# THE EFFECT OF USING WATTPAD APPLICATION TO IMPROVING STUDENT'S READING COMPREHENSION OF RECOUNT TEXT AT TEN GRADE STUDENT'S OF SENIOR HIGH SCHOOL NUMBER 11 JAMBI

#### **A THESIS**

Submitted as a Partial Fulfillment of the requirement for the Degree of Sarjana Pendidikan (S.Pd.) in English Education



Written by: SANIA MAWARNI 1900888203037

ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF BATANGHARI
JAMBI
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### APPROVAL

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#### States that:

1. The thesis that I have written the title "The Effect of Using Wattpad Application To Improving Student's Reading Comprehension of Recount Text at Tenth Grade Student's of Senior High School Number 11 Jambi", is original and has never been submitted for an academic degree either at Batanghari Universitas or at any other tertiary institution.

- 2. Other than the guidance of the advisor team, all of the ideas and formulation in this thesis are wholly original and my own.
- 3. In this thesis, there are no works or opinions that have been published by unless they are clearly quoted as a references with the name of the author mentioned and listed in the bibliography.



# **MOTTO**

"Stay alive even if you want to die"

"Even though it hurts, I will try to stay alive. so when I die I can say i've fought had"

-Gon Freecss-

(Hunter x Hunter)

"If the exit is closed, make tour own!"

-Killua Zoldyck-



## **ABSTRACT**

Mawarni, S. 2023. The Effect of Using Wattpad Application To Improving Student's Reading Comprehension of Recount Text at Tenth Grade Student's of Senior High School Number 11 Jambi In academic Year 2022/2023. First Supervisor I Dr. Yanti Ismiyati, S.Pd. M.Pd And Second Supervisor II Ridho Praja Dinata, S.Pd. M.Pd Departmen of English Education Study Progam, Faculty Teaching Training and Education, Batanghari University Jambi, 2023

Many students are more captivated by reading through the internet and application media than reading a book, one example of reading application the Wattpad application, this application is an electronic book in the form of an application, on Wattpad there are many things that can be read in the Wattpad application. This study employed a true experiment design, using quantitatively approved pre-test and post-test. Genuine experiment with pre- and post-tests This study's type of research design is group design. Or in Indonesian known as true experiment, is the most rigorous and powerful experimental design because in true experiment research the research subject is randomly selected. Before providing treatment, the exam should determine the kids" reading comprehension. In the pre-test experimental group, the researcher obtained 36 sample scores with means of 55, 35, 63, and 40. In the post-test score following treatment, the researcher obtained 36 sample scores with means of 75, 35, 90, and 35.Based on the theory of reading using the Wattpad application it can help students to improve their reading skill and students can read understand a content of the story text.

**Keywords: Reading Comprehension, Wattpad Application** 

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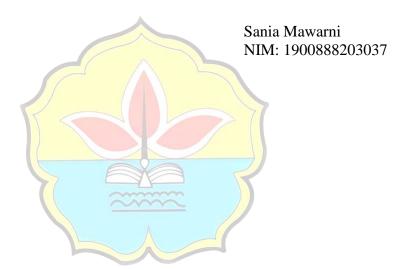
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Last but not least, the writer realized that this thesis is far for being perfect.

Therefore, it is a pleasure for her to have critiques and suggestions to make this thesis better and useful for the further research.

Jambi, March 22<sup>th</sup> 2023 The Researcher



#### **DEDICATION**

All praise and gratitude be to Allah SWT, the Almighty, for giving the writer strength, knowledge, ability, guidance, and His showers of blessings to finish the research study. Peace and blessing be upon Prophet Muhammad and on his family, all of his Companions, and his followers.

This thesis I dedicate to my parents, to the first one I dedicate to my father, thank you for all the support. Then I dedicate to my mother, thank you for all the support of mother during this time, during my life always prayed for my smoothness in compiling this thesis. Thank you so much. And this I dedicate my thesis to all my brothers and my sisters thank you for all the support

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#### **CHAPTER I**

#### **INTRODUCATION**

#### 1.1 Background of the problem

The method of learning English is a that has generated a lot of debate in the educational community. this is due to the fact that pupils' abilities can be improved by learning the English language. Each kid in the educational system has a unique chance to succeed both academically and socially. The ability to comprehend and gain knowledge during the learning process aids pupils in developing their skills, particularly their ability to learn English.

One of the languages taught in schools is English. Students who are proficient in these areas will be able to increase their understanding of the language. Reading, writing, speaking, and listening are the four talents listed above. Reading skills are a very influential skill in improving students' abilities and knowledge by reading will get a variety of useful knowledge, Writing ability is the skill or way to explore the idea we have and the ideas that arise in the mind where the writing we make can benefit many people and ourselves, Speaking skills are one of the skills that help a person to improve thinking patterns and courage in conveying things, listening skills are skills to open up points of view or make oneself to be active in listening to various materials and expressions from anywhere.

When learning English, students are asked to have these four skills to enable students to comprehend the lesson and conducively and can add knowledge and insight to the student. However, there are still a lot of students that have difficulties

when studying English, such as problems in reading. Reading is a really crucial process in education because it reads we can understand and obtain a lot of knowledge, reading is useful anywhere and anything we can read such as reading from books or reading from the internet and reading from applications such as the Wattpad application.

Many students are more captivated by reading through the internet and application media than reading a book, one example of reading application the wattpad application, this application is an electronic book in the form of an application, on wattpad there are many things that can be read in the wattpad application. With this application, students' interest in reading can increase, there are novels and narratives as well as entering fiction and events and various other readings.

Wattpad application is among the reading learning media that can student's pupils get better students' abilities. The wattpad application is included in electronic books where nowadays reading enthusiasts prefer to read through electronic media such as wattpad, so that wattpad can help at the time of reading the book interest and students' ability to read. The wattpad application can play an important role as a medium for learning bacara to achieve good and maximum learning outcomes, with that the process of creating the proposal I wrote focuses on the impact of using the wattpad application to improve student readers' understanding of recount text in twelfth grade students.

The majority of students prefer reading on electronic devices to reading books. One instructional tool that can encourage students' interest in reading is the Wattpad application. The novel is a lengthy narrative that adheres to standard practice and frequently takes the shape of a series of stories. It depicts fictional characters and events. The novel functions similarly to a short tale. Both of them work on producing narrative fiction, inherent characteristics between them, such as plot, character, setting, etc, are comparable. Samardjo & Sumardjo (Handayani:2017). Hence, novels are one of the strategies that students can use to boost their interest in reading. Because of this, the significance one of the benefits of using the Wattpad application as a reading and learning tool most key elements in achieving learning objectives, by reading carefully and optimally.

The effect of using the Wattpad application to enhance students' reading comprehension of recount texts at the tenth grade level will be the main topic of this study. And this study differs a little from others in that it examines how using the wattpad application as a reading skills aids students in developing their reading abilities. Wattpad is more successful for students in helping to enhance reading skills because many students frequently utilize email as a very ideal reading skills.

#### 1.2 Identification of the Problem

Based on the explanation elaborated above, the researcher attempts to formulate the problems as follow:

- 1. Students' difficulties in reading English
- 2. Students have errors reading texts in reading English
- 3. Factors causing students to have difficulty reading English

#### 1.3 Limitation of the Problem

Based on the background above, This research limitation is there any effect of using wattpad application to improve student's reading comprehension of recount text at tenth grade of student's of Senior High School Number 11 Jambi.

#### 1.4 Formulation of the Research Problem

Based on the background described above, This Research Formulation is the any effect of using wattpad application to improving student's reading comprehension of recount text at teth grade student's of Senior High School Number 11 Jambi?

## 1.5 Objectives of the Research

The purpose of this study is to find out whether the application of wattpad can have an effect in reading recount text.

## 1.6 Significance of the Research

The outcomes of this are hoped to research can give benefits and benefits in theory and practically to:

#### 1. Theoretical

From the results of this study, it is estimated that students can contribute to the development of this educational material, students can learn to read better using the wattpad application.

#### 2. Pratical

- 1) For students who do research can get benefits and solution from research.
- For English teachers, they can improve they yeach to read so that they can better read how read properly and corerectly using English text.

#### 3) For other researchers

This study is anticipated to offer information or refereces that can developed on wattpad as an application for reading recount text.

## 1.7 Definition of Key Terms

## 1.7.1 Reading

Reading as a method of information gathering. Reading therefore involves more than just reading aloud; it also involves understanding the major idea and concepts that are presented. Reading is the process by which readers and writers communicate using written language.

#### 1.7.2 Wattpad Application

Applications that can publish and publish works independently have emerged as a result of the self-publishing movement that is based online. Wattpad. Wattpad is a platform for apps as well as an online community for readers and writers. On Wattpad, there are many stories that may be read. On this Wattpad website, users can write or read instructional content that is classified as cyberliterary fiction (literary world).

### 1.7.3 Recount Text

A recount text is a type of English writing that describes an occasion, the author's acts, or the actions of the characters in a story. Recount texts frequently have two objectives: to inform and amuse the reader. The activity or action in question is the experience of the author as it is expressed in the text.

# 1.7.4 Reading Comprehension

A high school students abilities should improve. By actively engaging with the text, readers can develop their understanding and ability. The reader must be familiar with text comprehension in order to understand what they are reading.



#### **CHAPTER II**

#### REVIEW OF RELATED LITERATURE

#### 2.1 Definitions of Reading

Kolker in a book entititled Film, From, and Culture (1983), mentioned that Reading is a process of approach between the reader and the author. Furthermore, kolker also argues that the nature of reading consists of three things, namely affective, congnitive, and also language.

Dalman (2014:5) states "reading is an activity or cognitive processes that seek to find a variety of information that found in writing. This means reading is athought peocess for comprehend what is being read in the text. Hence, reading involves more than just observing a group of formed characters a work, a group of words, a sentence, a paragraph, and discourse only, but more that reading is an activity understand the lambing/signs/writtings that are meaningful so that the massage is delivered author acceptable to the reader.

According to Hodgsong as quoted bt Tarigan (2008:7), Reading is an activity which the reader does and uses to obtain the massage he want to by the use of words or written language by the author. Sujana and Mulyanti (1997:5) suggests that reading is an ability that comlex. Reading is not just the act of focusing on written symbols. An assortment of abilities needs to be deployed by a reader that he may be able to understand his reading material. Readers ought to strive to the emblems he saw became meaningful symbols Him.

Furtherman to Nurhadi (2016:2) "reading is the process of processing reaing critically-creatively that the reader undertakes to gain understanding throught about that reading, followed by an evaluation of the situation, the significance, purpose, and effects of that reading." According to Widyastuti (2017:2) "reading is an activity that involves auditive elemnts(hearing) and visual (observational). Reading begins when a kid is content to hold or turn the pages of language books, which are the primary means of expression for youngsters to convey their needs and wants."

Then form Safi'ie(1999:7) it is said that literal understanding is the ability to understand what the author writes and conveys in his book or writing. Wher this literal understanding not only understand in terms of reading text, but also understand the meaning word, sentence, understanding paragraph or understanding reading context.

As for ways to improve that the ability t read literal comprehension. It is enough to ask questions such as who, when, where, why and what. Still according to Shafi'ie in reading comprehension there is also such a thing as interpretive understanding. Where interpretive reading is proceded by literal comprehension. The form of literal understanding it self take the form of drawing conclusions, being able to understand the causation that occurs, being able to make generalizations. This includes the ability to make comparisons and find new relationships contained in the reading. In general, shafi'ie also defines reading comprehensions as the reading process to understand and receive the content of reading throught written language. Of course, the context of the reading is an informative reading, which is complete with fact, opinions, ideas and subjective expressions of author.

Reading is the expressions or sounding of a series of symbols – symbols of witting material that he sees from letters to words, then into phrases, sentence and so on (Kholid A. H and Lilis S 1997:140). Reading consists of letters that are sounded so that they have meaning. Based on several of the understandings above, it can be concluded that reading is an activity of sounding a series of symbols-symbols in the form of letters connected into words that have their own meaning.

Linse (2005:69) defines reading as "a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed word and also comprehend what we read."

## 2.1.1 The Purpose of Reading

One requirement in contemporary society is the ability to read. With reading, we can learn and understand a variety of things. The purpose of reading according to Nurhadi (1987) that the purpose of reading will effect the acquisition of reading comprehension. If a person's motivation for reading is great, understanding what they are reading will be easier for them.

The purpose of reading according to Blanton et al and Irwin (Farida Rahim, 2008:11) is as follows: 1) Fun, 2)Perfect certain strategies, 3)Use certain strategies, 4)Update knowledge about a topic, 5)Associate new information that he already knows, 6)Obtain information fooral or written reports, 7)Confirm or reject predictions, 8 Answering specific questions while demonstrating an experiment or using material from a text in another way will help you understand structure the text.). Nurhadi (1987:11) argues that the purpose of reding is distinguished in

general and in particular. In general, among other, 1) obtaining information, 2) gaining understanding, and 3) obtaining pleasure. In particular, the purpose of reading is (1) obtaining factual information, (2) obtaining information about something special and problematic, (3) providing a critical assessment of a person's writing (4) obtaining emotional enjoyment, and (5) filling free time.

## 2.1.2 Benefits of Reading

Reading is a crucial daily activity since it not only provides information but also acts as a tool for expanding knowledge about a variety of life-related topics. Reading will enhance vocabulary comprehension, cognitive abilities, creativity, and familiarity with novel concepts. Reading is a ligh and simple activity because reading will have many benefits. Fajar Rachmawati (2008:4) mentioned the benefits of reading as follow:

- 1. Boost intellectual capacity.
- 2. Acquire a variety of life knowledge.
- 3. Possess an open mind and broad perspectives.
- 4. Enrich the vocabulary.
- 5. Being aware of the many events that take place across the world.
- 6. Develop trust.
- 7. Get entertained.

Ngalim Purwanto (1997:27) revealed that there are benefits and value of reading, namely as follows:

1. In school, reading it takes its place as a helper for the whole sybject.

- 2. provide usefulness
- For individuals, reading is a tool for knowledge enhances. As an entertainer. To
  fill the wasted time (such as reading verses, rhymes, pems, romance, magazines
  and so on).
- Increasing religious and moral values. If one only reads texts with moral or religious significance.
- 5. To have functional worth, anything must be helpful in the development of psychiatric functions. For instance, developing memory, fantasy, thinking, (reason), many forms of feelings, and so forth...

## 2.2 Wattpad Application

An online site called Wattpad enables readers and writers of stories. The platform, which was established by Allen Lau and Ivan Yuen, aims to develop a reading community, as well as remove barriers between readers and writers. Naver Corporation stated that it would buy Wattpad in January 2021. In May 2021, the deal was ultimately finished. Up till November 2021, Wattpad had more than 90 million monthly users. After Allen Lau and Ivan Yuen worked together to create Wattpad, the website was launched in 2006. The business's main office is in Toronto, Ontario.

According to Melanie Ramdarshan Bold in her journal entitled "The Return of the Social Author: Negotiating Authority and Influence on Wattpad" (2018:117), claims that the most recent illustration of how a new generation of prominent and creative authors joined the publishing industry is Wattpad. Meanwhile, according

to Dewi Purnama Sari in her journal entitled "The Effects of Short Story through Wattpad on Reading Comprehension Achievement of Non-English Major Students of Bina Darma University" (2017: 1), Wattpad is cited as one of the technologies that support literature.

Sabado, Aloha Julienne and Uy, Denise Nicole in her journal entitled "Effects of Wattpad on Modern Phillipine Literature" (2016:3), said that the Wattpad app has paved the way for self-publishing because of this. Many people argue that online authors are inferior to authors who publish in general. Since usually online writers are younger and most students publish their stories, many work online and for free. So On the basis of the explanation provided above, it can be said that Wattpad is a multi-platform website application or service for online writers and paves the way as a technology that promotes literature as well as innovative influences to get to the publishing stage.

In addition, wattpad is described by Kardiansyah (2019) as a social platform where writers may exchange different types of the stories they've written and how to present them in modern form. Hence, a Wattpad application is a space or container made available for writers to freely express their views through articles that readers from all over the world can read.

#### 2.2.1 Purpose Wattpad

Wattpad'sincludes online-based self-publishing applications where it has been describedearlier in (Bold,2016:2). Through Wattpad, both new and old writers can carry out self-publishing activities, namely from the beginning of creating

informational content, creating covers, editing, publication, promotion, and sales all can be done by yourself online (Tim Studies and the Ministry of Tourism of creative economy, 2015), so that wattpad utilization allows as an online based self-publishing application in distribution of information. That is, this Wattpad is made into as a newer distribution of information and modern, when compared the distribution of information previously that was still done traditionally. In addition, Wattpad's, can distribute information directly to the user without requires a distributor, so it is very quick to do. When compared to the process of traditional distribution of information, which will take a long time. Moreover, remembering today's society is called society information where everyone can freely search, accessing, and creating informational content without bound by time and place.

## 2.2.2 Procedures of Wattpad Applications

Riza Mufaizah says there are various ways to use wattpad applications (2019)

#### 1. Creating user account

You must first log in to this application using your Google, Facebook, or email address. You will also need to create a username and password if you plan to utilize email.

## 2. Verifying the user account

You will soon receive a verification email after creating an account on Wattpad. Open the email's embedded link once you've located it. Your account will be verified by this.

## 3. Upadating user profile

You will be required to complete some basic information for your profile after creating an account. Your profile will immediately fill with your photo if you linked your Facebook, Google, or Instagram accounts. If you don't want to link a social network, you can still upload an image.

## 4. Browsing the story

The top menu bar has the following links: discover (find tales), create (write and share stories), and community (clubs, awards, writing, contest, writers, and etc) a button with your username and profile picture next to these. When that is clicked, a drop-down menu will appear with the options for profile, inbox (a messaging system similar to texting), notifications, works (your stories, shared, unshared, library (stories you read), invite friends, language, help, setting (username, password, email, profile picture, background picture), and finally logout.

## 5. Navigate through the mobile app

When you log in to Wattpad, all of the stories you are currently reading are immediately shown in your library. There is a drop-down menu if you tap the small "w" in the top left corner. Your name and profile photo are here, as well as links to your profile, a bell icon for notifications, a letter icon for your inbox, your library, where you should be, explore, reading lists you can make, a news feed that looks like a community, create, initiate friends, and settings.

### 6. Finding sories to read

Enter discover by clicking the icon with the eye. then start your search (the magnifying glass icon). Write a story's title or any keywords, such as "romance,"

"action," "fan fiction," etc. On Wattpad, searching for stories is based on tags and keywords.

## 7. Looking at the story's details

When you come across a title or book cover that catches your eye, read the blurb to find out whether it has been finished or is still in progress as well as how many chapters or portions there are.

## 8. Claiming a title

If you've made up your mind to read it, click either the orange button that reads "READ" or the orange button next to it that has a plus sign (+) on it. After you click "read," you will be given the opportunity to add the book to your library or reading list. To add the story, simply lick on one..

## 9. Using the library

You go to your library, which is the one with the icon of a stack of three books, if you have added it to your library. When you open it, the story's cover will be shown. The cover link will take you directly to the first chapter..

#### 2.3 Definitions Recount Text

Recount texts are a subgenre of English writing that tell the tale of an author or character's action or exploit. Recount text is used to express the activity or action in question. Recount text typically serves as both a source of knowledge and entertainment for the reader. Recount texts convey stories repeatedly, events that have been occurs sewuentially by using a clear description of the time of the past.

Recount Text readings in groups. English recountdikamus means "telling", "recount text" means "telling". Recount text is a text that tells about a record of events, events, actions, and activities. Teksrecount tells an experience, event, and incident that took place in the past, for example, the experience of meeting idols, vacation experiences, biographies of a person and historical events. The curriculum intends to master four competencies, namely competence in spiritual attitudes, competence in social attitudes, competence in knowledge, and competence in skills, Minister of Education and Culture Order No. 37 of 2018 states that Content Competencies and Basic Competencies. To accomplish the curriculum's goals in this learning, the development of this competency as a learning objective that will be implemented in the classroom's learning model. Thus, a fun and interesting learning model with varied learning activities is needed.

#### 2.3.1 Purpose of Recount Text

The purpose of the recount text is: "The purpose of recount text is to entertain the readers or inform the readers". Recounting a prior experience or event

with the intention of entertaining and informing the reader is the purpose of the recount text.

#### 2.3.2 Generic Structure Recount Text

Generic structure for a recount text The arrangement or structure of recount writings is the same as that of other English texts. Typical elements of a recount text:

- 1. Orientation: explains some of the background details of (who, where, when, an event or events occur.
- 2. Events: narrating an event that occurs afterwards is told in order chronological.
- 3. Reorientation: contains a rundown of the entire event. This section also includes. the author's opinion or impression of the events told.

#### 2.3.3 Recount Text Feature

- 1. introducing private participants: I, my group, etc.
- 2. using simple past tense
- 3. using chronological connection: then, first, etc.
- 4. using connecting verbs: was, were, saw, heard, etc.
- 5. using action words: look, go, change, etc.

#### 2.3.4 Kinds of Recount Text

1. personal recount

That describes the author's own personal experience.

#### 2. factual recount

That is a report of events that actually happened, such as a report on a science experiment knowledge, police reports.

#### 3. imaginative

That is to create a fictional story and then record the actual events or occurrences.

## 2.4 Previous Study

There are several earlier research that are pertinent to this topic.

The first, the research was done by Rohani Ganie, Khairunnisa Audi Miranda, Muhammad Yusuf entiled "Students attitude toward the use of wattpad in reading comprehension" This study looks into how reading on Wattpad affects several aspects of reading as well as how students feel about using Wattpad for reading. The descriptive qualitative approach was adopted in this study. The McKenna, et al., proposed theory of reading attitude also lends credence to this study. The information for this study was gathered from two sources: a closed-ended questionnaire given to 20 English Literature students at Universitas Sumatera Utara, and interviews with five out of the twenty respondents who were chosen for the study. The study's findings point to two key conclusions, namely: (1) The aspect of reading that is most impacted is vocabulary. 40% of respondents said vocabulary was the aspect of reading that was most impacted, followed by comprehension skills (35%), reading fluency (15%), phonemic awareness (10%), and comprehension abilities (15%). (2) It was discovered that 6 respondents had a neutral attitude

toward using Wattpad, 4 had a negative attitude toward using Wattpad, and 10 respondents had a favorable perspective.

Second, the research was done by Septiani Fadillah, Teguh Satria Amin (2022) entitled "improving students reading comprehension achievement through wattpad media of eleventh grade at SMA swasta bandung". With wattpad media, this study seeks to increase pupils' reading comprehension. This study examines how wattpad media usage can raise pupils' reading comprehension proficiency. This study was carried out at SMA Swasta Bandung. There were 30 pupils in class XI who were the study's subjects. This study employs action research in the classroom (CAR). There are two cycles to give students more opportunities to improve their understanding of how to find the main idea and understand the massage well and effectively. The outcome demonstrated a significant improvement in the kids' reading skills. The average score for the pretest was 29.83, the average for the first cycle was 44.67, and the average for the second cycle was 79.67. The percentage of students passing the KKM in reading narrative texts increased as well; in the pretest, 6.67% of students scored higher than 75 points; in cycle 1, 16.67% of students scored higher than 75 points. Hence, this media can aid students in recalling the key details and concepts from the texts they read, and they can also broaden their vocabulary. Based on the findings of this study, the researcher suggests using wattpad media while reading because it can raise reading comprehension performance.

Third, the research was done by Siti Yunita Ramadhani, Nurhaedah Gailea, Sutrisno Sadji Evenddy entiteled "the influence of using wattpad application

toward student's reading comprehension in narrative text" Finding out how utilizing the Wattpad app affects students' reading comprehension of narrative literature is the goal of this study. The researcher used a quantitative approach in this study, which also included a quasi-experimental design. Two courses were used in this study: an experimental class and a control class. The control class did not use the Wattpad application while the experimental class did. The experimental class, X MIA 2, and the control class, X MIA 1, each with 30 students, comprised the sample for this study. The data was gathered utilizing tests, which included pretests, post-tests, and tryouts. The study's findings demonstrated a strong impact of utilizing Wattpad on students' comprehension of narrative text when reading. With a significance level of 0.05 and a degree of freedom of 58, it was shown that the value of the t-test was higher than the value of the t-table (9.185 > 2.00). It denotes that the null hypothesis was rejected and the alternative hypothesis accepted. These results suggest that the Wattpad application had a significant impact on students' reading comprehension of narrative texts.

The similarities of my Research with previous Researchers are Quantitative Research Design, Data analysis and using Wattpad as a Learning.

The difference between my research and previous researchers is that Dawn Julie Ann J (2015) In this study, It was more concentrated on the demands-driven aspects that affect students' utilization of the Wattpad Application.

# 2.5 Hypothesis of the Research

This study seeks to determine whether utilizing the Wattpad application has a beneficial effect and an impact on students' interest in reading.

The hypothesis in this study:

H<sub>0</sub>: This is any significat the effect of using wattpad application to improving student's reading comprehension of recount text at tenth grade student's.

H<sub>1</sub>: This is no significat the effect of using wattpad application to improving student's reading comprehension of recount text at tenth grade student's.



#### **CHAPTER III**

#### RESEARCH METHODOLOGY

#### 3.1 Research Design

Quantitative research techniques is a way to obtain A series or collection of numbers is used to represent the data acquired, which is used to gain information or solve problems. Quantitative research methods can give an idea of the population in general. In quantitative research, what is highlighted is the relationship between research variables and the testing of previously formulated hypotheses. Although the dscription that also contains narrative or is descriptive as correlational research (relationships) its focus lies in the explanation of the relationships between variables.

According to Creswell (2014:32) quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. Matthews & Ross (2010) state that quantitative research methods are basically applied to the collection of data that is structured and which could be represented numerically.

This study employed a true experiment design, using quantitatively approved pre-test and post-test. Genuine experiment with pre- and post-tests This study's type of research design is group design. Or in Indonesian known as true experiment, is the most rigorous and powerful experimental design because in true experiment research the research subject is randomly selected. The purpose of this

Random assignment is so that threats to internal validity do not arise. The existence of random assignments is expected so that members of the experimental group and comparison groups are not affected by their status so that the experimental results are not affected by the Hawthorne effect and the John Herry Effect.

Both effects were side effects caused by members of the control group being aware of their status so there was an extra effort on their part to match the experimental group's results.

#### 3.2 Population and Sample

The population is made up of all the elements that are relevant to the problem being studied (Nursalam. 2003). The sample, which will comprise a portion of the entire object being studied, aims to be representative of the entire population (Soekidjo. 2005: 79).

### 3.2.1 Population of the Research

Nasir defines a population as a collection of individuals along with predetermined traits. Arikunto defines population as the entire object of study. Meanwhile, Putrawan stated that population is all data that is of concern in a predetermined time and space. These three definitions of population are emphasized by Kartono by stating that population is totality of all cases, events, people, things, and other. The population of this study is tenth grade students of Senior High School Number 11 Jambi for the 2022/2023 school year. There is a class in the tenth grade composed of for each class.

Table 1.

Populations of The Research

No	Class	Population
1	X E 1	36
2	X E 2	35
3	X E 3	35
4	X E 4	34
5	X E 5	34
6	XE6	36
7	XE7	35
Te	otal	245

## 3.2.2 Sample of the Research

According to Creswell (2014) a sample is a subgroup of the target population that the researcher plan to study for study for generalizing about the target population. When the population is big, for instance, it is doubtful that research will examine every member of the population. If there is a lack of resources, time, or effort, the research can still be conducted using population samples.

This method involves mapping a big area to the smallest area. So, the population of this research is the at X E 1 at state Senior High School Number 11 Jambi. Hence, from the cluster, the researcher selected a random sample, so that the

subject of the study is class X E 1 as an experimental class, and class X E 2 as a control classs.

Table 2.
Sample of the Research

Class	Classification	Population
X E 1	Experimental	36
X E 2	Control Class	35
Г	71	

#### 3.3 Research Instrument

A research instrument tool is a device that is used to, meansure and examine information from nearby subjects a research topic. this research will use multiple-choice test. A questionnaire or survey question with several answer choices is known as a multiple-choice test. Also known as objective response questions, they call for respondents to choose just the right responses from the available choices. This test form is used for pre-test and post-test.

### 3.4 Technique of Collection Data

This research will use quantitative. Use test to collect data to determine students reading proficiency. To obtain this data, this study conducted a test to the class that had been selected. After conducting a test the technique of reading the wattpad application in the experimental class. Then the control class is taught without using this technique. This process was carried out for approximately 4

meetings. Hen, at the time of the last meeting, the experimental studnts and control students got the test result. The purpose of this hail test is to find out the effect of using the wattpad application on student reading interest.

#### 1. Pre- test

The test that was administered before to the experiment. To determine the pupils' reading proficiency, the test was given to both the control group and the experimental group of students.

#### 2. Treatment

Both the control group and the experimental group received the various treatments. While their control class is exclusively taught using traditional methods, the experimental class reads utilizing the wattpad application.

#### 3. Post-test

The researcher administered the post-test to the pupils following the treatment. The test format would be the same as the pre-test, but the questions would be different. The results of the post-test would then be compared to the results of the pre-test. In order to quantify the impact of anagrams on pupils' reading abilities, those two scores would be employed.

### 3.5 Validity and Reability of The Test

This test is carried out to meet the need to investigate the reading ability of students. To achieve this validity, the test content is taken from the wattpad application. According to Deville in Dornyei (2007:50), reliability refers to the consistency of data, scores or observations obtained using elicitation instruments,

which can include a variety of tools ranging from standardized tests given in educational settings to tasks completed by participants in research studies. To find out the reliability of the test, the test was tested in a class that was equal to the experimental class and the control class. The test was given to one of the tenth grade classes of Senior High School Number 11 Jambi.

The result of the try out test wa tasted by using Kuder-Richardson Formula 21. (sugiyono, 2009:186)

$$r = \left(\frac{k}{k-1}\right) 1 - \frac{M(k-M)}{k(SD)^2}$$

The mean (M) scoe was obtained by using formula:

$$M = \frac{\Sigma x}{N}$$

Then, the standard deviation was also calculate by using formula:

$$SD = \sqrt{\frac{\sum x2 - \left[\frac{(\sum x)2}{n}\right]}{n-1}}$$

Legends:

R1 =The reliability of the instrument

K =The number of the items in the test

M =The mean of the scores

X =The score

N =The number of students

SD = The standard deviation of the score

The test was called reliable if the value of r is more than 0, 09 (Gay, 1992)

## 3.6 Technique of Data Analysis

The pre-test and post-test score was analyzed and interpreted based on the scoring interpretation of students' achievement. The students' score was interpreted in categories, very good, good, fair, weak, and poor. It was based on Amin in (2011:62) as follow:

Table 3.

The score interpretation for students' achievement

Scores	Category
86-100	Very Good
76-85	Good
66-75	Fair
56-65	Weak
<56	Poor

In analyzing the data, the researcher was used t-test. According to Gay (1992) t-test was used to determine whether or not there was a significance difference between one variable with other variable. So, the post-test score from the

control and experimental class was calculated by using t-test to know whether or not there was a significance effect of wattpad aplication. The formula of t-test was as follow:

$$t = \frac{x_1 - x_2}{\sqrt{\left(\frac{ss_1 + ss_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$x_1 = \frac{\sum x_1}{n_1}$$

$$x_2 = \frac{\sum x_2}{n_2}$$

$$SS_{1} = \sum x_{1}^{2} - \left(\frac{\sum x_{1}}{n_{1}}\right) \quad 2$$

$$SS_2 = \sum x_2^2 - \left(\frac{\sum x_2}{n_2}\right)^{-2}$$

In which

t = The value of calculated

 $X_1$  = The mean of the experimental group

 $X_2$  = The mean of the control group

 $ss_1$  = The variance of the experimental group

 $ss_2$  = The variance of the control group

 $n_1$  = The number of sample in experimental group

 $n_2$  = The number of sample in control group

#### **CHAPTER IV**

#### FINDINGS AND DISCUSSION

## 4.1 Findings

at SMA N 11 JAMBI CITY in the 2022/2023 school year. This research conducted a study for 4(four) weeks to find data and fact about the effect of using wattpad application to iproving student's reading comprehension of recount text at tenth grade student's of senior high school number 11 Jambi City. The study was conducted on 14 mal students and 22 famale student of class X/Fase E1(experiment class) and 13 male students and 21 fame students in class X/Fase E2(control class). The study was conducted for 4(four) weeks precisely on January 27<sup>th</sup> 2023, February 3<sup>th</sup> 2023, February 10<sup>th</sup> 2023, February 17<sup>th</sup> 2023.

This study explains the results of the study. This research uses teaching tequiques using the wattpad applications, students are asked to read some of the stories that have been provided in the wattpad application. The test given to this students reading the ability both before and after the treatment. in this case, it this case, it is intented to determine how powerful the application of wattpad is on students reading interest. And this test has the impact of has been examined in more detail students reading interest.

## 4.1.1 Preliminary Data and Final Data

Table 1.

Table of preliminary Data and Final Data

Test	N	MEAN	MAX	MIN
Pre-test Experiment	36	50,19	63	40
Pre-test Control	35	54,48	90	33
Post-test Experiment	36	75,35	90	37
Post-test Control	35	57,62	80	35

In this study, there were 35 pupils in the control class and 36 in the experiment class. Students' pre- and post-test scores from the experiment class were used in this study. Students' responses to multiple-choice questions without any intervention serve as the study's first test. Before providing treatment, the exam should determine the kids' reading comprehension. In the pre-test experimental group, the researcher obtained 36 sample scores with means of 55, 35, 63, and 40. In the post-test score following treatment, the researcher obtained 36 sample scores with means of 75, 35, 90, and 35.

## 4.1.2 Result Score of Pre-test experiment Class and Control Class

Table 2.

Result Score of Pre-Test Experiment and Control Class

TEST	N	MEAN	MAX	MIN
Pre-test	36	50,19	63	37
experiment				
Pre-test	35	54,48	90	33
Control				

Based on the results of the pre-test experiment class and control class in the table above, the researcher. There were 36 pupils in the pre-test experiment class, and their scores ranged from 63 to 37, with a mean of 50 to 19. There were 35 students in the pre-test control group, with a mean score of 54.48, a maximum score of 90, and a minimum score of 33.

## 4.1.3 Result Score of Pre-test expiment Class and Control Class

Table 3.

Result Score of Post-test Experiment and Control Class

TEST	N	MEAN	SD	MAX	MIN
Post-test	36	75,25	10,3	90	37
Experiment					
Post-test	35	57,62	6,5	75	35
Control					

The researcher's post-test results for the experiment class and control class were obtained based on the table above. The post-test experiment class had 36 students, with a mean score of 75.25, a maximum score of 90, and a minimum score of 37. The post-test control class had 35 students, with a mean score of 57.62, a maximum score of 75, and a minimum score of 35.

## 4.2 Data Analysis

Before the hypothesis is tested, the data must satisfy the requirement that they be homogeneous and normally.

## **4.2.1 Normality Test**

The Kolmogorov-Smirnov Normality Test is a test used to ascertain how randomly and specifically distributed data are within a population (Chakravart,

Laha, and Roy, 1967). Based on the tests conducted by the national institute of standars and Tecnology, the Kolmogorov-Smirnov est is suitable for data sizes of 20-1000. But in research in general, the Kolmogorov smirov test is still used for data samples that are more than 2000 samples in size ( $10 \le N \le 1000$ ). Therefore, for data with more than 50 samples, the Kolmogorov-Smirnov test is advised. If the significance level is more than 0.05 (sig. > 0.05), the data is considered to be regularly distributed for testing purposes.

a. normality test of the experiment class

Table. 1

Experiment Class Normality

One-Sample Kolmogorov-Smirnov Test

		Unstandardiz ed Residual
N		36
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	10.30181580
Most Extreme Differences	Absolute	.169
	Positive	.120
	Negative	169
Kolmogorov-Smirnov Z		1.011
Asymp. Sig. (2-tailed)		.258

a. Test distribution is Normal.

Based on the result from the table above. It can be seen that normality test result of the experiment class are .258. Where the data said to be normal, because (.258 > 0.05).

b. normality test of the control class

b. Calculated from data.

Table. 2

Control Class Normality

**One-Sample Kolmogorov-Smirnov Test** 

0.110 0.111		
		Unstandardized Residual
		Residual
N		35
Normal Parameters <sup>a,b</sup>	Mean	.0000000
Normal Farameters	Std. Deviation	6.57401270
	Absolute	.096
Most Extreme Differences	Positive	.096
	Negative	069
Kolmogorov-Smirnov Z		.569
Asymp. Sig. (2-tailed)		.902

- a. Test distribution is Normal.
- b. Calculated from data.

Based on the result from the table above. It can be seen that the normality test result of the control class are .902. Where the data can be normal. because, (.902 > 0.05).

## **4.2.2** Homogneity Test

The homogeneity test determines whether there are differences between two or more distributions. The variance homogeneity test and the Bartlett test are the homogeneity tests that will be covered in this essay. To ascertain if the data in the variables of the experiment class and control class are homogeneous or not, a homogeneity test is carried out.

Test of Homogeneity of Variances

Table. 3

Pre-test			
Levene Statistic	df1	df2	Sig.
2.587	1	69	.112

Based on the table above, researches belive that the data can be said to be homogeneous. because, (.0.112>0.05) a the data is still said to be homogeneous.

#### 4.2.3 T-Test

The researcher has discovered that the post-test results of the experimental and control classes are normal and homogeneous after computing the post-test data. The information would be examined to support the theory. The t-test formula was applied. Multiple-choice is the research hypothesis, The result of t-test was as follow:

Table. 4

**Independent Samples Test** 

		Levene's for Equa	ality of		·	t-test fo	or Equality	of Means		
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differen	Confid Interva	dence
								ce	Lower	rence Upper
	Equal variances assumed	5.107	.027	2.032	69	.046	4.88333	2.40360	.0882 8	9.678 39
hasil belajar	Equal variances not assumed			2.025	64.68 6	.047	4.88333	2.41153	.0667	9.699 94

Based on the table above, the analysis data used t-test it was found that the  $t_{count}$  is (2.032) while the  $t_{tabel}$  (2.000) with opportunity (1-  $\alpha$ ) = 1 - 5% = 95% and  $dk = n_1 + n_2 - 2 = 36 + 35 - 2 = 69$ . It means that the  $T_{count}$  is smaller than the  $t_{tabl}$  (Tt). That is, he results showed what the experiment class had no.

## 4.2.4 Hypothesis Testing

After obtaining the value by using T-test, the hypothesis can be tested as follow:

H<sub>0</sub>: There any significat the effect of using wattpad application to improving student's reading comprehension of recount text.

 $H_1$ : Ther is no significant the effect of using wattpad application to improving student's reading comprehension of recount text.

Based on calculating data by using t-test, it showed that:

- 1. The value t<sub>c</sub> was 2.025
- 2. df was 69.

It could be concluded that  $T_c > T_t$ , so Null Hypothesis (H<sub>0</sub>) was accepted, meanwhile Hypothesis One (H<sub>1</sub>) was rejject. There are differences in scores in experimental classes and control classes. So there is an effect of using wattpad application.

#### 4.3 Discussion

The researcher discussed this research's findings and made comparisons to related discoveries based on those findings. The researcher's theory was also covered in the discussion. First by Rohani Ganie, Khairunnisa audi Miranda, Muhammad yusuf, This study looks into how reading on Wattpad affects several aspects of reading as well as how students feel about using Wattpad for reading. It was discovered that 6 respondents had a neutral attitude toward using Wattpad, 4 had a negative attitude toward using Wattpad, and 10 respondents had a favorable perspective. second by Septiani Fadillah, This study examines how wattpad media usage can raise pupils' reading comprehension proficiency. This study was carried out at SMA Swasta Bandung. There were 30 pupils in class XI who were the study's subjects. This study employs action research in the classroom (CAR). Last by Siti Yunita Ramadhani, Nurhaedah Gailea, Sutrisno Sadjil evvendi, The data was gathered utilizing tests, which included pre-tests, post-tests, and tryouts. The study's findings demonstrated a strong impact of utilizing Wattpad on students'

comprehension of narrative text when reading. With a significance level of 0.05 and a degree of freedom of 58, it was shown that the value of the t-test was higher than the value of the t-table (9.185 > 2.00). It denotes that the null hypothesis was rejected and the alternative hypothesis accepted.

To find out whether there is any effect of the wattpad application on the reading ability of students in class X E1 SMA N 11 Jambi City. Researchers gave test to two classes, namely the experimental class and the control class. Class E1 is tied to teaching treatment with wattpad application and while class E2 is treated by teaching as usal. Before giving the test, the study conducted treatmeant with several meetings, after the treatment was carried out, the researcher conducted a test in the form of multiple choice questions in English. And the final result of the students doing the question is an assessment of the reading ability of the students.

Based on the analysis data used T-test, it was found that the T-test (Tc) was 2.032. This means that to similar that Ttable (Tt) was 2.000. Then, for DF it is 68. That is, the result of the study show that the experiental class has a wattpad application to reading interest of the students. After conducting this research and getting the result of this study, it can be seen that there any the effect of using wattpad application to improving students reading comprehension of recount text. This study focuses on looking at the effect of using wattpad application. Based on the result of the research above, it can be conclouded that this study has influence on the effect of using wattpad application to improving students reading comprehension of recount text at SMA N 11 Jambi City.

#### **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### 5.1 Conclusion

Based on the theory of reading using the wattpad application it can help students to improve their reading skill and students can read understand a content of the story text. By using wattpad application, students can read better and students can understand the material that has been made by teacher, and students can open the reading application wherever they are. And this can also encourage teachers to utilize technology and education in the teaching and learning process in schools. Teacher can use other reading applications to become a medium for students learning by using reading applications and utilizing existing technology that can make it easier for teachers and students in the teaching and learning process.

The result of this study showed an increase in students reading comprehension in using the wattpad application, which during this study students were given pre-test, treatmean, post-test. It can be concluded that this wattpad application can also help teachers in the teaching and learning process, the conclusion of this study shows the influence of the wattpad application on students reading interest.

## **5.2 Suggestion**

Related the conclusion and suggestion, here the suggestion can be given as follows:

#### 1. Teacher

a. Teachers at SMA N 11 Jambi City, To continue using the wattpad application as reading media and learning media.

#### 2. Students

- a. The students must read requently, be it reading through books or reading using wattpad and other reading tools.
- b. Students should be able to use the wattpad application to gain more knowledge to improving their understanding of text.

### 3. Next Researcher

It is hoped that this thesis will make a significant contribution to future researchers who will be interesting in carrying out research as a similar topic of discussion. The author hopes that wattpad application can be used as a learning medium and can cover every subject in the school.

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## **Components of Wattpad**

There are several components of wattpad applications:



In this section, raders can choose the story they want to read, the story's writer and reading search coloum.

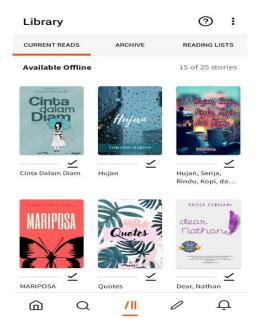


Figure 2.2 library

In the library, readers can have the stories that have been searched in the search section and they can read whenever and wherever.



Figure 2.3 Create a New Story

In the section the writer can make their own story and upload their story

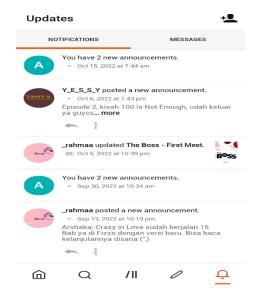


Figure 2.4 Updates

In updates section, you can find out something new, because in his secion tell you the latest stories from the author or the continuation of the story that the author has written

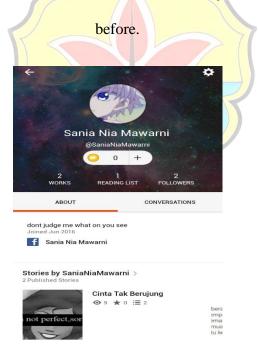


Figure 2.5 Conversation Bar

In this section, author can make a conversation and post a massage.

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah: SMAN 11 KOTA JAMBI

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X / 2 (dua)

Topik: Recount text

Alokasi Waktu : 4 x 2 jp menit

## A. Kompetensi Inti (KI)

## KI 1 dan 2

Kompetensi Sikap Spiritual yaitu, Kompetensi Sikap Spiritual adalah "Menghayati dan mengamalkan ajaran agama yang dianutnya". Adapau rumusan Kompetensi Sikap adalah "Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam

menempatkan diri sebagai <mark>ce</mark>rminan bangsa dalam pergau<mark>l</mark>an dunia

KI 3			KI 4				
Memahami,	menerapkan,	menganalisis	Mengolah,	menalar,	dan meny	aji dalar	n ranah
pengetahuan	faktual,		konkret d	an ranah	abstrak	terkait	dengan
konsepti	ıal, prosedural be	rdasarkan rasa	pengemban	igan dari ya	ng dipelaj	arinya di	sekolah
ingin tahunya	tentang ilmu	pengetahuan,	secara man	diri, dan ma	ımpu menş	ggunakar	n metoda
teknologi, seni,	budaya, dan hum	naniora dengan	sesuai kaid	ah keilmua	n		
v	vawasan kema	anusiaan,					
kebangsaan, ke	negaraan, dan per	adaban terkait					
penyebab fen	omena dan ke	ejadian, serta					
menerap	kan peng	etahuan					
prosedural pada	bidang kajian yang	spesifik sesuai					
dengan bakat da	n						
minatnya untuk	memecahkan masa	alah					

# B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar (KD)	No.	Kompetensi Dasar (KD)
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar		Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
No.	Indikator Pencapaian Kompetensi (IPK)	No	Indikator Pencapaian Kompetensi (IPK)
1.1.1	Mengucapkan syukur dapat belajar bahasa Inggris dengan ungkapan- ungkapan bahasa Inggris ( <i>syukur</i> )		Melakukan salam sapa dengan guru dan teman menggunakan bahasa inggris dengan santun, menjaga kebersihan, suka menolong dan rela berkorban. ( <i>peduli</i> )
1.1.2	Mengikuti pembelajaran bahasa Inggris dengan sungguh-sungguh tidak bercanda (kesungguhan) Sebelum belajar dan sesudah belajar bahasa Inggris mengucapkan doa (berdoa)		Mengikuti pembelajaran dengan tertib. (disiplin)
No.	Kompetensi Dasar (KD)	No.	Kompetensi Dasar (KD)
2.2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.  Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan  komunikasi fungsional		Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menawarkan jasa dan responnya, sesuai dengan konteks penggunaannya.

No.	Indikator Pencapaian Kompetensi		Indikator Pencapaian
	(IPK)		Kompetensi (IPK)
2.2.1	Melaksanakan dan menyelesaikan	3.1.1.	Menemukan fungsi sosial pada
	tugas yang diberikan guru, baik		ungkapan menawarkan jasa dan

	secara individu maupun kelompok.		responnya, sesuai dengan
	(tanggung jawab)		konteks penggunaannya
		3.1.2	Menemukan struktur teks dan unsur kebahasaan pada ungkapan menawarkan jasa dan responnya, sesuai dengan
			konteks penggunaannya
No.	Kompetensi Dasar (KD)	No.	Kompetensi Dasar (KD)
4.1	Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan menawarkan jasa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan		
	yang benar dan sesuai konteks		
No.	Indikator Pencapaian Kompetensi	No	Indikator Pencapaian
	(IPK)		Kompetensi (IPK)
4.1.1	Mengungkapkan teks lisan untuk menyatakan dan merespons ungkapan menawarkan jasa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		
4.1.2	Manufishan taka tulia untuk manyatakan dan		
4.1.2	Menuliskan teks tulis untuk menyatakan dan merespons ungkapan menawarkan jasa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		

### C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran, peserta didik dapat menghayati dan mengamalkan ajaran agama yang dianutnya dalam mempelajari, siswa dapat mengidentifikasi karakter di dalam sebuah cerita, serta dapat menceritakan kembali isi dari cerita tersebut, dan mampu menambah minat siswa dalam membaca.

## D. Materi Pembelajaran

Subject matter: Recount text

Recout is a text which retells events or experiences is the past. Its purpose is either to inform or to entertain the reader or audience. There is no complication among the participant.

recount text, generally you have to consider the following generic structure:

1. Orientation

Introducing the participant, place and time

2. Event

Describing series of event that happened in the past

3. Reorientation

Stating personal comment of the writer to the story.

Language features of recount text are:

- 1. Introducing personal participant: e.g. I, my friend, etc
- 2. Use the simple past tense
- 3. Use the chronological connection: e.g. first, then, etc.
- 4. Use the linking verb: e.g. was, were
- 5. Use Action Verb: e.g. go, look etc

#### E. Pendekatan, Metode dan Model Pembelajaran

1. Pendekatan : The Natural Approach

2. Metode: Guiding question technique

3. Teknik: Membaca menggunakan wattpad

## F. Media Pembelajaran an Sumber Belajar Media pembelajaran :

- Applikasi wattpad & Buku

## Alat/ Bahan Pembelajaran:

- Whiteboard, Boardmarker, Handphone

## Sumber pembelajaran:

- Internet
- Aplikasi wattpad

## G. Kegiatan Pembelajaran Pertemuan I (2x 45)

Prosedur	Instruksi / Catatan
Pendahuluan (10 menit)	
a) Guru memberi salam.	Good Morning class How's life?
	I hope you are all feeling fit today
b) Guru mengajak pes <mark>erta didik un</mark> tuk	Before we start our English lesson, Let's pray,
mengawali kegiatan deng <mark>an berdo</mark> a	shall we?
c) Guru memeriksa kehadiran	Who isn't here?
peserta	You weren't at the last lesson, where were you?
didik.	
d) Guru menyiapkan peserta didik secara psikis	
dan fisik untuk mengikuti proses pembelajaran	
dengan mengajak peserta didik untuk merapikan	
kelas dan	Is everybody ready to start? Are you ready?
penampilan mereka.	
e) Guru mengajukan pertanyaan tentang	
materi yang dipelajari sebelumnya.	What did you learn last meeting?
f) Guru menjelaskan tentangtujuan	
pembelajaran atau kompetensi dasar	
yang akan dicapai.	
g) Guru menyampaikan cakupan materi	
dan uraian kegiatan sesuai RPP	

Kegiatan Inti	
Mengamati	
mengenai recount text b) Peserta didik secara berpasangan menganalisa	Class, I want you to listen the recording carefully, and take note of words you don't know. Do you get my point?
isi percakapan yang disajikan. c) Peserta didik mencatat kosakata sulit	What do you get from the conversation? What does the recording talk about?
	Are there any difficult words from the

yang terdapat dalam teks.	recording?
Menanya	
a) Dengan bimbingan dan arahan guru, peserta didik mempertanyakan hal-hal yang belum diketahui mengenai teks yang disajikan b) Secara berpasangan peserta didik merumuskan pertanyaan tentang fungsi sosial, struktur teks, dan unsur kebahsaan pada teks yang disajikan.	Is there any expression offering a help from the recording?
Mengumpulkan Informasi	
a) Peserta didik menjawab pertanyaan terkait isi percakapan yang disajikan (task 1)	I want you to listen again the recording carefully and then answer the following questions given based on the recording you are listening.
b) Peserta didik mengidentifikasi cerita	Can you identify the expressions which are used on the recording?
c) Guru memandu peserta didik untuk mengajak siswa membaca satu persatu	Ok, now, listen to me and repeat after me.
Mengasosisasi	1

a) peserta didik di berikan cerita dari aplikasi wattpad	
b) Disajikan sebuah cerita peserta didik si minta untuk membaca kembali	
c) Guru memberikan feedback atas aktifitas yang dilaksanakan	
Mengomunikasikan	
Peserta didik diminta untuk membaca ulang kembali	Practice offering and responding help with your friends about these situations.
Penutup	
Peserta didik melakukan <mark>refleksi terhadap</mark> kegiatan pembelajaran dan manfaat- manfaatnya	I don't think we've got time to finish this now. But, could you tell me what we've got today?  I will be here next week and we will still discuss
Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya	about offering and responding a help. Let's end the lesson today by saying Hamdallah. Alhamdulillah
Peserta didik dan guru mengucapkan	
salam perpisahan	

## H. Penilaian Proses dan Hasil Belajar

- 1. Penilaian Sikap Spiritual dan Sosial
  - a) Jenis/ Teknik Penilaian : Penilaian Individu / Observasi (Pengamatan)
- Penilaian Antar Peserta Didik
  - b) Bentuk Instrumen : Lembar Pengamatan
  - c) Kisi-kisi :

No	Indikator Sikap	Instrumen
1	Bersyukur setiap saat mendapat kesempatan belajar	
	bahasa Inggris.	
	Melakukan salam sapa dengan guru dan teman menggunakan bahasa inggris dengan santun, menjaga kebersihan, suka menolong dan rela	
2	berkorban. ( <i>peduli</i> )	
3	Mengikuti pembelajaran dengan tertib. (disiplin)	
4	Melaksanakan dan menyelesaikan tugas yang diberikan guru, baik secara individu maupun kelompok. (tanggung jawab)	

d) Instrumen : (pada Lampiran Penilaian Sikap dan Sosial)

e) Pedoman Penskoran:

$$NA = \frac{Skor \, Perol}{Skor \, Maksimal} \times 4$$

2. Penilaian Pengetahuan

a) Teknik Penilaian : Tes Tertulis

b) Bentuk Instrumen : Worksheet

c) Kisi-kisi :

No	Indikator	Instrumen
1	Menemukan fungsi sosial pada ungkapan menawarkan jasa dan responnya, sesuai dengan konteks penggunaannya.	
2	Menemukan struktur teks dan unsur kebahasaan pada ungkapan menawarkan jasa dan responnya, sesuai dengan konteks penggunaannya.	

d) Instrumen : (pada Lampiran 2)

e) Pedoman Penskoran : Setiap jawaban benar diberi skor 1

$$NA = \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 4$$

## 3. Penilaian Keterampilan

a. Teknik Penilaian : Praktik

b. Bentuk Instrumen : Semi-Guided Writing

c. Kisi-kisi

No.	Indikator	Instrumen
	Mengungkapkan teks lisan untuk menyatakan dan merespons ungkapan menawarkan jasa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur	
1.	kebahasaan yang benar dan sesuai konteks.	
	Menuliskan teks tulis untuk menyatakan dan merespons ungkapan	
	menawarka <mark>n jasa, dengan memperhatikan fun</mark> gsi sosial, struktur teks, dan unsur kebahasaan yang	
2.	benar dan ses <mark>uai</mark> konteks.	

d. Instrumen: lihat Lampiran 3

e. Pedoman Penskoran

$$NA = \frac{Skor\ Perolehan}{Skor\ Maksimal}\ X\ 4$$

Tabel konversi skor dan predikat hasil belajar untuk setiap ranah ( Pengetahuan, Keterampilan dan Sikap ) :

Pengetahuan		Keterampilan	Keterampilan		Sikap	
Skor Rerata	Huruf	Capaian Optimum	Huruf	Modus	Predikat	
3.85 - 4.00	A	3.85 - 4.00	A	4.00	SB	
3.51 – 3.84	A-	3.51 – 3.84	A-		(Sangat Baik)	

3.18 - 3.50	B+	3.18 - 3.50	B+		В
2.85 - 3.17	В	2.85 - 3.17	В	3.00	(Baik)
2.51 - 2.84	В-	2.51 – 2.84	B-		
2.18 - 2.50	C+	2.18 - 2.50	C+		С
1.85 - 2.17	С	1.85 - 2.17	С	2.00	(Cukup)
1.51 – 1.84	C-	1.51 – 1.84	C-		
1.18 – 1.50	D+	1.18 – 1.50	D+	1.00	K
1.00 - 1.17	D	1.00 - 1.17	D		(Kurang)

## Penilaian Diri

Bentuk: jurnal belajar Contoh Format:

My Learning Journal Name:
A summary of what I have learned:
What do I need to do to overcome these uncertainties?
Things I want to improve my English ability:
Things I am still not sure of:
Things I have learned successful today:

## Penilaian Sejawat

Berupa komentar atau daftar cek

Mengetahui,

Kepala Sekolah Guru mengajar

Drs. APP Sitorus M.Pd Sania Mawarni
NIP. 19661201 199303 1005 NIM. 1900888203037

#### SOAL TEST RECOUNT TEXT

Nama :

Kelas :

Mata Pelajaran : Bahasa Inggris

Waktu : 70 Menit

# The following test is for question 1 to 4

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart. Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream. She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She belived that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

- 1. What is the text about?
  - A. A horse cart rider's hard work.
  - B. Vandra's experience on a train.
  - C. Vandra's travelling experience.
  - D. The life story of a horse cart rider.
- 2. What was the horse cart's rider like?
  - A. Honest
  - B. Generous
  - C. Kindhearted
  - D. Hard working
- 3. Why did Vandra take a great respect to the horse cart's rider?
  - A. She struggled for the succes
  - B. She lived with her three children
  - C. She was simple, but had a great dream
  - D. She was the only woman who rode a horse card
- 4. "She never gave up."

What is the closest meaning of the bolded phrase?

- A. Felt sorry
- B. Surrendered
- C. Complained
- D. Fought against

## The following test is for question 5 to 7.

Kuro spent many long days begging in the market. It tas dull, and usally cold work. His company was a ranged collection of strays, men and women with just enough connection to

magic to pass throught the veil between worlds, but not enough to cash any proper magic. Some strays earned living doing labor that wizards were too lazy to do, themselves. others simply found their way back into the mudane world and continued with their magic-free lives. Like most things in detritus lane, thought, the strays that ended up there were the discarded and forgotten. Their lives outside the veil were worse than begging in the Bytown market, ad the one thing detritus had to spare, it was rent-free places to sleep.

- 5. When does kuro spend his days?
  - A. At home
  - B. Market
  - C. At street
  - D. At bullding
- 6. What is the text about?
  - A. A wealthy young man
  - B. The son of a wealthy man who became a bruiser
  - C. The life of beggar in the wizarding world
  - D. An idier
- 7. Where is the place of the beggars?
  - A. Newzaland
  - B. Amsterdam
  - C. Franch
  - D. By town

# The following test is for question 8 to 11.

On Monday morning Adi woke up late.. Before leaving for school, his mother reminded him of having breakfast, but he refused. He was afraid of being late. Adi arrived at school only one minute before the bell rang. All students walked towards the school yard. They would have a flag hoisting ceremony.

It was very hot and the sun shone very brightly. During the ceremony, Adi felt dizzy and his eyes were blurred. He tried to stand up still, but he could bot hold on. He trembled and fainted.

He didm't know what happened next . When he opened her eyes, he was in the medical room with his class teacher and Riski, his best friend. Riski gave him a glass of hot tea and a piece of bread.

- 8. What is the main idea of paragraph one?
  - A. Adi woke up late.
  - B. Adi skipped breakfast.

- C. Adi was afraid of arriving late at school.
- D. Adi's mother reminded him of having breakfast.
- 9. Where did Adi tremble and faint?
  - A. At home
  - B. In his classroom
  - C. At the school yard
  - D. In the medical room
- 10. What would happen if Adi had breakfast?
  - A. His mother would be angry with him
  - B. He could attend the ceremony well
  - C. He would arrive at school early
  - D. He missed the hoisting flag ceremony
- 11. From the text we know that ...
  - A. nobody cared about Adi
  - B. Adi arrived late at school
  - C. Adi felt unwell during the ceremony
  - D. Riski stood up next to Adi during the ceremony

# The following test is for question 12 to 15.

I just returned from my holiday in my uncle's house in Malang. During the time, i visited many interesting places, such as Jatim Park 1 and 2, Museum Angkut, Batu Night Spectacular and Mount Bromo. However, the most memorable is my trip to mount Bromo. However, the most memorable is my trip to Mount Bromo. It is the most exotic place i've ever seen.

At that time i went with my uncle's family. We went there by car in middle of night and arrived at around 3:30 a.m. There were already many people there. They all wore thick jackets, gloves and beanies, so did we. It was so cold that we were going to freeze. Soon, we could adapt to the weather.

Later on we moved to Penanjakan Peak to see the sunrise. Later on we withnessed such a magnificent sunrise. Luckily, the weather was so fine that we all could see that shinning golden ball very clearly. Then, we walked up to the top of Mount Bromo. It was really hard because we had to walk through thick sand desert while it was rather cold. Arriving at the top, it was so amazing! Trush me, you should go there one day. What a wonderful place!

Overall my last holiday is the best moment of my life. I wash i have another chance to explore Malang City.

- 12. What is the next mainly about?
  - A. The writer's experience in Mount Bromo.
  - B. The writer's impression about the sunrise.
  - C. The writer's unforgettable holiday in Malang.
  - D. The writer's trip to climb a mount for the first time.

- 13. What is the main idea of the second paragraph?
  - A. The place was full of visitors.
  - B. The writer went to Bromo by car.
  - C. The writer arrived at her destination.
  - D. The weather at the moment awas very cold.
- 14. From the text we know that...
  - A. the writer went Bromo with her cousin
  - B. the sky was cloudy when the morning broke
  - C. it is quite easy to pass through the sand
  - D. the writer wore a thick jacket and beanie
- 15. "They all wore thick jackets, gloves and beanies, so did we." (Paragraph 2)

What does the bolded word refer to?

- A. The writer's uncle family
- B. The visitors of Mount Bromo
- C. The writer and her uncle's family
- D. The people who the writer saw on her arrival.

### The following test is for question 16 to 19.

Last week my friend and i were bored after two weeks of holidays, so we rode our bicycles to a beach, which is only five kilometres from where we live.

When we arrived at the beach, we were surprised to see only a few visitors there. After having a quick dip in the ocean, which was really cold, we realised why there were not many people there. it was also quite windy.

After we bought several hot chips at the take-away store nearby, we rode our bicycles down the beach for a while, on the hard, damp part of the sand. We had the behind us. Unwittingly, we were many miles down the beach.

Before we made the long trip back we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, we realised that all the way back we would be riding into the strong wind.

When we finally arrived home, we were both totally exhausted!

- 16. The text mainly tells us about....
  - A. the situation at the beach
  - B. the writer and his friend's reason to a beach
  - C. the writer and his friend's long holiday
  - D. the writer and his friend's vacation at a beach
- 17. At that time the beach was ....
  - A. quiet
  - B. sunny
  - C. crowded
  - D. very clean

- 18. From the text it can be concluded that ....
  - A. the water of the beach is quite warm
  - B. the beach is very close to the writer's house
  - C. the writer felt tired because of cycling hard
  - D. there was no food stall opened at the moment
- 19. People rarely went to the beach.... the water was very cold.
  - A. so
  - B. but
  - C. and
  - D. since

# The following test is for question 20 to 22.

The second he attacked, I was ready for it. I dodged to the left, lowering my head as his fist cut through the air before throwing a sharp one-two. Auden blocked the stab with his gloves, slipped to the left, and hit me with a violent right hook. Despite the blow, I grinned. How could I not? I stood in my favorite place, clinging to the faded canvas of the famous GymCon boxing ring. The place is packed, Tupac's Greatest Hits is active, and this is my moment. I am no longer the girl dictated by emotions; I'm a boxer. To my left is a wall-sized mural of the great Ali. It's based on his 1975 Sports Illustrated cover, where he would give a ruthless right hook to his opponent, Joe Frazier. It sold for 75 cents at the time, but a copy of it lately gets you back two hundred dollars – I got my copy from eBay.

- 20. Who is the written above?
- A. An artist
- B. Painter
- C. A boxer
- D. Students
- 21. Why does he she have a wall size painting?
- A. Because she is very found this people in the painting
- B. Because she want to spend money
- C. Just display
- D. As motivation
- 22. How much money oes he have to spend to buy the painting?
- A. 75 cent
- B. 55 cent
- C. 100 cent
- D. 30 cent

### The following test is for question 23 to 25.

One morning i met my father outside the school gate. Prior to this, i received my teacher's permission to be temporarily excused from class. i would collect some items from my father.

My father handed me my exmination result slip which he had signed. Also, he handed a consent form for the Track and Field Training Camp which i would take part in. My father scolded me for being irresponsible. i just kept silent and told him that i had to return to my class. My fater the quickly left for work.

I rushed back to my class . However, i did not place my wallet, which contained money, in my pocket carefully. I dropped it and i didn't notice it. The money was the fee for the Track and Field Training Camp!

- 23. The writer's father was angry because ....
  - A. he did not permit the writer to join a training camp
  - B. he had forgotten to submit the writer's work to school
  - C. the writer had forgotten to bring some items to school
  - D. the writer did not say goodbye to his/her father when leaving
- 24. What is the writer like?
  - A. Careless
  - B. Impatient
  - C. Moody
  - D. Offended
- 25. What happend to the writer at the end?
  - A. He/She was relieved after receiving the items for his/her father.
  - B. He/She was disppointed because he/she couldn't join class.
  - C. He/She didn't know how to tell the accident to his/her father.
  - D. He/She father took him him/her home to get the items.

### The following test is for question 26 to 28.

When i was in 8th grade of junior high school, i participated in a painting contest which took place at the education and culture office in my town. i was competing with other 49 students. The theme of the painting was "Preserving cultural heritages in the global age". Everyone was provided with canvas but no oil paint, brush or palette. We also had only been given 180 minutes to finish our work.

By the time the contest started, everyone immediately drew sketches on their canvas. I didn't do the same since i was still thinking of what to draw. Then, i finally had an idea and joined the others by drawing a sketch. I decided to paint a street vendor selling traditional crafts while taking a selfie with customers. I think that would be a good representation of the contest theme.

In the middle of my painting, i realised that I didn't bring my orang paint, to paint a realistic brick colour as the background on my painting. For that, i must mix violet and orange colours. I already made the violet colour by mixing red and blue i panicked. Then, i tried to ask other contestants if they had some spares. One contestant gave me one, but it was almost empty. It wouldn't be enough for my brick background. Then, i remembered that i cloud get orange from mixing red and yellow. I was so surprised that i cloud forget such a basic combination.

The time limit is up. I somehow managed to finish my paint at the last minutes. Then, the judge began to observe every work. When they came to my place, one of the judges asked

me what colour i used for my background. i said that i mixed violet and orange to get the brick colour and other combinations for other parts of the background. Then, they left to check other paintings.

Finally, the judges announced the winners of the competition. I was surprised that my painting becamethe second place. The judges commended me for my technical skill with colour combinations.

- 26. The text tells us about....
  - A. The writer's experience in painting using colour combinations.
  - B. The writer's experience in participating on a painting competition.
  - C. The writer's feeling about winning second place in painting competition.
  - D. The writer's difficulties in painting with specific theme and limited time.
- 27. When did the writer realise that he missed few paints?
  - A. During the painting.
  - B. At the end of the painting.
  - C. During drawing the sketch.
  - D. At the beginning of the painting.
- 28. How does the panic effect the writer?
  - A. He mixed the wrong colour.
  - B. He forgot to bring few paints.
  - C. He forgot a simple colour combination.
  - D. He took a longer time to decide his painting.

# The following test is for question 29 to 32.

At the frist break, Arin went to the school library. As usual, she walked towrds she fiction section, her favourite one. She took an interesting storybook from the shelf, then sat at the corner. The book was about a handsome and brave prince who tried to free a princess from a giant. Arin way very sleepy. She didn't realise that she fell asleep while reading. On her dream, she was the princess who was saved by the prince. The giant didn't let Arin go. He held her strongly and she struggled to get loose. Consequently she fell down to the ground. Suddenly, Arin heard people laughing. She opened her eyes and saw several students looking and laughing at her. Arin was confused, but she finaly realised what had happened. She dreamt about the story in the book she read. For matters wors, she tell down from the chair due to her dream.

- 29. Why is the text written?
  - A. To relate Arin's experience
  - B. To amuse readers by telling a story
  - C. To describe Arin's activity during the break
  - D. To tell readers the story of a giant and a princess
- 30. In Arins's dream, the giant .... her.
  - A. pulled

- B. pushed
- C. captured
- D. released
- 31. What kind of books does Arin like to read?
  - A. Storybooks
  - B. Biography books
  - C. Science books
  - D. Engineering books
- 32. What did Arin probably feel when her schoolmates laughed at her?
  - A. Bored
  - B. Upsed
  - C. Jealous
  - D. Embarrassed

### The following test is for question 33 to 36.

My father, a wise and serious man, gave me serious and very kind advice towards what he foresaw was my design. He called me one morning to his room, where he was locked up by gout, and very warmly with me on this matter. He asked me what reason, more than a wandering tendency, I had to leave my father's house and home country, where I might be well introduced, and had the prospect of increasing my wealth with applications and industries, with an easy and pleasant life. He told me that people with desperate wealth on the one hand, or candidates, superior wealth on the other, who go abroad on adventures, to rise with effort, and make themselves famous in undertakings of a shared off-the-road nature; that these things are too far above me or too far below me; that mine is the middle state, or what is possible And the difficulties, labor and suffering of the mechanical part of mankind, and not ashamed of the pride, luxury, ambition, and jealousy of the upper part of mankind. He told me that I might judge the happiness of this state by this one thing - that is. that this is a state of life that everyone else envy; that kings often lament the sad consequences of being born for great things, and expect them to be placed in the midst of two extremes, between the cruel and the great; that the wise man bears his testimony of this, as the standard of happiness.

- 33. From the text we know that?
- A. The written sas he want to live like father
- B. He has a dream of be coming a pilot
- C. Living to be rich
- D. The written having a wise father
- 34. "that the wise man gave his testimony to this' The sentence quoted above is sentence?
- A. consistency
- B. Phrase
- C. Complaind
- D. Captions

- 35. Why did the written father call him to beome to the room?
- A. Just wanted to ask for a drink
- B. He talks one about future
- C. He just a swipe of call
- D. Nothing at all
- 36. What does the written want?
- A. Wandering and living home
- B. Become rich and famous
- C. Be nice
- D. Being arrogand person

# The following test is for question 37 to 40.

My elder sister and i are moving into a new house this weekend, so we decided to do shopping to furnish the place.

First, we went to an appliance store not too far from our new house, and we bought a refrigerator for the kitchen. You really can't live without one because you have to keep your food cold or frozen so it doesn't spoil. Then, we bought a washing machine to wash and dry our clotes. We don't want to go to a laundromat to do this every week like we used to do when we are in a boarding house. Next, we bought a rice cooker. We certainly need one because it can make life easier. You simply put the rice into the cooker and press the cooking button, then you can do other chores while the cooker is cooking the rice finally, we picked up a microwave oven. if we are in a hurry and don't have time to cook, we can place the food in the microwave and heat it up quickly.

We haven't purchased everything we need to furnish our new place, but we think we have the basic appliances to make life more comforable for now.

- 37. The text tells us about the writer and her sister's .....
  - A. new house
  - B. household chores
  - C. shopping experience
  - D. activities at new house
- 38. Where did the story take place?
  - A. At their new house
  - B. At an appliance store
  - C. At a furniture store
  - D. At their boarding house
- 39. From the text, it can be inferred that the writer and her sister....
  - A. bought a dishwasher
  - B. just moved to a new house
  - C. use to wash their clothes
  - D. stay at a boarding house at the time

40. ".... so it doesn't spoil" ( Paragraph 2 )

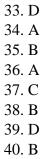
The word 'it' refers to ....

- A. the rice
- B. the food
- C. the house
- D. the refrigerator



# **ANSWER KEY**

- 1. C
- 2. D
- 3. C
- 4. B
- 5. B
- 6. C
- 7. D
- 8. A
- 9. C
- 10. B
- 11. C
- 12. A
- 13. C
- 14. D
- 15. C
- 16. D
- 17. A
- 18. C
- 19. D
- 20. C
- 21. D
- 22. A
- 23. C
- 24. A
- 25. B
- 26. B
- 27. A 28. C
- 29. A 30. C
- 31. A
- 32. D





**Table. 1 Score of Experiment Class** 

no	nama siswa	Pretest eksperimen	Posttest Eksperimen
1	A.D.S	50	
2	S.R.A	55	72
3	M.A	50	72
4	C.K.S	50	75
5	M.G.P	36	67
6	K.R.A	50	75
7	R.T.S	50	75
8	R.A	50	87
9	S.D.R	50	80
10	M.F.R	43	85
11	S.A	40	87
12	R.C.M	40	80
13	G.N.S	53	75
14	N.G.S	40	72
15	A.F	53	72
16	F.A.S	43	37
17	T.A.G	56	72
18	W.R.I	63	75
19	N.A	60	75
20	G.Z.A	53	82
21	A.M	60	60
22	M.Z.A	50	65
23	A.V.M	63	67
24	A.K.A	50	80
25	N.S	56	90
26	H.M	43	90
27	A.M	43	60
28	E.W.S	53	72
29	S.A.S	43	77
30	D.I.S	50	80
31	A.S	46	70
32	N.H	53	72
33	L.C.A	63	87
34	R.J	46	90
35	I.A	53	87
36	J.S.D	50	75

**Table. 2 Score of Control Class** 

NO	nama siswa	pretest control	posttest control
1	T.Z.R	50	50
2	D.S.P	50	70
3	E.C	73	80
4	R.P	30	50
5	S.G.R	50	50
6	M.I.R	40	45
7	K.S	55	60
8	I.S.A	55	55
9	I.D.C	65	70
10	R.M.P	40	50
11	B.Y.N	40	55
12	K.R.A	30	50
13	B.C.R	40	50
14	M.A.Q	30	50
15	D.E.P	55	55
16	S.I	33	35
17	M.S.B	50	47
18	I.S	60	70
19	N.S.P	43	50
20	J.G.S	90	65
21	M.N.S	63	50
22	A.A.Z	40	50
23	N.A.R	60	50
24	S.D.K	70	65
25	A.K.S	83	70
26	R.A.S	76	65
27	S.J	73	70
28	H.F.A	56	60
29	A.P	76	75
30	A.C.N	40	55
31	T.A	73	70
32	Y.A	60	65
33	F.J.E	50	55
34	M.A.F	55	60
35	N.V.P	53	50

Table. 3

Result Score of Pre-Test Experiment and Control Class

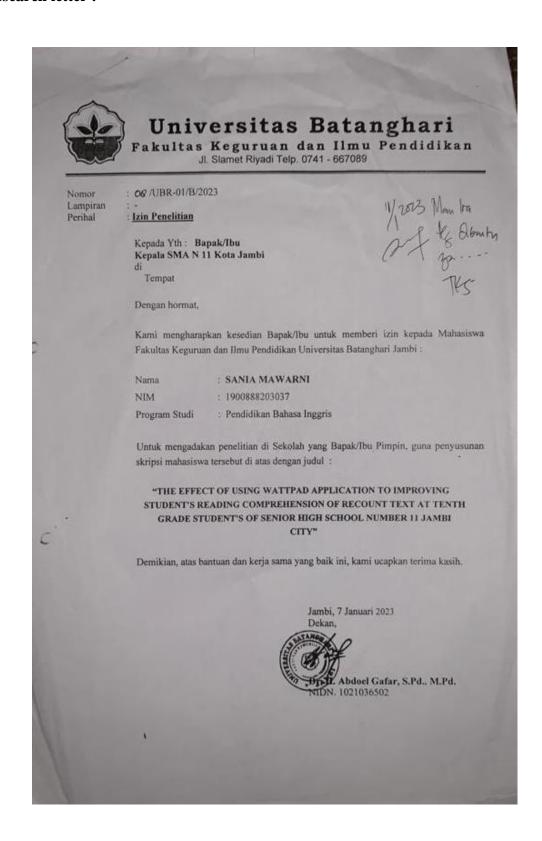
TEST	N	MEAN	MAX	MIN
Pre-test	36	50,19	63	37
experiment				
Pre-test	35	54,48	90	33
Control				

Table. 4

Result Score of Post-test Experiment and Control Class

TEST	N	MEAN	SD	MAX	MIN
Post-test	36	75,25	10,3	90	35
Experiment					
Post-test	35	57 <mark>,6</mark> 2	6,5	80	37
Control					

#### Research letter:



# **Reply letter**

#### PEMERINTAH PROVINSI JAMBI DINAS PENDIDIKAN SEKOLAH MENENGAH ATAS NEGERI 11 KOTA JAMBI TERAKREDITASI A

Jl. Sersan Anwar Bay Kel. Bagan Pete Kec. Alam Barajo Kode Pos 36129 🐑 (0741) 583044 Website: www.smanl1kotajambi.sch.id E-mail: smanl1 jambi@yahoo.co.id NSS: 301 1000 07 009 NPSN: 10504587

# SURAT KETERANGAN Nomor: 420/ Y3-7/SMAN.11/II/TAS-2023

Yang bertanda tangan di bawah ini

Drs. Alasan Poltak Parulian Sitorus, M. Pd Nama

Jabatan : Kepala SMA Negeri 11 Kota Jambi

Dengan ini menerangkan bahwa

: Sania Mawarni Nama NIM : 1900888203037

: Pendidikan Bahasa Inggris Program Studi

Telah melaksanakan Penelitian sebagai Tugas Akhir di SMA Negeri 11 Kota Jambi. Dengan

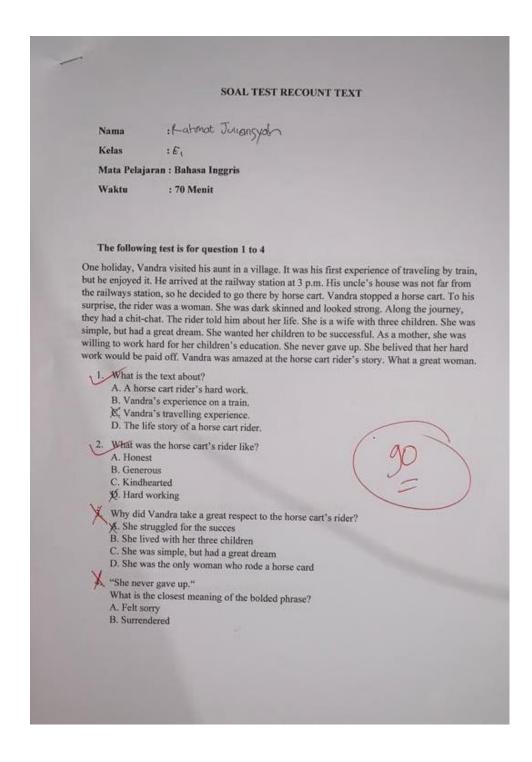
"THE EFFECT OF USING WATTPAD APPLICATION TO IMPROVING STUDENT'S READING COMPREHENSION OF RECOUNT TEXT AT TENTH GRADE STUDENT'S OF SENIOR HIGH SCHOOL NUMBER 11 JAMBI CITY ".

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Jambi, 28 Februari 2023 Sekolah,

Drs Assan Poltak Parulian Sitorus, M. Pd
Politika Tk. 1/1V b
19661201 199303 1 005

# **Top rated Of Experiment and Control Class:**



### SOAL TEST RECOUNT TEXT

Nama

: Ewenda Cantika

Kelas

: 22

Mata Pelajaran : Bahasa Inggris

Waktu

: 70 Menit

# The following test is for question 1 to 4

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart. Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream. She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She belived that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

1. What is the text about?

- A. A horse cart rider's hard work.
- B. Vandra's experience on a train.
- C. Vandra's travelling experience.
- D. The life story of a horse cart rider.

What was the horse cart's rider like?

- A. Honest
- B. Generous
- C. Kindhearted
- D. Hard working

3 Why did Vandra take a great respect to the horse cart's rider?

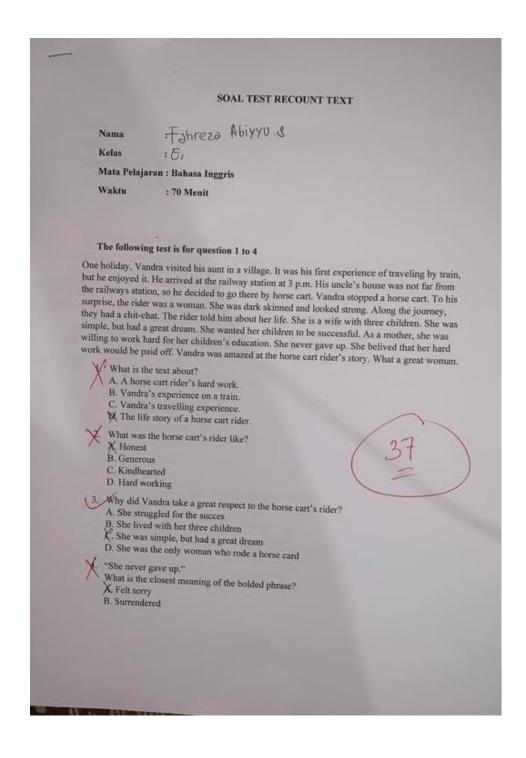
- A. She struggled for the succes
- B. She lived with her three children
- & She was simple, but had a great dream
- D. She was the only woman who rode a horse card

"She never gave up."
What is the closest meaning of the bolded phrase?

- A. Felt sorry
- B. Surrendered



# **Lowest value Of Experiment and Control Class**



#### SOAL TEST RECOUNT TEXT

: SEpriani Nama . E.2 Kelas

Mata Pelajaran : Bahasa Inggris

Waktu : 70 Menit

#### The following test is for question 1 to 4

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart. Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream. She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She belived that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman,

What is the text about?

X. A horse cart rider's hard work.

B. Vandra's experience on a train.

C. Vandra's travelling experience.

D. The life story of a horse cart rider.

2. What was the horse cart's rider like?

A. Honest

B. Generous

C. Kindhearted

M. Hard working

3. Why did Vandra take a great respect to the horse cart's rider?

A. She struggled for the succes

B. She lived with her three children

. She was simple, but had a great dream

D. She was the only woman who rode a horse card

"She never gave up."

What is the closest meaning of the bolded phrase?

A. Felt sorry



# **Documentation**







