

THE EFFECTIVENESS OF THE WATTPAD APPLICATION ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT

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Abstract

This research was conducted using quantitative methods, especially pre-experimental design. With students' reading comprehension at a vocational high school, this study collected data from pre-test and post-test scores, then questionnaires of personal experiences, emotions, and perspectives of students. There are 35 participants class of X TKJ 3. The findings show that a significance level (SIG.) of 0.000 indicates that the improvement in scores from the pre-test to the post-test is statistically significant because the significance is less than 0.05. It means the hypothesis HA was accepted and there is significant effect of using the Wattpad application on students reading comprehension, then students more agree to perspectives of using the Wattpad application than personal experiences and emotions. This means that Wattpad has a stronger influence on shaping students' perspectives, thoughts, and viewpoints towards reading activities or English texts.

Keywords: Wattpad application, Reading comprehension, narrative text.

INTRODUCTION

In recent years, research on reading comprehension has mushroomed across countries and in reading strategy contexts. For example, a study in Saudi Arabia showed that reading comprehension increases when reading in class (Alghonaim, 2020). Another study done in Malaysia showed that students have deficiencies in reading ability due to a lack of interest and background, therefore given support or motivation (Chua & Sulaiman, 2021). Meanwhile, other research in Japan mentioned that students increase their reading comprehension in one year of extensive reading courses (Aka & Natsuki, 2019). From this fact, teachers should have a strategy for teaching students to reach their reading comprehension (Banditvilai, 2020). Indonesia must implement several strategies for reading because Indonesia has a population that does not like reading. The strategy of attitude and motivation in reading comprehension is also important (Mistar & Zuhairi, 2023).

According to a UNESCO survey, Indonesian children only read 27 pages a year, and the dominant reading time is around 0-2 hours per day (Hoerudin, 2021). For secondary students, there are three factors: minimal reading, low motivation for students, low knowledge, and little vocabulary mastery. Moreover, this factor has three bad impacts on the secondary students' level: first, low student achievement, inability to solve problems, and inhibiting students' future careers (Nanda & Azmy, 2020). This means that Indonesian students are still impoverished in reading

comprehension. Teachers must have learning strategies and classroom learning activities. Proposed strategies for teachers include implementing the Merdeka Curriculum and utilizing tutoring and social media for collaborative learning (Bilad et al., 2024). These approaches are critical to meeting students' diverse learning needs and preferences, especially in the digital age.

Several previous studies provide an opportunity to conduct further research. The first previous research was conducted by Furotun et al. (2021), which stated that the technological media Wattpad application can improve students' reading comprehension and learning skills. The second previous research was conducted by Arimbi and Daulay (2024), stated that Wattpad media is perfect for improving the reading skills of junior high school students and that using technology makes students not feel bored. The third previous research was conducted by Permatasari et al. (2020), stated that students have a positive attitude toward the Wattpad application in extensive reading. The fourth previous research study was conducted by Anggitasari et al. (2020), which stated that students positively responded to learning literature using Wattpad media. From these previous studies, the Wattpad application can increase students' reading comprehension. This study aims to know students' challenges in reading comprehension then teachers can give strategies to students about reading comprehension. Teachers can improve students' skills in reading comprehension. Then students can implement the strategies in their daily lives or in the class. However, a lack of the studies have explored the reading comprehension of vocational high school students through the Wattpad application. this suggests that there are research gaps that need to be further explored, especially in the context of vocational education, where students may have different learning needs and motivations compared to high school students in general.

The present study is guided by two research questions:

1. How does the use of the Wattpad application affect students' reading comprehension?
2. How does the tendency of vocational high school students in interpreting reading texts through the Wattpad application more directly towards personal experiences, emotions, and perspectives?

Literature Review

Reading comprehension is the reader's ability to understand, interpret, and construct meaning from written text. This process not only involves word recognition and sentence structure, but also demands the reader's active involvement in interacting with the text. According to transactional theory developed by Rosenblatt (1988) argues that text comprehension is the result of a transaction between the reader and the text, in which readers bring personal experiences, emotions, and perspectives that affect the way they understand and interpret the text. From the theory, it emphasizes that meaning is not only found in the text or in the reader, but is formed through the interaction between the two. Increasing reading comprehension also can by technology or digital platform.

Technology in education refers to using digital devices and systems to support the learning process. It includes tools such as computers, educational applications, online platforms, and other resources that can enhance interactivity, collaboration, and accessibility in learning. Technology

allows for more flexible teaching methods, personalization of materials, and facilitates distance learning. With technology, students can access information faster, learn more engagingly, and develop essential digital skills. According to Siemens (2004), connectivism is a learning theory in the digital age or technology era. From this theory, students can learn to use technology such as the Wattpad application platform. From the Wattpad application, students can learn to understand reading with various types of stories, and it has many features.

METHOD

Research Design

This study is quantitative research conducted by a pre-experimental design, which takes the data from students at a vocational high school in Ponorogo. The reason is a pre-experimental design that the lack of students' reading comprehension skills in English makes researcher want to conduct experiments on measuring reading skills using digital platforms. The participants are 35 students from class X TKJ at a vocational high school in Ponorogo.

Instrument

There are two instruments. The first instrument was a reading test based on the reading in the Wattpad application, the title is "Computer Love." For the pretest and "Inside a Computer" for the posttest. The total number of questions for the pre-test and the post-test was 20 in multiple-choice format. The second instrument was questionnaires about students' personal experiences, emotions, and perspectives. This questionnaire consists of 30 items. The researcher gave students 5-10 minutes to fill out the questionnaire.

Data Collection

Pre-Test The pretest aims to determine the initial ability of students to understand reading. Pretest questions are in accordance with the reading in the text pad with the title "Computer Love," 20 multiple-choice questions in the test sheet. The pretest sheet was validated. The students did the pre-test for 75 minutes. The pretest was conducted on Monday, 3 February 2025. Then, that was given treatment. **Treatment** After conducting the pretest, the researcher gave treatment to students to develop their reading skills. the researcher gave the treatment of reading stories through the Wattpad application. lasted for 6 meetings. The first treatment was conducted on Tuesday, 4 February 2025, the second treatment was conducted on Monday, 10 February 2025, the third treatment was conducted on Tuesday, 11 February 2025, the fourth treatment was conducted on Monday, 17 February 2025, the fifth treatment was conducted on Tuesday 18 February 2025, and the last treatment was conducted on Monday, 24 February 2025. **Post-Test** After giving treatment to students, the researcher gave a post-test with the story from Wattpad, the title "Inside a Computer," to students to find out the development of students after being given reading treatment through the Wattpad application. There are 20 multiple-choice questions on the test sheet. The post-test sheet has been validated. The post-test will be done for 75 minutes. The post-test was conducted on Tuesday, 25 February 2025. After that, they were directly given a questionnaire about their personal experiences, emotions, and perspectives. There are 30 items in the questionnaire.

Data Analysis

The researcher used the Statistical Package for Social Science (SPSS) to analyze the data results. The researcher's questions were analyzed using several programs on SPSS. The first research question is, "Is there a significant effect of using the Wattpad application on students' reading comprehension?" This is analyzed by these steps. First, collecting the data of the pretest and the posttest scores. then, a Normality test using Shapiro-Wilk, H_a = data is normally distributed, and H_o = data is not normally distributed. Conclusions are drawn based on the following criteria: H_a is accepted if the Sig value > 0.05 data is normally distributed, and H_o is accepted if the Sig value < 0.05 data is not normally distributed data, then uji Hypothesis, if the data is normally distributed (parametric) tested using paired sample t-test and if the data is not normally distributed (non-parametric), use the Wilcoxon Signed-Rank Test. The second research question is, "How did the Wattpad application affect vocational high school students in terms of personal experiences, emotions, and perspectives?" This was done using the questionnaire, which was analyzed using descriptive statistics to show the average score. This analysis calculated the mean score of personal experiences, emotions, and perspectives of students after reading the Wattpad application.

FINDINGS

The present study is about the effect of Wattpad application on students reading comprehension and investigated was how students' personal experiences, emotions, and perspectives on reading comprehension were used in the Wattpad application.

Significant Effect of Using Wattpad on Students' Reading Comprehension

To measure students' reading comprehension level, the score data were analyzed using the SPSS program. Before conducting hypothesis testing, the classical assumption test, namely the normality test, was conducted first to ensure that the data met the requirements for further statistical analysis. The calculation of SPSS showed the result of the normality test and hypothesis testing. as shown in the following table:

a. Normality Test

Table 1: Normality Table for Pre-test and Post-test Scores

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.146	35	.057	.954	35	.152
Posttest	.254	35	.073	.815	35	.160

The normality test used a shapiro-wilk because the participants were in less than 50 samples. A significant value of more than 0.05 indicates that the data was a normal distribution. When the data was a normal distribution, for hypothesis test used a paired sample t-test.

b. Hypothesis Test

Table 2: Paired Sample T-test

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	-21.571	12.413	2.098	-25.835	-17.308	-10.281	34	.000

The paired samples t-test was conducted to determine whether there was a significant difference between students' pretest and posttest scores, as an indicator of reading comprehension improvement after using the Wattpad application. The mean difference of -21.571 and a significance level (SIG.) of 0.000 indicates that the improvement in scores from the pre-test to the post-test is statistically significant because the significance is less than 0.05. It means the hypothesis HA was accepted.

It also can be seen from the mean of the pre-test score and the post-test score based on the paired sample statistics. The results shown in the following table

Table 7: Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	67.14	35	15.209	2.571
	Posttest	88.71	35	12.910	2.182

The paired sample statistics showed that the mean of pretest and posttest have differences. The pre-test mean showed 67 with a standard deviation of 15.2 and the post-test mean was 88 with a standard deviation of 12.9. by looking at the data above, it can be concluded that the posttest results are higher than the pretest results. This also indicates that learning using a Wattpad application in students' reading comprehension is effective.

The effect of Wattpad on students' reading comprehension in terms of personal experiences, emotions, and perspectives.

This measurement used descriptive statistics to see a general picture of the data, such as the average value, the highest, lowest, and standard deviation of each category, namely personal

experiences, emotions, and perspectives. The results of the descriptive statistical test can be seen in the table below:

Table 1:
Descriptive
Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Personal Experiences	35	15	38	30.86	4.729
Emotions	35	16	40	31.54	4.755
Perspectives	35	24	42	32.57	4.361
Valid N (listwise)	35				

Based on the descriptive test results above, we can describe the distribution of data obtained by the researcher. The first is the personal experiences category. From the data, it can be seen the minimum value is 15, while the maximum value is 38, the average value is 30.86, and the standard deviation of personal experiences is 4,729. The second is the emotions category. From the data, it can be seen that the minimum value is 16, while the maximum is 40, the mean value is 31.54, and the standard deviation of emotions is 4.755. The third is the Perspectives category. from the data, it can be seen that the minimum value is 24 while the maximum is 42, the mean value is 32.57, and the standard deviation of perspectives is 4.361.

Based on the results of descriptive analysis, the perspectives category has the highest mean value compared to other categories, which is 32.57. This shows that most students gave more agreeing responses to statements related to changes in perspective after using the Wattpad application, compared to responses to personal experiences and emotions. This means that Wattpad has a stronger influence on shaping students' perspectives, thoughts, and viewpoints towards reading activities or English texts. The high mean in this category also indicates that story-based technologies such as Wattpad are able to enrich insights and encourage students to see reading and learning from a broader and more interesting perspective.

DISCUSSION

This study is about the effect of the Wattpad application on students reading comprehensin at a vocational high school in Ponorogo. The results showed an increase in students' reading comprehension ability after they participated in learning by using the Wattpad application as a supporting medium. Considering the pretest and posttest results that were used to collect the data, most of the students' success in their reading comprehension was achieved using the Wattpad application. Students' success in learning with the researcher's strategies in teaching using a

Wattpad application increased students' reading comprehension. Reading through the Wattpad application gave students many benefits and gave them some opportunities to practice and improve their reading comprehension in learning English, especially in narrative text material, which a lot of stories from Wattpad use in learning narrative text. This study is different from the previous study conducted by Permatasari et al. (2020), which stated that the students showed a positive perception towards the use of Wattpad application in the learning process. There are three categories of elements, namely cognitive, affective, and conative or the reader's tendency to act after reading a text. This study only focused on university-level students with long-term Wattpad exposure and did not provide data on high school students or short-term classroom use. Then, a previous study conducted by Anggitasari et al. (2020) stated Positive feedback on using the Wattpad application as a learning media, perceptions by college students. This study is limited to university students and emphasizes literacy appreciation rather than measuring reading comprehension outcomes. Then, a previous study conducted by Maghfiroh et al. (2024) who proved the relationship between reading interest and student reading comprehension, where Wattpad is one of the supporting media. Then, a previous study conducted by Kastiyawan et al. (2022) who asserted that the use of digital technology, including Wattpad, can optimize literacy text reading skills at the senior high school.

To answer the second research problem about students' personal experiences, emotions, and perspectives on reading comprehension using the Wattpad application. The result of this study was that the perspectives about the Wattpad application were highest. The personal experiences with a mean of 30.86, which was lower than the perspective and the emotions, with a mean of 31.54, also lower than the perspective of students, because the perspectives category had a mean of 32.57. Which means that students construct more understanding through their point of view or interpretation of the text. The result was that students' perspectives were highest after being given the treatment of reading using the Wattpad application. Students had good and high perspectives on this reading strategy based on the questionnaire. With all these students' perspectives, reading using digital or Wattpad applications can be applied at school, especially in narrative text material. It is very helpful in these learning activities. This study is different from the previous study conducted by Samosir et al. (2024), which stated that students have a positive view towards using Wattpad as a reading app to improve their skills. The study also outlined the advantages and disadvantages of using the Wattpad application. Students identified key benefits of extensive reading on Wattpad, such as userfriendly interface, convenience, flexibility, and cost efficiency. The main key to the uselessness of Wattpad is the lack of control from parents over the use of mobile phones. Both findings in this study are relevant in the context of vocational learning that emphasizes technology-based practical skills and suggest that Wattpad can be an effective medium in improving students' reading engagement and comprehension.

CONCLUSION

Considering what was discovered in the prior chapter, students at a vocational high school have increased their reading comprehension when reading using the Wattpad Application. The implementation of this strategy contributed to increasing students' interest in reading. The difference between the reading on Wattpad and the text in the textbook presents fresher and more interesting

topics, themes, and visual illustrations for students. From the new style of learning English, especially in reading, the Wattpad application can be used as a new digital tool.

Based on the results of the study, it is known that students in vocational high schools have difficulty in understanding words and sentences in reading texts, which is caused by their low level of reading comprehension. After receiving treatment, students had an improvement in their ability to learn English, especially in reading. This application or strategy can be implemented in the curriculum, and teachers can use the Wattpad application as a learning media, because this application can better attract students' reading interest in reading English.

For the second research question, students show a positive view of the use of Wattpad application as a medium for learning to read, especially in understanding narrative texts. Students agree with all perspectives on learning English using the Wattpad application in the questionnaire. The Wattpad application can increase the students' reading comprehension. The perspectives are higher than the personal experiences and emotions of students. The perspectives have a mean of 32.57. The highest category in this study.

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