is a blogging site and application that provides facilities for users to obtain reading resources, such as: stories, novels, essay, poem, etc. Wattpad also offers many new possibilities for enriching reading and writing ability that used in smart-phone.

According to Carlos (2018), Wattpad is a platform for aspiring and experienced authors, allowing them to publish their work, get feedback and connect with other writers and readers. Wattpad is therefore based on user generated contents and has also been described as the “YouTube for stories (without video)” (Ramdarshan Bold, 2018). Wattpad offers free and paid reading materials that can promote reading comprehension for the students. In addition, Wattpad offers 21 stories genres in total that its users can choose based on their own preference. The stories genres are adventure, fantasy, historical fiction, horror, humor, science fiction, non-fiction, urban, thriller, and so on. Wattpad is a media for reading and writing, it consists of writers from many different countries who write stories in different languages. However, the users can choose the language of the stories that they like better. Stories written in English are absolutely accessible for the students to read. Moreover, various popular stories that are not written in English have also been translated in English to attract more readers.

Based on the previous explanation, Wattpad is one of media collaborated with digital technology that can be a tool for learning. The researcher utilizes smart-phone used in students teaching reading by using Wattpad application that can be accessed from their smart-phone in order to make reading strategy for students to increase their reading comprehension.

### **2.6.2 ReadTheory**

According Romeo (2016), ReadTheory.org is an interactive website designed to serve as a computer-based supplemental reading program for students in grades 1 through 12 at ESL.

The website provides a wide variety of reading achievement exercises. ReadTheory’s unique features are its fee-for-use model, its incorporation of game

mechanics, and its responsive leveling algorithm, which allows students to be presented with best-fit material based on prior performance.

### **2.6.3 Quora**

According to Lunched (2010), Quora was an online site where people could post questions, they are having trouble answering. In addition, added by Irwan (2020), Quora is also a place for blogging. In 2013, the online site launched its blogging features, which according to the site, allow writers to share their knowledge and thoughts in a space that they control, without the stricter of the questions and answers format but with the same potential for viral distribution and the same engagement through votes and comments.

Hence, among the three-reading media that the researcher proposed in previous. The researcher applied Wattpad because it is suitable with the content in this research. Since the content is in narrative text. Moreover, Wattpad classify the stories based on the genre so that, the students can be easily to choose the story based on their interests.

## **2.7 Teaching Reading Comprehension Using Wattpad Media**

In process of teaching reading comprehension using Wattpad media, this research applied The Comprehension Matrix. According to Gill (2008), The Comprehension Matrix is designated to encourage teachers apply their knowledge of the various factors that affect comprehension (factors related to the reader, the text, and the activity) to design pre-reading, during-reading, and post-reading activities to help students comprehend and learn to use a variety of comprehension strategies. In addition, as supported by Crafton (1982), who said that dividing instruction into pre-reading, during reading, and post-reading helps teachers to design activities for each stage that will improve students' comprehension and provides opportunities for teachers to demonstrate strategies that readers can use at each stage.

Therefore, apart of using The Comprehension Matrix as a tool for designing comprehension instruction, this research also used grouping in teaching reading.

According to Harris (1951), Reading activities in modern schools are divided of three main types: developmental, recreational, and functional. However, in class activity, functional is used because functional reading includes those reading situations in which reading is used primarily as a way of finding out things. Generally, the situation in functional reading, the whole class may be able to work together. In other words, the class is divided into several groups consisting in various reading skill of students in order to support each other instead of duplicating the others' work.

As stated previously in designing teaching reading comprehension, this research is used Wattpad as a media in order to attract student's attention. According to Tirocchi (2018), as cited in Rahman & Iwan (2019:29), Wattpad is a very interesting digital environment with a huge amount of potential for schools and learning. Thus, the students can increase they reading ability by reading Wattpad.

### **2.7.1 Procedure**

The steps of teaching reading through Wattpad media are:

#### **1. Pre- Activity**

The pre-activity is present as follows:

- a. The procedures begin with asking to the students about the most amazing story that has been read by them in the past.
- b. The teacher gives a picture about narrative text and asks some questions related the picture. After that, teacher gives a brief explanation about the text.
- c. The teacher correlates the text with the use of Wattpad media.
- d. The teacher explains the procedure on how to use Wattpad media.

#### **2. While Activity**

While activity is present as follows:

- a. The teacher divides the students into group consists 5-6 students.
- b. The teacher chooses one of the members as a leader from each group. The teacher chooses a leader based on their score in reading (pre-test).

- c. The teacher shares a link related to the story related the material which provided in Wattpad.
- d. The students are asked by the teacher to read the story and marked the details of narrative text.
- e. The students discuss in groups about the information that they have obtained.
- f. The students are asked to present the results based on their group discussions.

### **3. Post Activity**

The post- activity is present as follows:

- a. The teacher reviews and summarizes to the students about what they have already learned during the class.

## **2.8 Advantages and Disadvantages**

The advantages of using Wattpad as a learning media are:

1. Increase students' vocabulary.
2. Increase students' reading comprehension responses.
3. Train students to respond and get feedbacks on their reading.
4. Can prevent boredom during learning activities because they acquiring new experiences.

The disadvantages of using Wattpad as a learning media are:

1. Should provide stable internet connection while access the media.
2. Affect the student's academic performances if it used in unwise way. It because most of the students were addicted to access spent more time instead of doing their school activities.

## 2.9 Narrative Text

According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. In addition, she states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate.

Anderson and Anderson (1997: 8) state that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener.

Narrative divided in many kinds, it can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends). Anderson and Anderson (2003) describe many different types of narrative; namely humor, romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure. According to Priyana (2008), the narrative text is organized to include: 1) A stage that introduces the main character/s in a setting of time and place; 2) A sequence of events, which may begin in a usual pattern, is changed in some way so that the pattern of events becomes a problem for one or more of the characters. The events are evaluated by the character/s, thus making it clear to the reader that a crisis has developed; 3) The problem is resolved or attempted to be resolved; and 4) A stage which makes explicit how the character has changed and what has been learned from the experience.

From the previous explanation, it means that narrative text is a text that has sequence of story in orderly. Moreover, the purposes of narrative text are to amuse the reader through reading the text, stimulate students to think creatively and actively, and also can foster positive energy for readers including from their memory, thoughts, brain, feelings, and emotions.

The following is an example of schematic structure of narrative text.

### **Change Yourself and not The World**

Long ago, people lived happily under the rule of a king. The people of the kingdom were very happy as they led a very prosperous life with an abundance of wealth and no misfortunes. (**Orientation**)

Once, the king decided to go visiting places of historical importance and pilgrim centers at distant places. He decided to travel by foot to interact with his people. People of distant places were very happy to have a conversation with their king. They were proud that their king had a kind heart. **(Complication)**

After several weeks of travel, the king returned to the palace. He was quite happy that he had visited many pilgrim centers and witnessed his people leading a prosperous life. However, he had one regret.

He had intolerable pain in his feet as it was his first trip by foot covering a long distance. He complained to his ministers that the roads weren't comfortable and that they were very stony. He could not tolerate the pain. He said that he was very much worried about the people who had to walk along those roads as it would be painful for them too!

Considering all this, he ordered his servants to cover the roads in the whole country with leather so that the people of his kingdom can walk comfortably.

The king's ministers were stunned to hear his order as it would mean that thousands of cows would have to be slaughtered in order to get sufficient quantity of leather. And it would cost a huge amount of money also.

Finally, a wise man from the ministry came to the king and said that he had another idea. The king asked what the alternative was. The minister said, "Instead of covering the roads with leather, why don't you just have a piece of leather cut in appropriate shape to cover your feet?" **(Resolution)**

The king was very much surprised by his suggestion and applauded the wisdom of the minister. He ordered a pair of leather shoes for himself and requested all his countrymen also to wear shoes.

*[https://www.kidsworldfun.com/shortstories\\_dontchangetheworld.php](https://www.kidsworldfun.com/shortstories_dontchangetheworld.php)*



Based on the explanation above, it can be sum up that there are series of stages in narrative text. In general, the generic structure of narrative consists of three stages. It means that, those stages must be put together as a whole in order to make a complete story of narrative text.

### **2.10 Theoretical Assumption**

In accordance with the theories previously presented, this research was focused to investigate whether reading through Wattpad media had a significant effect on students' reading comprehension or not. Reading was an essential skill that should be mastered by the students, so they had to be able to comprehend the text and going to the next level. With this mind, it was assumed that using Wattpad media on reading comprehension had a significant effect on students' reading comprehension since Wattpad can expand their insights with many reading resources. Moreover, in this era, technology has put contribution to increasing reading promotion. By knowing the purpose in reading, then facilitating more through reading media, such as Wattpad can create a good learning atmosphere, so the students will be able to comprehend the text easily.

### **2.11 Hypothesis**

Based on the theories above; therefore, the researcher formulates a hypothesis as follow:

1. There is significant difference of students' reading narrative text between before and after using Wattpad as the students' reading media.

This chapter lastly had discussed the terms related to a number of points of the study such as the previous study, concept of reading comprehension, teaching reading comprehension, concept of learning media, Wattpad, advantages and disadvantages, narrative text, theoretical assumption, and hypothesis.

## **CHAPTER III**

### **RESEARCH METHODS**

This chapter dealt with the description of the steps while conducting the research including research design, population and sample, variables, research procedures, data collecting technique, instruments, try out of the instrument, data analysis, and hypothesis testing.

#### **3.1 Research Design**

This research was in quantitative study using One Group Pre-test Post-test Design to find out the effect of using Wattpad media on students' reading comprehension. The design used one class as the experimental class that received the treatment of using Wattpad media. This research was conducted through the procedure of pre-test (T1) that will be given before the researcher teaches using Wattpad media to measure the students' reading comprehension before they were given by the treatment. Then, treatment would be given in three times by using Wattpad media to see the significant effect on students' reading comprehension. Hence, post-test (T2) would be given after the researcher teaches the students by using Wattpad media to find out the increasing of students' reading comprehension achievement after they received the treatment. In the last meeting, the researcher supported the data by giving questionnaire for students' responses after the pre-test and post-test. It was expected by this design; the research would be able to give the answer to the problems. The design of the research described as follows:

<b>T1 X T2</b>
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The terms can be illustrated as follows:

T1 : Pre-test  
X : Treatment (in 3 meetings)  
T2 : Post-test

(Setiyadi, 2006)

### **3.2 Population and Sample**

The population of the research was in SMK Miftahul Huda. The sample was the students who were in the first grade of vocational high school. The researcher took one class which consists of 22 students as the sample of the research. Thus, the criterion of the sample was the students who had already been taught about reading comprehension but they had not applied any specific technology media related to Wattpad media. Furthermore, the researcher applied simple random sampling by using a lottery in determining the sample.

### **3.3 Variables**

In accordance with the concept of variable, Fraenkel (2012:77) stated that variable is a concept of a noun that stands for variation within a class of objects. In addition, the variable divided in two kinds of variables named independent variable and dependent variable.

In this study, the researcher consisted the following variables:

1. Wattpad as an independent variable (X).

It was categorized as an independent variable hence by utilizing Wattpad as the variable could influence the dependent variable (Y) in determining the effect between phenomenon and the object which was being observed.

2. The students' reading comprehension in narrative text as a dependent variable (Y).

It was categorized as dependent variable in consequence of students' comprehension based on the activity output. The achievement of students could be

measured to determine whether or not there is an effect of the independent variable.

### **3.4 Research Procedures**

This research was conducted based on the procedure of the research following:

#### **1. Determining the problem**

The researcher found this study since the problems was happened to students especially in the process of learning reading comprehension. In general, most students faced with hypertext which printed in English as in conventional way. In consequently, students felt bored. So that, reading activity seems unattractive. With these reasons, the researcher took this issue that had to be maintained.

#### **2. Determining the participant**

The research was conducted at SMK Miftahul Huda Cilegon period 2021/2022. To emphasize, the researcher took one class in the first grade as the sample of the research.

#### **3. Selecting the Material**

The researcher chose narrative text as the material that must be achieved by students as following on the syllabus. There would be three times for the treatment. The material also was in the form of reading narrative.

#### **4. Administering a Pre-test**

The pre-test was administrated in order to measure the students' reading comprehension before being taught by using Wattpad media. The pre-test was in the form of reading test that was in multiple choices. Moreover, the implementation of pre-test used to measure how far students' comprehension ability before conducted the treatment.

#### **5. Conducting the treatment**

In this part, the researcher required students to make Wattpad account by downloading the app in their smart-phone that to be able joined the learning

activities. After that, the researcher delivered the material by giving a brief explanation about how to use Wattpad in order to access the reading materials. Therefore, to make it easier the students were asked to discuss the reading material of narrative text used on Wattpad with the researcher and their friends. Since they were having a sequence of these steps, the researcher asked the students to identify each aspect from the story.

The treatment would be conducted in three meetings around 90 minutes in every meeting and the meeting conducted by offline section. The researcher gave the different title of the story in each meeting. Thus, the class was taught by using Wattpad media.

The procedure presented as follows:

- a. Pre-Activity
- b. Whilst-Activity
- c. Post-Activity

#### 6. Administering a Post-test

The post-test was given by the researcher to the students after the treatment of teaching reading narrative text comprehension through Wattpad media, that was to investigate whether the students' reading comprehension in narrative text would be increased or not, it must be a measurement of this research.

#### 7. Distributing a Questionnaire

The questionnaire was distributed to the students regarding on their responses after the treatment of teaching reading comprehension through Wattpad media. The researcher gave the question by online through Google Form which consists of 10 items related to students' experience after using Wattpad in the class.

#### 8. Analyzing the test result (Pre-test and Post-test)

After conducting pre-test, post-test, the researcher analyzed the data through using T-test. By comparing the results between pre-test and post-test, it was supposed to know whether Wattpad media improved students' reading comprehension in

narrative text or not as a measurement of this research. Besides, the data computed through SPSS 25 Version.

### 9. Analyzing Questionnaires

The researcher analyzed the students' answers related to their responses of the questionnaires in the form of statistical data by using SPSS 25 Version. Those were several procedures that used by the researcher in conducting the research.

### 3.5 The Protocol of Using Wattpad

There were several protocols followed by the students before accessing Wattpad, such as:

#### 1. Create Wattpad Account

The students asked to download Wattpad application first. Wattpad also provides two options to get the access of read the story; sign in and sign up. If the students already had the Facebook account, Google+ account, or Apple account in *iPhone* user device, they could sign directly through using these accounts. However, if the students did not have yet the accounts, they would be asked to sign up. In sign up, they required to fill the email, username, password, and birthday date. After that, clicked the sign-up button then Wattpad would be asked several questions to choose whether they prefer to read, write, or both of them. The last, the students asked to choose up the 3 genres that they like to read. This was to help Wattpad recommend stories that they had chosen previously.

#### 2. Confirm the Wattpad account

After logging into Wattpad successfully, the students would be received the confirmation in their email. They would have located the email and then clicked the confirmation link within it. As a result, the account would be verified. Wattpad also had two options provided whether the account was Free or Premium. The differences between them were; the

advertisement often interrupted the readers while reading the page of the story. Meanwhile in Wattpad Premium account, it was an enhanced subscription-based version of Wattpad and the readers could unlock several Paid Stories. Wattpad could unlock 2 Paid Stories in a month by subscribing to a monthly plan, 12 Paid Stories with a 6-month plan, and 24 Paid Stories in a year with an annual plan. Therefore, in this research, the researcher and the students applied Wattpad in free account.

### 3. Update the profile

The students were asked to give their basic information for Wattpad profile. The profile image would be filled in automatically if they had linked their Facebook, Google, or Apple accounts (for iPhone device only). However, if the students did not have linked the social accounts yet, they could upload an image by themselves.

### 4. The navigation on Wattpad

When the students opened Wattpad, there would be a button in your profile and username. When the students clicked it, there were a drop-down menu with profile, inbox (to interact with the other Wattpad user), notifications (updated stories you read, comments on the user profile, and the library (stories that they had read), invited friends, language, help, settings (username, password, email, profile picture, theme), and log out would be appear at the bottom of Wattpad profile view. Furthermore, the students could browse the story by its genre when they clicked the Search button then entered the title or keyword of the story.

### 5. View details of the story

When the students found the interesting story and decided to read it, they just clicked the cover of the story then clicked “Start Reading” only to read the story directly or clicked the icon “+” to add the story in library to read it later. Wattpad also provided to create the reading list to make the reader much easier categorized the story.

### **3.6 Data Collecting Technique**

In collecting data, the researcher distributed the form of reading comprehension to the students. The researcher applied two reading tests; pre-test and post-test. Students asked to answer reading comprehension test of narrative text in order to find out the students' ability before and after having the treatments by analyzing the students' score. The technique of collecting data clarified as follows:

#### **1. Pre-test**

This test was administered in order to find out how far the students' reading comprehension before being given the treatment. The test was given by the researcher before applying the treatment process through Wattpad media in order to assess the basic quality students' reading comprehension before they received the treatment.

#### **2. Post-test**

After the researcher conducted the teaching activities through Wattpad media as the treatment, the researcher then administered a post-test to the students. Since, the result of post-test would be compared with the previous test which was pre-test. It was done in order to know the students' progress in reading comprehension test after having the treatment.

#### **3. Questionnaire**

To support the data, the researcher distributed a questionnaire as the last steps to the students in order to know their responses after the treatment by using Wattpad while they were learning narrative text.

### **3.7 Instruments**

The researcher applied the instrument for conducting the research. The instruments of this research were reading test and questionnaire. Moreover, the instrument would be a measurement for reading test of narrative text in objective



way that had applied for the tryout, pre-test, post-test, and questionnaire. A pre-test was intended to assess the levels of proficiency in reading comprehension for each student that was held in the first meeting before the researcher conducted the research by using Wattpad media in the classroom.

After conducting a pre-test session, the post-test would be administered. The aim of administering post-test was to evaluate whether there was effectiveness in using Wattpad media in teaching reading comprehension or not. Those tests used in multiple choices form that contains of five options (A, B, C, D, and E). Multiple choices test is used since its marking is rapid, simple and most importantly reliable, that is, not subjective or influenced by marker judgments (Heaton, 1975). Besides, to know the students' response in terms of this study the researcher distributed a set of questionnaires.

The questionnaire would be distributed to the students at the end of learning session with the aim to analyze students' responses related on using Wattpad media in the teaching reading comprehension. Moreover, the researcher used bilingual language both in English and Bahasa Indonesia in order to make the questionnaire understandable to be comprehended by students. The questionnaire also consisted of 10 items which were categorized by five reading skills such as identifying main idea, finding specific information, identifying reference, determining inference, and understanding vocabulary.

In addition, it was divided into four option Likert Scales with their values, starting from (4 = strongly agree, 3 agree, 2 = disagree, 1 = strongly disagree). Thus, the instrument of this research can be seen in table below:

**Table 3.1. Table Specification of Try Out Test**

No	Reading Aspects	Items Number	Number	Percentage of Items
1.	Identifying Main Idea	1, 8, 12, 17, 23, 33, 38, 37, 41	9	18%
2.	Specific Information	2, 4, 9 11, 13, 15, 18, 24, 26, 30, 31, 34, 35, 36, 39, 40, 47, 48, 49	19	38%

3.	Identifying Reference	3, 21, 25, 43	4	8%
4.	Determining Inference	5, 7, 14, 19, 22, 28, 32, 42, 44, 45, 50	11	22%
5.	Vocabulary	6, 10, 16, 20, 27, 29, 46	7	14%
	<b>Total</b>		<b>50 items</b>	<b>100%</b>

**Table 3.2. Specification of Pre-Test**

No	Reading Aspects	Items Number	Number	Percentage of Items
1.	Identifying Main Idea	1, 12, 17, 24, 27, 28	6	20%
2.	Specific Information	2, 4, 9, 13, 19, 21	6	20%
3.	Identifying Reference	6, 11, 8, 18, 26, 30	6	20%
4.	Determining Inference	3, 7, 15, 16, 23, 29	6	20%
5.	Vocabulary	5, 10, 14, 20, 22, 25	6	20%
	<b>Total</b>		<b>30 items</b>	<b>100%</b>

**Table 3.3 Specification of Post-Test**

No	Reading Aspects	Items Number	Number	Percentage of Items
1.	Identifying Main Idea	1, 6, 13, 16, 20, 27	6	20%
2.	Specific Information	2, 8, 10, 17, 21, 23	6	20%
3.	Identifying Reference	7, 15, 19, 22, 28, 30	6	20%
4.	Determining Inference	4, 5, 12, 18, 25, 26	6	20%
5.	Vocabulary	3, 9, 11, 14, 24, 29	6	20%
	<b>Total</b>		<b>30 items</b>	<b>100%</b>

**Table 3.4 Specification of Questionnaire**

Aspects	Number of Items	Scale			
Identifying Main Idea	1, 2	Strongly agree	Agree	Disagree	Strongly disagree
Specific Information	3, 4	Strongly agree	Agree	Disagree	Strongly disagree
Identifying Reference	5, 6	Strongly agree	Agree	Disagree	Strongly disagree
Determining Inference	7,8	Strongly agree	Agree	Disagree	Strongly disagree
Vocabulary	9, 10	Strongly agree	Agree	Disagree	Strongly disagree

### **3.8 Try Out of the Instrument**

The researcher gave a try out test to this the research in order to prove whether the test items re-applicable or not. It was also to find out the validity, reliability, or level of difficulty, and discrimination power of the test to students. Try out of the instrument was conducted with the aim to determine whether the tests had a good quality or not before being given to the students. Hence, a good test would be consisted by four criteria that should have fulfilled: validity, reliability, level of difficulty, and discrimination power.

#### **I. Validity**

One of characteristic of the test is validity. It can be defined as validity of the test was achieved when the test measures accurately and suitable for the object that had to be measured. As supported by Setiyadi (2006) there are four types of validity:

(1) Face validity, (2) content validity, (3) construct validity, (4) criterion-related validity. In this research, the researcher applied content validity and construct validity in order to measure whether the test had a good validity. It was considered that instrument should be valid and in sequence with reading theory and the material. However, the criterion-related validity concerned with measuring the success in the future, as in replacement test (Hatch and Farhady, 1982:251). Regarding on this, it was considered to be less needed. Therefore, the validity of the instruments would be applied in this research presented as follows:

### **A. Content Validity**

Content validity indicated that whether the test items or assessments proficiently represented what has to be tested. It was proposed to cover of what had been taught and teaching objectives planned by teacher which the teacher wanted the students to know. According to Setiyadi (2006), the material given must be suitable for the curriculum. Therefore, to reach the content validity in questionnaire, the questionnaire completely represented the students' response concerning on using Wattpad media in teaching reading comprehension. However, in reading test the researcher aimed to arrange the materials derived from the standard competence in syllabus for the first grade of Vocational High School.

In order to set up the content validity of measuring instrument, the researcher discovered overall content to be represented. The validity of instrument was related to the content and constructs validity in which the question based on five sort reading skills, i.e., identifying main idea, finding specific information, identifying reference, determining inference, and understanding vocabulary. All test items which had good validity would be applied to collect the data for this research and the less appropriate should be revised. Moreover, it was adopted from Educational goal stated on the Curriculum and syllabus for the first grade of vocational high school students and represented the material teach in the class. Those were the following ways to prove whether the test had a good content validity.

## B. Construct Validity

Construct validity is concerned with whether the test is actually in line with the theory of what reading comprehension means (Hatch and Farhady, 1982). Construct validity concerned with whether the test was actually in sequence of the theory of what reading comprehension means or not aimed to know that the items truly test the students whether they have mastered the reading text that became the true reflection of the theory of language that was being measured. Regarding to this research, construct validity used to measure whether the questionnaire was accorded to the theory or not. However, in the test items, it should be questioning the five aspects of reading skills such as: identifying main idea, finding specific information, determining inference, identifying reference, and understanding vocabulary. Skills of reading in the test were a part of the construct validity and the item numbers.

## 2. Reliability

### A. Reliability of Reading Test

Reliability is the consistency measure of the results when the experiment is repeated a number of times under same methodological conditions, in order the instrument is said to be reliable. Shohamy (1985:70) states that reliability refers to the extent to which the test is consistent in its score, and it gives an indication of how accurate the test score. The researcher used split-half method in order to measure the test reliability of the instrument. The test was determined by using Pearson Product Moment which was formulated in the following formula:

$$r_{xy} = \frac{\sum_{xy}}{\sqrt{(\sum_{x^2})(\sum_{y^2})}}$$

$r_{xy}$  : coefficient of reliability between odd and even numbers item

x : odd number

$y$  : even number

$\Sigma x^2$  : total score of odd number items

$\Sigma y^2$  : total score of even number items

$\Sigma xy$  : total score of odd and even number items

To determine the coefficient correlation of whole items, the researcher used Spearman Brown's Prophecy Formula). The formula presented as follows:

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

(Hatch and Farhady 1982)

As can be seen that:

$r_k$  : the reliability of the whole tests

$r_{xy}$  : the reliability of half test

The criteria of reliability presented as follows:

0.90 – 1.00 = high

0.50 – 0.89 = moderate

0.00 – 0.49 = low

## **B. Reliability of Questionnaire**

The researcher used Cronbach Alpha Coefficient in order to make sure the consistency of items in the questionnaire because it was the most commonly used in the research. As supported by Setiyadi (2018), if the value of Cronbach alpha in SPSS is  $>.60$ , the questionnaire is reliable or consistent. On the other hand, if the value is  $<.60$ , the questionnaire is considered unreliable or not consistent.

### 3. Level of Difficulty

Level of difficulty can be defined as “how easy or difficult the item will be in the form of the point of view of the students who took the test”. Regarding on this important role, since test items which will be too easy (that all students get right) can tell us nothing about differences within the test population (Shohamy, 1985: 79).

Level of difficulty was calculated by using the following formula:

$$P = \frac{B}{JS}$$

(Shohamy, 1985)

As can be noted that:

P = level of difficulty

B = the number of students who answer an item correctly

JS = the total number of students

The criteria of level of difficulty were as follows:

0.0 – 0.30	Very Difficult
0.31 – 0.50	Moderately Difficult
0.51 – 0.70	Medium Difficult
0.71 – 0.80	Moderately Easy
>0.80	Very Easy

### 4. Discrimination Power

Discrimination power can be referred as “the extent to which the item differentiates between high and low level students on that test”. A good item which is according to this criterion is one in which good students did well, and-

bad students failed (Shohamy, 1985:81). In other words, item of discrimination power stated how well the item was presented in separating the better students from the poorer students.

$$DP = \frac{U - L}{\frac{1}{2} N}$$

Notes:

DP : discrimination power

U : the proportion of upper group students who answer correctly

L : the proportion of lower group students who answer correctly

N : total number of students

The criteria were:

- a) DP = 0.00-0.20 = Poor items
- b) DP = 0.21-0.40 = Satisfactory items
- c) DP = 0.4-0.70 = Good items
- d) DP = 0.71-1.00 = Excellent items
- e) DP = (Negative) = bad items (should be removed)

(Shohamy,1985)

### 3.8 Data Analysis

Since the study was collected the data through distributing a pre-test, treatments, post-test, and questionnaire in the first-grade students of Vocational High School Miftahul Huda in Cilegon, the purpose of these steps were to know the students' progress in reading comprehension and the students' score was computed by doing these activities:

1. Scoring the pre-test and post-test

The formula presented as follows:



$$X = \frac{R}{N} \times 100\%$$

It can be seen that:

X = Score in percentage

R = Score of total items chosen

N = Total of the all items chosen

2. Tabulated the result of the test and found the mean of the pre-test and the post test. The mean was calculated by using the formula:

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

As can be seen that:

X refers to mean

$\sum x$  refers to the total number of the students' score

N refers to the number of students

(Arikunto, 2006:272)

3. The researcher gave a conclusion from tabulated results of the pre-test and post-test that had administered by statistically analyzed the data using statistical computerization, i.e., matched t-test of Statistical Package for Social Science (SPSS) version 25 for Windows aimed to test whether the improvement gained by the students was increase or not, in which the significance was determine by  $p < 0.05$ .

### 3.9 Hypothesis Testing

The hypothesis testing used to prove whether the hypothesis propose in this research is accepted or not. The hypothesis also statically tested by using statistical computerization (SPSS 25). The hypothesis testing which showed that there is an improvement of reading comprehension achievement approved at the significant level of 0.05 in which  $\alpha < 0.05$  (Setiyadi, 2006:97). Therefore, the \hypothesis could be stated as follows:

H<sub>0</sub> : There is no significant difference of students' reading comprehension achievement after being taught by using Wattpad media.

H<sub>1</sub> : There is a significant difference of students' reading comprehension achievement after being taught by using Wattpad media.

This chapter had explained research design, population and sample, variables, research procedures, data collecting technique, instruments, try out of the instrument, data analysis, and hypothesis.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This is the final chapter that comes with the conclusion of the research findings and suggestions for the further research.

#### **5.1 Conclusions**

Relating to the research findings in objectives whether there is significant difference on students' reading comprehension after the implementation of the use Wattpad media at tenth grade of SMK Miftahul Huda, the researcher comes to draw conclusion as follows:

- 1) First, the use of Wattpad as a media for reading can improve students' comprehension. In all aspects of reading, it was shown the improvement increased significantly in particular aspect of identifying reference. With this mind, Wattpad facilitates students to learn to read and read to learn in attractive way. Therefore, teachers may adopt Wattpad in order as an alternative media for reading practice especially in narrative text.
  
- 2) Second, the majority of students had positive responses after using Wattpad, particularly in identifying reference, identifying main idea, and the variety genre(s) of the story provided on Wattpad. The average of students agreed that reading towards Wattpad increase their reading intentions. As a result, it leads them to comprehend the text in several aspects of reading comprehension.

#### **5.2 Suggestions**

Referring to the conclusion above, the researcher puts some suggestions as follows:

### **5.2.1 Suggestion for English Teachers**

It is suggested for English teachers to:

- 1) English teachers can consider applying Wattpad as an alternative media in teaching reading. Thus, the teacher also needs to prepare the content according to the level and as the essential is making sure the internet connection well before starting the class.
- 2) Exposure more stories to students as for to be the example and practice in analyzing the passage instead of only explaining the materials. This process aimed to achieve the comprehension following the reading aspects.
- 3) Adjust some rules in order to avoid too much excuse in the learning activity because this requires a lot of students' commitment.

### **5.2.2 Suggestions for Other Researchers:**

- 1) Use Wattpad as a media to teach reading in different levels of senior high school and university level must be an option. Since this study was conducted in vocational school.
- 2) Explore more the reading materials and be selective when choosing it. Since the researcher only choose 1 genre of the story which is a legend or called as historical fiction in the genres' list of Wattpad. Furthermore, the researcher should ensure that the reading materials are suitable with the syllabus.
- 3) Integrate a study on the use of Wattpad to the other language skills since this study only focused on the reading skill. Wattpad also gives facilities in writing skills too that student can write their own story.

In short, this is the conclusions of this research and the suggestions for English teachers who are interested to use Wattpad as media for teaching English and for who wants to conduct any relevant researches in further that the researcher has been explained in this chapter.

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