

The Effect of Wattpad Application on Narrative Text Reading Comprehension of the Eighth Graders at SMPN 3 Banyuwangi

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ABSTRACT

The purpose of this study was to determine the significant effect of using the Wattpad application on students' reading comprehension. The method used in this research is quantitative with a one group pretest-posttest research design. The respondents of this study were 8th grade students at SMPN 3 Banyuwangi. In this study, researcher used one class as a sample. The subjects in this study were students of class VIIIB consisting of 32 students. The researcher conducted this study for two meetings: the first day for pre-test and treatment and the last day for treatment and post-test. The researcher used a test as an instrument. After the data was obtained, the researcher calculated the data using the Wilcoxon test. Based on the calculation results, the mean value of the pretest was 64.70 and the mean value of the posttest was 81.5. To verify the hypothesis statistics, the Wilcoxon test results were compared with the 5% significance level. From the results, it was found that the Wilcoxon test result was smaller than 0.05. Thus, it can be concluded that there is an effect of using wattpad application on reading comprehension of grade VIII students at SMPN 3 Banyuwangi. The findings of this study imply that the use of the Wattpad application can be an effective digital learning medium to enhance students' reading comprehension, particularly in understanding narrative texts. It also indicates that integrating engaging and interactive platforms like Wattpad can increase students' motivation and participation in reading activities.

Keywords: *Reading Comprehension; Wattpad Application and Narrative Text*

A. Introduction

Reading in the digital era has shifted significantly due to the integration of technology in education. According to Snow (2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. This indicates that reading is not only decoding words but also understanding, interpreting, and connecting ideas within a text. Furthermore, in the context of digital learning, Johnson & Mayer (2009) states that learners understand information more effectively when it is presented through

interactive and engaging media. Therefore, the use of digital platforms, such as reading applications, can support students in improving their reading comprehension by increasing motivation and facilitating meaningful learning experiences.

Reading is one of the elements of the four language skills. Reading is a basic component for someone to be able to have more understanding or knowledge, by reading students will gain a lot of information or knowledge that they have not previously obtained. Reading is one of the most important skills in language, by reading we can get various kinds of information, add new knowledge and we can find out the latest information. Reading is a very important thing in everyday language learning. Reading plays a very important role in learning English. Reading becomes very important in the process of understanding and remembering a text.

According to Musyayyadah (2023), reading is essential for learning new things and obtaining information. It involves more than just reading words aloud it also involves understanding and grasping the primary ideas and concepts that are presented in the book. According to Zahrida & Elfrida (2021), Reading Comprehension is a reading process that uses syntax, semantics, and some information contained in reading texts that are organized based on knowledge, cognitive abilities and reasoning. As a result, reading is a complex and cooperative act of communication that allows the writer and the reader to share ideas, thoughts, and information through written words.

In reading comprehension, various types of texts are commonly used in learning activities, such as descriptive, narrative, report, procedure, and recount texts. Each text type has its own purpose and structure, which helps students develop different aspects of comprehension skills.

However, this study focuses on narrative text, as it is one of the essential materials for eighth-grade students and requires students to understand sequences of events, main ideas, and implicit meanings.

In recent years, the integration of digital media in reading activities has become increasingly important to enhance students' engagement. One of the digital platforms that can be used is the Wattpad application, which provides a wide range of narrative texts in an interactive and accessible format.

Although several studies have examined the use of digital media in improving reading comprehension, there is still a lack of research specifically investigating the use of Wattpad in the Indonesian junior high school context, particularly in teaching narrative texts. Therefore, this study aims to fill this gap by examining the effect of the Wattpad application on students' reading comprehension.

In this study, the researcher used five indicators of reading comprehension, namely identifying the main idea, finding specific information, making inferences, identifying references, and understanding unfamiliar vocabulary to measure students' reading comprehension skills.

Based on preliminary observations in class VIII B at SMPN 3 Banyuwangi, several problems were identified in students' reading comprehension, particularly in narrative texts. Many students had difficulty understanding the main ideas and implicit information, as well as interpreting unfamiliar vocabulary. In addition, students showed low interest in reading activities and tended to feel bored when dealing with text-based materials.

These problems are closely related to the teaching methods and learning media used in the classroom. The current learning process relies on less varied and less interactive media, which limits students' engagement and reduces their motivation to read. As a result, students are not actively involved in the learning process, which affects their comprehension performance.

Therefore, an alternative and more engaging learning medium is needed to address these problems. One potential solution is the use of the Wattpad application, which provides interactive and accessible narrative texts that may help increase students' interest and improve their reading comprehension.

The Wattpad application, launched in 2006 by Ivan Yuen and Allen Lau, is a digital platform that allows users to read and write various types of texts, particularly narrative stories. As an interactive reading platform, Wattpad provides accessible and engaging materials that can support students' reading activities.

Several previous studies have shown that digital reading platforms and online media can improve students' reading comprehension and motivation. For example, Basri & Tamrin (2020) found that Wattpad can function as an effective learning

medium in enhancing students' interest in reading and writing. In addition, other studies on digital media in language learning have indicated that interactive platforms help students become more engaged and active in the learning process.

However, most of these studies focus on general reading activities or are conducted in different educational contexts. There is still limited research specifically examining the effect of the Wattpad application on students' reading comprehension in Indonesian junior high schools, particularly in understanding narrative texts.

Therefore, this study attempts to fill this gap by investigating the effect of the Wattpad application on the reading comprehension of eighth-grade students at SMPN 3 Banyuwangi.

In this study, researchers hope that the use of wattpad application can improve students' reading comprehension on narrative text material. The following are the benefits of using the Wattpad application to improve the reading comprehension of students in class VIII B at SMPN 3 Banyuwangi. Based on the explanation above, researchers are interested in conducting research with the title: 'The Effect Of Wattpad Application On Narrative Text Reading Comprehension Of The Eighth Graders At SMPN 3 Banyuwangi'.

B. Research Method

This study used a one-group pretest-posttest design to compare students' reading comprehension before and after the treatment. However, the use of this design presents a limitation, as it does not include a control group. Therefore, it is difficult to ensure that the improvement in students' scores was solely influenced by the use of the Wattpad application, since other external factors may also have contributed to the results. Despite this limitation, this design was considered appropriate for measuring students' progress after the treatment. The following table is used to measure the one group pretest and posttest design.

Table 1. One Group Pre-Test and Post-Test Design

O1	X	O2
Pre-Test	Treatment	Post-Test

This research was conducted at SMPN 3 Banyuwangi which is located at Batur Street No. 300, Singotrunan Village, Banyuwangi District, Banyuwangi Regency. The researcher choose class VIII B SMPN 3 Banyuwangi as the respondents in this study. There are 32 students in class VIII B SMPN 3 Banyuwangi, which consists of 16 female students and 16 male students. The researcher conducted non-probability sampling with purposive sampling in this study. In conducting a study, researcher need instruments or research tools. Researcher use instrument tests as a tool to measure the use of watsapp applications as a medium for learning reading comprehension. This research instrument was presented in the form of multiple-choice questions. here are 20 multiple choice questions in the test format as pre-test and post-test instruments. Students are asked to choose the correct answer based on the options that have been given. The correct answer was scored 5 while the wrong one was 0. The following is a multiple choice blueprint table.

After the researcher gets the data, the next step is data analysis. Data analysis is used to determine whether the data is normal or not using the normality test. The data obtained by the researcher is not normal, so the researcher uses the Wilcoxon signed rank test. The Wilcoxon signed rank test is a nonparametric test that can be used to determine whether two dependent samples are selected from populations that have the same distribution (Astuti et al., 2021).

C. Research Finding and Discussion

In this study, the researcher used a test to measure students' reading comprehension on narrative text. The research was conducted from Thursday, June 15th, 2024 to Saturday, June 22nd, 2024, involving students of class VIII B at SMPN 3 Banyuwangi as the experimental group. The study was conducted in two meetings, where the first meeting was used to administer the pre-test and introduce the treatment, while the second meeting focused on the implementation of the treatment and the post-test.

During the treatment, students were asked to read narrative texts using the Watsapp application. They accessed stories through their devices, identified important elements such as main ideas, specific information, and unfamiliar vocabulary, and

discussed the content with the guidance of the teacher. This activity aimed to make reading more interactive and engaging, thereby helping students improve their reading comprehension.

The following are the results of the pretest, the posttest, and Wilcoxon test :

a. The results of the pre-test

From the results of the pre-test given to students using the wattpad application in class VIIIB as an experimental class. This pre-test consists of 20 multiple-choice questions testing different aspects of reading comprehension. After administering the pre-test, the researcher calculated the data and obtained the average of each question indicator. Based on the students' pretest scores the average pretest score is 64.70. In this pre-test there are several indicators of questions, namely finding the main idea, finding information, finding inference, finding vocabulary, finding references, of the five indicators obtained the average value of the indicator finding main 50, finding information 49.21, Finding reference 47.65, finding vocabulary 50.7 and drawing conclusions 44.53. From the pretest scores, it can be found that the indicator with the highest average is finding vocabulary with an average of 50.7. From this it can be concluded that the average student pretest results are still at a low level. This is because students have not understood the reading text well.

b. The results of the post-test

After giving the posttest to students, the researcher calculated the data and the average of each question indicator on the posttest. Based on students' posttest scores, the average posttest score was 81.5. In this posttest, there are several indicators of questions, namely finding the main idea, finding information, finding reference, finding vocabulary, finding inferences, of the five indicators, the average value of the indicators on finding the main idea is 74.21, finding information is 69.53, finding references is 73.75, finding vocabulary is 78.9 and finding conclusions is 85. From the posttest scores, it can be seen that the indicator that has the highest average is finding inference with an average of 85. Based on the students' posttest scores, it can be concluded that students can understand the content of reading well, especially in the aspect of finding inference.

c. The Result Wilcoxon Signed Rank Test

The Wilcoxon Signed Rank Test is a nonparametric statistical test used to compare two related samples to determine whether there is a significant difference between them (Astuti et al., 2021). Based on the results of the normality test, the data were not normally distributed; therefore, the researcher used the Wilcoxon test to analyze the difference between the pre-test and post-test scores.

Table 2. The Result of Wilcoxon Test

Test Statistics^a	
	POST TEST - PRE TEST
Z	-4.991 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

(SPSS Version 25.00, 2024)

Based on the Wilcoxon test output (see Table 4.2), the Asymp. Sig. (2-tailed) value is 0.000, which is lower than the significance level of 0.05 ($0.000 < 0.05$). This result indicates that there is a statistically significant difference between the students' pre-test and post-test scores. In other words, the students' reading comprehension improved after the treatment using the Wattpad application.

Furthermore, the result shows that most of the post-test scores are higher than the pre-test scores, indicating a positive improvement after the treatment. This suggests that the use of the Wattpad application contributed to enhancing students' reading comprehension performance.

This improvement can be explained by the interactive and engaging nature of Wattpad, which provides students with access to various narrative texts in a more interesting format. As a result, students become more motivated to read, which helps them better understand the content, identify main ideas, and interpret information within the text.

d. The Hypothesis Verification

In proving this hypothesis, it aims to determine whether there is an effect of using the wattpad application on students' reading comprehension in narrative text class VIII

SMPN 3 Banyuwangi. To find the answer, the research formulate statistical hypothesis namely an alternative hypothesis (H_a) and null hypothesis (H_o) as below :

- H_a = There is a significant effect of using watsapp application as a learning media in reading comprehension on narrative text for eighth grade at SMPN 3 Banyuwangi.
- H_o = There is no significant effect of using watsapp application as a learning media in reading comprehension on narrative text for eighth grade at SMPN 3 Banyuwangi.

The criteria for hypothesis verification was that if the Wilcoxon test is smaller than 0.05 the H_a hypothesis is accepted and H_o is rejected. On the other hand, If the value of the Wilcoxon test is greater than 0.05, the H_a hypothesis was rejected and H_o was accepted.

Based on the results of the calculation, it can be seen that the average score of the pre-test obtained by the students is 64.70, the average score of the Finding Main Idea indicator is 50, the average score of the Finding Information indicator is 49.21, the average score of the Reference indicator is 47.65, the average score of the Understanding Vocabulary indicator is 50.7, and the average score of the Drawing Conclusions indicator is 44.53. The students' post-test results show that the average score of the students is 81.5. The average score on the main idea finding indicator is 74.21, the average score on the information finding indicator is 69.53, the average score on the reference finding indicator is 73.75, the average score on the vocabulary comprehension indicator is 78.9 and the average score on the conclusion drawing indicator is 85.15.

The results of this study indicate that there is a significant impact of the Watsapp application on students' reading comprehension. Students' reading comprehension increased after using the Watsapp application as a learning medium. After obtaining the data, the researcher obtained an average score on the post-test that was higher than the average score on the students' pre-test. Furthermore, the results of data analysis using the Wilcoxon test showed that the Asymp. Sig. (2-tailed) value of the Wilcoxon test was 0.000, which means that H_a is accepted if the value is <0.05 . Based on the Wilcoxon

test, the researcher obtained a value of 0.000, which means that 0.000 is less than 0.05 or ($0.000 < 0.05$). The data shows that the alternative hypothesis or (H_a) is accepted while the null hypothesis or (H_o) is rejected. The result is that the Wattpad application can improve students' reading comprehension.

D. Conclusion

Based on the results of the research and data analysis discussed in the previous chapter, it can be concluded that there is a significant effect of the Wattpad application on the reading comprehension of narrative texts of Class VIII B students at SMPN 3 Banyuwangi. This is supported by the results of the SPSS calculation, which show that the Wilcoxon test value is 0.000, meaning that it is lower than the significance level of 0.05 ($0.000 < 0.05$).

Pedagogically, this finding implies that the Wattpad application can be used as an effective and engaging learning medium to improve students' reading comprehension, especially in narrative texts. The use of interactive digital platforms like Wattpad can increase students' motivation, participation, and interest in reading activities. Therefore, teachers are encouraged to integrate digital reading applications into their teaching strategies to create a more engaging learning environment.

However, this study has some limitations. The use of a one-group pretest-posttest design without a control group makes it difficult to ensure that the improvement was solely caused by the Wattpad application. In addition, the study was conducted in a limited time and involved only one class, which may affect the generalizability of the results.

Therefore, it is suggested that future researchers conduct studies using a control group and involve a larger number of participants to obtain more reliable results. Further research can also explore the use of Wattpad in different text types or language skills to provide a broader understanding of its effectiveness in language learning.

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