

**THE USE OF WATTPAD APPLICATION TO ENHANCE
READING COMPREHENSION AT THE 8TH-GRADE
STUDENTS OF MTS DARUL ISTIQAMAH ISLAMIC
SCHOOL CILALLANG**

A Thesis

*Submitted as Partial Fulfilment for the Attainment of S.Pd. Degree
in English Language Education Study Program of Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo*



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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2023**

STATEMENT OF AUTHENTICITY

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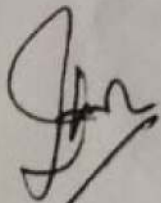
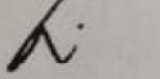
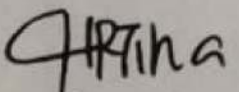
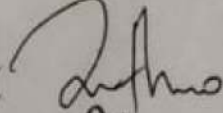

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THESIS APPROVAL

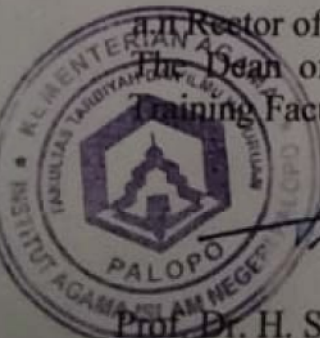
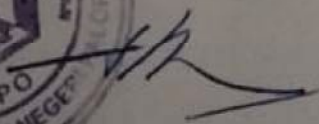
This thesis entitled The Use of Wattpad Application to Enhance Reading Comprehension at The 8th Grade Students of Mts Darul Istiqomah Islamic School Cilallang by Nurul Musyayyadah, Reg. Num 1902020061, English Language Education Study Program, Education and Teacher Training Faculty, State Islamic Institute of Palopo, and has been examined and defended in Munaqasyah session which is carried out on Wednesday, September 20th 2023. Coincided with Rabiul Awal 4th 1445 H. It is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program (S.Pd).

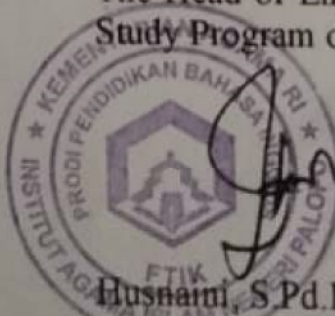
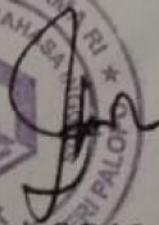
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At The 8th-Grade Students Of Mts Darul Istiqamah Islamic School Cilallang**

yang ditulis oleh :

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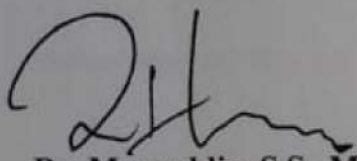
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الْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ، أَمَّا بَعْدُ

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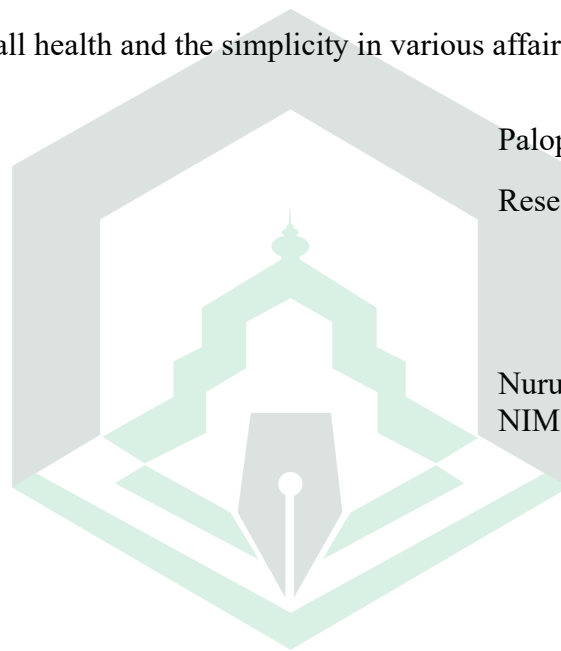
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Researcher

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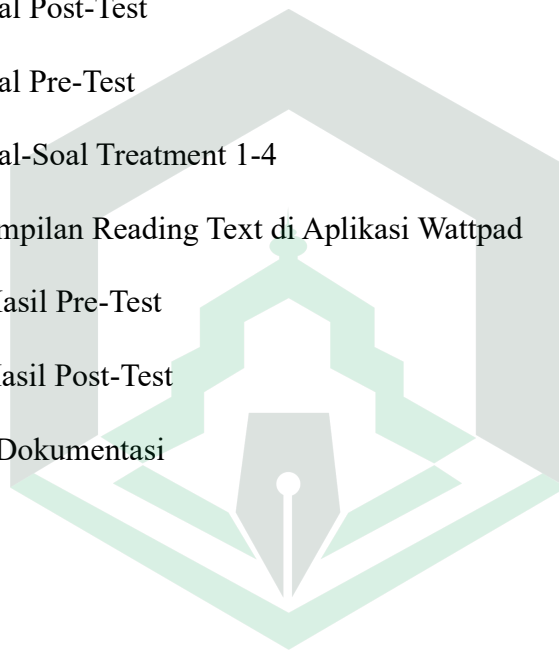
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ABSTRACT

Nurul Musyayadah, 2023. *“The Use of Wattpad Application to Enhance Reading Comprehension at the 8th-Grade Students of MTS Darul Istiqamah Islamic School Cilallang”* A thesis of English Language Education Study Program of Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by Masruddin and Fadhliyah Rahmah Muin.

This research aims to determine whether or not the Wattpad application enhances students' reading skills in the eighth grade of MTS Darul Istiqamah Islamic School Cilallang. This research adopted the pre-experimental method. The sample consisted of thirteen students. The Wattpad application was used as a medium in this research. The researcher collected the data through pre-test, treatment, and post-test. SPSS 25 edition was used to perform statistical analysis on the data. Investigation revealed that the mean post-test score is higher than the pre-test ($87.11 > 66.92$). Besides, the value of the t-count (8.954) is higher than the value of the t-table (1.782). Also, the significant (2-tailed) value = 0,000, which means α is smaller than 0,05 (the value for the standard of significant level). The result of the students' scores on the post-test became more elevated than the pre-test, representing the treatment's effectiveness in helping the learners improve their reading skills. It can be summarized that using the Wattpad application significantly enhanced the students' reading comprehension, especially in reading narrative text. This research strongly emphasizes the next researcher to examine the use of the Wattpad application for different skills imaginatively.

Keywords: *Wattpad Application, Reading Comprehension, Short Story*

CHAPTER I

INTRODUCTION

A. Background

Reading is a sophisticated and diverse process that transforms as individuals develop and gain experience. Whether engaging in reading for pleasure, seeking information, or acquiring new knowledge, the primary objective of any reading task is to comprehend and derive meaning from written text¹. It is a strategy to obtain information from books, magazines, and newspapers and study science and technology. Through reading, students can enhance their vocabulary, grammar, comprehension, and other aspects supporting their development². Reading yields numerous benefits, such as enhancing brain performance, expanding knowledge, and sharpening memory. Experts concur on the significance of reading, acknowledging its profound impact on individuals. Reading can broaden vocabulary and communication skills, facilitating enhanced interpersonal interactions.

Additionally, reading is an effective method to enhance memory and bolster focus³. It is a transformative process that enhances comprehension, knowledge, and memory. Experts emphasize its vital role in enhancing vocabulary, communication, and focus.

¹ Esther and Gloria Ramfrez Geva, *Focus on Reading* (United Kingdom: Oxford University Press, 2016).

² Betty Shockley Bisplinghoff and Jennifer Olson. Commeyras, Michelle, *Teachers as Readers: Perspectives on the Importance of Reading in Teachers' Classrooms and Lives* (Newark: Order Department, International Reading Association, 800 Barksdale Road, 2003).

³ Maryanne Wolf and Mirit Barzillai, *The Importance of: Deep Reading*, vol. 66 (Educational Leadership, 2009).

Reading and increasing knowledge will make a servant stay on His path and avoid the devil's misguided path. This is based on the word of Allah SWT which reads:

وَمِنَ النَّاسِ مَنْ يُجَادِلُ فِي اللَّهِ بِغَيْرِ عِلْمٍ وَبِتَّبِعُ كُلَّ شَيْطَانٍ مَّارٍدٍ

“Among humans, some argue about Allah without knowledge and follow every evil devil.”. (Q.S Al-Hajj [22]:3).

Students frequently face numerous challenges while learning to read, including struggling to comprehend texts holistically, identify key ideas, and make appropriate inferences. Moreover, they may encounter issues related to insufficient motivation to read, difficulties expanding their vocabulary, inadequate comprehension of specialized content texts, and inadequate utilization of effective reading strategies. Resolving these challenges necessitates a comprehensive approach encompassing the integration of effective instructional strategies, the cultivation of contextually-based vocabulary, and the establishment of a conducive learning environment that stimulates students' engagement in reading activities⁴. In addressing challenges, students can enhance reading by using effective strategies, building vocabulary, and fostering an engaging learning environment.

Brigitta and Syunu demonstrates that the digital era has transformed previously physical situations into digital ones, bringing numerous conveniences to

⁴ Intan Permatasari, Agus Wijayanto, and Diah Kristina, “The Strengths and Weaknesses of Extensive Reading Using Wattpad; Students' Perceptions,” *Indonesian Journal of EFL and Linguistics* 5, no. 2 (2020): 373, <https://doi.org/10.21462/ijefl.v5i2.292>.

reading activities, such as easier access to various reading sources⁵. Technology, fundamentally, holds the potential for positively inspiring the emergence of a new knowledge revolution and can serve as an effective tool in education. Students can acquire skills in utilizing instructional technology as an investment in their future, enabling more efficient learning. Consequently, digital literacy assumes a pivotal role in supporting reading activities in the current digital era. It is imperative for individuals to enhance their digital literacy skills, enabling them to effectively harness technology for learning, accessing, evaluating, and integrating digital information within the learning process and reading activities⁶. Thus, technology and digital literacy play vital roles in creating opportunities for more efficient and beneficial learning experiences in addressing the challenges of the digital age.

Among these, Wattpad stands out as a prominent digital platform catering to the reading preferences of teenagers, offering them the opportunity to engage in the consumption and creation of fictional literary works⁷. In the digital era, students, especially adolescents, are increasingly drawn to online platforms like Wattpad, reshaping their reading habits. Wattpad, a prominent platform, allows teens to consume and create fictional literature, reflecting this evolving reading landscape.

Wattpad offers convenient access to an extensive collection of stories and novels authored by users worldwide. Its platform caters to various genres: teenage

⁵ Brigitta Rima Kurnianingsi Lismawati and Syunu Trihantoyo, "Peningkatan Literasi Digital Dalam Mewujudkan Profesionalisme Kinerja Guru Pada Era Revolusi Industri 4.0," *Jurnal Inspirasi Manajemen Pendidikan* 10, no. 01 (2021): 80–94.

⁶ Lulud Oktaviani and Berlinda Mandasari, "Powtoon: A Digital Medium to Optimize Students' Cultural Presentation in ELT Classroom," *Teknosastik* 18, no. 1 (2020): 33, <https://doi.org/10.33365/ts.v18i1.526>.

⁷ Intan Permatasari, Agus Wijayanto, and Diah Kristina, "Extensive Reading on Wattpad and Its Benefits to Students' English Skills: Students' Perceptions," *ELS Journal on Interdisciplinary Studies in Humanities* 3, no. 4 (2020): 518–30, <https://doi.org/10.34050/elsjish.v3i4.11714>.

fiction, fantasy, romance, mystery, and thriller. This observable trend prompts inquiries regarding the prospective integration of Wattpad as a tool to augment students' reading comprehension, particularly within the formal education framework⁸. Wattpad's extensive collection of user-generated stories spanning various genres holds promise for enhancing students' reading comprehension within formal education.

Drawing from the researcher's preliminary observations conducted at the eighth grade of MTS Darul Istiqamah Islamic School Cilallang, it was evident that the students encountered challenges in their reading skills. A substantial majority of the students perceived learning English as a daunting task. Moreover, they struggled to identify a text's main idea and respond to comprehension questions effectively. Consequently, their reading achievements fell below the desired level. Teachers are advised to cultivate students' interest in the subject matter to address this issue by incorporating engaging and captivating instructional media.

In addition, the researchers found in the pre-observation that teachers and students did not utilize technology during the teaching and learning process. Consequently, the researchers were interested in introducing the use of the Wattpad application to enable students to experience a different learning experience. Although the internet connection in this location is not as fast as in urban areas, it allows researchers and students to use the Wattpad application relatively easily.

⁸ Mega Anggitasari et al., "Using Wattpad to Promote the Students' Responses to Literary Works: EFL College Students' Perspectives and Experiences of Enjoying Short Stories," *Jadila: Journal of Development and Innovation in Language and Literature Education* 1, no. 2 (2020): 182–92, <https://doi.org/10.52690/jadila.v1i2.59>.

Aligned with the issue above, the researcher employed the Wattpad application to facilitate the comprehension and retention of information and messages embedded within the application, thereby aiding students in their reading endeavors. Importantly, utilizing the Wattpad application enables students to grasp ideas more easily and attain optimal outcomes in reading proficiency.

B. Research Question

Based on the background above, the research question is, “Can the Wattpad application enhance students’ reading skills in the eighth grade of MTS Darul Istiqamah Islamic School Cilallang?”

C. Research Objective

This research aimed to determine whether or not the Wattpad application enhances students’ reading skills in the eighth grade of MTS Darul Istiqamah Islamic School Cilallang.

D. Research Significances

The significance of this research consists of the following:

1. Theoretical Significance
 - a. In the future, subsequent researchers can utilize the findings of this study as a valuable reference to inform and guide their research endeavors based on their specific requirements and objectives.
 - b. The research findings could provide references for teachers in the future to teach reading by using the Wattpad application. Educators can employ narratives sourced from Wattpad as instructional resources to bolster students’ reading

comprehension. After the reading activity, teachers can administer inquiries, facilitate discussions, or assign written tasks about the text, enhancing students' understanding by encompassing discourse comprehension, character analysis, plot analysis, and thematic exploration.

2. Practical Significance

a. For the students

This research could help the students understand the meaning of English and read confidently in front of the class. Wattpad provides a user-friendly interface that gives users convenient access to a broad array of story genres and novels from a global community of authors. Students can effectively utilize this digital platform to explore and engage with diverse genres, such as teenage fiction, fantasy, romance, mystery, and others. By selecting texts that align with their interests, students will likely experience heightened motivation and active participation in the reading process. The platform's accessibility further facilitates students' ease of entry, as a simple search for "Wattpad" on the website enables them to access a wide range of available stories readily.

b. For the teacher

This research would help the teacher find a new teaching media to enhance students' reading skills. Teachers can easily access Wattpad by opening a web browser and visiting www.wattpad.com. After signing in or registering, they can explore various stories and novel genres. The search feature allows Teachers to find desired titles, authors, or genres. Once they find a story they want to read, they can

read it online or save it for later. With these simple steps, teachers can easily access Wattpad and utilize it as a resource in reading instruction.

c. For the next researcher

The research findings will serve as a valuable resource for future researchers, enabling them to effectively utilize the Wattpad application to enhance students' reading skills. The results of this study will provide insights, strategies, and evidence-based approaches that can be applied to leverage the potential of Wattpad as a tool for promoting reading proficiency. By building upon these findings, future researchers can design and implement interventions, instructional materials, and targeted activities that cater to the specific needs of students, ultimately fostering enhanced reading abilities and comprehension.

E. Research Scope

The conducted research had a distinct emphasis on harnessing the Wattpad application to augment students' reading proficiency. The study's primary goal was to improve students' grasp and comprehension of narrative texts, with a particular focus on short stories. To accomplish this objective, the research aimed to prioritize the mastery of key concepts, specific details, and vocabulary acquisition among the students. By using the diverse array of narrative genres and compelling storytelling offered by Wattpad, the research endeavored to create an interactive and immersive reading experience for the students. The study aimed to offer valuable insights and strategies to enhance students' reading abilities and facilitate the development of literacy skills.

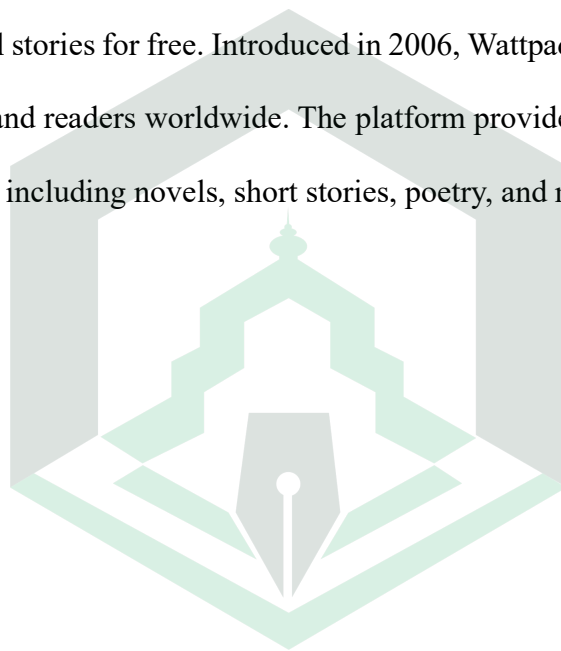
F. Definition of Key Terms

1. Reading Skill

Reading skill is an activity in which a person endeavors to comprehend the content of a text. Reading can enhance a reader's knowledge of the various information in a reading material.

2. Wattpad Application

Wattpad is an online publishing platform that enables users to read and publish fictional stories for free. Introduced in 2006, Wattpad has gained popularity among writers and readers worldwide. The platform provides access to millions of fictional works, including novels, short stories, poetry, and more.



CHAPTER II

LITERATURE REVIEW

A. Previous Study

There are some researches relevant to this research, those are:

Janata, Suprayogi, Felissia, and Annisa have performed research to see the potential of this application for literature class. This research addressed two main concerns: the students' perspectives of Wattpad in Literature Class and the lecturers' perspectives regarding the potential of Wattpad as a teaching medium in literature education. The findings of this research indicate that Wattpad is valuable in enhancing students' motivation and fostering greater engagement in developing literary competencies. Therefore, it is recommended that Wattpad be incorporated into the classroom to promote a deeper understanding of literature among students⁹.

Table 2.1 The Similarity and Differences of Relevant Previous Research

Differences	Similarities
The previous study used a descriptive quantitative research method, while this research used an experimental one.	Both research applied Wattpad application.
The sample of the previous study is 37 students and seven lecturers, while this research is 13 students.	Both research focused on reading skills.

⁹ J. S., Suprayogi, S., Susanto, F. N., & Husna, A. U. Al Falaq, "Indonesian Journal of Learning Studies Exploring the Potentials of Wattpad for Literature Class 1 Exploring the Potentials of Wattpad for Literature Class," *Indonesian Journal of Learning Studies IJLS* 1, no. 2 (2021): 98–105.

Differences	Similarities
<p>The previous study focused on answering two issues: the students' perspectives of Wattpad in Literature Class and the Perspectives of the Lecturer in seeing the potencies of Wattpad as media in literature teaching. At the same time, this research focused on answering some questions according to the narrative.</p>	<p>Both research showed that the Wattpad application increased students' reading skills.</p>

Siti Yunita, Nurhaeda, and Sutrisno Sadji have researched to investigate the impact of using the Wattpad application on students' reading comprehension in narrative texts. Consequently, utilizing the Wattpad application considerably enhanced students' reading skills in narrative texts. It is evident from the t-test result surpassing the t-table value ($9.185 > 2.00$) with a significance level of 0.05 and 58 degrees of freedom. These outcomes support the acceptance of the alternative hypothesis and the rejection of the null hypothesis. Therefore, it can be inferred that utilizing the Wattpad application influences students' reading comprehension significantly in narrative texts in Class X MAN 2 Kab Tangerang¹⁰.

¹⁰ Siti Yunita Ramadhanti, Nurhaedah Gailea, and Sutrisno Sadji Evenddy, "The Influence of Using Wattpad Application Toward Students' Reading Comprehension in Narrative Text," *Journal Education and Development* 9, no. 2 (2021): 72–77.

Table 2.2 The Similarity and Differences of Relevant Previous Research

Differences	Similarities
The previous research was conducted in a high school, while this research was carried out in a junior high school.	Both research aims to increase students' reading skills in narrative text.
Data collection in the previous study utilized tryouts, pre-tests, and post-tests, whereas this study employed pre-tests, treatment, and post-tests.	Both research used experimental methods.
	Both researches showed that the Wattpad application increased students' reading skills.
	Both research applied Wattpad application.

Nurus Syamsiyah, Mutmainnah, Erfan Efendi, and Nur Jamilah researched to increase student interest in learning English language lessons. This research supports using digital applications to enhance learning English as a foreign language. A review of the relevant literature suggests that multimedia technology can enhance language learning by catering to students' interests. Consequently, their proficiency in English can be enhanced¹¹.

¹¹ Nur Jamilah Furotun, Nurus Syamsiyah, Mutmainnah Mustofa, Erfan Efendi, "The Use of Wattpad In English Language Teaching and Learning: Is It Helpful?," *Journal of English for Academic and Specific Purposes* 4, no. 1 (2021): 189–200.

Table 2.3 The Similarity and Differences of Relevant Previous Research

Differences	Similarities
The population of the previous research is Indonesia society, while this research is the eighth-grade students of MTS Darul Istiqamah Islamic School Cilallang.	Both research focused on reading skills.
The previous study used a questionnaire to collect the data, while this research used pre-test, treatment, and post-test.	Both research focused on reading skills, especially in narrative text.

Septiani and Teguh have researched improving students' reading comprehension through Wattpad media. Their research examines the impact of employing Wattpad to enhance students' reading comprehension skills. This investigation was carried out at a private high school in Bandung. The participants involved in this research were 30 eleventh-grade students. The study utilized a Classroom Action Research (CAR) approach, employing two cycles to afford students additional opportunities for enhancing their proficiency in identifying the main idea and comprehending messages effectively. The findings indicated a notable improvement in the students' reading abilities. Consequently, based on the

outcomes of this study, they propose the integration of Wattpad as a reading resource due to its potential to enhance reading comprehension achievements¹².

Table 2.4 The Similarity and Differences of Relevant Previous Research

Differences	Similarities
The previous research was conducted in a high school, while this research was carried out in a junior high school.	Both research aimed to improve students' reading comprehension through the Wattpad application.
The previous research used Classroom Action Research (CAR), while this research used a pre-experimental method.	Both research showed that the students' reading ability increased significantly.

Almira Adnan has researched the impacts of using the Wattpad Application to increase students' reading skills, which focused on the pre-experimental method with one group in pre-test and post-test. The intervention occurred following the initial assessment (pre-test) and just before the final assessment (post-test). This research focused on eighth-grade students enrolled at SMPN 3 Watampone during the 2022/2023 academic year. From a total population of 176 students, the researcher employed random sampling to select a single class comprising 23 students as the research sample. The data collection method involved a multiple-choice reading test. The study's findings indicate a significant improvement in

¹² Septiani Fadillah and Teguh Satria Amin, "Improving Students' Reading Comprehension Achievement through Wattpad Media of Eleventh Grade At SMA Swasta Bandung," *Cybernetics: Journal Educational Research and Sosial Studies* 3, no. 1 (2021): 1–10, <https://pusdikra-publishing.com/index.php/jrssi/article/view/365>.

students' reading skills, as evidenced by the higher scores in the post-test compared to the pre-test. Consequently, it can be reasonably concluded that utilizing the Wattpad Application substantially positively impacts enhancing students' reading abilities¹³.

Table 2.5 The Similarity and Differences of Relevant Previous Research

Differences	Similarities
In previous research, data was obtained from multiple reading tests in multiple-choice, while this research was an essay.	Both research aimed to know the impacts of using the Wattpad Application to increase students' reading skills.
In previous research, the researcher applied "fairy tale" as the theme of reading passage in each treatment, while this research applied "islamic" as the theme.	Both research applied the pre-experimental method with one group in pre-test and post-test. Both research was conducted in junior high school.

¹³ Almira Adnan, "Increasing Students' Reading Skill by Using Wattpad Application in Eighth-Grade Students of SMP Negeri 3 Watampone," *Aleph* (2023), [https://repositorio.ufsc.br/xmlui/bitstream/handle/123456789/167638/341506.pdf?sequence=1&isAllowed=y%0Ahttps://repositorio.ufsm.br/bitstream/handle/1/8314/LOEBLEIN%2C LUCINEIA CARLA.pdf?sequence=1&isAllowed=y%0Ahttps://antigo.mdr.gov.br/saneamento/proces](https://repositorio.ufsc.br/xmlui/bitstream/handle/123456789/167638/341506.pdf?sequence=1&isAllowed=y%0Ahttps://repositorio.ufsm.br/bitstream/handle/1/8314/LOEBLEIN%2C%20LUCINEIA%20CARLA.pdf?sequence=1&isAllowed=y%0Ahttps://antigo.mdr.gov.br/saneamento/proces).

Differences	Similarities
In previous research, the treatment carried out in three meetings while this research in four meetings.	Both research increased students' reading skills using the Wattpad Application based on students' scores between the pre-test and post-test.

Khofshoh and Arifin conducted a study to enhance the reading comprehension skills of eleventh-grade students at SMAS NU Centini Laren Lamongan through English short stories. This study followed the Classroom Action Research approach, aligning with John Elliot's research model, which encompasses planning, taking action, observing, and reflecting or evaluating the outcomes. The research was conducted during the 2019-2020 academic year's second semester, involving a group of 50 students in the eleventh-grade class at SMAS NU Centini Laren Lamongan. After employing this methodology, notable improvements were observed among SMAS NU Centini Laren Lamongan students. Furthermore, the study revealed that students found it easier to comprehend and retain English learning materials, marking the inception of further educational endeavors¹⁴.

¹⁴ Zanuba Arifah Khofshoh and Moch. Arifin, "Improving Student'S Reading Comprehension Through English Short Story At Eleventh Grade of Smas Nu Centini Laren Lamongan," *PROJECT (Professional Journal of English Education)* 4, no. 2 (2021): 311, <https://doi.org/10.22460/project.v4i2.p311-323>.

Table 2.6 The Similarity and Differences of Relevant Previous Research

Differences	Similarities
The previous research did not use any application, while this research used a Wattpad application.	Using short stories increases students' reading comprehension.
The previous research used the classroom action research method, whereas this used the pre-experimental method.	Both research aimed to increase students' reading comprehension.
The sample of the previous research was huge, with 50 students. In this research, only 13 students became the sample.	

Based on Almira Adnan's research, similarities between her study and the current research include utilizing the Wattpad application to enhance students' reading comprehension, the application of the pre-experimental research method, and the study being conducted in a junior high school setting. Meanwhile, a key difference between the previous and current studies lies in the data collection type: the former employed multiple-choice reading tests, whereas the latter used essay-based assessments.

The novelty of this research lies in its utilization of short stories, whereas previous studies often employed longer narratives. Furthermore, the researcher personally authored these short stories during the treatment phase with the students,

subsequently uploading them to the researcher's Wattpad account for the students to read. In contrast, other researchers typically adopted pre-existing stories created by others for their studies.

B. Some Pertinent Ideas

1. The Concept of Reading

a. Definition of Reading

According to Sari, reading is a fundamental competency in educational environments. Furthermore, it offers numerous advantages to students, such as enhancing their reading comprehension, writing proficiency, vocabulary acquisition, and spelling abilities. Additionally, reading encompasses not only cognitive processes but also psychological processes related to thinking and learning. Considering this perspective reading can be perceived as a multifaceted cognitive activity involving various interactions, including information processing, thinking, and learning¹⁵. Reading is crucial in education, benefiting students' comprehension, writing, vocabulary, and thinking skills. It involves cognitive and psychological processes, reflecting a complex cognitive activity that includes information processing and learning.

Sania stated that reading is vital for gathering information and acquiring knowledge. It encompasses more than simply reading words aloud; it entails comprehending and grasping the main ideas and concepts conveyed within the text. Reading involves a dynamic communication process between the readers and

¹⁵ Wahyu Widia Sari, "Improving Students' Reading Skill Through Stories in Wattpad Application," *Repository UIN Sumatera Utara Medan*, 2021.

writers, facilitated through written language. Through reading, individuals engage with written texts to extract meaning, interpret information, and connect with prior knowledge and experiences. Through this interactive process, readers can comprehend, analyze, and critically evaluate the content and messages conveyed by the writer. Thus, reading is a multifaceted and reciprocal act of communication that enables the transfer of ideas, thoughts, and information between the reader and the writer through the written word¹⁶. Reading is crucial for knowledge acquisition and understanding. It involves comprehending text, connecting ideas, and exchanging information between readers and writers through written communication.

Also, Fadillah and Amin stated that reading plays a crucial role in acquiring knowledge and staying informed about the world. It enables individuals to gain an understanding of unfamiliar topics or subjects. Within English education, reading holds significant value as it constitutes one of the fundamental language competencies alongside listening, speaking, and writing. Mastering reading skills is essential for students as it equips them to comprehend and interpret written texts effectively¹⁷. By honing their reading abilities, students can expand their vocabulary, language proficiency, and overall language competence.

b. Kinds of Reading

There are three kinds of Reading such as:

¹⁶ Sania Mawarni, "The Effect of Using Wattpad Application to Improving Student 's Reading Comprehension of Recount Text at Ten Grade Student 's of Senior High School Number 11 Jambi," *Repository Universitas Batanghari*, no. 11 (2023).

¹⁷ Fadillah and Amin, "Improving Students' Reading Comprehension Achievement through Wattpad Media of Eleventh Grade At SMA Swasta Bandung."

1) Study Reading

According to Bowyer in Rezki Suci's research, study reading is slightly less than your normal reading rate. While reading, think about the material and how it relates to your learning in class. Take notes. Use a survey method. Finally, write down the main idea and some supporting details¹⁸. When studying, read slower, connect to class learning, take notes, use a survey method, and summarize main points.

2) Skimming

According to Norman's perspective, skimming refers to the rapid movement of one's eyes across a printed page in search of specific information. This targeted search can encompass diverse levels of abstraction, ranging from identifying the central theme of a section to locating specific details such as the primary products of coastal regions. Regardless of the level of abstraction, skimming involves a deliberate focus on the desired information, guiding cognitive processes and eye movements toward achieving a precise solution¹⁹. Skimming is a quick method to locate specific information on a page, whether main ideas or details, by efficiently guiding eye movements and cognitive processes.

Skimming is a reading technique that efficiently covers substantial amounts of material quickly without thoroughly reading every word. It is primarily utilized to obtain a general overview of the content rather than achieve a deep level of

¹⁸ Rezki Suci Ramadhani, "Strengthening The Students' Reading Comprehension In Narrative Text with Audio-Based Asynchronous Approach as Remote Learning (Pre-Experimental Research at the Second Grade of SMP Negeri 21 Makassar)," *Diss. Universitas Muhammadiyah Makassar*, 2022.

¹⁹ Maxwell H Norman, *Successful Reading* (New York, 1986).

comprehension. Skimming can be an invaluable tool for efficient reading when appropriately employed. However, it is important to note that skimming is not suitable for technical or highly detailed material, as it may lead to inadequate understanding or misinterpretation.

3) Scanning

Scanning is a reading technique commonly employed to quickly and effectively locate specific information within a text. According to Nuttal, scanning aims to establish an initial assessment of the text's relevance to a particular objective. For instance, when determining whether a book on Gardening covers the cultivation methods of a specific vegetable, scanning allows readers to evaluate its suitability for their needs swiftly²⁰. Quick scanning assesses text relevance for specific purposes, like checking if a book covers desired content, aiding readers in efficient decision-making.

Scanning, in contrast, is a more focused approach that specifically aims to retrieve relevant information following our intended purpose. However, it is common to employ both scanning and skimming techniques in tandem when reading a given text. For instance, initially skimming through an article allows us to quickly assess its value and determine if it is worth reading. Subsequently, if we find it intriguing, we read more thoroughly to extract detailed information. Furthermore, even after reading the article carefully, we may use scanning to locate and record specific details, such as figures or names we wish to remember.

²⁰ C. Nuttal, *Teaching Reading Skill in a Foreign Language* (London: Heinemann Educational Book, 1987).

According to Maggio, there are three kinds of reading²¹:

1) Reading aloud

Reading aloud is a highly valuable skill for learners of various ages and languages. Its benefits are particularly notable for individuals acquiring a foreign language, as it aids in accurately pronouncing words while enhancing comprehension and fluency. Reynolds highlights that reading aloud is pivotal in assisting students with challenging texts by providing an auditory experience that enables them to understand complex content better²². Moreover, according to Tamara, reading aloud fosters the development of imagination, creativity, and memory skills²³. Reading aloud benefits language learners by improving pronunciation, comprehension, and fluency. It aids in tackling complex texts, enhances auditory understanding, and nurtures imagination and memory skills.

2) Silent Reading

Exploring the practice of silent reading at an extended length, such as a few pages, a short chapter, or even an entire book, particularly for advanced students, can yield remarkable results regarding information assimilation. Allowing learners to engage with the text without interruption and at their own pace often leads to surprising absorption. When introducing extended texts, selecting materials that align with or slightly challenge the student's proficiency level is crucial. Presenting a lengthy text laden with unfamiliar vocabulary may cause students to become

²¹ Patricia K Maggio, "How to Improve Reading Aloud," eHow, 2019, http://www.ehow.com/how_7538027_improve-readingaloud.html.

²² John Bean, *Helping Students Read Difficult Texts* (San Francisco: Jossey-Bass, 1996).

²³ V. Tamara, "Read-Aloud Directions," eHow, 2019, http://www.ehow.com/how_7574910_read-aloud-direction.

overly focused on deciphering individual words, thereby hindering their comprehension of the text as a cohesive whole.

3) Speed Reading

Speed reading involves the practice of reading at an accelerated pace to extract key ideas that address specific inquiries efficiently. Effective speed reading relies on swift eye movements, enabling individuals to locate and process pertinent information swiftly. Optimal eye speed greatly facilitates successful speed reading endeavors, whereas impaired eye speed can impede the reader's ability to engage in this technique. When implementing speed reading techniques, teachers must assess students' proficiency in identifying specific ideas, thereby enabling them to formulate targeted comprehension questions that gauge the students' aptitude in reading comprehension²⁴. Speed reading extracts key ideas swiftly through accelerated reading and efficient eye movements. Teachers assess students' specific idea identification with targeted comprehension questions for effective evaluation.

In addition, According to El-koumy, there are many different types of reading, each requiring different approaches, techniques, and concentration levels. Some of the types of reading we may use are listed bellows²⁵:

- 1) Reading for enjoyment or light reading, such as perusing magazines or indulging in novels, typically demands minimal effort and concentration. This type of reading is distinct from study reading in that the primary objective is not to retain information.

²⁴ Smith, *Reading in a Foreign Language* (London: Longman, 1980).

²⁵ Abdel Salam A. El-Koumy, *Metacognition and Reading Comprehension: Current Trends in Theory and Research*, *SSRN Electronic Journal*, 2013, <https://doi.org/10.2139/ssrn.2364871>.

- 2) Reading for an overview or exploratory purpose involves techniques such as skimming or prereading, which aim to obtain a general understanding of the topic presented in a book or journal. This approach to reading is commonly employed when perusing a book to determine its relevance and suitability for further in-depth examination, such as deciding whether to borrow it from the library for more thorough reading.
- 3) Revision reading entails re-reading materials that are already familiar to us. The primary purpose of revision reading is to assess and reinforce our ability to recall information.
- 4) Search reading involves the process of reading with the specific objective of locating information or finding answers to specific questions. An illustrative example would be searching for a telephone number in a directory. In this context, the purpose of search reading is not to read through all the names and numbers listed in the phone book but to efficiently locate and extract a single piece of information of interest.
- 5) Reading for mastery involves the purposeful acquisition of comprehensive information and understanding through a meticulous and deliberate reading approach. This type of reading is characterized by a slow and careful process, often involving repeated readings, and necessitates focused and concentrated attention.
- 6) Critical reading entails analyzing and evaluating ideas presented in a text. It involves a deliberate and focused approach, requiring the reader to concentrate intensely to assess and review the content.

7) Proofreading involves carefully reading a text to identify and correct grammar, spelling, and punctuation errors. This process necessitates meticulous and scrupulous attention to detail. As the final step in preparing written work, proofreading is crucial and should not be overlooked or neglected.

c. Purpose of Reading

The purpose of reading varies among individuals and is contingent upon their level of engagement. According to the National Council of Teachers of English (NCTE) Commission on Reading, readers enhance their competence by actively engaging with diverse texts and engaging in wide-ranging reading for different purposes throughout their lives. As a result, the specific purpose of reading may differ among individuals. Rimes, Carrell, and Eisterhold show several points of the common purpose of readings follows:

- 1) To obtain information for some purpose or because we are curious about some topic.
- 2) To obtain instructions on performing some tasks for our work or daily life.
- 3) Keep in touch with friends by correspondence or understanding business letters.
- 4) To know when or where something will take place or what is available.
- 5) To know what is happening or has happened (as reported in newspapers, magazines, and reports).
- 6) For enjoyment or excitement.

As previously discussed, the purposes of reading exhibit variability based on the specific objectives readers seek to accomplish. Hence, it can be inferred that

individuals read various texts to acquire information that enables personal advancement and enhances their overall knowledge.

d. Aspects of Reading

According to Alexander, as cited in Kamalia, there are some aspects of Reading that well-known authorities have suggested²⁶:

1) Visual in Sensory Aspect

The role of the visual system in the reading process holds significant importance. Without the functioning of the eyes, an individual would be unable to read and comprehend the intended meaning conveyed in printed materials. When engaged in reading, the reader directs their visual attention to the text, allowing for the interpretation and understanding of the content. The movement of the eyes during the reading process is a critical factor that influences reading speed and comprehension.

2) Sequential Aspect

Written materials typically adhere to specific spatial arrangements on a page, characterized by a left-to-right and top-to-bottom sequence. Consequently, the reader's ocular movements must correspondingly align with these prescribed sequences to facilitate the reading process.

3) Thinking Aspect

Reading devoid of cognitive engagement renders it ineffectual. Thus, while reading, the reader must employ cognitive processes actively. Moreover, readers

²⁶ Niken Arina Kamalia, "The Use Of Picture Series To Improve Students' Ability In Reading Narrative Text In The Eighth Grade Of SMP N 3 Pringapus Satu Atap In The Academic Year 2015/2016," *E-Repository Universitas Islam Negeri Salatiga*, 2016, <http://e-repository.perpus.iainsalatiga.ac.id/id/eprint/745>.

have been observed to establish connections between the potential meanings conveyed in a message and their existing knowledge to achieve comprehension.

4) Associational Aspect

The reading process encompasses various forms of association. While reading, a reader establishes connections between spoken words and written counterparts and between spoken words and the related concepts and objects they represent.

5) Learning Aspect

An individual seeking to acquire knowledge and comprehend a written message engages in reading. It entails meticulously examining the material, progressing word by word, sentence by sentence, paragraph by paragraph, and so forth. Throughout this reading process, the reader actively connects the meaning of the words encountered with their existing background knowledge. Consequently, the meaning or information acquired through reading expands and enhances their knowledge base. Ultimately, this knowledge exerts influence on their subsequent behavior and actions.

6) Main Idea

The main idea of a passage or reading material encapsulates the central thought or message conveyed. Unlike the term "topic," which pertains to the subject matter being discussed, the term "main idea" pertains specifically to the key point or thought being conveyed.

2. Reading Comprehension

a. The definition of reading comprehension

Robinson states that reading comprehension can be defined as the process of comprehending, assessing, and applying information and concepts acquired through the interaction between readers and authors²⁷. It is akin to a conversational exchange between the writer and the reader, where written language is the conduit for this interaction when two individuals communicate through the written medium.

According to Collin and Smith, reading comprehension is a multifaceted procedure wherein readers employ cognitive resources to extract significance from written content²⁸. In essence, this implies that reading is a multifaceted endeavor requiring the reader to interpret the significance of the text, implying that reading comprehension involves the capacity to grasp the concepts conveyed within a passage.

b. Reading comprehension levels

The term "level" does not merely pertain to varying degrees of complexity but pertains to the mindset and response elicited by the text being read. Comprehension exists at various levels, and a higher level of comprehension naturally entails a more advanced approach. Anita Burn in Anna et al. categorizes reading comprehension skills into three distinct levels, as follows²⁹:

²⁷ H. Alan Robinson, *Reading Comprehension Instruction 1783-1987: A Review of Trends and Research* (International Reading Association, 800 Barksdale Rd., Newark, DE 19714-8139, 1990).

²⁸ Allan Collins and Edward E. Smith, *Teaching the Process of Reading Comprehension* (Bolt Beranek and Newman Inc., 1980).

²⁹ Anna Rogers, Matt Gardner, and Isabelle Augenstein, "QA Dataset Explosion: A Taxonomy of NLP Resources for Question Answering and Reading Comprehension," *ACM Computing Surveys* 55, no. 10 (2023), <https://doi.org/10.1145/3560260>.

1) Literal comprehension

Text comprehension is the capacity to grasp information that is explicitly presented in written content and visual representations. Students can remember, recognize, classify, and link together specifics, data, and primary concepts presented in various written materials. Moreover, they can discern the implications and instructions implied by this level of comprehension, which encompasses the superficial meaning.

2) Interpretive or inferential comprehension

Readers apply their knowledge and life experiences when engaging with text, discerning nuances within the lines. A critical aspect of reading involves the ability to analyze content meticulously. Additionally, readers must perceive the connections among various ideas, including how these ideas interrelate and the concealed meanings within them. At this benchmark interpretation or comprehension stage, cognitive processes like making inferences, forming broad observations, and forecasting outcomes come into play. In this context, educators can pose more challenging queries, such as instructing students to undertake the following task:

- a) Rearrange ideas or topics covered in the text.
- b) Explain the author's purpose in the text.
- c) Summarize the main idea when it is not explicitly mentioned in the text.
- d) Choose conclusions that can be inferred from the text they read.

3) Critical or applied reading

Literal comprehension involves the reader's ability to precisely grasp what is conveyed in the text, comprehending the author's direct message without delving deeper. In contrast, a more advanced comprehension level involves active engagement with the author's ideas and applying the reading material to real-life scenarios. This advanced level of understanding encompasses the author's concepts and the information they have presented. Students, at this stage, can be assessed based on the following skills, including:

- a) Proficiency in differentiating actions from opinions.
- b) Capability to identify persuasive expressions.
- c) Aptitude for assessing the correctness of information presented within the text.

In this study, "reading skill" pertains to the students' ability to comprehend the material or text they read. Consequently, the researcher places a stronger emphasis on evaluating students' comprehension of the content. When discussing reading comprehension, various definitions exist. David Nunan, for instance, emphasizes that reading should not be viewed as a fixed skill but rather as a set of skills that align with diverse reading objectives³⁰. Consequently, the author ensures that students pursue many goals in classroom reading activities, including acquiring knowledge for future learning, regardless of the specific objective. The text's readability is a crucial factor to consider to achieve these objectives.

³⁰ David Nunan, *Designing Tasks for the Communicative Classroom* (Cambridge University Press, 1989).

Reading comprehension can be approached through both a bottom-up and a top-down method. As highlighted by Nunan, the bottom-up approach perceives reading as a process involving decoding written symbols, starting from smaller elements such as individual letters and progressing to larger ones like words, clauses, and sentences³¹. According to Olson and Diller, reading comprehension refers to the ability to comprehend and apply the information in a written document³². Harris and Sipay contend that reading comprehension skills are a collection of general knowledge acquisition abilities, enabling individuals to obtain and utilize information acquired through reading written language³³.

3. The Concept of Wattpad

a. The definition of Wattpad

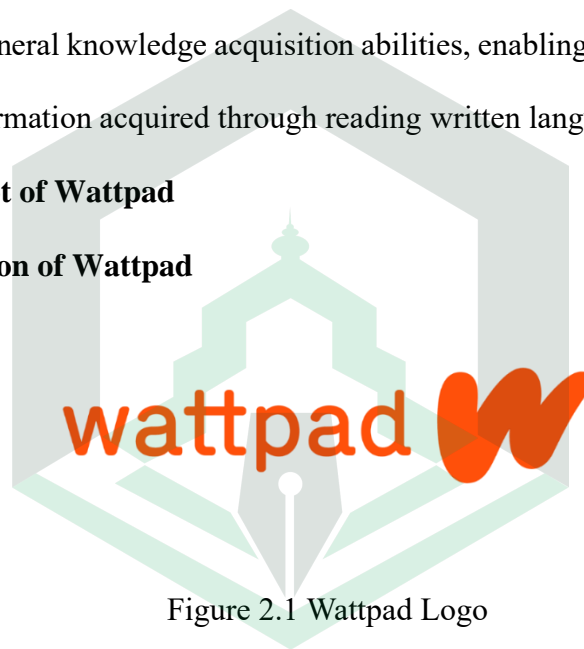


Figure 2.1 Wattpad Logo

Wattpad is a major global platform that promotes literacy, enabling writers to share their creative works and readers to engage with a wide range of literary content³⁴. Founded in 2006 by Allen Lau and Ivan Yuen, Wattpad is headquartered in Canada. With a user base exceeding 90 million worldwide, Wattpad offers an

³¹ Ibid.

³² J.P and M.H Diller Olson, *Learning to Teach Reading in Elementary School* (London: MacMillan Publishing Company., 1982).

³³ E.R. Harris A.J & Sipay, *How to in Increase Reading Ability, a Guide to Development and Remedial Methods* (New York: Longman, 1980).

³⁴ Simona Tirocchi, "Wattpad," *Universitat Pompeu Fabra*, 2018.

extensive collection of works across various genres, allowing readers to explore diverse categories tailored to their preferences.

Allen Lau described Wattpad as a social networking website and service that allows users to publish and share various forms of content such as photos, news links, and other engaging materials found on the internet. Wattpad is a platform for individuals who wish to share and consume stories. Within Wattpad, readers and writers can explore various user-generated stories spanning diverse genres, including classics, general fiction, historical fiction, non-fiction, poetry, spiritual literature, teen fiction, and more. The platform aims to break down traditional barriers between readers and writers by fostering social communities centered around storytelling. This approach benefits aspiring writers and established authors, making it a versatile model for individuals at all stages of their writing journey³⁵. Wattpad is a versatile social platform for sharing and consuming diverse user-generated stories across genres. It fosters a community of readers and writers, breaking traditional barriers and benefiting individuals at all stages of their writing journey.

Additionally, Reborá and Pianzola emphasized the significance of Wattpad as a valuable resource for anyone interested in literature. This platform, accessible through web and mobile applications, enables individuals to actively participate in literary discussions and engage with books in the public domain. Users can contribute comments in the margins of these books, expressing their reactions and thoughts regarding the content while interacting with other users who have

³⁵ Lau A, *Definition of Wattpad* (Toronto, 2006).

previously commented. This collaborative environment fosters meaningful discussions and encourages an interactive reading experience³⁶. Wattpad is a valuable resource for literature enthusiasts, providing an interactive platform for engaging with public domain books through comments and discussions, enhancing the reading experience.

The platform facilitates story creation and encourages user feedback, fostering a dynamic community of writers and readers. Leveraging its sophisticated algorithm, Wattpad ensures that readers can discover stories aligned with their interests, contributing to its reputation as one of the most popular and widely downloaded reading platforms. This success can be attributed to Wattpad's strong branding, user-friendly accessibility, and robust feature set³⁷. Wattpad fosters a vibrant community of writers and readers by facilitating story creation and user feedback. Its algorithm-driven content discovery, user-friendly interface, and robust features have propelled it to become a widely acclaimed and popular reading platform.

In summary, Wattpad offers writers a platform to write, promote, and connect with a diverse audience of over a million users. It allows students to create a free account and begin writing on Wattpad. The platform allows users to post articles, stories, and poems while enabling others to comment and vote on each

³⁶ Simone Rebora and Federico Pianzola, "A New Research Programme for Reading Research: Analysing Comments in the Margins on Wattpad," *Ateneo Nuovo* 3, no. 2 (9788): 19–36, <https://doi.org/10.4399/97888255181532>.

³⁷ Novia Ayu Wardhani, Fitrotul Mufaridah, and Indah Werdiningsih, "The Effect of Using Wattpad on Students' Writing Ability," *Universitas Muhammadiyah Jember*, no. 1510231007 (2019): 1–10.

piece of writing. Using Wattpad allows students to feel at ease when freely sharing their ideas and creative works.

b. How to Use Wattpad

According to Ulfa, these are the steps in using Wattpad³⁸:

1) Create an Account

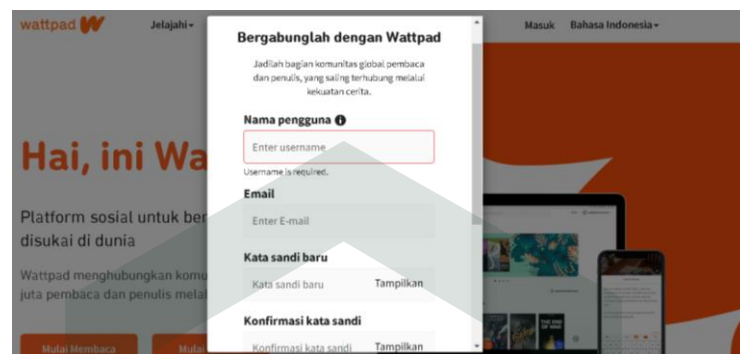


Figure 2.2 Create an Account

You only need an email address, a Facebook account, a Google account, or an Instagram account. If you prefer to use email, you will need to create login details.

2) Confirm Your Account

Create an account on Wattpad and promptly log in. You will then receive a confirmation email. Locate the email and click the enclosed link to verify your account.

³⁸ Shelma Afriana Ulfa, "Peranan Aplikasi Wattpad Dalam Mengasah Kemampuan Menulis (Studi Deskriptif Mengenai Peranan Aplikasi Wattpad Dalam Mengasah Kemampuan Menulis Pada Siswi SMA Di Kota Bandung)," *Elibrary UNIKOM*, 2018.

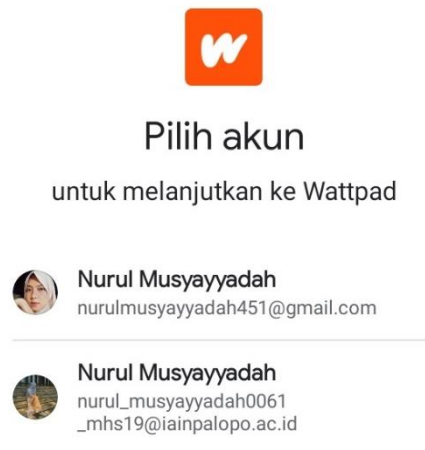
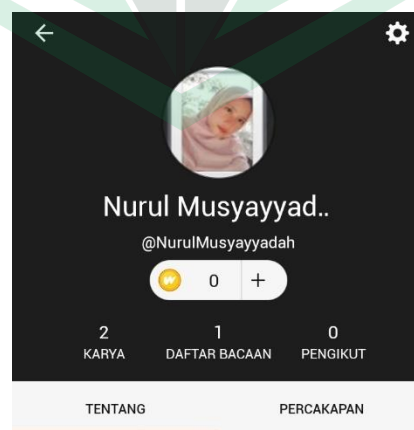


Figure 2.3 Confirm You

3) Update Your Profile

After creating an account, you will be prompted to provide basic information for your profile. If you have connected your Facebook, Google, or Instagram account, your profile image will be automatically filled in. You can manually upload an image if you haven't linked to any social network.



Ketuk di sini untuk menambahkan keterangan tentang diri kamu...
Telah bergabung sejak Nov 2020

Figure 2.4 Update Your Profile

4) Desktop Site Navigation

Discover, create, and engage with the Wattpad community through various features available in the top menu bar. You can explore stories by searching and browsing, participate in clubs, awards, and contests, and connect with authors. Furthermore, you will find a button displaying your profile picture and username. Clicking on it will reveal a drop-down menu with options such as profile, inbox (a messaging system similar to SMS), notifications (including updates on stories you've read, comments on your profile, followers, and episodes), story statistics (views, shares, and library), invite friends, language settings, help, account settings (username, password, email, profile picture, and wallpaper), and lastly, the option to log out.

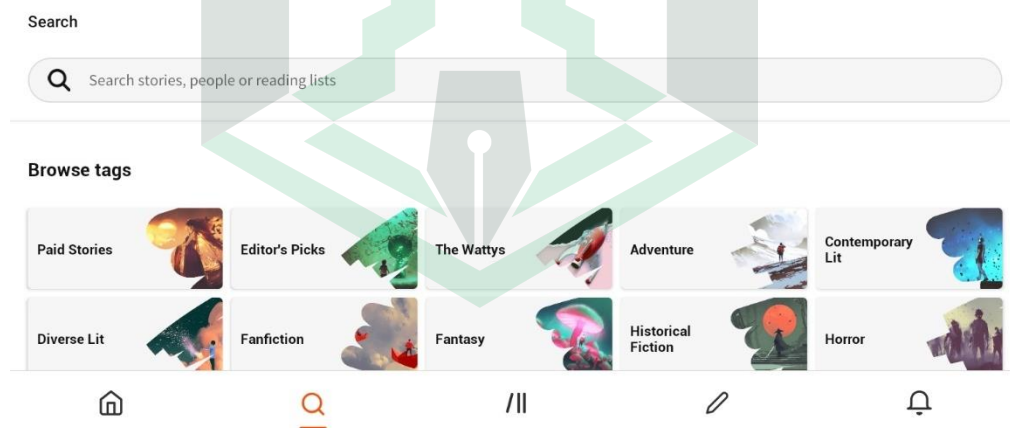


Figure 2.5 Desktop Site Navigation

5) Navigating

Upon signing in to Wattpad's mobile app, you will be directed to your library, where all the stories you are currently reading will be displayed. Tapping the small "w" in the upper left corner will unveil a drop-down menu featuring your

name and profile photo, which you can click to access your profile. The menu also includes a bell icon for notifications, a letter icon for your inbox, the library section (where it should be), a discover option, the ability to create reading lists, news feeds for community engagement, the option to invite friends, and settings for making adjustments.

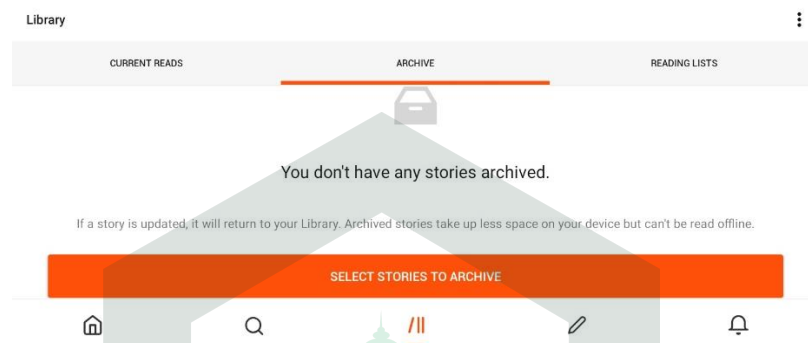


Figure 2.6 Navigating

6) Find Stories to Read

You can also explore the meaning behind the eye symbol. Additionally, you can utilize the search function represented by a magnifying glass symbol. Enter the title of a story or any relevant keyword, such as romance, action, fanfiction, and more. Wattpad's story discovery relies on tags and keywords, making finding stories of your interest easier.



Figure 2.7 Find Stories to Read

7) View The Details of The Story

When you come across a title or book cover piques your interest, read the blurb to determine its completion status and the number of chapters/parts it consists of.

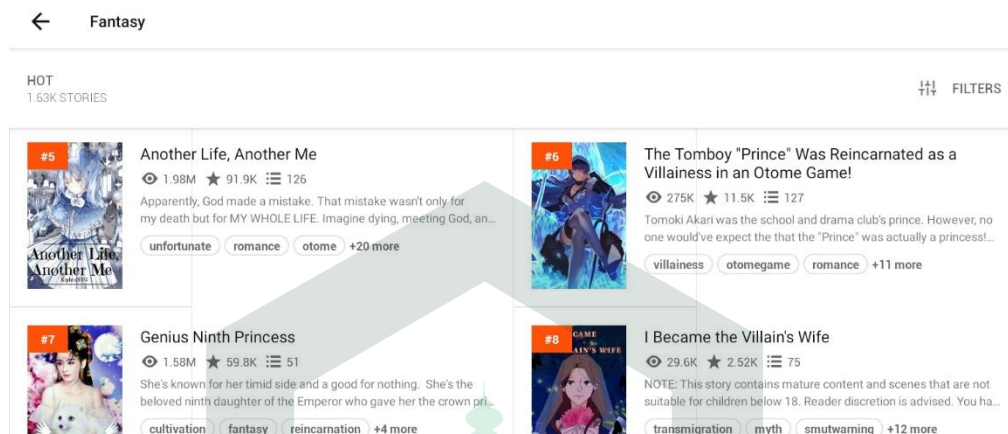


Figure 2.8 View The Details of The Story

8) Claim a Title

Once you have decided to read a story, click on the orange button labeled "READ" or the other orange button displaying a plus sign (+) next to it. Upon clicking, you will be presented with the option to add the title to your library or a reading list. Select one option, and the story will be added accordingly.

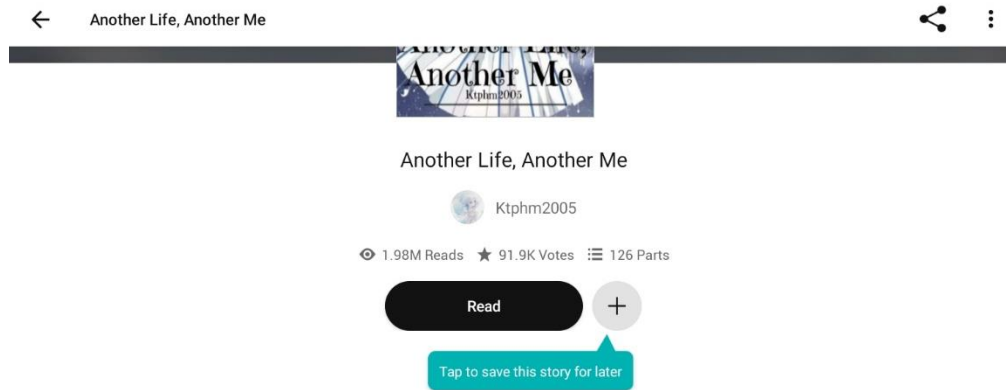


Figure 2.9 Claim a Title

9) Use The Library

After adding the story, navigate to your library, represented by a three-book stack icon. Upon entering the library, you will find the cover of the story you added. You will be directly taken to the story's first chapter by clicking on the cover.

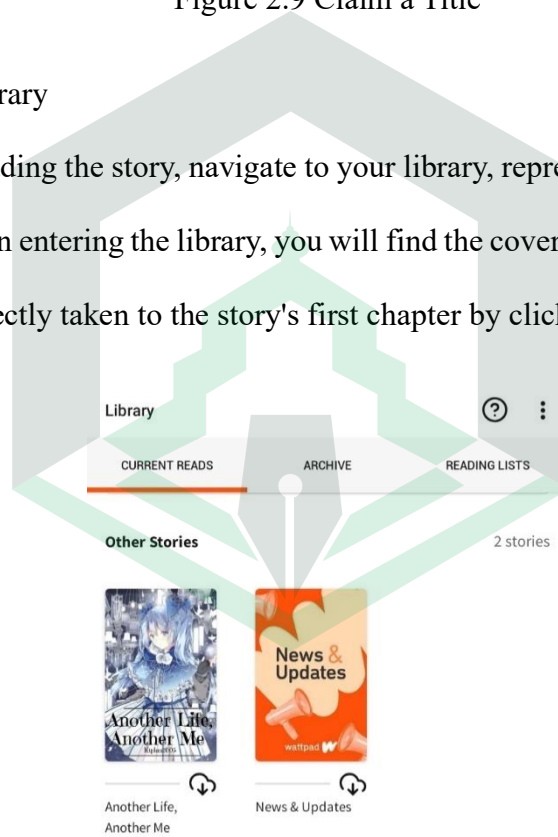


Figure 2.10 Use The Library

c. Common terms in Wattpad

Here are some common terms used in Wattpad³⁹:

1) Author

Usually, writers on Wattpad are referred to as "writers" or, for brevity, "authors."

2) POV (Point of View)

It refers to the perspective within the story. For example, "Luthfia POV" means using Luthfia's point of view in that story. On the other hand, when the author's perspective is used, it is usually referred to as "author's POV."

3) TBC (To be Continued)

It indicates that the story will be continued. Therefore, the story will proceed to the next part.

4) ASAP (As Soon As Possible)

For example, when we read a news article and want to continue reading it immediately, we can express our desire by using the term "ASAP" (as soon as possible).

5) Voment (Vote & Comment)

As readers, we can appreciate the authors by providing votes and comments. The voting process involves clicking the star icon in the top right corner (on a computer or the web) or at the bottom center (in an application). Additionally, we can write comments to provide feedback regarding the strengths and weaknesses of the story.

³⁹ Wriders Padd, "All About Wattpad," Wattpad, 2016.

6) Silent readers

It is often a source of disappointment for writers when they see readers reading their stories but not providing votes or comments. Naturally, this can be emotionally hurtful as writers have put in significant effort but are not appreciated. However, on the other hand, some writers don't mind readers who read without responding, as they don't expect any form of reward for writing.

7) Dedication

When we write a story, we can dedicate it to readers who consistently support and encourage us to continue writing. They often express their enthusiasm through comments or regularly voting for our stories.

8) Fyi

It indicates that this information is presented solely for informational purposes.

9) Watty

It is a term used in Wattpad that facilitates communication or can be referred to as commonly used terminology.

10) Multimedia

When we write a story, we can include photos or videos that are relevant to that particular part. Typically, authors say, "Check the multimedia," which means readers can view multimedia content if the author has included photos or videos in that section. In the app, multimedia content is usually located at the beginning of the story section, while on the computer or web version, it can be found in the bottom right corner.

11) Share

The intention behind it is that we can share the story on our Twitter account or other platforms, thereby expanding its readership.

12) Genre

The genre or theme of our story can vary. We can choose romance, teen fiction, or other genres. We also can incorporate two genres we write in each story.

13) Update

"Update" signifies that we have published a new story on Wattpad. For example, we receive a notification saying, "@luthfia_AF just posted Love Debate? - Part 2," which means that Luthfia has recently published the second part of her story titled Love Debate.

14) Notification

The notification column serves as a means to provide notifications regarding activities related to the owned stories.

15) Library and reading list

As readers, we want to know whether or not the story we are currently reading has the latest part. One way to achieve this is by adding the story to our library or reading list. Doing so lets us be notified directly when the author publishes a new part.

16) Follow

The process of developing friendships on Wattpad is similar to Twitter, wherein individuals engage in the act of following each other.

17) A/N

Formally, this can be interpreted as a representation or on behalf of a particular party. However, in the context of Wattpad, it refers to the author's notes or messages related to their story. Typically, authors use the abbreviation "a/n," which means "author's note," to provide such notes.

18) Ambassador

Recently, there have been numerous complaints regarding technical issues on Wattpad. These issues include encountering empty pages when reading newly published parts and difficulties in voting and commenting. The initial approach is to log out and wait briefly before logging back in to address these concerns. If the problem persists, users can report the issue to the Wattpad Ambassador in Indonesia for further assistance.

19) Archive

When you save a story in your library through the app, the story will also require storage space. It means that your device's memory will be used to store it. However, some stories have already been completed and read until you lose interest. If those stories remain in the library, they will remain in storage. On the other hand, if you archive those stories, they will only occupy a minimal amount of storage space. This way, you can save space and still have the option to return them to the library when you want to read them again. Once you finish reading, you can move them back to the archive. For ongoing stories, they will automatically return to the library with each update.

20) Hiatus

Hiatus refers to a period of inactivity on Wattpad. When someone is on hiatus, they will be absent from Wattpad for an extended period but eventually return. On the other hand, a semi-hiatus indicates that they will rarely or infrequently engage with Wattpad during that time.

21) Private story

The personal story is a system implemented to protect stories from web mirror attacks. Readers are required to follow the respective account to access personal stories. Essentially, one must create a Wattpad account to read those particular stories.

d. The advantages and disadvantages of Wattpad

According to Rosemarie, Teresita, and Leonora, these are the advantages of the Wattpad application⁴⁰:

1) Wide Range of Content

Wattpad offers a vast library of user-generated stories and novels in various genres, providing readers with a diverse selection of reading materials.

2) Accessibility

The application can be easily accessed through smartphones, tablets, and computers, allowing users to read anytime and anywhere.

⁴⁰ Rosemarie Rabang, Teresita Tajolosa, and Leonora Beguina, "Impact of Wattpad Reading on Filipino Junior High School's Reading Habit and Social Values," *Modern Journal of Studies in English Language Teaching and Literature* 3, no. 2 (2021): 1–14, <https://doi.org/10.56498/32202142>.

3) Community Engagement

Wattpad fosters a strong community of readers and writers, enabling users to interact, provide feedback, and collaborate on storytelling projects.

4) Motivational Factors

The platform's interactive features, such as voting, commenting, and sharing, encourage reader engagement and motivate writers to continue producing content.

5) Exposure for Writers

Wattpad allows aspiring writers to showcase their work, gain recognition, and potentially attract a wider audience and publishing opportunities.

According to Tanjung, these are the disadvantages of the Wattpad application⁴¹:

1) Quality Control

Since anyone can publish their work on Wattpad, the platform may contain stories of varying quality, including those with poor grammar, spelling errors, or lack of editing.

2) Copyright Concerns

The openness of Wattpad may pose challenges regarding copyright infringement, as some users may upload copyrighted content without proper authorization.

⁴¹ Dhara Amalia Tanjung, "Utilizing Wattpad Application to Improve The Students' Skill in Writing Narrative Text at The Eight Grade of SMP Yayasan Perguruan Keluarga Pematangsiantar 2020/2021 Academic Year," *Diss. Universitas Islam Negeri Sumatera Utara* 14, no. 1 (2021): 1–13.

3) Distractions and Time Management

With a vast collection of stories available, users may find it challenging to manage their time effectively and get distracted by browsing multiple stories instead of focusing on specific reading goals.

4) Lack of Curation

The absence of rigorous curation may make it difficult for users to find high-quality content that aligns with their interests, leading to a time-consuming search process

5) Limited Offline Access

While Wattpad offers offline reading options for some stories, not all content is available for offline access, which can be a limitation for users in areas with limited internet connectivity.

e. Teaching reading comprehension through Wattpad

Teaching reading comprehension through Wattpad can be an effective and engaging approach. Here are some steps you can take to incorporate Wattpad into your teaching⁴²:

1) Select appropriate stories

Choose stories on Wattpad that align with your student's reading levels and interests. Look for stories with clear themes, well-developed characters, and engaging plots.

⁴² Siti Nurdiana et al., "Applying Wattpad Platform as an Instruction Medium to Improve Reading Skills Viewed from Reading Strategies," *JOLLS: Journal of Language and Literature Studies* 3, no. 1 (2023): 80–91.

2) Introduce reading strategies

Teach your students various reading strategies that can help improve their comprehension skills. These strategies include predicting, summarizing, making connections, visualizing, and asking questions. Encourage students to apply these strategies while reading the stories on Wattpad.

3) Provide guidance and support.

Guide your students through the reading process by modeling reading strategies. Show them how to annotate the text, highlight important information, and make notes. Provide support and feedback as they practice these skills.

4) Facilitate discussions

After reading a story on Wattpad, facilitate class discussions to deepen students' understanding of the text. Encourage them to share their thoughts, ask questions, and make connections to their own lives or other texts. It will help develop their critical thinking and analytical skills.

5) Assign comprehension activities

Assign comprehension activities that require students to demonstrate their understanding of the stories. These activities include writing summaries, analyzing characters, identifying themes, and making predictions. Please provide feedback on their work to help them improve their comprehension skills.

6) Encourage independent reading

Encourage students to explore other stories on Wattpad independently. It will allow them to practice their reading comprehension skills self-directedly and discover stories that interest them.

4. The Concept of Short Story

a. The definition of a short story

According to Brumfit and Carter, a short story deals with vital components. All of those components take their role to form the story and connect that build the story itself. They are theme, setting, plot, character, and point of view. Many studies addressed this issue, specializing in motivating EFL students by employing literature⁴³.

According to Ian, short stories are works of prose literature that are fictional products of the author's imagination and are shorter than novels, featuring clear and concise events. Due to their brevity, short stories typically involve only a few characters⁴⁴.

Indah, Putri, and Agung stated that a short story is a concise and compact form of narrative literature, typically centered around a single event or main conflict within a limited word count. These brief narratives often feature characters, plots, and themes that are swiftly developed and frequently convey messages or emotions to readers within a short timeframe⁴⁵. Researchers additionally recommended that a short story is a perfect approach to introducing students to literature for motivation and improvement in reading.

⁴³ C.J. and Carter R.A. Brumfit, *Literature and Language Teaching* (Oxford: Oxford University Press, 1991).

⁴⁴ Ian Reid, *The Short Story* (Routledge, 2017).

⁴⁵ A Pratiwi, D. I., Putri, J., & Suhadi, "Short Story as A Media for Motivating Students' Improvement in Reading," *Premise: Journal of English Education and Applied Linguistics* 9, no. 1 (2020): 30–41.

b. The structure of a short story

The structure of a short story is the fundamental framework used to compose a brief narrative. This structure aids in constructing the narrative, organizing the plot, and guiding the reader through the story in a captivating manner. The structure of a short story typically comprises several key elements, including⁴⁶:

1) Exposition

The story's introduction acquaints the reader with the background, setting, and main characters. Fundamental information regarding the time, place, and general context is provided here.

2) Conflict

Conflict is the story's core, where the main conflict is introduced. The conflict can be internal conflict within the character, with other characters, or with the environment or circumstances.

3) Climax

The climax is the peak of tension in the story, where the conflict reaches its highest point. Significant decisions or major changes in the story occur here.

4) Resolution

It is the part where the conflict is resolved. Characters or situations typically undergo a change or learning due to the climax."

⁴⁶ G Benton, M., & Fox, "What Happens When We Read Stories?," *Children's Literature: Critical Concepts in Literary and Cultural Studies 2* (1985).

5) Denouement

The concluding part of the story provides closure or offers a glimpse into the characters' future or situation. It satisfyingly concludes the story for the reader.

6) Climactic Point or Twist

Some short stories may have elements of surprise or climactic points that make the story more intriguing or evocative.

7) Theme

The story's theme, which is the main message or idea the author wants to convey, can also be addressed in various parts.

c. The kinds of short story

There are various types of short stories, each with distinctive features and characteristics. Here are some of the main types of short stories, along with detailed explanations⁴⁷:

1) Realistic short story

This type of short story reflects everyday life and the real world. Realistic stories explore human characters and situations, often focusing on social interactions, relationship conflicts, or everyday life issues.

2) Fantasy short story

Fantasy short stories transport readers to a world filled with supernatural or magical elements. They may involve characters such as fairies, mythical creatures,

⁴⁷ Ning Setiawati, "Short Story : Pengertian, Jenis, Struktur Dan Contohnya Dalam Bahasa Inggris," Ilmu Bahasa Inggris, 2023, <https://www.ilmubahasainggris.com/short-story-pengertian-jenis-struktur-dan-contohnya-dalam-bahasa-inggris/>.

or magical powers. Fantasy stories are often used to convey moral or philosophical messages.

3) Horror short story

Horror stories aim to frighten or disturb readers. They often include elements like ghosts, vampires, or horrifying events. Surprise and suspense are crucial components of horror stories.

4) Historical short story

This story is set in the past and attempts to recreate a specific historical period. They may depict historical events or combine fiction with an accurate historical backdrop.

5) Experimental short story

Experimental stories try to break traditional narrative rules and story structures. They may use innovative narrative techniques like stream of consciousness, time jumps, or unconventional language.

6) Mystery short story

Mystery stories typically focus on the investigation of a mystery or crime. They often involve a detective or main character trying to solve a complex puzzle.

7) Romance short story

Romance stories explore romantic themes and relationships between main characters. They can encompass beautiful or tragic love stories.

8) Comedy short story

Comedy stories aim to make readers laugh or feel joyful. They often use humor and amusing situations to create a comedic effect.

9) Science fiction short story

Science fiction short stories explore scientific concepts and technology that may occur in the future or an alternate world. They often raise ethical or philosophical questions.

10) Social short story

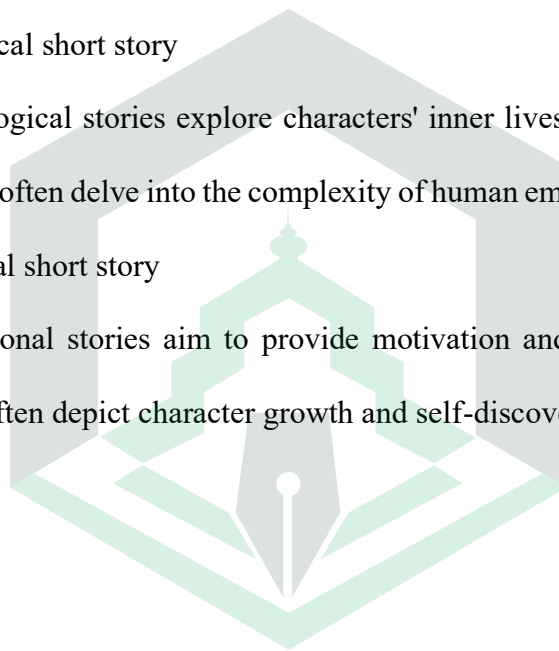
Social stories focus on relevant social or political issues. They reflect on society and social problems and explore their impact on the characters in the story.

11) Psychological short story

Psychological stories explore characters' inner lives, conflicts, and mental struggles. They often delve into the complexity of human emotions and psychology.

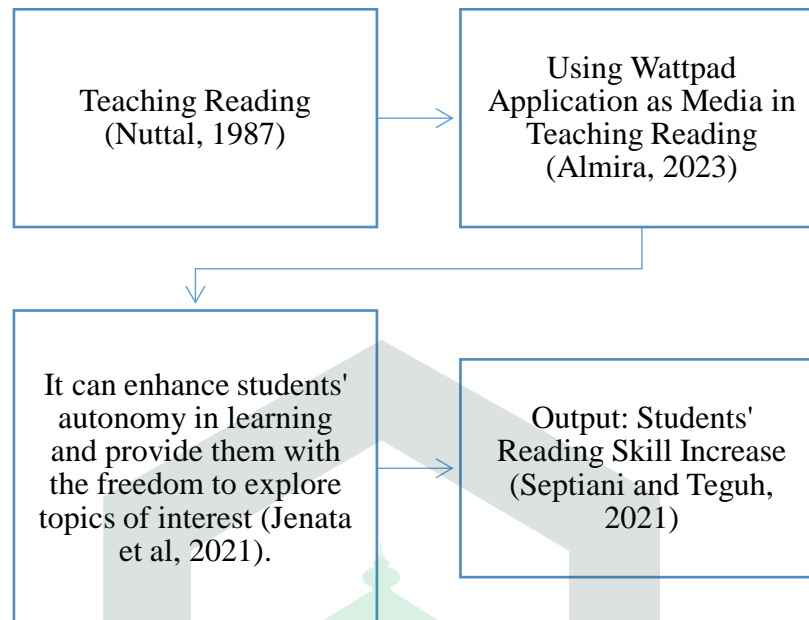
12) Inspirational short story

Inspirational stories aim to provide motivation and positive messages to readers. They often depict character growth and self-discovery.



C. Conceptual Framework

Chart 2.1. Conceptual Framework



The independent variable in this study is the use of the Wattpad application. The independent variable in this study, the use of the Wattpad application, is supported by previous research. Several studies have investigated the effectiveness of using Wattpad to enhance students' reading comprehension skills⁴⁸⁴⁹. These studies have found positive effects of using Wattpad on students' reading comprehension.

Wattpad is a digital platform that provides access to a wide range of reading materials, including stories, novels, and articles⁵⁰. This platform allows students to

⁴⁸ Nurdiana et al., "Applying Wattpad Platform as an Instruction Medium to Improve Reading Skills Viewed from Reading Strategies."

⁴⁹ Dinar Faiza, Ade Christanty, and Yudha Bestari, "Implementation of Wattpad in Understanding Popular Literature as an Effort for Improving Reading Comprehension," *Jurnal Sinestesia* 13, no. 1 (2023): 18–25.

⁵⁰ Ghaida Aisyah Putri, M Nasrullah, and B I Pd, "Investigating the Effectiveness of Wattpad App on Students' Motivation in Reading," *REGISTER Journal English Language Teaching*

engage in reading activities in a digital format, which can be more appealing and interactive for students.

The dependent variable is reading comprehension, which refers to the ability of students to understand and interpret written texts. This study investigates how the Wattpad application can enhance students' reading comprehension skills. The Wattpad application is expected to enhance students' reading comprehension skills. Previous studies have shown that Wattpad can improve students' reading comprehension⁵¹.

Within the conceptual framework, several mediating variables are identified. Firstly, engagement plays a crucial role in student learning. The Wattpad application can foster student engagement by offering interactive features, allowing students to participate and explore the reading materials actively. Secondly, motivation is vital in students' willingness to engage in reading activities. The Wattpad application can enhance students' motivation by providing a novel and enjoyable reading experience. Lastly, access to diverse content is another mediating variable. Wattpad offers a vast collection of reading materials in various genres and topics, enabling students to explore their interests and preferences, thereby enhancing their reading comprehension.

Moderating variables play a crucial role in determining the effectiveness of the Wattpad application in enhancing students' reading comprehension skills.

of FBS UNIMED 12, no. 1 (2023): 2023,
<https://ejournal.unimed.ac.id/index.php/register/article/view/>.

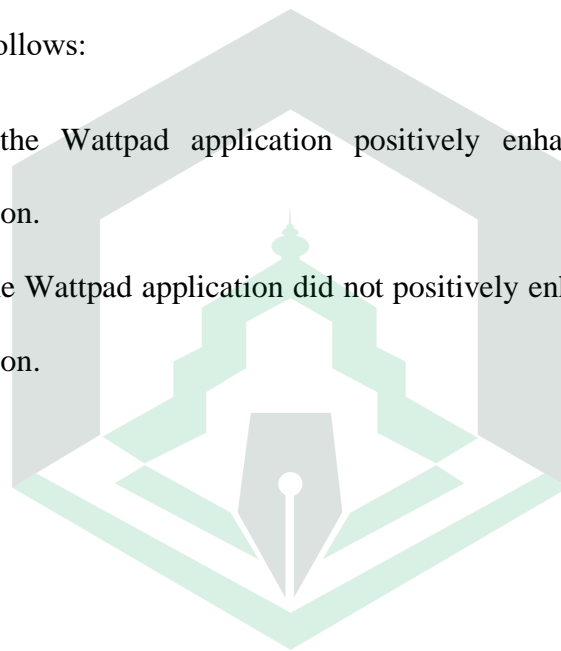
⁵¹ Djunaidi and Yus Vernandes Herlina, "Students' Perception Towards Their Skill in Reading Novels in Wattpad Application," *ESTEEM: Journal of English Study Programme* 6, no. 2 (2023): 270–79.

Firstly, prior reading skills refer to the student's current reading proficiency and skills. Students with higher reading skills may benefit more from using the Wattpad application to enhance their reading comprehension⁵². Previous studies have found that students with higher reading skills tend to have better reading comprehension outcomes when using digital platforms such as Wattpad⁵³.

D. Hypothesis

Based on the theory stated above, the hypothesis of this research was formulated as follows:

1. Ha: Using the Wattpad application positively enhance students' reading comprehension.
2. H0: Using the Wattpad application did not positively enhance students' reading comprehension.



⁵² Pijar Hatinurani Merdeka, "Philosophical Approach of Reading Comprehension Test of Wattpad Readers and Writers Community," *Jllans* 1, no. 1 (2022): 10–15.

⁵³ Mawarni, "The Effect of Using Wattpad Application to Improving Student 's Reading Comprehension of Recount Text at Ten Grade Student 's of Senior High School Number 11 Jambi."

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research can be categorized as a pre-experimental study utilizing the pre-test and post-test design. As outlined by Arikunto, pre-experimental methods encompass approaches such as one-shot case studies, pre-test and post-test groups, and static group comparisons⁵⁴. This study employed the pre-test and post-test designs to assess the Wattpad application's impact on enhancing reading skills among eighth-grade students at MTS Darul Istiqamah Islamic School Cilallang. The design involved a single group of participants, with the Pre-test (O_1), treatment (X), and post-test phases (O_2) being conducted sequentially. The test conducted before treatment refers to the pre-test, and the test conducted following treatment refers to the post-test. The research design pattern is described as follows:

Table 3.1 The Design of the Pre-Experimental Method

Pre-Test	Treatment	Post-Test
O_1	X	O_2

Where:

O1: Pre-Test

X: Treatment

O2: Post-Test

⁵⁴ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2011).

B. Time and Location

This research was conducted from July 26th to August 23rd, 2023. The research was conducted at MTS Darul Istiqamah Cilallang, situated on Istiqamah Street, Wara Village, Kamanre Subdistrict, Luwu Regency, South Sulawesi, Indonesia.

C. Research Variables

The research variables consisted of the following:

1. The Independent variable is the Wattpad application.

Wattpad is a widely recognized and accessible platform known for its extensive collection of user-generated stories and books. It offers a diverse range of narrative genres and allows readers to explore various storytelling styles.

2. The dependent variable is students' reading comprehension.

Reading comprehension involves understanding, interpreting, and critically analyzing written texts, enabling students to extract meaning, draw inferences, and make connections between ideas presented in the material.

D. Population and Sample

1. Population

The population was a generalization area consisting of objects/subjects with specific qualities and characteristics determined by the researcher to be studied and concluded⁵⁵. In this research, the population was eighth-grade students at MTS

⁵⁵ Uhar Suharsaputra, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan* (Bandung: Refika Aditama, 2012).

Darul Istiqamah Islamic School Cilallang. The total number of eighth graders is 13 students.

2. Sample

In determining this sample, the researcher used the saturation sampling technique suggested by Sugiyono, who stated that this was the technique for determining a sample when all population members were used, as samples were often employed when the population size was relatively small. It may also be done when the research aims to make generalizations with minimal error. Another term for a saturated sample was a census, wherein all population members were considered samples⁵⁶. Consequently, the sample for this research consisted of 13 students enrolled in the eighth grade of MTS Darul Istiqamah Islamic School Cilallang during the academic year 2022/2023.

E. Research Instrument

The research instrument is reading test which consisted of a pre-test and a post-test. The reading test consists of a series of essay questions related to the presented short story. The tests aimed to get information about students' improvement before and after teaching the learning process. A pre-test measured the students' reading skills before the teacher's treatment. The post-test measured the students' reading skills after giving treatments.

F. The Procedure for Collecting Data

The procedures for collecting data in this research were as follows:

⁵⁶ Sugiyono, *Metode Penelitian* (Bandung: Alfabeta, 2001).

1. Pre-Test

The purpose of the pre-test was to assess the initial state of the students. It was conducted before the implementation of any interventions or treatments. In the first session, a Pre-test was administered to evaluate the students' reading proficiency. The pre-test consisted of a passage and ten corresponding essay questions. The researcher provided instructions for the students to answer the questions within a time limit of 60 minutes. Once the students completed their responses, the researcher collected their answer sheets.

2. Treatment

After completing the pre-test, the researcher implemented a treatment to enhance the student's reading skills. The treatment involved utilizing the Wattpad application and spanned four sessions. The specific steps undertaken during the treatment phase are outlined below:

a. Opening class

- 1) The researcher greeted the students.
- 2) The researcher asks about the student's condition.

b. Running class

- 1) The researcher asked students to open the Wattpad application.
- 2) The researcher explained how to use the Wattpad application.
- 3) The students read a story on Wattpad.
- 4) The researcher share the worksheet to students.
- 5) The students answered questions on answer sheet.

c. Closing class

- 1) The researcher gave corrections and motivation.

The title for each meeting:

- a. The first meeting: The Wisdom Behind a Drop of Water
- b. The second meeting: The Lost Ring and True Friendship
- c. The third meeting: The Generous Gift
- d. The fourth meeting: The Kindness of a Stranger

3. Post-Test

In contrast to the pre-test, the post-test was conducted following the implementation of the treatment using the Wattpad application. The purpose of the post-test was to assess the progress and improvement of the student's reading abilities resulting from their exposure to the Wattpad application. For the post-test, the researcher provided the students with passages and a set of 10 questions, allowing for the measurement of the effectiveness of the Wattpad application in enhancing their reading skills.

G. The Technique of Data Analysis

Before analyzing the data, the researcher collected the data and analyzed them by using procedures as follows:

1. Analyzing the raw data of the pre-test. The score for each answer is described below⁵⁷:

⁵⁷ ED, "Reading and Comprehension Assessment Rubric (Intermediate)," SCRIBD, n.d.

Table 3.2 Reading Assessment of Identifies Details

Scores	Description
4	The student recalls several details for each main point without referring to the article.
3	The student recalls several details for each main point but occasionally needs to refer to the article.
2	The student identifies most details for each main point in the article.
1	The students cannot locate details with accuracy.

2. Raw scores were converted to a set of the core maximum of 100 using the following formula:

$$\frac{\text{The total of all score}}{\text{The total score}} \times 100$$

3. Converting the scores of the students into values.
 4. Classifying the scores of the students into the following score classification⁵⁸:

Table 3.3 Score Classification

Classification	Score
Excellent	96-100
Very Good	86-95

⁵⁸ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktis* (Jakarta: Rineke Cipta, 1998).

Classification	Score
Good	76-85
Average	66-75
Fair	56-65
Poor	36-55

5. Calculating the mean score, standard deviation, frequency table, and test between reading achievements of the experimental.

The researcher calculated the mean score, standard deviation, test of significance, and standard value using SPSS 25 and used t_{table} distribution to choose the score of t_{count} (t_o). Besides knowing whether the pre-test and post-test were significantly different and also to see the acceptability of the hypothesis, the researcher used the criteria of hypothesis acceptability, which were:

If: $t_o \geq t_t =$ Reject the null hypothesis

If: $t_o < t_t =$ Received null hypothesis

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The Result of Instruments' Validation

Before commencing the research, the researcher underwent a crucial phase in the research process, namely, the validation of the research instrument by an expert validator in the field. This validation stage ensures that the instrument intended for the research adheres to the standards for obtaining accurate and relevant data.

The results of this validation process indicate that the instrument in question is ready for use in the research; however, certain improvements have been identified during the validation process. These improvements involve modifying certain word choices or diction in several questions within the instrument and incorporating relevant source references to enrich the research context. Through these measures, the researcher can ensure that the research instrument will yield more accurate and valid data in the study of the specific topic.

2. The result of Students' Reading Tests in the Pre-Test and Post-Test

The researcher has done the pre-test before doing the treatment. The researcher implemented a Wattpad application in the treatment and conducted a pre-test. Before administering treatments using the Wattpad application, the researcher analyzed the pre-test results of the students, which resulted in the data presented in the table below:

Table 4.1. Students' Pre-Test Score

No.	Students	Total Score	Final Score	Classification
1	S1	30	75	Average
2	S2	31	77.5	Good
3	S3	24	60	Fair
4	S4	24	60	Fair
5	S5	28	70	Average
6	S6	25	62.5	Fair
7	S7	29	72.5	Average
8	S8	21	52.5	Poor
9	S9	24	60	Fair
10	S10	30	75	Average
11	S11	29	72.5	Average
12	S12	31	77.5	Good
13	S13	22	55	Poor
Mean Score		26.77	66.92	Average

Based on Table 4.1, the researcher concluded that the lowest and highest scores were from 13 students in the pre-experimental. In the pre-experimental, the lowest score on the pre-test was 52.5, and the highest score was 77.5. Based on the classification, it demonstrates the outcome of the reading mastery score before implementing the treatment using the Wattpad application with narrative as the

media. The cumulative mean score for reading mastery on the pre-test for all students is 66.92, classified as an "Average" score.

Table 4.2 Students' Frequency and Percentage in Pre-Test

No	Classification	Score	Pre-Test	
			Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	2	15.4%
4	Average	66-75	5	38.4%
5	Fair	56-65	4	30.8%
6	Poor	36-55	2	15.4%
Total			13	100%

Table 4.2 shows the data of the pre-test in the pre-experimental class. There were two students (15.4%) classified as poor, four students (30.8%) classified as fair, five students (38.4%) classified as average, and two students (15.4%) classified as good.

Table 4.3. Students' Post-Test Score

No.	Students	Total Score	Final Score	Classification
1	S1	37	92.5	Very Good
2	S2	33	82.5	Good
3	S3	36	90	Very Good
4	S4	32	80	Good

No.	Students	Total Score	Final Score	Classification
5	S5	33	82.5	Good
6	S6	35	87.5	Very good
7	S7	37	92.5	Very Good
8	S8	36	90	Very Good
9	S9	34	85	Good
10	S10	32	80	Good
11	S11	37	92.5	Very Good
12	S12	38	95	Very Good
13	S13	33	82.5	Good
Mean Score		34.65	87.11	Very Good

After implementing the Wattpad application in the treatment, a post-test was given. Then, the lowest score on the post-test was 80, and the highest score was 95. The findings in Table 4.3 demonstrate that administering a post-test to the students develops their reading comprehension. It is shown by the fact that the students' mean score on the post-test was 87.11 points, which is a score that is considered to be in the "very Good" range. It is proof that the students have progressed as a result of the treatment that they received.

Table 4.4 Students' Frequency and Percentage in Post-Test

No	Classification	Score	Post-Test	
			Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	7	53.8%
3	Good	76-85	6	46.2%
4	Average	66-75	0	0%
5	Fair	56-65	0	0%
6	Poor	36-55	0	0%
Total			13	100%

In the data post-test, six students (46.2%) were classified as good, and seven (53.8%) were classified as very good.

3. The Paired Sample T-Test of Pre-Test and Post-Test

Table 4.5 The Paired Sample Statistic Test of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	66.9231	13	8.84790	2.45396
	posttest	87.1154	13	5.28817	1.46667

The results of the paired sample statistic test score are shown in the data in the above table. According to the data obtained, N equals 13, representing the total number of students. The pre-test standard deviation is 8.84790 points, whereas the mean score on the exam is 66.92. In addition, the post-test standard deviation is 5.28817, and the post-test mean score is 87.11.

4. The Paired Sample Correlations of the Pre-Test and Post-Test

Table 4.6 The Paired Sample Correlation of Pre-Test and Post-Test

		N	Correlation	Sig.
Pair 1	pretest & posttest	13	.217	.475

Table 4.6 displays the results of the correlation analysis between the pre-test and post-test. The correlation between the two variables is 0.217, and the degree of significance is 0.475. These results reveal a correlation between students' reading abilities before and after treatment. According to Albert Kurniawan, correlation coefficient that approaches -1 or +1 indicates a stronger relationship between two variables. A value above zero shows a positive correlation, while a value below zero indicates a negative correlation⁵⁹. This means that the correlation between the two variables is strong.

5. The Paired Sample Test of Pre-Test and Post-Test

Table 4.7 The Paired Sample Test of Pre-Test and Post-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-20.19231	9.26809	2.57050	-25.79296	-14.59166	-7.855	12	.000

The researcher discovered that in table 4.7, the paired sample test illustrates the value of t_o (t_{count}) is 7.855 with the df (degree of freedom) value 12 while the t_t

⁵⁹ Albert Kurniawan, *Pengolahan Riset Ekonomi Jadi Mudah Dengan IBM SPSS* (Jakad Media Publishing, 2019).

(t_{table}) for the standard of significant level 0,05 (5%) on $df = 12$ is 1.782. It means the value of the t -count is higher than the value of the t -table.

The table above shows the significant (2-tailed) value = 0,000, which means it is smaller than 0,05 (the value for the standard of significant level). The weight in the table above proves that the research H_a (alternative hypothesis) is accepted, and the H_0 (null hypothesis) is rejected. The result confirms that the Wattpad application effectively enhances reading skills at MTS Darul Istiqamah Islamic School Cilallang.

B. Discussion

Previous studies have investigated using the Wattpad application to enhance students' reading skills^{60,61}. These studies have found that Wattpad can improve students' reading comprehension and skills. For example, a study by Sari found that using the Wattpad application can improve students' reading comprehension of English newspapers or stories⁶². Another study by Siti, Nurhaedah, and Sutrisno found that using the Wattpad strategy can improve students' reading skills in MAN Tangerang⁶³.

In the current study, the researcher applied a pre-experimental class to evaluate students' reading skills through the Wattpad application⁶⁴. The study

⁶⁰ Putri, Nasrullah, and Pd, "Investigating the Effectiveness of Wattpad App on Students' Motivation in Reading."

⁶¹ Mawarni, "The Effect of Using Wattpad Application to Improving Student 's Reading Comprehension of Recount Text at Ten Grade Student 's of Senior High School Number 11 Jambi."

⁶² Sari, "Improving Students' Reading Skill Through Stories in Wattpad Application."

⁶³ Ramadhanti, Gailea, and Evenddy, "The Influence of Using Wattpad Application Toward Students ' Reading Comprehension in Narrative Text."

⁶⁴ Fadillah and Amin, "Improving Students' Reading Comprehension Achievement through Wattpad Media of Eleventh Grade At SMA Swasta Bandung."

showed that students' test results after the treatment stage differed significantly. The average score on the pre-test was only 41.53, which is categorized as a “poor” score, but after taking the post-test, it rose to 60.76, which is classified as a “fair” score. The improvement in students' reading can be seen from the results of the post-test, which shows that the results of students' reading have enhanced. However, the researcher found that implementing the Wattpad application is suitable for students who need to enhance their reading skills.

The researcher conducted several results. First, Reading stories on the Wattpad application serves as an effective means to alleviate boredom and seek entertainment for many individuals. Moreover, many users have reported experiencing various benefits and positive impacts stemming from their engagement with the platform. Specifically, students have found that honing their reading skills through the Wattpad application has significantly contributed to their familiarity with English sentence structures and facilitated the acquisition of new vocabulary. This literary exposure has also led to notable advancements in their command of the English language and other linguistic domains. It is in line with Ganie, Miranda, and Yusuf that Engaging in Wattpad's story reading combats boredom and entertains numerous individuals effectively. Especially among students, the platform has been linked to diverse advantages and positive effects⁶⁵. Putri and Nasrullah also stated that improving reading skills through Wattpad notably enhances their grasp of English sentence structures and facilitates the

⁶⁵ Rohani Ganie, Khairunnisa Audi Miranda, and Muhammad Yusuf, “Students’ Attitude Toward the Use of Wattpad in Reading Comprehension,” *Language Literacy: Journal of Linguistics, Literature, and Language Teaching* 5, no. 2 (2021): 480–96, <https://doi.org/10.30743/ll.v5i2.4613>.

acquisition of fresh vocabulary. Furthermore, this literary exposure fosters proficiency in English and other linguistic areas⁶⁶. Reading on Wattpad effectively combats boredom and benefits users, especially students, by enhancing reading skills, English sentence structures, and vocabulary acquisition, in line with prior research.

Second, this research found that maturity, self-reflection, motivation, open-mindedness and empathy, imagination, and love of reading are the positive impacts of the Wattpad application. The more a person enjoys reading a narrative in a trance-like state, the more impact the narrative has on the reader's attitude, behavior, and values. It is consistent with Juliani Nur, who stated that utilizing the Wattpad application has been linked to various beneficial effects, such as heightened maturity, self-reflection, motivation, open-mindedness, empathy, imagination, and a fondness for reading. It is important to note that the level of immersion in a narrative can profoundly shape an individual's attitude, behavior, and values⁶⁷. Also, Dinar and Ade stated that the greater the reader's enjoyment of an immersive storytelling experience, the more substantial the potential influence on their cognitive and emotional growth⁶⁸. Wattpad positively influences maturity, self-reflection, motivation, open-mindedness, empathy, imagination, and a love for

⁶⁶ Putri, Nasrullah, and Pd, "Investigating the Effectiveness of Wattpad App on Students' Motivation in Reading."

⁶⁷ Juliani Nur Mustika Sari, "Using Wattpad as a Digital Multimodal Composing of Narrative Text," *RETAIN (Research on English Language Teaching in Indonesia)* 10, no. 01 (2022): 100–108, <https://ejournal.unesa.ac.id/index.php/retain/article/view/46190>.

⁶⁸ Faiza, Christanty, and Bestari, "Implementation of Wattpad in Understanding Popular Literature as an Effort for Improving Reading Comprehension."

reading. Enjoyment and immersion in narratives strongly affect readers' attitudes, behaviors, and values.

Third, the Wattpad application enables students to read and socialize with other people worldwide through stories. Teenagers are encouraged to read and, even further, to write. Moreover, if students follow an author, they want to be updated with the new story uploaded by their favorite author. It is supported by Herlina, Djunaidi, and Yus, who found that the Wattpad application fosters worldwide social interaction among students through storytelling. It motivates teenagers not just to consume literature but also to actively participate by writing their own stories⁶⁹. Also, Adnan found that when the student becomes a follower of an author, they receive notifications about the latest story uploads from their preferred writer⁷⁰. Wattpad fosters global social interaction among students through storytelling, promoting reading and writing engagement. Additionally, the following authors keep students connected and updated with new content.

Fourth, students who were taught using the Wattpad application got better achievement. The students did not feel bored and enjoyed learning reading. From reading on the Wattpad application, students indirectly train their comprehension skills because they have to understand the context of the stories they read. In addition, most stories on Wattpad use language that is easy to understand with light vocabulary. It is in line with Seftiani, who stated that implementing the Wattpad application in education resulted in higher academic performance for students,

⁶⁹ Herlina, "Students' Perception Towards Their Skill in Reading Novels in Wattpad Application."

⁷⁰ Adnan, "Increasing Students' Reading Skill by Using Wattpad Application in Eighth-Grade Students of SMP Negeri 3 Watampone."

surpassing those who did not have access to it. Utilizing Wattpad during learning enhanced student involvement and enjoyment in reading exercises⁷¹. Students using the Wattpad application achieved improved outcomes, finding reading engaging and effective. The platform enhances comprehension skills and offers easily understandable content, creating an enjoyable learning experience.

Fifth, after the teacher applied the Wattpad application to the students who used to be enthusiastic about learning English, they were now very different; they responded well when the teacher explained English lessons and were also more fluent in reading English texts. Because the Wattpad application required students to learn cooperatively, they were more willing to read and appreciate their answers aloud. It is supported by Aidatul, Risa, and Moses, who found that students show positive reactions to well-presented English lessons by the teacher, resulting in enhanced skills in reading English texts. This favorable outcome is linked to the adoption of the Wattpad application, which encourages collaborative learning among students⁷². The Wattpad application has revitalized students' English learning enthusiasm, fostering cooperative reading and enhancing their fluency and engagement.

Last, the Wattpad application can comprehensively contribute to the enhancement of reading skills. This was evidenced when students informed the

⁷¹ Sela Seftiani, "Use Wattpad to Increase the Students' Reading Comprehension (A Pre-Experimental Study in Seventh Grade Students from SMPN 2 Gantarangeke)" (Muhammadiyah University of Makassar, 2021).

⁷² Risa Febriani Aulia Nisa and Moses Glorino Rumambo Pandin Fitriyah Aidatul, "The Popularity of The Wattpad Application in Increasing Millennial Generation's Literacy Through Literary Works," *Bussiness Law Binus* 7, no. 2 (2020): 33–48, http://repository.radenintan.ac.id/11375/1/PERPUS_PUSAT.pdf<http://business-law.binus.ac.id/2015/10/08/pariwisata-syariah/%0Ahttps://www.ptonline.com/articles/how-to-get-better-mfi-results%0Ahttps://journal.uir.ac.id/index.php/kiat/article/view/8839>.

researcher that when they returned home on every Thursday and Friday, they read several stories on Wattpad because they enjoyed those stories. This demonstrates that Wattpad expands their knowledge on various topics and helps strengthen their reading comprehension, particularly in those specific genres. Additionally, some students questioned words and phrases they didn't understand, thereby adding to their vocabulary. This proves that Wattpad improves their understanding of context and aids in mastering a more diverse vocabulary.



CHAPTER V

CONCLUSION, SUGGESTIONS, AND IMPLICATIONS

A. Conclusion

As the researcher's findings supported, the Wattpad application has demonstrated its potential to enhance students' reading skills. The results indicate a significant improvement in students' test scores after implementing the Wattpad application as a treatment. Post-test scores (87.11) surpassed pre-test scores (66.92), while the paired sample test illustrates the value of t_o (t_{count}) is 7.855 with the df (degree of freedom) value 12 while the t_t (t_{table}) for the standard of significant level 0,05 (5%) on $df = 12$ is 1.782, indicating the successful impact of the treatment on enhancing the students' reading abilities. Given the efficacy of the Wattpad application in improving reading skills, it has gained acceptance as a suitable educational tool for enhancing reading abilities.

B. Suggestions

Some suggestions are made to participants who are intimately involved in this research. The recommendations are based on the research findings. Here is a list of some of them:

1. For the teachers

Considering that the present time is significantly influenced by digital technology in various situations, the author recommends that teachers utilize digital technology in teaching writing to enhance students' motivation in writing. Also, the Wattpad application can serve as a valuable learning resource; however, it is suggested that teachers create their own stories on their Wattpad accounts to ensure

relevance and personalization. Teachers should understand the application's functionalities proficiently and effectively leverage its advantages in the learning process.

Additionally, the content within the application should align with the student's English proficiency levels, with topics tailored to their interests and prior knowledge. By doing so, teachers can effectively motivate students to participate in the learning process. Striving for appropriate content and meaningful connections with students' preferences can foster a conducive and productive learning environment.

2. For the students

Students should pay attention in class and be less noisy. They should actively participate in the learning process and practice reading as much as possible during their free time. Using the Wattpad application, they can read narrative texts and focus on understanding their structure and language features. These efforts will lead to better reading abilities and comprehension.

3. For the further research

The researcher recommends employing an alternative technique in future studies on reading narrative text to facilitate comparing results. Furthermore, it is hoped that this research will serve as a valuable reference for educators and researchers seeking innovative approaches to teaching and enhancing English reading skills. The researcher also encourages other scholars to replicate this study with varied research subjects and methodologies to validate the findings further. Additionally, the suggestion is to explore the creative utilization of the Wattpad

application for enhancing reading and other language-related skills, such as writing. This approach may lead to a deeper understanding of the application's potential in various language learning domains.

C. Implications

1. The researcher has identified the implication that students tend to share one smartphone. Therefore, if a teacher wishes to incorporate the use of the Wattpad application in the learning process, the researchers recommend that the teacher allow students to use their smartphones during English language lessons.
2. Another implication was that the use of Wattpad in the context of reading instruction has the potential to be tailored to individual needs and preferences. In particular, Wattpad can be effectively employed as a reading resource for teaching, which can assist in enhancing students' reading skills. By harnessing Wattpad, educators can create more engaging and diverse reading experiences, ultimately improving students' text comprehension, expanding their vocabulary, and aiding in their understanding of narrative structures. This suggests that Wattpad can be a valuable tool in the context of education and reading instruction.

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- Wattpad Application.” *Repository UIN Sumatera Utara Medan*, 2021.
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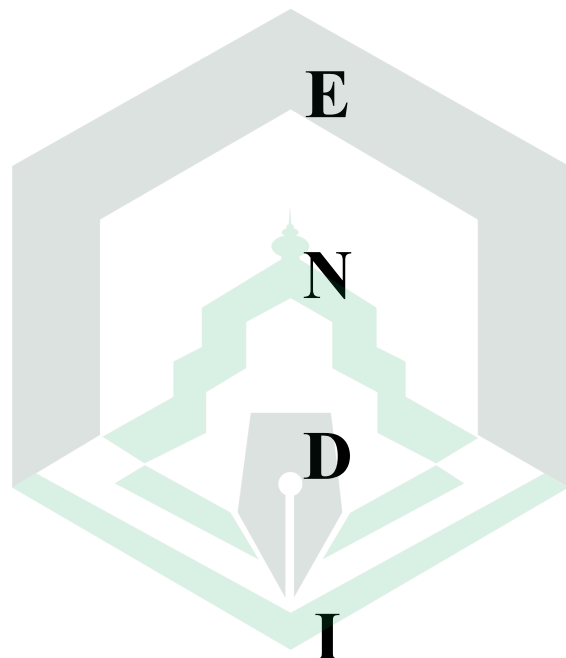
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Appendix 1: Surat Keterangan Validasi

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin, S.S., M.Hum.
Jabatan/Pekerjaan : Dosen
Instansi Asal : Institut Agama Islam Negeri Palopo

Menyatakan bahwa instrumen Penelitian dengan judul:

THE USE OF WATTPAD APPLICATION TO ENHANCE THE READING COMPREHENSION AT THE 8TH-GRADE STUDENTS OF MTS DARUL ISLAMIC HIGH SCHOOL

dari mahasiswa:

Nama : Nurul Musyayyadah
Program Studi : Pendidikan Bahasa Inggris
NIM : 1902020061

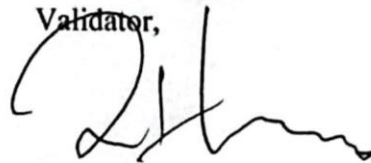
(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

.....
.....
.....
.....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo,

Validator,



Dr. Masruddin, S.S., M.Hum,
NIP 19800613 200501 1 005

*coret yang tidak perlu

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Tri Endar Yogi Setiadi Saputra, S.Pd., M.Pd
Jabatan/Pekerjaan : Dosen
Instansi Asal : Institut Agama Islam Negeri Palopo

Menyatakan bahwa soal *pre-test* and *post-test* dengan judul:

THE USE OF WATTPAD APPLICATION TO ENHANCE THE READING COMPREHENSION AT THE 8TH-GRADE STUDENTS OF MTS DARUL ISTIQAMAH ISLAMIC SCHOOL

dari mahasiswa:

Nama : Nurul Musyayyadah
Program Studi : Pendidikan Bahasa Inggris
NIM : 1902020061

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

Perhatikan Beberapa Koreksian Terkait Instrument

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 21 Agustus 2023

Validator,



Tri Endar Yogi Setiadi Saputra, S.Pd., M.Pd

*coret yang tidak perlu

Appendix 2: Surat Izin Penelitian



PEMERINTAH KABUPATEN LUWU DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. Opu Daeng Risaju No. 1, Belopa Telpn : (0471) 3314115

Nomor : 418/PENELITIAN/09.04/DPMTSP/VII/2023

Kepada
Yth. Ka. MTS. Darul Istiqamah Islamic School
Cilallang
di -
Tempat

Lamp : -
Sifat : Biasa
Perihal : *Izin Penelitian*

Berdasarkan Surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo :
1335/In.19/FTIK/HM.01/07/2023 tanggal 21 Juli 2023 tentang permohonan Izin Penelitian.
Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Nurul Musyayyadah
Tempat/Tgl Lahir : Wara / 04 Mei 2001
Nim : 19 0202 0061
Jurusan : Pendidikan Bahasa Inggris
Alamat : Wara
Desa Wara
Kecamatan Kamanre

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

THE USE OF WATTPAD APPLICATION TO ENHANCE THE READING COMPREHENSION AT THE 8 -GRADE STUDENTS OF MTS DARUL ISTIQAMAH ISLAMIC SCHOOL CILALLANG

Yang akan dilaksanakan di MTS. DARUL ISTIQAMAH ISLAMIC SCHOOL CILALLANG, pada
tanggal 26 Juli 2023 s/d 26 September 2023

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) examplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



1 2 0 2 3 1 9 3 1 5 0 0 0 4 2 0



Diterbitkan di Kabupaten Luwu
Pada tanggal 26 Juli 2023
Kepala Dinas



DR. ANDI BASO TENRIESA, MPA, M.Si
Pangkat : Pembina Utama Muda IV/c
NIP : 19561231 199203 1 091

Tersusun :

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo;
4. Mahasiswa (i) Nurul Musyayyadah;
5. Arsip.

Appendix 3: Surat Keterangan Selesai Meneliti



KEMENTERIAN AGAMA
MTs. DARUL ISTIQAMAH CILALLANG
Jln. Istiqamah Desa Wara Kec. Kamanre Kab. Luwu Kode POS 91994

SURAT KETERANGAN

Nomor: 003 /MTs.21.09/DW/KK/KL/IX/1023

Yang bertanda tangan dibawah ini Kepala Sekolah MTs. Darul Istiqamah Cilallang dengan ini menerangkan bahwa:

Nama : Nurul Musyayyadah
Tempat/Tgl Lahir : Wara / 04 Mei 2001
NIM : 19 0202 0061
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswa/i
Jurusan : Pendidikan Bahasa Inggris
Alamat : Desa Wara Kecamatan Kamanre

Adalah benar telah melakukan penelitian di Madrasah Tsanawiyah Darul Istiqamah Cilallang pada tanggal 26 Juli 2023 s/d 26 September, untuk kepentingan penulisan Skripsi dengan judul :

“THE USE OF WATTPAD APPLICATION TO ENHANCE THE READING COMPREHENSION AT THE 8 -GRADE STUDENTS OF MTS DUARU ISTIQAMAH ISLAMIC SCHOOL CILALLANG”.

Demikian surat keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Wara, 26 September 2023
Kepala Madrasah

RIDWANAH, S.Pd.I


Appendix 4: Silabus

SILABUS

Sekolah : MTS Darul istiqamah Cilallang
 Kelas : VIII (Delapan)
 Mata Pelajaran : Bahasa Inggris
 Semester : 1 (Satu)
 Standar Kompetensi : Membaca

1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *narrative* yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>narrative</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.	1. Teks fungsional pendek berupa: cerita kehidupan. Contoh: Empat teman, Alex, Maya, Ryan, dan Lisa, memutuskan menjelajahi pulau misterius. Sesampai di pulau, mereka merasa atmosfernya berbeda. Malam	1. Pengenalan materi "Narrative Text" dan tujuan pembelajaran. 2. Diskusi tentang penggunaan cerita dalam kehidupan sehari-hari. 3. Pembahasan karakteristik dan struktur narasi. 4. Identifikasi unsur-unsur dalam cerita pendek bersama.	1. Membaca dengan nyaring dan bermakna teks fungsional pendek 2. Mengidentifikasi berbagai informasi dalam teks fungsional pendek 3. Mengidentifikasi fungsi sosial teks fungsional pendek Mengidentifikasi ciri kebahasaan teks fungsional pendek	Tes lisan Tes tertulis	Membaca nyaring 1. Uraian	<i>Answer the questions below!</i>	6 x 45 menit	1. Buku teks yang relevan. 2. Wattpad application
2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar a. Teks fungsional pendek berupa: cerita kehidupan. b. Tata Bahasa: request kosa kata, kata terkait tema dan jenis teks. 3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang	hari, mereka terbangun oleh langkah kaki dan bertemu dengan peri-peri penjaga alam pulau. Peri-peri mengajarkan mereka tentang keindahan alam dan pentingnya menjaganya. Dengan ilmu baru, teman-teman pulang dan bersumpah untuk menjaga lingkungan. 2. Konsep Dasar Narrative Text Berupa: Pengenalan tentang apa itu narrative text, karakteristik dan tujuan dari narrative text, contoh-contoh narrative text dalam kehidupan sehari-hari.	5. Penjelasan tentang aplikasi Wattpad dan manfaatnya dalam membaca narasi. 6. Membaca cerita pendek di Wattpad secara individu. 7. Siswa berbagi kesan dan pemahaman mereka. 8. Membahas konflik dalam cerita dan bagaimana penyelesaiannya. 9. Evaluasi pembelajaran dengan kuis singkat.						

berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i> .	3. Struktur Narrative Text Berupa: Penjelasan tentang struktur dasar narrative text: orientation, complication, resolution.							
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Appendix 5: Lesson Plan Treatment

PPP LESSON PLAN TREATMENT 1

CLASS/LEVEL	THE EIGHT GRADE/BASIC
TOPIC	Narrative Text
OBJECTIVES	Students should be able to read and answer the passage's questions.
MATERIALS	Narrative passage and Wattpad application
TIME	90 minutes
POTENTIAL PROBLEM	<ol style="list-style-type: none"> 1. Mixed ability 2. Distracted behavior 3. Lack of vocabulary

Present: Get SS ready to discuss the topic (activate background knowledge).

Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
Greetings and Introducing Self <ul style="list-style-type: none"> • Teacher greetings the students. • Teacher asks about students' condition. 	T-Ss	5 minutes
Attendance List and Praying <ul style="list-style-type: none"> • Teacher mentions students' names one by one. • Teacher asks students to lead the prayer before starting the class. 	T-Ss	5 minutes
Review The teacher reviews the topic in the previous meeting.	TTT	5 minutes
Warm-up <ul style="list-style-type: none"> • Students will do a "arrange the sentences" activity. 	S-S	15 minutes

<ul style="list-style-type: none"> • Before doing the activity, the teacher divides students into groups. • Then, students sit according to their group. • Next, the teacher gives an envelope of unstructured narrative text to each group. • Then, students open the envelope and arrange the sentences into correct narrative text. • Finally, one delegation of each group read the result. 		
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> • First, the teacher shows asks students to open the Wattpad application. • After that, the teacher asks the students to search for the story entitled “The Wisdom Behind a Drop of Water”. • Then, the teacher writes questions according to the story on the whiteboard. • After that, the students answer the questions. • Finally, the teacher gives corrections to students’ answers. 	STT	50 minutes

Produce: Production activities allow students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
Students write the correct answers of the questions.	STT	7 minutes

Closing

Closing Activities	Interaction	Time
The teacher gives advices and motivations to the students.	TTT	3 minutes

PPP LESSON PLAN TREATMENT 2

CLASS/LEVEL	THE EIGHT GRADE/BASIC
TOPIC	Narrative Text
OBJECTIVES	Students should be able to read and answer the passage's questions.
MATERIALS	Narrative passage and Wattpad application
TIME	90 minutes
POTENTIAL PROBLEM	1. Mixed ability 2. Distracted behavior 3. Lack of vocabulary

Present: Get SS ready to discuss the topic (activate background knowledge).

Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
Greetings and Introducing Self <ul style="list-style-type: none">Teacher greetings the students.Teacher asks about students' condition.	T-Ss	5 minutes
Attendance List and Praying <ul style="list-style-type: none">Teacher mentions students' names one by one.Teacher asks students to lead the prayer before starting the class.	T-Ss	5 minutes
Review	TTT	5 minutes

The teacher reviews the topic in the previous meeting.		
<p>Warm-up</p> <ul style="list-style-type: none"> • Students will do a “run and write” activity. • Before doing the activity, the teacher divides students into groups. • Then, students choose who is going to be the writer. The writer prepares pen and paper. • Next, all the students except the writer go outside and read separate sentences. • After reading the sentences, all students come inside and tell the writer what they already read outside. This part is repeated over time. • Finally, when the time is over, students arrange the sentences into the correct structure of narrative text. 	S-S	15 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> • First, the teacher shows asks students to open the Wattpad application. • After that, the teacher asks the students to search for the story entitled “The Lost Ring and True Friendship”. • Then, the teacher writes questions according to the story on the whiteboard. • After that, the students answer the questions. • Finally, the teacher gives corrections to students’ answers. 	STT	50 minutes

Produce: Production activities allow students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
Students write the correct answers to the questions.	STT	7 minutes

Closing

Closing Activities	Interaction	Time
The teacher gives advices and motivations to the students.	TTT	3 minutes

PPP LESSON PLAN TREATMENT 3

CLASS/LEVEL	THE EIGHT GRADE/BASIC
TOPIC	Narrative Text
OBJECTIVES	Students should be able to read and answer the passage's questions.
MATERIALS	Narrative passage and Wattpad application
TIME	90 minutes
POTENTIAL PROBLEM	<ol style="list-style-type: none"> 1. Mixed ability 2. Distracted behavior 3. Lack of vocabulary

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
Greetings and Introducing Self <ol style="list-style-type: none"> 1. Teacher greetings the students. 2. Teacher asks about students' condition. 	T-Ss	5 minutes

<p>Attendance List and Praying</p> <ol style="list-style-type: none"> 1. Teacher mentions students' names one by one. 2. Teacher asks students to lead the prayer before starting the class. 	T-Ss	5 minutes
<p>Review</p> <p>The teacher reviews the topic in the previous meeting.</p>	TTT	5 minutes
<p>Warm-up</p> <ol style="list-style-type: none"> 1. Students will do a “puzzle” activity. 2. Before doing the activity, the teacher divides students into groups. 3. Then, the teacher gives an envelope with a puzzle where, once the puzzle is correctly assembled, there is a narrative text behind it. 4. Next, students arrange the puzzle. 5. When the puzzle is correctly assembled, students read the text behind the puzzle. 	S-S	15 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
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<ol style="list-style-type: none"> 1. First, the teacher shows asks students to open the Wattpad application. 2. After that, the teacher asks the students to search for the story entitled “The Generous Gift”. 3. Then, the teacher writes questions according to the story on the whiteboard. 4. After that, the students answer the questions. 5. Finally, the teacher gives corrections to students’ answers. 	STT	50 minutes
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Produce: Production activities allow students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
Students write the correct answers to the questions.	STT	7 minutes

Closing

Closing Activities	Interaction	Time
The teacher gives advices and motivations to the students.	TTT	3 minutes

PPP LESSON PLAN TREATMENT 4

CLASS/LEVEL	THE EIGHT GRADE/BASIC
TOPIC	Narrative Text
OBJECTIVES	Students should be able to read and answer the passage’s questions.
MATERIALS	Narrative passage and Wattpad application
TIME	90 minutes
POTENTIAL PROBLEM	1. Mixed ability

	2. Distracted behavior 3. Lack of vocabulary
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Present: Get SS ready to discuss the topic (activate background knowledge).

Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
Greetings and Introducing Self <ol style="list-style-type: none"> 1. Teacher greetings the students. 2. Teacher asks about students' condition. 	T-Ss	5 minutes
Attendance List and Praying <ol style="list-style-type: none"> 1. Teacher mentions students' names one by one. 2. Teacher asks students to lead the prayer before starting the class. 	T-Ss	5 minutes
Review The teacher reviews the topic in the previous meeting.	TTT	5 minutes
Warm-up <ol style="list-style-type: none"> 1. Students will do a "fill in the blank" activity. 2. Before doing the activity, the teacher divides students into groups. 3. Then, the teacher gives a text with some blank words and the teacher writes some vocabulary that will fill the blank. 4. Next, students fill in the blank of the text. 5. When the text is correctly filled, students read the text. 	S-S	15 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ol style="list-style-type: none"> 1. First, the teacher shows asks students to open the Wattpad application. 2. After that, the teacher asks the students to search for the story entitled “The Kindness of a Stranger”. 3. Then, the teacher writes questions according to the story on the whiteboard. 4. After that, the students answer the questions. 5. Finally, the teacher gives corrections to students’ answers. 	STT	50 minutes

Produce: Production activities allow students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
Students write the correct answers to the questions.	STT	7 minutes

Closing

Closing Activities	Interaction	Time
The teacher gives advices and motivations to the students.	TTT	3 minutes

Appendix 6: Soal Pre-Test

PRE-TEST

Name :

Class :

Prayer Partner at School

Rudi, a well-liked student in high school, was known for his humility and kindness. While his academic performance was average, he faced occasional reprimands from teachers due to his test scores.

During a break, Rudi engaged in the Dhuha prayer at the school mosque. Afterward, he noticed a younger student who seemed upset. This student confided that they were hungry because they lacked pocket money, and Rudi learned that the child's father's financial irresponsibility was the cause. Rudi comforted the child and, despite some initial reluctance, offered to treat them to the cafeteria.

At the cafeteria, they ordered food and ate as the bell rang for class. Upon returning to their classrooms, Rudi's teacher admonished him for his lateness. Rudi explained that he had been in the cafeteria and apologized, showcasing his concern for others.

Source: <https://katadata.co.id/amp/intan/berita/63a024e612297/3-contoh-cerpen-islami-motivasi-singkat-dan-menginspirasi>

Answer the questions below!

1. Who is Rudi and why do his classmates like him?
2. How does Rudi perform in his studies?
3. How does Rudi react to getting low grades and being scolded by teachers?
4. Where does Rudi go during the school break?
5. Why does Rudi approach a sad-looking student in the mosque's courtyard?
6. What problem does the younger student share with Rudi?
7. What does Rudi offer to do for the younger student?
8. Where do Rudi and the younger student go after their conversation?

9. What interrupts Rudi and the younger student's meal at the cafeteria?
10. How does Rudi respond when his teacher scolds him for being late?



Appendix 7: Soal Post-Test

POST-TEST

Name :

Class :

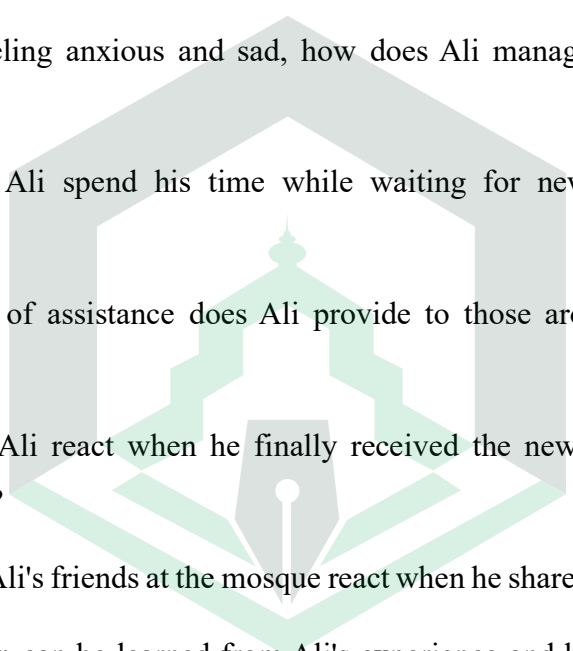
The Patient Son

Ali is a devout Islamic teenager who deeply loves his religion. He often spends his time at the mosque and is known as a knowledgeable and dedicated individual in his faith. One day, Ali receives news that his father, who works out of town, has had an accident. This news shakes him to his core. Ali rushes to the mosque to seek help and strength from Allah. In his prayer, he accepts the calamity with sincerity, hoping for the best for his father. Despite feeling anxious and sad, Ali remains patient, believing that Allah's destiny is always the best. Every day, he maintains his faith and worships at the mosque, while also providing assistance and guidance to those around him.

As months go by, Ali patiently awaits news about his father. He not only surrenders himself to Allah but also goes through his days by doing good deeds for others. Ali uses his spare time to help the sick and provide aid to neighbors in need. He believes that through these acts of kindness, he earns rewards and eases his own life's burdens. Finally, uplifting news arrives: his father recovers and is in the process of healing. Ali feels immensely grateful and is confident that his patience and unwavering faith have helped him overcome this trial. He shares his story with friends at the mosque, inspiring them with his example of patience. Ali is happy to provide inspiration and encourage others to practice the virtue of patience in their daily lives, as he firmly believes that Allah is always with those who endure patiently.

Source: <https://www.muslimterkini.id/kisah/909176820/contoh-cerpen-remaja-islam-tentang-kesabaran-disertai-penjelasan-kesimpulan-dan-pesan-cerpennya-sangat-bagus>

Answer the questions below!

1. Who is Ali, and what are his characteristics that make him stand out in the community?
 2. How does Ali react when he receives the news about his father's accident?
 3. Why does Ali rush to the mosque after hearing the news about his father?
 4. What was the content of Ali's prayer at the mosque, and what does he hope for?
 5. Despite feeling anxious and sad, how does Ali manage to stay patient and strong?
 6. How does Ali spend his time while waiting for news about his father's condition?
 7. What kind of assistance does Ali provide to those around him during this period?
 8. How does Ali react when he finally received the news that his father was recovering?
 9. How does Ali's friends at the mosque react when he shared his story with them?
 10. What lesson can be learned from Ali's experience and his approach to facing challenges?
- 

Appendix 8: Soal-Soal Treatment 1-4

Treatment 1

Name :

Class :

The Wisdom Behind a Drop of Water

In a serene village, lived a boy named Ali. He was a 7th-grade student known for his humility and enthusiasm in life. One morning, Ali headed to school with his breakfast and a nearly empty water bottle. During the midday break, he sat beneath a tree, checked his water bottle, and found only a few drops left. Despite his thirst, Ali chose to take a few sips and prayed for strength. As classes ended, Ali rested, and his classmate, Amir, saw the state of Ali's water bottle. Seeing the meager amount of water, Ali smiled and shared the remaining drops with Amir.

Their shared moment of generosity and sincerity seemed to have a divine effect. Suddenly, rain poured down from the sky. Ali and Amir found joy in the rain, considering it a sign of Allah's mercy. This incident inspired students in the school to embrace humility and sharing. The story of Ali and Amir taught them the significance of these values in Islam, where Allah values good deeds and rewards those who selflessly help others.

Answer the questions below!

1. What is the name of the child living in the small village in the story?
2. What made Ali famous at school?
3. Why did Ali share his drops of water with his classmate, Amir?
4. How did Amir feel when he learned that Ali shared the water, even though it was just a little?
5. Why did Ali choose to share his drops of water, even though he was also thirsty?
6. What happened after Ali and Amir shared the drops of water?
7. Why did Ali and Amir feel happy when the rain started falling?
8. What caused the story of Ali and Amir to spread throughout the school?
9. What lesson can we learn from the story of Ali and Amir?
10. Why are values like humility and sharing important in Islam?

Treatment 2

Name :

Class :

The Lost Ring and True Friendship

In a bustling middle school, there lived a student named Adam. Adam was a diligent student who was devoted to his prayers. One day, during a break in the school courtyard, Adam felt a sense of panic. The heirloom ring from his grandmother, which held great sentimental value, suddenly went missing from his finger. He searched around but the ring was nowhere to be found. Feelings of worry and loss overwhelmed him. Adam remembered the advice his parents had given him about praying during difficult times. He sought out a quiet place, and with sincerity, he prayed to Allah for guidance in finding his ring. After praying, Adam felt a sense of calm and believed that Allah would assist him.

A little while later, Adam's close friend, Aisha, noticed his distress. Adam shared about the lost ring. Aisha comforted him and said, "Don't worry, Adam. We'll search for it together." Both of them diligently looked for the ring. As they walked around the school garden, Aisha's eyes suddenly caught a glint beneath some bushes. There lay the ring. Both friends were filled with immense joy and gratitude. They felt that the discovery of the ring was a result of Allah's help. Upon returning to the classroom, Adam felt incredibly grateful to Aisha. Aisha simply smiled and said, "That's what friends do, help each other in times of difficulty." The story of true friendship and faith in Allah spread throughout the school. Students learned that through prayer and kindness, Allah always provides assistance. Adam and Aisha became role models for their peers, teaching that genuine friendship and belief in Allah are precious treasures in life.

Answer the questions below!

1. Who is the main character of the story?
2. What did Adam lose in the story?
3. Why did Adam feel worried and panicked?
4. What did Adam remember to do when he was in difficulty?
5. Who offered to help Adam search for the lost ring?
6. Where did Aisha spot the glint of something shiny?
7. How did Adam feel when his ring was found?
8. What did Aisha say about helping friends?

9. What did the students learn from Adam and Aisha's story?
10. What are the two important things the story teaches us about?



Treatment 3

Name :

Class :

The Generous Gift

In a small village, there lived a young boy named Ahmad. Ahmad was an intelligent and humble 8th-grade student. One day, their village was visited by a wealthy trader who gave a lecture at the village mosque. After the lecture, the trader distributed money to everyone present. Ahmad was deeply impressed by the trader's kindness. He felt motivated to do good for others. The next day, Ahmad went to the village market with his saved pocket money. Instead of buying something for himself, Ahmad purchased some food and essential supplies. He then walked to the home of a less fortunate family in the village.

With a friendly smile, Ahmad presented the food and supplies. The family was moved and very grateful for Ahmad's kindness. After that, Ahmad visited a few more homes and provided similar assistance. News of his kindness spread through the village, inspiring many people to help others. In the end, Ahmad realized that sharing has the power to make a difference in others' lives. He felt happy to follow in the footsteps of the generous trader and show everyone that Islam teaches values of goodness, care, and sharing. From that moment on, Ahmad committed himself to continue doing good and providing benefits to others, knowing that his good deeds hold immeasurable value in the eyes of Allah.

Answer the questions below!

1. What is the name of the main character in the story?
2. How did Ahmad feel after the wealthy trader's visit to the village?
3. What did the trader do after giving a lecture at the mosque?
4. What did Ahmad decide to do with his pocket money?
5. Instead of buying something for himself, what did Ahmad purchase?
6. Where did Ahmad go after buying the food and supplies?
7. How did the less fortunate family react to Ahmad's kindness?
8. What effect did Ahmad's actions have on the village?
9. What lesson did Ahmad learn from his experience?
10. What values did Ahmad demonstrate through his actions in the story?

Treatment 4

Name :

Class :

The Kindness of a Stranger

In a bustling city, there lived a middle school student named Yasir. Yasir was a humble and spirited young man. One day, after returning from school, he went to the mosque to perform the Asr prayer. As he was about to enter the mosque, Yasir noticed a homeless person sitting outside, looking very tired and hungry. Despite having only a small amount of pocket money, Yasir felt compassion upon seeing the person's condition. With a warm heart, Yasir approached and offered the snacks he had with him. The homeless person, named Khalid, smiled gratefully. They talked, and Yasir learned that Khalid had lost his job and family a few years ago. After their conversation, Yasir went back inside the mosque to perform the Asr prayer.

After finishing the prayer, Yasir returned to Khalid. This time, he brought more food and some clothes he no longer used. Khalid was deeply moved by Yasir's kindness and generosity. They talked at length, and Yasir inspired Khalid not to lose hope and to keep striving. Time passed, and Yasir continued visiting Khalid outside the mosque. With moral support and some help from Yasir, Khalid gradually found a job and began to transform his life. Their friendship became an example for many people about the values of compassion, humility, and providing support to others. From this story, we learn that every act of kindness has a significant impact. Islam teaches us to assist those in need, regardless of their social status or circumstances. Yasir's kindness towards Khalid not only changed Khalid's life but also taught us about the importance of loving and caring for fellow human beings.




Answer the questions below!


1. What is the main character's name in the story?
2. Where did Yasir go after returning from school?
3. What did Yasir notice when he was about to enter the mosque?
4. How did Yasir feel when he saw the homeless person?
5. What did Yasir offer to the homeless person?
6. What was the homeless person's name?
7. What happened to Khalid a few years ago?
8. What did Yasir bring to Khalid during their second meeting?

9. How did Yasir's kindness affect Khalid's life?
10. What values do Yasir and Khalid's friendship teach us?



Appendix 9: Tampilan Reading Text di Aplikasi Wattpad

21.17   




← Part 1 of 1 SIMPAN 


bab 1 the kindness of a stranger

In a bustling city, there lived a middle school student named Yasir. Yasir was a humble and spirited young man. One day, after returning from school, he went to the mosque to perform the Asr prayer. As he was about to enter the mosque, Yasir noticed a homeless person sitting outside, looking very tired and hungry. Despite having only a small amount of pocket money, Yasir felt compassion upon seeing the person's condition. With a warm heart, Yasir approached and offered the snacks he had with him. The homeless person, named Khalid, smiled gratefully. They talked, and Yasir learned that Khalid had lost his job and family a few years ago. After their conversation, Yasir went back inside the mosque to perform the Asr prayer.

After finishing the prayer, Yasir returned to Khalid. This time, he brought more food and some clothes he no longer used. Khalid was deeply moved by Yasir's kindness and generosity. They talked at length, and Yasir inspired Khalid not to lose hope and to keep striving. Time passed, and Yasir continued visiting Khalid outside the mosque. With moral support and some help from Yasir, Khalid gradually found a job and began to transform his life. Their friendship became an example for many people about the values of compassion, humility, and providing support to others. From this story, we learn that every act of kindness has a significant impact. Islam teaches us to assist those in need, regardless of their social status or circumstances. Yasir's kindness towards Khalid not only changed Khalid's life but also taught us about the importance of loving and caring for fellow human beings.

272 kata

21.21   

← Part 1 of 1 SIMPAN 

bab 1 The Wisdom Behind a Drop of Water

In a serene village, lived a boy named Ali. He was a 7th-grade student known for his humility and enthusiasm in life. One morning, Ali headed to school with his breakfast and a nearly empty water bottle. During the midday break, he sat beneath a tree, checked his water bottle, and found only a few drops left. Despite his thirst, Ali chose to take a few sips and prayed for strength. As classes ended, Ali rested, and his classmate, Amir, saw the state of Ali's water bottle. Seeing the meager amount of water, Ali smiled and shared the remaining drops with Amir.

Their shared moment of generosity and sincerity seemed to have a divine effect. Suddenly, rain poured down from the sky. Ali and Amir found joy in the rain, considering it a sign of Allah's mercy. This incident inspired students in the school to embrace humility and sharing. The story of Ali and Amir taught them the significance of these values in Islam, where Allah values good deeds and rewards those who selflessly help others.

177 kata



bab 1 The Lost Ring and True Friendship

In a bustling middle school, there lived a student named Adam. Adam was a diligent student who was devoted to his prayers. One day, during a break in the school courtyard, Adam felt a sense of panic. The heirloom ring from his grandmother, which held great sentimental value, suddenly went missing from his finger. He searched around but the ring was nowhere to be found. Feelings of worry and loss overwhelmed him. Adam remembered the advice his parents had given him about praying during difficult times. He sought out a quiet place, and with sincerity, he prayed to Allah for guidance in finding his ring. After praying, Adam felt a sense of calm and believed that Allah would assist him.

A little while later, Adam's close friend, Aisha, noticed his distress. Adam shared about the lost ring. Aisha comforted him and said, "Don't worry, Adam. We'll search for it together." Both of them diligently looked for the ring. As they walked around the school garden, Aisha's eyes suddenly caught a glint beneath some bushes. There lay the ring. Both friends were filled with immense joy and gratitude. They felt that the discovery of the ring was a result of Allah's help. Upon returning to the classroom, Adam felt incredibly grateful to Aisha. Aisha simply smiled and said, "That's what friends do, help each other in times of difficulty." The story of true friendship and faith in Allah spread throughout the school. Students learned that through prayer and kindness, Allah always provides assistance. Adam and Aisha became role models for their peers, teaching that genuine friendship and belief in Allah are precious treasures in life.



bab 1 The Generous Gift

In a small village, there lived a young boy named Ahmad. Ahmad was an intelligent and humble 8th-grade student. One day, their village was visited by a wealthy trader who gave a lecture at the village mosque. After the lecture, the trader distributed money to everyone present. Ahmad was deeply impressed by the trader's kindness. He felt motivated to do good for others. The next day, Ahmad went to the village market with his saved pocket money. Instead of buying something for himself, Ahmad purchased some food and essential supplies. He then walked to the home of a less fortunate family in the village.

With a friendly smile, Ahmad presented the food and supplies. The family was moved and very grateful for Ahmad's kindness. After that, Ahmad visited a few more homes and provided similar assistance. News of his kindness spread through the village, inspiring many people to help others. In the end, Ahmad realized that sharing has the power to make a difference in others' lives. He felt happy to follow in the footsteps of the generous trader and show everyone that Islam teaches values of goodness, care, and sharing. From that moment on, Ahmad committed himself to continue doing good and providing benefits to others, knowing that his good deeds hold immeasurable value in the eyes of Allah.



Appendix 10: Hasil Pre-Test

PRE-TEST

Name : *NirmalaSari*

Class : *VIII*

Prayer Partner in School

Rudi, a well-liked student in high school, was known for his humility and kindness. While his academic performance was average, he faced occasional reprimands from teachers due to his test scores.

During a break, Rudi engaged in the Dhuha prayer at the school mosque. Afterward, he noticed a younger student who seemed upset. This student confided that they were hungry because they lacked pocket money, and Rudi learned that the child's father's financial irresponsibility was the cause. Rudi comforted the child and, despite some initial reluctance, offered to treat them to the cafeteria.

At the cafeteria, they ordered food and ate as the bell rang for class. Upon returning to their classrooms, Rudi's teacher admonished him for his lateness. Rudi explained that he had been in the cafeteria and apologized, showcasing his concern for others.

Answer the questions below!

1. Who is Rudi and why do his classmates like him?
2. How does Rudi perform in his studies?
3. How does Rudi react to getting low grades and being scolded by teachers?
4. Where does Rudi go during the school break?
5. Why does Rudi approach a sad-looking student in the mosque's courtyard?
6. What problem does the younger student share with Rudi?
7. What does Rudi offer to do for the younger student?
8. Where do Rudi and the younger student go after their conversation?
9. What interrupts Rudi and the younger student's meal at the cafeteria?
10. How does Rudi respond when his teacher scolds him for being late?

Answer

1. Rudi is a student liked by his classmates he is kind and humble (A)
2. Rudi's studies are average - he's neither very smart nor struggling (A)
3. Rudi remains calm when he gets low grades and is scolded by teachers (3)
4. Rudi goes to the school mosque for the Dhuhā prayer during the break. (2)
5. The younger students tell Rudi (2)
6. ~~The younger students~~ tells hungry because they don't have money (2)
7. Rudi offers to treat the younger student to the cafeteria. (5)
8. Rudi goes to the cafeteria after their task. (3)
9. The bell for classes interrupts younger students' meal. (5)
10. Rudi calmly explains, when his teacher scolds him for being late. (3)

$$\begin{array}{r} 29 \\ \underline{40} \quad 100 \\ 72.5 \end{array}$$



PRE-TEST

Name : Nur Hasna.

Class : VIII

Prayer Partner at School

Rudi, a well-liked student in high school, was known for his humility and kindness. While his academic performance was average, he faced occasional reprimands from teachers due to his test scores.

During a break, Rudi engaged in the Dhuha prayer at the school mosque. Afterward, he noticed a younger student who seemed upset. This student confided that they were hungry because they lacked pocket money, and Rudi learned that the child's father's financial irresponsibility was the cause. Rudi comforted the child and, despite some initial reluctance, offered to treat them to the cafeteria.

At the cafeteria, they ordered food and ate as the bell rang for class. Upon returning to their classrooms, Rudi's teacher admonished him for his lateness. Rudi explained that he had been in the cafeteria and apologized, showcasing his concern for others.

Source: <https://katadata.co.id/amp/intan/berita/63a024e612297/3-contoh-cerpen-islami-motivasi-singkat-dan-menginspirasi>

Answer the questions below!

1. Who is Rudi and why do his classmates like him?
2. How does Rudi perform in his studies?
3. How does Rudi react to getting low grades and being scolded by teachers?
4. Where does Rudi go during the school break?
5. Why does Rudi approach a sad-looking student in the mosque's courtyard?
6. What problem does the younger student share with Rudi?
7. What does Rudi offer to do for the younger student?



8. Where do Rudi and the younger student go after their conversation?
9. What interrupts Rudi and the younger student's meal at the cafeteria?
10. How does Rudi respond when his teacher scolds him for being late?

Answer:

- 1) Rudi is a student like by his classmates because he is kind and humble. 4
- 2) Rudi's studies are average - he's neither very smart nor struggling. 4
- 3) Rudi learned that the child's ~~meal~~ father's financial irresponsibility was the cause. ~~2~~ 2
- 4) Rudi goes to the school mosque for the ~~abass~~ Shukra prayer during the break. 4
- 5) Rudi comforted the child and, despite some initial reluctance, offered to treat them to the cafeteria. ~~2~~ 2
- 6) Rudi approaches a sad-looking student to ask what's wrong. 2
- 7) The younger student tells Rudi they're hungry because they don't have money. 4
- 8) Rudi and the younger student go to the cafeteria after their talk. 4
- 9) The bus for classes interrupts Rudi and the younger student's meal. 4
- 10) Rudi calmly explains he was in the ~~cafeteria~~ cafeteria when his teacher scolded him for being late. 4

$$6/10 \times 100 = \frac{31}{40} \times 100 = 77,5$$

PRE-TEST

Name : *Nhila Kharisma*

Class : *VIII*

Prayer Partner at School

Rudi, a well-liked student in high school, was known for his humility and kindness. While his academic performance was average, he faced occasional reprimands from teachers due to his test scores.

During a break, Rudi engaged in the Dhuha prayer at the school mosque. Afterward, he noticed a younger student who seemed upset. This student confided that they were hungry because they lacked pocket money, and Rudi learned that the child's father's financial irresponsibility was the cause. Rudi comforted the child and, despite some initial reluctance, offered to treat them to the cafeteria.

At the cafeteria, they ordered food and ate as the bell rang for class. Upon returning to their classrooms, Rudi's teacher admonished him for his lateness. Rudi explained that he had been in the cafeteria and apologized, showcasing his concern for others.

Source: <https://katadata.co.id/amp/jntan/berita/63a024e612297/3-contoh-cerpen-islami-motivasi-singkat-dan-menginspirasi>

Answer the questions below!

1. Who is Rudi and why do his classmates like him?
2. How does Rudi perform in his studies?
3. How does Rudi react to getting low grades and being scolded by teachers?
4. Where does Rudi go during the school break?
5. Why does Rudi approach a sad-looking student in the mosque's courtyard?
6. What problem does the younger student share with Rudi?
7. What does Rudi offer to do for the younger student?

8. Where do Rudi and the younger student go after their conversation?
9. What interrupts Rudi and the younger student's meal at the cafeteria?
10. How does Rudi respond when his teacher scolds him for being late?

Answer:

1. Rudi is a student liked by his classmates because he is kind and humble. 4
2. His studies academic performance was average. 2
3. He faced occasional reprimands from teachers due to his test scores. 3
4. Rudi goes to the school mosque for the Dhuhā prayer during the break. 4
5. Rudi approaches a sad-looking student to ask what's wrong. 4
6. The younger student tells Rudi they're hungry because they don't have money. 4
7. Rudi and the younger student go to the cafeteria after their talk. 2
8. Rudi offers to treat the younger student to the cafeteria. 2
9. The bell for classes interrupts Rudi and the younger student's meal. 4
10. Rudi calmly explains he was in the cafeteria when his teacher scolds him for being late. 4

$$\frac{30}{40} \times 100$$

$$75$$

Appendix 11: Hasil Post-Test

POST-TEST

Name : Naila Kharisma

Class : VII

The Patient Son

Ali is a devout Islamic teenager who deeply loves his religion. He often spends his time at the mosque and is known as a knowledgeable and dedicated individual in his faith. One day, Ali receives news that his father, who works out of town, has had an accident. This news shakes him to his core. Ali rushes to the mosque to seek help and strength from Allah. In his prayer, he accepts the calamity with sincerity, hoping for the best for his father. Despite feeling anxious and sad, Ali remains patient, believing that Allah's destiny is always the best. Every day, he maintains his faith and worships at the mosque, while also providing assistance and guidance to those around him.

As months go by, Ali patiently awaits news about his father. He not only surrenders himself to Allah but also goes through his days by doing good deeds for others. Ali uses his spare time to help the sick and provide aid to neighbors in need. He believes that through these acts of kindness, he earns rewards and eases his own life's burdens. Finally, uplifting news arrives: his father recovers and is in the process of healing. Ali feels immensely grateful and is confident that his patience and unwavering faith have helped him overcome this trial. He shares his story with friends at the mosque, inspiring them with his example of patience. Ali is happy to provide inspiration and encourage others to practice the virtue of patience in their daily lives, as he firmly believes that Allah is always with those who endure patiently.

Source: <https://www.muslimterkini.id/kisah/909176820/contoh-cerpen-remaja-islam-tenta-ig-kesabaran-disertai-penjelasan-kesimpulan-dan-pesan-cerpennya-sangat-bagus>

4. In his prayer at the mosque, Ali accepted the calamity with sincerity and hoped for the best outcome for his father's situation. 90
5. Ali managed to stay patient and strong by believing in the wisdom of Allah's destiny and by keeping his faith alive through continuous worship and good deeds. 4
6. While waiting for news about his father, Ali spent his time deepening his religious knowledge and assisting others in his community who were in need. 4
7. During this period, Ali helped the sick by visiting hospitals and also provided assistance and guidance to his neighbors who required help. 4
8. Uplifting news arrives: his father recovers and is in the process of healing. 2
9. Ali feels immensely grateful and is confident that his patience and unwavering faith helped him overcome this trial. 3
10. The lesson that can be learned from Ali's experience is the importance of patience, faith, and helping others in times of adversity. Ali's example demonstrates that a strong connection with Allah and acts of kindness can lead to personal growth and resilience in the face of challenges. 4

$$\frac{37}{40} = \frac{100}{92.7}$$

POST-TEST

Name : ~~Arjun~~ NIRMALASARI

Class : VIII

Ali, the Patient Son

Ali is a devout Islamic teenager who deeply loves his religion. He often spends his time at the mosque and is known as a knowledgeable and dedicated individual in his faith. One day, Ali receives news that his father, who works out of town, has had an accident. This news shakes him to his core. Ali rushes to the mosque to seek help and strength from Allah. In his prayer, he accepts the calamity with sincerity, hoping for the best for his father. Despite feeling anxious and sad, Ali remains patient, believing that Allah's destiny is always the best. Every day, he maintains his faith and worships at the mosque, while also providing assistance and guidance to those around him.

As months go by, Ali patiently awaits news about his father. He not only surrenders himself to Allah but also goes through his days by doing good deeds for others. Ali uses his spare time to help the sick and provide aid to neighbors in need. He believes that through these acts of kindness, he earns rewards and eases his own life's burdens. Finally, uplifting news arrives: his father recovers and is in the process of healing. Ali feels immensely grateful and is confident that his patience and unwavering faith have helped him overcome this trial. He shares his story with friends at the mosque, inspiring them with his example of patience. Ali is happy to provide inspiration and encourage others to practice the virtue of patience in their daily lives, as he firmly believes that Allah is always with those who endure patiently.

Answer the questions below!

1. Who is Ali, and what are his characteristics that make him stand out in the community?
2. How did Ali react when he received the news about his father's accident?

Answer

1. Ali is a devout Islamic teenager who is known for his strong faith in dedication to his religion. He spent a lot of time at the mosque and is considered knowledgeable and pious. (4)
2. When Ali received the news about his father's accident, he was deeply shaken and his heart was in turmoil. (4)
3. Ali rushed to the mosque after hearing the news about his father to seek help and straight from Allah through prayers. (3)
4. In his prayer at the mosque, Ali accepted the calamity with sincerity and hoped for the best outcome. (3)
5. Ali managed to stay patient and strong by believing in the wisdom of Allah's destiny and by keeping his faith alive. (3)
6. While waiting for news about his father, (2)
7. During this period, Ali helped the sick by visiting hospitals and also provided (2)
8. When Ali finally received the news that his father was recovering, (2)
9. Ali's friends at the mosque were inspired by his history. They praised his steadfastness in faith and his ability to remain calm and patient even during difficult times. (4)
10. The lesson that can be learned from Ali's experience is the importance of patience, faith, and helping others in times of adversity. Ali's example demonstrates that a strong connection with Allah and acts of kindness can lead to personal growth and resilience in the face of challenges. (4)

$$\begin{array}{r} 32 \overline{) 100} \\ \underline{96} \\ 40 \\ \underline{40} \\ 0 \end{array}$$

POST-TEST

Name : ~~XXXXXXXXXX~~ ~~XXXXXXXXXX~~ NUR HASNA

Class : VIII (Delapan)

The Patient Son

Ali is a devout Islamic teenager who deeply loves his religion. He often spends his time at the mosque and is known as a knowledgeable and dedicated individual in his faith. One day, Ali receives news that his father, who works out of town, has had an accident. This news shakes him to his core. Ali rushes to the mosque to seek help and strength from Allah. In his prayer, he accepts the calamity with sincerity, hoping for the best for his father. Despite feeling anxious and sad, Ali remains patient, believing that Allah's destiny is always the best. Every day, he maintains his faith and worships at the mosque, while also providing assistance and guidance to those around him.

As months go by, Ali patiently awaits news about his father. He not only surrenders himself to Allah but also goes through his days by doing good deeds for others. Ali uses his spare time to help the sick and provide aid to neighbors in need. He believes that through these acts of kindness, he earns rewards and eases his own life's burdens. Finally, uplifting news arrives: his father recovers and is in the process of healing. Ali feels immensely grateful and is confident that his patience and unwavering faith have helped him overcome this trial. He shares his story with friends at the mosque, inspiring them with his example of patience. Ali is happy to provide inspiration and encourage others to practice the virtue of patience in their daily lives, as he firmly believes that Allah is always with those who endure patiently.

Source: <https://www.muslimterkini.id/kisah/909176820/contoh-cerpen-remaja-islam-tentang-kesabaran-disertai-penjelasan-kesimpulan-dan-pesan-cerpennya-sangat-bagus>

- 4) In his prayer at the mosque, Ali accepted the calamity with patience and hoped for the best outcome for his father's situation. ✖
- 5) Every day, he maintains his faith and worships at the mosque, while also providing assistance and guidance to those around him. ✖ 3
- 6) While waiting for news about his father, Ali spent his time deepening his religious knowledge and assisting others in his community who were in need. ✖
- 7) During this period, Ali helped the sick by visiting hospitals and also provided assistance and guidance to his neighbors who required help. ✖
- 8) When Ali finally received the news that his father was recovering, he felt immense gratitude and believed that his patience and unwavering faith had helped him through the ordeal. ✖
- 9) Ali's friends at the mosque were inspired by his story. They praised his steadfastness in faith and his ability to remain calm and patient during difficult times. ✖
- 10) Ali feels immensely grateful and is confident that his patience and unwavering faith have helped him overcome this trial. ✖ 3

$$\frac{33}{40} \times 100$$

$$82.5$$

Appendix 12: Dokumentasi



The researcher gave pre-test to the students.



The researcher gave treatment to the students.



The researcher gave post-test to the students.

CURRICULUM VITAE



Nurul Musyayyadah, was born on 4th May 2001 in Palopo.

Her father's name is Muhammad Nur and her mother's name is Suarni. She lives at Jl. Pesantren Darul istiqamah Cilallang, Wara kec.kamanre. She started her study in Elementary School (SDN 40 Cilallang) 2007 and she graduated in 2013. After that,

she continued her study at MTS Darul Istiqamah leppangang in 2013 and graduated in 2016. Then, she continued her study at SMKN 2 LUWU , graduating in 2019. After that, in 2019 , she continued her study at the State Islamic Institute (IAIN) of Palopo and took English Language Education Study Program. She finished her study in 2023. At the end of her study at the State Islamic Institute (IAIN) of Palopo, she wrote a thesis entitled " the use of wattpad application to enhance reading comprehension At the 8th grade students of Mts Darul istiqamah islamic school Cilallang."

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