The use of Wattpad media to increase students' reading narrative text comprehension at SMK Miftahul Huda Cilegon

Cindy Yunita[1], Muhammad Sukirlan[2], Dian Shafwati[3]
Universitas Lampung, Jl. Prof. Dr. Sumantri Brojonegoro, Rajabasa, Bandar Lampung
[1]Corespondence: cindyyunitaa.6@gmail.com

ABSTRACT

This research aims to find out i) the significant difference in students' reading comprehension of narrative text after being taught by using Wattpad media ii) the students' response in relation to the use of Wattpad. The subjects of the research were 21 students of SMK Miftahul Huda 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: reading, Wattpad media, narrative text

I. INTRODUCTION

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. 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. 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.

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. 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. 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.

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. Meanwhile, teaching media is one of interesting way for teaching and learning in the classroom. 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.

Wattpad was founded by Allen Lau and Ivan Yuen (2006). It is an application developed for online reading and writing (Reid, 2016). Generally, Wattpad is a media as blogging site and application that provides facilities to read stories, novels, poems, etc. 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.

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. 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.

Based on the background above, the researcher is interested in conducting research of the use Wattpad Media to increase students' reading narrative text. This research will focus on the significant improvement in students' reading narrative text and the students' respond after using Wattpad as a learning media.

II. METHODS

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.

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. Furthermore, the researcher applied simple random sampling by using a lottery in determining the sample. The data was collected by using a reading test (pre-test and post-test) and a questionnaire. It was collected from oral tests analyzed using the Statistical Package for the Social Sciences (SPSS).

III. RESULTS AND DISCUSSIONS

RESULTS

After giving the treatment and collecting the data the results show on the table below.

Table 1. The Differences between Mean Score of Pre-Test and Post-Test

Pre-test				Post-test			
Interval Score	N	Percentage	Mean	Interval Score	N	Percentage	Mean
25-35	3	13.6%		37-47	2	9%	
36-46	4	18.1%		48-58	1	4.5%	
47-57	3	13.6%	54.50	59-69	6	27.3%	73.27
58-68	8	36.2%		70-80	5	22.7%	
69-79	4	18.1%		81-91	8	36.3%	

As indicated in table 1 above, the mean score of the pre-test was 54.50, with the greatest score being 79 and the lowest score being 25. It may be argued that the majority of students still received a poor speaking achievement score. Meanwhile, the mean score of the post-test was 73.27, with the highest post-test score being 91 and the lowest score being 37. The fifth interval had the highest frequency range with 8 students, representing 36.3 percent of all students, with a score ranging from 81 to 91. The lowest frequency range was the first interval score, with a total of 2 students receiving scores ranging from 37 to 47. It indicates that after being taught by Wattpad media, the students' mean pre-test and post-test scores improved from 54.50 to 73.27, with the lowest pre-test score being 25 and the lowest post-test score being 37.

Furthermore, hypothesis testing was utilized by the researcher to determine whether or not the test could be accepted. The researcher then used *Paired Sample T-test* (SPSS 25.0 for Windows) to assess the hypothesis, with significance indicated by significance (=0.05). The formula of criteria of acceptance is as follows:

a. H_0 is accepted if significance $> \alpha$
b. H_1 is accepted if significance $< \alpha$

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	N Pre-test - N Post Test	-18.818	9.936	2.118	-23.224	-14.413	-8.883	21	.000

Table 2 shows that H1 is accepted while H0 is rejected. Based on this finding, it can be concluded that the treatments administered by the researcher had a positive respond on the students' intention to read. The level of significance indicates that the score was 0.000<0.05. It means there is a significant difference between the students' pre-test and post-test. Then, the T-value score was 8.883 and the t-table score was 2.069, indicating that T-value was higher than T-table.

Furthermore, to determine which aspects of speaking improve the most, the researcher compares the mean score of the pre-test and post-test in each component of speaking.

Table 3. The Differences between Mean Score of Each Aspect of Reading

No	Aspect of Speaking	Mean Score of Pre-test	Mean Score of Post-test	Improvement Score
1.	Identifying Main Idea	43.3	50.5	7.2
2.	Finding Specific Information	46.0	56.0	10
3.	Identifying Reference	24.5	42.5	18
4.	Determining Inference	56.0	61.0	5
5.	Understanding Vocabulary	41.8	57.5	15.7

As indicated in table 3, there was an improvement in each aspect of reading after the three meetings of being taught using Wattpad as a media. Based on the data, we can observe the progression of each aspect of reading; the highest score was in identifying reference and lowest scores was in determining inference.

Table 4. Students' Response to The Use of Wattpad Media

Statement	Option							
	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
1- Wattpad encourages me to comprehend the whole story.	-	-	-	-	18	81%	4	18%
2- Wattpad helps me to identify main	-	-	-	-	1	86	3	13%

No	Statement								
	idea of the text by reading the story attractively.					9	%		
3-	Wattpad motivates me to read the story intensively.	-	-	2	9%	16	72%	4	18%
4-	Wattpad helps me to find specific information of the story by giving a mark or post-reaction to the sentence.	-	-	2	9%	15	68%	5	22%
5-	Wattpad encourages me to identify reference in the form of pronoun of the text.	-	-	3	13%	19	86%	-	-
6-	I can recognize the reference in the form of pronoun of the text by giving a mark to the sentence.	1	4%	3	13%	15	68%	3	13%
7-	Wattpad helps me to determine the inference of the story.	-	-	1	4%	17	77%	4	18%
8-	I can draw the inference of the story by reading the text and the comments from my friends.	-	-	2	9%	14	63%	6	27%
9-	Wattpad encourages me to learn new vocabulary from reading the whole story.	-	-	1	4%	13	59%	8	36%
10-	I get a new insight from many kinds genre of the story provided on Wattpad.	-	-	1	4%	16	72%	5	22%

Table 4 reveals the students' response towards the use of Wattpad for improving students' reading. The analysis of the students' response which shows the highest was in identifying main idea (Statement 1 and 2). The highest response was agreed (86%) on statement 2 with a total response of 19 students. It was said that Wattpad help the students to identify main idea of the story. In another related to students' experience in terms of identifying reference (Statement 5 and 6), it appeared that the highest percentage on the fifth statement (86%) pointing out that 19 students who agreed that reading through Wattpad could find the reference in the form of pronoun of the text. The results also had the same amount with the second statement related to identify main idea in previous.

Then, the lowest result in terms of determining inference (Statement 7 and 8) showed that (77%) of students could determine the inference of the story as stated in the seventh statement. It can be supported by the percentage on the eighth statement that (63%) of students who agreed they can draw the inference of the story by reading the text and the comments from their friends. Followed by (13%) of students who disagreed.

DISCUSSIONS

Admittedly, the use of Wattpad media increased the students' reading comprehension in narrative text. It can be proved by the comparison between the student's pre and post-test. According to the mean score of pre-test, it was 54.50 while the post-test was 73.27. Then, it was found out that the significance level of students' improvement was 0,000. As similarly important, the students' reading comprehension is steadily increased in all elements of reading; those are identifying main idea, finding specific information, identifying reference, determining inference, and understanding vocabulary. The finding of this research is supported with the prior study by Sulistyo (2021). It was found out that Wattpad application was successful in improving students' reading comprehension in senior high school level.

In the process of applying the treatments to students, they were excited yet still have lack of confidence to answer the question delivered by the teacher. Since learning narrative reading is not easy for some students. The students have to deal with long texts. Related to the obstacles that students have found, in identifying reference which is the aspect improved the most. The students still get confused in using pronouns; they are expected to understand for what the pronouns in the sentences are used, it might be the pronouns that used to show people of the story. In this case, the students are considered to give a mark in previous or next sentence in the text which Wattpad has facilitated it.

The use of media would be a tool to attract students' attention as it is called as technology integration as stated by Gilakjani (2017) & Handayani, et al. (2020) allow teachers to be more creative and more effective in their teaching and motivates learners to be engaged in classroom activities. The finding of this research supported by the study of Al Falaq et al. (2021) stated that Wattpad as the one platform which combines accessibility and a good quality of stories can increase the enjoyment that the people need to read more.

In addition, the result from the set of questionnaires also have been investigated by the researcher in this study. It was found out most of the students had positive responses on the implementation of using Wattpad for improving students' reading comprehension. As well as the five aspects that the researcher mentioned in previous, both of identifying main idea and reference in the form of pronoun of the text have the highest positive response, the results reflected from the fifth statement which stated that Wattpad encourage the students to identify reference in the form of pronoun of the text. Moreover, followed from the second statement that Wattpad helps the students to identify main idea of the text by reading the story attractively.

All in all, the students convey that Wattpad encourage them to read the text and comes with the discussion session with their friends. Consequently, they get a new insight from many kinds genre of the story provided on Wattpad. As same as stated by Al Falaq et. al (2021) said that most of the students agree that Wattpad has already given insight about the issues happening in the world or the issues around them.

IV. CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

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.

Furthemore, 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.

SUGGESTIONS

Referring to the conclusion, the researcher puts some suggestions. First is for the English teachers; they 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. 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. Second is for the other researcher; they can 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. Moreover, 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.

REFERENCES

Al Falaq, J. S., Suprayogi, S., Susanto, F. N., Husna, A. U. (2021). Exploring The Potentials of Wattpad For Literature Class. *Indonesian Journal of Learning Studies*, 1(2), 98-105. Retrieved from https://dmi-journals.org/ijls/article/view/50

Blachowicz, C., and Ogle, D. (2008). *Reading Comprehension. Strategies for Independent Learners*. (2nd Edition). New York: The Gullford Press.

Onwuegbuzie, A. J., Mayes, E., Arthur, L., Johnson, J., Robinson, V., Ashe, S., Collins, K. M. T. (2004). Reading comprehension among african american graduate students. *The Journal of Negro Education*, 73(4), 443- 457.

Pang, E., Muaka, A., Bernhardt, E. and Kamil, M. (2003). *Teaching Reading*. Switzerland: International Academy of Education.

Rahman, F. (2018). The Constraints of Foreign Learners in Reading English Literary Works: A Case Study at Hasanuddin University. *Journal of Arts and Humanities*, 7(2), 01. https://doi.org/10.18533/journal.v7i2.1327

Reid, C. (2016). *Wattpad grows from reading site to multiplatform entertainment venue.* Publisher Weekly, 263(50), 10-11.