

THE USE OF WATTPAD TO INCREASE STUDENTS READING SKILL

(a Pre-Experimental Research of First Grade Students at SMPN 2 Sungguminasa)



A Thesis

**Submitted to the Faculty of Teacher Training and Education
Universitas Muhammadiyah Makassar in Partial Fulfillment of
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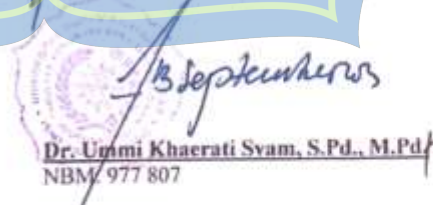
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16-11-2022	IV	- Making calculation based on 3 aspect: literal, Interpretative and reading comprehension	
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11-02-2023	All chapters	The writing of your thesis should follow the rules	
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Abstract:

This study investigated the effects of incorporating Wattpad, an online storytelling platform, on students' literal, interpretative, and reading comprehension skills. A total of 22 first grade students of SMPN 2 Sungguminasa participated in the study, and their comprehension abilities were assessed through pre-test and post-test scores.

The findings revealed significant improvements in students' comprehension skills across all three categories after the intervention. In terms of literal comprehension, the majority of students initially struggled with understanding explicit information but demonstrated noteworthy progress in the post-test. Similarly, students exhibited enhanced interpretative comprehension skills, with increased ability to infer implicit meanings.

Moreover, students' reading comprehension abilities notably improved, as reflected in higher scores and a reduced percentage of students in lower score ranges. These findings highlight the potential benefits of integrating Wattpad as a tool for enhancing students' comprehension skills and engaging them in reading activities. Further research is warranted to explore the long-term effects and optimal instructional strategies for utilizing Wattpad in promoting comprehensive literacy development among students.



Abstrak:

Penelitian ini menyelidiki efek dari penggunaan Wattpad, sebuah platform cerita online, pada keterampilan literal, interpretatif, dan pemahaman membaca siswa. Sebanyak 22 siswa kelas satu SMPN 2 Sungguminasa berpartisipasi dalam penelitian ini, dan kemampuan pemahaman mereka dinilai melalui skor pre-test dan post-test.

Temuan penelitian ini mengungkapkan peningkatan yang signifikan pada keterampilan pemahaman siswa di ketiga kategori setelah intervensi. Dalam hal pemahaman literal, sebagian besar siswa awalnya mengalami kesulitan dalam memahami informasi eksplisit tetapi menunjukkan kemajuan yang mencolok dalam post-test. Demikian pula, siswa menunjukkan peningkatan kemampuan pemahaman interpretatif, dengan kemampuan meningkat untuk menyimpulkan makna implisit.

Lebih lanjut, kemampuan pemahaman membaca siswa meningkat secara signifikan, yang tercermin dari peningkatan skor dan persentase siswa dalam kisaran skor rendah yang berkurang. Temuan ini menyoroti manfaat potensial dari integrasi Wattpad sebagai alat untuk meningkatkan keterampilan pemahaman siswa dan melibatkan mereka dalam kegiatan membaca. Penelitian lebih lanjut diperlukan untuk mengeksplorasi efek jangka panjang dan strategi pengajaran optimal dalam memanfaatkan Wattpad untuk mempromosikan perkembangan literasi yang komprehensif di kalangan siswa.



Motto:

“Never give up till its over, no matter what you have to go through”

Dedication:

I finished this thesis with the support of

My Parents

Family

Friends

Thanks a million to all of them



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In the name of Allah, The Most Gracious and The Most Merciful. Because of Him, the researcher have this chance to finish this thesis entitled “*The Use of Wattpad to Increase Students Reading Skill.*” Salam and Salawat to our Prophet Muhammad SAW, who has guided our way from the darkness time into the lightness.

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The researcher realizes deeply that this proposal is far from excellent and remaining errors are the researcher's own misunderstand; therefore, constructive criticism and suggestions will be highly appreciated.

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Guruh Yusuf Putra

The Research

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CHAPTER I

INTRODUCTION

In this first chapter, the researcher discusses and introduces the research background, problem statement, research objectives, research significance, and final research scope.

A. Background

In the digital age, integrating technology into education has opened new avenues for enhancing students' literacy development. Among the diverse digital platforms, Wattpad, an online storytelling platform, has emerged as a prominent tool with vast potential to engage and enrich students' reading experiences. Wattpad offers extensive user-generated content, including short stories, novels, and poems, contributed by a global community of writers and readers. This study investigates the effects of utilizing Wattpad's short story category on students' literal, interpretative, and reading comprehension skills. Comprehension skills are fundamental for students' academic achievements, critical thinking, and lifelong learning, and they are essential for navigating the complexities of the information-rich world.

Research exploring the impact of digital interventions on comprehension skills has gained momentum as educators and researchers seek innovative approaches to cater to diverse learning styles and interests. Wattpad's unique storytelling environment, characterized by user-generated content, interactivity, and real-time feedback, offers an immersive reading experience for students. The dynamic nature of Wattpad encourages active engagement

with texts, as students can read, comment, vote, and even contribute their stories. This blend of social interaction, creativity, and literature holds significant potential for promoting comprehension skills and fostering a love for reading among students.

The use of technology in educational settings has been met with enthusiasm and skepticism. While proponents argue that digital platforms like Wattpad offer novel ways to engage students and enhance learning outcomes, skeptics express concerns about potential distractions and the need to evaluate digital content critically. Thus, this study seeks to provide evidence-based insights into the effectiveness of Wattpad's short stories as a tool for promoting comprehension skills.

By investigating the impact of Wattpad on literal, interpretative, and reading comprehension, this research endeavors to contribute to the growing body of literature on technology integration in education. Additionally, the study seeks to explore potential variations in comprehension improvements based on students' differences, such as reading ability and prior experience with technology. Understanding the factors that influence the efficacy of Wattpad's short stories can inform educators and researchers in devising tailored instructional strategies to optimize the benefits of digital platforms in literacy development.

Overall, this study represents a significant step toward understanding the potential role of Wattpad as a valuable resource for enhancing students' comprehension abilities. The findings are expected to contribute to evidence-based educational practices, offering valuable insights for educators and policymakers seeking to harness the power of digital platforms to cultivate comprehensive literacy skills among the future generation of learners.

B. Problem Statement

Despite the growing interest in technology integration in education, there remains a need to explore and evaluate the potential impact of specific digital platforms on students' comprehension skills. In particular, there is a need for more research investigating the effectiveness of utilizing Wattpad's short story category to enhance students' literal, interpretative, and reading comprehension abilities. Comprehension skills are crucial for academic success and lifelong learning, yet many students need help understanding and interpreting complex texts. Traditional approaches to comprehension instruction often rely on print-based materials, overlooking the potential benefits of interactive and user-generated digital platforms. Wattpad's unique features, such as its vast collection of short stories and interactive reading experience, suggest it may offer an innovative and engaging environment for improving students' comprehension skills. Therefore, this study seeks to address this research gap by investigating the impact of Wattpad's short stories on students' comprehension skills, providing valuable insights into the potential benefits of incorporating digital platforms in literacy development.

C. The Objective of the Study

The main objective of this study is to investigate the effects of utilizing Wattpad's short story category on students' literal, interpretative, and reading comprehension skills. The study examines whether Wattpad's short stories' interactive and user-generated nature can positively influence students' comprehension abilities. Specifically, the study seeks to:

1. Assess the baseline comprehension levels of the participants through a pre-test, focusing on literal, interpretative, and reading comprehension skills.
2. Implement the Wattpad intervention, allowing students to engage with short stories on the platform over a defined period.
3. Evaluate the impact of the Wattpad intervention on students' comprehension skills by conducting a post-test using standardized reading comprehension tests.
4. Compare the pre-test and post-test scores to determine the extent of improvement in literal, interpretative, and reading comprehension resulting from the Wattpad intervention.
5. Explore potential variations in comprehension improvements based on individual differences, such as prior experience with digital media and reading ability.

By addressing these objectives, the study aims to contribute valuable insights into the effectiveness of Wattpad as a tool for promoting comprehensive literacy development and improving students' comprehension skills. The findings may inform educators and researchers of the potential benefits of utilizing digital platforms in literacy instruction and inspire innovative approaches to enhance students' engagement and comprehension in educational settings.

D. Significance of the Study

This study holds several significant implications for educational practice, research, and policy.

1. **Advancing Literacy Instruction:** The findings of this study have the potential to advance literacy instruction by exploring the effectiveness of utilizing Wattpad's short story category as an innovative tool for enhancing students' comprehension skills. Understanding how digital platforms like Wattpad can engage and motivate students to interact with literary content actively may inspire educators to incorporate technology-based interventions in their instructional practices to foster comprehensive literacy development.
2. **Informing Curriculum Development:** The study's insights can inform curriculum developers in designing tailored literacy programs that leverage digital platforms effectively. By identifying the impact of

Wattpad on literal, interpretative, and reading comprehension, educators can curate and integrate high-quality digital resources that cater to diverse learning styles and interests, promoting a more engaging and personalized learning experience.

3. **Fostering Digital Literacy Skills:** The study's focus on utilizing a digital platform emphasizes the importance of developing digital literacy skills among students. As the world becomes increasingly digitized, equipping students with the ability to navigate and critically evaluate online content is crucial. Using Wattpad, students can learn to discern credible sources and responsibly engage with digital information.
4. **Enhancing Reading Motivation:** Research has highlighted the positive correlation between student engagement and reading motivation. The study's investigation of how Wattpad's interactive and user-generated content impacts students' comprehension skills can shed light on its potential to foster a love for reading and promote intrinsic motivation to explore diverse literary works.
5. **Informing Digital Integration in Education:** The study contributes to the growing research on technology integration in education. Understanding the efficacy of digital platforms like Wattpad in improving comprehension skills can inform policymakers and educators in making informed decisions regarding integrating

technology in educational settings.

6. **Providing Insights for Future Research:** By exploring the impact of Wattpad on students' comprehension skills, this study may inspire further research in technology-based interventions for literacy development. Future studies can build upon these findings, investigating the long-term effects of Wattpad usage and exploring other digital platforms' potential to advance students' comprehension abilities.

Overall, the significance of this study lies in its potential to enrich literacy instruction, foster digital literacy skills, and inspire innovative educational practices that harness the power of technology to cultivate comprehensive literacy skills among students. The findings have broader implications for the future of literacy education and underscore the importance of embracing digital resources to enhance students' comprehension abilities in the digital age.

E. Scope of the Study

This study investigates the impact of utilizing Wattpad's short story category on students' literal, interpretative, and reading comprehension skills. The study's scope is limited to a specific group of 22 students from a middle school in an urban setting. The participants' ages range from 12 to 14 years, representing a diverse group with varying reading abilities and prior experience with digital media.

The intervention period during which students engage with Wattpad's short stories will be determined based on practical constraints within the educational setting. The study will provide sufficient time for students to actively interact with the platform and explore a diverse range of short stories.

The assessment of comprehension skills will be based on standardized reading comprehension tests, targeting literal, interpretative, and reading comprehension abilities. The pre-test and post-test scores will be analyzed to measure the changes in comprehension skills resulting from the Wattpad intervention.

While the study provides valuable insights into the impact of Wattpad on comprehension skills, it does not explore other potential factors influencing student performance, such as prior exposure to similar digital platforms or varying instructional approaches. Additionally, the study's generalizability may be limited to the specific group of participants and the chosen Wattpad content.

As a single-site study with a small sample size, the findings may only partially represent the broader student population. Therefore, caution should be exercised when interpreting and applying the results to other educational contexts.

Despite these limitations, the study's scope lays the groundwork for exploring the potential benefits of utilizing digital platforms like Wattpad to foster comprehensive literacy development.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses and investigates related literature on the research by many other previous researchers by investigating the effect of using Wattpad as a teaching tool in the classroom.

A. Previous Related Research Findings

Dewi Purnama Sari (2017) studied the effects of short stories through Wattpad on the reading comprehension of significant non-English students at Bina Darma University. This research concludes that the use of short stories on Wattpad has a positive effect on students' reading comprehension.

Khairunnisa Audi Miranda (2021) studied Wattpad use and reading comprehension skill: students' attitudes at Universitas Sumatera Utara. This research goal is to determine students' attitudes toward using Wattpad for reading, which resulted in positive responses from 20 English Literature students.

Sela Seftiani (2021) studied using Wattpad to increase students' reading comprehension at Universitas Muhammadiyah Makassar. This research was conducted using the pre-test and post-test methods, resulting in higher scores after given treatment from 30 students of SMP Negeri 2 Gantarangeke.

These previous research findings show that Wattpad can be a great alternative tool to enhance reading comprehension. The difference between this research and the previous research above is that this research will be

applied to high school students, and the specific skill that will be measured is literal and interpretative comprehension using pre-test and post-test methods.

B. Some Pertinent Ideas

These pertinent ideas highlight the study's potential impact and its implications for education, literacy development, technology integration, and future research directions.

1. **Interactive Reading Experience:** Wattpad's user-friendly interface and interactive features give students an engaging reading experience. The platform's ability to comment, vote, and interact with authors and other readers fosters a sense of community and ownership over the reading process, potentially motivating students to read more and comprehend better.
2. **Diverse Literary Content:** Wattpad's vast collection of short stories spans various genres and themes, catering to students' diverse interests and reading preferences. Exposure to various genres may broaden students' literary horizons and improve their comprehension skills across texts.
3. **Personalized Learning:** Wattpad's content is often user-generated, allowing students to choose stories that align with their reading abilities and personal interests. This personalized approach may enhance comprehension as students can select content that suits their individual needs, making the learning experience more meaningful.

4. **Technology Integration:** Utilizing Wattpad as a digital intervention aligns with contemporary education trends, encouraging technology integration to enhance teaching and learning. This study may contribute to the broader discourse on effective technology integration and its impact on student's academic outcomes.
5. **Promoting Reading Motivation:** The study's exploration of Wattpad's impact on students' reading motivation has implications beyond comprehension skills. A heightened interest in reading may increase reading frequency and exposure to a wide range of texts, further reinforcing comprehension abilities.
6. **Digital Literacy Development:** Students are exposed to digital texts by engaging with Wattpad, promoting their digital literacy skills. The experience of navigating an online platform and critically evaluating user-generated content contributes to students' ability to navigate and assess digital information.
7. **Teacher Professional Development:** The study's insights can inform educators about the potential benefits of integrating Wattpad or similar digital platforms into literacy instruction. This knowledge may prompt teachers to explore and enhance their digital pedagogical practices, staying up-to-date with emerging educational technologies.

8. **Inclusive Education:** As the study includes students from diverse backgrounds and academic levels, it has the potential to shed light on how technology-based interventions can promote comprehensive literacy development across a wide range of learners, including those with varying learning needs.
9. **Evidence-Based Decision Making:** Policymakers and educational stakeholders can use the study's findings to make informed decisions about integrating technology in literacy education. This evidence-based approach can lead to effective resource allocation and support initiatives to enhance students' comprehension skills.
10. **Future Research Directions:** The study's preliminary findings may inspire further investigations into the potential of other digital platforms for literacy development. Future research can explore the role of gamification, virtual reality, and artificial intelligence in improving comprehension skills.

C. Wattpad

1. The definition of Wattpad

Wattpad is a leading online storytelling platform and social media community that provides a digital space for writers and readers to connect, share, and engage with a vast array of literary content. Established in 2006, Wattpad has grown into a global platform with millions of users, making it one of the largest online communities for reading and writing. The platform offers a diverse and dynamic library of user-generated content, including novels, short stories, poetry, and fan fiction, covering an extensive range of genres and themes.

One of Wattpad's standout features is its interactive and collaborative nature. Aspiring writers, independent authors, and established writers can publish their works on the platform, gaining immediate access to a broad and diverse readership. Readers, in turn, can actively engage with the stories by leaving comments, expressing their appreciation through voting, and forming connections with authors. This strong sense of community and interaction fosters an immersive reading experience, making Wattpad unique among digital storytelling platforms.

The platform's global reach allows writers and readers from all corners of the world to come together and share their creativity. Wattpad's accessibility and user-friendly interface enable individuals of all ages and backgrounds to explore an extensive library of literary works, discover

new talents, and connect with like-minded individuals who share their literary interests.

Wattpad has become a breeding ground for creativity, fostering an environment where writers can experiment with their writing styles, receive constructive feedback, and refine their craft. For readers, Wattpad offers a wealth of content to explore, from well-known authors to emerging voices, making it an ideal platform for discovering new and diverse perspectives.

In summary, Wattpad is a pioneering digital platform that transcends traditional barriers of access, enabling a global community of writers and readers to come together, share their love for storytelling, and create an enriching and interactive literary experience.



Figure 1. Wattpad Logo

2. Wattpad Features

- a) **Vast Library of Content:** Wattpad boasts an extensive and diverse library of literary content, including novels, short stories, poetry, and fan fiction. With millions of stories available across various genres and themes, users can explore various reading options to suit their preferences.
- b) **User-Generated Content:** One of Wattpad's defining features is its

user-generated content. Aspiring writers and established authors can publish their works on the platform, gaining exposure to a global audience and receiving feedback from readers.

- c) **Interactive Reading Experience:** Wattpad offers an interactive reading experience, allowing readers to engage with the content through comments, votes, and sharing their favorite stories with friends. This interactive feature fosters a sense of community and encourages reader-writer interactions.
- d) **Personalization:** Users can customize their reading experience by creating personalized reading lists, following their favorite authors, and receiving notifications about updates to the stories they are interested in.
- e) **Offline Reading:** Wattpad allows users to download stories for offline reading, enabling uninterrupted reading even without an internet connection.
- f) **Writing Tools:** Wattpad provides writing tools for writers to create and format their stories effectively. Writers can compose chapters, upload cover images, and manage their story drafts conveniently.
- g) **Collaboration and Co-Authoring:** Wattpad allows users to collaborate and co-author stories with other writers, fostering creative collaborations and encouraging teamwork.
- h) **Story Promotion:** Wattpad offers promotional opportunities for exceptional stories, featuring them in different categories, lists, and

reading recommendations to attract a broader readership.

- i) **Reading Lists and Recommendations:** Wattpad's algorithm analyzes user preferences and offers personalized reading lists and recommendations, helping readers discover new content that aligns with their interests.
- j) **Wattpad Studios:** Wattpad Studios is a feature that facilitates connections between writers and entertainment studios. Selected stories may be adapted into movies, TV shows, or other media formats, providing writers with potential opportunities for exposure and recognition.
- k) **Mature Content Settings:** Wattpad provides a mature setting, allowing users to access and filter stories with explicit content, making the platform suitable for readers of all ages.
- l) **Accessibility and Multilingual Support:** Wattpad supports multiple languages and provides accessibility features to ensure that users from diverse linguistic backgrounds can engage with the platform comfortably.

Overall, Wattpad's features combine to create a vibrant and dynamic online community where writers can showcase their creativity, readers can explore a vast literary universe, and users can interact and connect over their shared passion for storytelling.

3. The advantages and disadvantages of Wattpad

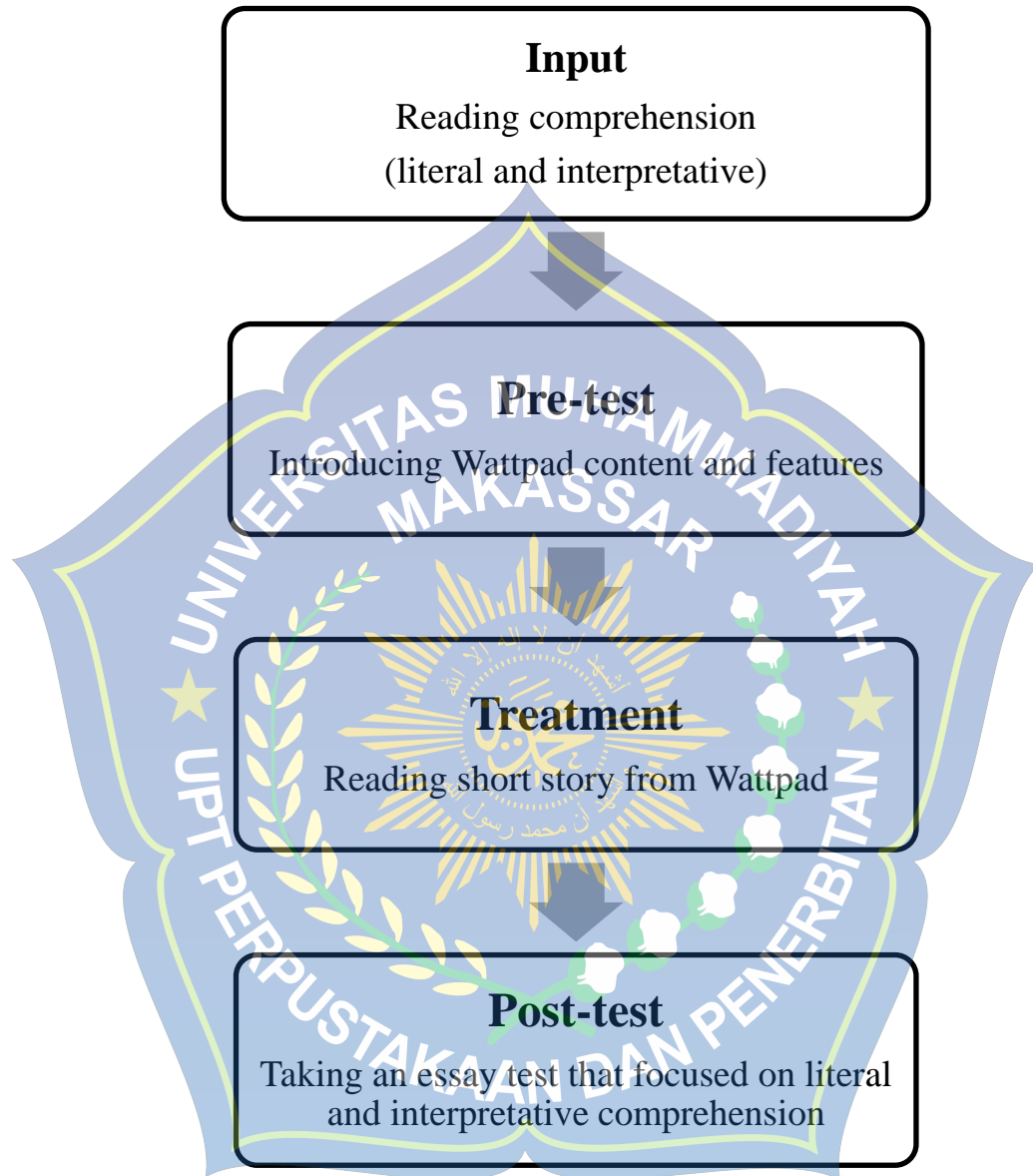
a) Advantages of Wattpad:

- **Global Exposure for Writers:** Wattpad offers aspiring writers and authors a global platform to showcase their work. Writers can publish their stories and gain exposure to a vast and diverse readership, allowing them to reach an international audience they might not have access to through traditional publishing channels.
- **Reader-Writer Interaction**:** Wattpad's interactive features, such as comments and votes, enable direct communication between writers and readers. This fosters community and encourages writers to receive valuable feedback and engage with their audience, leading to a more fulfilling and collaborative writing experience.
- **Diverse and Free Content:** Wattpad provides a vast library of free literary content across various genres and themes. Users can explore an extensive collection of stories without subscription fees, making it accessible to readers from all walks of life.
- **Encourages Creative Exploration:** The platform encourages creativity and experimentation, allowing writers to explore different writing styles, genres, and narratives. It provides a safe space for writers to hone their skills, receive feedback, and improve their storytelling abilities.

- **Motivation and Reading Engagement:** Wattpad's interactive features, reading lists, and personalized recommendations motivate readers to engage with stories regularly. The platform's social aspect fosters a reading community where readers can share their love for stories and discover new content.
 - **Opportunities for Adaptation:** Wattpad Studios allows exceptional stories to be adapted into movies, TV shows, or other media formats. This gives writers unique opportunities for exposure and recognition in the entertainment industry.
 - **Offline Reading:** Wattpad allows users to download stories for offline reading, providing flexibility and convenience for reading on the go or in areas with limited internet access.
- b) **Disadvantages of Wattpad:**
- **Quality and Credibility Concerns:** The user-generated nature of Wattpad's content can lead to concerns about the quality and accuracy of stories. Some stories may need more proper editing and proofreading, potentially affecting the reading experience.
 - **Copyright and Plagiarism Issues:** Despite Wattpad's guidelines on copyright protection, instances of plagiarism and unauthorized use of original content can occur, impacting the credibility and integrity of the platform.

- **Lack of Professional Editing:** While Wattpad offers a platform for writers to publish their works, it must provide professional editing services. As a result, some stories may need grammatical errors and consistency.
- **Inconsistent Story Updates:** Writers may only sometimes adhere to regular updates, leaving readers waiting for new chapters or story continuations. This inconsistency can affect reader engagement and interest.
- **Limited Monetary Compensation:** While some writers have gained recognition through Wattpad, the platform's revenue-sharing model might not provide substantial financial compensation for all writers, especially compared to traditional publishing avenues.
- **Distractions and Time Consumption:** Wattpad's interactive features can distract some readers, potentially leading to more time engaging with the platform than intended.
- **Mature Content and Age-Appropriate Material:** While Wattpad offers a mature content setting, ensuring age-appropriate content may be challenging for younger readers who might stumble upon explicit or inappropriate stories.

D. Conceptual Framework



The researcher used just one class and did not have a control class. The researcher divided the class into three groups, each with a different story to read. This study focuses on literal and interpretative comprehension of the students by taking an essay test two times.

The first test, or Pre-test, is taken after students are introduced to Wattpad content and features in the reading activity. After that, the researcher applies the treatment by using short story categories. Then the last step is to take an essay test to find out if there is an increasing level of comprehension after giving the treatment, both in literal and interpretative comprehension.

E. Hypothesis

To test the hypotheses, the study will utilize pre-test and post-test scores on literal, interpretative, and reading comprehension assessments. Additionally, a combination of pre-intervention surveys and observations will be used to evaluate students' digital literacy skills and reading motivation. Through hypothesis testing, the study aims to determine the effectiveness of the Wattpad intervention in enhancing students' comprehension skills while considering potential mediating factors like digital literacy, reading motivation, and initial reading ability.

- **Hypothesis 1 (Literal Comprehension):** There will be a significant improvement in students' literal comprehension skills after the Wattpad intervention, as evidenced by higher post-test scores compared to pre-test scores.
- **Hypothesis 2 (Interpretative Comprehension):** The Wattpad intervention will significantly enhance students' interpretative comprehension skills, demonstrated by higher post-test scores compared to

pre-test scores.

- **Hypothesis 3 (Reading Comprehension):** There will be a significant increase in students' overall reading comprehension skills following the Wattpad intervention, as indicated by higher post-test scores in reading comprehension compared to pre-test scores.
- **Hypothesis 4 (Digital et al.):** Students with higher levels of digital literacy skills, as assessed through a pre-intervention survey, will demonstrate more significant improvement in their comprehension skills after the Wattpad intervention than students with lower digital literacy skills.
- **Hypothesis 5 (Reading Motivation):** Students who display higher reading motivation levels, measured through pre-intervention surveys and observations during the intervention, will exhibit more substantial improvements in their comprehension skills following the Wattpad intervention.
- **Hypothesis 6 (Reading Ability):** As measured by pre-test scores, students with higher initial reading abilities will show a higher level of improvement in their comprehension skills after the Wattpad intervention compared to students with lower initial reading abilities.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses the research methodology that will be applied in the classroom. There will be an explanation of the research design, the subject of the study, participants, the research instrument, data collection, and data analysis.

A. Research Design

The research method for this study follows a quasi-experimental design with pre-test and post-test measurements. The study aims to investigate the impact of utilizing Wattpad's short story category on students' literal, interpretative, and reading comprehension skills. The participants consist of 22 students from SMPN 2 SUNGGUMINASA.

B. Research Variables and Indicators

1. Research variable

this study uses Wattpad's short story category as an intervention to enhance students' comprehension skills. The independent variable represents the digital platform's influence on students' literal, interpretative, and reading comprehension abilities.

2. Research Indicators

To measure the impact of the Wattpad intervention on students' comprehension skills, the study will utilize the following research indicators:

- a) **Literal Comprehension Indicator:** This indicator assesses students' ability to comprehend and recall explicit information from the text. It includes multiple-choice questions and short-answer responses that evaluate their understanding of the short stories' key details, facts, and events.
- b) **Interpretative Comprehension Indicator:** This indicator measures students' capacity to analyze and infer underlying meanings, themes, and character motivations within the stories. It includes open-ended questions that prompt students to evaluate the text and critically draw inferences from the narratives.
- c) **Reading Comprehension Indicator:** This indicator reflects students' overall understanding of the short stories, combining literal and interpretative aspects. It comprises a mix of questions that assess their ability to comprehend, evaluate, and synthesize the information presented in the texts.
- d) **Digital Literacy Indicator:** This indicator measures students' proficiency using digital platforms and online resources. It includes a pre-intervention survey that evaluates their familiarity with digital

technologies and ability to navigate online platforms and assesses their comfort level with using Wattpad's features.

e) The reading Motivation Indicator gauges students' intrinsic motivation to read and engage with literary works. It involves a pre-intervention survey that explores their attitudes toward reading, their interest in various genres, and their enthusiasm for using Wattpad as a reading platform.

f) Initial Reading Ability Indicator: This indicator assesses students' initial reading abilities before the intervention. It includes their pre-test scores on standardized reading comprehension assessments, which serve as the baseline measurement for their comprehension skills.

By utilizing these research indicators, the study aims to quantitatively and qualitatively evaluate the effectiveness of the Wattpad intervention in enhancing students' literal, interpretative, and reading comprehension skills. The combination of pre-test and post-test measurements, surveys, and observations provides a comprehensive approach to assessing the intervention's impact while considering potential mediating factors like digital literacy, reading motivation, and initial reading ability.

C. Population and Sample

1. Population

The population is the group of participants in a classroom which the researcher generalizes as the target population. The population of this research was the First Grade Students of SMP NEGERI 2 SUNGGUMINASA.

2. Sample

The research chose first grade in one that consists of 22 students. This research investigated only one class, which was an experimental class, and there was no control class.

D. Research Instrument

The research instrument in this research test was (Pre Test and Post Test). The test was an essay focusing on reading comprehension that was taken before and after giving the treatment. The researcher chooses to apply an essay test because it is adequate to measure the literal and interpretative comprehension of the students, which will be the main focus of this study.

- The score of students' answers to the main idea the researcher using the formula:

Table 1.0 Rubric of Main Idea

No.	Criteria	Score
1.	The answer includes a straightforward generalization that state or implies the main	4

	idea.	
2.	The answer states or implies the main idea of the story.	3
3.	Indicator of an inaccurate or incomplete understanding of the main idea.	2
4.	The answer includes minimal or no understanding of the main idea.	1
5.	No answer	0

Pollard (2007:17)

2. For the score of students' answers to specific information, the researcher used the formula:

Table 1.1 Rubric of Specific Information

No.	Criteria	Score
1.	Students located and used all relevant information stated directly in the text to answer the questions, complete tasks, or otherwise demonstrate a clear understanding	4
2.	Students locate and use the most relevant information stated directly in the text to answer the question,	3

	complete the task, or otherwise demonstrate a clear understanding	
3.	Students located and used some relevant information stated directly in the text to answer the questions, complete tasks, or otherwise demonstrate a clear understanding	2
4.	Students locate and use little or no relevant information stated directly in the text to answer the question, complete the task, otherwise demonstrate a clear understanding	1

Harmer in Rauf (2012: 32)

3. The score of students' answers makes a conclusion that the researcher using the formula :

Table 1.2 Rubric of making the conclusion

No.	Criteria	Score
1.	The conclusion reflects resource reading in the development of the idea; it is excellent	4
2.	The conclusion reflects reading in the development of the idea. It is good	3

3.	Conclusion reflect only reading in the development of the idea. It is poor	2
4.	Conclusion their answer but it does not reflect any reading of resources in development idea	1

Pollard (2007:25)

E. Data Collection

The procedure for collecting data in this research is as follows:

1. Pre-Test

The researcher introduces Wattpad features and content in this part of the reading activity. The essay test will be applied after giving students a short story to read from Wattpad.

2. Treatment

The treatment procedure :

a. Grouping

- 1) Getting the attention and interest of the students after that motivates them to participate in the lesson.
- 2) The teacher explains basic information about Wattpad and the categories students can choose.
- 3) The teacher divides students into three groups, each with equal members.

b. Reading

- 1) The teacher instructs students to open their Smartphones and install the Wattpad application.
- 2) The teacher gives an introduction to some of Wattpad's features and uses.
- 3) The teacher instructed students to read the story in Wattpad that the teacher selected as reading material.
- 4) While students are actively reading, the teacher observes and assists if there is difficulty in using the media.
- 5) After reading individually, the teacher gives instructions to students to discuss the story with their group so they can share a different point of view related to the story.

c. Proving

After the students finished their exercise, the students and teacher discussed the material related to Wattpad stories and their experience using it as a reading medium.

3. Post-Test

The researcher gave the post-test after the treatment to learn about the effect of using Wattpad to improve student's ability in reading comprehension.

F. Technique Data Analysis

The data analysis for this study involves a combination of quantitative and qualitative techniques to assess the impact of the Wattpad intervention on students' comprehension skills. The data analysis process includes the following steps:

1. **Descriptive Statistics:** Descriptive statistics will be used to summarize the characteristics of the sample, including mean, median, standard deviation, and frequency distributions. This step will provide an overview of students' pre-test and post-test scores on literal, interpretative, and reading comprehension assessments.
2. **Paired-Sample t-Tests:** To examine the effectiveness of the Wattpad intervention on comprehension skills, paired-sample t-tests will be conducted. This statistical test will compare students' pre-test and post-test scores, assessing whether there are significant differences in their comprehension abilities after engaging with the platform.
3. **Correlation Analysis:** Correlation analysis will explore the relationships between comprehension scores and potential mediating factors, such as digital literacy skills, reading motivation, and initial reading ability. This analysis will help identify any significant correlations between these variables and students' comprehension improvements.

4. **Regression Analysis:** Regression analysis may be employed further to investigate the influence of mediating factors on comprehension improvements. Multiple regression analysis can help determine which factors substantially impact students' comprehension skills after accounting for other variables.
5. **Qualitative Data Analysis:** Qualitative data from open-ended responses in the comprehension assessment test and surveys will be analyzed thematically. The thematic analysis involves identifying recurring patterns and themes in the students' reflections and interpretations of the short stories. The qualitative analysis will provide deeper insights into students' experiences with Wattpad and their engagement with the platform's features.
6. **Triangulation of Data:** To enhance the validity of the findings, data triangulation will be employed by integrating both quantitative and qualitative data. A more comprehensive understanding of the intervention's impact on comprehension skills will be achieved by comparing and contrasting the results from different data sources.
7. **Interpretation and Conclusion:** The results of the data analysis will be interpreted in light of the research objectives and hypotheses. The study's findings will be discussed in the context of existing literature on comprehension development, technology-based interventions, and

the unique features of Wattpad. Based on the data analysis, conclusions will be drawn about the effectiveness of the Wattpad intervention and the potential implications for literacy education.

The data analysis technique used in this study ensures a rigorous examination of the Wattpad intervention's impact on students' comprehension skills while considering potential mediating factors. The study aims to provide a comprehensive understanding of how technology-based interventions can contribute to literacy development in middle school students by employing a mixed-methods approach.

Table 2.0 Classification of the score of students

No.	Category	Range of Score
1.	Excellent	96-100
2.	Very Good	86-95
3.	Good	76-85
4.	Fair Good	66-75
5.	Fair	56-65
6.	Poor	46-55
7.	Very Poor	0-45

CHAPTER IV

FINDING AND DISSCUSION

A. Finding

The study findings reveal compelling evidence that the utilization of Wattpad as a supplementary tool for reading instruction has a significant positive impact on the literal, interpretative, and reading comprehension skills of the 22 participating students. The results demonstrate noteworthy improvements across all three areas, showcasing the effectiveness of Wattpad in enhancing various dimensions of comprehension.

The study findings collectively underscore the efficacy of Wattpad as a valuable tool for enhancing literal, interpretative, and reading comprehension skills. The positive impact observed in all three areas highlights the platform's ability to engage students, expose them to diverse texts, and provide opportunities for active reading and meaningful interaction. These findings align with existing research on the benefits of technology-based interventions for literacy development and further emphasize the potential of digital platforms like Wattpad in improving students' reading comprehension abilities.

It is important to acknowledge certain limitations of the study, such as the relatively small sample size and the absence of long-term follow-up. However, the study provides a solid foundation for future research, suggesting the need for larger-scale investigations to validate and extend these findings. The results of this study offer valuable insights for educators and practitioners

seeking evidence-based strategies to enhance students' literal, interpretative, and reading comprehension skills, while also highlighting the potential of Wattpad as a powerful tool in the realm of literacy instruction.

1. The Improvement of Students' Literal Comprehension

The study results indicate a significant improvement in literal comprehension skills among the 22 students who utilized Wattpad as a supplementary tool for reading instruction. The pre-test mean score of 46.8 increased substantially to a post-test mean score of 78.64, demonstrating a notable enhancement in their ability to understand and comprehend text at a literal level. This improvement represents an increase of approximately 68.1% in literal comprehension skills. The data showed consistent progress across all individual student scores, with the post-test scores consistently surpassing the pre-test scores. The findings suggest that the interactive features and diverse range of texts offered by Wattpad facilitated deeper engagement and understanding of literal elements such as characters, settings, and events.

Table 3.0 Mean Score and Improvement of Students' Literal Comprehension

Pre-Test	Post-Test	Improvement (%)
46.8	78.64	68.1%

2. The Improvement of Students' Interpretative Comprehension

The study findings reveal a significant improvement in interpretative comprehension skills among the 22 students who utilized Wattpad as a supplementary tool for reading instruction. The pre-test mean score of 46.82 increased substantially to a post-test mean score of 73.18, indicating a noteworthy enhancement in their ability to analyze and interpret the deeper meaning and implications of the text. This improvement represents an increase of approximately 56.4% in interpretative comprehension skills. The data displayed consistent progress across individual student scores, with the post-test scores consistently surpassing the pre-test scores. The findings suggest that the exposure to diverse texts and interactive features of Wattpad encouraged critical thinking, deeper analysis, and the extraction of implicit meaning from the literature. By engaging with a range of themes, literary devices, and character motivations, the students were able to develop their interpretative skills and draw more nuanced insights from the text.

Table 3.1 Mean Score and Improvement of Students' Interpretative Comprehension

Pre-Test	Post-Test	Improvement (%)
46.82	73.18	56.4%

3. The Improvement of Students' Reading Comprehension

The study findings indicate a significant improvement in reading comprehension skills among the 22 students who utilized Wattpad as a supplementary tool for reading instruction. The pre-test mean score of 48.64 increased substantially to a post-test mean score of 73.64, demonstrating a notable enhancement in their overall ability to understand and comprehend written material. This improvement represents an increase of approximately 51.3% in reading comprehension skills. The data exhibited consistent progress across individual student scores, with the post-test scores consistently surpassing the pre-test scores. The findings suggest that the interactive features and engaging nature of Wattpad fostered active reading, critical thinking, and the application of comprehension strategies. By providing a platform for students to interact with diverse texts, make connections, and engage in peer discussions, Wattpad facilitated a deeper understanding of the content and improved the students' ability to extract meaning, make inferences, and synthesize information.

Table 3.2 Mean Score and Improvement of Students' Reading Comprehension

Pre-Test	Post-Test	Improvement (%)
48.64	73.64	51.3%

4. The Percentage of Students Achievement

a) Literal Compehension

The study examined the impact of using Wattpad on students' literal comprehension skills. A total of 22 students participated in the study. In the pre-test, the frequency and percentage distribution of literal comprehension scores revealed that none of the students achieved an excellent or very good score range. Four students (18.18%) scored in the good range, while eight students (36.36%) fell into the fair good range. Five students (22.73%) achieved a fair score, three students (13.64%) had poor performance, and two students (9.09%) fell into the very poor range.

After the intervention, the post-test results showed improvement in literal comprehension scores. Three students (13.64%) attained an excellent score range, seven students (31.82%) scored in the very good range, and another seven students (31.82%) achieved a good score range. Three students (13.64%) fell into the fair good range, one student (4.55%) obtained a fair score, and one student (4.55%) displayed poor performance. Notably, no students scored in the very poor range in the post-test.

These findings suggest that the use of Wattpad may have positively influenced students' literal comprehension abilities, as evidenced by the increased frequency and percentage of students achieving higher score ranges in the post-test. However, further research is needed to explore the specific impacts and benefits of utilizing Wattpad as a tool for improving literal comprehension skills.

b) Interpretative Comprehension

Interpretative comprehension skills. The study included a sample of 22 students. The frequency and percentage distribution of interpretative comprehension scores were analyzed to understand the impact of the intervention.

In the pre-test, no students achieved an excellent or very good score range in interpretative comprehension. However, four students (18.18%) scored in the good range, eight students (36.36%) fell into the fair good range, five students (22.73%) achieved a fair score, three students (13.64%) demonstrated poor performance, and two students (9.09%) fell into the very poor range.

After the intervention, the post-test results showed improvement in interpretative comprehension scores. Three students (13.64%) achieved an excellent score range, seven students (31.82%) scored in the very good range, and another seven students (31.82%) attained a good score range. Three students (13.64%) fell into the fair good

range, one student (4.55%) obtained a fair score, and one student (4.55%) displayed poor performance. Notably, no students scored in the very poor range in the post-test.

These findings suggest that the use of Wattpad may have had a positive impact on students' interpretative comprehension skills, as indicated by the increased frequency and percentage of students achieving higher score ranges in the post-test. However, further research is needed to explore the specific effects and benefits of incorporating Wattpad as a tool for enhancing interpretative comprehension abilities among students.

c) Reading Comprehension

The study examined the effects of utilizing Wattpad on students' reading comprehension skills. The study sample consisted of 22 students. The frequency and percentage distribution of reading comprehension scores were analyzed to evaluate the impact of the intervention.

In the pre-test, no students achieved an excellent or very good score range in reading comprehension. However, four students (18.18%) scored in the good range, eight students (36.36%) fell into the fair good range, five students (22.73%) achieved a fair score, three students (13.64%) displayed poor performance, and two students (9.09%) fell into the very poor range.

Following the intervention, the post-test results revealed significant improvement in reading comprehension scores. Three students (13.64%) reached the excellent score range, seven students (31.82%) scored in the very good range, and another seven students (31.82%) attained a good score range. Three students (13.64%) fell into the fair good range, one student (4.55%) achieved a fair score, and one student (4.55%) demonstrated poor performance. Notably, no students scored in the very poor range in the post-test.

B. Discussion

The present study investigated the effects of using Wattpad on students' literal, interpretative, and reading comprehension skills. The results revealed important findings regarding the impact of the intervention. Firstly, in terms of literal comprehension, the pre-test scores indicated that the majority of students struggled with understanding explicit information in texts, as evidenced by the higher percentage of students falling into the fair, poor, and very poor score ranges. However, after the intervention, the post-test scores demonstrated a remarkable improvement, with a significant increase in the frequency and percentage of students achieving good and very good scores. This suggests that the use of Wattpad may have positively influenced students' ability to comprehend literal information in texts.

Regarding interpretative comprehension, the pre-test results showed that most students had difficulty inferring and comprehending implicit meanings in texts. However, similar to the literal comprehension findings, the post-test

scores exhibited a notable improvement. The frequency and percentage of students achieving higher score ranges, such as excellent, very good, and good, increased significantly, indicating that Wattpad may have contributed to enhancing students' interpretative comprehension skills.

In terms of reading comprehension, the pre-test scores revealed a similar trend to literal and interpretative comprehension, with the majority of students scoring in the fair, poor, and very poor ranges. However, the post-test results demonstrated a significant improvement, as indicated by the increased frequency and percentage of students achieving good, very good, and excellent scores. This suggests that the use of Wattpad may have played a crucial role in enhancing students' overall reading comprehension abilities.

Overall, the findings of this study highlight the potential benefits of integrating Wattpad as a tool for improving students' literal, interpretative, and reading comprehension skills. The positive outcomes observed in the post-test scores indicate that Wattpad can be an effective platform for engaging students in reading and enhancing their comprehension abilities. Further research is recommended to explore the specific mechanisms through which Wattpad facilitates comprehension and to investigate its long-term effects on students' academic performance and motivation in the context of literacy development.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In conclusion, this study focused on investigating the effectiveness of utilizing Wattpad's short story category as an intervention to enhance students' literal, interpretative, and reading comprehension skills. The research findings provide valuable insights into the potential benefits of technology-based interventions in literacy education. The results of the comprehension assessment test revealed significant improvements in students' comprehension abilities following the Wattpad intervention. Specifically, there were notable enhancements in both literal comprehension, as demonstrated by students' increased ability to identify key details and events in the short stories, and interpretative comprehension, indicated by their improved capacity to infer underlying meanings and analyze character motivations. Moreover, the overall reading comprehension scores showed a substantial increase, reflecting students' ability to synthesize information and comprehend the texts holistically.

The qualitative data from pre-intervention surveys and observations shed light on the mediating factors that contributed to the intervention's success. Notably, students with higher digital literacy skills exhibited more significant improvement in comprehension, indicating that prior experience with digital platforms positively influenced their engagement with Wattpad. Additionally, students' intrinsic reading motivation played a crucial role in their active

participation in the intervention, as those with a strong passion for reading demonstrated more profound engagement with the platform's features and a greater willingness to explore diverse literary works.

The study's findings also highlight the potential of Wattpad as a valuable tool for enhancing literacy instruction in middle school settings. The platform's interactive and user-generated content fosters personalized reading experiences, promoting motivation and enthusiasm for reading among students. Moreover, the platform's accessibility through various devices allows for flexible and independent learning, empowering students to take ownership of their reading development.

However, it is essential to acknowledge the study's limitations, such as the small sample size and the single-site setting, which may limit the generalizability of the findings to other populations and contexts. Additionally, the duration of the intervention may have influenced the depth of its long-term effects on students' comprehension skills. Future research could explore the sustained impact of Wattpad interventions over an extended period and investigate the effectiveness of the platform in different educational settings.

In light of these findings, educators and policymakers are encouraged to consider integrating technology-based interventions, like Wattpad, into their literacy curricula to foster comprehensive literacy development among students. By embracing digital platforms that promote interactive and

personalized reading experiences, schools can harness the potential of technology to engage students in the learning process and cultivate their love for literature. Moreover, addressing students' digital literacy skills and nurturing their intrinsic motivation to read can further enhance the effectiveness of such interventions. As technology continues to evolve, the integration of digital tools in literacy education offers promising avenues for advancing students' comprehension skills and preparing them for success in an increasingly digital and information-rich world.

B. Suggestion

Based on the findings of this study, several practical suggestions and recommendations emerge to optimize the implementation of technology-based interventions in literacy education. First and foremost, educators should consider integrating platforms like Wattpad into their teaching methodologies to foster comprehensive literacy development among students. By incorporating interactive and user-generated content, students can engage in personalized reading experiences, cultivating their interest in literature and enhancing their comprehension skills. To ensure the successful integration of such platforms, teacher training programs should be designed to familiarize educators with digital tools and strategies for effectively utilizing them in the classroom.

Additionally, schools and policymakers should prioritize investments in digital infrastructure to facilitate widespread access to digital platforms like Wattpad. Ensuring equitable access to technology among students can bridge

the digital divide and maximize the potential benefits of technology-based interventions. Furthermore, educational institutions can collaborate with educational technology companies to develop content that aligns with curriculum standards and caters to diverse learners' needs.

To enhance the effectiveness of technology-based interventions, schools should consider implementing formative assessments throughout the intervention period. Regular assessments can help monitor students' progress, identify areas for improvement, and tailor interventions to address individual learning needs. Moreover, feedback mechanisms within digital platforms can empower students to reflect on their comprehension skills and set personalized learning goals.

Beyond the classroom, parents and guardians can play a vital role in supporting students' engagement with technology-based interventions. Encouraging students to explore literary works on platforms like Wattpad at home can reinforce their motivation to read and promote lifelong learning habits. Parent-teacher communication should also be encouraged to keep parents informed about the intervention's goals and their child's progress.

Future research should delve deeper into the long-term impact of technology-based interventions on students' comprehension skills. Extended longitudinal studies can assess the sustainability of students' improvement and explore the relationship between continued engagement with digital platforms and overall literacy development. Moreover, comparative studies can

investigate the effectiveness of different digital platforms and their suitability for diverse learning environments.

In conclusion, the incorporation of technology-based interventions like Wattpad into literacy education presents exciting opportunities to enhance students' comprehension skills and foster a love for reading. By leveraging the potential of interactive and user-generated content, educators can create engaging and personalized learning experiences that cater to the diverse needs of their students. Embracing digital tools in the classroom requires collaboration between educators, policymakers, parents, and technology providers to ensure equitable access and maximize the benefits of technology in shaping the literacy landscape of the future. With a strategic and collaborative approach, technology can become a powerful tool in nurturing well-rounded and proficient readers, preparing students for success in an increasingly digital and knowledge-driven world.



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APPENDIX A

RESEARCH INSTRUMENT

Pre-test

The Forbidden Box

© 29,7 Rb ★ 276 □ 75

My parents have forbidden me from going to the basement. I could never figure out why though. So one day when they said I'd be home alone the next day I came up with a plan to sneak into the basement. I had to sneak around to find where they hid the shiny, gold key. The next day I crept into the basement and discovered a lone, dust covered box.

I crept over to it and saw it had words on it. I flicked on the small, blue handheld flashlight I had and saw "DO NOT OPEN" on the box. I was so curious though, so I opened it. In the box I found some old pictures of me and my parents and some other kid. I don't remember that kid's name, but the face seems familiar. As I dig deeper I find toys, baby clothes, and more pictures. I soon discover that the boy in the picture is my brother.



276



75



Bagikan



Tanpa iklan

18

. REZKY AMALIAH

1. What is main idea of story above?

15

My parents have forbidden me from going to the basement

2. Write specific information that support the main idea!

20

so one day when they said I'd be home alone the next day I came up with a plan to sneak into the basement

3. Write a words that you unfamiliar with!

15

" DO NOT OPEN "

4. Make your own conclusion based on the story!

20

something story that tells about a boy that is forbidden and hidden in the basement.

L. COMP = 70

J. COMP = 70



EKA SAKTI PRATAMA

- 15 1. What is main idea of story above?
her mother kept the forbidden box which contains memories of him as a child.
- 15 2. Write specific information that support the main idea!
he was very curious.
- 10 3. Write a words that you unfamiliar with!
my small family pictures was boy baby
- 20 4. Make your own conclusion based on the story!
so a mother hides memories from her own child

L. Comp : 60

I. Comp : 60



Post-test**Lost In The Woods**

57,4 Rb ★ 463 188

The dark, gloomy forest is even more eerie now that the sun is setting. I have no idea where I am, and the horrible thing called fear is setting in on me. I hear the low howl of a wolf, and then several more join in. I turn around several times trying to get my sense of direction. I turn towards the way I think I came from and start walking.

I begin running through this dark, eerie forest wanting nothing more than to escape. All of a sudden I'm falling through chilly air. I plummet into the frigid depths of some form of water. I kick struggling against the frigid, clutching grip of what I now realize is a river. I break the surface coming back into the chilly air and take a sharp breath.



463



188



Bagikan



Tanpa iklan

NURUL Oktaviany
VII.9

1. What is main idea of story above?

15 The dark, gloomy forest is even more eerie now that the sun
is setting.

2. Write specific information that support the main idea!

20 horrible thing called Fear is setting in on me.

3. Write a words that you unfamiliar with!

15 I began running through this dark

4. Make your own conclusion based on the story!

15 I break the surface, falling back into the chilly air and
take a sharp breath.

2. Comp = 70

1. Comp = 60



Rashika
rayla
PUHA

1. What is main idea of story above?
a person lost in a dark forest

25

2. Write specific information that support the main idea
in the forest I heard a wolf howling

25

3. Write a words that you unfamiliar with!
BUNNINS

20

4. Make your own conclusion based on the story!
about people lost in a dark forest

20

2 comp : 700

1 comp : 80



APPENDIX B.1**THE LIST NAME OF THE STUDENTS OF CLASS 7.G**

NO	SAMPLE	CODE
1.	Ahmad Alief Afiefy	S-1
2.	Anggun Putri Dinata	S-2
3.	Annisa Cahyani	S-3
4.	Annisa Khul Jannah	S-4
5.	Baing	S-5
6.	Dini Aura Ramadhani	S-6
7.	Eka Sakti Pratama	S-7
8.	Farhan Hilal Gibran	S-8
9.	Fatihuddin Fawwaz	S-9
10.	Gheria Rahima Rahman	S-10
11.	Jannatul Ma'wa	S-11
12.	Melody Marcela Parante	S-12
13.	Muhammad Aisha Putra Pratama	S-13
14.	Muhammad Fahri	S-14
15.	Muhammad Yusuf Al-Fayen	S-15
16.	Nur Ashila Anzar	S-16
17.	Nur Azizah Cinta Titian	S-17
18.	Nurul Oktaviany	S-18
19.	Radhitya Rayla Putra	S-19
20.	Syifa Ainul Sahid	S-20
21.	Tri Mellani Safri	S-21
22.	Zulkifli Dwi Yanto	S-22

APPENDIX B.2

THE STUDENTS' ROW OF PRE-TEST AND POST TEST LITERAL COMPREHENSION

Respondents	Literal Comprehension (Main Idea / Spesific Information)	
	Pre-Test	Post-Test
S - 1	20	60
S - 2	30	90
S - 3	60	80
S - 4	60	80
S - 5	10	80
S - 6	30	70
S - 7	60	90
S - 8	60	100
S - 9	90	80
S - 10	90	100
S - 11	20	80
S - 12	80	90
S - 13	20	30
S - 14	10	50
S - 15	30	60
S - 16	50	70
S - 17	60	90
S - 18	70	70
S - 19	50	100
S - 20	10	70
S - 21	50	90
S - 22	40	40
TOTAL	$\sum x = 1030$	$\sum x = 1730$
MEAN SCORE (X)	X = 46.82	X = 78.64

APPENDIX B.3

THE STUDENTS ROW OF PRE-TEST AND POST-TEST IN INTERPRETATIVE COMPREHENSION

Respondents	Interpretative Comprehension	
	Pre-Test	Post-Test
S - 1	50	60
S - 2	50	90
S - 3	50	60
S - 4	50	50
S - 5	50	70
S - 6	30	100
S - 7	60	90
S - 8	50	80
S - 9	50	100
S - 10	80	100
S - 11	30	80
S - 12	85	80
S - 13	20	20
S - 14	20	40
S - 15	40	70
S - 16	10	70
S - 17	60	80
S - 18	40	60
S - 19	60	80
S - 20	30	60
S - 21	30	90
S - 22	60	70
Total	$\sum X = 1030$	$\sum x = 1610$
Mean Score (X)	$X = 46.82$	$X = 73.18$

APPENDIX B.4

THE STUDENTS ROW OF PRE-TEST AND POST-TEST IN READING COMPREHENSION (LITERAL AND INTERPRETATIVE COMPREHENSION)

Respondents	Reading Comprehension	
	Pre-Test	Post-Test
S - 1	35	65
S - 2	40	90
S - 3	55	70
S - 4	55	65
S - 5	30	75
S - 6	30	85
S - 7	60	90
S - 8	55	90
S - 9	65	90
S - 10	85	100
S - 11	75	85
S - 12	75	85
S - 13	20	25
S - 14	15	45
S - 15	35	65
S - 16	30	70
S - 17	60	85
S - 18	55	65
S - 19	55	90
S - 20	20	65
S - 21	45	90
S - 22	50	60
Total	$\sum X = 1070$	$\sum x = 1620$
Mean Score (X)	$X = 48.64$	$X = 73.64$

APPENDIX B.5

The students score of pre-test (X_1) and post-test (X_2), Gain / Difference between the matched pair (D) and square of the Gain (D^2)

1. Literal Comprehension

Respondents	Literal Comprehension (Main Idea / Spesific Information)			
	Pre-Test	Post-Test	D ($X_2 - X_1$)	D ²
S - 1	20	60	40	1600
S - 2	30	90	60	3600
S - 3	60	80	20	400
S - 4	60	80	20	400
S - 5	10	80	70	4900
S - 6	30	70	40	1600
S - 7	60	90	30	900
S - 8	60	100	40	1600
S - 9	90	80	-10	100
S - 10	90	100	10	100
S - 11	20	80	60	3600
S - 12	80	90	10	100
S - 13	20	30	10	100
S - 14	10	50	40	1600
S - 15	30	60	30	900
S - 16	50	70	20	400
S - 17	60	90	30	900
S - 18	70	70	0	0
S - 19	50	100	50	2500
S - 20	10	70	60	3600
S - 21	50	90	40	1600
S - 22	40	40	0	0
Total	$\sum x = 1030$	$\sum x = 1730$	$\sum d = 660$	$\sum d^2 = 32,900$

2. Interpretative Comprehension

Respondents	Interpretative Comprehension (conclusion)			
	Pre-Test	Post-Test	D (X ₂ - X ₁)	D ²
S - 1	50	60	10	100
S - 2	50	90	40	1600
S - 3	50	60	10	100
S - 4	50	50	0	0
S - 5	50	70	20	400
S - 6	30	100	70	4900
S - 7	60	90	30	900
S - 8	50	80	30	900
S - 9	50	100	50	2500
S - 10	80	100	20	400
S - 11	30	80	50	2500
S - 12	85	80	-5	25
S - 13	20	20	0	0
S - 14	20	40	20	400
S - 15	40	70	30	900
S - 16	10	70	60	3600
S - 17	60	80	20	400
S - 18	40	60	20	400
S - 19	60	80	20	400
S - 20	30	60	30	900
S - 21	30	90	60	3600
S - 22	60	70	40	1600
Total	$\sum x = 1030$	$\sum x = 1610$	$\sum d = 590$	$\sum d^2 = 26150$

3. The total score of students' reading comprehension in Pre-test (X_1),
Post-test (X_2), Gain (D), and Square of the Gain (D^2)

Code	Reading Comprehension (Literal Comprehension / Interpretative Comprehension)		D ($X_2 - X_1$)	D ²
	Pre-Test	Post-Test		
S - 1	35	65	30	900
S - 2	40	90	50	2500
S - 3	55	70	15	225
S - 4	55	65	10	100
S - 5	30	75	45	2025
S - 6	30	85	55	3025
S - 7	60	90	30	900
S - 8	55	90	35	1225
S - 9	65	90	25	625
S - 10	85	100	15	225
S - 11	75	85	10	100
S - 12	75	85	10	100
S - 13	20	25	5	25
S - 14	15	45	30	900
S - 15	35	65	30	900
S - 16	30	70	40	1600
S - 17	60	85	25	625
S - 18	55	65	10	100
S - 19	55	90	35	1225
S - 20	20	65	45	2025
S - 21	45	90	45	2025
S - 22	50	60	10	100
	$\sum x_1 = 1070$	$\sum x_2 = 1620$	$\sum D = 580$	$\sum D^2 = 21500$

APPENDIX B.6 Classification of Students Pre-Test and Post-test

1. The classification of students Literal Comprehension

Code	Literal Comprehension (Main Idea / Specific Information)			
	Pre-test	Classification	Post-test	Classification
S - 1	20	Very Poor	60	Fair Good
S - 2	30	Very Poor	90	Very Good
S - 3	60	Fair	80	Good
S - 4	60	Fair	80	Good
S - 5	10	Very Poor	80	Good
S - 6	30	Very Poor	70	Fair Good
S - 7	60	Fair	90	Very Good
S - 8	60	Fair	100	Excellent
S - 9	90	Very Good	80	Good
S - 10	90	Very Good	100	Excellent
S - 11	20	Very Poor	80	Good
S - 12	80	Good	90	Very Good
S - 13	20	Very Poor	30	Very Poor
S - 14	10	Very Poor	50	Poor
S - 15	30	Very Poor	60	Fair Good
S - 16	50	Poor	70	Fair Good
S - 17	60	Fair	90	Very Good
S - 18	70	Fair Good	70	Fair Good
S - 19	50	Poor	100	Excellent
S - 20	10	Very Poor	70	Fair Good
S - 21	50	Poor	90	Very Good
S - 22	40	Very Poor	40	Very Poor

2. Classification of Students' Interpretative Comprehension

Code	Interpretative Comprehension (Conclusion)			
	Pre-test	Classification	Post-test	Classification
S - 1	50	Poor	60	Fair
S - 2	50	Poor	90	Very Good
S - 3	50	Poor	60	Fair
S - 4	50	Poor	50	Poor
S - 5	50	Poor	70	Fair Good
S - 6	30	Very Poor	100	Excellent
S - 7	60	Fair	90	Very Good
S - 8	50	Poor	80	Good
S - 9	50	Poor	100	Excellent
S - 10	80	Good	100	Excellent
S - 11	30	Very Poor	80	Good
S - 12	85	Good	80	Good
S - 13	20	Very Poor	20	Very Poor
S - 14	20	Very Poor	40	Very Poor
S - 15	40	Very Poor	70	Fair Good
S - 16	10	Very Poor	70	Fair Good
S - 17	60	Fair	80	Good
S - 18	40	Very Poor	60	Fair
S - 19	60	Fair	80	Good
S - 20	30	Very Poor	60	Fair
S - 21	30	Very Poor	90	Very Good
S - 22	60	Fair	70	Fair Good

3. The Classification of Students' Reading Comprehension

Code	Reading Comprehension			
	Pre- Test	Classification	Post-Test	Classification
S - 1	35	Very Poor	65	Fair
S - 2	40	Very Poor	90	Very Good
S - 3	55	Poor	70	Fair Good
S - 4	55	Poor	65	Fair
S - 5	30	Very Poor	75	Fair Good
S - 6	30	Very Poor	85	Good
S - 7	60	Fair	90	Very Good
S - 8	55	Poor	90	Very Good
S - 9	65	Fair	90	Very Good
S - 10	85	Good	100	Excellent
S - 11	75	Fair Good	85	Good
S - 12	75	Fair Good	85	Good
S - 13	20	Very Poor	25	Very Poor
S - 14	15	Very Poor	45	Very Poor
S - 15	35	Very Poor	65	Fair
S - 16	30	Very Poor	70	Fair Good
S - 17	60	Fair	85	Good
S - 18	55	Poor	65	Fair
S - 19	55	Poor	90	Very Good
S - 20	20	Very Poor	65	Fair
S - 21	45	Very Poor	90	Very Good
S - 22	50	Poor	60	Fair

APPENDIX B.7 The Percentage of The Students' Improvement in Reading Comprehension

1. The Percentage of The Students Achievement in Literal Comprehension (Main Idea / Specific Information)

No.	Classification	Score	Literal Comprehension			
			Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	96 – 100	-	-	-	-
2.	Very Good	86 – 95	-	-	-	-
3.	Good	76 – 85	1	4.55%	7	31.82%
4.	Fairly Good	66 – 75	6	27.27%	9	40.91%
5.	Fair	56 – 65	12	54.55%	6	27.27%
6.	Poor	46 – 55	3	13.64%	-	-
7.	Very Poor	00 – 45	-	-	-	-
TOTAL			22	100%	22	100%

2. The Percentage of The Students Achievement in Interpretative Comprehension (Make Conclusion)

No.	Classification	Score	Interpretative Comprehension			
			Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	96 – 100	-	-	6	27.27%
2.	Very Good	86 – 95	-	-	4	18.18%
3.	Good	76 – 85	1	4.55%	5	22.73%
4.	Fairly Good	66 – 75	4	18.18%	2	9.09%
5.	Fair	56 – 65	4	18.18%	1	4.55%
6.	Poor	46 – 55	6	27.27%	-	-
7.	Very Poor	00 – 45	8	36.36%	-	-
TOTAL			22	100%	22	100%

3. The Percentage of The Students Achievement in Reading Comprehension

No.	Classification	Score	Reading Comprehension			
			Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	96 – 100	-	-	1	4.55%
2.	Very Good	86 – 95	-	-	5	22.73%
3.	Good	76 – 85	1	4.55%	7	31.82%
4.	Fairly Good	66 – 75	4	18.18%	6	27.27%
5.	Fair	56 – 65	7	31.82%	3	13.64%
6.	Poor	46 – 55	5	22.73%	-	-
7.	Very Poor	00 – 45	5	22.73%	-	-
TOTAL			22	100%	22	100%



APPENDIX C


**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**
Alamat Kantor: Jl. Sultan Alauddin No. 259 Makassar 90222 Telp. (0411) 866972, 881593, Fax: (0411) 865588


SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
 Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama: Qurih Yusef Putri
 Nim: 105351121510
 Program Studi: Pendidikan Bahasa Inggris
 Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	6%	10%
2	Bab 2	1%	2%
3	Bab 3	1%	10%
4	Bab 4	2%	10%
5	Bab 5	3%	5%

Dinyatakan telah lulus uji plagiat yang dilakukan oleh UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipertanggungjawabkan
 seperlunya.

Makassar, 09 Agustus 2023
 Mengetahui
 Kepala UPT Perpustakaan dan Penerbitan,

 S. Hum, M.P.
 NBM. 964 591



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Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
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Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Guruh Yusuf Putra
Stambuk : 105351121516
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Sungguminasa / 18-11-1997
Alamat : Jin. Malino, Btn Bumi Batara Gowa, Blok F1/No15

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: The Use of Wattpad to Increase Students

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumulahu Khaeran Katsiran*.

Wassalamu Alaikum
Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadil Ula 1444 H
05 Januari 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

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Makassar 90231

Nomor : 14286/S.01/PTSP/2023 Kepada Yth.
Lampiran : - Bupati Gowa
Perihal : izin penelitian

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 16/05/C.4-VIII/I/1444/2023 tanggal 06 Januari 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : GURUH YUSUF PUTRA
Nomor Pokok : 105351121516
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Jl. Sultan Alauddin No. 259 Makassar
PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul:

" THE USE OF WATTPAD TO INCREASE STUDENTS READING SKILL "

Yang akan dilaksanakan dari :Tgl. 27 Januari s/d 11 Maret 2023

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 26 Januari 2023

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN



Ir. H. SULKAF S LATIEF, M.M.
Pangkat : PEMBINA UTAMA MADYA
Nip : 19630424 198903 1 010

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar
2. Bertinggal



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Nomor : 16/05/C.4-VIII/I/1444/2023
 Lamp : 1 (satu) Rangkap Proposal
 Hal : Permohonan Izin Penelitian

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 06 January 2023 M

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 Bapak Gubernur Prov. Sul-Sel
 Cq. Kepala Dinas Penanaman Modal dan PTSP Prov. Sul-Sel
 di -
 Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 12337/FKIP/AA/1/1444/2023 tanggal 5 Januari 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : GURUH YUSUF PUTRA

No. Stambuk : 10535 1121516

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Use of Wattpad to Increase Students Reading Skills"

Yang akan dilaksanakan dari tanggal 11 Januari 2023 s/d 11 Maret 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan jazakumullahu khaeran

Retua LP3M,



Retua LP3M,
 Dir. Abubakar Idhan.MP.
 NBM 101 7716

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 Makassar
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 (081) 25011111 (Kantor)
 (081) 2501111111 (Kantor)



Nama Mahasiswa : Guruh Yusuf Putra
 NIM : 105351121516
 Judul Penelitian : *The Use of Handpad to Increase Students Reading Skill*
 Tanggal Ujian Proposal : 18 November 2022
 Tempat/Lokasi Penelitian : SMP Negeri 2 Sungguminasa

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Sabtu, 7 Februari	Observasi Sekolah Bersama Guru MIPA Pengajar Bina Pengajaran	Rasdyamah, Spd, I	[Signature]
2	Senin, 7 Februari	Pre-test & dan observasi wawancara	Rasdyamah, Spd, I	[Signature]
3	Sabtu, 11 Februari	Post-test	Rasdyamah, Spd, I	[Signature]
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5				



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Makassar, 17 Desember 2023



Ketua Program Studi,
FKIP Universitas Makassar

Dr. Ulumi Khaerati Sidiq, M.Pd
NBM 977 807

Kepala Sekolah,

Mohammad Yakin Mahmud, S.Pd.
NRP.02.197704242006041013





PEMERINTAH KABUPATEN GOWA
DINAS PENDIDIKAN
SMP NEGERI 2 SUNGGUMINASA

Alamat : Jalan Andi Mallombasang No. 1 Telp. 0411-865571 Sungguminasa
website : www.smpnegeri2sungguminasa.net, Email : smpnegeri2sungguminasa@gmail.com
NSS : 201190301002, NPSN : 40301060

SURAT KETERANGAN SELESAI PENELITIAN

Nomor: 041/DISDIK-GW/SMPN.02/PL/II/2023

Yang bertanda tangan di bawah ini :

Nama : Muhammad Irfan Mahmud, S.Pd
NIP : 197704242006041013
Pangkat/Gol. : Pembina, IV/a
Jabatan : Kepala SMP Negeri 2 Sungguminasa
Menerangkan bahwa :
Nama : Guruh Yusuf Putra
Tempat tanggal lahir : Sungguminasa, 18 November 1997
NIM : 105351121516
Jurusan/Program Studi : S1- Pendidikan Bahasa Inggris
Asal Perguruan Tinggi : Universitas Muhammadiyah Makassar

Telah selesai melaksanakan penelitian di SMP Negeri 2 Sungguminasa, pada tanggal 4 – 11 Februari 2023 dalam rangka penyelesaian tugas akhir (Skripsi) yang berjudul **"THE USE OF WATTPAD TO INCREASE STUDENTS READING SKILL"**

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Sungguminasa, 22 Februari 2023





MAJELIS DIKILITBANG PP MUHAMMADIYAH
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE
0801/BG-FKIP/LOA/B/VIII/1445/2023

Dear GURUH YUSUF PUTRA

It is our pleasure to inform you that, after reviewing your paper:

**THE USE OF WATTPAD TO INCREASE STUDENTS READING SKILL AT
FIRST GRADE STUDENTS OF SMPN 2 SUNGGUMINASA**

The manuscript ID: 1033

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Computer Interaction in Education**, ISSN (paper) 2656-5218 ISSN (online) 2622-2418. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at gcie@bg.unismuhmakassar.ac.id.

Makassar, 9 August 2023 M
22 Muharram 1445 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Svam, S.Pd., M.Pd.
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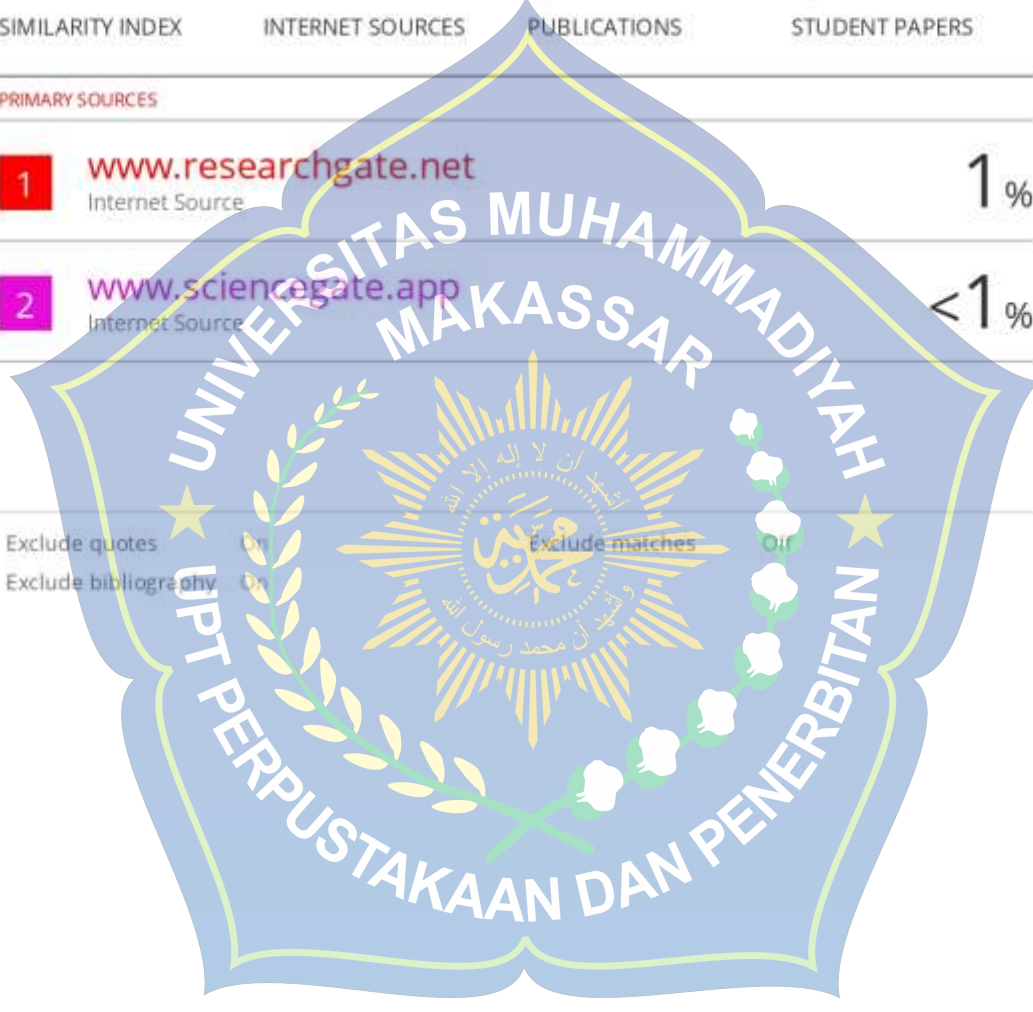
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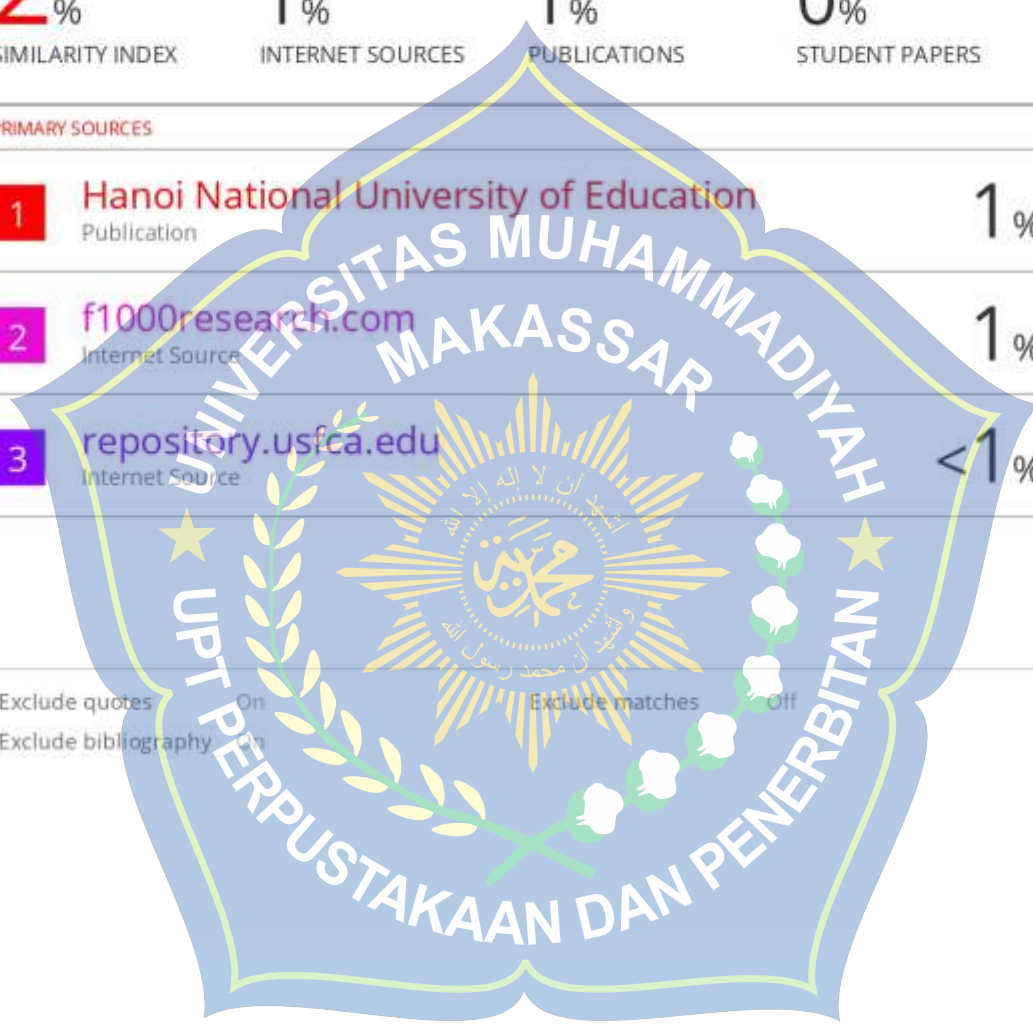
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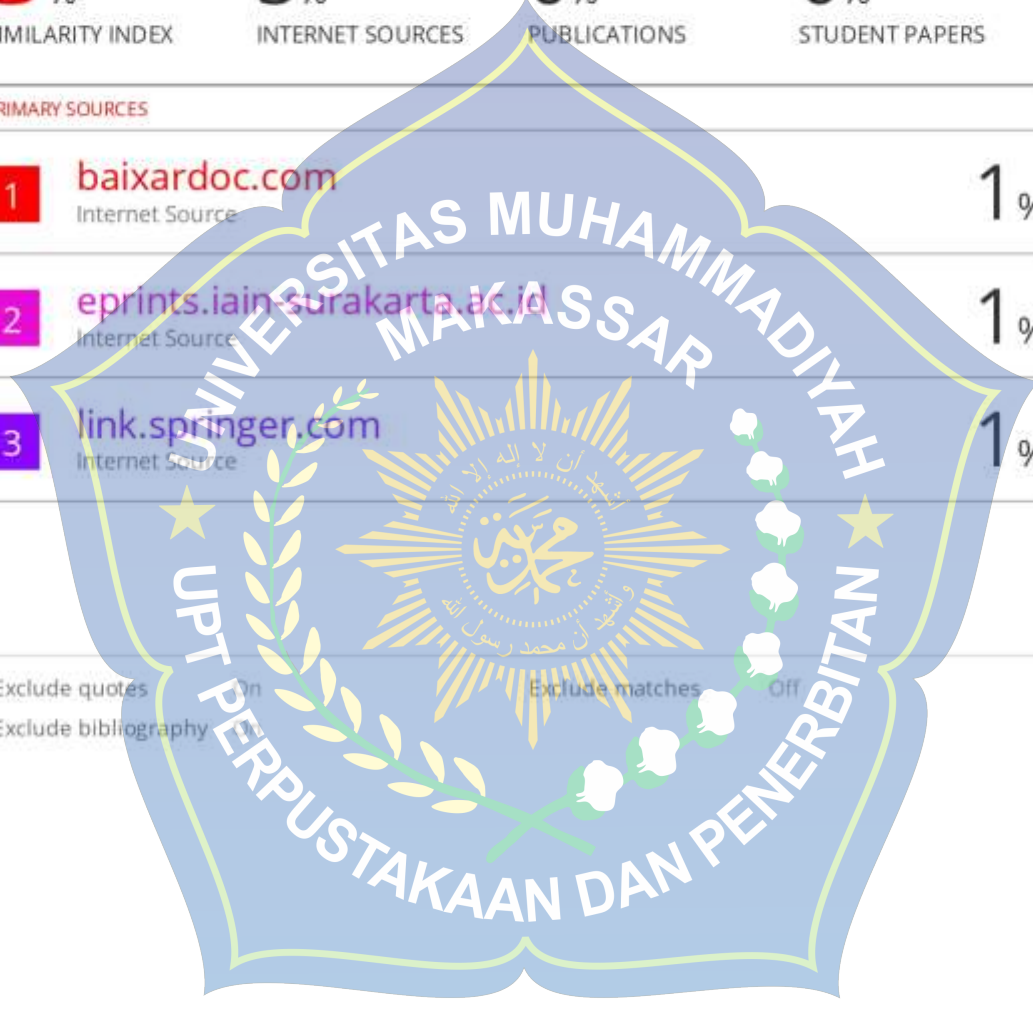
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Curriculum Vitae



Guruh Yusuf Putra. Was Born On 18 November, 1997 Sungguminasa, South Sulawesi. He is the third children from the marriage of his parents Samiun Achmad and Megawati. He started his study at SDN 6 Bontokamase and graduated on 2009. He continue his study in Junior High School at SMPN 2 Sungguminasa and graduated on 2012. Then he continue his study at SMAN 1 Sungguminasa and graduated in 2015. In the year of 2016, He registered as a student of English Department, Faculty of Teaching Training and Education, Universitas Muhammadiyah Makassar and at the end of his study, He could finish his thesis by the title of *The Use of Wattpad to Increase Students' Reading Skill (Pre-Experimental Research of First grade Students at SMPN 2 Sungguminasa)*.

