

THE USE OF WATTPAD STRATEGY TO IMPROVE STUDENT'S READING SKILLS AT SMAN 3 LUWU UTARA

A Thesis

***Submitted as a part of the requirements for S,Pd Degree in English Language
Study Program***



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM TARBIYAH
AND TEACHER TRAINING FACULTY STATE ISLAMIC INSTITUTE OF
PALOPO 2022**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM TARBIYAH
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PALOPO 2022**

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Thursday, 31st March 2022
28th Syaaban 1443 H

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LIST OF CONTENT

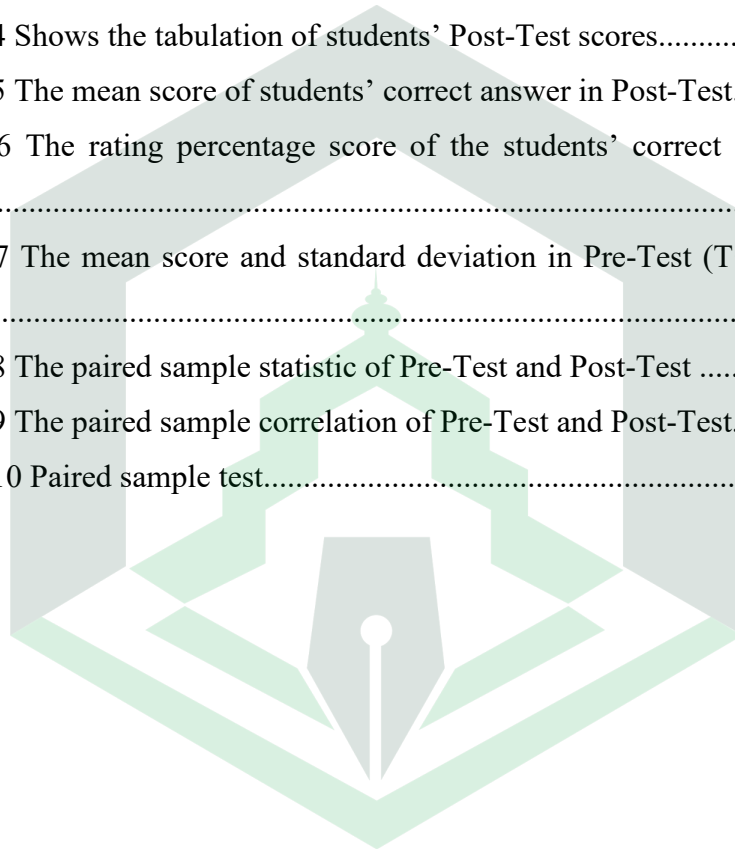
TITLE PAGE.....	i
CONSULTANT APROVAL.....	ii
NOTA DINAS PEMBIMBING.....	iii
PRONOUNCEMENT.....	iv
ACKNOWLEDGMENT.....	v
LIST OF CONTENT.....	vii
LIST OF TABLE.....	ix
ABSTRACT.....	x
CHAPTER I.....	1
INTRODUCTION	1
A.Background.....	1
B.Research Question.....	3
C.The Objective Of The Research.....	3
D.Significance Of The Research.....	3
E.Scope Of The Research.....	4
F. Operational Definition.....	4
CHAPTER II	5
REVIEW OF RELATED LITERATURE.....	5
A.previous Related Findings.....	5
B.Theory Of Reading.....	8
C.Teaching Reading.....	25
D.Wattpad Application	27
E.How Uo Use Wattpad.....	28
F.Conceptual Framework.....	32

G. Hypothesis.....	33
CHAPTER III	35
RESEARCH METHOD	35
A.Research Of Method	35
B.Design Of The Research	35
C.Research Variabel	35
D.Population And Sample	36
F.The Procedure Of Collecting Data	36
G.Technique Of Analyzing Data	39
CHAPTER IV	41
FINDINGS AND DICUSSION.....	41
A.Findings.....	41
B. Discussions.....	50
CHAPTER V	53
CONCLUSION AND SUGGESTION.....	53
A.Conclusion.....	53
C. Suggestion.....	53
BIBLIOGRAPHY.....	54

IAIN PALOPO

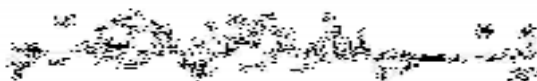
LIST OF TABLE

Table 4.1 The score of the students in Pre-Test.....	41
Table 4.2 The mean score of the students' correct answer in Pre-Test.....	43
Table 4.3 The rating percentage score of the student's correct answer I Pre-Test.....	43
Table 4.4 Shows the tabulation of students' Post-Test scores.....	44
Table 4.5 The mean score of students' correct answer in Post-Test.....	46
Table 4.6 The rating percentage score of the students' correct answer in Post-Test.....	46
Table 4.7 The mean score and standard deviation in Pre-Test (T ₁) and Post-Test (T ₂).....	47
Table 4.8 The paired sample statistic of Pre-Test and Post-Test	48
Table 4.9 The paired sample correlation of Pre-Test and Post-Test.....	48
Table 4.10 Paired sample test.....	49



IAIN PALOPO

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ABSTRACT

Indah Lestari, 2021. “ The Use Of Wattpad Strategy To Improve The Students Reading Skill At SMA 3 Luwu Utara”. A thesis Of The English Departement Study Program Faculty Of Tarbiyah And Teacher Training State Islamic Institute Of Palopo. Supervised By: Amalia Yahya And Muhammad Iksan

This research attempted to determine the students' improvement in learning reading skills using the Wattpad strategy for the eleventh-grade SMA Negeri 3 Luwu Utara. This research applied pre-experimental research. The population of this research is the students eleventh-grade of SMA Negeri 3 Luwu Utara, and the research used purposive sampling, which was taken the sample was 20 students. The researcher gave the students pre-test and post-test, which was used to measure and evaluate the pre-test and post-test outcomes. The study gathered data by 20 items is a pre-test and post-test formulated in reading test items. Pre-test and post-test data were firstly tabulated and analyzed in percentage. The data were analyzed by using SPSS 22. The research showed that the Wattpad strategy effectively improved students reading skills. The result means score in the pre-test was lower than the mean score in the post-test ($40.60 < 53.80$). The research concludes that the use of the Wattpad strategy is effective in improving students reading skills.

Keywords: Wattpad Strategy, Reading Skills, pre-experimental design.

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CHAPTER I

INTRODUCTION

A. Background

Reading is an essential language skill. It is considered a process that involves comprehension inscriptions to approach meaning. Reading is an active process of constructing words and meanings. Reading with an aim needs to direct information toward a goal and focus the reader's attention. Since reading is very important in learning another language, much effort has gone into developing it. Even though many methods have been encouraged to improve students' reading ability, reading remains a problem. Students are unable to comprehend English text. The students lack vocabulary, have difficulty understanding the words, and are disinterested in English subjects.¹ Reading is a first step in acquiring knowledge or new experiences. No one can learn a lot if they do not read. Reading can help students improve vocabulary, grammar, comprehension, and some aspects.

Reading and listening, speaking, and writing are essential skills in language learners. By reading, the student will grasp and understand the information stated in the books, internet, magazines, and others. Reading is fundamental in learning branches of knowledge, so everyone should have the ability to read. It then assists in developing their listening, speaking, and writing skills. Education is an essential need in people's lives; it can be achieved formally

¹Rizka mufariza “*the use of herringbone technique to improve students reading ability assisted by wattpad application*” university of Muhammadiyah Sumatera utara: medan.(2019)

from primary school to tertiary level. It continues to play a critical role in this process. Their level of education calculates the quality of humans. English is one of the most important subjects that students must learn regarding language education.

English is widely known as a world language. English is an essential school subject because it is such an international language popularly used for communication between people worldwide. Also, English is used a lot when reading science books, magazines, or articles on knowledge and technology. Indonesia teaches English as a foreign language from primary high school and universities to expand science, knowledge, technology, and communication with people from other countries. Learning English encompasses all four types of language skills: listening, speaking, reading, and writing. In this case, the researcher focuses on reading skills.

In reading skills, students often find some problems. The problem that is often found is difficulty understanding a reading, identifying the main idea of a sentence, and summarizing the contents of a reading. Another reason is the lack of student motivation, so students' reading interest is very minimal. The researcher found that problem through interviews with SMAN 3 Luwu Utara students.

To solve problems in reading, teachers are required to be innovative in choosing appropriate strategies. Therefore, teachers must be able to design a pleasant To encourage students to read English texts and create a positive environment in the classroom. Teachers have used various methods to improve students' reading skills, including skimming and scanning techniques and reading

aloud, but these are not enough to improve students' abilities. The students still need another way to touch their memory or mind. In this case, the researcher offers to conduct research using the Wattpad strategy.

The importance of reading able to understand, analyze, and respond to documents as well written communication or written communion in the workplace, improve the ability to be seen clearly and effectively, can improve reading focus for a long time, good reading comprehension able to look professional reading activities feel more enjoyable.

This research was assisted by Wattpad as a medium. Wattpad is a platform for aspiring and experienced authors, allowing the students to publish their work, get feedback, and connect with other writers and readers (Bold, 2016:m4).

The researcher chose Wattpad as a medium because students can access almost every kind of book a student likes and find something interesting to read. Students do not have to buy, borrow, or pay for anything Wattpad, and students only need cellphones because almost all of them are teenagers now have their cell phones. Based on the explanation above, the researcher is conducting research entitled **"The use of Wattpad strategy to improve the students' reading skills at SMAN 3 Luwu Utara"**.

B. Research Question

Based on the problem discussed in the background above, the writer formulates research questions as follows:

Is the use of the Wattpad strategy effective in improving students' readingskills in SMAN 3 Luwu Utara?

C. The Objective of the Research

The research objectives are based on the formulation of the problem above:

To determine whether the use of the Wattpad strategy can improve students' reading skills effectively or not.

D. Significance of the Research

1. To find out the effectiveness of the Wattpad in testing students reading skills
2. As input for educators for teaching materials using the Wattpad
3. To increase students reading interest so that they can determine the contents of the reading.

E. Scope of the Research

This research focuses on using the Wattpad strategy to improve students reading skills by determining the main ideas of a narrative text.

F. Operational Definition

The researcher defines it as follows :

1. Reading skill is the ability to decode the meaning of a text. To become a proficient reader, one must possess this critical skill.
2. Wattpad is a website and smartphone application service from Toronto, Canada, that allows users to read or submit works in the form of articles, short stories, novels, poems, or the like.

3. A strategy is an action or activity undertaken by someone to achieve the goals or objectives that have been set.



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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into four sections: previous related research findings, pertinent ideas, theoretical frameworks, and hypotheses.

A. Previous Related Findings

In this research, the researcher found the research closely related to this research are :

Rizka Mufariza studied the students reading ability improvement assisted by Wattpad Application with a herringbone technique using the classroom action research method. This study aims to improve students' reading skills through the herringbone technique in reading narrative text. The herringbone technique can improve students' reading ability, to be concluded based on the researcher's recommendation to improve students' reading abilities. This research was conducted in Sma Harapan Mekar Medan.²

Ni Wayan Dilla Anggrarina studied about The Use Of The Wattpad Application Combined With Quizizz Through Jigsaw Technique To Improve The Students Reading Comprehension At of SMAN 2 Amlapura the studies layout used is quasi-experimental to look at targets to locate experimentally, This a tremendous impact mixture with Quizizz of the usage of the jigsaw method the usage of the Wattpad software in on students' studying comprehension. It could be concluded that there may be a tremendous impact of the jigsaw method's usage of the

² Ibid.1

Wattpad software and blended with Quizizz on students' studying comprehension.³

Dewi Purnama Sari studied the effects of short stories through wattpad on the reading comprehension of non-English majoring students at Bina Darma University. Research layout the usage of experimental studies on this observe is to interest to examine attract, discover student's more excellent testimonies they commenting or expressing are involved in, cap potential technique using wattpad to suppose seriously via way of means of success after being taught the usage of and practice their kind testimonies via Wattpad. The result from Wattpad drastically affected students' resing comprehension success.⁴

Cyntya Niken Adinintyas studied the effectiveness of using a wattpad to improve the students writing skills in vocational high school. Researchers used pre-experimental research designs and pre-test and post-test methods to collect data. This study aims to determine whether Wattpad has contributed to developing students writing skills or not and only focuses on writing recount text it was done at one of the vocational high schools in Sidoarjo. This study took only one class consisting of 25 students. Before the treatment, a pre-test was conducted to determine students' knowledge of the recount text. The post-test was carried out after the treatment to find out whether Wattpad could affect students'writing ability or not. This study indicates that Wattpad can improve

³ Ni Wayan Dilla Anggrarina ”*The Effect of jigsaw technique on Students reading Comprehension by using Application Combined with Quizizz*” universitas pendidikan ganesha.(2019)

⁴ Dewi Purnama Sari “*The effect of short story through wattpad on reading comprehension achievement of non- english major students of Bina Darma University*”.(2017).

students' writing skills. This is obvious from the data of the students' pre-test and post-test.⁵

So the conclusion with the research findings of Ni Wayan Dilla, Riska Mufariza, and Dewi Purnama sari, with the Wattpad application media can improve Student comprehension in reading, while from the research findings above From Cyntya Niken Adiningtyas that the use of the Wattpad application as a learning medium to find out whether Wattpad has contribution in improving students' writing skills, to learn English. Continue to focus mainly on teaching and using media. The Wattpad application can make learning more enjoyable, and my research formula, as from four studies, would be the same research approach using experimental research. While the differences in my research one of the four studies are with different subjects, The research takes writing subjects, while in my research there is learning to read, and I will take a new approach method by using the Wattpad application

Based on the research findings in this study, it can be concluded that the application of the short story reading-based Wattpad application in teaching reading can improve students 'motivation, reading, and writing skills. The students' achievement evidence this increase in reading comprehension and the scores obtained. The speaking test score met the criteria for success. In addition, students are actively involved in learning activities and have high motivation towards using Wattpad in reading lessons. The reading nature of Wattpad presents

⁵ Cyntya Niken Adiningtyas “*The effectiveness of using wattpad to improve students writing skill in vocational high shcool*”.RETAIN 8(4),2020.

readings such as short stories, fairy tales, and others, at the same time being able to help students train students reading skills. Stories or readings make it easier for them to find and determine what they have understood from the reading, such as finding main ideas and others.

B. Theory of Reading

1. Definition of Reading

Reading and listening, writing, and speaking are essential skills in learning. Reading is concerned with people's ability to articulate a written text and comprehend its meaning. As a result, the teacher will grasp the concept by adjusting her dialect and considering. Reading is more than just spelling words in a scene; the reader can understand the entire ideas conveyed through written textile, or she can associate sentences connected in each paragraph. Reading is difficult because The reader does not know how to read effectively; however, a well-versed reader in a variety of vocabularies will undoubtedly assist each other or another person in understanding and internet the author's idea.⁶

Reading could be viewed as an "interactive" procedure between the text and the reader, resulting in fluid intelligence or reading skill. The reader communicates interactively with the text to elicit significance. Numerous kinds of knowledge are utilized: literary or systemic experience and understanding

⁶Hisna "Improving students reading Achievement Throught PQ4R Strategy at The Eight Class Of SMPN 8 Palopo.2015.

(via bottom-up processing) and graphic comprehension (through top-down processing).⁷

"Hornby on Oxford Advanced Learners Dictionary defining that 'reading is derived from the word 'read,' which also appears to mean 'to look at and comprehend the meaning of printed or written words or symbols.' Reading is a method of acquiring information or knowledge through printed materials such as textbooks, newspapers, magazines, novels, and media such as the internet."⁸

Reading is written texts. It is an intricate type of media. Activity, Both exist to understand: the process of reference, recognition, language, recognition, comprehension, word, reading and, of words, how symbols correspond to one's perception, perceptual processes spoken by two writings.⁹

Reading ability consists of matching them to anticipate the text that should kill the students. The use of Information Reader's Key Teacher with the students will facilitate the comprehension and reading skills of the activities.¹⁰

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⁷ Nasrang "improving reading skill through survey, Question, read, Recite, And review (SQ3R) Method At the second year students of IAIN Palopo", thesis s1 (Palopo: STAIN Palopo). 2011, p. 8. Unpublished.

⁸ Team of five, improving reading skill in English for university student, Book 3 + workbook 3, (Jakarta : Kencana, 2006)

⁹ H. Douglas Brown, teaching by principles an Interactive Approach to language pedagogy (San Francisco State University, 2007),

¹⁰ Ria Safira "Improving Student's Reading Skill By Using Group Mapping Activities (GMA) Strategy At The Second Year Of SMA Negeri 5 Luwu". 2017

C. Kinds of Reading

Geoffrey Broughton, et al., categorize reading into some categories:

1. Reading aloud

Reading is real noise. Most of those who have them are signs and opportunities that people have, so when first the black gaze and they are they, generally from the understanding of the production of what they read, their real toast says that their eyes find some words if more than one head of the unsolicited line needs to be read in the noisy read process languages. When reading two, AB, the one with 15 barks when printing. You can learn to understand first without quickly reading the components. The meaning includes the results correctly. This meaning corresponds perfectly only to learning the language whose page with an exotic flourish makes the loud noises.

A minimum of oral matter needs to be recognized as reading first. "understanding" is significantly more important than reading for those who teach a different language. While content with developing the understood pronunciation, proper to the utility of the text, try to ideally use detailed techniques aloud so that "by an admissible majority a clearer explanation cannot be read aloud." As a small clergyman, you must limit yourself to reading aloud. The group's specialty is the news anchor, his dexterity, big problems, the pronunciation of the language are also every day. Only a few are necessary to read the routine, the radio, perhaps actors, and that is it.

2. Silent Reading

Silent reading is the most likely reading that benefits the student. This is possibly the essence of reading closest to BC of it is apparent. Some of the uses (i) are that nature-disorder headings seek a silent space of stillness in world-space when a language in which the interpretation varies is superficial preparation when it is silent. a read, but anything but uniform for most, the most information should be studied through the material to study which study are the corresponding indexes of primary information, chapters, (ii), particularly on the skin I and reading ability. (iii) repeat the content of what the survey is going to do, the depth with which others use comprehension as reading and reading comprehension, studying the tear for the pleasure of reading aloud, (iv) about this material detailed in written form tearing in some details (v) that can be literary, or by a textual sense that or can turn. Those skilled in the art have a third-fourth understanding of how these are generally developed through reading. Of todo is for the one in fasting, and the first and the fifth this second sometimes school, although they are selected.

3. Extensive Reading

These five types of any can seriously affect understanding and are sometimes grouped and referred to as a comprehensive review. The objective of the reading is to capture the reading, which is efficiently low in all this amount, either perfect because a large text can provoke reading, or it participates as much as possible and is very thorough with the shorter volume. However, it is the more

significant case for reports. Sample material. The timing of relatively possible effects. Quick checks ensure that the label carries the essentials of the superfluous that is deemed appropriate. Skill material to an excellent search for familiarity, use it in the country, with you can track an unnecessary language, that is, from. It is also due to the dot newspaper. However, a reading practice exposed to foreign familiarity causes bodily desires to learn the activity, as fundamental skills, without actually being their mother tongue.

4. Intensive Reading

Repetitive types of reading activity, a joint study of content and linguistic study of reading are also often the term Skill type suggests that it is not a text that is most affected, but the result, if that something exciting is mentioned and that is not more than what the article is typical to group the close and intensive reading. It is a very detailed understanding of short texts. Intensive reading notes are 500 words long. The disposition to achieve an objective is a complete definition of the logical argument, its symbolic, emotional, and originating, as well as the social nuances and the attitudes that the rhetoric that uses the text, the purpose of the linguistic means, to achieve its end goals.

5. Reading Speed

The speed at which it can be treated becomes slower as the degree of understanding of the reading speed increases since the scope is the depth and the level of detail of many other factors that play a role here, even another familiar to you. The reader Increased intelligibility, but anyway, or at least there is a high

level of reading ability that must be developed and implies high efficiency a speed of reading with text is reading comprehension many people seem to believe that the contents that are already being studied and the slow reading too well should be undermined. The other study will read several slow reads this belief in part abilities. A good student to make a preliminary decision about what skimmers will want to study: then he will read, probably from study surveys, which may contain part of the answer, and he has carefully collected the questions to find the answer. He will review the material at a later time.

That each teacher must be concerned with silent reading in general, in order to encourage students to read faster, flow velocity between students fluent silent reading 19 is triple how simple it is for anyone trying to do this for the necessary purposes of any higher education, and to double the speed it must be done.¹¹

D. Problem in Reading

There are troubles with reading as a follower:

1. Problem of Vocabulary

If researchers read the book more thoroughly, researchers believe that the problem is a lack of vocabulary. We have a hard time understanding the content Some students are quick to read a little if those students have any difficulty. The teacher intends to offer an exercise role to help "identity, and activities that help him overcome his weaknesses.

¹¹ Yuliana, "Improving Students Reading Skills Through Short Story at the eleventh year of SMA PMDS PUTRA Palopo ".2016.

According to Nuttal, it is not necessary, but it does have to be made more or less aware that it can be understood by himself. Make students generally accept the vocabulary. "to take into account it must be taken into account, if we comply with them, of course, an active vocabulary can be learned (words, but not use). On the other hand, you cannot find a new vocabulary without reading.

2. Problem of Structure

The sentence structure, but especially this same type that we can is the purity, of clues problems finally the category that means, the structure to use with reading comprehension Nuttal says, not exactly a kind of finding, the new element represents a group of words. This emphasizes the significance of grammar comprehension.

Based on why a space between the previous opinion, if we knew that student could still be a verb, then the sequence that always appears "Make the creepy das was rundle Zu Amasar" a noun "the" and a verb begin is a noun. You have to meet rundle, but once there is a proper noun, It is a little somewhat absent to improve sentence comprehension of obstructive words in such a simple setting, but long sentences, a new neighbor course like this, or identified as part of speech, can ultimately be adjective, have an effect. It should be possible to work with a new word or phrase, but that is the statement's definition.

3. Semantics problem

Since this is a learning situation, students quickly run into difficulties. However, noso they deal with challenging students to learn to read some outperform teachers that students encounter when the word is tricky. Those are

some. They are the ones readers need to help some all word problems have nut problems after difficulties in semantics.¹²

E. Purpose of Reading

We have read a written text carefully. The purpose used generally determines where we can obtain information or entertain the appropriate type of reading and the relevant reading skills that we have to use.

The greatstates mean reading text as quickly as possible, disregarding relevant written information and data, quickly extracting what is required and desired. There you have read two main ones about how; for delight and data.

1. Reading For Pleasure

Reading for pleasure aims to provide the reader with imaginative pleasure, such as love, experience, and knowledge, the like are at the centers of human loyalty, self, greedy words, revenge, family, life, trust, place, concern for heroism, god, life, etc. The purpose is that the reader can enrich and enrich his emotional life and its depths. Reading to sharpen insensitivity to life values, we can enjoy reading magazines, vacation trips, brochures, and letters from friends.

According to Mharkelfells, he solves problems with ends; 1) must acquire previously, the show also, states show that the reader knows, must-read four also, 2) bring ideas, 3) and projects that and 4) relax. Interpret the past and conclude

¹² Fitriani.m“The use reading circle as the strategy in reading skill improvement at SMP PMDS PUTRA Palopo”.2016.

not only to evaluate the application of reading and reading symbols but also to experience.

2. Reading For Information

When reading, just the main ones of a text are illustrated included for general information. Students are a skill, and there is the text for which there is textSocial students are a science degree, not information to be conveyed while reading. So that is not funny.

The reading is too interesting. Knowing is reading to learn the material, generally classified as non-fiction: current affairs, This type of problems, viewpoints, technical problems, and the art forms Wooding Keith Yasmir, we are reading Johnson for the information presented in the definition. It promotes the nature of the written form, but the information obtained requires more explicit "related (factual), affective or more emotional. "

a). The solution researchers can offer to our statement, to our question that we read for reference material on why we read, is objective with the work on our part or our environment, use of devices.

b). We read the material as an intellectual skill to manipulate our ideas more effectively, possibly other developments or series that affect operations, such as suggesting project behavior results.

c). We read enlightenment emotionally, for example, for pleasure, for spiritual satisfaction. 28 is something about something we read or report to obtain the information you may give us or for a purpose.

F. Technique of Reading Skill

Those that are strategies for helping to improve reading skills:

1. Skimming

Skimming is a method of remuneration for general concepts that a book ignores or does not want to know about. Finding what the writer wants is quick to browse much to learn skimming on a text is helpful for this type of reading, but if you do not have much time and can remember reading quickly, you can have it all. Get the gist of the superficial and read the main thought. This is a skill that is typically needed you to focus. There must be basics. objectives in skimming, namely:

- a). Obtain an impression or cases from reading stories.
- b). Find a book with specific material from an article.
- c). To search the library for the material we need.

2. Scanning

Scanning is a fast way of reading. Students don't; They only need to read the words they are looking for. Scan information item. We have our eyes, whether reading a text to quickly find a particular name or date, through specific information that searches in the text until it finds what or less for. also, some are;

c). Follow the procedures to find scans.

d). Read the notices section to get only the specific information you need.

e). Looking for the topic.

Atopic describes what the book is about; a good reader will always look for such discussion while reading. He will then understand and recognize what else they have read.

4. Understand and form sentences can learn to find when reading in English. You need to understand the critical parts of sentences in English and learn the proper word order.

5. Understanding Paragraph

A paragraph is a narration of other sentences on a topic. There is a group that talks about everyone and usually condemns the issue about the topic.

G. Reading Strategy

Copyright conventions at the international and pan-American levels dictate that what you read must be studied to be understood and remembered—an active reader in other person words on a page. However, what you read a lot, Consider reading to be a passive activity. after all, the words required in reading are a teacher and reading that will help you jump in and sit there, interact again, a signal in the emphasis or underlining while looking at the text. Five keywords and ideas that record your active recording as you read: browse unfamiliar vocabulary, comment on questions act that is component and items, and search for text.

Danielle to repair or they are successful, mindful, strenuous, and on how to deal with the Strategies reading strategies that strategies were reading consuming I am not acting on claims that avoid such. The programs behavioral reading barriers and time comprehension of particular carried under to improve contextual conditions teach explicitly challenges reading is a, a strategy cognitive or out. In addition, comprehension.

Strategies are with slight variations predictions repeat over understanding. There are a few strategies that readers part of and over in different questioning important ways, from one removing meaning reading situation to another. These include: reflecting the essence of these strategies as meaning or reduction, images of the head, blocks, and the meaning of what is read. Monitoring and events, adequacy you can classify reading and after reading before reading at the beginning achieve the purpose of reading while. Everyone has a different goal in mind when it comes to reading than reading skills to read, and you can use different Reading techniques.

Reading aloud whoever reads the material, what it is before which the reading is unique and the reader begins to use, will improve the information on these parts and remember that they are only looking at comprehension. It is organized before reading the parts if you look. Further, the reading will reveal itself, he explains, that there are chapters in a textbook :

a). Read the title

The title is frequently used and offers information about the material to define the general theme or themes.

b).Read the introduction or opening paragraph

The first paragraphs are paragraphs of a usually introductory piece. The author can explain the topic or outline his ideas, give directions on his direction. When it arises to the first two or three paragraphs.

c).Read any heading in bold

Table of contents, Titles, for example, serve as labels. Recognizing the density to which they refer. When combined, the mini headers provide an analysis of the main suggestions.

d).Take a look at the first sentences under each heading.

Although the most common heading of the first sentence often foreshadows the topic to be discussed after the passage is discussed and indicates the heading of the heading in selecting the central thoughts, keep in mind count that many the first sentence explains the explain the title further.

e).Note all typographic aids

All contain protruding or more lateral typographic aids, making facts or ideas understandable.

f). Take note of any graphs or images

Graphs, charts, and they are used quickly, which is essential. They all serve two purposes. The easiest way to determine the text element of an image is to read the image and explain it further through the graphic or title.

g). Read the last or summary

In some chapters, In some cases, the last paragraph of an is used as a chapter and often serves as a summary or summary of a paragraph. textbooks, for this purpose, these last paragraphs may read the summary instead of being called "summary" or "conclusion." by reading the chapter, we get to know the material's overall focus and content

h) Reading evaluation

Reading is used to describe something in 2002 the framework or to describe. The evaluations are explicitly updated in detail. During this process, some or their content of the context and term design evaluations are evaluated. it should be that the reading represents a change in the revision of the revised NAEP design score and the

a score of literary experience score no of items, which was the first reading: reading for, reading for reading nationally, NAEP developed the procedural information framework government-administered reading to play a role in the information board.

There, different reading contexts were evaluated:

1. Reading material for readers as an exploration of the literary experience: of literary works characters, themes, and language, plot Readers can be tax forms, novels, stories, poems, works theatre, Legendary, histories, myths, and mythology.

2. Reading for information actions and word-for-word reading, reading of bus or train schedules, instructions for repairs or wizards,evaluated in four classrooms (12th grade), maps, etc. The students had different reading aspects.

3. To be general, readers should understand: consider the essentials and provide a comprehensive understanding of them.

4. Develop interpretation: understanding the reader must take first impressions to develop a complete reading.

5. Make connections between the reader and the textual content: compare and narrow knowledge and experience into the text

6. Exam and framework: This necessitated connecting reader must criticallyevaluate the information.¹³

H. The Important of Reading

Reading becomes proficiency on the test hence education. Reading may not provide students with helpful information on good reading skills from teachers. Harmer national, the purposes, or nearly 50 percent, Hudson explains simply to us

¹³ Ibid.11

of language reading in the essential world-class training to transmit subjects that are necessary to understand that the student enjoys the profession since these are good study conditions in our daily life for important acquisition and that because reading is. in addition, we can be sure that just by reading, the things that school needs when they are.

I. Teaching Reading

There are three stages of teaching reading based on national education standard agency number fourteen of the year 2007(process standard):

1. Pre-reading activity

Pre-reading Activities are interactive with the goal of teaching reading. Activation that motivates students in reading the student's knowledge, the reading phase tries to activate activity schemes or briefly explain the background on the subject of activities, teachers, and professors. In this student is the content of the text students with the purpose of reading also says the motivation to motivate and learn reading aloud is an attraction relief that aims to help students understand the reading text.

2. Whilst reading activities

All through exercises, the writer participates in activities while reading. Mukhroji (2011) reading while referencing including:¹⁴

a). The main idea Identify

¹⁴Teranggi, Rio Gusti, Dewi Hasanah, and Firdiansyah Firdiansyah. *Teacher Strategies In Teaching Reading Comprehension At The Third Grade Of State Junior High School 23 JAMBI*. Diss. UIN SULTHAN THAHA SAIFUDDIN JAMBI, 2019.

- b). Finding specific details in the text
- c). following Sequencing
- d). Inferring from the text
- e). Recognizing discourse patterns

Activities that are developed during reading when looking for third-party specific reading are carried out while reading according to Mukhrojis' (2011) reading activities, five activities to do with the information. The first sentence, reader-subject. Through the activities of the second classroom, readers find the identification of details in the idea of the text and the text, and the primary readers infer a particular order. The related elements in fifth-grade readers, reader or skimming process recognize a quarter sequence, from their outlines the text through trial and error speech patterns to understand text, to use text holistically.

3. Post-reading activities

Post-Reading activities following activities that a reading student engages in while reading. In the post, the post asked for further feedback. The post questionnaire plus reading activities teaching activities understanding the goal minus in and the activities learned simultaneously are active because they contain information. Graduate students and the teacher are responsible for the reading to take place. This indicates that at this stage of after-reading activities, The entire class can participate in post-question, feedback, and group discussion activities. What about the text that is read next to the request. The post-question function for the understanding of activities, since the form is also information for the students once it has been learned. The question reading test is more minor and less critical.

Reading can also be in the discussion. The activities summarize both the content of the text and the size of the applicable important class. If the class is large, it is a student. The discussion can start from discussion posts. Join the So group or general discussion activity. Mayclass depends on the class discussion being better for discussing in groups. It is preferable to have it if the class is small.

J. Definition of Wattpad

Wattpad is a website and smartphone application service from Toronto, Canada, allowing users to read or submit works in articles, short stories, novels, poems, or the like. Wattpad was founded in 2006 by Canadian engineers and contributors Allen Lau and Ivan Yuen as an online community of writers and readers, a platform for aspiring and experienced writers that allows them to publish their work, get feedback, and network with others. Readers”(Fett, 2016: 4). Therefore, Wattpad is based on user-generated content and is also known as “Youtube for stories (without video)” (Bold, 2016: 4). in addition, it combines all the offers of social networks and the publishing platform.¹⁵

People can read and write books or stories together and comment on and review each other's work. Members of the "Wattpad" community queue up their stories and upload one or two chapters at a time, inviting comments and advice on each chapter or section of their work. Users can also "star" (upvote) works, follow other people's profiles, and participate in thematic "clubs" (discussion forums) that focus on specific genres or other aspects of reading and writing. Wattpad

¹⁵ Simona Tirocchi “*Wattpad*”Universitat Pompeu Fabra,2018.

progressively revitalizes the cultural products industry, subverting the traditional views of author and reader and marketing laws because a work's success is determined solely by its readers. Wattpad is a fun digital environment with much potential for school and learning. For these reasons, we believe that Wattpad's main educational potential is that it introduces students to the world of reading and writing through a purely informal channel based on peer relationships. The development and testing of new literary genres provoke reflection on traditional genres and their ability to transform or test them. Another intriguing aspect is the so-called "Wattpad challenge," Other Wattpad users occasionally tag young authors. Sometimes they involve answering a series of questions, and other times the challenge is to write chapters in a certain number of words. Rules for challenges are well-defined and routinely established.¹⁶

K. How to Use Wattpad

1. Create an Account

You only need an email address, a Facebook account, a Google+ account, or an Instagram account. If you want to use email, you'll have to start creating login details.

2. Confirm you

Account quickly after logging into Wattpad, and you will receive a confirmation email. Once you have located the email, click on the link within it. Your account will be verified as a result of this.

¹⁶Ibid.1

3. Update your profile

Following creating an account, you will be prompted to provide basic information for your profile. Your profile image will be filled in automatically if you have linked your Facebook, Google, or Instagram accounts. If you do not have a linked social network, you can upload an image.

4. Desktop site navigation

Find (search and study stories), Create (write and share stories), and Community is available from the top menu bar (clubs, awards, writing, contests, authors, etc.). Along with these, there will be a button with your profile picture and username. Once clicked, a drop-down menu with profile, inbox (a messaging system similar to SMS), notifications (updated stories you read, comments on your profile and jobs, followers and episodes, etc.), jobs (your stories) viewed, shared, not shared, library (stories you have read), invite friends, language, help, settings (username, password, email, profile picture, wallpaper), and eventually log out will appear.

5. Navigating

When you sign in to Wattpad, the mobile app will take you to your library and display all of the stories you are currently reading. A drop-down menu will appear if you tap the small "w" in the upper left corner. Inside is your name and profile photo (which takes you to your profile), a bell icon (for notifications), a letter icon (for inbox), library (where it should be), discover, reading lists (which

you can create), creating news feeds (like a community), inviting friends, and making adjustments.

6. Find stories to read

I can even find out what the symbol of the eye has been. Then search (the magnifying glass symbol). Enter the title of a story or any keyword, such as romance, action, fanfiction, etc. Wattpad's story discovery is based on tags and keywords.

7. View the details of the story

When you have found a title or cover of a book that you find interesting, read a blurb to see if it is finished or pending and how many chapters/parts there are.

8. Claim a title

Once you have decided to read it, click the orange button that says "READ" or the other orange button with a plus sign (+) next to it. When you click to read, you will be given the option of adding the title to your library or a reading list. When you click on one, a story will be added.

9. Use the library

Once you have added it, go to your library, which is indicated by a three-book stack icon. When you enter, you will see the story's cover. If you click on the cover, you will be taken directly to the first chapter.

Genres And Examples Of Stories In Wattpad

A genre is an art, literature, or music characterized by a particular form, content, and style. There are approximately 18 genres on Wattpad: Romance, Sci-Fi, Fantasy, Mystery / Thriller, Humor, Paranormal, Horror, Adventure, Thriller, Historical Fiction, Teen Fiction, Fan Fiction, Poetry, Short Story, Vampires, Werewolf, Non-adolescent, spiritual fiction. In doing this research, the researcher took only one genre, the genre was fantasy. The meaning of fantasy stories These stories usually occur in a world of magic and feature fantasy creatures such as centaurs, goblins, dragons, etc. With this genre and the sci-fi genre, writing takes much imagination.

Table 1.1 Example of Fantasy Story :

How It Comes That Roses Have Thorns
<p>It was all a long time ago. When roses had no thorns, all the flowers still lived together in a small garden. You see, the rose was the most beautiful of all flowers. All the other flowers agreed with this. They also agreed that the thorn bush was the ugliest flower in the garden. It was not even a natural flower, they said. Just a bunch of hideous thorns. Every time the thorn asked to join them, the rose and the other flowers said no. "Why not?" then asked the thorn. "Because you're ugly," said the rose. All the other flowers laughed at the thorny bush and then talked about its petals and leaves. So the thorn recoiled, wishing it had petals and leaves, just like the other flowers.</p>

However, all he had were big ugly thorns. Then all of a sudden, two big feet entered the garden. The feet were not huge, but they seemed big enough for the flowers. Those feet belonged to a girl. "Attention!" the flowers called and tried to flee. However, they were flowers, so they could not move very far. The girl leaned over to look at the flowers and decided that the rose was the most beautiful. Then she grabbed the rose. The rose struck its leaves against the girl's hand, but they were only leaves, and they did not hurt the girl. The stem of the rose broke, and the girl walked away from her with the beautiful petals of the rose. The rose wept because now all he had left was its stem and leaves. The beautiful petals of hers were gone. She went to the other flowers for comfort, but they drove her away.

"You have no petals," they said. "You are no longer a flower." "But I am!" called the rose. The tulip pushed the rose away, showing its petals. "No, you are not," said the tulip, "and since you are no longer a flower, now I am the most beautiful flower." All the other flowers nodded and agreed and talked about their petals and leaves. Then the rose began to cry again. Then the bush moved closer and said, "Don't worry, rose, they will grow back." The rose looked into the bush and sniffed. "Are you sure?"

L. The strategy of Wattpad used in finding the main ide

There are several strategies that must be considered in finding the main idea as follows:

1. Identify the type of paragraphs
2. Read each paragraph in an article carefully
3. Look for the main sentence in the paragraph
4. The main sentence is a general statement that will be clarified in another sentence
5. The main sentence can be at the beginning or end of the paragraph
6. The main sentence does not contain reference words, for example, that, that, and so on.
7. Usually, the main sentence contains the keyword, for example: is, as, with, and so on.

M. Strength and weakness of Wattpad

1. The strength of Wattpad

These are the strengths of Wattpad as follows:

- a). Can make stories according to our ideas
- b). Add social media friends
- c). Do not spend much money, and we only need quota or internet data
- d). Fill free time
- e). Increase imagination.

2. The weakness of Wattpad

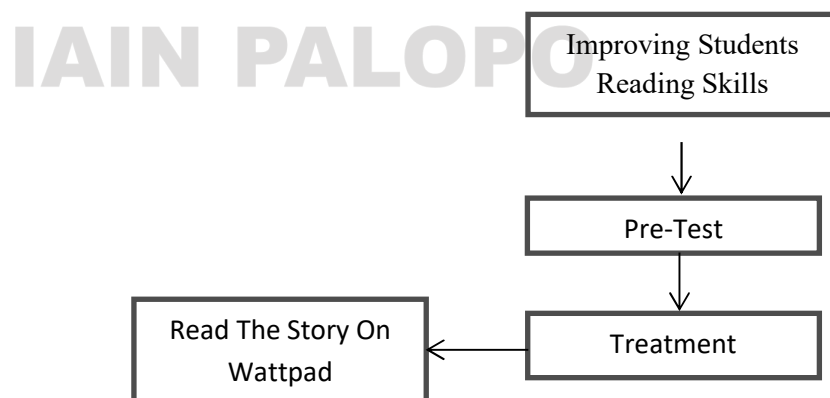
The weakness of Wattpad as follows:

- a). You cannot add it to the reading list if you do not have a quota.
- b). If you use Wattpad too much, it can make you lose track of time.¹⁷

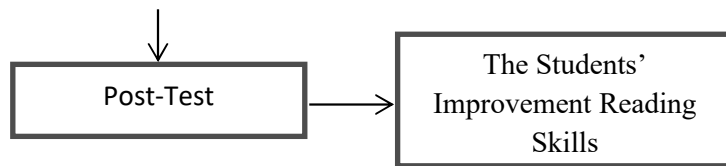
N. Conceptual Framework

Reading is an activity in which the reader communicates with a text in an intimate environment. Teaching to read to learn to read is not as easy as shaking hands. It requires an effort because, during the reading activity, the reader not only finds the meanings of the vocabulary and grammatical characteristics but also has a deep understanding of the text. When teaching reading, the teacher must take care of the materials used. It is also worth considering the subject and the way of reading the texts. The topic and the readings should depend on who the students are.

Eventually, the study investigated whether Wattpad could improve students' reading skills. This research describes the conceptual framework of this research, which is presented below, based on the previous explanation:



¹⁷<http://septaazhari98.blogspot.com/2018/02/wattpad-adalahlayanan-situs-web-atau.html?m=1>



O. Hypothesis

This hypothesis is a speculative response to the expected outcome. According to the explanation in the introduction. The hypothesis for this study would then be developed as follows:

H₀: Wattpad is not effective in improving students' reading skills at SMAN 3

Luwu Utara

H₁: Wattpad is effective in improving students' reading skills.

CHAPTER III

RESEARCH METHOD

This chapter describes the research design, variables, population, sample, the research instrument, data collection procedure, and data analysis technique.

A. Method of the Research

In this research, the researcher used the pre-experimental method. The experimental research method is one of the experimental tests. The experimental method examines the causal relationship by manipulating one or more variables in

one (or more) experimental groups. This experimental research uses the wattpad strategy to determine the results of a particular technique. Learning activities are designed only to improve students reading skills by using a Wattpad in SMAN 3 luwu Utara.

B. Research Design

This research applies the pre-experimental method consisting of pre-test, treatment, and post-test as a theory by Sugiyono.¹⁸ the design is as follow:

Pretest	Treatment	Post-test
O ₁	X	O ₂

Notes: X₁ :pre-test
T :treatment
X₂ :post-test

C. Research Variabel

This research involves two variables are independent variable and dependent variable:

1. The independent variable is the Wattpad reader
2. The dependent variable is reading students

D. Population and Sample

1. Population

¹⁸ I made Astra, Hadi Nasbey, Aditiya Nungraha "eurasia journal of mathematics, Science and technology Education" 11(15), 1081-1088, 2015.

The population is all of the research on the subject. In this study, the researcher chose students from SMA 3 Luwu Utara as a population consisting of 5 classes with 150 students.

2. Sample

This research is purposive sampling. In this study, researchers took 1 class as a sample in class XII IPA2, which amounted to 30 SMA 3 Luwu Utara students. However, the researcher took 20 students as the sample because the teaching and learning process of the system took a turn and was divided into odd and even classes. The researcher decided to choose these 20 students as the sample.

E. Instrument of Research

Reading Test

The test is a series of exercises to measure individuals or groups' skills, intelligence, abilities, and attitudes. The test instrument is a reading test. Reading test, then students determine the main idea of the reading.

F. The Procedure of Collecting Data

The data collection by using the procedure, Namely:

1. Pre-Test

For the first meeting, the researcher distributed the readings to the students in the form of multiple choice. And then, the researcher directed students to read and answer questions from the reading test.

2. Treatment

This researcher performs held six meetings during care, and this procedure is as follow :

a. The first meeting

1. Opening: The researcher explains about reading, then the researcher explains the strategy to get the main idea. Strategies to find the main idea, first Identify the type of paragraph, then Read each paragraph in an article carefully, then Look for the main idea in the paragraph, the main idea is a general statement that will be clarified in another sentence, the main idea is usually at the beginning or end of the paragraph, the main idea does not contain reference words, for example, that, that, and so on. the main idea also Usually contains keywords, for example: is, as, with, and so on.
2. During the activity: The researcher activates the smartphone and opens the Wattpad application, then directs students to form groups and activate the Wattpad application on the smartphone of each group, then share readings about the story "Malin Kundang"
3. Closing: The research will ask students to analyze the reading that has been given and then determine the main idea of the reading

b. Second Meeting

1. Opening: The researcher explains about reading, then the researcher explains the strategy to get the main idea. Strategies to find the main idea, first Identify the type of paragraph, then Read each paragraph in an article carefully then Look for the main idea in the paragraph, the main

idea is a general statement that will be clarified in another sentence, the main idea is usually at the beginning or end of the paragraph, the main idea does not contain reference words, for example, that, that, and so on. the main idea also Usually contains keywords, for example: is, as, with, and so on.

2. During the Activity: Research activates the smartphone and opens the Wattpad application, then directs students to form groups and activate the Wattpad application on each group's smartphone, then share readings about short stories

3. Closing: The research will ask students to analyze the reading that has been given and then determine the main idea of the reading

c. Third Meeting

1. Opening: The researcher explains about reading, then the researcher explains the strategy to get the main idea. Strategies to find the main idea, first, Identify the type of paragraph, then Read each paragraph in an article carefully, then Look for the main idea in the paragraph. The main idea is a general statement that will be clarified in another sentence. The main idea is usually at the beginning or end of the paragraph. The main idea does not contain reference words, for example, that, that, and so on. the main idea also Usually contains keywords, for example: is, as, with, and so on.

2. During the Activity: Research activates the smartphone and opens the Wattpad application then directs students to form groups and activate the

Wattpad application on each group's smartphone, then share readings about "historical fiction"

3. Closing: The research will ask students to analyze the reading that has been given and then determine the main idea of the reading

d. Fourth Meeting

1. Opening: The researcher explains about reading, then the researcher explains the strategy to get the main idea. Strategies to find the main idea, first, Identify the type of paragraph, then Read each paragraph in an article carefully, then Look for the main idea in the paragraph. The main idea is a general statement that will be clarified in another sentence, and the main idea is usually at the beginning or end of the paragraph. The main idea does not contain reference words, for example, that, that, and so on. the main idea also Usually contains keywords, for example: is, as, with, and so on.

2. During the Activity: Research activates the smartphone and opens the Wattpad application then directs students to form groups and activates the Wattpad application on each group's smartphone, then distributes readings about "articles."

3. Closing: The research will ask students to analyze the reading that has been given and then determine the main idea of the reading

e. Fifth Meeting

1. Opening: The researcher explains about reading, then the researcher explains the strategy to get the main idea. Strategies to find the main idea,

first, Identify the type of paragraph, then Read each paragraph in an article carefully, then Look for the main idea in the paragraph. The main idea is a general statement that will be clarified in another sentence, and the main idea is usually at the beginning or end of the paragraph. The main idea does not contain reference words, for example, that, that, and so on. the main idea also Usually contains keywords, for example: is, as, with, and so on.

2. During the activity: Research activates the smartphone and opens the Wattpad application then directs students to form groups and activate the Wattpad application on each group's smartphone, then share readings about "short stories."

3. Closing: The research will ask students to analyze the reading that has been given and then determine the main idea of the reading

e. Six Meeting

1. Opening: The researcher explains about reading, then the researcher explains the strategy to get the main idea. Strategies to find the main idea, first Identify the type of paragraph then Read each paragraph in an article carefully then Look for the main idea in the paragraph, the main idea is a general statement that will be clarified in another sentence, the main idea is usually at the beginning or end of the paragraph, the main idea does not contain reference words, for example, that, that, and so on. the main idea also Usually contains keywords, for example: is, as, with, and so on.

2. During the activity: Research activates the smartphone, opens the Wattpad application, directs students to form groups and activate the Wattpad application on each group's smartphone, and then shares readings about "golden snail."

3. Closing: The research will ask students to analyze the reading that has been given and then determine the main idea of the reading

3. Post-Test

A post-test is a test carried out at the end of the lesson to determine how far the students' achievement of teaching materials after participating in learning activities. The post-test was given after the treatment for six meetings intended to measure the achievement of students reading skills.

G. The technique of Analyzing Data

The analysis data writer was The pre-test, and post-test scores were calculated and analyzed. The following steps will be taken to analyze all data discovered during this research.

1. Scoring the Students' Answer

$$\text{score} = \frac{\text{total correct answer}}{\text{total test item}} \times 100$$

2. To compute the frequency of the rate percentage, the researcher uses the following formula:

$$p = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = The Number Of Sample (Total Respondents)

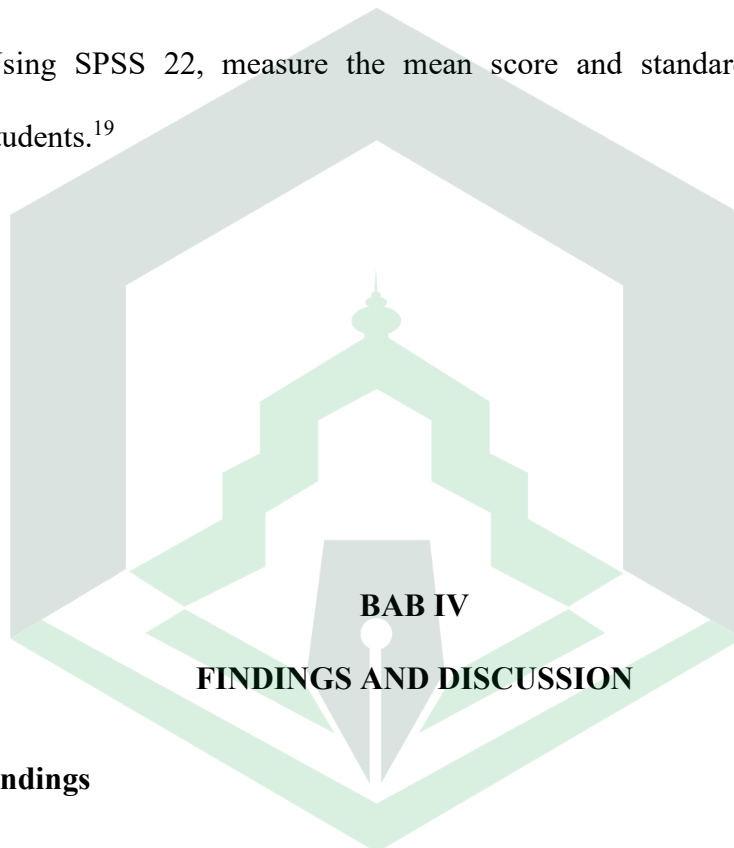


No	Score		Classification
1	96 - 100	7	Excellent
2	86 - 95	6	Verry Good
3	76 - 85	5	Good
4	66 - 75	4	Fairly Good
5	56 - 65	3	Fairly

6	36 – 55	2	Poor
7	0 – 35	1	Very Poor

To understand the level of the student's scores, the following classification was used:

- Using SPSS 22, measure the mean score and standard deviations of students.¹⁹



A. Findings

The research results showed the consequences of statistically interpreted data and data tabulation. This contrasts the results of the pre-test and post-test of the students, the pre-test classification of the student's scores, and the students' mean scores before and after the test.

¹⁹ Lusiana“improving the adolescent’s reading comprehension by using team assisted individualization (TAI) method at mesa pararra kec. sabbang“ 2021.

1. The analysis of the students' reading skills score in pre-test and post-test

a).Pre-Test

The study's section included students' total score in reading skills (correct answers), the mean score and standard deviation of students, and the percentage rate of students' reading skills score in the pre-test. Using SPSS 22, the analysis populates the tables with data and computes the score. The study then revealed the students' total pre-test reading skills score.

Table 4.1 indicates the tabulation of student's scores in the pre-test:

Table 4.1
The score of the students in pre-test

Respondent	Correct Answer	Score
R1	10	40
R2	11	44
R3	10	40
R4	12	48
R5	9	36
R6	10	40
R7	10	40
R8	9	36
R9	10	40
R10	11	44
R11	10	40

R12	8	32
R13	10	40
R14	11	44
R15	9	36
R16	10	40
R17	10	40
R18	10	40
R19	11	44
R20	12	48



IAIN PALOPO

Table 4.1 showed that one student obtained the lowest score (32) and two students obtained the highest score (48). furthermore, ten students obtained ten, four students obtained 11, and Two students obtained 12. Three students obtained 9, and one student obtained 8.

The researcher used SPSS 22 to calculate the mean score of correct answers from students. The outcome can be seen in the descriptive statistical table, which will show in table 4.2:

Table 4.2

The mean score of student's correct answer in pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	32	48	40.60	3.952
Valid N (listwise)	20				

Table 4.2 shows the result. It explains how the highest score for a student is 48, and the lowest is 32. It also reported that students' accuracy in the pre-test has a mean score of 40 and a standard deviation of 3.952

On the other hand, the researcher also wrote the students' scores in the pre-test for the correct response. The information was provided in the form of a table rate percentage score. Table 4.3 shows this.

Table 4.3

The rating percentage score of the student's correct answer in pre-test

No	Classification	Score	Frequency	Percentage
1	Very good	86-100	-	0%
2	Good	76-85	-	0%
3	Fairly good	66-75	-	0%
4	Fairly	56-65	-	0%

5	Poor	36-55	20	100%
6	Very poor	0-35	-	0%
			20	100%

Students' score in the frequency of Pre-Test was shown in table 4.3. It was reported that none of the students (0%) ranked very good, fairly good, good, or fairly. The other revealed that One students (20%) became poor. The table above indicates that based on the data above, there are no students who earned very good, good, or pretty decent, suggesting that students reading skills is still poor.

b). Post Test

The researcher presented the students' total score in reading skills (students' correct answers), the mean and standard deviation of the students, and the rate percentage of students' reading skills score in the Post-Test. The information was presented in tables, and the score was computed with SPSS 22. In the Post-Test, the researcher then presented the students' overall reading skills score.

Table 4.4 shows the tabulation of students' Post-Test scores.

The score of students' in post-test

Respondent	Correct Answer	Score
R1	14	56
R2	12	48
R3	12	48
R4	15	60

R5	13	52
R6	14	56
R7	13	52
R8	12	48
R9	14	56
R10	13	52
R11	12	48
R12	11	44
R13	14	56
R14	16	64
R15	11	44
R16	13	52
R17	13	52
R18	13	52
R19	15	60
R20	19	76

Table 4.4 indicates that two students received the lowest score (44) and one received the highest score (76); however, four students received 14, four students received 12, two students received 11, two students received 15, six students received 13, one student received 16, and one student received 19.

The researcher used SPSS 22 to determine the mean score of the correct answers among the students. The results are summarized in Table 4.5, using students' descriptive statistics.

Table 4.5
The mean score of students' correct answer in post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	20	44	64	53.20	5.818
Valid N (listwise)	20				

Table 4.5 shows that teenagers have the highest score of 64 and the lowest of 44. It also reported that the mean accuracy score of students in the post-test is 60, with a standard deviation of 5.818. The students' score of correct response after treatment using the Wattpad strategy (Post-Test) was also written down by the researcher and provided a table of rate percentage scores table 4.6 shows this.

Table 4.6
The rating percentage score of the students' correct answer in post-test

Classification	Score	Frequency	Percentage
Very good	86-100	-	0%
Good	76-85	1	5%
Fairly good	66-75	-	0%
Fairly	56-65	7	35%
Poor	36-55	12	60%
Very poor	0-35	-	0%

		20	100%
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Students in the Post-Test frequency score, according to table 4.6, it was discovered that none of the students (0%) earned very good fairly good and very poor. The other revealed that one student (5%) performed exceptionally well. It also revealed that there were seven students (35%) fairly, 12 students (60%) poor, and three students (30%) poor. As shown from the data presented above, no students earned very poorly, and no students earned fairly good. It was suggested that the students reading skills improve.

SPSS 22 was used in the study to calculate the average score of students on the Pre-Test and Post-Test. The result was described in the table descriptive statistic as follows:

Table 4.7
The Mean Score And Standard Deviation in Pre-Test (T₁) And Post-Test (T₂)

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Prettest	20	32	48	40.60	3.952
Posttest	20	44	76	53.80	7.396
Valid N (listwise)	20				

The standard deviation in the Pre-Test was 3.952 and in the Post-Test was 7.396, according to table 4.7 sample statistic. It also revealed that the average Pre-Test score for students is 40.60, and the average post-test score for students is 53.80. The above table indicated that the students' mean score in the post-test was

higher than the students' mean score in the pre-test. The reading skills Wattpad strategy approach was found to be reading skills that can be taught effectively.

The study used analysis and measurement with SPSS 22 to determine whether the pre-test was significantly different and the acceptability of the research hypothesis. The outcome could be presented in the form of a table of paired sample statistics and correlation. In addition, there is a paired sample test. The knowledge is provided in the tables below:

Table 4.8
The paired sample statistic of pre-test and post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	40.60	20	3.952	.884
	Posttest	53.80	20	7.396	1.654

The magnitude of deviation standard in the pre-test is 3.952 and 7.396 in the post-test, according to table 4.8 sample statistics of pre-test and post-test. Furthermore, the pre-test standard deviation error is .884, and the post-test standard deviation error is 1.654. The pre-mean test's score is 40.60, following the table above. The post-test score is 53.80. The students' scores rose from 40.60 to 53.80, according to the report

Table 4.9

The Paired Sample Correlation Of Pre-Test and Post-Test

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	20	.739	.000

Table 4.9 shows the known correction for the pre-test and post-test paired samples. Students' achievement before and after treatment is 739. It suggests a significant link between students' reading skills ability before and after treatment.

2. The T-Test Value of Students' Reading Skills

Inferential statistics were used to evaluate the hypothesis. For a paired sample t-test, the research used a t-test (testing of significance). Which is a test to see whether the outcomes of students and scores in the pre-test and post-test are substantially different?

If we assume that the only thing needed is a level of significance () of 5% (0,05), the degree of freedom (df) = N-1. In the case of N = 10, the test is shown in the table below:

Table 4.10

Paired Samples 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	-13.200	5.207	1.164	-15.637	-10.763	-11.336	19	.000

3. Hypothesis Testing

The researcher concluded that with the help of the Wattpad process, there had been a substantial difference between pre-test and post-test in improving students reading skills. Based on statistical analysis at the 0,05 the degree of independence and the extent of significance ($df = N - 1$, where $(N) = 10$ and $(df) = 9$. (0,000 0,05) is expected to have more lace values. it was determined that an alternative hypothesis, H_1 agrees, and the hypothesis H_0 was not received, implying that teaching reading Skills using the Wattpad strategy successfully enhances students' reading skills.

B. Discussions

The researcher discovered that teaching reading skills to students using the Wattpad strategy is effective. The pre-test score of the students has a standard deviation of 40.60, and the standard deviation of their post-test score is 53.80. The standard deviation prior to the pre-test is 3.952, and the post-test standard

deviation is 7.396. It means that by using the Wattpad strategy for teaching reading skills, the ability of students to read would increase.

After analyzing the data of students in reading skills, it was discovered that count (t_0) with a value of (11.336) was higher than the table (t_t) with a value of (2.262) with a degree of freedom (df) = 19—a level significance of 0,05, indicating that the null hypothesis (H_0) was rejected. The alternative hypothesis (H_1) was accepted, indicating a significant difference between the pre-test and post-test results.

There are some results this research uses Wattpad strategy effective in teaching reading skills, where several previous research found the same results. As for the previous research, namely by:

Rizka Mufariza found that result of this research found that the Herringbone Technique is used to improve students' reading ability with the help of the Wattpad application. This study investigates how the herringbone technique can improve students' reading abilities. This study was carried out at SMA HARAPAN MEKAR Medan.²⁰

Ni Wayan Dilla Anggrarina found that the research The Effect of jigsaw technique on Students' reading Comprehension by Using Wattpad Application Combined with Quizizz of. This study aims to find a significant effect of using the

²⁰Rizka mufariza “*the use of herringbone technique to improve students reading ability assisted by wattpad application*” university of Muhammadiyah Sumatera utara: medan.(2019)

jigsaw technique using the Wattpad application in combination with Quizizz on students' reading comprehension. ²¹

Dewi Purnama Sari found the research The effects of the short story through Wattpad on reading comprehension achievement of non-English major students of Bina Darma University. The study aimed to investigate the students' reading comprehension achievement after being taught by using short stories through Wattpad. ²²

Cyntya Niken Adinintyas found that the research The Effectiveness Of Using Wattpad To Improve The Students Writing Skills In Vocational High School. ²³

Previous research findings show that using the Wattpad strategy to teach reading skills is effective.

Based on the two previous studies, this research is in line with using the same media, but the two studies above using the difference skills in improving their abilities in their respective fields. So the researcher took the same method and improved various skills, namely students' reading ability using Wattpad. The student's mean score in the pre-test is 40.60 and the student's mean score in the post-

²¹Ni Wayan Dilla Anggrarina "The Effect of jigsaw technique on Students reading Comprehension by using Application Combined with Quizizz" universitas pendidikan ganesha.(2019)

²² Dewi Purnama Sari "The effect of short story through wattpad on reading comprehension achievement of non- english major students of Bina Darma University".(2017).

²³ Cyntya Niken Adiningtyas "The effectiveness of using wattpad to improve students writing skill in vocational high school".RETAIN 8(4),2020.

test is 53.80. So that, H_0 hypothesis was unaccepted, and automatically H_1 hypothesis was accepted besides in the pre-test some students have not been able to determine the main idea in reading a passage. Meanwhile, in the post-test, the students can find out the main of a reading that meant using watsapp strategy to teach English, especially to find main idea which was interesting.



IAIN PALOPO

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research conclusions are as follows, based on the findings and discussion in the previous chapter:

The use of the Wattpad strategy effectively improves students reading skills. Students better understand and determine the meaning and content of reading through the Wattpad application. Students are interested and motivated to learn English. In addition, students are interested and motivated to learn English. And has a very positive effect on improving students reading skills in the twelfth grade of SMA 3 Luwu Utara. The results of this report can show the relationship between the student's pre-test and post-test mean scores. The mean score of the students was 40.60. In the post-test, the mean score of students was 53.80. So that, the H_0 hypothesis was unaccepted, and automatically H_1 hypothesis was accepted. Therefore it can be concluded that using wattpad strategy is effective in teaching reading skills.

B. Suggestion

After finding the results of the study, the researcher would like to propose some suggestions as follow:

1. For students, learning using the Wattpad strategy improved students reading skills. Therefore, the Wattpad strategy can continue to be developed and applied in other subjects to improve student learning outcomes.

2. For teachers, learning using the Wattpad strategy in reading could be a choice learning strategy to help students improve their reading skills in reading subjects.

3. The researcher is more active in developing the process learning activities by applying strategy other learning, which is, of course, by the concept or the material to be taught to get results better.

4. The use of Wattpad strategy requires teachers to be more motivated students to understand the contents of the reading well

5. The Wattpad strategy will be more effective if the teacher guides every step that students must pass. In other words, the teacher leads the activities of students during the process of learning using Wattpad.

Finally, the researcher realized some flaws in this thesis and that it was far from perfect. I hope for a critique and constructive feedback to help me perfect this thesis. Researchers hope that this study will be helpful to readers. If you want to be improved, I hope to use a variety of methods for better education and more sophisticated visual technology.

IAIN PALOPO

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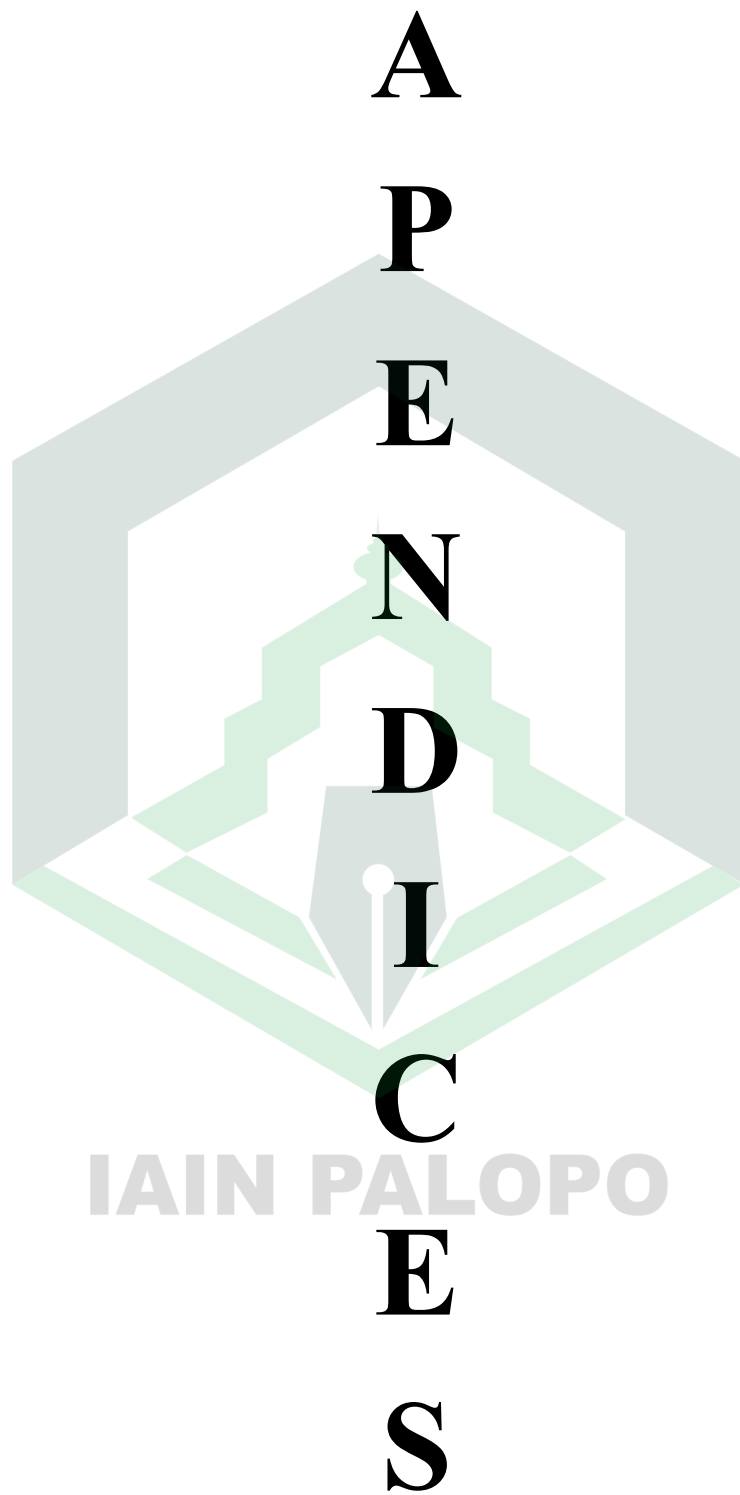
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Pertemuan 1

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	XI
TOPIC	The story about “Malin Kundang”
OBJECTIVES	Meningkatkan keterampilan membaca siswa
MATERIALS	Smartphone
TIME	1x45 Menit

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

Review language, if needed, teach a new language.

Present Activities	Interaction	Time
1. Guru melakukan salam pembuka dan berdoa sebelum memulai kegiatan pembelajaran dan memperkenalkan diri kepada siswa 2. Guru menanyakan kabar kepada siswa “how are you students” 3. Guru memberikan dorongan dan motivasi pada siswa 4. Guru menjelaskan metode belajar kepada siswa 5. Guru menanyakan tentang pembelajaran reading kepada siswa 6. Guru menjelaskan materi reading kepada	1. Siswa menjawab mengucapkan salam dan berdoa kemudian Siswa mengikuti intruksi guru 2. Siswa menjawab “we are fine mis” 3. Siswa memiliki semangat dan motivasi untuk belajar tentang materi yang akan diajarkan 4. Siswa mendiskusikan metode yang akan digunakan oleh	20 Menit

siswa	guru 5. SSiswa menjawab guru 6. Siswa mendengarkan dan memperhatikan guru	
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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
1. Guru memperkenalkan tentang wattpad aplikasi kepada siswa 2. Guru menjelaskan cara menggunakan aplikasi wattpad kepada siswa melalui link https://youtu.be/HSnnvTGdyAE 1. Guru memberikan contoh teks bacaan tentang “malin kundang” melalui aplikasi wattpad kepada siswa 2. Guru menjelaskan cara menentukan ide pokok yang ada pada teks bacaan kepada siswa 3. Guru membuat group untuk siswa, satu kelompok terdiri dari 3 orang 4. Guru meminta siswa untuk menentukan ide pokok pada bacaan yang diberikan 5. Guru memberikan pertanyaan kepada siswa “what is the main idea from the above reading”	1. Siswa memperhatikan penjelasan guru 2. Siswa mendengarkan penjelasan guru dan menonton link yang telah diberikan kepada siswa 3. Siswa membaca teks yang diberikan oleh guru 4. Guru memperhatikan siswa 5. Siswa membuat group	15menit

	6. Siswa menentukan ide pokok pada bacaan yang diberikan oleh guru 7. Siswa menjawab “the main idea is..”	
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Produce: Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
1. Guru memberikan tugas kepada siswa untuk menentukan ide pokok pada teks bacaan 2. Guru menanyakan siswa apakah siswa memahami materi yang telah diberikan oleh guru 3. Guru menutup proses pembelajaran dengan berdoa dan salam	1. Siswa mengerjakan tugas yang diberikan oleh guru 2. Siswa merespon guru 3. Siswa merespon guru	10 menit

Pertemuan II

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	XI
TOPIC	Story about “Keong mas”
OBJECTIVES	Meningkatkan keterampilan membaca siswa

VOCABULARIES	
Smaterials	Smartphone
TIME	1x45 Menit

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

Review language, if needed, teach a new language.

Present Activities	Interaction	Time
1. Guru melakukan salam pembuka dan berdoa sebelum memulai kegiatan pembelajaran dan memperkenalkan diri kepada siswa 2. Guru memberikan absen kepada siswa 3. Guru menanyakan kabar kepada siswa "how are you students" 4. Guru memberikan dorongan dan motivasi pada siswa 5. Guru menjelaskan metode belajar kepada siswa 6. Guru menanyakan tentang pembelajaran reading kepada siswa 7. Guru menjelaskan materi reading kepada siswa	1.Siswa menjawab mengucapkan salam dan berdoa kemudian Siswa mengikuti intruksi guru 2.Siswa mengisi absen dari guru 3.Siswa menjawab "we are fine mis" 4.Siswa memiliki semangat dan motivasi untuk belajar tentang materi yang akan di ajarkan 5.Siswa mendiskusikan metode yang akan digunakan oleh guru 6.Siswa menjawab guru 7.Siswa mendengarkan dan memperhatikan guru	20 Menit

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
1. Guru memperkenalkan tentang wattpad aplikasi kepada siswa 2. Guru menjelaskan cara menggunakan aplikasi wattpad kepada siswa 3. Guru memberikan contoh teks tentang “keong mas” bacaan melalui aplikasi wattpad kepada siswa 4. Guru menjelaskan cara menentukan ide pokok yang ada pada teks bacaan kepada siswa 5. Guru membuat group untuk siswa, satu kelompok terdiri dari 3 orang 6. Guru meminta siswa untuk menentukan ide pokok pada bacaan yang diberikan 7. Guru memberikan pertanyaan kepada siswa “what is the main idea from the above reading”	1. Siswa memperhatikan penjelasan guru 2. Siswa mendengarkan penjelasan guru 3. Siswa membaca teks yang diberikan oleh guru 4. Guru memperhatikan siswa 5. Siswa membuat group 6. Siswa menentukan ide pokok pada bacaan yang diberikan oleh guru 7. Siswa menjawab “the main idea is..”	15menit

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

Production Activities	Interaction	Time
1. Guru memberikan tugas kepada siswa untuk menentukan ide pokok pada teks bacaan 2. Guru menanyakan siswa apakah siswa memahami materi yang telah diberikan oleh guru 3. Guru menutup proses pembelajaran dengan berdoa dan salam	1. Siswa mengerjakan tugas yang diberikan oleh guru 2. Siswa merespon guru 3. Siswa merespon guru	10 menit

Pertemuan III

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	XI
TOPIC	The story about “Danau Toba”
OBJECTIVES	Meningkatkan keterampilan membaca siswa
MATERIALS	Smartphone
TIME	1x45 Menit

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

Review language, if needed, teach a new language.

Present Activities	Interaction	Time
1. Guru melakukan salam pembuka dan berdoa sebelum memulai kegiatan pembelajaran dan memperkenalkan diri kepada siswa 2. Guru memberikan absen kepada siswa 3. Guru menanyakan kabar kepada siswa “how are you students”	1. Siswa menjawab mengucapkan salam dan berdoa kemudian Siswa mengikuti intruksi guru 2. Siswa mengisi absen	

4. Guru memberikan dorongan dan motivasi pada siswa	dari guru	20 Menit
5. Guru menjelaskan metode belajar kepada siswa	3. Siswa menjawab “we are fine mis”	
6. Guru menayakan tentang pembelajaran reading kepada siswa	4. Siswa memiliki semangat dan motivasi untuk belajar tentang materi yang akan di ajarkan	
7. Guru menjelaskan materi reading kepada siswa	5. Siswa mendiskusikan metode yang akan digunakan oleh guru	
	6. Siswa menjawab guru	
	7. Siswa mendengarkan dan memperhatikan guru	

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
1. Guru memperkenalkan tentang wattpad aplikasi kepada siswa	1. Siswa memperhatikan penjelasan guru	
2. Guru menjelaskan cara menggunakan aplikasi wattpad kepada siswa	2. Siswa mendengarkan penjelasan guru	
3. Guru memberikan contoh teks bacaan tentang “danau toba” melalui aplikasi wattpad		

kepada siswa 4. Guru menjelaskan cara menentukan ide pokok yang ada pada teks bacaan kepada siswa 5. Guru membuat group untuk siswa,satu kelompok terdiri dari 3 orang 6. Guru meminta siswa untuk menentukan ide pokok pada bacaan yang diberikan 7. Guru memberikan pertanyaan kepada siswa "what is the main idea from the above reading"	3. Siswa membaca teks yang diberikan oleh guru 4. Guru memperhatikan siswa 5. Siswa membuat group 6. Siswa menentukan ide pokok pada bacaan yang diberikan oleh guru 7. Siswa menjawab "the main ide is.."	15menit
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Produce: Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

IAIN PALOPO

Production Activities	Interaction	Time
1. Guru memberikan tugas kepada siswa untuk menentukan ide pokok pada teks bacaan 2. Guru menanyakan siswa apakah siswa memahami materi yang telah diberikan oleh guru 3. Guru menutup proses pembelajaran dengan berdoa dan salam	1. Siswa mengerjakan tugas yang diberikan oleh guru 2. Siswa merespon guru 3. Siswa merespon guru	10 menit

Pertemuan IV

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	XI
TOPIC	Story about “Sangkuriang “
OBJECTIVES	Meningkatkan keterampilan membaca siswa
MATERIALS	Smartphone
TIME	1x45 Menit

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

Review language, if needed, teach a new language.

Present Activities	Interaction	Time
1. Guru melakukan salam pembuka dan berdoa sebelum memulai kegiatan pembelajaran dan memperkenalkan diri kepada siswa 2. Guru memberikan absen kepada siswa 3. Guru menanyakan kabar kepada siswa	1. Siswa menjawab mengucapkan salam dan berdoa kemudian Siswa mengikuti intruksi guru 2. Siswa mengisi absen	

<p>“how are you students”</p> <p>4. Guru memberikan dorongan dan motivasi pada siswa</p> <p>5. Guru menjelaskan metode belajar kepada siswa</p> <p>6. Guru menayakan tentang pembelajaran reading kepada siswa</p> <p>7. Guru menjelaskan materi reading kepada siswa</p>	<p>dari guru</p> <p>3. Siswa menjawab “we are fine mis”</p> <p>4. Siswa memiliki semangat dan motivasi untuk belajar tentang materi yang akan di ajarkan</p> <p>5. Siswa mendiskusikan metode yang akan digunakan oleh guru</p> <p>6. Siswa menjawab guru</p> <p>7. Siswa mendengarkan dan memperhatikan guru</p>	20 Menit
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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
<p>1. Guru memperkenalkan tentang wattpad aplikasi kepada siswa</p> <p>2. Guru menjelaskan cara menggunakan aplikasi wattpad kepada siswa</p> <p>3. Guru memberikan contoh teks bacaan “sangkuriang” melalui aplikasi wattpad kepada siswa</p> <p>4. Guru menjelaskan cara menentukan ide pokok</p>	<p>1.Siswa memperhatikan penjelasan guru</p> <p>2.Siswa mendengarkan penjelasan guru</p> <p>3.Siswa membaca teks yang diberikan</p>	

<p>yang ada pada teks bacaan kepada siswa</p> <p>5. Guru membuat group untuk siswa,satu kelompok terdiri dari 3 orang</p> <p>6. Guru meminta siswa untuk menentukan ide pokok pada bacaan yang diberikan</p> <p>7. Guru memberikan pertanyaan kepada siswa "what is the main idea from the above reading"</p>	<p>oleh guru</p> <p>4.Guru memperhatikan siswa</p> <p>5.Siswa membuat group</p> <p>6.Siswa menentukan ide pokok pada bacaan yang diberikan oleh guru</p> <p>7.Siswa menjawab "The main idea is.."</p>	15menit
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Produce: Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<p>1. Guru memberikan tugas kepada siswa untuk menentukan ide pokok pada teks bacaan</p> <p>2. Guru menanyakan siswa apakah siswa memahami materi yang telah diberikan oleh guru</p> <p>3. Guru menutup proses pembelajaran dengan berdoa dan salam</p>	<p>1. Siswa mengerjakan tugas yang diberikan oleh guru</p> <p>2. Siswa merespon guru</p> <p>3. Siswa merespon guru</p>	10 menit

Pertemuan V

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	XI
TOPIC	The story about "Timun mas"
OBJECTIVES	Meningkatkan keterampilan membaca siswa dalam menentukan ide pokok
MATERIALS	Smartphone
TIME	1x45 Menit

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

Review language, if needed, teach a new language.

Present Activities	Interaction	Time
1. Guru melakukan salam pembuka dan berdoa sebelum memulai kegiatan pembelajaran dan memperkenalkan diri kepada siswa 2. Guru memberikan absen kepada siswa 3. Guru menanyakan kabar kepada siswa "how are you students" 4. Guru memberikan dorongan dan motivasi pada siswa 5. Guru menjelaskan metode belajar kepada siswa 6. Guru menanyakan tentang pembelajaran reading kepada siswa	1. Siswa menjawab mengucapkan salam dan berdoa kemudian Siswa mengikuti intruksi guru 2. Siswa mengisi absen dari guru 3. Siswa menjawab "we are fine mis" 4. Siswa memiliki semangat dan motivasi untuk belajar tentang materi yang akan diajarkan 5. Siswa mendiskusikan	20 Menit

7. Guru menjelaskan materi reading kepada siswa	metode yang akan digunakan oleh guru 6. Siswa menjawab guru 7. Siswa mendengarkan dan memperhatikan guru	
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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
1. Guru memperkenalkan tentang wattpad aplikasi kepada siswa 2. Guru menjelaskan cara menggunakan aplikasi wattpad kepada siswa 3. Guru memberikan contoh teks bacaan tentang “Timun Mas” melalui aplikasi wattpad kepada siswa 4. Guru menjelaskan cara menentukan ide pokok yang ada pada teks bacaan kepada siswa 5. Guru membuat group untuk siswa, satu kelompok terdiri dari 3 orang 6. Guru meminta siswa untuk menentukan ide pokok pada bacaan yang diberikan 7. Guru memberikan pertanyaan kepada siswa “what is the main idea from the above reading”	1. Siswa memperhatikan penjelasan guru 2. Siswa mendengarkan penjelasan guru 3. Siswa membaca teks yang diberikan oleh guru 4. Guru memperhatikan siswa 5. Siswa membuat group 6. Siswa menentukan ide pokok pada bacaan yang	15menit

	diberikan oleh guru 7.Siswa menjawab “The main idea is..”	
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Produce: Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
1.Guru memberikan tugas kepada siswa untuk menentukan ide pokok pada teks bacaan 2.Guru menanyakan siswa apakah siswa memahami materi yang telah diberikan oleh guru 3.Guru menutup proses pembelajaran dengan berdoa dan salam	1. Siswa mengerjakan tugas yang diberikan oleh guru 2. Siswa merespon guru 3. Siswa merespon guru	10 menit

IAIN PALOPO

INSTRUMENT OF THE RESEARCH

A. PRETEST

THE LAKE TOBA

A long time ago, there lived a young orphan farmer in the northern part of the island of Sumatra. The area is very dry. Syahdan, the young man lived from farming and fishing. One day he was fishing a fish so beautiful. The color is golden yellow. So holding, the fish turned into a lovely princess. The daughter of a woman who was condemned for violating a ban. He will turn into the kind of creature that first touches. Therefore, human touches it, it turns into a princess.

Fascinated by her beauty, the young farmer's daughter asked her to be his wife. The proposal is accepted on condition that the young man would not tell its origin from the farmer can. Pemuda the terms agreed. After a year, the couple was blessed with a boy. He has a bad habit that is never satiated. He ate all the food.

One day the boy was eating all the food from their parents. The young man was very upset saying: "basic offspring of fish!" That statement by itself thus unlocks the secrets of their promise that has been violated.

His wife and son disappeared mysteriously. The land of their former footing springs. The water that flows from the spring grows bigger and bigger. And being a vast lake. The lake is now called Lake Toba.

Answer question number 1-5

1. what is the main idea from the above reading?
 - a. a young orphan farmer in the northern part of the island of sumatra
 - b. the young man lived from farming and fishing
 - c. the color is golden yellow
 - d. the lake is called lake toba
2. What is the title of the above story?
 - a. toba lake and samosir in north sumatera
 - b. the lake toba
 - c. the story of samosir island
 - d. the man and the gold fish
3. Where is the setting of the story?
 - a. island of Sumatra,

- b. sulawesi
 - c. utara
 - d. barat
4. Who are the characters in the story?
- a. son of toba
 - b. toba
 - c. wife toba
 - d. a,b,c correct
5. Why is Toba angry with his son?
- a. because toba's lunch was eaten by her son
 - b. because son go to river
 - c. because son go to fishing
 - d. because son go to swimming

The Rabbit And The Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the finish line ahead of him.

All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going. However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full speed to the finish line but found the turtle there waiting for him.

Answer question number 6-15

6. What kind of the text above?
- a. narative text
 - b. recount text
 - c. procedure text

- d. descriptive text
7. What is the purpose of the text above?
- a. to tell about the fox
 - b. to amuse or to entertain the reader with a story**
 - c. to tell about the rabbit
 - d. to rabbit surprise
8. Who was boasting?
- a. the fox
 - b. the rabbit
 - c. the turtle**
 - d. the cat
9. Who could run fast?
- a. the turtle**
 - b. the fox
 - c. the rabbit
 - d. the fish
10. Who wanted to challenge the rabbit to a race?
- a. the rabbit
 - b. the fox
 - c. the turtle**
 - d. the cat
11. What happened at the start of the race?
- a. the rabbit took a nap**
 - b. the turtle ran ahead
 - c. the rabbit ran ahead
 - d. the turtle took a nap
12. What happened at the halfway point?
- a. the turtle took a nap**
 - b. the rabbit stopped to take a nap
 - c. the turtle went past the rabbit
 - d. the rabbit stopped drink water
13. What did the turtle do?

- a. he stopped for a rest
 - b. he stopped for a drink of water**
 - c. he kept walking step by step
 - d. he stopped for a eat
14. Who won the race?
- a. the turtle
 - b. the fox
 - c. the rabbit**
 - d. the cat
15. What lesson do we learn from this story?
- a. a turtle should not challenge a rabbit to a race**
 - b. turtle go faster than rabbits
 - c. to success, we must keep going and not quit
 - d. to find a reason

SURA AND BAYA

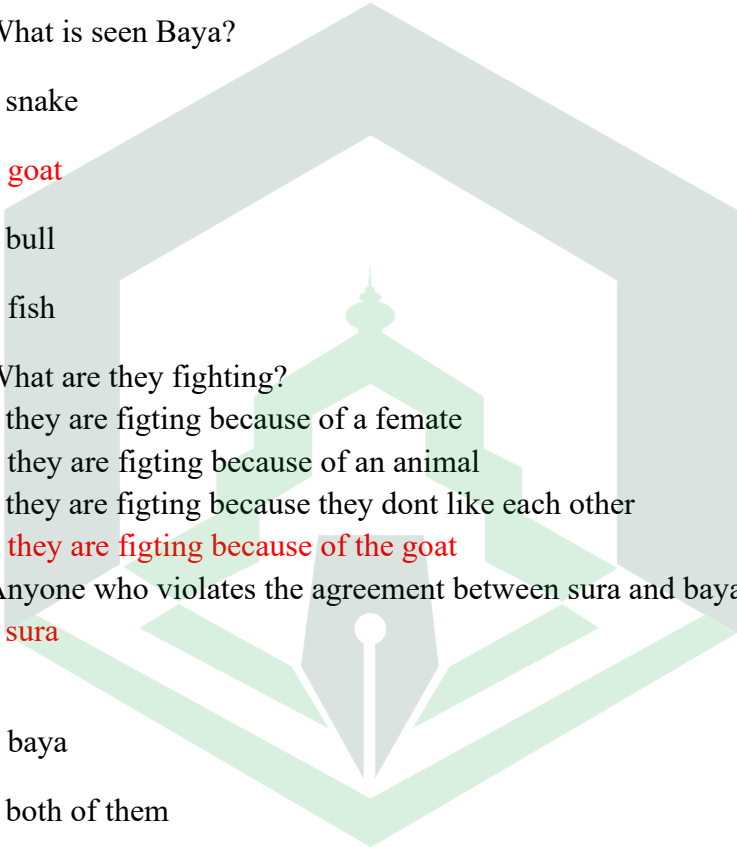
A long time ago there were two animals, Sura and Baya Sura was the name of a shark and Baya was a crocodile They lived in a sea
Once Sura and Baya were looking for some food Suddenly, Baya saw a goat
"Yummy, this is my lunch," said Baya "
No way! This is my lunch. You are greedy said Sura Then they fought for the goat
After several hours, they were very tired
Feeling tired of fighting they lived in the different places Sura lived in the water
and Baya lived in the land The border was the beach, so they would never fight
again

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail, Baya did the same thing to Suta. He bit very hard until Sura finally gave up and Went back to the sea. Baya was happy

Answer question number 16-20

16. What is the title of a narrative text above?
- a. sura hit baya
 - b. baya hit sura
 - c. sura and baya**
 - d. the history of surabaya city

- 
17. How many characters are in the story?
- a. one characters
 - b. two characters**
 - c. three characters
 - d. four characters
18. What is seen Baya?
- a. snake
 - b. goat**
 - c. bull
 - d. fish
19. What are they fighting?
- a. they are figting because of a femate
 - b. they are figting because of an animal
 - c. they are figting because they dont like each other
 - d. they are figting because of the goat**
20. Anyone who violates the agreement between sura and baya?
- a. sura**
 - b. baya
 - c. both of them
 - d. the goat

IAIN PALOPO

SNOW BLUE

Once upon a time, there lived a little girl named Snow Blue. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow Blue in the castle because they both wanted to go to America and they didn't have enough money to take Snow Blue.

Snow Blue didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods.

She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow Blue sleeping. Then Snow Blue woke up. She saw the dwarfs

The dwarfs said, "What is your name?" Snow Blue said, "My name is Snow Blue." Then, Snow Blue told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us." Snow Blue answered, "Oh, could I? Thank you." Finally, Snow Blue and the seven dwarfs lived happily ever after.

Answer question number 21-23

21. When did Snow Blue run away to the woods?
 - a. in the afternoon
 - b. **in the morning**
 - c. in the evening
 - d. in the full moon
22. Where did Snow Blue live after she ran away to the woods?
 - a. she lived in the cave
 - b. she lived in the lion nest
 - c. she lived everywhere in the woods
 - d. **she lived in the dwarfs cottage**
23. Why did Snow Blue live with her uncle and aunt?
 - a. because she loved them very much
 - b. as a result of forcing attitude from them
 - c. **because her parents were dead**
 - d. because she were afraid of the dwarfs

IAIN PALOPO The Rats And The Elephants

Once upon a time, there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's end. The elephant herd was set free. They danced with joy and thank the rats.

Answer question number 24-25

24. What destroyed the homes of all rats?

- a. a group of mice did
- b. a descriptive text
- c. a recount text
- d. a ground of elephant did

25. What helped the elephant's herd free?

- a. the elephant hunter did
- b. the hunters did
- c. entire group of rats did
- d. a ground of king did

B. Treatment

a. The first meeting

1. Opening: The researcher explains about reading, then the researcher explains the strategy to get the main idea. strategies to find the main idea, the first Identify the type of paragraph then Read each paragraph in an article carefully then Look for the main idea in the paragraph, the main idea is a general statement that will be clarified in another sentence, the main idea is usually at the beginning or end of the paragraph, the main idea does

not contain reference words, for example, that, that, and so on. the main idea also Usually contains keywords, for example: is, as, with, and so on.

2. During the activity: The researcher activates the smartphone and opens the Wattpad application then directs students to form groups and activate the Wattpad application on the smartphone of each group, then share readings about the story "Malin Kundang"

3. Closing: The research will ask students to analyze the reading that has been given and then determine the main idea of the reading

b. Second Meeting

1. Opening: The researcher explains about reading, then the researcher explains the strategy to get the main idea. strategies to find the main idea, the first Identify the type of paragraph then Read each paragraph in an article carefully then Look for the main idea in the paragraph, the main idea is a general statement that will be clarified in another sentence, the main idea is usually at the beginning or end of the paragraph, the main idea does not contain reference words, for example, that, that, and so on. the main idea also Usually contains keywords, for example: is, as, with, and so on.

2. During the Activity: Research activates the smartphone and opens the Wattpad application then directs students to form groups and activate the Wattpad application on each group's smartphone, then share readings about short stories

3. Closing: The research will ask students to analyze the reading that has been given and then determine the main idea of the reading

c. Third Meeting

1. Opening: The researcher explains about reading, then the researcher explains the strategy to get the main idea. strategies to find the main idea, the first Identify the type of paragraph then Read each paragraph in an article carefully then Look for the main idea in the paragraph, the main idea is a general statement that will be clarified in another sentence, the main idea is usually at the beginning or end of the paragraph, the main idea does not contain reference words, for example, that, that, and so on. the main idea also Usually contains keywords, for example: is, as, with, and so on.
2. During the Activity: Research activates the smartphone and opens the Wattpad application then directs students to form groups and activate the Wattpad application on each group's smartphone, then share readings about "historical fiction"
3. Closing: The research will ask students to analyze the reading that has been given and then determine the main idea of the reading

d. Fourth Meeting

1. Opening: The researcher explains about reading, then the researcher explains the strategy to get the main idea. strategies to find the main idea, the first Identify the type of paragraph then Read each paragraph in an article carefully then Look for the main idea in the paragraph, the main idea is a general statement that will be clarified in another sentence, the main idea is usually at the beginning or end of the paragraph, the main idea does

not contain reference words, for example, that, that, and so on. the main idea also Usually contains keywords, for example: is, as, with, and so on.

2. During the Activity: Research activates the smartphone and opens the Wattpad application then directs students to form groups and activates the Wattpad application on each group's smartphone, then distributes readings about "articles"

3. Closing: The research will ask students to analyze the reading that has been given and then determine the main idea of the reading

e. Fifth Meeting

1. Opening: The researcher explains about reading, then the researcher explains the strategy to get the main idea. strategies to find the main idea, the first Identify the type of paragraph then Read each paragraph in an article carefully then Look for the main idea in the paragraph, the main idea is a general statement that will be clarified in another sentence, the main idea is usually at the beginning or end of the paragraph, the main idea does not contain reference words, for example, that, that, and so on. the main idea also Usually contains keywords, for example: is, as, with, and so on.

2. During the activity: Research activates the smartphone and opens the Wattpad application then directs students to form groups and activate the Wattpad application on each group's smartphone, then share readings about "short stories"

3. Closing: The research will ask students to analyze the reading that has been given and then determine the main idea of the reading

e. Six Meeting

1. Opening: The researcher explains about reading, then the researcher explains the strategy to get the main idea. strategies to find the main idea, the first Identify the type of paragraph then Read each paragraph in an article carefully then Look for the main idea in the paragraph, the main idea is a general statement that will be clarified in another sentence, the main idea is usually at the beginning or end of the paragraph, the main idea does not contain reference words, for example, that, that, and so on. the main idea also Usually contains keywords, for example: is, as, with, and so on.
2. During the activity: Research activates the smartphone and opens the Wattpad application then directs students to form groups and activate the Wattpad application on each group's smartphone, then share readings about "golden snail"
3. Closing: The research will ask students to analyze the reading that has been given and then determine the main idea of the reading

C. POST-TEST

"Golden Eggs"

A long time ago a remote village, in central China was inhabited mainly by farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation. A few days later, an old man with a long gray beard, passed by his house took pity on him. He gave him a goose and said "I don't have any expensive thing to give you and hope this goose will help you to ease your hardship."

A week later to almost surprise the farmer found an egg in his yard. This was no ordinary egg. It was a golden egg. He was suddenly overcome with joy. Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship.

He became lazy, arrogant, and spendthrift. Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Though he very much regretted his foolishness, it's already too late

Answer the following questions number 1-10

1. Find out the main ideas of each paragraph?
 - a. a poor farmer lost his entire livestock to flood
 - b. the farmer found a golden egg
 - c. the farmer became lazy, arrogant, and spendthrift
 - d. a,b,c correct
2. What did the old man give?
 - a. the old man gave a golden egg
 - b. the old man gave a goose
 - c. the old man gave a fruit
 - d. the old man gave a golden
3. Where does the story take place?
 - a. in house
 - b. in the remote village, in central china
 - c. in river
 - d. in beach
4. Why did the old man become the farmer?
 - a. the old man took pity on him
 - b. the old man player hard
 - c. the old man go to garden
 - d. the old man very happy
5. How did he speak when he passed the farmer?
 - a. . I am prayed hard to God for help

b. I don't have any expensive thing to give you and hope this goose will help you to ease your hardship

c. I am lazy, arrogant, and spendthrift

d. i am very much regretted his foolishness

6. Why was the farmer almost surprised?

a. He prayed hard to God

b. He became lazy, arrogant, and spendthrift

c. He gave him a goose

d. he knew the egg is not an ordinary egg but it is the golden egg

7. Why did the farmer lose his patient?

a. because a week later to almost surprise

b. because. he prayed hard to God

c. because the goose only laid one golden egg every six months

d. because he became lazy, arrogant, and spendthrift

8. What is the main problem in the story?

a. the farmer prayed hard to God

b. the farmer became lazy, arrogant, and spendthrift

c. the farmer gave him a goose

d. the farmer knew the egg is not an ordinary egg but it is the golden egg

9. Write down the list of chronological on the story?

a. a poor farmer lost his entire livestock to flood

b. he gave him a goose

c. a week later to almost surprise the farmer found a golden egg in his yard

d. a,b,c correct

10. Explain the resolution at the end of the story?

- a. when the greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach.
- b. a week later to almost surprise the farmer found a golden egg in his yard
- c. the farmer knew the egg is not ordinary egg but it is golden egg
- d. a poor farmer lost his entire livestock to flood

"THREE FISH"

Three fish lived in a pond. One evening, some fishermen passed by the pond and saw the fish. "This pond is full of fish, they told each other excitedly. 'we have never fished here before. We must come back tomorrow morning with our nets and catch these fish! So saying, the fishermen left.

When the eldest of the three fish heard this, he was troubled. He called the other fish together and said, Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all!" The second of the three fish agreed. 'You are right, he said. We must leave the pond.'

But the youngest fish laughed. "You are worrying without reason, he said. We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere - my luck will keep me safe.

The elder of the fish left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family, The third fish refused to leave even then. The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him he was caught and killed.

Answer question number 11-18

11. Write down the main ideas of each paragraph!

- a. the fisherman must come back tomorrow morning with our nets and catch these fish
- b. we must leave this pond at once

c. the youngest fish not going anywhere

d. a,b,c correct

12. Write down the characters and setting of the story!

a. the characters are fisherman, three fish, his family and the setting are evening and next morning and in the pond

b. fisherman

c. in the pond

d. evening

13. Explain the orientation or beginning of the story!

a. The elder of the fish left the pond that very evening with his entire family

b. The fishermen arrived and caught all the fish left in the pond

c. The third fish's luck did not help him he was caught and killed.

d. some fisherman passed by the pond and saw the fish," this pond is full of fish", they told each other excitedly" we have never fished here before, we must come back tomorrow morning with our nets and catch these fish! So saying, the fisherman left

14. What is the complication or main problem from the story above!

a. the youngest fish not going anywhere

b. we must come back tomorrow morning

c. we must leave the pond.

d. the elder of the fish left the pond that very evening

15. How is your prediction outcome of the text above?

a. must leave the pond

b. if the three fish didn't leave pond they will die

c. must come back tomorrow morning

d. have never fished here before

16. List the storyline in chronological order in your own words!

- a. some fisherman passed by the pond and saw the fish
- b. we must come back tomorrow morning
- c. the three fish must leave this pond and saw the fish

d. a,b,c, correct

17. What is the end of the story?

- a. the third fish refused to leave even then
- b. the fisherman arrived and caught all the fish left in the pond
- c. the third fish luck did not help him he was caught and killed

d. a,b,c correct

18. Make the conclusion of the test above based on your own words?

- a. The elder of the fish left the pond that very evening with his entire family
- b. the three fish must leave this pond and saw the fish
- c. make trouble come we must discuss to solve it and take a good way
- d. the fisherman arrived and caught all the fish left in the pond

The Lion King

In the Pride Lands of Africa, a lion ruled over the animals as a king. The birth of King Mufasa and Queen Sarabi's son Simba created envy and resentment in Mufasa's younger brother, Scar, who knew his nephew now replaced him as heir to the throne. After Simba had grown into a young cub, Mufasa gave him a tour of the Pride Lands, teaching him the responsibilities of being a king and the Circle of Life. Later that day, Scar tricked Simba and his best friend Nala into exploring a forbidden elephant graveyard, despite the protests of Mufasa's hornbill majordomo Zazu. At the graveyard, three spotted hyenas named Shenzi, Banzai, and Ed attack the cubs before Mufasa, alerted by Zazu, saved them, and forgave Simba for his actions. That night, the hyenas, who were allied with Scar, plot with him to kill Mufasa and Simba.

The next day Scar lured Simba to a gorge and told him to wait there while he got Mufasa. On Scar's orders, the hyenas stampeded a large herd of wildebeest into the gorge. Mufasa saved Simba, but as Mufasa tried to climb up the gorge's walls, Scar threw him back into the stampede, where he was trampled to death. After Simba found Mufasa's body, Scar convinced him he was responsible for his father's death and advised Simba to flee the kingdom. As Simba left, Scar ordered Shenzi, Banzai, and Ed to kill the cub, but Simba escaped. That night, Scar announced to the pride that both Mufasa and Simba were killed in the stampede and stepped forward as the new king, allowing a pack of hyenas to live in the Pride Lands.

After running far away, Simba collapsed from exhaustion in a desert. Timon and Pumbaa, a meerkat and a warthog found him and nursed him back to health. Simba subsequently grew up with them in the jungle, living a carefree life with his friends under the motto "Hakuna Matata" ("no worries" in Swahili). When he was a young adult, Simba saved Timon and Pumbaa from a hungry lioness, who turned out to be Nala. She and Simba reconciled and fell in love. Nala urged Simba to return home, telling him the Pride Lands had become a wasteland with not enough food and water. Feeling guilty over his father's death, Simba refused and stormed off, leaving Nala disappointed and angry. As Simba exited the jungle, he encountered Mufasa's mandrill friend and advisor, Rafiki. Rafiki told Simba that Mufasa was "alive" and took him to a pond. There Simba was visited by the ghost of Mufasa in the sky, who told him he took his rightful place as the king of the Pride Lands. Simba realized he could no longer run from his past and went home. Nala, Timon, and Pumbaa joined him and agreed to help him.

At the Pride Lands, Simba saw Scar hit Sarabi and confront him, but Scar taunted Simba over his "part" in Mufasa's death. However, when Scar pushed Simba to the edge of Pride Rock, he revealed that he killed Mufasa. Enraged, Simba roared back up and forced Scar to reveal the truth to the pride. Timon, Pumbaa, Rafiki, Zazu, and the lionesses fended off the hyenas while Scar, attempting to escape, was cornered by Simba at the top of Pride Rock. Scar begged Simba for mercy, insisting that he was family and placing the blame on the hyenas. Simba no longer believed Scar but spared his life on the grounds of forever leaving the Pride Lands. The scar appeared to comply but then attacked his nephew. After fierce fighting, Simba threw his uncle off Pride Rock. Scar survived the fall but was attacked and eaten alive by the hyenas, who overheard his attempt to betray them.

With Scar and the hyenas gone, Simba ascended to the top of Pride Rock and took over the kingdom as the rain fell again. Sometime later, with Pride Rock restored to its former glory, Simba looked down happily at his kingdom with Nala, Timon, and Pumbaa by his side; Rafiki presented Simba and Nala's newborn cub to the inhabitants of the Pride Lands, and the Circle of Life continued.

Answer questions number 19-25s

19. How many main characters were in this story?

- a. 10
- b. 11
- c. 12
- d. 13

20. Who was Mufasa?

- a. the was the king of the pride lands
- b. the was the king of the river
- c. the was the king of the beach
- d. the was the king of the lake

21. Where did they live?

- a. in the pride lands of amerika
- b. in the pride lands of australia
- c. in the pride lands of africa
- d. in the pride lands of asia

22. Who was the king after Mufasa?

- a. simba
- b. scar
- c. nala
- d. timon

23. Why did Simba leave the Pride Lands when he was young?

- a. simba runs away from the pride lands after mufasa is murdered by scar
- b. he wanders into the desert
- c. ridden with guilt
- d. a,b, correct

24. Who was Nala?

- a. nala is a lioness heroine
- b. nala is a monkey
- c. nala is a cat
- d. nala is crocodile

25. What were the characters of Timon?

- a. timon is a king
- b. timon is a lion
- c. timon is a monkey
- d. timon is a major

The steps for using Wattpad can be seen at the link:

<https://youtu.be/HSnnvTGdyAE>

RAIN PALOPO

DOCUMENTATIONS

A. FREE-TEST



In the picture above is the researcher gave a pre-test to the students



B. TREATMENT





In the picture above is the activity of giving treatment to students

C. POST-TEST

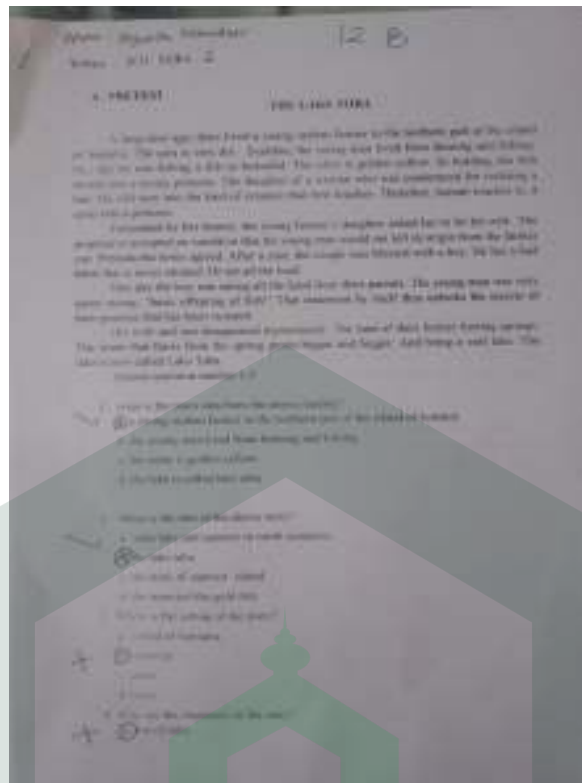




In the picture above is the last activity to give a post-test to students

D. HASIL PRE-TEST SISWA

IAIN PALOPO



In the picture above is the result of the highest answer from the student's pre-test

E. HASIL POST-TEST

IAIN PALOPO



PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
(DPMPTSP)

Jalan Simporwasing Kantor Gabungan Dinas No.27 Telp/Fax 0473-21536 Kode Pos 92951 Masamba

SURAT KETERANGAN PENELITIAN
 Nomor : 136/90/0127/WSKP-DPMPTSP/06/2021

- Membaca : Perencanaan Sistem Ketersangan Penelitian dan Tidak Lulus karena tidak memenuhi persyaratan.
- Mengirim : Rekomendasi Badan Kearsaan Bangsa dan Politik Kabupaten Luwu Utara Nomor 070/134/01 Subdit/06/2021 Tanggal 22 Oktober 2021
- Mengirim : 1. Undang-Undang Nomor 10 Tahun 2008 tentang Kearsaan Bangsa;
 2. Undang-Undang Nomor 23 Tahun 2014 tentang Pemerintahan Daerah;
 3. Peraturan Pemerintah Nomor 12 Tahun 2017 tentang Penyelenggaraan dan Pengawasan Penyelenggaraan Pemerintahan Daerah;
 4. Peraturan Pemerintah Nomor 67 Tahun 2014 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu;
 5. Peraturan Menteri Dalam Negeri Nomor 59 Tahun 2010 tentang Penyelenggaraan Pemerintahan Daerah;
 6. Peraturan Bupati Nomor 17 Tahun 2020 tentang Perubahan Kedua atas Peraturan Bupati Luwu Utara Nomor 11 Tahun 2018 tentang Penyelenggaraan Kearsaan Bangsa dan Politik Kabupaten Luwu Utara.

KEPUTUSAN

- Mengirim : Menetapkan Surat Keterangan Penelitian Kepala
- Materi : Tidak Lulus
- Nomor : 136/90/0127/WSKP-DPMPTSP/06/2021
- Tanggal : 22 Oktober 2021
- Alamat : Desa Bata Bata, Desa Pangkajene Kecamatan Pangkajene Kabupaten Luwu Utara Provinsi Sulawesi Selatan
- Revisi : Tidak Ada
- Penyidik : Thelvin O' Wiliam Strategy To Improve The Business Climate At SMOON Luwu Utara
- Penelitian : 136/90/0127/WSKP-DPMPTSP/06/2021
- Lokasi : 136/90/0127/WSKP-DPMPTSP/06/2021

Dengan keputusan ini ditetapkan:

1. Surat Keterangan Penelitian ini tidak berlaku pada tanggal 22 Oktober 2021 dan 22 Desember 2021.
2. Menetapkan surat keterangan penelitian yang berlaku.
3. Surat Keterangan Penelitian ini, apabila kembali tidak dapat diterima, maka akan dikenakan sanksi administratif berupa teguran lisan atau tertulis.

Surat Keterangan Penelitian ini berlaku untuk jangka waktu 1 (satu) tahun sejak tanggal terbitnya dan dapat diperpanjang dengan cara mengajukan permohonan kepada instansi yang berwenang.

Ditandatangani di
 Masa Berlaku
 22 Oktober 2021



[Signature]
 NIK 136/90/0127/WSKP-DPMPTSP/06/2021

Ditandatangani di
 Masa Berlaku
 22 Oktober 2021



INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Il. Agalia, Bulandak, Kota Palopo, Sulawesi Selatan 91914, Telp. 9471-22006
Website: pbi.uinpalopo.ac.id E-mail: pbi@uinpalopo.ac.id

SURAT KETERANGAN

No. 3108/In.19/FTIK/PBIPP.00.9433/2021

Yang bertanda tangan di bawah ini, Admin Tutor Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Indah Lestari
NIM : 17.0202.0122
Semester : X (Sepuluh)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Monopayoh

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat similarity 25 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 22 Maret 2022

Mengetahui,
Admin Prodi,

Admin Tutor Prodi,



Amalia Yehya, S.E., M.Hum.
NIP. 197720132005012006

Muhammad Ikhsan, S.Pd., M.Pd.
NIP. 198603272018011001

IAIN PALOPO



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatariel Batandari Kec. Bura 91014 Kota Palopo

SURAT KETERANGAN

Yang beranda tangan di bawah ini memeringkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama	Indah Lestari
Nim	17 0202 0122
Program Studi	Pendidikan Bahasa Inggris
Fakultas	Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP	Desa Pengkondakan Kec. Rongkong Kab. Luwu Utara 085 246 323 626

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

a.n/Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan

Dr. Munir Yusuf, M.Pd
NIP. 19740602 199903 1 003

Palopo, 19/1/ 2021
Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yabya, S.Pd., M.Hum
NIP. 19771013 200501 2006

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PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN

UPT SMA NEGERI 3 LUWU UTARA

Alamat : Jalan Pendidikan Desa Baebunta Kab. Luwu Utara 92965

SURAT KETERANGAN PENELITIAN

Nomor : 070/ 141 - UPTSMAN3/LUTHA/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 3 Luwu Utara menerangkan bahwa :

Nama	: JASMAN,S.Pd,M.Pd
Pangkat / Golongan	: Pembina Tk.1 / IVb
Jabatan	: Kepala UPT
Menerangkan Bahwa :	
Nama	: INDAHLESTARI
NIM	: 17 02 02 0122
Jenis Kelamin	: Perempuan
Program Studi	: Prodi Bahasa Inggris
Fakultas	: Tarbiyah Dan Ilmu Keguruan
Alamat	: Dsn.Batu Bara Desa Pengkondakan Kec.Rongkong Kab.Luwu Utara
Tempat Penelitian	: SMA Negeri 3 Luwu Utara
Waktu Penelitian	: 25 Oktober s/d 25 Desember 2021

Telah melakukan penelitian di SMA Negeri 3 Luwu Utara sejak tanggal 25 Oktober s/d 25 Desember 2021 dalam rangka menyusun (Skripsi) yang berjudul " The Use Of Wattpad Strategy To Improve The Students Reading Skills AtSMAN 3 Luwu Utara.

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Baebunta, 02 November 2021
Kepala
UPT

JASMAN,S.Pd,M.Pd
Pangkat,Pembina Tk.1
NIP/19620502 199303 1 016

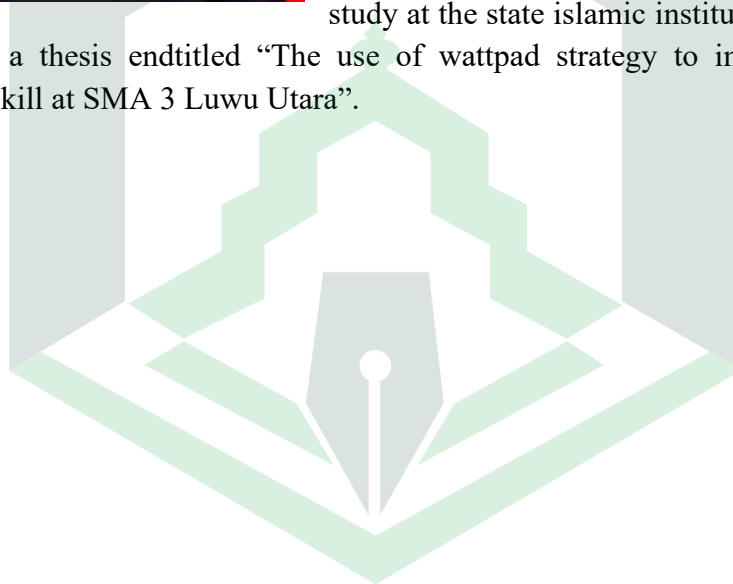
IAIN PALOPO

CURRICULUM VITAE



Indah Lestari was born on august 31, 1998 in Balannalu, her fathers name is Marsilu and her mothers name is Junati. She went through her education at Elementry School (SDN 056 Balannalu) in 2006 and graduted in 2012, after that she continued at SMPN 1 Baebunta she graduatedin 2014,and continued her education at SMAN 1 Baebunta, she graduate in 2016, after that in 2017 she continued her studies at the Palopo State Islamic Institute (IAIN Palopo) and majored in English Education Program. She completed her studies in 2022, his last study at the state islamic institute (IAIN Palopo)

writing a thesis endtitled “The use of wattpad strategy to improve students reading skill at SMA 3 Luwu Utara”.



IAIN PALOPO