

**THE INFLUENCE OF WATTPAD APPLICATION TOWARDS THE  
TENTH GRADE STUDENTS' READING COMPREHENSION  
ACHIEVEMENT  
OF SMA AISYIYAH 1 PALEMBANG**

**THESIS**

**By  
EGA SAFITRI  
372017016**



***MUHAMMADIYAH UNIVERSITY OF PALEMBANG***  
**FACULTY OF TEACHER TRAINING AND EDUCATION**  
**ENGLISH STUDY PROGRAM**  
**2021**

**THE INFLUENCE OF WATTPAD APPLICATION ON STUDENT  
READING COMPREHENSION AT TENTH GRADE  
OF SMA AISYIYAH 1 PALEMBANG**

**THESIS**

**Present to  
Muhammadiyah University of Palembang  
In Partial Fulfilment of the Requirement  
For Degree Sarjana in English Language Education**

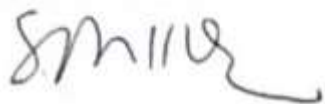
**By  
Ega Safitri  
372017016**

***MUHAMMADIYAH UNIVERSITY OF PALEMBANG*  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH STUDY PROGRAM  
2021**

**This thesis written by Ega Safitri has been certified to be examined**

**Palembang**

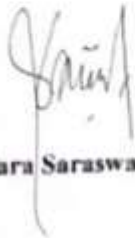
**Advisor I**



**Sherly Marliasari, S.Pd., M.Pd.**

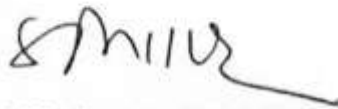
**Palembang**

**Advisor II**



**Dwi Rara Saraswati, S.Pd., M.Pd.**

**This thesis to certify that Sarjana's thesis of Ega Safitri has been approved by the board of examiners as one of the requirement for the Sarjana Degree in English Language Education.**



**Sherly Marliasari, S.Pd., M.Pd.**



**Dwi Rara Saraswati, S.Pd., M.Pd.**



**Masagus Sulaiman, S.Pd., M.Pd.**

**Acknowledged by  
The Head of  
English Education Study Program,**



**Sri Yuliani, M.Pd.**

**Approved by  
The Dean of  
FKIP UMP,**



**Dr. H. Rusdy AS, M.Pd**

## SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini,

Nama : Ega Safitri

NIM : 372017016

Program Studi : Pendidikan Bahasa Inggris

Menyatakan bahwa skripsi berjudul :

*The Influence of Wattpad Application on Student Reading Comprehension at Tenth Grade of SMA AISYIAH 1 PALEMBANG* Beserta seluruh isinya benar merupakan hasil karya saya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dan masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap skripsi saya.

Palembang, 9 Februari 2022

Yang Menyatakan

  
  
Ega Safitri

**Motto:**

- *“There is no need to rush. What’s meant for you will always arrive on time.*

*This thesis dedicated to:*

- ❖ *My beloved parents, mama and bapak (Mrs.Sumarwati and Mr.Ruspardi)). Thanks for your love, support materials, prayer and everything that always you gave. Love you so much.*
- ❖ *My beloved brother and sister in law (Mr. Deni andinata, Mr. Sandhi Supriyatna, Mrs. Bella asliyanizar and Mrs.Novita Sari Thanks for giving me your prayer and support.*
- ❖ *My great advisors (Sherly Marliasari M.Pd. and Dwi Rara Saraswaty, M.Pd.) Who always give me advice and guidance to finish this thesis.*
- ❖ *All of my lecturer in English Depatment Muhammadiyah University of Palembang who had taught me and given me much knowledge.*
- ❖ *My beloved friends (Inka Arimbi, S.Pd, Engka Febrianti, Fathia Saputri, Milenia Putri, Reni, Bebi, Refsy thanks for your attention, support and time.*
- ❖ *All my friend in English Department 2017, success for us.*
- ❖ *All Teacher and students at SMA Aisyiyah 1 Palembang*
- ❖ *My Almamater Muhammadiyah University of Palembang.*

## ABSTRACT

Ega, Safitri. 2021. *The Influence of Wattpad Application on Student Reading Comprehension of SMA Aisyiyah 1 Palembang*, Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher and Training and Education Muhammadiyah University of Palembang. Advisor (1) Sherly Marliasari, M.Pd. (2) Dwi Rara Saraswaty, S.Pd., M.Pd.

**Keywords:** *influence, Reading, Narrative Text, and Wattpad, Application*

The title of this thesis was “*The Influence of Wattpad Application on Student Reading Comprehension of SMA Aisyiyah 1 Palembang*”. The objective of this research to find out the influence of using Wattpad Application on student’s reading comprehension of narrative text. In this research, the researcher used a quantitative method with quasi-experimental design as a method of this research. This research was conducted in two class ; experimental class was taught by using Wattpad Application and the control class without using it. The sample of this research were X IPA as experimental class and X IPS as control class, each class consisted 34 students. The data was collected by using test which consisted of try out, pre-test, and post-test. Based on calculation above the result showed, it was found that t-obtained was -11,365. While t-table 1,693. Since the value of t-obtained was higher than t-table, so that  $H_0$  (null hypothesis) was rejected, and  $H_a$  (alternative hypothesis) was accepted. It could be conclude that there was Influence of Wattpad Application to Improve Students’ Reading Comprehension at Tenth Grade of SMA Aisyiyah 1 Palembang

## ACKNOWLEDGMENT

This thesis was written to fulfill one of the requirements for Undergraduate Degree in education at the Faculty of Teacher Training and Education Muhammadiyah University of Palembang.

The researcher would like to express in finishing this thesis to all of the people who have given the contribution in writing this thesis. In this chance, the researcher would like to deliver this thanks to Sherly Marliasari M.Pd. and Dwi Rara Saraswaty M.Pd. as her beloved advisors, for the guidance, assistance, encouragement and information in completing this final research. The researcher also grateful to Dean Faculty of Teacher Training and Education Dr. H. Rusdy AS, M.Pd. The Head of English Education Study Program Sri Yuliani, M.Pd. and special thanks to all the lectures in English Department of University Muhammadiyah University of Palembang who taught me since the first years.

The researcher also grateful to the Headmaster, the teachers, the administration staff, and the tenth grade students at SMA Aisyiyah I Palembang for their help in conducting this thesis.

Finally, the researcher would like to express the most profound respect and love to beloved parents, brother, sisters, family and friends for their help, support and encourage. The researcher realize this thesis is still far from being perfect, therefore any suggestion, comment, criticism are welcome and it is hoped that this thesis may give some benefits for all us.

Palembang, September 2021  
The Researcher



ES



## CONTENTS

|  | Page                                   |
|--|--|
| <b><u>TITLE PAGE</u></b> .....   | <b>i</b>                               |
| <b><u>AGREEMENT PAGE</u></b> .....   | Error! Bookmark not defined.           |
| <b><u>APPROVAL PAGE</u></b> .....  | Error! Bookmark not defined.           |
| <b><u>MOTTO AND DEDICATION</u></b> .....   | <b>iv</b>                              |
| <b><u>ABSTRACT</u></b> .....   | <b>vi</b>                              |
| <b><u>ACKNOWLEDGMENT</u></b> .....   | Error! Bookmark not defined.           |
| <b><u>CONTENTS</u></b> .....   | <b>viii</b>                            |
| <b><u>LIST OF TABLE</u></b> .....  | <b>xii</b>                             |
| <b><u>LIST OF APENDICES</u></b> .....  | Error! Bookmark not defined. <b>ii</b> |
| <br>   |  |
| <b><u>CHAPTER I INTRODUCTION</u></b> .....   | <b>1</b>                               |
| A. <u>Background of Study</u> .....  | 1                                      |
| B. <u>The Problem of the Study</u> .....   | 3                                      |
| C. <u>Limitation of the Problem</u> .....  | 3                                      |
| D. <u>Formulation of the Problem</u> .....   | 3                                      |
| E. <u>The Objective of the Study</u> .....   | 3                                      |
| F. <u>Significances of the Study</u> .....   | 3                                      |
| G. <u>Hypothesis</u> .....   | 4                                      |
| <br>   |  |
| <b>CHAPTER II LITERATURE REVIEW</b> .....  | Error! Bookmark not defined.           |
| A. <u>The Concept of Reading</u> .....   | Error! Bookmark not defined.           |
| 1. <u>Reading process</u> .....  | Error! Bookmark not defined.           |
| B. <u>The concept of Reading comprehension</u> .....   | Error! Bookmark not defined.           |
| C. <u>Concept of Wattpad application</u> .....   | Error! Bookmark not defined.           |
| D. <u>How to Operated the Wattpad</u> .....  | Error! Bookmark not defined.           |
| H. <u>Teaching Procedurs</u> .....   | Error! Bookmark not defined.           |
| 1. <u>Procedures of Reading Comprehension by Using Wattpad Application at the Experimental Class</u> ..... | Error! Bookmark not defined.           |

|  |                                     |
|--|-------------------------------------|
| 2. Procedurs of Reading Comprehension by Using Wattpad Application at the Control Class..... | <b>Error! Bookmark not defined.</b> |
| E. <u>Related Previous Study</u> .....   | <b>Error! Bookmark not defined.</b> |

**CHAPTER III METHOD OF RESEARCH.....Error! Bookmark not defined.**

|  |                                     |
|--|-------------------------------------|
| A. <u>Method of research</u> .....                 | <b>Error! Bookmark not defined.</b> |
| B. <u>Variable of the Research</u> .....           | <b>Error! Bookmark not defined.</b> |
| 1. <u>Independent Variable</u> .....               | <b>Error! Bookmark not defined.</b> |
| 2. <u>Dependent Variable</u> .....                 | <b>Error! Bookmark not defined.</b> |
| C. <u>Operational Definitions</u> .....            | <b>Error! Bookmark not defined.</b> |
| D. <u>Population and Sample</u> .....              | <b>Error! Bookmark not defined.</b> |
| 1. <u>Population</u> .....                         | <b>Error! Bookmark not defined.</b> |
| 2. <u>Sample</u> .....                             | <b>Error! Bookmark not defined.</b> |
| E. <u>Technique for Collecting Data</u> .....      | <b>Error! Bookmark not defined.</b> |
| 1. <u>Pre-test</u> .....                           | <b>Error! Bookmark not defined.</b> |
| 2. <u>Post-test</u> .....                          | <b>Error! Bookmark not defined.</b> |
| F. <u>Validity and Reliability</u> .....           | <b>Error! Bookmark not defined.</b> |
| 1. <u>Validity</u> .....                           | <b>Error! Bookmark not defined.</b> |
| 2. <u>Reliability</u> .....                        | <b>Error! Bookmark not defined.</b> |
| G. <u>Technique for Analyzing the Data</u> .....   | <b>Error! Bookmark not defined.</b> |
| 1. <u>The Percentage Analysis</u> .....            | <b>Error! Bookmark not defined.</b> |
| 2. <u>The Conversion of Percentage Range</u> ..... | <b>Error! Bookmark not defined.</b> |
| 3. <u>Paired Sample T-test</u> .....               | <b>Error! Bookmark not defined.</b> |
| 4. <u>Independent Sample T-test</u> .....          | <b>Error! Bookmark not defined.</b> |

**CHAPTER IV FINDINGS AND INTERPRETATION .....****Error! Bookmark not defined.**

|  |                                     |
|--|-------------------------------------|
| A. <u>Findings of the Study</u> .....  | <b>Error! Bookmark not defined.</b> |
| <u>The students' Score in Pre-test of Experimental Class</u> . <b>Error! Bookmark not defined.</b> |                                     |
| B. <u>Interpretations</u> .....  | <b>Error! Bookmark not defined.</b> |

**CHAPTER V CONCLUSION AND SUGGESTION .....Error! Bookmark not defined.**

**A. Conclusion.....Error! Bookmark not defined.**

**B. Suggestions .....Error! Bookmark not defined.**

**REFERENCES..... 5**

**APPENDICES .....Error! Bookmark not defined.**

## LIST OF TABLE

|   |    |
|---|----|
| Table 3.1 Population of the Research .....  | 1  |
| Table 3.2 The Sample of the Study .....   | 2  |
| Table 3.3 The Specification of the Test .....   | 3  |
| Table 3.4 The Reliability .....   | 4  |
| Table 3.5 The Reability Statistics .....  | 5  |
| Table 3.6 The level of Students' Ability .....  | 6  |
| Table 4.1 Students' score in pre-test Experimental Class.....                           | 7  |
| Table 4.2 Statistics of Pre-test in Experimental Class .....                            | 8  |
| Table 4.3 Frequency of Pre-test in Experimental Class.....                              | 9  |
| Table 4.4 Score Post-test in Experimental Class .....                                   | 10 |
| Table 4.5 Statistic of Post-Test in Experimental Class .....                            | 11 |
| Table 4.6 Frequency of Post-test in Experimental Class .....                            | 12 |
| Table 4.7 The Differences Between Pre Post in Experimental Class .....                  | 13 |
| Table 4.8 Paired Sample Test.....   | 14 |
| Table 4.9 Students Score Pre-test in Control Class .....                                | 15 |
| Table 4.10 Statistics of Pre-test in Control Class.....                                 | 16 |
| Table 4.11 Frequency of Pre-test in Control Class .....                                 | 17 |
| Table 4.12 Students Score in Post-test in Control Class.....                            | 18 |
| Table 4.13 Statistics of Post-test in Control Class .....                               | 19 |
| Table 4.14 Frequency of Post-test in Control Class.....                                 | 20 |
| Table 4.15 Paired Sample Statistics Pre and Post Control Class.....                     | 21 |
| Table 4.16 Paired Sample T-test of Pre-test and Post-test in Control Class....<br>..... | 22 |
| Table 4.17 Independent Sample Test .....  | 23 |

## **CHAPTER I INTRODUCTION**

This chapter presents; (A) background of the Study, (B) problem of the study, (C) limitation of the study, (D) objective of the study, (E) significant of the study, and (F) hypotheses.

### **A. Background of Study**

English is an international language. It has a large number of nativespeakers since it is used by people of different nations to communicate with one another. English is considered more important to develop the students as the young generation, especially in the era which are facing the globalization and claimed to be able to use modern technology. In addition, the mastery of science and technology can be done with the help of English.

In order to achieve a successful process of Learning English, there are four skills that should be mastered students (i.e. listening, speaking, reading and writing) Reading is one of important language skill that should be mastered for adding information, knowledge, and to add vocabularie. According to Patel and Jain (2008) reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. (p.113). In short, especially for the students.

Devito (2014). said that reading helps children to develop their language skill, to open up new world and to enhance their live, to enhance, their handeye coordination , and to provide them with fun activity. It means reading holds an important part in developing students' knowledge.

According to Harmer (2009), when students understand more or less what they are reading, reading is useful for language acquisition, and the more they read, the better they get (p.99). Furthermore Sultan (2018) Reading skills are important aspect in development of the thinking ability of each individual. Through activity reading, reading can acquire later knowledge can be used to improve their thinking skills. (p.2). In this case, reading is the process of messages.

People need more read can be through any mediasuch magazine, letter, novel, comic, newspaper and others. From reading. English learner also can learn about foreign language people's habit and culture. It can help them to learn about those foreign languages easily.

Unfortunately, Indonesian students' of reading comprehension needs to be developed. Based on the data from progress in Interntional Reading Literacy Study (PIRLS) (2011) test reding literacy that measure aspect, understand usage, and reflect on reading results in written form, Indonesia 45<sup>th</sup> place out 48 participating countries by obtaining a score of 428 from the score average 500

Based on the experience when the researcher of the research did teaching practice (PLP 3) at SMA Aisyiyah Palembang. There are several problems faced by the students. The students just ask students to read, find difficult to comprhehend and understand English reading text. For example, after reading text and they could not answer the questions related to the text correctly. Little attention is paid to the teacher's explanations and the teacher use the traditionaland monotonous teaching technique,

Therefore, Wattpad can be a place for someone to read accordingly with their own tastes. in addition to users who like writing activities, Wattpad can be a choice because in this application provides fiction and non fiction writing with a variety of genres or type. Fiction writing such as horror novels, romantic mystery comedies and non-fiction writing such as motivational book writing tips and so on. The presence of Wattpad Application allows users, especially students, to be able to read novels for free without the need to spend a lot of money. The Wattpad app allows its users to develop writing skills and develop interest read it. Wattpad can be accesed via website [www.wattpad.com](http://www.wattpad.com) or can be download this app in playstore and appstore in mobile phone.

Based on the explanation above to make students more interesting in reading by using Wattpad Application. And stated in the bacground the research is interested conducting a research under the titled "The Influence of Wattpad Application on Students' Reading Comprehension fo Tenth Grade at SMA Aisyiyah 1 palembang."

## **B. The Problem of the Study**

To the background of the study above, the following problems can be identified. The students get bored while learning process because the technique used by the teacher are monotonous.

## **C. Limitation of the Problem**

In line with the identification of the problems, it focused of the research on the influence of Wattpad Application. The decision to determine this strategy was taken by considering the importance of the pre-read plan strategy to make students get more motivation, active and don't get bored in determining important things in the given text.

## **D. Formulation of the Problem**

This study was formulated in the following question. "Is there any significant influence of students' reading comprehension achievement after using Wattpad Application for their reading comprehension?"

## **E. The Objective of the Study**

The objective of the students as follows. To find out whether there was an improvement of students Reading Comprehension after being taught by using Wattpad Application.

## **F. Significance of the Study**

The significance of the study may be useful for the following parties

### 1. For English Teacher

The result of this study would recommend an innovative teaching media and wonderful learning environment, especially in teaching reading. And this research to provide feedback for teacher that may be useful to recognize students' difficulties in reading comprehension.

2. For the students

The result of this study would give a new experience and also can to motivate students in reading comprehension, being interested, and graded digitally. And by this study, students were able to improve their reading skill in a fun way. While, students can be active in reading. In addition the researcher hopefully can help students to improve their reading ability.

3. For the Readers

By reading this research hopefully can get some knowledge information and inspiration. It also can be areference for other researcher to do the research.

**G. Hypothesis**

The hypotheses of this study stated below :

1. The null hypotheses ( $H_0$ ) : it is not effective to influence of wamppadapplication on students reading comprehension.
2. The alternative hypotheses ( $H_a$ ) : it is an effective to influence of wamppadapplication on students reading comprehension



## REFERENCES

- Burt, M., Peyton, J.K., Adams, R. 2003. *Reading and adults English language learners: a review of the research*. Washington, DC: Center of Applied Linguistics.
- Smith, F. 2004. *Understanding reading. A psycholinguistics analysis of reading and learning to read*. London: Lawrence Earlbaum Associates Publisher.
- Moreillon, J. 2007. *Collaborative strategies for teaching reading comprehension*. Chicago: American Library Association.
- Birsch, J.R (2011). *Multisensory Teaching of basic Language skill*, Third Edition. Baltimore, MD:Paul H Brookes Publishing Company..
- Willis. Juddy.2008. *Teaching the brain to read: Strategies for Improving Fluency,Vocabulary, and Comprehension* Virginia : Association for Supervision and
- Curriculum Development. (cited thesis by Suci Putri “The Effect of EnglishComic Webtoon on Students Reading Comprehension at MadrasahTsanawiyah Negeri 2 Muaro Jambi).
- Richard, J. C. 2002. *Communicative language teaching today*. New York: Cambridge University Press.
- Klinger, K. J., Vaughn, S., & Broadman, A. 2007. *Teaching reading comprehension for students with learning difficulties*. New York: The Guildford Press
- Brown, H.D., 2001. *Teaching by principles an integrative approach to language pedagogy*. White Plains, NY:Longman. Pp: 75.
- Cresweel, J,W. (2014). *Research design: qualitative, quantitative, and mixed methods approach, 4th edition*
- Isabela. 2020. *The effectiveness of watsapp social media as online reading media on increasing interest in reading fiction in adolescents indonesent*.
- Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Yogyakarta: GavaMedia,2014) h. 19938.

- Spratt, Mary, Alan Pulverness and Melanie Williams. 2005. *The Teaching Knowledge Test Course*. New York: Cambridge University Press
- Grabe, W. 2009. *Reading in a Second Language (Moving from Theory to Practice)*. New York: Cambridge University Press.
- Harrison, C. 2004. *Understanding Reading Development*. London: SAGE Publication Ltd.
- Pang, Elizabeth. S, et al. 2003. *Teaching Reading*. Geneva: International Bureau of Education.
- Gregory, Eve. 2008. *Learning to Read in a New Language: Making Sense of Words and Worlds (2<sup>nd</sup> edition)*. London: SAGE Publication Ltd.