

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF WATTPAD APPLICATION AS A LEARNING MEDIA
ON THE STUDENTS' READING SKILL AT THE THIRD SEMESTER
OF ENGLISH STUDY PROGRAM AT IAIN METRO**

By:

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Student Number: 2001051028**



**Tarbiyah and Teacher Training Faculty
English Study Program**

**STATE ISLAMIC INSTITUTE OF METRO
1446 H/ 2024 M**

**THE INFLUENCE OF WATTPAD APPLICATION AS A LEARNING MEDIA
ON THE STUDENTS' READING SKILL AT THE THIRD SEMESTER
OF ENGLISH STUDY PROGRAM AT IAIN METRO**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
In English Study Program

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Assalamualaikum Warahmatullahi Wabarakatuh.

We have given guidance and enough improvement to an undergraduate
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It has been agreed so it can be continued to the Faculty Tarbiyah and Teacher
Training in order to be discussed on the munaqosyah. Thank you very much.

Wasalamualaikum Warahmtullahi Wabarakatuh.

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Assalamualaikum Warahmatullahi Wabarakatuh.

Setelah kami adakan pemeriksaan dan bimbingan seperlunya, maka skripsi yang telah di susun oleh :


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Sudah kami setuju dapat diajukan untuk di Munaqosyah kan, demikian harapan kami dan atas penerimaannya, saya ucapkan terima kasih.

Wasalamualaikum Warahmtullahi Wabarakatuh.


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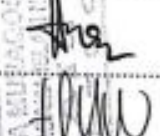
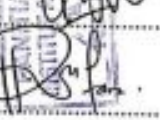

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RATIFICATION PAGE

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An undergraduate thesis with the title: THE INFLUENCE OF WATTPAD APPLICATION AS A LEARNING MEDIA ON THE STUDENTS READING SKILL AT THE THIRD SEMESTER OF ENGLISH STUDY PROGRAM AT IAIN METRO, written by: Nadiyah Adibatuz Zahra, student number 2001051028, English study program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, October 31st, 2024 at 08.00 - 10.00 a.m.

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ABSTRACT

THE INFLUENCE OF WATTPAD APPLICATION AS A LEARNING MEDIA ON THE STUDENTS' READING SKILL AT THE THIRD SEMESTER OF ENGLISH STUDY PROGRAM AT IAIN METRO

By:
NUR ADIBATUZ ZAHRA

This study aims to analyze the influence of using the Wattpad application as a learning medium on reading skills among third-semester students in the English Study Program at IAIN Metro, with digital technology increasingly adopted in education, interactive media platforms like Wattpad have the potential to enhance literacy skills by providing engaging and varied reading materials. Wattpad, as a storytelling platform, offers a diverse selection of genres that appeal to young readers and can be utilized to enrich classroom learning.

This research employs an experimental design with a quantitative approach, comparing two groups: an experimental group using Wattpad as a learning medium and a control group following traditional reading methods. Both groups undertook pre-test and post-test assessments to measure changes in reading skills. Data analysis reveals a significant improvement in the reading abilities of students in the experimental group compared to the control group.

Results from the paired t-test indicate a Sig (2-tailed) value of 0.000, which is less than 0.05, indicating a discernible difference in student learning outcomes between the pre-test and post-test. Consequently, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, signifying a positive and significant influence resulting from the Wattpad application as a Learning media. Furthermore, data analysis reveals increase in the maximum score from 62.00 in the pre-test to 100.00 in the post-test, underscoring a positive and significant influence stemming from the implementation of the Wattpad application as a Learning media on the students reading skill at the third semester of English study program at IAIN Metro.

Keywords: *Wattpad, Learning media, reading skills.*

ABSTRAK

PENGARUH APLIKASI WATTPAD SEBAGAI MEDIA PEMBELAJARAN PADA KEMAMPUAN MEMBACA MAHASISWA SEMESTER TIGA PROGRAM STUDI BAHASA INGGRIS DI IAIN METRO

Oleh:
NUR ADIBATUZ ZAHRA

Penelitian ini bertujuan untuk menganalisis pengaruh penggunaan aplikasi Wattpad sebagai media pembelajaran pada peningkatan keterampilan membaca mahasiswa semester tiga di Program Studi Bahasa Inggris IAIN Metro. Teknologi digital semakin berkembang dan diadopsi dalam pendidikan, khususnya untuk meningkatkan keterampilan literasi melalui media interaktif yang menarik. Wattpad, sebagai platform berbagi cerita, menawarkan berbagai pilihan bacaan yang menarik bagi pembaca muda dan dapat digunakan untuk memperkaya pembelajaran di kelas.

Penelitian ini menggunakan desain eksperimen dengan pendekatan kuantitatif, di mana dua kelompok dibandingkan: kelompok eksperimen yang menggunakan aplikasi Wattpad sebagai media pembelajaran, dan kelompok kontrol yang menggunakan metode pembelajaran konvensional. Setiap kelompok diberikan pre-test dan post-test untuk mengukur perbedaan keterampilan membaca. Hasil analisis data menunjukkan bahwa terdapat peningkatan signifikan dalam keterampilan membaca mahasiswa pada kelompok eksperimen dibandingkan dengan kelompok kontrol.

Hasil uji t berpasangan menunjukkan nilai Sig (2-tailed) sebesar 0,000, yang berarti lebih kecil dari 0,05, yang menunjukkan adanya perbedaan yang nyata dalam hasil belajar mahasiswa antara pra-tes dan pasca-tes. Dengan demikian, hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima, yang berarti adanya dampak positif dari aplikasi Wattpad sebagai media pembelajaran. Lebih lanjut, analisis data menunjukkan adanya peningkatan yang cukup signifikan pada skor maksimum dari 62,00 pada pra-tes menjadi 100,00 pada pasca-tes, yang menunjukkan adanya pengaruh positif dan signifikan dari penerapan aplikasi Wattpad sebagai media pembelajaran terhadap keterampilan membaca mahasiswa semester tiga program studi Bahasa Inggris di IAIN Metro.

Kata Kunci: *Wattpad, media pembelajaran, keterampilan membaca*

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate, thesis is originally the result of the researcher's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

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The Researcher,



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 27 Oktober 2024
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NUR ADIBATUZ ZAHRA
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MOTTO

"Whoever walks the path of seeking knowledge, then Allah will make it easy for
him to go to heaven."

-Hadith Narrated by Muslims-

DEDICATION PAGE

This Thesis is dedicated to:

My beloved Family, especially my grandmother, my mom, and my uncle who always support me to be a good person, to be a strong woman, always pray for me, for my thesis, for my task, for everything. You are my motivation why I finished my thesis, my task, and my school.

I wanna say thank you for Elsa and Nisa'i for my lovely best friends for supporting me while working on the thesis. I need to thank you for every minute.

ACKNOWLEDGMENT

Thanks to Allah SWT who has given the researcher mercies and blessing to complete this thesis under the title “The Interference of Javanese Language in English Found on Online Media”. Sholawat and salam to our prophet Muhammad SAW who has guided us from the darkness to the brightness. Furthermore, Due to the success of this research, the researcher offers big thanks to:

1. Prof. Dr. Siti Nurjanah, M. Ag. PIA, the Rector of State Islamic Institute of Metro.
2. Dr. Zuhairi, M.Pd, Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deniatur, M.Pd, B.I the head of English Study Program at IAIN Metro. Dr. Umi Yawisah, M.Hum, my supervisor who has spent a of time to give guidance, suggestion, and advice in the accomplishment of their research.
4. All of my lecturers in the English Education Study Program and staff of IAIN Metro who always give me knowledge and information.

The researcher apologizes for all the mistakes in writing this thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this thesis can be useful for researchers in particular, for our college and every reader in general.

Metro, October 25th, 2024
The Researcher



Nur Adibatuz Zahra

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CHAPTER I

INTRODUCTION

A. Background of Study

The development of digital technology has positive and significantly influenced education, providing innovative ways to engage students and enhance their learning experiences. Among these innovations, digital storytelling platforms like Wattpad have gained popularity, especially among younger audiences. Wattpad, an online platform for reading and writing stories, offers a vast array of genres and styles that appeal to diverse interests, making it a potentially valuable tool for improving students' reading skills¹.

In recent years, educators have increasingly recognized the importance of integrating technology into the classroom to cater to the digital-native generation². Reading, a fundamental skill, has traditionally been taught through printed texts; however, the shift toward digital media necessitates exploring new methodologies to maintain and improve literacy among students. Wattpad, with its interactive and engaging format, offers an alternative to traditional reading materials that might resonate more with students who are less inclined to read conventional books³.

Despite its popularity, there is limited research on the influence of Wattpad as a Learning media, particularly concerning its impact on students'

¹ Smith, J., *The Digital Classroom: Integrating Technology into Literacy Education* (New York: Education Press, 2020), 110.

² Johnson, A. & Wang, S., *Teaching in the Digital Age: Strategies for Engaging the Modern Student* (London: Academic Publishing, 2019), 111.

³ Brown, L., *Digital Reading Platforms: A New Era in Literacy* (*Journal of Educational Technology*, 2018), 45(3), 211-227.

reading skills. This research aims to fill that gap by investigating how the use of Wattpad in the classroom influences students' reading skill. The study will explore whether the interactive nature of Wattpad, with features such as reader comments, story updates, and multimedia content, enhances students' motivation to read and improves their comprehension, vocabulary, and overall reading proficiency⁴.

Understanding the potential of Wattpad as an educational tool is crucial in the context of modern learning strategies that emphasize student-centered learning and the integration of technology. This research seeks to provide empirical evidence on the influence of Wattpad as a Learning media, which could inform educators and curriculum developers in designing more engaging and effective literacy programs⁵.

The increasing prevalence of digital tools in education has prompted educators to seek innovative methods to improve student engagement and learning outcomes⁶. Among these tools, the Wattpad application has emerged as a prominent platform that combines social media features with digital storytelling. Originally launched as a platform for amateur researchers to share their work, Wattpad has evolved into a vibrant community where the students and researchers interact, discuss, and engage with stories across various

⁴ Carter, M. & Davis, R., *Wattpad and its Impact on Student Engagement* (Literacy Today, 2021), 28(2), 15-23.

⁵ Green, T., *Student-Centered Learning in the 21st Century Classroom* (Chicago: Learning Innovations, 2017), 112.

⁶ Hernandez, P. & White, K., *Emerging Trends in Digital Education* (International Journal of Educational Research, 2018), 56(4), 345-362.

genres⁷. This dynamic environment offers unique opportunities for integrating technology into literacy education, particularly in enhancing students' reading skills⁸.

Reading skill and literacy are foundational skills essential for academic success and lifelong learning⁹. Traditional approaches to learning reading often involve the use of printed textbooks, novels, and other standardized materials. While these methods have been effective, they may not fully engage students who are accustomed to the interactivity and immediacy of digital media¹⁰. The rise of digital natives—students who have grown up with constant access to the internet and digital devices—calls for a reevaluation of how reading is taught in schools. Wattpad, with its vast and diverse content, provides a platform where students can explore a wide range of reading materials that are more aligned with their interests and digital habits¹¹.

Moreover, the interactive nature of Wattpad allows for a more engaging reading experience. Students can follow stories as they are updated, participate in discussions with other readers, and even interact with the

⁷ Taylor, E., *The Rise of Wattpad: Social Media and Storytelling in the Digital Age* (Cambridge: Digital Press, 2019), 113.

⁸ Hughes, C., *Digital Storytelling as a Tool for Literacy* (Educational Media International, 2020), 57(1), 1-15.

⁹ National Reading Panel, *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction* (Washington, DC: U.S. Department of Education, 2020), 114.

¹⁰ Miller, D., *Engaging the Disengaged: How Digital Media Can Transform Literacy Instruction* (Reading Research Quarterly, 2017), 52(2), 137-154.

¹¹ Perez, L., *Digital Literacy for a New Generation* (Boston: Higher Learning Publications, 2019), 115.

authors¹². This level of engagement has the potential to increase students' motivation to read, which is a critical factor in developing strong reading skills¹³. Research has shown that when students are more motivated to read, they are more likely to develop better skill and analytical skills¹⁴. Wattpad's skill to cater to individual interests also means that students can find content that resonates with them personally, further enhancing their willingness to read¹⁵.

Despite these potential benefits, the use of Wattpad as a learning tool is still relatively unexplored in academic research. While there is anecdotal evidence suggesting its influence, there is a lack of rigorous studies that examine its impact on reading skills in a structured educational setting¹⁶. This study aims to bridge this gap by systematically investigating the influence of Wattpad on students' reading skills. Specifically, it will assess how the use of Wattpad in the classroom affects students' reading skill, vocabulary acquisition, and overall literacy development¹⁷.

In addition, this research will consider the broader implications of integrating digital platforms like Wattpad into the curriculum. As education

¹² Jacobs, R. & Wright, S., *Interactive Reading in the Digital Age* (Journal of Literacy Research, 2021), 53(1), 44-60.

¹³ Baker, W., *Motivation and Reading Achievement: The Role of Digital Media* (Contemporary Educational Psychology, 2018), 44, 192-200.

¹⁴ Zimmerman, K., *The Correlation between Reading Motivation and Comprehension Skills* (Journal of Educational Psychology, 2019), 111(4), 703-718.

¹⁵ Sanders, J. & Ray, P., *Personalized Learning and Technology in Literacy Education* (Oxford: Oxford University Press, 2020), 116.

¹⁶ Lee, C., *The Unexplored Potential of Wattpad in the Classroom* (Technology, Pedagogy and Education, 2020), 29(3), 317-332.

¹⁷ Collins, M. & Parker, N., *Assessing the Impact of Digital Storytelling Platforms on Literacy Skills* (Reading Improvement, 2021), 58(2), 89-98.

continues to evolve in response to technological advancements, it is essential to understand how these tools can be leveraged to support learning¹⁸. The findings of this study could provide valuable insights for educators seeking to incorporate digital media into their learning practices, particularly in the area of literacy education. By exploring the influence of Wattpad on students' reading skills, this research will contribute to the ongoing dialogue on the role of technology in modern education and the potential for digital platforms to enhance traditional learning methods¹⁹.

Interview with Student 1

Interviewer: Do you often use the Wattpad application in your reading learning process?

Student 1: Yes, I use Wattpad quite often, especially to read stories related to English. Sometimes I choose stories that are a bit more difficult to improve my ability to understand English texts.

Interviewer: How does Wattpad help you improve your reading skills?

Student 1: Wattpad makes me more interested in reading because the stories are exciting and I can choose the genres I like. This app also provides English texts that are easier to access and not boring, so I can keep reading without feeling forced. I feel my vocabulary has also developed after reading various stories on Wattpad.

¹⁸ Thompson, J., *Technology Integration in Education: A Modern Approach* (San Francisco: Future Learning, 2018), 117.

¹⁹ Martinez, G. & Green, S., *The Future of Literacy Education: Digital Platforms and Pedagogical Strategies* (Education Today, 2019), 45(2), 123-135.

Interviewer: Have you noticed any changes in your reading ability since using Wattpad?

Student 1: Yes, I feel my ability to read English texts has improved. I used to have difficulty with complex sentence structures, but now I find it easier to understand stories and learn new vocabulary.

Interview with Student 2

Interviewer: How often do you use Wattpad to read English learning material?

Student 2: I use Wattpad almost every day, especially when I'm on a break or traveling. It's more like a hobby for me, so I often take time to read new stories on Wattpad.

Interviewer: In your opinion, how does Wattpad affect your reading skills?

Student 2: Wattpad is very helpful, especially in improving my reading skills in a fun way. There, I can choose stories that match my skill level, so I don't get bored and can learn more vocabulary.

Interviewer: Do you feel that the stories on Wattpad help you understand English texts better?

Student 2: Yes, I think so. Especially stories written in less formal and more casual language. It helps me understand everyday conversations in English, which often appear in the reading texts in class.

Interview with Student 3:

Interviewer: How important is the Wattpad application in improving your reading skills?

Student 3: Wattpad is very important to me. Since I'm not the type of person who enjoys reading thick and formal textbooks, Wattpad provides a more interesting alternative. I can read light yet educational stories, and this makes me read more often in English.

Interviewer: Has there been a difference in your reading skills since using Wattpad as a learning medium?

Student 3: I feel my reading skills have improved, especially in terms of reading speed and understanding the stories. Wattpad gave me the opportunity to get used to different types of English texts, from teen stories to fantasy stories.

Interviewer: What other benefits have you experienced from using Wattpad?

Student 3: Besides improving my reading skills, Wattpad also makes me more confident in using English. I often try to write comments in English on the stories I read, which also helps me practice writing.

Interview with Student 4:

Interviewer: Do you feel that Wattpad can be used as an effective learning medium for English?

Student 3: Yes, I think Wattpad is an effective medium because it not only provides reading materials but also makes me more interested in reading more. With this app, I can find many stories that expand my knowledge of English.

Interviewer: Do you find it easier to understand texts after reading on Wattpad?

Student 3: Yes, I find it easier to understand sentences and new words, especially when the stories on Wattpad use more everyday language. It helps me get to know slang words or expressions that are commonly used in daily conversations.

Interviewer: Do you have any suggestions for using Wattpad in English learning at university?

Student 3: Maybe if Wattpad is used in class to discuss stories or new words, it could become an engaging and interactive learning method. Using stories from Wattpad could help us become more involved in the learning process.

Based on the interviews with four students from the English Education Program at IAIN Metro, it can be concluded that the use of the Wattpad application as a learning medium has a positive and significant influence on their reading skills. The majority of students reported feeling more interested in reading and found it easier to understand English texts after using Wattpad. The application helps them enrich their vocabulary, improve their reading skills, and understand sentence structures in English in a fun and interactive way. Wattpad also provides easy access to various types of texts that can be tailored to each student's ability and interests.

The researcher assume that nowadays many media applications can make it easier to learn English, especially in terms of reading for example Duolingo, Kindle, Epic! Newsela and Wattpad. One of the applications that can be used is the Wattpad application.

Wattpad has many benefits, especially for the students. It offers a huge collection of stories in a variety of genres, including romance, mystery, science fiction, and fantasy. The students can discover a wide range of themes, cultures, and writing styles all in one platform. Most of the content on Wattpad is free, allowing the students to enjoy thousands of stories without any cost. This makes it accessible to anyone with an internet connection. The students can leave comments on specific paragraphs or chapters, interact with authors, and discuss stories with other students. This interactive experience adds a social element to reading that is unique to Wattpad. Wattpad's algorithm suggests stories based on a reader's preferences and reading history, making it easier to discover new stories that match their interests. The students can create reading lists, save stories to read offline, and customize their reading experience (e.g., changing font size, background color) to suit their preferences.

Therefore, based on the description provided above, the researcher plans to conduct quantitative research by applying the Wattpad application media to test whether the use of this media can have a positive and significant influence on students' reading skills. In this case, the researcher prepares an undergraduate thesis titled THE INFLUENCE OF WATTPAD APPLICATION AS THE LEARNING MEDIA ON THE STUDENTS' READING SKILL AT THIRD SEMESTER OF ENGLISH STUDY PROGRAM AT IAIN METRO.

B. Problem Identification

1. The students have difficulty in having motivation to read
2. The students have difficulty in digesting English reading materials
3. The students need digital integration in Education

C. Problem Limitation

The research problem focuses on number 1, that is the difficulty in having motivation to read. In this case, the researcher plans to use an experimental research design by implementing the Wattpad application.

D. Problem Formulation

The research problem formulation focuses on: is there any positive and positive and significant influence of Wattpad Application as a learning media on the students' reading skills at third semester of English study program at IAIN Metro?

E. Objective and Benefits of the Research**1. Objective of the Research**

This research aims to determine whether there is a positive and significant Influence of Wattpad Application on the students' reading skills at third semester of English study program at IAIN Metro.

2. Benefit of the Research

Hopefully, researcher is beneficial for the students, the teacher, and the other researcher. The benefits of their study are as follows:

a. For the Students

- 1) To enable the students to increased reading skill in the most efficiency way.
- 2) To enable the students would enjoy reading and they will also get great advantage in doing the national final examination because there are many of the test item require the ability to skim texts.

b. For the Lecturers

- 1) To enable given English lecturers some ideas of various ways of learning reading to students in the classroom.
- 2) To enable the lecturers to known the advantages of Wattpad application to teach reading skill more effectively and interestingly for students.

c. For the Other Researchers

The study is expected to benefit other researcher by providing information on the influence of Wattpad application on reading performance. In addition, study not only provides information on the theory of the influence of Wattpad application on reading comprehension but also features concrete examples and evidence from research data on Wattpad application on reading skill. The research may help other researcher by providing an alternative or a reference for them. This fore, it is hoped that other researcher will develop their work in another form of research.

F. Prior Research

This researcher will involve analyzing several relevant studies that have been completed by several previous researchers. The first relevant research was conducted by Sri Aulia Samosir, Sholihatul Hamidah Daulay, and Utami Dewi with the title “*EFL Students’ Perception of Utilizing the Wattpad Application as Learning Media in Reading*” in 2024.²⁰ This research aims to explore how students perceive the use of the Wattpad application as a learning tool for reading. Ten English as a Foreign Language (EFL) students from Indonesia, majoring in English education, participated in the study. The data collection involved both quantitative and qualitative methods, including semi-structured interviews, and both open-ended and closed-ended questionnaires. The open-ended questionnaire focused on the pros and cons of using the Wattpad app, while the closed-ended questions assessed how frequently the students used the application. The semi-structured interview questions were developed based on the participants’ responses to the questionnaires. The majority of participants found the Wattpad app to be valuable and easy to use, viewing it as a useful resource for language learning that encourages self-directed study. The results suggest that novice learners benefit more from mobile apps than more advanced users. The study highlights that students had a positive perception of using Wattpad as a reading application to improve their skills. Additionally, the research identifies both the advantages and limitations of using the Wattpad app. Students pointed

²⁰ Sri Aulia Samosir, Sholihatul Hamidah Daulay, and Utami Dewi, *EFL Students’ Perception of Utilizing the Wattpad Application as Learning Media in Reading* (Jurnal Ilmu Pendidikan, vol. 15, 2024).

out several key benefits of reading extensively on Wattpad, such as ease of use, convenience, flexibility, and cost-effectiveness. These factors not only boost motivation to read but also contribute to improving students' writing skills.

The second relevant research was conducted by Ghaida Aisyah Putri and Nasrullah, M.Pd.B.I., with the title "*Investigating the Effectiveness of Wattpad App on Students' Motivation in Reading*" in 2023.²¹ The study Some students still struggle with finding the motivation to read, and both internal and external factors can contribute to this lack of motivation. To encourage students to read, various reading platforms are available, one of which is Wattpad. Wattpad is a reading and writing platform created by Allen Lau and Ivan Yuen in 2006. Many studies have explored the use of Wattpad as a media tool, but most of these studies focus on its impact on reading comprehension, extensive reading, or writing skills. Few studies, however, examine its effect on reading motivation. As a result, the researcher is interested in exploring the effectiveness of the Wattpad app in boosting students' motivation to read. The aim of this research is to understand how the Wattpad app influences students' motivation to engage in reading. The study employs a systematic literature review, gathering 20 journals from sources such as Google Scholar, ResearchGate, Microsoft Academic, and Science Direct. These journals are sorted and analyzed to extract relevant data. The findings suggest that Wattpad is an effective tool for motivating students to read.

²¹ Ghaida Aisyah Putri and Nasrullah, *Investigating the Effectiveness of Wattpad App on Students' Motivation in Reading* (Universitas Negeri Medan, 2023)

The third relevant research was conducted by Duygu Ak Başoğul Duygu Ak Başoğul with the title *“Wattpad in Youth Literature Based on the Experiences of Turkish Teachers and Secondary School Students”* in 2021.²² This study aims to explore the views, opinions, perceptions, and experiences of Turkish teachers and secondary school students regarding Wattpad, an online literacy community. The goal is to interpret these perspectives from an educational standpoint, understand the reasons behind their usage, and analyze the central themes of youth literature, particularly in relation to the changing perceptions, behaviors, and expectations of young readers. The study is expected to provide a comparative discussion of literature education and new forms of reading, focusing on the teacher and student, who are the primary participants in the learning-learning process. This approach fills a gap in the existing literature. The research design follows a phenomenological approach, a qualitative research method. Data collected through semi-structured interviews with Turkish teachers and secondary school students were analyzed using content analysis. The study's findings indicate that young people enjoy spending significant time on Wattpad using their phones, feeling a sense of freedom. They believe the application helps develop reading and writing habits, particularly in genres like love stories and science fiction. They also prefer digital reading to printed books or classics, often commenting and critiquing books and articles with their peers. In contrast, Turkish teachers express concerns about the educational value of Wattpad, arguing that it may

²² Duygu Ak Başoğul Duygu Ak Başoğul, *Wattpad in Youth Literature Based on the Experiences of Turkish Teachers and Secondary School Students* (International Journal of Education & Literacy Studies, 2021)

expose youth to inappropriate content such as violence and sexuality. As a result, there seems to be a conflict and differing opinions between teachers and students on the use of this platform.

This research has similarities and differences with several relevant studies. The first similarity is the studies focus on Wattpad as a learning tool. The second similarity is It also explores the impact of Wattpad on reading skills. The third similarity The studies suggest that Wattpad not only boosts reading motivation but also enhances students' reading comprehension and writing skills. In these three studies there are also differences with the researchers' research. The first difference is research methodology. The second difference is cultural and educational context. The third difference is specific findings on Wattpad's impact.

Based on the description previously mentioned, the researcher decides to update this research by applying an experimental quantitative method involving the control group and the experimental group. The researcher will also apply the Wattpad application to train students' reading skill by utilizing the features it contains and referring to learning strategies where students are involved in collaborative training. In this application there are several forms of individual training. In collaborative learning, students are given the opportunity to choose reading topics in English that are available in the application.

The novelty of this research titled *"The Influence of Wattpad Application as a Learning Media on the Students' Reading Skill at the Third*

Semester of English Study Program at IAIN Metro” lies in its specific focus on assessing Wattpad’s impact on reading skills within a structured academic setting and a defined demographic (third-semester English program students). Unlike prior research that has generally examined Wattpad’s influence on reading motivation, general reading habits, or language skills across various educational contexts and age groups, this study aims to quantitatively evaluate how Wattpad can enhance reading proficiency within a specialized higher-education setting.

Moreover, this research applies an experimental quantitative approach, utilizing both a control and an experimental group to systematically measure Wattpad’s effectiveness in improving students’ reading skills. This methodological choice provides empirical evidence on Wattpad’s educational value, adding a new layer of rigor to the literature. By implementing Wattpad as part of a structured curriculum, this study also seeks to understand the role of guided reading on the platform—where students receive direction on selecting and interpreting content in line with learning goals—allowing for a more targeted approach to developing reading skills in EFL (English as a Foreign Language) students.

In addition, by focusing on IAIN Metro’s third-semester English students, this research considers the unique educational and cultural context of Indonesia, where the digital transformation in reading habits may affect EFL learners differently. Therefore, this study’s novelty lies in its experimental framework, demographic specificity, and the incorporation of guided digital

reading within a structured language program, offering fresh insights into Wattpad's potential as a strategic tool for academic language skill development.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading

1. Definition of Reading

Identifying the main ideas in a text is an essential skill for readers to effectively grasp the core concepts the author intends to communicate. By focusing on the central message, readers can filter out the supporting details and summarize the text's most important points. This helps ensure that the key ideas are understood and retained, allowing for a deeper comprehension of the material. Additionally, identifying the main idea helps readers navigate through lengthy or complex texts by highlighting the primary focus²³.

Alongside recognizing main ideas, making inferences plays a crucial role in understanding a text at a deeper level. Inferences allow readers to draw conclusions based on information that is not explicitly stated. By connecting their own prior knowledge with the text's context, readers can infer the underlying meanings or motivations of characters, events, or situations. This skill enhances the reading experience by encouraging readers to think critically and fill in gaps that the author leaves open for interpretation²⁴.

Recognizing the structure of a text is equally important, as it enables readers to understand how the information is organized to convey the message. Texts often follow specific structures, such as cause-and-effect, comparison-and-

²³ Smith, *Effective Reading Strategies*, 2019, p. 45

²⁴ Johnson, *Reading Between the Lines*, 2021, p. 22

contrast, or chronological order, which guide readers in interpreting the content. Understanding these structures helps readers to anticipate the type of information they will encounter, making it easier to follow the flow of the material and grasp its significance more effectively²⁵.

Another key aspect of reading comprehension is recognizing the author's purpose. Whether the author aims to inform, persuade, entertain, or explain something, understanding their intent provides valuable context for interpreting the text. For instance, a persuasive article may present arguments and evidence to convince readers of a particular viewpoint, while a narrative seeks to entertain by telling a story. By identifying the author's purpose, readers can better assess the effectiveness of the writing and its impact on the audience²⁶.

Drawing conclusions is a vital skill that requires readers to synthesize information from the text and their own knowledge. By piecing together details from different sections, readers can form well-rounded conclusions about the text's overall meaning or the implications of the information presented. This skill is important for understanding broader themes, making predictions, and applying the text's lessons to real-world scenarios. Drawing conclusions enhances readers' ability to think critically and make sense of complex ideas²⁷.

Understanding vocabulary in context is another essential reading skill. When encountering unfamiliar words, readers can use context clues, such as

²⁵ Williams, *Text Structure and Comprehension*, 2018, p. 30

²⁶ Roberts, *Purposeful Reading*, 2017, p. 40

²⁷ Turner, *Critical Thinking in Reading*, 2020, p. 55

surrounding sentences or phrases, to infer their meanings. This allows readers to continue reading without interruptions, improving fluency and comprehension. For example, if a sentence describes someone "trembling with fear," readers can infer that "trembling" refers to shaking due to anxiety or fear, based on the context. This ability to understand words in context helps readers navigate unfamiliar texts with greater ease²⁸.

Critical thinking and analysis are fundamental when engaging with any text, especially when the material presents complex arguments or viewpoints. By analyzing the logic, evidence, and underlying assumptions, readers can evaluate the credibility and validity of the information. Critical thinkers are not passive consumers of content; they actively question and assess what they read, forming their own informed opinions and judgments. This ability to critically analyze a text enables readers to engage with it more deeply and apply its ideas in thoughtful ways.

Finally, answering both explicit and implicit questions is key to understanding a text fully. Explicit questions have clear, direct answers that can be found within the text, such as facts or specific details. Implicit questions, however, require readers to read between the lines and infer meanings based on context. These types of questions help readers think critically and develop a deeper understanding of the material, as they are encouraged to interpret nuances and uncover layers of meaning that are not immediately obvious. Mastering both

²⁸ Lee, *Vocabulary Building for Readers*, 2019, p. 60

types of questions enhances a reader's overall comprehension and ability to engage with a variety of texts.

2. The Purpose of Reading

According to While, Grabe, and Stoller, there are seven purposes for reading:²⁹

1. Reading to search for simple information
2. Reading to skim quickly
3. Reading to learn from texts
4. Reading to integrate information
5. Reading to write (or to find information needed for writing)
6. Reading to critique texts
7. Reading for general comprehension

Reading comprehension for students is intended to help develop pronunciation skills, increase reading speed, and encourage communication practice with peers. Through reading, students will understand the texts they encounter and scan the content effectively. Additionally, reading English stories can motivate students to engage in learning other skills, supporting their overall skill development.

3. Model of Reading Process

Terms such as "bottom-up," "top-down," and "interactive" refer to conceptualizations, rather than to coherent, testable theories.

²⁹ Grabe, W., & Stoller, F. L. (2011). *Teaching and researching reading* (2nd ed.). Harlow, England: Pearson Education.

a) Bottom-up models

Bottom-up accounts imply that reading is initiated at the "bottom" level of text structure, from discrete, visual units such as graphemes, morphemes, and words. To construct meaning from a text, the reader works her way "upward" to larger-level units such as phrases, sentences, paragraphs, and chunks of written discourse.

Grabe maintains that Bottom-up processing operation can be analyzed as a mechanical design in which the reader produces a piece by-piece mean of information of the text, typically with little reference to prior knowledge. Process on bottom up the readers do are "each word letter-by-letter, each sentence word-by-word and each text, sentence- by-sentence."³⁰ Similarly Brich maintains that a Bottom-up models is an association between the meaning of a word (represented in morphemes and words) and phonemic and the speech sound of particular form (the sounds of words and their parts).³¹ Further more Hudson argued that proceeding Process in the right object from the readers' mind to understanding and suitable responds.³² In addition Laberge argued that a better bottom up process integrates the process for how readers' comprehension of content in a text elements affect."³³

Based on some statements above, bottom-up models can be defined as a reading model to understand content of a text. It can make

³⁰ John S. Hedgcock, Dana R. Ferris, *Teaching Readers of English Students, Texts, and Contexts* (Routledge: New York, 2009), 17.

³¹ *Ibid.*, p.19

³² *Ibid.*, p.19

³³ *Ibid.*, p.19

easier the reader to analyze a text. Using his model the reader will get the purpose or mean of the text.

b) Top-down models

Memory to start by trying to tell with our memories rather than with architecture and neural networks of brain are called top-down approaches.³⁴ A good place to begin in considering "top-down" models of comprehending is with stories, because one condition most adults and most children can do is to acknowledge, comprehend and recollect a passage. Johnson suggested that making for comprehension and saving stories, and using components of a story grammar have some function to that phrase structure grammar that is commonly used to sentences.³⁵ In other words producing for an understanding and amount of the story and use one of those have several special activities or purpose. Thus especially one forms part of sentence structure grammar that is very often used to sentence.

c) Interactive models

Hudson argued that the interaction seems to be other than top-down communicating with bottom-up, at least for readers at all but the lowest ability.³⁶ The interaction is different from top-down and bottom-up. Additionally Grabe argued that Recommend modified interactive models, which report for process automatically that the reader carries out "basically in a bottom-up manner with small

³⁴ Ibid., p.23

³⁵ Ibid., p.23

³⁶ Ibid., p.29

interference from other processing levels or knowledge resources."³⁷
 An interactive model is modified by using basically bottom-up. That prevents unsuitable collection of bottom-up and top-down theories tend to concern with how readers simultaneously active multiple knowledge cause.

4. Reading Process

According to Stephen there are six of the reading process, they are:³⁸

a) Factors Influencing the Reader-Text-Researcher Transaction

For different aspect character is really needed between the reader and the researcher. When the passage has a trouble with experience only one of the two participants is given responsibility.

b) Systems of Language

As has already been illustrated, the relationship between the reader's language and the researcher's language influences the ease with which a passage can be processed.

c) Strategies

The reader's and researchers is influencing by the second factors deal with print are strategies available to user language and the reader's able to change in their made.

d) Background Knowledge

Background knowledge is as good influence to understanding a text, not only the readers and the researchers. There are transactional

³⁷ Ibid., p.29

³⁸ Stephen B. Kucer, *Dimensions of Literacy A Conceptual Base for Teaching Reading and Writing in School Settings* (Routledge: New York, 2009), Third edition, 128-131.

texts between the authors' prior knowledge and the readers' prior knowledge. In nature, very similar prior knowledge between the readers and authorise the soft of meaning construction. Both the quality of the miscues and how a text is ultimately understood for the reader's prior knowledge. With background knowledge both the readers and the researchers can share. Additionally Alexander argued that prior knowledge is connected in the structure of a passage to built refusal impact on the reading process, whether in medium print conventional structure.

e) Purpose

Language users do not start an agreement with a text without a reason or purpose. These intentions or goals, which are realized through the formation and implementation of plans, may change or evolve as the text is developed. Language can influence to grow up the knowledge.

f) Assimilation and accommodation

As meaning is created, it is usual for the reader and researcher to be substituted cognitively. What the language user knows when the transaction with print terminates may be qualitatively and quantitatively different from what he or she knew when the transaction was initiated. Trough two basic processes of learning: assimilation and accommodation both readers and researchers by build knowledge.

Knowledge structures of the reader or researcher; a cognitive congruency exists between the individual and information. Therefore, the addition information to long-term memory (LTM) results in an elaboration or extension of existing knowledge structures. The new knowledge is simply added to, or assimilated into, what is already known. In this top-down process, the meanings fit within existing cognitive frameworks.

5. Types of Reading

Here are types of reading skills that focus on different levels of comprehension:

a) Literal Reading

Literal reading involves understanding the text based on what is explicitly stated by the author. It involves taking clear and direct information from the text without needing further interpretation. For example, If a text says, "The mother bought fruit at the market," a literal reader would understand that the mother bought fruit at the market, without requiring further interpretation or understanding.

b) Inference Reading

Inference reading is the ability to understand information that is not directly stated in the text but is implied. It involves reading "between the lines" and drawing conclusions based on contextual clues, prior knowledge, or logic. For example, If a text says, "When the mother came home, the house was a mess, and the children looked

anxious," an inference reader might conclude that something bad might have happened at home involving the children.

c) **Critical Reading**

Critical reading involves a deep evaluation of the text, including analyzing arguments, understanding context, and assessing the validity of the information. A critical reader does not just accept information as it is but also considers biases, the author's intent, and the quality of the evidence presented. For example, someone might question why the author made a particular argument or whether the data used supports the claims made.

These three types of reading help readers understand texts in a more comprehensive way, from grasping basic facts to conducting in-depth analysis of the text's message and intent.

B. The Concept of Media

1. Definition of Media

In the world of education, learning media very needed especially for teacher. The existence of media can encourage learning and learning process more effective. Media can facilitate students to understanding the material that conveyed by teacher. Plural media or medium are tool that used to communication. It is derived from the Latin word, with a meaning "between". The term refers to anything that can bring information between

a source and a receiver.³⁹ The most common uses of media are to support students' enthusiasm and make learning process more effective.

According to Kozma, existence of media can be seen from the technology, symbol systems, and processing capabilities. The characteristic of media that is very clear is its technology: the mechanical and electronic aspects that determine its function and shape and other physical features.⁴⁰ Edminger stated that media can specify in different ways:

- a) The nature of information conveyed by the media (i.e. linguistic and nonlinguistic information).
- b) The channels of information are auditory, visual, or audiovisual media.
- c) The phrases in the process of learning and testing (are they used for the presentation and exploitation of learning material or for testing).
- d) The didactic function.
- e) The degree of accessibility and adaptability.
- f) The possibilities for supporting, supplementing or replacing the teacher.⁴¹

From the statements by experts above, learning media can be concluded as a tool or channel that can be used to carry messages, information, or knowledge from a source to the recipient information.

³⁹ Ahsan Akhtar Naz, *Use of Media for Effective Instruction Its Importance: Some Consideration*, (2018), 35.

⁴⁰ Robert B. Kozma, *Learning with Media* (Review of Educational Research 61, no. 2, 1991) 179, <https://doi.org/10.2307/1170534>.

⁴¹ Putri Asilestari, *The effect of Teaching Media and Language Attitudes on Students' Listening Skill at State Junior High School in Bekasi West Java* (Jurnal Pendidikan Tambusai 2, no. 1, 2018), 125.

2. Kinds of Learning Media

a) Visual media

Printing media is another name for visual media. Visual media includes any type of media that students may see or touch. Pictures, cards, chart and real things are the sample of visual media. In addition, the characteristics of visual media are: the text is read in linear and text or visual present one way communication and receptive.

b) Audio Media

Audio media is also called as listen media. It is usually used to listen and understand the passage. The characteristic of this media is it can show one way communication. The examples of some audio media are radio, tape recorder, and compact disk.

c) Audio-Visual media

Audio Visual Media means audible and visible. Audible means can be heard, and visible means can be seen. Audio visual media has more benefits than others. It can visualize the abstract things or nonverbal vocabulary, increase learners' attention and enthusiast. Audio visual media need mechanic and electronic machines to display the audio and visual messages. The examples of media are video, movie, television, LCD projector.

d) Digital media

Digital media, according to the Communication Department at the University of Washington can be defined as any type of media that

uses digital interactive technologies as the engine for communication. Digital media also called as “new media”. According to James, the term “new media” refers to the actual technologies that people use to connect with one and another. That all can conclude that digital media refers to application of the computer that include multimedia, artificial intelligence and networking. The sample of digital media like mobile phones, personal digital assistants, game consoles, and computers connected to the Internet.

3. The Important of Learning Media

The existence of media can be utilized in the classroom to aid student learning and improve the learning process. By using media, the material that will be conveyed to the students more be easy to understand. It is because one of the media’s functions are to aid the learning and learning process more effective. According to Hamalik, learning media generate new desires and interests, arose learning motivation, and psychological influence on students. Media greatly designed to influence learning and learning process because several impacts of uses media are save time, increase interest, hold attention, clarify ideas, reinforce concepts, add tone, aid memory and prove a point.

C. The Concept of Wattpad

According to Rebecca Davies said that Wattpad is widely regarded as a media platform, primarily because it connects millions of readers and writers across a digital space and produces content adaptable to various media,

including books, TV, and film. Experts and researchers have discussed Wattpad's role as a transformative media platform due to its impact on the publishing industry, democratization of storytelling, and engagement with global communities.⁴² The researcher hopes that the Wattpad application can help students improve understanding in reading a story text, and the Wattpad application also provides interesting stories, of course this can increase students' reading interest. Wattpad can enhance their education and help them improve their writing skills. In this case, Wattpad can assist students in learning about writing and boost their reading proficiency by reading short stories on the platform. When students connect with the story, they can better understand the situation if the author explains or describes it effectively.⁴³

When accessing Wattpad, readers are free to choose what type of reading they want to read because it provides a search engine in it. One of the most widely read literary works in Wattpad application is a short story. In the Wattpad application, the more readers liked a poem, the more the short story received votes and comments. The more votes and comments, the higher the ranked researcher of the poem. Benefits if a work is liked by readers is the possibility of the work being ogled by the publisher, so that the work will be printed and published. Apart from being published, interesting works are even filmed. Perusers utilize Wattpad for joy, basically to study fanfiction or

⁴² Davies, Rebecca. "Collaborative Production and the Transformation of Publishing: The Case of Wattpad." In *Collaborative Production in the Creative Industries*, edited by J. Graham & A. Gandini, 51-67. London: University of Westminster Press, 2017

⁴³ Anggitasari, M., Tarwana, W., & Febriani, R. B., *Using Wattpad to Promote the Students' Responses to Literary Works: EFL College Students' Perspectives and Experiences of Enjoying Short* (Journal of Development and Innovation E-ISSN: 2723-6900, 2020), 189.

develop creators – and the desire set by the most devoured class on the platform, Teen Fiction, which encompasses a serialized distributing framework that influences the readers' exercises and their intuitive.⁴⁴

D. Learning Reading by Using Wattpad Application

Learning reading using the Wattpad application can be an engaging way to enhance students' reading skills, as it combines digital literacy with the enjoyment of reading. Here's a step-by-step guide on how to use Wattpad for learning reading:

1. Introduction to Wattpad

The researcher introduces Wattpad to students, explaining that it's a platform where people can read and write stories for free.

2. Selecting Appropriate Reading Material

The researcher encourages students to explore different genres (fantasy, romance, science fiction) to broaden their reading experience.

3. Interactive Reading

The researcher use Wattpad's commenting feature to have students engage with the text. They can highlight and discuss specific passages or share thoughts directly in the app.

4. Discussion and Analysis

The researcher create discussion questions or prompts related to the reading. Students can discuss these in small groups or in an online forum within Wattpad.

⁴⁴ Rebora, S., & Pianzola, F., *A New Research Programme for Reading Research: Analysing Comments in the Margins on Wattpad* (Scientific Journal on Digital Cultures, 2018), 21.

5. Assessment of Reading

Assessment of reading refers to the process of evaluating a reader's ability to comprehend, interpret, and engage with a text. This assessment can take various forms, such as formative assessments, summative assessments, or diagnostic assessments, and may include tools like quizzes, standardized tests, oral reading sessions, or reading journals. The goal is to measure different aspects of reading, including fluency, comprehension, vocabulary, and critical thinking⁴⁵.

6. Indicators of Reading

Indicators of reading are specific skills or behaviors that demonstrate a reader's proficiency. Some key indicators include:

- a) Identifying main ideas
- b) Making inferences
- c) Identifying text structure
- d) Recognizing the author's purpose
- e) Drawing conclusions
- f) Understanding vocabulary in context
- g) Critical thinking and analysis
- h) Answering explicit and implicit questions

⁴⁵ Afflerbach, P., Cho, B.-Y., & Kim, J., *Reading assessment: Principles and practices for elementary learners* (Reading Research Quarterly, 2020), 55(1), 107-127.

E. Theoretical Framework and Paradigm

1. Theoretical framework

The theoretical framework is a concept of hypothesis between independent variables and dependent variables to provide accurate answers to problems. Therefore, there are variables that influence and variables that are influenced. The influencing variable is called the independent variable (x) and the influenced variable is called the dependent variable (y).

In this research, there are two variables. The independent variable (x) is the Wattpad application as a learning media. The dependent variable (y) is reading skills. this includes students' ability to understand texts identify main ideas and analyze information presented in the reading.

In this case the researcher provides an alternative by using the wattpad application, because the Wattpad application provides access to various genres and levels of text difficulty that can increase students' interest in reading and provide challenges that suit their abilities. Students can also interact and collaborate using the comments and discussion features on Wattpad. Wattpad also offers an interactive and engaging reading experience, which can increase students' motivation and involvement in reading activities.

2. Paradigm

Based on the theoretical framework above, the researcher describes the paradigm of using the Wattpad application as a learning media for students' reading skills in the following chart:

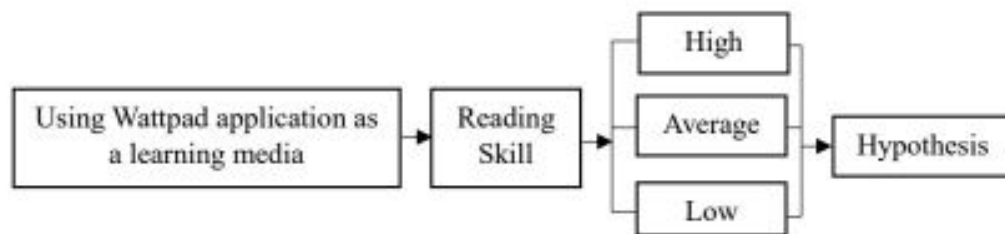


Figure 1: The Scheme of Paradigm

Based on the figure of paradigm above, the researcher explains that the criteria of paradigm can describe: if the student's score of reading skill is passed, which means that the use of the Wattpad application as a learning media is good to apply, so that there is a positive and significant influence by using the Wattpad application. However, if the student's reading skill score is failed, it means that the use of the Wattpad application as a learning media cannot be applied. Thus, there is no positive and significant influence by using Wattpad application as a learning media on students' reading skills.

F. Hypothesis

Based on the theories were explained above, it can be posed a hypothesis as follows:

1. Null Hypothesis (H0): The use of the Wattpad application as a learning media does not have a positive and significant influence on students' reading skills.⁴⁶
2. Alternative Hypothesis (H1): The use of the Wattpad application as a learning media has a positive and significant influence on students' reading skills.⁴⁷

⁴⁶ Creswell, J. W., *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (SAGE Publications, 2014), 118.

This hypothesis is used to test whether the use of Wattpad in the context of learning really affects students' reading skills compared to other learning methods.

⁴⁷ Fraenkel, J. R., Wallen, N. E., & Hyun, H. H., *How to Design and Evaluate Research in Education* (McGraw-Hill, 2011), 119.

CHAPTER III

RESEARCH METHOD

A. Research Design

Quantitative research is a theory test that examines factors for which the research method also involves groups⁴⁸ it is concluded. Quantitative research is explained not only in numbers but also in text. The research typically focuses on the development using techniques or strategies

Type of the research is experimental research. Experimental research refers to the study of the casual relationship associated with an independent variable and dependent variable is controlled to determine its effect on the dependent variable⁴⁹.

The research design will be conducted using an experimental design. The model of the experimental design of the research is true experimental research. In some true experimental designs, such as the one-group pre-test-post-test design, a pre-test is administered before the treatment to measure the baseline level of the dependent variable. After the treatment, a post-test is given to assess any changes that occurred as a result of the treatment. The results of the pre-test and post-test are then compared. This design can be illustrated as follows:

⁴⁸ Creswell, John W., J. David, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles London New Delhi Singapore Wasington DC and Melhne, 2023), 39.

⁴⁹ A. Thyer, Bruce, *Experimental Research Designs In Social Work Theory and Applications* (Columbia University Press New York, 2023), 120.

Tabel 3
The True Experimental Design

	Pre – Test	Treatment	Post – Test
Experimental group	X	x	x
Control group	X		x

B. Operational Definition of Variables

Operational definition is the definition which based on characteristic of the thing that will be defined and it can be observed or measured. Meanwhile, a variable can be defined as a symbol to which numerals or values are assigned. Often a term required an operational definition."⁵⁰

In other explanation about operational is definition based on the characteristic of things that can be defined observed of measured in the observation. Based on the statement, the operational definition of variable in this research are:

1. Independent Variable

The independent variable is variable that probably causes, influences is effects the outcome. The independent variable of this research is Wattpad Application. To measure the implementation of strategy, the researcher was used questioner. Independent variable in their study included:

- a. The student is able to read the text accurately without errors.
- b. The student pronounces vocabulary correctly while reading.
- c. The student maintains correct grammar throughout the reading without

⁵⁰ Simon Kwan And Peter Wolf, *onstructs of Variables* (DSC 500: Research Methods, 2002), 4.

adding words not in the text.

d. The student successfully identifies the reading structure by recognizing the main idea and purpose of the text, allowing them to complete the reading task effectively.

2. Dependent Variable

The measured and observed variable is called dependent variable. Sometimes dependent variable is a variable that presumed to be influence by one or more independent variables⁵¹. Dependent variable of this research is student reading skill. To measure the student's reading skill, a test was used. The type of test used is the multiple choice

In their case, the author asks the student to read a general knowledge text. Their indicator-dependent variable consists of:

- a. Students can demonstrate reading accuracy.
- b. Students can pronounce vocabulary correctly.
- c. Students can read with proper grammar, focusing on the text without deviations.
- d. Students can identify the main ideas and purpose of the text, effectively organizing the reading structure to understand and complete the task.

⁵¹ R. Burke Johnson and Larry Christensen, *Educational Research Quantitative, Qualitative and Mixed Approaches* (Los Angeles, London, New Delhi, Singapore, Washington DC, 2014), 92.

C. Populations, Sample, and Sampling Technique

1. Population

Population is all the individuals or units of interest: typically, there is not available data for almost all individuals in a population.⁵² There are many potential populations that might be inferred to, for example an entire country, a region or a single institution. Comparisons are of most interest when the populations being compared are as similar to each other as possible.

The population of this research was consisted all of student of the third semester of English study program at IAIN Metro. The total population was 39 students.

2. Sample

When population is showing all of member, under the population is sample. Sample is a subset of the individuals in a population; there is typically data available for individuals in samples.⁵³ In this research, the researcher used the simple random sampling. In this survey, the researcher choosing two classes it is A and B class of the third semester at IAIN Metro as a sample which consists of 10 students in every class.

3. Sampling Technique

This research was need sample as example to describe population condition. Eboh reported in observed that, the size of a sample is determined by a combination of technical issues as well as human and

⁵² Bret Hanlon and Bret Larget, *Samples and Populations* (Madison: University of Wisconsin, 2011), 7.

⁵³ Ibid.

financial considerations.⁵⁴ In other words, sample is the part of the population that have been concerned the population of the whole.

Simple random sampling is appropriate for this research if the population—third-semester students in the English Study Program—is relatively small, accessible, and fairly homogeneous in terms of reading skills and exposure to the Wattpad application. This approach allows each student an equal chance of selection, making it ideal when individual selection is practical and when subgroup differences or distinct class divisions within the semester do not need to be accounted for. Simple random sampling is thus effective for straightforward representation and generalization across similar individuals in the population.

D. Data Collecting Technique

The following data collection technique is employed by the researcher:

1. Questionnaire

To collect data on students' use of the Wattpad application, their perception of the app, and how often they use the application.

2. Test

To measure both variables, the researcher uses a test as the technique of gathering data. In this study, the following two tests will be employed:

⁵⁴ Umar, Hasan Sa'id, *The Imperative of Populations Sampling in Social Science Research* (European Centre: University Of Abuja, 2015), 52.

a. Pre-test

The pre-test is used to assess students' reading skills before using the Wattpad application.

b. Post-test

The experimental and control groups will receive a post-test from the researcher which contains the same reading test sheet as the pre-test. This aims to measure the positive and significant influence of the Wattpad Application on students' reading skills on the third semester and to find out whether the Wattpad Application influences students' reading skills or not.

E. Research Instrument

1. Reading Test (Critical Reading)

To identify the student's reading skill on the students of the third semester at English study program at IAIN Metro, the researcher was apply reading test (Critical Reading). The test is measuring the ability of the students in reading the composition on the reading topic.

The test consisted of a pre-test and a post-test. The researchers asked the students to read the given text and analyze it.

2. Reliability and Validity

In this research, reliability and validity are crucial aspects that must be considered to ensure the quality of the research findings. Reliability refers to the consistency of the results obtained from the measuring instrument used in the study, such as the reading skills test administered

to students before and after the use of Wattpad as a learning medium. This consistency can be measured through the Internal Consistency method, where the researcher uses a questionnaire to measure reading skills and ensures that all items in the test are consistent with each other. A high alpha value indicates that the instrument has good internal consistency⁵⁵.

On the other hand, validity refers to the extent to which the measuring instrument actually measures what it is supposed to measure⁵⁶. The researcher uses Content-Construct validity to ensure that the test truly measures reading skills as influenced by Wattpad, rather than other unrelated factors⁵⁷.

By considering both reliability and validity aspects, the research results can be trusted and are believed to accurately represent the true impact of using the Wattpad application on students' reading skills.

F. Data Analysis Technique

As Marczyk, Geoffrey R. assume that *T*-test are used to test mean differences between two groups, in general, they require a single dichotomous independent variable (e.g., an experimental and a control group) and a single continuous dependent variable.⁵⁸

To answer the question “can Wattpad Application give influence student’s in reading skill at the third semester at English study program at IAIN Metro”. The researcher analysis the data by paired sample t-test from

⁵⁵ Creswell, J.W., *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.)* (SAGE Publications, 2014), 121.

⁵⁶ Fraenkel, J.R., Wallen, N.E., & Hyun, H.H., *How to Design and Evaluate Research in Education (8th ed.)* (McGraw-Hill, 2012), 122.

⁵⁷ Bryman, A., *Social Research Methods (4th ed.)* (Oxford University Press, 2012), 123.

⁵⁸ Marczyk, Geoffrey R., *Essentials of Research Design and Methodology*, 221.

SPSS 25 version.

This is the formula of Paired t-test :

$$t = \frac{D}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

Note:

t = t ratio

D = average difference

$\sum D^2$ = Difference scores squared, then summed

$(\sum D)^2$ = Difference scores summed then squared

N = Number of pairs

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The Brief History of (IAIN) Metro

State Islamic Institute (IAIN) Metro was located in Metro city, Lampung province, It was the one and only State Institute for Islamic Studies in this city. IAIN Metro has vision and missions, Its vision was Become an Innovative Islamic College of Education in Socio Ecotechno-Preneurship synergy based on Islamic values and Indonesian.

Then, to accomplish the vision, it composes some mission, namely: Implementing Islamic values in the implementation of education, research, and community service, Building a productive and innovative academic culture in research management through scientific studies, learning models and research, Growing Socio-Ecotechno-Preneurship of academicians in the implementation of three pillars of university, Implement a professional and cultivated institutional management system based on information technology.⁵⁹

IAIN Metro was built on April 23 to 25, 1997 based on Decree of President RI No. 11, 1997 on March 21, 1997. The establishment of IAIN could not be separable with the history of

⁵⁹ Taken from <http://metrouniv.ac.id>, accessed on October 5, 2024.

IAIN Raden Intan Bandar Lampung which has began from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two facilities, Education faculty and Islamic Law faculty, which are were domiciled in Tanjung Karang.

Referring to decision of President of Indonesia No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. In Tanjung Karang, finally, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minwaster of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang ". In the year of 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.⁶⁰

Moreover, in 1967, the Education and Islamic Law Faculty were established in Metro City based on the request of Metro society. Furthermore, based on the hand bill of Director General of Bimas waslam No. E.III/OT.00/AZ/1804/1996, the settlement of Instutional Faculties IAIN outside the central Institute should be changed to State Islamic College (STAIN). Finally, based on the Decree of President RI No. 11, 1997, STAIN was legalized. That was the history of establishment of STAIN Jurai Siwo Metro. The year 2010 was the year of preparation for the status of

⁶⁰ Taken from <http://metrouniv.ac.id>, accessed on October 5, 2024.

STAIN to IAIN. Currently the civitas academic STAIN Jurai Siwo Metro with various attempts to become a leading college and leading in the assessment and development of science, art and Islamic culture.

The status of STAIN Jurai Siwo Metro to IAIN Jurai Siwo Metro has been proposed since 2010 and was planned to be realized in 2012 next year. Alumni deliberation also became one of the administrative requirements of STAIN status to IAIN. This has long been done during the leadership of Prof. Dr. Syaripudin, M. Ag. By inviting all the alumni of all generations in the grand reunion event of Saturday, July 28, 2010 last.

The change of status IAIN would also encourage the formation of faculties which was a merger of two majors with 9 courses. The year 2016 was the transition year of STAIN to IAIN. This status change was contained in Presidential Regulation No. 71 dated August 1, 2016, according to the Presidential Regulation, the establishment of IAIN Metro was a change of from the State Islamic College (STAIN) Jurai Siwo metro.

In relation to the amendment, all the assets, employees, right and obligations of each STAIN are transferred to the IAIN's assets, employees, right and obligation respectively. Similarity, all STAIN college students become IAIN students.

The change of status to IAIN world also encourage the formation of new faculties which would be born in accordance with the needs of the community for education, as well as the development of facilities and infrastructure more adequate to realize IAIN Metro for the better.⁶¹

b. Organization Structure of IAIN Metro

The organization structure of IAIN Metro in academic year 2024/2025 as follows:

Lampiran
Keputusan Rektor Institut Agama Islam Negeri Metro
Nomor 132.a Tahun 2024
Tentang
Struktur Organisasi Institut Agama Islam Negeri Metro

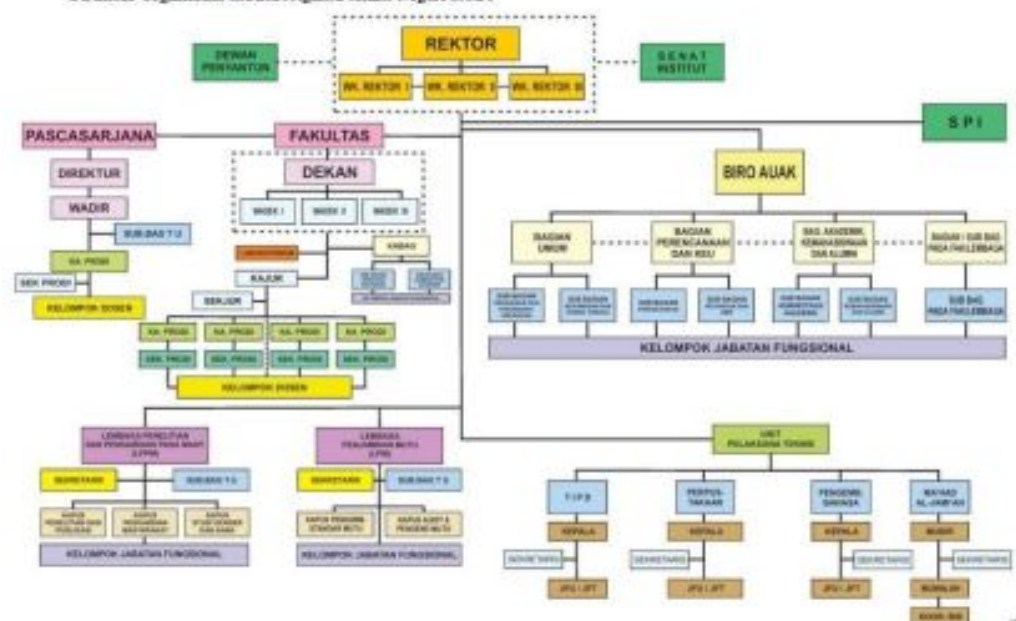


Figure 2
The Organization Structure of IAIN Metro

⁶¹ Ibid.

c. The Profile of English Education Department

English Education Department (Tadris Bahasa Inggris/ TBI) was one of Strata I (SI) majors of Tarbiyah and Teacher Training Faculty in State Institute for Islamic Studies of Metro which was established in 2007. Historically SI TBI IAIN Metro was opened in 2002. The legal and operational license of TBI based on the explanation letter of Islamic Education General Director No. Dj.I/220.C/2007 in Jakarta on May 28, 2007. According the Implementation License of Department from the General Director, TBI was located in IAIN Metro in Jl. Ki. Hajar Dewantara 15 A Metro City.

English Education Department (TBI) has a vision in implementing education, namely: Making English Education Department highly qualified in English education and knowledge of English education and literature based on faith and ihsan and moral and ethical values of community like and state. The vision then was enlarged in some missions, namely: Creating a program of English education not only of high quality but also useful for Indonesian people to meet the needs of the real world work both in the field of education and in non-education at national and international levels.

In the line with the above statement, TBI always tries to develop the quality in learning and learning process. Indeed, it

would be a dynamic, opened, and polite relationship among the stakeholders in TBI IAIN Metro.

The assessment toward TBI students was always holistic that it contains three education aspects, namely: cognitive, affective, and psychomotor. Meanwhile, to increase academic quality, English department consistently develops conducive academic atmosphere so that a dynamic, open and polite relationship could be created among the academy parts. Thirdly, from output dimension (alumni), every student who was graduated from English Education Department of IAIN Metro, was expected to be professional in English.

To give attention to the importance of English, IAIN Metro makes some jargons to represent the college, and one of the jargons was bilingual. Bilingual here was meant as utilizing English and Arabic language in academic life. This shows that IAIN Metro considers

English an essential key to take a part in international communication. By using this jargon, the college was struggling of familiarizing the two international languages among the lecturers, the students and even among all employees working in the college such as security, cleaning service, servant and so on. Even through, the attempts to make English used in daily activities on campus was not fully realized, several programs

supporting the realization of spreading English are conducted until now.

The first program was “English Intensification Program”. This was a special program aimed at giving English skill, especially speaking, to all students so that not only the students majoring English who could speak English, but also those enroll other majors such as PAI, PBA, Economics and so forth. As a result, it was offered for all freshmen students both English and non-English major students. For them, the program was compulsory that all first-year students, with no exception, are required to enroll this program. The certificate of this program was one of the requirements that the students must accomplish to register undergraduate examination called *munaqosyah*. Meaning to say, if the students do not get the certificate, he was not allowed to take *munaqosyah* examination.

The second policy that shows the importance of English in IAIN Metro was the involvement of English in courses in all departments beside in English department in the college. The courses are *Bahasa Inggris I* and *Bahasa Inggris II*. Thus, this was also obligatory lesson for all students. Unlike English Intensification program, this program was included in the students’ transcript. This program was aimed at equipping the students with English ability since much of knowledge was

delivered through English written books. So, it was expected that their insight could be wider and better.

The next urgent program was obliging TOEFL test as one of *munaqosyah* requirements. The program was also held by the Language center and provided for at least the fourth semester students. As it was known that TOEFL was an internationally-recognized test which was taken by million people for various purposes such as getting a job, continuing education, passing the examination and so many others. The TOEFL test in IAIN Metro was conducted once a week, on Saturday, The program was made with no payment. The total of TBI students in IAIN Metro was 747 students.

2. Description of Research Data

a. The students Pre-test Results

On August 23, 2024, the researcher gave a pre-test to assess students' reading abilities using short story texts in multiple-choice questions before starting the research. The researcher used the population of the third-semester of English Study program and 20 students as the sample. The score of the students it can see in the appendics. The researcher explains the percentage of the preliminary test results presented below:

Table 4
Frequency Distribution of Pre-Test

No	Interval		Frequency	Percentage
1	0	30	4	20%
2	31	50	13	65%
3	51	75	3	15%
4	76	100	0	0%
			20	100%

Based on the table frequency distribution above, it can be inferred that 20 students as the research sample can be divided:

1. For the students interval 0 – 30, there were 4 students or 20%
2. For the students interval 31 – 50, there were 13 students or 13%
3. For the students interval 51 – 75, there were 3 students or 15%
4. For the students interval 76 – 100, there were 0 students or 0%

Based on the data above, only 3 Students whose scores reached the passing grade (60) and 17 Students who did not pass the test.

b. The Students Post-test Results

After reviewing the pre-test results on August 23, 2024, using short story readings in the form of multiple-choice questions, the researcher implemented using Wattpad application as a learning media to improve students' reading abilities. It is important to note that the researcher recognized the challenges

faced by the students in enhancing their reading skills and introduced an additional application to assess its positive and significant influence.

Furthermore, after using the Wattpad application and ensuring their understanding, the researcher administered a post-test to evaluate the improvement in reading abilities using short story text of multiple choice. The data can be seen in appendices ... The post-test results are presented below:

Table 5
Frequency Distribution of Students' Post-Test

No	Interval		Frequency	Percentage
1	0	30	0	0%
2	31	50	0	0%
3	51	75	7	35%
4	76	100	13	65%
			20	100%

Based on the table frequency distribution above, it can be inferred that 20 students as the research sample can be divided:

1. For the students interval 0 – 30, there were 0 students or 0%
2. For the students interval 31 – 50, there were 0 students or 0%
3. For the students interval 51 – 75, there were 7 students or 35%
4. For the students interval 76 – 100, there were 13 students or 65%

Examining the provided data reveals that every students, equivalent to 100%, achieved scores meeting or exceeding the

passing grade of 60. This indicates that the use of the Wattpad application as a learning medium has been validated as effective in improving students' reading abilities. In summary, the post-test results were successful, indicating an overall positive and significant influence in helping students enhance their reading skills.

c. Validity and Reliability Test

Table 6
Validity test

		Correlations		
		pretest	posttest	total
Pretest	Pearson Correlation	1	-.057	.690**
	Sig. (2-tailed)		.812	.001
	N	20	20	20
posttest	Pearson Correlation	-.057	1	.684**
	Sig. (2-tailed)	.812		.001
	N	20	20	20
Total	Pearson Correlation	.690**	.684**	1
	Sig. (2-tailed)	.001	.001	
	N	20	20	20

** . Correlation is significant at the 0.01 level (2-tailed).

The researcher has conducted a validity test with an interpretation statement, namely for the pretest the significance value obtained is 0.01, this value is less than 0.05, so it can be concluded that the pretest results are valid. Furthermore, for the posttest significance value obtained is 0.01, this value is less than 0.05, so it can be concluded that the posttest results are valid.

Table 7
Reliability test

Case Processing Summary			
		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha ^a	N of Items
.120	2

According to Imam Ghazali, a variable is said to be reliable if the Cronbach's alpha value is > 0.70. Then in this output the Cronbach's alpha value is 0.120, this value is greater than 0.70, which means that the variable used in the study is reliable.

3. Hypothesis Testing

Differences in Increasing Learning Outcomes in the Score of Pre-test and Post-test the third semester of English Study program. The researcher used normality and homogeneity tests to know that the data is normal and includes homogeneity data. in order to prove that this data is valid and there is a significant change effect.

a. Normality and Homogeneity Test

Table 8
Case processing summary pre-test and post-test

Case Processing Summary							
		Cases					
		Valid		Missing		Total	
Kelas		N	Percent	N	Percent	N	Percent
Reading	Pretest	20	100.0%	0	0.0%	20	100.0%
	Post test	20	100.0%	0	0.0%	20	100.0%

The Table of Case Processing Summary shows the number of students are 20 students. Missing 0 indicates that the missing data is zero, thus there is no data that has not been processed. The table below shows the data is normally distributed or not.

Table 9
Test of normality in pre-test and post-test

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Reading	Pretest	.305	20	.000	.848	20	.005
	Post test	.247	20	.002	.743	20	.000

a. Lilliefors Significance Correction

In the process of assessing normality using the Saphiro-Wilk test, the Pre-test data yielded a significance value of 0.005, while the post-test data also resulted in a significance value of 0.000. The obtained significance values for both the pre-test and post-test normality tests are below 0.05, indicating that the data is distributed normally. Following the normality test, a homogeneity test was conducted. The results are as follows:

Table 10
Test of homogeneity of variance in pre-test and post-test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Reading	Based on Mean	1.090	1	38	.303
	Based on Median	.728	1	38	.399
	Based on Median and with adjusted df	.728	1	28.950	.400
	Based on trimmed mean	.788	1	38	.380

Considering the information provided earlier about the homogeneity test using Levene's test, it is observed that the obtained p- values were all greater than 0.05, indicating that the data exhibits homogeneity. Additionally, the results of the normality tests for both pretest and posttest indicate that the data is normally distributed and homogeneous. Subsequently, to assess the differences in the data, the researcher opted for the Paired Sample t-test.

Table 11
Descriptive statistics

		Statistics	
		Pretest	posttest
N	Valid	20	20
	Missing	20	20
Mean		40.20	84.75
Std. Deviation		12.046	11.951
Minimum		25	62
Maximum		62	100

Based on data above the number of students for the Tourism class as many as 20 score of pre-test with mean of 40.20 And the number of students for the post-test with mean of 84.75.

Table 12
Test in one sample test

One-Sample Test						
Test Value = 0						
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
pretest	14.924	19	.000	40.200	34.56	45.84
posttest	31.714	19	.000	84.750	79.16	90.34

Sig. (2-tailed) of 0.000. The value of Sig. (2-tailed) indicates smaller than 0.05, there are differences in student learning outcomes between pretest and posttest.

Hypothesis:

Ho : There is no positive and significant influence of Wattpad application as a learning media on the students reading skill at the third semester of English study program at IAIN Metro.

Ha : There is a positive and significant influence of Wattpad application as a learning media on the students reading skill at the third semester of English study program at IAIN Metro.

If the significance value (2-tailed) $< 0,05$ Ho is rejection and Ha is acceptance. If the significance value (2-tailed) $> 0,05$, Ho is accepted and Ha is rejection. The above test obtained. Sig (2-tailed) value of 0.000, which is less than 0.05, so there is a difference in student learning outcomes between the pre-test and post-test. This means that Ho is rejected and Ha is accepted, meaning that there is a positive and significant influence of Wattpad application as a learning media on the students reading skill at the third semester of English study program at IAIN Metro.

B. Discussion

The researcher initiated the study by administering a pre-test to evaluate the initial reading comprehension proficiency of students at the beginning of the research. The findings from the pre-test revealed a low level of reading comprehension ability among the students, with only 3 out of 20 students meeting the passing grade of 60.

Subsequently, the researcher using Wattpad application as a learning media selected to investigate the potential significant influence of students' reading comprehension. The treatment consisted of two sessions, conducted on August 18, 2024 until September 22, 2024. Following the completion of the treatment, a post-test was administered. Analysis of the post-test data indicated an improvement in scores, with all students surpassing the passing grade of 60.

This positive trend was further corroborated by employing the Paired Sample t-test. If the significance value (2-tailed) < 0.05 H_0 is rejection and H_a is acceptance. If the significance value (2-tailed) $> 0,05$. H_0 is accepted and H_a is rejection. The above test obtained.Sig (2-tailed) value of 0.000, which is less than 0.05t. Consequently, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted, affirming the positive and significant influence of Wattpad application as a learning media on the students reading skill at the third semester of English study program at IAIN Metro.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Wattpad Media is an application containing stories, novels, comics, etc. On Wattpad, the students can also create stories or papers to publish to the app, so the students can read and write our own stories or the other people stories at the same time. Based on the analysis and result of the research, the researcher concludes that the Wattpad application as a learning media has a positive and significant influence of students reading skill. It can be used as a learning media for learning reading skill and it can influence in reading skill. It can be seen from the result of the results test by using a Paired_Sample t-test that is significant the value (2-tailed) $< 0,05$ H_0 is rejection and H_a is acceptance. If the significance value (2-tailed) $0,05$, H_0 is accepted and H_a is rejection. The above test was obtained Sig (2-tailed) value of 0.000, which is smaller than 0.05, so there is a difference in student learning outcomes between the experimental classes. This means that H_0 is rejected and H_a is accepted, meaning that there is a positive and significant The Influence of Wattpad Application as a Learning Media on The Students' Reading Skill at The Third Semester of English Study Program at IAIN Metro.

B. Suggestion

Based on the findings of the study, the following recommendations are proposed for the relevant stakeholders:

1. For Lecturers:
 - a. It is recommended that teachers provide guidance to students on effective text comprehension.
 - b. Teachers are encouraged to incorporate the Problem-Based Learning method into their reading comprehension instruction. This approach aims to enhance students' understanding of reading comprehension in a more efficient and rapid manner.
2. For Students:
 - a. Students are advised to dedicate effort to analyzing reading texts thoroughly.
 - b. It is suggested that students cultivate a habit of regular reading to improve their overall reading skills.
 - c. Students are encouraged to engage in reading texts using the Problem-Based Learning method for a more comprehensive understanding.

These recommendations aim to contribute to the improvement of the overall learning experience, fostering a conducive environment for both lecturers and students to enhance reading comprehension skills.

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APPENDICES

INTERVIEW PRASURVEI

Interview with Student 1

- Do you often use the Wattpad application in your reading learning process?
- How does Wattpad help you improve your reading skills?
- Have you noticed any changes in your reading ability since using Wattpad?

Interview with Student 2

- How often do you use Wattpad to read English learning material?
- In your opinion, how does Wattpad affect your reading skills?
- Do you feel that the stories on Wattpad help you understand English texts better?

Interview with Student 3

- How important is the Wattpad application in improving your reading skills?
- Has there been a difference in your reading skills since using Wattpad as a learning medium?
- What other benefits have you experienced from using Wattpad?

Interview with Student 4

- Do you feel that Wattpad can be used as an effective learning medium for English?
- Do you find it easier to understand texts after reading on Wattpad?

PRE-TEST**Research Title:**

The Influence of Wattpad Application as a Learning Media on the Students' Reading Skill at the Third Semester at IAIN Metro

Instructions:

This test aims to measure your reading comprehension skills before using Wattpad as a learning tool. Read the passage carefully and answer the questions based on your understanding. Your responses will only be used for research purposes.

Reading Passage:**"The Power of Storytelling"**

Storytelling has been part of human culture for thousands of years. It is a powerful tool for communication, not only to entertain but also to teach and inspire.

Throughout history, stories have been passed down from generation to generation, shaping cultures, traditions, and beliefs. In modern times, storytelling has found new forms, such as through books, movies, and digital platforms like Wattpad.

These platforms allow people from around the world to share their stories with a global audience. In education, storytelling is a unique method that can engage students, making lessons more relatable and easier to understand.

Reading stories not only helps improve language skills but also enhances creativity and critical thinking. By immersing themselves in different narratives, readers can explore various perspectives and experiences, which broadens their understanding of the world.

Comprehension Questions:

1. What is the main idea of the text?
 - a. The importance of storytelling in modern education.
 - b. The evolution of storytelling throughout history.
 - c. The role of storytelling in communication and education.
 - d. How Wattpad has changed storytelling.
2. According to the text, what are two primary purposes of storytelling?
 - a. To inspire and entertain.
 - b. To teach and confuse.
 - c. To inform and judge.
 - d. To relax and frighten.

3. How has storytelling evolved in modern times?
 - a. It has become less important in education.
 - b. It has disappeared from daily life.
 - c. It has shifted to books, movies, and digital platforms.
 - d. It is now only used in traditional ceremonies.
4. What is one benefit of reading stories, as mentioned in the text?
 - a. It limits students' creativity.
 - b. It improves language skills and critical thinking.
 - c. It reduces students' interest in education.
 - d. It focuses only on traditional values.
5. Which of the following platforms is mentioned in the text as a modern storytelling tool?
 - a. Instagram
 - b. Wattpad
 - c. YouTube
 - d. Facebook
6. According to the text, how has storytelling impacted human culture?
 - a. By making communication less effective.
 - b. By entertaining people without any educational value.
 - c. By shaping cultures, traditions, and beliefs.
 - d. By limiting the spread of ideas.
7. Which of the following is an example of a traditional form of storytelling mentioned in the text?
 - a. Digital platforms
 - b. Movies
 - c. Books
 - d. Oral storytelling passed down generations
8. In what way does storytelling in education help students, as described in the text?
 - a. By making lessons more relatable and easier to understand.
 - b. By making lessons difficult and confusing.

- c. By focusing only on academic skills.
 - d. By restricting students to a single perspective.
9. Why might reading stories help broaden a reader's understanding of the world?
- a. By exposing readers to only familiar perspectives.
 - b. By allowing readers to experience diverse viewpoints and experiences.
 - c. By limiting critical thinking skills.
 - d. By focusing exclusively on traditional storytelling forms.
10. What skill does storytelling primarily enhance in readers, as mentioned in the text?
- a. Only language skills
 - b. Only memorization
 - c. Both creativity and critical thinking
 - d. Only factual knowledge
-

Vocabulary Section:

11. Find the synonym of the word "engage" as used in the text:
- a. Ignore
 - b. Involve
 - c. Distract
 - d. Bore
12. What does the phrase "passed down from generation to generation" most closely mean?
- a. Forgotten over time.
 - b. Inherited or shared through time.
 - c. Lost through the ages.
 - d. Changed every few years.
13. What does the term "perspectives" in the text refer to?
- a. Points of view or ways of seeing things.
 - b. Problems in education.

- c. Personal challenges in storytelling.
- d. Limits to reading comprehension.

POST-TEST

Research Title:

The Influence of Wattpad Application as a Learning Media on the Students' Reading Skill at the Third Semester at IAIN Metro

Instructions:

This test aims to measure your reading comprehension skills before using Wattpad as a learning tool. Read the passage carefully and answer the questions based on your understanding. Your responses will only be used for research purposes.

Reading Passage:

"The Role of Technology in Modern Education"

Technology has transformed the way we learn and access information. In the past, education was often limited to classrooms, textbooks, and face-to-face instruction. Today, students have access to a wealth of information and learning resources online, from educational websites to digital libraries. Platforms like Wattpad not only provide entertainment but also offer valuable tools for improving literacy and language skills. Many educators are incorporating these tools into their learning strategies to make lessons more engaging and interactive.

With the rise of digital media, students can practice reading through various formats, including blogs, short stories, and novels available online. This digital exposure helps students develop their reading comprehension and vocabulary in more dynamic and accessible ways. Additionally, reading on platforms like Wattpad encourages students to explore different writing styles, genres, and perspectives, fostering creativity and critical thinking.

Comprehension Questions:

1. What is the main focus of the text?
 - a. The evolution of textbooks in modern education.
 - b. The role of technology in transforming education.
 - c. The use of Wattpad for entertainment purposes.
 - d. The importance of face-to-face instruction in learning.
2. How has technology impacted education, according to the text?
 - a. It has made education more challenging for students.
 - b. It has limited students' access to learning resources.

- c. It has expanded access to educational resources and learning methods.
 - d. It has removed the need for teachers in classrooms.
3. What is one benefit of using digital platforms like Wattpad for students?
- a. It reduces the need for books.
 - b. It helps students improve literacy and language skills.
 - c. It decreases students' motivation to read.
 - d. It limits students' understanding of different genres.
4. According to the text, how does reading on digital platforms like Wattpad benefit students?
- a. It provides fewer opportunities to practice reading.
 - b. It exposes students to various writing styles and perspectives.
 - c. It focuses mainly on non-fiction texts.
 - d. It limits creativity and critical thinking.
5. What types of content can students access online to practice reading, as mentioned in the text?
- a. Textbooks only.
 - b. Blogs, short stories, and novels.
 - c. Printed books and magazines.
 - d. News articles and advertisements.
6. According to the text, what traditional methods of education are contrasted with modern digital learning?
- a. Using audio and video resources.
 - b. Classroom-based learning and textbooks.
 - c. One-on-one tutoring.
 - d. Group discussions.
7. What is the significance of platforms like Wattpad in education?
- a. They provide a source of distraction for students.
 - b. They serve as an entertainment-only medium.
 - c. They offer valuable tools for improving literacy and language skills.
 - d. They are used only for casual reading.

8. How does digital media exposure benefit students' reading comprehension?
 - a. By reducing the amount of reading required.
 - b. By encouraging the exploration of a limited range of topics.
 - c. By providing access to diverse genres and writing styles.
 - d. By limiting access to complex texts.
9. Which skill is enhanced by reading on platforms like Wattpad, according to the text?
 - a. Memorization of facts.
 - b. Creativity and critical thinking.
 - c. Mathematical problem-solving.
 - d. Technological proficiency.
10. Why are digital platforms considered more engaging for students than traditional methods?
 - a. Because they are interactive and offer immediate feedback.
 - b. Because they are less accessible than textbooks.
 - c. Because they focus only on entertainment.
 - d. Because they discourage creative thinking.

Vocabulary Section:

11. What is the meaning of the word "dynamic" as used in the text?
 - a. Dull or boring.
 - b. Constantly changing or active.
 - c. Unchanging or static.
 - d. Simple and easy to understand.
12. What does the phrase "fostering creativity" most closely mean?
 - a. Limiting creativity.
 - b. Encouraging or promoting creativity.
 - c. Ignoring creativity.
 - d. Suppressing creativity.
13. What is the synonym of "exposure" in the context of the text?
 - a. Hiding

- b. Limitation
- c. Access
- d. Avoidance

INSTRUMENT BLUEPRINT

Answer Key for Reading Passage 1: "The Power of Storytelling"

No	Question	Reading Skill Indicator	Correct Answer
1	What is the main idea of the text?	a) Identifying main ideas	c. The role of storytelling in communication and education
2	According to the text, what are two primary purposes of storytelling?	d) Recognizing the author's purpose	a. To inspire and entertain
3	How has storytelling evolved in modern times?	c) Identifying text structure	c. It has shifted to books, movies, and digital platforms
4	What is one benefit of reading stories, as mentioned in the text?	e) Drawing conclusions	b. It improves language skills and critical thinking
5	Which of the following platforms is mentioned in the text as a modern storytelling tool?	f) Understanding vocabulary in context	b. Wattpad
6	According to the text, how has storytelling impacted human culture?	e) Drawing conclusions	c. By shaping cultures, traditions, and beliefs
7	Which of the following is an example of a traditional form of storytelling mentioned in the text?	c) Identifying text structure	d. Oral storytelling passed down generations
8	In what way does storytelling in education help students, as described in the text?	d) Recognizing the author's purpose	a. By making lessons more relatable and easier to understand
9	Why might reading stories help broaden a reader's understanding of the world?	g) Critical thinking and analysis	b. By allowing readers to experience diverse viewpoints and

No	Question	Reading Skill Indicator	Correct Answer
			experiences
10	What skill does storytelling primarily enhance in readers, as mentioned in the text?	g) Critical thinking and analysis	c. Both creativity and critical thinking
11	Find the synonym of the word "engage" as used in the text:	f) Understanding vocabulary in context	b. Involve
12	What does the phrase "passed down from generation to generation" most closely mean?	f) Understanding vocabulary in context	b. Inherited or shared through time
13	What does the term "perspectives" in the text refer to?	f) Understanding vocabulary in context	a. Points of view or ways of seeing things

Answer Key for Reading Passage 2: "The Role of Technology in Modern Education"

No	Question	Reading Skill Indicator	Correct Answer
1	What is the main focus of the text?	a) Identifying main ideas	b. The role of technology in transforming education
2	How has technology impacted education, according to the text?	b) Making inferences	c. It has expanded access to educational resources and learning methods
3	What is one benefit of using digital platforms like Wattpad for students?	e) Drawing conclusions	b. It helps students improve literacy and language skills
4	According to the text, how does reading on digital platforms like Wattpad benefit students?	b) Making inferences	b. It exposes students to various writing styles and perspectives
5	What types of content can students access online to practice reading, as mentioned in the text?	c) Identifying text structure	b. Blogs, short stories, and novels
6	According to the text, what traditional methods of education are contrasted with modern digital learning?	d) Recognizing the author's purpose	b. Classroom-based learning and textbooks
7	What is the significance of platforms like Wattpad in education?	d) Recognizing the author's purpose	c. They offer valuable tools for improving literacy and language skills
8	How does digital media exposure benefit students' reading comprehension?	g) Critical thinking and analysis	c. By providing access to diverse genres and writing styles
9	Which skill is enhanced by reading on platforms like	g) Critical thinking and analysis	b. Creativity and critical thinking

No	Question	Reading Skill Indicator	Correct Answer
	Wattpad, according to the text?		
10	Why are digital platforms considered more engaging for students than traditional methods?	h) Answering explicit and implicit questions	a. Because they are interactive and offer immediate feedback
11	What is the meaning of the word "dynamic" as used in the text?	f) Understanding vocabulary in context	b. Constantly changing or active
12	What does the phrase "fostering creativity" most closely mean?	f) Understanding vocabulary in context	b. Encouraging or promoting creativity
13	What is the synonym of "exposure" in the context of the text?	f) Understanding vocabulary in context	c. Access

DAFTAR HADIR

NO	Nama Mahasiswa	Tanda tangan	
1	Damai Amwalia Hasmi	1	
2	Fenyta Avrilia Putri		2
3	Amelia Destaviana	3	
4	Dhean Zahrina Paramitha		4
5	Muhammad Izza Mahendra	5	
6	Aqila Maisara		6
7	Cahaya Adis Valencia	7	
8	Dela Puspita		8
9	Chindi Fransiska	9	
10	Angely Ara Denisa		10
11	Zulya Arum Mahmudah	11	
12	Siti Maysaroh		12
13	Siti Lutfatul Khasanah	13	
14	Setia Agustin		14
15	Rheza Fahlevi Saputra	15	
16	Rere Geradin Aditya		16
17	Nadya Hidayatul Ummah	17	
18	Mahfudha Akroma Khusna		18
19	Na'imatul Auliya	19	
20	Kurnia Chantika Sari		20

Nama mahasiswa	Pre-test	Post-test
DAH	37	87
FAP	50	75
AD	35	87
DZP	50	100
MIM	37	100
AM	62	75
CAV	37	62
DP	37	87
CF	50	75
AAD	37	100
ZAM	37	100
SM	25	87
SLK	62	87
SA	25	100
RFS	37	75
RGA	25	62
NHU	37	87
MAK	37	75
NA	25	87
KCS	62	87



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : 2058/In.28/J/TL.01/05/2024

Lampiran :-

Perihal : **IZIN PRASURVEY**

Kepada Yth.,

KAPRODI Tadris Bahasa Inggris IAIN

Metro

di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	: NUR ADIBATUZ ZAHRA
NPM	: 2001051028
Semester	: 8 (Delapan)
Jurusan	: Tadris Bahasa Inggris
Judul	: USING WATTPAD APPLICATION AS A TEACHING MEDIA TO IMPROVE STUDENTS' READING SKILL OF THE SECOND SEMESTER ENGLISH EDUCATION STUDY PROJECT AT IAIN METRO

untuk melakukan prasurvey di IAIN Metro, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Mei 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metroainiv.ac.id, e-mail: iain@metroainiv.ac.id

SURAT KETERANGAN

Nomor: B-3842/In.28.1/J/TL.00/08/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:

Nama : Dr. Much Deiniatur, M.Pd.
NIP : 19880308 201503 1 006
Jabatan : Ketua Jurusan
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Nur Adibatuz Zahra
NPM : 2001051028
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul *"the influence of the Wattpad application as a teaching media on the students' reading skill of the second semester of the English education department at IAIN Metro"* yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb





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Nomor : B-4205/In.28/D.1/TL.00/09/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KETUA PRODI TADRIS BAHASA
INGGRIS IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4204/In.28/D.1/TL.01/09/2024, tanggal 20 September 2024 atas nama saudara:

Nama : **NUR ADIBATUZ ZAHRA**
NPM : 2001051028
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KETUA PRODI TADRIS BAHASA INGGRIS IAIN METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di TADRIS BAHASA INGGRIS IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF WATTPAD APPLICATION AS A TEACHING MEDIA ON THE STUDENTS' READING SKILL AT THE THIRD SEMESTER OF ENGLISH STUDY PROGRAM AT IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terseleenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 20 September 2024
Wakil Dekan Akademik dan
Kelembagaan,



NIP



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

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SURAT KETERANGAN

Nomor: B-4472/In.28.1/J/TL.00/10/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:

Nama : Dr. Much Deiniatur, M.Pd.
NIP : 19880308 201503 1 006
Jabatan : Ketua Jurusan
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Nur Adibatuz Zahra
NPM : 2001051028
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"THE INFLUENCE OF WATTPAD APPLICATION AS A TEACHING MEDIA ON THE STUDENTS' READING SKILL AT THE THIRD SEMESTER OF ENGLISH STUDY PROGRAM AT IAIN METRO"** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 6 Oktober 2024
Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd.
NIP.19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Nur Adibatuz Zahra
NPM : 2001051028

Program Studi : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 18/10/24	✓	Chapter I → detail the term of 'KKM' not < complete !! incomplete ..	
2.	Senin 21/10/24	✓	Chapter II → use English - written books	
3.	Selasa 22/10/24	✓	Chapter III → Explain the classes you chose as samples	



Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Nur Adibatus Zahra
NPM : 2001051028

Program Studi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu 18/9-24	✓	ACC for Research Instrument	

Mengetahui

Kepala Program Studi TBI



Dr. Much Dejiastar, M.Pd.B.I
NIP. 198404032011037006

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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APPROVAL PAGE

Title : THE INFLUENCE OF THE WATTPAD APPLICATION AS A
TEACHING MEDIA ON THE STUDENTS' READING SKILL
OF THE SECOND SEMESTER OF THE ENGLISH
EDUCATION DEPARTMENT AT IAIN METRO

Name : Nur Adibatuz Zahra

NPM : 2001051028

Department : English Education Department

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the proposal (seminar) in Tarbiyah Faculty and Teacher
Training of State Institute for Islamic Studies (IAIN) of Metro.

The Head of English Education
Department

Dr. Much Reiniatur, M.Pd.B.I.
NIP. 198803082015031006

Metro, August 6, 2024
Sponsor

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the Seminar
of Nur Adibatuz Zahra**

To:
The Honorable the Dean of Faculty Tarbiyah and Teacher Training
of State Islamic Institute (IAIN) of Metro

Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to research proposal script
which is written by:

Name : Nur Adibatuz Zahra
St. Number : 2001051028
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : THE INFLUENCE OF THE WATTPAD APPLICATION AS
A TEACHING MEDIA ON THE STUDENTS' READING
SKILL OF THE SECOND SEMESTER OF THE ENGLISH
EDUCATION DEPARTMENT AT IAIN METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers
Training in order to be discussed on the seminar. Thank you very much.

Wassalamu'alaikumWr. Wb.

The head of English Education
Department


Dr. Much Delisatur, M.Pd.B.I.
NIP. 198805082015031006

Metro, August 6, 2024
Sponsor


Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



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NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Diseminarkan Proposal
Nur Adibatuz Zahra**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya
maka proposal yang disusun oleh :

Name : Nur Adibatuz Zahra
NPM : 2001051028
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF THE WATTPAD APPLICATION
AS A TEACHING MEDIA ON THE STUDENTS'
READING SKILL OF THE SECOND SEMESTER OF
THE ENGLISH EDUCATION DEPARTMENT AT IAIN
METRO

Sudah kami dapat persetujuan dan dapat diajukan untuk diseminarkan, demikian
harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Ketua Prodi Tadris Bahasa Inggris,

Dr. Much Dematur, M.Pd.B.I.
NIP. 198803082015031006

Metro, August 6, 2024
Dosen Pembimbing,

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



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RATIFICATION PAGE

No:

The Research Proposal entitled: THE INFLUENCE OF WATTPAD APPLICATION AS A TEACHING MEDIA ON THE STUDENTS' READING SKILL AT THE THIRD SEMESTER OF ENGLISH STUDY PROGRAM AT IAIN METRO, written by: Nur Adibatuz Zahra, Student Number: 2001051028, English study program, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Wednesday, August 14th 2024 at 09:00 – 10:30 WIB.

BOARD OF EXAMINERS

Chairperson : Dr. Umi Yawisah, M.Hum

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Examiner I : Dr. Aria Septi Anggaira, M.Pd

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SURAT TUGAS

Nomor: B-4204/In.28/D.1/TL.01/09/2024

Wakil Dekan Akademik dan Kelembagaan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : NUR ADIBATUZ ZAHRA
NPM : 2001051028
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di TADRIS BAHASA INGGRIS IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF WATTPAD APPLICATION AS A TEACHING MEDIA ON THE STUDENTS' READING SKILL AT THE THIRD SEMESTER OF ENGLISH STUDY PROGRAM AT IAIN METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 20 September 2024

Wakil Dekan Akademik dan
Kelembagaan,



NIP

Menggetahui
Dekan
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IAIN METRO
Dr. MUCH DEINIATUR, M.Pd.D.I.
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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 IAIN METRO

Nama : Nur Adibatuz Zahra
 NPM : 2001051028

Program Studi : TBI
 Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	Rabu 23/10/24	✓	Chapter IV - brief history - description	
5.	Jumat 24/10/24	✓	Chapter V - conclusion answer the problem formulation	
6.	Senin 28/10/24	✓	- Revision is ok - Acc for manager	



Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
 NIP. 19620424 199903 2 001



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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1134/In.28/S/U.1/OT.01/10/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa

Nama	NUR ADIBATUZ ZAHRA
NPM	2001051028
Fakultas / Jurusan	Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2001051028

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Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



28 Oktober 2024
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me
NIP-19750505 200112 1 002



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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Nur Adibatuz Zahra
 NPM : 2001051028
 Prodi : Tadris Bahasa Inggris
 Judul Skripsi : THE INFLUENCE OF WATTPAD APPLICATION AS A TEACHING MEDIA ON THE STUDENTS' READING SKILL AT THE THIRD SEMESTER OF ENGLISH STUDY PROGRAM AT IAIN METRO

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 28 Oktober 2024

Ketua Prodi Tadris Bahasa Inggris

 Dr. Much Deiniatur, M.Pd.B.I.
 NIP. 198303082013031006

Nur Adibatuz Zahra

2001051028

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Treatment 1



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CURRICULUM VITAE



The researcher was born in Metro, Lampung on November 19, 2002, the only child of the couple Mr. Muhammad Ali Mustofa and Mrs. Ellena Hasan Basrie. The researcher attended school for the first time at Tunas Bangsa Kindergarten and graduated in 2008, then continued school at Rejomulyo Elementary School and graduated in 2014, then continued school at SMP N 2 Gambiran Banyuwangi but only for one semester then the researcher continued at SMP IT Ulil Albab Batam which was also only for one semester. The researcher graduated from junior high school at MTs Miftahul Ulum Mulyosari Lampung in 2017, after which the researcher continued her studies at SMA Islam Sabilunnajah in Kota Gajah, Central Lampung District and graduated in 2020. After that, the researcher continued her studies at the State Islamic Institute (IAIN) Metro, Faculty of Tarbiyah and Teacher Training, Department of English Language Education (TBI) starting in semester 1 of 2020 to have an undergraduate education.