AN UNDERGRADUATED THESIS

THE INFLUENCE OF USING WATTPAD MEDIA WITH ISLAMIC
STORIES ON THE STUDENTS' READING COMPREHENSION
OF THE NINTH GRADE OF SMP IT BINA INSANI METRO

By:

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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF METRO

1447 H / 2025 M

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Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

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1447 H / 2025 M

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APPROVAL PAGE

Title : THE INFLUENCE OF USING WATTPAD MEDIA ON THE STUDENTS'S READING COMPREHENSION AT THE NINTH GRADE OF SMP IT BINA INSANI METRO

Name : Chaleda Irkhamni Rizal

Student Number : 2101050004

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Faculty : Tarbiyah and Teacher Training

APPROVED

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

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Metro, May 27, 2025
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ii

NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the munaqosyah**
                of Chaleda Irkhamni Rizal

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

Assalamu'alaikum, Wr. Wb

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

Name   : Chaleda Irkhamni Rizal
Student Number : 2101050004
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : THE INFLUENCE OF USING WATTPAD MEDIA ON
                   THE STUDENTS'S READING COMPREHENSION AT
                   THE NINTH GRADE OF SMP IT BINA INSANI METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Metro, May 27, 2025

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NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi**
               Saudari Chaleda Irkhamni Rizal

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Name   : Chaleda Irkhamni Rizal
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Jurusan   : Tadris Bahasa Inggris (TBI)
Judul Skripsi : THE INFLUENCE OF USING WATTPAD MEDIA ON THE
                 STUDENTS'S READING COMPREHENSION AT THE
                 NINTH GRADE OF SMP IT BINA INSANI METRO

Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,   Metro, 27 Mei 2025
Ketua Program Studi TBI   pembimbing

Dr. Much Deiniatur, M.Pd.B.I   **Dr. Ahmad Subhan Roza, M.Pd.**
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RATIFICATION PAGE

No. B-2670/In.28.1/J/PP.00.9/07/2025

An undergraduate thesis entitled: THE INFLUENCE OF USING WATTPAD MEDIA WITH ISLAMIC STORIES ON THE STUDENTS' READING COMPREHENSION OF THE NINTH GRADE OF SMP IT BINA INSANI METRO, Written by Chaleda Irkhamni Rizal, student number: 2101050004, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, Juni 19th, 2025 at 08.00 - 10.00 a.m.

BOARD OF EXAMINERS:

Chairperson : Dr. Ahmad Subhan Roza, M.Pd. (.........................)

Examiner I : Dr. Umi Yawisah, M.Hum. (.........................)

Examiner II : Ahmad Madkur, Ph.D. (.........................)

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v

THE INFLUENCE OF USING WATTPAD MEDIA WITH ISLAMIC

STORIES ON THE STUDENTS' READING COMPREHENSION

OF THE NINTH GRADE OF SMP IT BINA INSANI METRO

ABSTRACT

By:

CHALEDA IRKHAMNI RIZAL

The aim of this study was to determine whether the use of Wattpad by ninth-grade students at SMP IT Bina Insani Metro had a positive and significant influence on their narrative reading comprehension. Based on a pre-survey, students often had difficulty understanding narrative texts, so they needed the right media to improve their reading comprehension. In this study, the researcher used Wattpad as an alternative media to present interesting Islamic narrative stories.

This research investigates the theoretical basis of how the use of Wattpad media impacts students' reading comprehension. The process of understanding text, known as reading comprehension, consists of several important components, such as identifying main ideas, inference, reference, details, and vocabularies. This media is used to create innovative and interesting learning experiences and utilizes interactive digital media that presents Islamic stories. Islamic stories were chosen because they contain relevant moral values and support contextual learning.

This research used a quantitative quantitative approach with a quasi-experimental design involving an experimental group and a control group. Students in class IX A were used as the experimental group and students in class IX B were used as the control group. This research used cluster random sampling. Data were collected through tests and documentation. To analyze the data, the researcher used an independent sample t-test in SPSS version 27.

Keywords: Wattpad Media, Reading Comprehension, Narrative Text

PENGARUH PENGGUNAAN MEDIA WATTPAD DENGAN CERITA

ISLAM TERHADAP PEMAHAMAN MEMBACA SISWA

KELAS IX SMP IT BINA INSANI METRO

ABSTRAK

Oleh:

CHALEDA IRKHAMNI RIZAL

Tujuan penelitian ini adalah untuk menentukan apakah penggunaan wattpad oleh siswa kelas IX di SMP IT Bina Insani Metro memiliki pengaruh positif dan signifikan terhadap pemahaman membaca naratif mereka. Berdasarkan survei pra-penelitian, siswa sering mengalami kesulitan dalam memahami teks naratif, sehingga mereka membutuhkan media yang tepat untuk meningkatkan pemahaman membaca mereka. Dalam penelitian ini, peneliti menggunakan Wattpad sebagai media alternatif untuk menyajikan cerita naratif Islam yang menarik.

Penelitian ini mengkaji landasan teoritis bagaimana penggunaan media Wattpad mempengaruhi pemahaman membaca siswa. Proses pemahaman teks, yang dikenal sebagai pemahaman membaca, terdiri dari beberapa komponen penting, seperti mengidentifikasi ide utama, inferensi, referensi, detail, dan kosakata. Media ini digunakan untuk menciptakan pengalaman belajar inovatif dan menarik serta memanfaatkan media digital interaktif yang menyajikan cerita-cerita Islam. Cerita-cerita Islam dipilih karena mengandung nilai-nilai moral yang relevan dan mendukung pembelajaran kontekstual.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-eksperimental yang melibatkan kelompok eksperimen dan kelompok kontrol. Siswa kelas IX A digunakan sebagai kelompok eksperimen dan siswa kelas IX B sebagai kelompok kontrol. Penelitian ini menggunakan cluster random sampling. Data dikumpulkan melalui tes dan dokumentasi. Untuk menganalisis data, peneliti menggunakan uji t sampel independen dalam SPSS versi 27.

Kata Kunci: *Media Wattpad, Pemahaman Membaca, Teks Naratif*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : Chaleda Irkhamni Rizal

Student Number : 2101050004

Department : English Education

Faculty : Tarbiyah and Teachers Training

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.

Metro, July 1st 2025

The Researcher

Chaleda Irkhamni Rizal

St.ID. 2101050004

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : Chaleda Irkhamni Rizal

NPM   : 2101050004

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

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

Metro, July 1st 2025

The Researcher

Chaleda Irkhamni Rizal

St.ID. 2101050004

MOTTO

لَا يُكَلِّفُ ٱللَّهُ نَفْسًا إِلَّا وُسْعَهَا

Lā yukallifullāhu nafsan illā wus'ahā

"Allah SWT does not charge a soul except with that within its capability"

(Q.S Al-Baqarah:286)

DEDICATION PAGE

With gratitude, I dedicate this work to:

1. To the greatest family, especially my beloved father, Mr. Erizal Edy Saputra S.H and my beloved mother, Mrs. Nelti Eliza S.Pd. Thank you for your endless love, support, and prayers. You are a source of inspiration and motivation in my every step. Every sacrifice and effort you make has shaped me into a better person.

2. For my siblings, Adzia Rizkika Awalia S.I.Kom and Genta Ihya Hafidza S.Psi. Thank you for the guidance and support that you always provide. You are good siblings, who always help their younger siblings when in trouble and provide advice and suggestions that are very important to me.

3. For my younger sister, Kaila Puti Alifi Jasmine who has passed away. Thank you for accompanying my father, mother, sister, brother and me even though it was only 359 days. Although you left too soon, your presence will always live on in our memories. We will continue to remember you fondly, and you will forever be a part of this family.

4. To my thesis advisor, (Dr. Ahmad Subhan Roza, M.Pd) Thank you for your guidance, direction, and patience in guiding me to complete this thesis. The knowledge and experience you provide means a lot to me, and will be a provision in the next journey.

5. For my friends from Junior High School. Alit Dwi Masfufah, Aulia Rizqy Isnanda and Siti Khoirunnisa who have been together through joy and sorrow, thank you for the unforgettable memories. Our friendship has given a special color to my life journey, and I am very grateful to have you.

6. Classmates at IAIN Metro. Thank you for the togetherness, support, and enthusiasm that we shared during college.

ACKNOWLEDGEMENT

I am very thankful to Allah SWT, who always gives the researcher blessing to complete a study under title "THE INFLUENCE OF USING WATTPAD MEDIA WITH ISLAMIC STORIES ON THE STUDENTS' READING COMPREHENSION OF THE NINTH GRADE OF SMP IT BINA INSANI METRO". Shalawat and salam to our prophet Muhammad SAW the lord of moslem in the world who has guide us from the darkness to the brightness.

In this time, the researcher would to express her deepest gratitude especially to:

1. Prof. Dr. Ida Umami, M.Pd., Kons, Rector of IAIN Metro Lampung.

2. Dr. Siti Annisah, M.Pd, Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.

3. Dr. Much Deiniatur, M.Pd.B.I, the chief of English Education Department of IAIN Metro Lampung.

4. Dr. Ahmad Subhan Roza, M.Pd as the advisor who has shared valuable knowledge and support in finishing this research.

5. All lecturers of English Education Study Program of State Institute for Islamic Studies of Metro for helping researcher to complete this research and sharing knowledge.

6. The Headmaster, Teachers, and Staff of SMP IT Bina Insani Metro who have permitted the researcher to conduct the research in this school.

7. Mr. Erizal Edy Saputra, S.H and Mrs. Nelti Eliza, S.Pd as my parents who have supported me from the beginning until now.

8. Adzia Rizkika Awalia S.I.Kom and Genta Ihya Hafidza S.Psi as the first sister and second brother who have supported from the beginning until now.

The researcher apologizes for all the mistakes that she has made in writing and finishing this thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this thesis can be useful.

Metro, July 1st 2025

The Researcher

<u>CHALEDA IRKHAMNI RIZAL</u>

Student Number 2101050004

TABLE OF CONTENTS

LIST OF TABLES

LIST OF GRAPHS

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of Study

Reading is an interactive process where readers create engaging stories based on a text by using an effective reading strategy[1]. Reading is a process that is intertwined with thinking and other skills such as listening, writing and speaking. Reading is the most basic learning tool and one of the most important skills in everyday life[2]. In actuality, almost all children enter school with the expectation that they will learn to read, and reading is the most important task that every child should complete.

In this modern era, technological and industrial advancements are happening at a rapid pace. These technological advancements became visible around 2010, when the internet was identified as the main tool to capture all human and machine interactions. In this case, teachers are encouraged not to use technology, meaning that teachers must be able to carry out classroom teaching by utilizing existing technology[3]. The application of skillful short stories can be taken from applications that can be used through mobile phones, computers, laptops, and other devices. One application that utilizes existing technology is Wattpad. Wattpad is an

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[1] Pourhosein & A, Gilakjani. *How Can Students Improve Their Reading Comprehension Skill?* (Journal of Studies in Education, 2016). 1

[2] Ulya, Tazkiyatul. *The Influence of Using Wattpad Application on Students' Reading Comprehension in Narrative Text at SMK NEGERI 2 PEKANBARU,* (Pekanbaru, 2024). 1

[3] Khasanah, Nikmatul. *The Effect of Wattpad Application Toward Students' Reading Comprehension on Narrative Text of Tenth Grade at SMAN 1 RANGSANG.* (Pekanbaru, 2020). 1

application that has a collection of articles, short stories, and novels in various genres.

Wattpad is recommended as an educational tool because it may be used when classes are in session. The wattpad application can also be used as a study aid for students so that class discussions are lively and engaging. Utilizing Wattpad as an educational tool is quite simple to implement in a classroom setting because students are already familiar with the Wattpad application. According to Mawardi, Wattpad is a website that allows users to read and write on many topics including novels, short stories, and other things[4]. Accordingly, Wattpad is a great tool for users to read or share the relevant stories with people around the world. There are many genres that can be chosen to fit the interests of the reader. In addition, this application is free to use, allows users to interact with one another, and allows writers to leave comments in the comment section. One of the advantages of this app for teachers is that they can create their own stories based on the material they want to teach in the classroom.

SMP IT Bina Insani is one of the private schools in Metro City. This school has a compulsory subject which is English for its students such as writing, listening, reading and speaking. English subject is conducted 2 times a week for 2 x 45 minutes. Based on the Junior High School syllabus, one of the materials that must be taught to students is narrative text. In this

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[4] Mawardi, A. B. *Komodifikasi Sastra Cyber Wattpad*. (Universitas Diponegoro, Semarang. 2018). 2

material, students must be able to know about text structure, social function, and must be able to know the indicators of reading comprehension.

Based on a pre-survey conducted at SMP IT Bina Insani on Wednesday, July 31, 2024. The researcher found that students' reading comprehension were still low. The teacher said that the students' reading comprehension, especially narrative text are still low. This is because students are less interested in reading material and students also have low vocabulary. Furthermore, students are not motivated to learn foreign languages such as English because foreign languages are considered difficult for them. This can be seen in the assessment table of grade 9A and 9B students on the reading test results.

Table 1.1
The Pre-Survey of the Students Reading Comprehension

No	Grade	Frequency	Percentage%	Criteria
1	≥ 75	7 students	14,58%	Complete
2	≤ 75	41 students	85,42%	Incomplete
	Total	48 students	100%	

Source: The archive of students at SMP IT Bina Insani

From the data above, it can be seen that many students got unsatisfactory grades because most students had difficulty in reading. The minimum completion criteria for reading comprehension is 75. There are 41 students or 86% who did not complete the Minimum Mastery Criteria (MMC) and there are 7 students or 14% who obtained a complete score.

Based on the observed phenomenon at the aforementioned school, the researcher obtained some information regarding the challenges faced by students during the learning process. First of all, students are reluctant to

read english text because they believe that English is difficult to understand it. Besides this, they feel uncomfortable when they are forced to read english narrative text and search for words that are not quite clear or represent the text in question. Furthermore, students are somewhat reluctant to draw conclusions when they are unsure about how to understand the text. They are also unsure about how to draw clear conclusions from the text due to the students' inconsistent writing style. Thirdly, students are not very enthusiastic about learning since they have been learning via textbooks, media, and methods that are very repetitive and dry from the teacher. Therefore, the researcher used the wattpad application in students' reading comprehension in narrative text.

B. Identification of the Problem

Based on the background of the problem above, the researcher can identify the following problems:

1. Students' reading comprehension are still low.
2. Students have a limited vocabulary.
3. Students have difficulty understanding the content of the text.
4. Students are not motivated and have no interest in reading.

C. Limitation of the Problem

Based on the problems identified above, this research focuses on the issue of students' low reading comprehension. In this case, researcher will conduct quantitative research using the Wattpad application as media.

D. Formulation of the Problem

Related to the problem in the research, the researcher formulates the problem as follows:

"Is there any positive and significant influence of the use of wattpad media with islamic stories on the students reading comprehension of the ninth grade of SMP IT Bina Insani?"

E. Objective and Benefit of the Study

1. Objective

Based on the above problems, the purpose of this study is to determine whether there is a positive and significant influence of using the wattpad media with islamic stories on the reading comprehension of the ninth grade of SMP IT Bina Insani Metro.

2. Benefit of the Study

There are three kinds of practical benefits in this research namely:

a. For the Students

This research is expected to help students to improve their reading comprehension and interest in foreign languages. In addition, this study can increase students' motivation and increase their vocabulary in reading.

b. For the Teachers

This research is useful for teachers, especially English teachers, by providing information about the English learners comprehension, especially those who have difficulty in reading. in

addition, this research is expected to benefit teachers by providing information about teaching media that can be used in the English learning process. it is hoped that teachers can innovate in the learning process by using various teaching media.

c. For the Other Researchers

This study will help future researchers by providing information about the influence of the wattpad application as a teaching media in students' reading ability. this study not only discusses the influence of the wattpad application on reading ability, but also provides concrete examples and evidence from research data on the use of the wattpad application. this study can help other researchers by providing alternatives or references for them. it is hoped that future researchers will develop their work in different types of research.

F. Prior Research

This research was conducted by considering several previous studies. The first relevant research was conducted by Zubaidi, Ririn Pratiwi Suharto, and Fitrotul Maulidiyah entitled "Improving Students' Creative Writing Skill through Project Based Learning Using Wattpad as Learning Media Technology"[5]. This research was conducted in 2022 at Politeknik Negeri Malang. This research design is a case study and this research is

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[5] Zubaidi., Suharto, Ririn Pratiwi., Maulidiyah, Fitrotul. *Improving Students' Creative Writing Skill through Project Based Learning Using Wattpad as Learning Media Technology*. BRILIANT: Jurnal Riset dan Konseptual. (Politeknik Negeri Malang, Jawa Timur, 2022)

qualitative research. The results of this study showed that most students gave a positive attitude towards using wattpad and they liked using wattpad as a reading platform.

In accordance with the first previous research above, the similarities between this research and previous research is the use of Wattpad as a learning media. The difference between this study focused on reading comprehension, while the previous study focuses on writing skills. In addition, the research location is also different, the previous research was conducted at Politeknik Negeri Malang, while this research conducted at SMP IT Bina Insani.

In addition, the second previous research was conducted by Nikmatul Khasanah entitled "The Effectiveness of Using Wattpad in Reading Comprehension Skill at the Tenth Grade of SMA KORPRI Bekasi"[6], which was conducted in 2018. This study aims to determine the effectiveness of using Wattpad on the reading comprehension of SMA KORPRI Bekasi. This study used a quantitative method with a pre-experimental design. The researcher only took one class, namely class X MIA 1 consisting of 32 students with an average pre-test score of 71.25 and an average post-test of 84.53. The results of this study can be concluded that the wattpad application is effective in improving the reading comprehension of grade X students at SMA KORPRI Bekasi.

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[6] Larissa, Zyandra Bunga. *The Effectiveness of Using Wattpad in Reading Comprehension Skill at the Tenth Grade of SMA KORPRI BEKASI*, (Jakarta, 2018).

In the second previous research, this research is similar to the second previous research. Both studies used wattpad and quantitative methods. Meanwhile, there is a comparison between this research and the second previous research is that this research focused on students in schools, especially at SMP IT Bina Insani Metro while the second previous research focused on students at SMA KORPRI Bekasi.

In addition, the third previous research was conducted by Siti Umaroh entitled "Improving Students' Reading Comprehension in Narrative Text Through Digital Storytelling at Seven Graders of MTS Daarul 'Ulya Metro"[7], which was conducted on August 24, 2022. This study was conducted to find ways to motivate and improve students' comprehensive reading skills. This study used the Classroom Action Research (CAR) method which was attended by 12 seventh grade students with an average pre-test score of 65, then increased in cycle 1 to 73 and then increased again in cycle 2 to 80. The result of this study is that the use of digital storytelling techniques can improve comprehensive reading skills in narrative texts in seventh grade students of MTS Daarul 'Ulya Metro.

In this study, there are similarities between this study and the third previous study, which is reading comprehension. However, there are some differences between these two studies. The first difference is the method of conducting research. This study used quantitative research to determine the

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[7] Umaroh, Siti. *Improving Students' Reading Comprehension in Narrative Text Through Digital Storytelling at Seven Graders of MTS Daarul 'Ulya Metro*. (Lampung, 2022)

effect of using Wattpad as a media on students' reading comprehension. In contrast, the previous study used classroom action research (CAR) method to help improve their reading comprehension. The second difference is the number of participants. And the last difference is the location of the previous research with this research is different.

Based on the three previous studies mentioned above, the researcher concluded that the novelty of this research is the influence of using Wattpad media with islamic stories on students' reading comprehension of the ninth grade of SMP IT Bina Insani Metro. This media provides an opportunity for students to improve reading comprehension in narrative text through an interesting and interactive reading experience. Furthermore, this study used quantitative method with experimental group and control group to find out The Influence of Using Wattpad Media With Islamic Stories on the Students' Reading Comprehension of the Ninth Grade of SMP IT Bina Insani Metro.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Reading

1. Definition of Reading

Reading is essential for improving the quality of human resources. One can think of reading as a fundamental human knowledge-gathering activity necessary for life's progress. Apart from being an enjoyable pastime and a source of information, reading helps people improve and expand their language skills. This is the result of the reader's knowledge interacting with the language ability to decipher meaning.

Reading is one aspect of language skills, including listening, speaking, and writing. The four skills are essentially interrelated linguistic skills[8]. Furthermore, Smith describes reading as thinking that is inspired and led by written language, with a focus on visual information from printed materials[9]. In other words, reading is a linguistic ability with a meaningful link; all knowledge gained through reading is provided in written form.

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[8] Rizal, Syamsul. *Reading Skill: Teori dan Praktik Pengukurannya*. (Yogyakarta, Samudra Biru, 2018). 4

[9] Frank, Smith. *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read*. (Mahwah: Lawrence Erlbaum Associates, Inc, 2004). 191.

2. Process of Reading

The process of reading is concerned with how people comprehend a passage. According to Sheeba and Ahmad[10], reading is an interactive process that occurs between the reader and the text, which results in understanding. The text includes letters, words, phrases, and paragraphs that convey meaning. According to Gibbon[11], there are 3 process of reading, namely: pre-reading activities, while-reading activities, and post-reading activities.

a. Pre-Reading Activities

- The teacher invites students to mention words, experiences, knowledge and meanings relevant to the text.

- The teacher gives the meaning of relevant vocabulary, and assists students in understanding the words or phrases they have just learned by using visual aids such as showing pictures, videos or other related materials. Visual aids can be used to build or supplement their own knowledge and allow the teacher to identify the level of knowledge students have on the topic.

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[10] Sheeba & Ahmad, M. H. *Teaching reading: Goals and techniques. In M. Shakir (Ed.)*, Emerging Trends In Education. (2018).

[11] Gibbon, Pauline. *Scaffolding Language, Scaffolding Learning: Teaching Second Language in Mainstream Class*. Portsmouth, NY: Heinemann. (2002).

- The teacher asks students questions about the text and the teacher can assign students to come up with their own questions related to the text.

b. While-Reading Activities

The reading stage can be done with several kinds of activities, namely reading aloud, skimming, reading silently, discussing to find difficult words and retelling the text.

- Reading aloud can be done by students taking turns reading the given text aloud. this activity can help students improve comprehension, develop reading literacy, and help understand the content of the message better.

- Skimming can be done by looking for and exploring certain information in the text in detail and quickly. This is done to quickly find the main idea, general idea, or topic.

- Reading silently allows the student to concentrate more on reading so that the student finds themes, topics and ideas easily and of course the student has the opportunity to find difficult words.

- Retelling a story gives students the opportunity to analyze the story and build oral language as they acquire related vocabulary. Retelling can be done well after the

teacher explains the unfamiliar vocabulary to the students. This is done by the teacher to see how far the students can understand the content of the text.

c. **Post-Reading Activities**

This activity is done after learners have finished reading. this activity can be done through several activities including discussion (whole class in groups), post questions and feedback. Summarizing is also included in this stage of reading. This serves to check the extent of students' comprehension and to find out to what extent students capture the content of the text[12].

3. **Kinds of Reading Strategies**

In general, there are four kinds of reading. Reading strategies can also be used to obtain necessary knowledge and determine the most appropriate method for the reading tasks[13]. The four kinds of reading are:

a. Skimming: which is used to get a general idea of the author.

b. Scanning: which is used to obtain specific facts or information.[14]

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[12] Mukhroji, M. *The Importance of Teaching Reading Strategies to Improve Students Reading Comprehension. Malang: State university of Malang Press*. (2011)

[13] Ngabut, Maria Novary. *Reading Theories and Reading Comprehension*. Universitas Palangkaraya. (2015)

[14] Clarke, M.A. & Silberstein, S. *Toward a Realization of Psycholinguistics Principles in the ESL Reading Class. In Ronald Mackay, et al. (eds.)*. Reading In a Second Language. Rowley, Massachusetts: Newbury House Publisher, Inc. (1979).

c. Intensive or through reading: which is used to understand the text comprehensively, in this case reading for details[15].

d. Critical reading: which is used to evaluate information and determine how that information fits into one's belief system[16].

B. The Concept of Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is an active and constructive process in which readers make sense of a text based on what is directly stated in the text and what they know about the subject of the text[17]. A true comprehension is defined by Mikulecky and Jeffries as the ability to understand a text in depth while making connections between concepts found in the text and prior knowledge[18]. Based on this definition, it can be concluded that comprehension is the ability to understand the text correctly.

Based on Cahyono, reading comprehension is a process to extract information from a text while comparing it with the reader's prior knowledge[19]. It allows the reader to understand concepts, organize ideas, understand purpose, make judgments, and evaluate information

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[15] Greenwood, J. *Comprehension and Reading. In Gerry Abbot, et al. (eds.) The Reading of English as an International Language: A Practical Guide*. pp. 35-47. Glasgow: William Collins Sons and Co. Ltd. (1981).

[16] Grellet, F. *Developing Reading Skills*. Cambridge: Cambridge University Press. . (1987)

[17] Donna M. Scanlon et al, Early Intervention for Reading Difficulties: the Interactive Strategies Approach, (NY : A Division of Guilford Publications, Inc., 2010), 276.

[18] Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster*, (New York : Pearson Education, Inc., 2007), 74.

[19] Cahyono, *The Teaching Language Skill and English Language Components*. Malang: State university of Malang Press, 2011).

found in the text. In addition, Grabe & Stoller stated that the reader must interact with the text simultaneously to gain information from it[20]. This simultaneous interaction requires three components: the text, the reader (who brings prior knowledge and experience), and the activity (which is tailored to the purpose and intent of the reading).

From the above statements, it can be concluded that the researcher found that reading comprehension is the same as reading, which is the process of gathering information from the text and comparing it with the reader's prior knowledge and experience. However, in the reading comprehension process, one may need to answer questions or do other follow-up activities that are in line with the purpose of the comprehension process.

2. Rubric for Reading Comprehension

Assessment rubrics serve as a guide to learn how to conduct consistent assessments. It can also be used as a tool to measure and evaluate student performance and assignments. The scoring rubric used can be considered consistent or objective, which can also help readers gradually[21]. The following table shows the reading assessment rubric according to Mikulecky and Jeffries[22]:

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[20] Grabe, W., & Stoller F.L. (2002). *Teaching and Researching Reading. Reading in a Foreign Language*, 14 (3):155–58.
[21] Beverly A. Devries, Literacy Assessment and Intervention for Classroom Teacher, (Routledge: 2014), p. 149.
[22] Beatrice Mikulecky and Linda Jeffries, *Reading Power,* (New York: Addison-Wesley Publishing, 1998).

Table 2.1
Rubric for Reading Comprehension Assessment

No.	Indicators	Score
1.	**Main Idea**: students can identify the main idea or topic in narrative text	20
2.	**Inference**: students can identify inference of narrative text	20
3.	**Reference**: students can identify reference of the word	20
4.	**Detail**: students can analyze the specific detail from narrative text	20
5.	**Vocabulary in context:** students can identify the vocabulary from narrative text	20

C. Wattpad Application

1. Definition of Wattpad as a Teaching Media

The online writing community Wattpad is a media for writers. Its purpose is similar to that of Blogger. The Wattpad allows students to start writing as soon as they create a free account. It will be possible for the owner of a Wattpad account to publish poetry, tales, and articles. On each reading, users have the option to vote and leave comments.

The Wattpad may be read on tablet readers, smartphones, and computers as well. Teenagers are one of the things that set the average writer on Wattpad apart. The majority of these adolescents pen fan fiction. Fan fiction is storytelling in which the characters are the author's idols[23]. For this reason, students can use the Wattpad application as a teaching media.

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[23] Larissa, Zyandra Bunga. *The Effectiveness of Using Wattpad in Reading Comprehension Skill at the Tenth Grade of SMA KORPRI BEKASI*, (Jakarta, 2018), 22.

Mawardi claims that Wattpad is a platform where users of social media can read a range of reading materials, including poetry, novels, and short stories[24]. The majority of Wattpad users are from the United States, followed by Great Britain and Canada. It travels to Asia before entering Indonesia. Additionally, Ramdarshan Bold claims in Mazhar Bal that this program allows users to improve their writing and reading skills on a site where the number of users is growing daily[25]. This application allows authors to freely create stories while allowing readers to read a variety of narrative kinds.

The Wattpad application offers a wide range of categories, including romance, science fiction, fantasy, humor, paranormal, mystery, horror, adventure, historical fiction, teen fiction, fan fiction, poetry, short stories, common fiction, chiklit, fight, vampires, werewolves, spirituality, non-fiction, classic, and random. The students are able to select any category or reading genre they enjoy or wish to read, as well as any writing genre they would like to post on the Wattpad application. The student can access it from anywhere at any time by just opening the wattpad application or the website address.

Students can also share ideas on reading and writing through the Wattpad app. Every year, the Wattpad app gives prizes to writers whose works receive the most votes, likes, or reader appreciation. The "Watty

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[24] Mawardi, Arif Budi. *Komodifikasi Sastra Cyber Wattpad*, (Semarang, 2018), 77-82.
[25] Bold, Ramdarshan in Bal, Mazhar. *Reading and Writing Exprerience of Middle School Students in the Digital Age: Wattapd Sample*, (2018), 89-100.

Awards" are the colloquial name for this honor. To help the narrative win the Watty Awards, anyone can click the vote button or symbol and select their favorite stiry[26].

2. **Concept of Wattpad Application**

In November 2006, Alan Lau and Ivan Yuen started Wattpad. It is shared by authors and aspiring authors worldwide and enables readers to download an app to read and write about fictional characters. According to Nadya and Adi Bayu, Wattpad is a blogging platform that gives users the ability to publish and read[27]. Currently, Wattpad has over 90 million users, who consistently use the service to log in for 15 million minutes each month. Up till the year 2018, there were over 400 million stories uploaded to Wattpad, covering more than 50 languages worldwide.

Community members known as "Wattpaders" upload stories with one or two chapters, and they also ask for comments and suggestions for each section or chapter of their work. In each chapter, readers can also give "stars" to the author. This star shows the reader's support for the writer or their positive vote. You can join or download the app for free if you like reading fiction stories. In addition, you can use your cell phone, laptop, computer, or tablet to access wattpad.

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[26] Larissa, Zyandra Bunga. *The Effectiveness of Using Wattpad in Reading Comprehension Skill at the Tenth Grade of SMA KORPRI BEKASI*, (Jakarta, 2018), 47.

[27] Syaharani, Nadya, and Mahadian, Adi Bayu, *Perilaku Menulis Fanfiction oleh Penggemar Kpop di Wattpad*, (Banda Aceh, 2016), 200-219.

3. Procedures of Wattpad Application

According to Rizka Mufariza, there are multiple stages involved in utilizing the Wattpad application:

a. First, create a user account.

You can use your email address, Facebook account, or Google account to log in. In case you decide to use email for login, you will need to generate a password and account name.

b. Verifying the user account

You will receive an email notification for verification after registering on Wattpad. There is a link contained in the email after you locate it. Your account will be verified as a result.

c. Make changes to your user profile.

For your profile, you will need to provide some basic information. Your photo will be instantly added to your profile if you link using your Google or Facebook accounts.

d. Examining the Tale

The wattpad application provides various features that support reading and writing activities. These features are accessible from the top navigation bar and can be described as follows:

1.) Find: this features allows users to discover and explore a variety of stories that match their interests.

2.) Create: this feature enables users to write and publish their own stories to be shared with the wattpad community.

3.) Community: this section provides access to clubs, awards, writing contents, and interaction with other writers.

4.) Profile menu: a button displaying the user's name and profile picture is located in the upper-right corner. When clicked, it reveals a drop-down menu that includes the following options:

a.) Profile

b.) Inbox (a messaging feature similar to texting)

c.) Works (your shared and unshared stories)

d.) Library

e.) Invite friends

f.) Language settings

g.) Helps

h.) Account setting (username, password, email, profile picture, and background image)

i.) Logout

e. Using a mobile app for navigation

You will immediately be transported to your library on Wattpad, where all of the stories you have read are displayed, as soon as you log in. The small "w" in the upper left corner can be tapped to reveal a dropdown menu. You can find your name and profile picture, (which will take you to your profile), you can also find your bell icon (for notifications), your mail (icon for your inbox), your library (which is where you should be), discover,

reading list (you can create these, its basically like making miniature, organized libraries), news feed (which resembles a community), and settings.

f. Look for a tale to read

A magnifying glass icon (search) can be found on the discover page. Enter the name of the story you want to read, or just a keyword like action, romance, or fanfiction.

g. View the story's specifics

Once you've found the story you want, read the synopsis to learn the plot summary, whether the novel is complete or still in progress, and the number of chapters.

h. Asserting the title

Click the orange "READ" button or the orange button with a plus sign next to it if you've made the decision to read the story. Wattpad will allow you to add the selected story to your library or reading list after you click "read." Select one of them, and the narrative will be included.

i. Making use of the library

You enter your library, represented by a symbol of a stack of three volumes, if you have added a narrative to it. As soon as you

walk into the library, you will see the story's cover. You can jump straight to the beginning of the story by clicking on the cover[28].

4. **Advantages and Disadvantages of Using Wattpad Application**

   a. Advantages

   The wattpad application has four advantages, such as:

   - Wattpad application can be accessed for free

   - Wattpad connects users with the most well-known novelists worldwide.

   - The Wattpad program is available in 56 different languages worldwide.

   - Font size customization is one of the capabilities offered by the Wattpad program[29].

   - Readers are able to follow one another on Wattpad.

   - Readers are able to leave comments on what they have read and add their favorite stories to the library.

   - Because there are so many intriguing genres on the Wattpad app, readers can read free tales whenever they want.

   - There are countless varieties of stories, characters, and backgrounds available for readers to peruse[30].

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[28] Mufariza, Rizka. *The Use of Herringbone Technique to Improve Students' Reading Ability Assisted by Wattpad Application*, (Medan, 2019).

[29] Ulya, Tazkiyatul. *The Influence of Using Wattpad Application on Students' Reading Comprehension in Narrative Text at SMK NEGERI 2 PEKANBARU,* (Pekanbaru, 2024). 14-15

[30] Larissa, Zyandra Bunga. *The Effectiveness of Using Wattpad in Reading Comprehension Skill at the Tenth Grade of SMA KORPRI BEKASI*, (Jakarta, 2018), 51.

b. Disadvantages

There are some disadvantages of the wattpad application, such as:

- When we switch the reading page, a lot of obnoxious advertisements appear.

- The wattpad application aside from stories that are already saved in the wattpad library cannot operate without an internet connection, such as wifi or cellular data[31].

- This Wattpad application does not contain any patents. It is possible to plagiarize without the other authors' knowledge, steal works written by other authors, or rename characters that have the same narrative and tale idea[32].

D. Teaching Media

1. Definition of Teaching Media

In order to accomplish a learning objective, we can utilize teaching media to spread a message and pique students' interests, attention, and emotions through educational activities. Once we have decided on the kind of media to employ, we need to be able to explain it to the students in a way that makes sense so the media can contribute to the learning process. Media, which can stimulate students' thoughts, feelings, attention, and abilities or skills to support the learning process, is a useful tool for teaching and learning. It also aids in improving a teacher's

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[31] Ulya, Tazkiyatul. *The Influence of Using Wattpad Application on Students' Reading Comprehension in Narrative Text at SMK NEGERI 2 PEKANBARU*, (Pekanbaru, 2024). 14-15

[32] Larissa, Zyandra Bunga. *The Effectiveness of Using Wattpad in Reading Comprehension Skill at the Tenth Grade of SMA KORPRI BEKASI*, (Jakarta, 2018), 52.

ability to instruct by expanding their understanding of how to use media to convey information and make learning easier for students, particularly when it comes to meeting learning objectives[33]. If utilized appropriately throughout the learning process, learning media will be a more effective and efficient supporting aid in accomplishing learning objectives[34].

Using the Wattpad application for teaching media, students can effectively enhance their reading comprehension abilities. Because Wattpad is one app that teachers may consider as a substitute for contemporary reading materials[35]. In order to interest students and aid in their conceptual mastery, it uses students as teachers by having them read engaging information. The wattpad program, which offers a range of online technological tools that make it easier for kids to learn to read, may also be used to enhance teaching and learning. It allows students to exchange information and reading materials with others online.

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[33] Prabawati, A., Asriati, AM., Asmayanti, AM. *The Students' Perception of the Online Media Used by Teacher in Learning English*. (Makassar, 2021), 169-181.

[34] Andriani, Kiki., Ardiana., Firman. Teaching Media in EFL Classrooms: What Are They and Why Select Them?. (Makassar, 2022), 88.

[35] Larissa, Zyandra Bunga. *The Effectiveness of Using Wattpad in Reading Comprehension Skill at the Tenth Grade of SMA KORPRI BEKASI*, (Jakarta, 2018), 43.

2. Types of Teaching Media

There are 2 types of teaching media that can applied by a teacher when engaging in teaching:

a. Digital Media

1.) Video clips are media that can display images, sounds, and animations such as 2D and 3D images. Video clips can be designed and created through a 3P process, namely:

- Pre-production

- Production

- Post-production.

In addition, video clips can be easily distributed to students through online channels on various platforms.

2.) Audio media in the form of podcasts—their production is easy, but the content must be well-designed and rely on storytelling to convey information in an engaging manner.

3.) Graphic media such as infographics analyze and break down presentations so they can be easily understood through a single image.

4.) Electronic media, such as web applications; digital media, such as digital educational games, multimedia learning videos, and online VR/AR lessons[36].

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[36] Thapanee Seechaliao. *Instructional Strategies to Produce Educational Media Systematically*. Mahasarakham University, Thailand. Journal of Education and Learning; Vol. 13, No. 4; 2024.

b. Handmade Media

1.) The content should be short, concise, interesting, and divided into episodes according to the purpose and content.

2.) The content should be updated so that learners can apply it in their daily work and life.

3.) Educational media should be easily accessible, fast, and convenient to use. Everyone can learn anywhere and anytime for free, free of charge, and without limits.

4.) Learners can learn independently, interact, and see their learning results instantly.[37]

3. Benefit of Teaching Media

Media provides numerous advantages in teaching and learning. The following are the advantages of employing media in teaching.

a. Recording specific objects or events: Important or rare items can be recorded in the form of photos, films, videos, or audio recordings, which can then be stored and accessed when needed.

b. Mastery of conditions, events, or objects: Through the use of visual aids, teachers can present abstract and concrete learning materials. This makes the material easy to understand and eliminates language barriers.

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[37] Thapanee Seechaliao. *Instructional Strategies to Produce Educational Media Systematically*. Mahasarakham University, Thailand. Journal of Education and Learning;Vol. 13, No. 4; 2024.

c. Increasing motivation and enthusiasm for learning: The use of information media increases students' desire to learn and increases their interest in learning.

d. Overcoming students' limited experiences: Media helps students gain learning experiences that cannot be obtained directly.

e. Building direct interaction: Media builds a direct relationship between students and their environment.

f. Creating uniformity of perception: Media conveys information uniformly to everyone.

g. Conveying basic concepts accurately: Media helps students understand concepts correctly and accurately.

h. Increasing motivation and enthusiasm for learning: Media makes students more interested and active in learning.

i. Cultivating new needs and interests: Media makes students curious and interested in new things.

j. Adjusting the pace of learning: Media helps students learn according to their abilities.

k. Providing concrete to abstract experiences: Media provides learning experiences from real things to deeper understanding.[38]

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[38] Thobroni, M. *Belajar dan Pembelajaran: Teori dan Praktik*. Yogyakarta: Ar-Ruzz Media. (2016).

E. Narrative Text

1. Definition of Narrative Text

" A text" comes from the Latin textus, meaning 'weave' or "web", indicating how words are systematically organized to form meaning. A text is a collection of language that has a certain structure, unity and purpose, whether in written or spoken form. A text is not just made up of sentences, it is a unified whole that functions in a precise way when read. Hartman says that text serves to express experiences or opinions in writing[39]. For example, a student can find and create word families from a text they have read before. They can explain how these word families form the subject matter in the text, identify the nouns referenced by certain pronunciations, and notice how the pronunciations of these nouns relate to each other in the text[40].

Stories from the past that are told in a chronological order or temporal sequence (earliest first) are called narratives[41]. Furthermore, narratives frequently have lengthy parts that rigidly arrange the events of a story in chronological order with the primary goal of informing the reader. According to Thomas Kane, if events are described in words, a story is a meaningful sequence[42]. The occurrences follow a certain order

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[39] Hartman, D.K. *Reading across Texts: Expanding the role of the reader*. The Reading Teacher, 47 (3), 202-211. 1993.

[40] Isnaini, Siti Masitha. *An Analysis on Text Types of Reading Texts in National Examination*. Malang, 2014.

[41] R. R Jordan. *Academic Writing Course Study Skill in English*. (UK: Cambridge University Pers, 2003). 22

[42] Thomas Kane. *The Oxford Essential Guide to Writing*. (New York: Oxford University Press, Inc, 2000). 336

and are not purely coincidental. Time is a constant in sequences (and usually other contexts as well).

Narrative texts are texts that many people read and enjoy because they are easy to understand and have captivating content. The purpose of nonfiction writing is to educate readers about historical events, fictional stories, or inspirational sayings. This also serves to introduce moral precepts into the story. moral lessons learned from stories. Narrative text is the most effective tool for influencing students' perceptions during the learning process[43].

Mislaini defines a narrative text as one that attempts to enthrall readers with fantastical or imaginative content[44]. In addition to recount and descriptive texts, among other types of texts, one sort of text that is frequently encountered in reading instruction is narrative. A narrative text is one that includes tales of fables (animal tales with human-like behavior in illustrations), fairy tales (mysterious, magical, romantic, horror, and historical narratives), and personal experiences (written accounts of personal events).

Narrative is similar to retelling, usually expressed in words (although it does not always indicate the possibility of creating a story) about something that has already happened (story). Narrative texts are works of fiction created by people who want to understand what

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[43] S, Nathanson. *Harnessing the Power of Story: Using Narrative Reading and Writing Across Content Area*. (2006). 2

[44] Mislaini. *Improving Students' Reading Comprehension of Narrative Text by Using Fable at the Grade X SMAN 1 Bonai Darussalam*. (University of Pasir Pengaraian: RokanHilir, 2015).

happened in the past based on a realistic time frame in order to identify the problems that arose and how to solve them. Then, the author asks the reader to consider the lessons that can be learned from the story. In contrast, Putra states that narration is a type of storytelling that aims to enlighten readers or viewers by presenting an interesting subject[45]. Storytelling is divided into three parts. They are orientation, complication, and resolution.

So based on explanations from a few experts, researchers concluded that narrative texts are a type of writing intended to enlighten readers. In the narrative text, the authors will provide a detailed account of each day as it unfolds and as it ends in a succinct manner. This is to ensure that readers can understand the story clearly and concisely from beginning to end. There are also some coda in this text that are suggestions that the authors would like to make clear. When a story is told, there are instructions so that the audience can understand the events depicted in the story[46].

2. The Generic Structure of Narrative Text

Every type of text has a distinct structure, including narrative texts. Understanding a text's structure can help students better understand a

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[45] Putra, IrwanAdi. *The Effectiveness of Using Animated Films on Improving Students' Writing Skill of Narrative Text of the Eighth Grade of Mts Al-HadiGiriKusumoMranggen*. (2015), 84-91

[46] Khasanah, Nikmatul. *The Effect of Wattpad Application Toward Students' Reading Comprehension on Narrative Text of Tenth Grade at SMAN 1 Rangsang*. (Universitas Islam Riau, 2020). 25

text. According to Irwan, narrative text consists of: orientation, complication, resolution, and re-orientation or coda[47].

a. Orientation

Orientation is the opening act of a story. In this section, researcher discussed what is written and who is the protagonist. Primarily, who are the actors or actors involved in the story, as well as the story's setting, which refers to where and when the story takes place.

b. Complication

Complication is the part in a story where a problem arises due to several factors, which usually affects the motivation of the main character. There are several layers of complications, namely: exposition, rising action, climax, and falling action.

c. Resolution

Resolution is the last section of the story, where by the details of the problems that arise in the story are discussed, including whether the problems will be resolved successfully or not, whether there will be a happy or unhappy ending.

d. Re-orientation or coda

Re-orientation is the main plot point in this story, where the plot points are moral lessons and messages that the audience is

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[47] Sulistyo, Irwan. *An Analysis of Generic Structure of Narrative Text Written by the Tenth Year Students of SMA YASIHA GUBUG*. (Jawa Tengah, 2013). 171-172

meant to interpret for themselves. These elements must be present in the narrative text. This chapter provides more detail explanations so that the story becomes clearer and may be understood. However, occasionally, students encounter more than one complexity and solution[48].

3. Characteristics of Narrative Text

As stated by Mislaini, the elements of a naratif text are: Utilizing the Simple Past Tense, which is typically expressed using the phrase "adverbs of time," In other words: every day, every night, every day at a certain time[49]. In addition, there are a few characteristics of narrative text: First of all, it has a few characteristics. In narrative text, a character is a person or a hewan who betrays part of the story. In a narrative story, characters are divided into two categories: good characters and bad characters. Again, I have a plot. Every story needs a plot or a storyline that provides a certain character in order to be engaging. Plot, in general, is composed of five elements: exposition, rising action, climax, falling action, and resolution. Third, setting. Here are the time and location where a story takes place. What is written in a narrative text is something that happened in the past, usually starts with the adverb of time.

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[48] Sulistyo, Irwan. *An Analysis of Generic Structure of Narrative Text Written by the Tenth Year Students of SMA YASIHA GUBUG*. (Jawa Tengah, 2013). 171-172

[49] Mislaini. *Improving Students' Reading Comprehension of Narrative Text by Using Fable at the Grade X SMAN 1 Bonai Darussalam*. (University of Pasir Pengaraian: RokanHilir, 2015).

4. Purposes of Narrative Text

According to Nurlaely, it can be stated that narrative text has the ability to enlighten or irritate readers while maintaining a connection with current events or imitative behavior that is related to problems and solutions as means of addressing problems and solutions as means of addressing previous problems[50]. Barbara states that there are a few purposes for narrative texts, including conveying feelings, to entertain the readers, encouraging reading, preparing, informing, imparting knowledge, expressing sorrow, and instructing[51]. Conversely, Mark Anderson states that the goal of narrative is to present a topic about the world that is thought to be instructive or informative to readers or listeners[52]. Similarly, the primary goal of narrative is to irritate, irritate, and dull the attention span of the reader. For this reason, narrative writing is a type of writing that encourages readers to enjoy and be engaged with stories as well as to educate or enlighten readers or listeners. Specifically, the goals of narrative texts are to uplift, impart moral values, convey stories, and get knowledge or information.

F. Theoretical Framework and Paradigm

1. Theoretical Framework

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[50] Nurlaely, Dian Dewi. *Teaching Reading on Narrative Text Using Jigsaw Technique (A Descriptive Study at the Eighth Grade of SMP Negeri 2 Jumantono*. (Surakarta, 2017).

[51] Barbara, Drake. *Thrice Upon a Time: Narrative Structure and Psychology as a platform for coaching*. (San Fransisco, 2008). 185

[52] Anderson, Mark. *Text Types in English 3*. (Melbourne, 2003). 2

This study consists of two variables, namely the independent variable (X) and the dependent variable (Y). The independent variable (X) is wattpad media. Then the dependent variable (Y) is students' reading narrative text.

This part needs to using many strategies, media, and learning methods to support students and achieve educational goals. This demonstrates that the ability to learn is extremely important, and students benefit from practicing learning every day. Despite the fact that there are many students who can read English texts, they struggle to understand them completely. To address this issue, the authors recommend using Wattpad, a digital platform with a variety of novels and stories in English, as an effective tool for increasing comprehension in English language learning.

Wattpad is described as a modern, easily accessible, and informative alternative to traditional textbooks. It allows students to read where and when they choose, which helps them improve their comprehension and critical thinking skills. Teachers are advised to go beyond the traditional methods of instruction and incorporate Wattpad into their lessons in order to improve student performance and make learning more engaging. Using Wattpad can make learning English more enjoyable, easy to access, and tailored to the needs of the learner. Therefore, using wattpad media will influence the reading comprehension at the ninth

grade students of SMP IT Bina Insani Metro in the 2024/2025 academic year.

2. **Paradigm**

Based on the theoretical framework above, the researcher describes the paradigm as follows:

Table 2.2
Paradigm
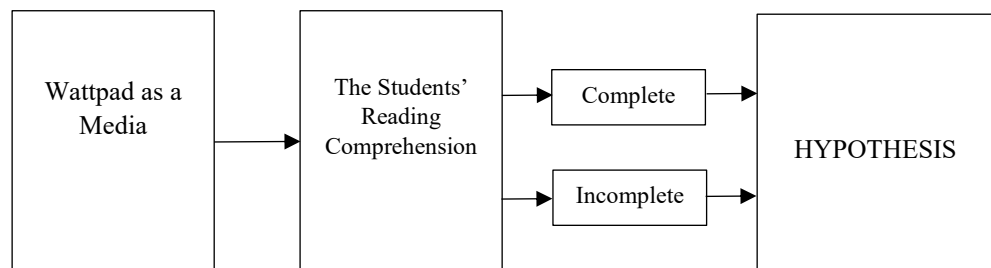
Referring to the figure above, it can be seen that if the use of wattpad media is good and students' narrative text performance is good, then there is a positive and significant influence of using wattpad media on students' reading narrative text. On the other hand, if the use of wattpad media is poor and the performance of students' reading narrative text is poor, then there is no positive and significant influence of using wattpad media on students' reading narrative text.

G. **Hypothesis**

A hypothesis is a prediction the researcher makes about the expected relationship between variables in a quantitative study[53]. The hypothesis of

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[53] John W. Creswell, ─*Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition"*. The United States of America: Sage Publications. (2009), P. 132

this study can be formulated as follows based on the theoretical framework and paradigm:

1. **Hypothesis Formulation**

   a. Alternative Hypothesis (Ha)

      There is a positive and significant influence of using wattpad media with islamic stories on the students reading comprehension of the ninth grade of SMP IT Bina Insani Metro.

   b. Null Hypothesis (Ho)

      There is no positive and significant influence of using wattpad media with islamic stories on the students reading comprehension of the ninth grade of SMP IT Bina Insani Metro.

2. **Statistics Hypothesis**

   In determining the level of statistical significant, the researcher determine the statistical hypothesis as follows:

   a. If $F_o \geq F$ table, then (Ho) is rejected, (Ha) is accepted.

   b. If $F_o \leq F$ table, then (Ho) is accepted, (Ha) is rejected.

CHAPTER III

RESEARCH METHOD

A. **Research Design**

The researcher conducted a quantitative study. Donal Ary identify three categories of experimental design: pre-experimental, true experimental, and quasi-experimental[54]. This study was designed as a quasi-experimental. Quasi-experimental do not involve randomly allocating individuals. Instead, it uses control and experimental groups[55]. A quasi-experimental is a type of research where the aim is to create a cause-and-effect relationship, that is, a relationship between two or more variables.

The researcher used a quasi-experimental design, which is a type of non-equivalent control group design commonly used in educational research. As part of this design, the researcher used two groups: an experimental group and a control group that were given a pre-test and a post-test[56]. The experimental group undergoes a pre-test, receives treatment through the Wattpad application, and then completes a post-test.

This study highlights the significance of two variables, namely the independent variable (X) and the dependent variable (Y), which are used to identify the relationship between the two variables. This study includes two

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[54] Donald Ary. *Introduction to Research In Education*. (USA: Wadsworth. Cengage Learning.2010), p.302

[55] John W. Creswell. *Research Design Qualitative, Quantitative and Mixed Methods Approaches*, (Calivornia: SAGE Publications inc, 2014).

[56] Ranjit Kumar. *Research Methodology: A Step-by-Step Guide for Beginners, 3th ed*. (London: SAGE Publications. inc., 2011). 94.

variables, namely the Wattpad media as independent variable (X) to determine whether the application influence the dependent variable or not, and students' reading comprehension as the dependent variable (Y). This research was conducted at SMP IT Bina Insani Metro. In this study, 48 students from class IX A and IX B in the academic year 2024-2025 were studied.

B. Operational Definition of Variable

A variable is a quality that a researcher examines and can use as a basis for drawing conclusions. The term "variable" can also be defined as a feature of someone or something that varies between individuals or between objects.

Based on the explanation above, it can be concluded that variables are qualities or features that are observed, measured, and inferred by researcher. Variables fall into two categories: independent variables and dependent variables.

1. Independent Variable (Wattpad Media)

The independent variable was the variable that affected or causes the dependent variable to appear. In this study, the independent variable was the Wattpad media. This application helped students analyze problems by using cause and effect problems. Students used this application to find actual or potential causes of their performance problems. In this study, the researcher used Wattpad as a teaching tool for ninth grade students at SMP IT Bina Insani Metro in the 2024/2025 academic year.

The researcher has collected data according to the topics that have been given.

The researcher measured the independent variable using observation. Then, the researcher determined the indicators that had to be achieved by students in using wattpad as a learning media (independent variable) as follows:

    a. Students were able to use the wattpad application.

    b. Student were involved in providing comments or discussions on reading texts on Wattpad.

    c. Students' showed motivation to interact with the text through interactive features in Wattpad.

    d. Students' demonstrated comprehension of narrative texts or gave responses to reading on Wattpad.

2. **Dependent Variable (Students' Reading Comprehension)**

The dependent variable (Y) is the variable that depends or the variable that is affected by the independent variable (X), which in this case is reading comprehension. The researcher measured the dependent variable with a student reading comprehension test. Then the researcher set some indicators in the following variables to measure students' reading comprehension:

a. Students are able to identify the main idea in the reading text.

b. Students are able to find specific information from the reading text.

c. Students are able to understand the meaning of words or phrases used in the text and interpret the meaning based on the context.

d. Students are able to make inferences based on the information in the text.

C. Population, Sample, and Sample Technique

1. Population

According to Sugiyono, that the population is a generalization area consisting of objects or subjects with certain qualities and characteristics that are determined by researcher to be studied and then draw conclusions[57]. This study involved students at the ninth class of SMP IT Bina Insani Metro, consisting of three classes totaling 67 students.

Table 3.1
Population of the ninth grade students' SMP IT Bina Insani

No.	Class	Number of Students'
1	IX A	24
2	IX B	24
3	IX C	19
Total		67

2. Sample

Sampel refers to the smaller proportions of the population that are selected for investigation and analysis. The sample of this research divided into two groups: experimental and control. The experimental group is made up of 24 students who got their work done by using the Wattpad media, and the control group is made up of 24 students who received no treatment.

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[57] Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: PT Alfabet. (2016), 117.

3. Sampling Technique

Representative samples are usually obtained through sampling techniques. The researcher used cluster random sampling because the sample unit consists of groups of elements, not individuals or population items. This technique is also used to identify samples that have similar characteristics. This indicates that every member of the population has the opportunity to become a sample. The ninth class A used as the experimental class, and the ninth class B used as the control class.

D. Data Collection Technique

Data collection techniques in this study are divided into two steps, namely:

1. Test

To collect valid data can be obtained through several kinds of data collection methods. One of them is a test. tests are usually carried out using survey elements and determine how they work. There are two tests that will be used in this study as follows:

a. Pre-Test

A pretest was given to the experimental class and the control class before the treatment to measure students' reading comprehension. Both the experimental class and the control classes received the same pretest. In this case, the researcher instructed students to take the test in the form of narrative text and ten multiple choice questions.

b. Post-Test

After the treatment, the researcher gave a post-test to the experimental class and the control class to find out the positive and significant difference between the experimental class and the control class in the assessment. Therefore, it can show whether the use of wattpad media on the students' reading comprehension is significant or not.

2. **Documentation**

Documentation refers to the collection of information from written sources such as books, daily reports, publications, regulations and meeting minutes. Researchers collect information:

a. The researcher using documentation to collect detailed information about students' reading comprehension in the ninth class A and the ninth class B at SMP IT Bina Insani Metro obtained from the English teacher.

b. Documentation of the condition of teachers, education personnel and students at SMP IT Bina Insani Metro.

E. **Research Instrument**

In this study, the instrumentused is in the form of a test, which is explained as follows:

1. **Instrument Blueprint**

To obtain data related to the research problem, researchers uses two types of instruments, namely:

a. Instrument for a Treatment

The instruments applied in this study are the use of the wattpad application and practice. The exercises were designed for the experimental class and the control class. The researcher measured the students' reading comprehension by reading narrative text that has been prepared by the researcher.

b. Pre-test and Post-test Treatment

Researchers used the same type of instrument in the form of pre-test and post-test for the experimental class and control class. This pre-test instrument is different from the post-test instrument but has the same level of difficulty.

F. Data Analysis Technique

To investigate whether there is a positive and significant influence of using wattpad media on the students' reading comprehension the ninth class of SMP IT Bina Insani Metro, the researcher used Independent sample T-Test through SPSS to analyze the data from the control group and the experimental group. homogeneity and normality values of the data. Normality is required to determine if the data is normally distributed. After the normality test, the homogeneity test is required to determine whether the data are homogeneous or not.

1. Normality Test

After data collection, the researcher conducted a normality test by calculating the possibility that the sample was selected from a normal

population. To conduct this normality test, researchers used the Klomogorov-Smirnov and Shapiro-Wilk tests. These tests compare the sample scores to a set of normally distributed scores with the same standard deviation and mean.[58].

2. **Homogeneity Test**

   After testing normality, the researchers tested homogeneity. Homogeneity test is a statistical method used to determine whether two or more data samples come from populations that have the same variance. The researcher used the Levene test on SPSS. According to Andy Field, Levene's test is to evaluate the null hypothesis, which indicates that the groups have the same variance[59].

3. **Hypothesis Test**

   Hypotheses are created to test the logical or empirical results of research. Hypotheses help explain the problem and objectives of the research and predict the expected results[60]. The researcher used the independent sample t-test to test the hypothesis. This is a statistical test used in SPSS that compares the means of two groups to determine the effect of variables.

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[58] Andy Field, ―*"Discovering Statistics Using SPSS Third Editon"* (London: Sage Publicatios, 2009), p. 144.

[59] Andy Field, *"Discovering Statistics using SPSS Third Edition"* (London: SAGE 2009), p. 150

[60] Shanti Bhushan Mishra and Shashi Alok, ―*"Handbook of Research Methodology"*, (New Delhi: Educreation Publishing, 2017), p. 7

Independent Sample t – test Guidelines:

a. If the probability or Sig.< a (0.05), then the null hypothesis (Ho) is

rejected.

b. If the probability or Sig. > a (0.05), then the alternative hypothesis

(Ha) is accepted

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

1. Description of Research Location

a. History of SMP IT Bina Insani Metro

SMP IT Bina Insani Metro was founded on April 1, 2011 in Metro City. This is the Para Juara Lampung Foundation's first intergrated Islamic Junior High School in the Metro. Next, it has a motto "The school of champion and the hunter students become people who have capability in each field and bring the benefit for people's life". Ismanto, S.Pd. was the school's first headmaster. Intan Caria, S.Pd.I.Gr. was the second, and Suwanda S.E.Sy. is the current headmaster.

b. Vision and Mission of SMP IT Bina Insani Metro

1) Vision

To create human resources that "Pious, Leaders, Proffesionals and Love the Qur'an".

This vision aimed to develop in the pupils a generation of faith and piety toward Allah SWT, as well as good intelligence, informational mastery, a noble morality in technology handling

and communication, and the ability to turn challenges into possibilities.

2) **Mission**

   a) Offering a stimulating, competitive, and enjoyable environment for learning and memorization of the Qur'an

   b) Giving students the opportunity and support to engage in regular worship.

   c) Offering regular and on going training to educators in the areas of teaching techniques and expanding their understanding of any subject.

   d) Introducing inventive, creative, efficient, enjoyable, and active learning.

   e) Fostering a culture of fear and rivalry in the character, potential, and competency.

   f) Training instills in students the courage to finish tasks and voice their ideas in front of the class and public.

   g) Living a moral and habitually courteous life.

   h) Encouraging all students to submit work and to value each one.

   i) Encouraging each student to submit work and show appreciation for it.

   j) Organizing events that might enhance each school community's entreprenuerial spirit and mental attitude.

c. **School Identity of Bina Insani Metro Junior High School**

Name of School   : SMP IT Bina Insani

NPSN   : 69787371

Address   : Jl. Dr. Soetomo, Kel. Purwoasri, Kec. Metro

　　　　　　　　　 Utara, Kota Metro, Lampung.

Postal Code   : 34117

Website   : mailto:smpit.binainsanikomet@yahoo.co.id

Status   : Accredited

d. **The Quantity of the Students at SMP IT Bina Insani Metro**

There are 201 students enrolled in SMP IT Bina Insani

Metro, and they are distinguished by the following:

Table 4.1
The Quantity of Students in SMP IT Bina Insani Metro

No.	Class	Male	Female	Amount
1	VII	33	30	63
2	VIII	36	35	71
3	IX	43	24	67
Total			**201 students**	

Source: Documentation of SMP IT Bina Insani was taken on February, 2025

2. **Description of Research Data**

a. **Pre-Test Result**

On December 4, 2024, the researcher conducted a pre-test.

In this research, the written pre-test was used to measure

students' comprehension to read the narrative text before

receiving the treatment. The researcher asked students to read

the narrative text. The results of the pre-test are as follows:

Table 4.2
The Pre-Test Result Score of Experimental Class

No.	Initial Name	Score
1	AI	70
2	BSD	50
3	CAKD	60
4	CADAM	60
5	DBA	70
6	FFZ	60
7	HAP	50
8	HH	60
9	JANS	80
10	KNH	70
11	NS	50
12	NHA	60
13	NAI	50
14	NA	80
15	RA	60
16	SBA	50
17	SNAS	50
18	SNAS	80
19	SAR	70
20	VIK	70
21	YF	60
22	YTP	80
23	ZSF	50
24	ZNA	60
	Total	**1.510**
	The highest score	**80**
	The lowest score	**50**
	Average	**62,9**

This test was attended by 24 students. The highest

score was 80 and the lowest score was 50 with a total score

of 1.510 and an average of 62,9. The following is the data on

the experimental class pre-test results:

Table 4.3
The Pre-Test Result of Experimental Class

No	Score	Frequency	Percentage%
1	≥ 75	4 Students	17%
2	≤ 75	20 Students	83%
Total		24 Students	100%

Based on the table above, four students passed the Minimum Completion Criteria (KKM) with a score of 75. Meanwhile, mostly students got score below the Minimum Completion Criteria (KKM) below 75, which shows that their reading comprehension hasn't reached the expected standard. As a result, it can be said that students' reading comprehension is still low. If the data is presented in the form of a graph, the data display will be as follows:

Graph 1
Frequency of Students Score in Pre-test (Experimental Class)
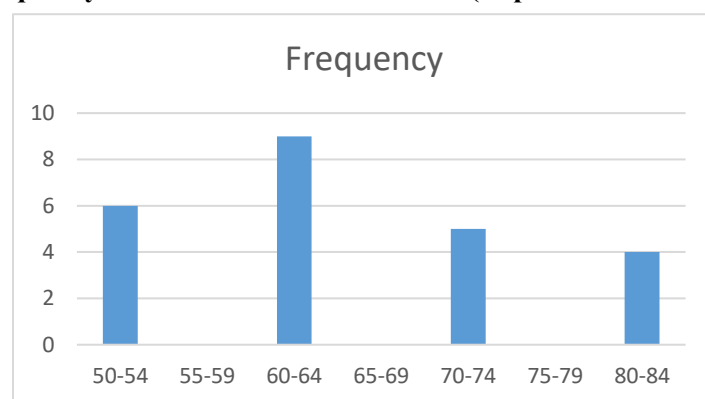
According to the frequency distribution graph above, the results of student scores on the pre-test (experimental class) show that 6 students scored between 50-54, 9 students

scored between 60-64, 0 students scored between 65-69. In

addition, 5 students scored between 70-74, 0 students scored

between 75-79, and only 4 students scored between 80-84.

The data results show that student achievement in the pre-

test (experimental class) was less than satisfactory.

Table 4.4
The Pre-Test Result Scores of Control Class

| No.	Initial Name	Score
1	AHA	40
2	AMI	70
3	ASP	40
4	ANK	50
5	AAR	60
6	DYRM	70
7	DUA	60
8	FRA	60
9	FF	50
10	FAA	80
11	IM	60
12	KARS	40
13	MHAK	60
14	MMH	50
15	MBW	70
16	MRF	80
17	MSDA	50
18	PFM	60
19	RDA	40
20	RMA	70
21	RSP	60
22	SAR	80
23	UFM	40
24	ZR	50
	Total	**1.390**
	The highest score	**80**
	The lowest score	**40**
	Average	**57,9**

This test was attended by 24 students. The highest score   was 80 and the lowest score was 40 with a total score of 1.390 and an average of 57,9. The control class pre-test results are shown below:

Table 4.5
The Pre-Test Result of Contol Class

No	Score	Frequency	Percentage%
1	≥75	3 Students	12,5%
2	≤75	21 Students	87,5%
Total		24 Students	100%

The table above shows that 3 students passed with a KKM score of more than 75. As a result, it can be said that the students' reading comprehension is still low. If the data is displayed in graph form, the results will be as follows:

Graph 2
Frequency of Students Score in Pre-test (Control Class)
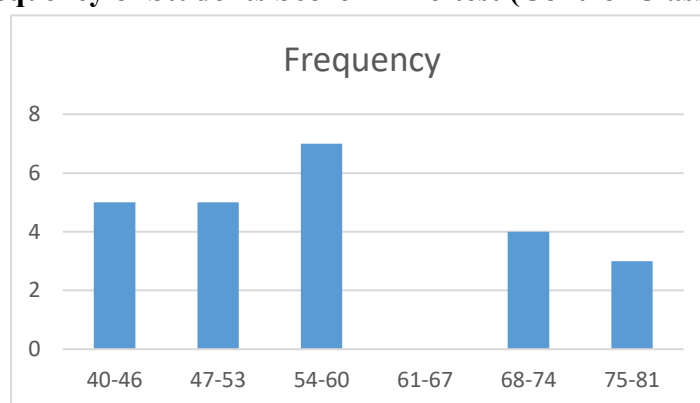
According to the frequency distribution graph above, the results of student scores on the pre-test (control class) show that 5 students achieved scores between 40-46, 7 students achieved scores between 54-60, no students

achieved scores between 61-67, 4 students achieved scores between 68-74, and only 3 students achieved scores between 75-81. The data shows that student achievement in the pre-test (Control Class) was less than satisfactory.

b. Post-Test Result

The research was completed on February 19, 2025. The post-test used in this study was a written test, given to measure students' ability to understand narrative texts after receiving treatment, students were asked to read selected islamic story texts uploaded to Wattpad. Afterward, the researcher gave a written test related to the content of those stories. The following were the results of the post-test:

Table 4.6
The Post-Test Result Score of Experimental Class

No	Initial Name	Score
1	AI	75
2	BSD	55
3	CAKD	80
4	CADAM	60
5	DBA	80
6	FFZ	75
7	HAP	60
8	HH	80
9	JANS	65
10	KNH	90
11	NS	75
12	NHA	80
13	NAI	60
14	NA	75
15	RA	80
16	SBA	70

17	SNAS	75
18	SNAS	75
19	SAR	65
20	VIK	90
21	YF	50
22	YTP	65
23	ZSF	70
24	ZNA	60
	Total	**1.710**
	The highest score	**90**
	The lowest score	**50**
	Average	**71,25**

There were 24 students taking the test. With a score of 1.710.

The highest score was 90 and the lowest score was 50, the

average score was 71,25. The experimental class post-test

results are as follows:

Table 4.7
The Post-Test Result of Experimental Class

No	Score	Frequency	Percentage%
1	≥ 75	13 students	54%
2	≤ 75	11 students	46%
Total		24 students	100%

Based on the table above, 13 students out of 75 passed with

the Minimum Completion Criteria (MCC). Therefore, the

students' narrative text reading comprehension scores were

categorized as improved after the exam. If the data is presented

in graph form, it looks like the following:

Graph 3
Frequency of Students Score in Post-test (Experimental Class)
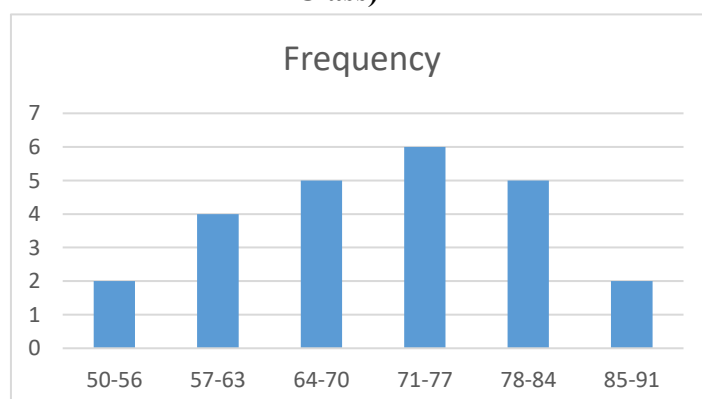
The results of student scores on the post-test (experimental class) were in accordance with the frequency distribution graph above. 2 students scored between 50-56. In addition, 4 students scored between 57-63, 5 students scored between 64-70. Moreover, 6 students scored between 71-77, 5 students scored between 78-84, and 2 students scored between 85-91. Based on these results, the majority of students scored above the Minimum Completion Criteria (KKM), indicating a noticeable improvement compared to the pre-test. Therefore, the students' achievement in the experimental class after the treatment was considered satisfactory.

Table 4.8
The Post-Test Results Score of Control Class

No.	Initial Name	Score
1	AHA	55
2	AMI	70
3	ASP	60
4	ANK	45
5	AAR	70
6	DYRM	60
7	DUA	40
8	FRA	65
9	FF	50
10	FAA	75
11	IM	70
12	KARS	55
13	MHAK	80
14	MMH	60

| 15	MBW	50
16	MRF	65
17	MSDA	40
18	PFM	60
19	RDA	75
20	RMA	85
21	RSP	60
22	SAR	75
23	UFM	65
24	ZR	60
	Total	**1.495**
	The highest score	**85**
	The lowest score	**40**
	Average	**62,29**

The test was taken by 24 students. The highest score was 85 and the lowest score was 40, with a total score of 1,495 and an average of 62.29. The control class post-test results are shown below:

Table 4.9
The Post-Test Result of Control Class

No	Score	Frequency	Percentage%
1	≥75	6 students	25%
2	≤75	18 students	75%
Total		24 students	100%

The table above shows that 6 students out of 75 passed the Minimum Completion Criteria (MCC). As a result, students' comprehension scores on reading narrative texts are categorized as improved after the exam. If the data is presented in graph form, the data display will be as follows:

Graph 4
Frequency of Students Score in Post-test (Control Class)
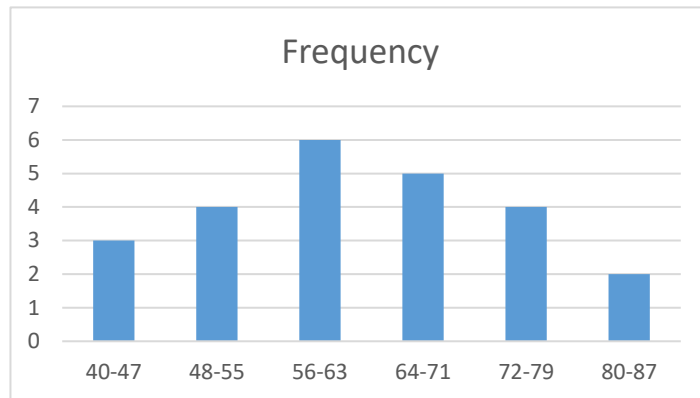
In accordance with the frequency distribution graph above, the results of students' scores on the post-test (Control Class) show that 3 students achieved scores between 40-47. In addition, 4 students scored between 48-55, 6 students scored between 56-63. Moreover, 5 students scored between 64-71, 4 students scored 72-79 and 2 students scored between 80-87. From this data, it can be seen that student achievement in the post-test (Control Class) is still unsatisfactory.

c. **Normality Test**

Before processing the data with the independent sample T test, researchers tested student scores with the normality test. The normality test results determine whether the sample represents a normal population. The normality test results are presented in the following table:

Table 4.10
The Normality Test Result

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Reading Comprehension	Post-Test Experimental Class	.182	24	.039	.953	24	.316
	Post-Test Control Class	.133	24	.200*	.966	24	.573
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the results of the table above, the Kolmogorov-Smirnov test produces a sig value. 0.039 for experimental class data, and sig value. 0.200 for control class data. The Saphiro-Wilk test produces a value of 0.316 for experimental class data, and a sig value. 0.573 for control class data. The normality test results for both experimental and control data show that the significance value is more than 0.05. Therefore, the results of this study are normally distributed.

d. **Homogenity Test**

The next step is the homogeneity test. The researcher conducted a homogeneity test with SPSS and Levene's test to check the hypothesis that the variance in each group is the same. The results of the homogeneity test are presented in the following table:

Table 4.11
The Homogenity the Result

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Reading Comprehension	Based on Mean	.250	1	46	.620
	Based on Median	.235	1	46	.630
	Based on Median and with adjusted df	.235	1	45.766	.630
	Based on trimmed mean	.255	1	46	.616

The homogeneity test results showed that all Sig. (mean, median, median with adjusted df, and trimmed median) are above 0.05, (0.620, 0.630, 0.630, and 616, respectively). According to statistical rules, it can be concluded that the data of this study is homogeneous if the significance is greater than 0.05.

e. Hypothesis Testing

The results of the normality and homogeneity tests showed that the data were normal and homogeneous. Therefore, hypothesis testing can be continued with the independent sample T-test, which is conducted using SPSS 27.0. The results of the independent sample T-test are as follows:

Table 4.12
T-Test Group Statistics

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Reading Comprehension	Experimental Class	24	71.25	10.452	2.133
	Control Class	24	62.29	12.067	2.463

Based on the data above, the average post-test value of students in the experimental class is 71,25, while the average value in the control class is 62,29.

Table 4.13
The SPSS Computation Result about The Influence of Using Wattpad Media on the Students' Reading Comprehension

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
Independent Samples Test										
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Reading Compre hension	Equal variances assumed	.250	.620	2.749	46	.009	8.958	3.259	2.399	15.518
	Equal variances not assumed			2.749	45.082	.009	8.958	3.259	2.395	15.521

According to the table, the Sig.(2-tailed) value is 0.009, which indicates that Sig.(2-tailed) < 0.05, and that (Ha) is accepted and (Ho) is rejected. In other words, 9th grade students of SMP IT Bina Insani Metro see a positive and significant influence of using wattpad media on the students' at the ninth grade of SMP IT Bina Insani Metro.

B. Discussion

Before applying the treatment, the researcher administered a pre-test to assess the students' reading comprehension. The pre-test results indicated that the students' reading comprehension was still low, with only 4 out of 24 students achieving the Minimum Completion Criteria (KKM) of 75. Based on this result, the researcher chose Wattpad as a teaching medium to

improve their reading comprehension. This digital platform was selected for its potential to provide engaging and meaningful reading experiences.

After the treatment, data were analyzed using SPSS with an independent sample t-test. The decision rule stated that the null hypothesis (Ho) is accepted if the significance (Sig.) value is greater than 0.05, and the alternative hypothesis (Ha) is accepted if the Sig. value is less than 0.05. The analysis showed a Sig. (2-tailed) value of 0.009, which is less than 0.05. Additionally, the t-observed value was 2.749.

These results indicate that there was a significant difference between the experimental and control groups. Therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It can be concluded that the use of Wattpad had a significant positive effect on the reading comprehension of ninth-grade students at SMP IT Bina Insani Metro.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The results of this study show that Wattpad is one of the media platforms for reading that can help students read better, especially narrative texts. Wattpad's interactive features and engaging content increase students' desire to read, which in turn increases comprehension and retention of the material. The independent sample test results show this. If the significant probability value (2-tailed) < α 0.05 (Ha) is accepted and (Ho) is rejected, the significance value (2-tailed) > α 0.05 (Ha) is rejected and (Ho) is accepted. A Sig (2-tailed) value of 0.009 was obtained from the above test, which indicates that the probability or Sig < α (0.05). Therefore, there is any positive and significant influence of Wattpad media use of the ninth grade students of SMP IT Bina Insani Metro.

B. Suggestion

The researcher suggests the following to the students, teacher, and headmaster:

1. For the Students

It is suggested that students should be more involved in classroom learning, especially reading English texts.

2. For the Teacher

   It is suggested that teachers use Wattpad as an English learning tool, so that students can be more engaged and understand the text better.

3. For the Headmaster

   It is suggested that school principals support teachers in motivating them to use effective strategies and facilities to help students learn English.

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APPENDICES

Name   :

Class   :

Read the story below carefully. Then answer the multiple choice questions. Choose the correct answer from options A, B, C or D.

THE SECRET OF THE ENCHANTED FOREST

Once upon a time, in a small village on the edge of a magical forest, there lived a young girl named Lily. Lily was always amazed by the stories her grandmother told her about magical creatures and treasures in the forest. Although the villagers had warned her to stay away, Lily's curiosity got the better of her.

One sunny morning, she decided to explore the forest. As she walked deeper into the forest, she came across a sparkling river. Beside the river was a golden key. She picked it up and asked herself what the key could unlock.

As she continued his journey, she met a talking squirrel named Oliver. Oliver told her that the key she had found could unlock the greatest treasure in the forest, but only if she proved her courage by completing three challenges.

First, Lily must cross a rickety bridge over a deep chasm. With her heart beating wildly, she takes each step carefully and makes it across. Next, she had to solve a riddle given to her by a wise old owl. After much thought, she answered correctly and proceeded to the final challenge.

The final challenge was to retrieve a shining flower guarded by a fierce dragon. Using her intelligence, Lily distracted the dragon and quickly took the flower. Once all three challenges were completed, Oliver led her to a hidden cave where she used a golden key to open a magnificent chest full of jewels and gold.

Lily returned to the village as a hero, her adventures becoming a new legend told by her grandmother. Villagers who once feared the forest now see it as a place of wonder and opportunity.

Link:

https://www.wattpad.com/story/374038214?utm_source=android&utm_medium=link&utm_content=share_writing&wp_page=create&wp_uname=FradellyaEvelyn

1. What motivated Lily to enter the enchanted forest?

    A. She was looking for food

    B. She wanted to find the hidden treasure

    C. She was following her friends

    D. She was running away from home

2. What did Lily find by the sparkling river?

    A. A talking squirrel

    B. A glowing flower

    C. A golden key

    D. A rickety bridge

3. Who guided Lily through the forest?

    A. An old wise owl

    B. A fierce dragon

    C. Her grandmother

D. A talking squirrel named Oliver

4. What was the first challenge Lily had to face?

   A. Crossing a rickety bridge

   B. Solving a riddle

   C. Retrieving a shining flower

   D. Fight a dragon

5. How did Lily distract the dragon to retrieve the shining flower?

   A. She used magic

   B. She sang a song

   C. She used her intelligence

   D. She threw a rock

6. What did Lily use the golden key to unlock?

   A. The rickety bridge

   B. The hidden cave

   C. A magnificent chest filled with jewels and gold

   D. The dragon's lair

7. What did the villagers think of the forest after Lily's adventure?

   A. They still feel afraid

   B. They saw it as a place full of wonder and opportunity

   C. They decided to burn it down

   D. They ignored it

8. Who told Lily stories about the enchanted forest?

   A. Her mother

   B. Her friends

C. Her grandmother

D. Oliver the squirrel

9. How did Lily prove her bravery in the forest?

   A. By completing three challenges

   B. By finding a hidden map

   C. By making friends with the dragon

   D. By using magic

10. What was Lily's final challenge?

   A. Crossing the bridge

   B. Solving a riddle

   C. Finding the golden key

   D. Retrieving a shining flower guarded by a dragon

POST-TEST

Name   :

Class   :

Read the story below carefully. Then answer the multiple choice questions. Choose the correct answer from options A, B, C or D.

Text 1

THE KINDNESS OF PROPHET MUHAMMAD PEACE BE UPON HIM

Once upon a time in Makkah, there was a woman who disliked Prophet Muhammad ('peace be upon him) and his teachings. She used to throw trash on his path every morning to annoy him. Despite her actions, Prophet Muhammad ('peace be upon him) never got angry or said anything to her. Instead, he always walked past the trash with patience and a calm heart.

One day, the Prophet realized that there was no trash blocking his path. Out of curiosity, he asked a neighbor about the woman and learned that she was sick and bedridden. Instead of feeling relieved or ignoring her, Prophet Muhammad peace be upon him decided to visit her.

When the woman saw the Prophet at her door, she was surprised. She thought the Prophet had come to scold her for her actions. However, the Prophet smiled kindly and said, "I heard you were not feeling well, so I came to check on you. Is there anything I can do to help?"

The woman was moved to tears by his kindness. She realized that despite her bad behavior, he showed only compassion and mercy. From that day on, the woman began to respect him and eventually converted to Islam.

Link:

1. What is the main idea of the story?

   a. Prophet Muhammad peace be upon him taught people how to apologize to others.

   b. A woman learned kindness through the actions of Prophet Muhammad peace be upon him.

   c. The woman hated Prophet Muhammad peace be upon him because of his teachings.

   d. Prophet Muhammad peace be upon him ignored the woman's actions.

2. What can we infer about Prophet Muhammad's peace be upon him character from this story?

   a. He was strict and unforgiving.

   b. He avoided people who disliked him.

   c. He was patient and compassionate.

   d. He only helped those who respected him.

3. In the sentence, "She thought he had come to scold her for her actions," the word "her" refers to:

   a. The woman who took out the trash

   b. The neighbor

   c. Prophet Muhammad peace be upon him

d. The people of Makkah

4. What did the Prophet do when the woman stopped throwing trash in his path?

a. He visited her because she was sick.

b. He ignored the situation

c. He confronted her for her actions.

d. He told others about her behavior.

5. What is the closest meaning of the word "mercy" in the sentence, "She realized that despite her bad behavior, he showed only compassion and mercy"?

a. Justice

b. Anger

c. Punishment

d. Forgiveness

Text 2

THE STORY OF PROPHET YUSUF AND HIS BROTHERS

Once upon a time, there was a young prophet named Yusuf. He was loved dearly by his father, Prophet Ya'qub. However, Joseph's brothers were jealous of their father's affection for him. They planned to get rid of him.

One day, the brothers took Yusuf to a water well, intending to leave him there. However, one of the brothers, Ruben, feels sorry for Joseph and wants to save him later on. However, before they could act, a caravan passed by and they decided to sell Joseph as a slave to the travelers.

Joseph was taken to Egypt and sold to a rich man named Al-Aziz. Despite the difficulties he faced, Yusuf remained patient and faithful to Allah. Over time, he gained the trust and respect of his master.

Many years later, during a time of hunger, Joseph's brothers came to Egypt in search of food. They didn't recognize him, but Joseph did. Instead of taking revenge, he forgave them and helped them, showing the compassion and kindness that Prophet Ya'qub had taught him.

Link:

https://www.wattpad.com/1499555532?utm_source=android&utm_medium=link&utm_content=share_published&wp_page=create_on_publish&wp_uname=zevancaafdlyn

6. In the sentence, "They planned to get rid of him," the word "him" refers to:

   a. Prophet Ya'qub (Jacob)

   b. The brothers

   c. Prophet Yusuf (Joseph)

   d. The wealthy man, Al-Aziz

7. What is the main idea of the story?

   a. Prophet Yusuf (Joseph) was sold by his brothers and later forgave them.

   b. Prophet Yusuf (Joseph) became a rich man in Egypt.

   c. The brothers of Yusuf (Joseph) felt jealous of him.

   d. Prophet Ya'qub (Jacob) had many sons who didn't get along.

8. What can we conclude about Prophet Yusuf (Joseph) from the story?

   a. He was angry at his brothers and wanted revenge.

   b. He was patient and kind, even in difficult situations.

   c. He could not forgive those who wronged him.

   d. He wanted to become rich more than anything else.

9. What is the closest meaning of the word "hungry" in the sentence, "During a time of hunger, Joseph's brothers came to Egypt in search of food?"

   a. A season of plenty

   b. A time of war

   c. A period of hunger and scarcity

   d. A time of peace

10. What happened to Prophet Yusuf (Joseph) after he was sold to the travelers?

   a. He returned home to his father.

   b. He became a slave to a rich man named Al-Aziz.

   c. He became the king of Egypt.

   d. He escaped from Egypt and returned to his brothers.

Text 3

THE PATIENCE OF PROPHET AYYUB

Once upon a time, there was a prophet named Ayyub (Ayyub), who was blessed with richness, health, and a beautiful family. He was known for his kindness, generosity, and strong faith in Allah. However, Allah decided to test Job's patience.

One by one, Ayyub lost his richness, his family, and even his health. He was struck by a painful illness that left his body weak and riddled with sores. Despite all his pain, Ayyub never lost his faith in Allah. He prayed, asked Allah for help and never complained.

The years passed, and Ayyub's patience was tested more and more. His friends came to visit him, but instead of comforting him, they told him that he must

have done something wrong to deserve such punishment. However, Ayyub remained steadfast and continued to praise Allah, never questioning His will.

Finally, Allah, pleased with Ayyub's unwavering patience and faith, healed him and restored his assets and family. The story of Prophet Ayyub reminds us of the importance of patience and trust in Allah, especially during difficult times.

Link:

https://www.wattpad.com/1499556371?utm_source=android&utm_medium=link&utm_content=share_published&wp_page=create_on_publish&wp_uname=zevancaafdlyn

11. What is the main idea of the story?

    a. Prophet Ayyub (Job) lost his richs and family but never lost his patience.

    b. Prophet Ayyub (Job) became rich again after being healed by Allah.

    c. Prophet Ayyub (Job) was punished by his friends for being a bad person.

    d. Prophet Ayyub (Job) complained about his suffering to Allah.

12. What did Prophet Ayyub (Job) lose during the test?

    a. His health and riches only

    b. His riches, family, and health

    c. His family only

    d. His riches and his friends

13. What can we conclude about Prophet Ayyub's character from the story?

    a. He lost faith in Allah during his difficult times.

    b. He continued to praise Allah despite his suffering.

    c. He blamed his friends for his misfortune.

    d. He took revenge on his friends for accusing him.

14. What is the closest meaning of the word "unwavering" in the sentence, "Ayyub stayed firm and continued to praise Allah, never questioning His will"?

    a. Weak and uncertain

    b. Quick and impatient

    c. Hesitant and doubtful

    d. Strong and unwavering

15. In the sentence, "He was struck with a painful disease that made his body weak and covered with sores," the word "his" refers to:

    a. Prophet Ayyub's friends

    b. Allah

    c. Prophet Ayyub (Job)

    d. Ayyub's family

Text 4

THE GENEROSITY OF PROPHET MUHAMMAD PEACE BE UPON HIM

One day, a poor man came to the Prophet Muhammad (peace be upon him) for help. Prophet Muhammad peace be upon him was known for his kindness and generosity, had little to offer at the time. However, he was determined to help the man.

He called his friends and asked if anyone had anything to give. One of his friends, a man named Abu Hurairah, had some food in his house. He quickly went to his house and brought it to the Prophet.

The Prophet Muhammad peace be upon him took the food and gave it to the poor man with a smile. The man, surprised by the Prophet's generosity, said, "May Allah reward your kindness." The Prophet smiled and replied, "If you want rewards, you should show kindness and help others, just as I have helped you."

Later, the poor man told the story to others, and many people were inspired by the Prophet's kindness and generosity. This story teaches us that even if we only have a few possessions, we should always be ready to help others and show generosity.

Link:

https://www.wattpad.com/1499556788?utm_source=android&utm_medium=link&utm_content=share_published&wp_page=create_on_publish&wp_uname=zevancaafdlyn

16. What is the main idea of the story?

    a. Prophet Muhammad peace be upon him was known for his kindness and generosity.

    b. Prophet Muhammad peace be upon him had a lot of food to share with everyone.

    c. The poor man learned how to be generous from the Prophet.

    d. Abu Huraira was the only one who helped the poor man.

17. What is the closest meaning of the word "generosity" in the sentence, "Prophet Muhammad peace be upon him was known for his kindness and generosity"?

    a. Anger

    b. Helpfulness and the desire to share

    c. Greed

    d. Indifference

18. What can we conclude about Prophet Muhammad's peace be upon him character from the story?

    a. He was selfish and never helped anyone.

    b. He never asked his friends to help him.

    c. He only helped those who were very rich.

    d. He was always ready to help others, even when he had little.

19. What did the poor man say after receiving the food?

    a. "Thank you, Prophet Muhammad peace be upon him, I will pay you back."

    b. "May Allah reward your kindness."

    c. "I don't want your help."

    d. "Please, give me more food."

20. In the sentence, "He immediately went to his house and brought it to the Prophet," the word "it" refers to:

    a. The food

    b. The poor man

    c. The kindness

    d. The friends

Name   : Safica Budilla Anggraini *

Class   : IX A (Asma binti Abu Bakar)

$S = 5$

$B = 5 \times 10 = 50$

Read the story below carefully. Then answer the multiple choice questions. Choose the correct answer from options A, B, C or D.

THE SECRET OF THE ENCHANTED FOREST

Once upon a time, in a small village on the edge of a magical forest, there lived a young girl named Lily. Lily was always amazed by the stories her grandmother told her about magical creatures and treasures in the forest. Although the villagers had warned her to stay away, Lily's curiosity got the better of her.

One sunny morning, she decided to explore the forest. As she walked deeper into the forest, she came across a sparkling river. Beside the river was a golden key. She picked it up and asked herself what the key could unlock.

As she continued his journey, she met a talking squirrel named Oliver. Oliver told her that the key she had found could unlock the greatest treasure in the forest, but only if she proved her courage by completing three challenges.

First, Lily must cross a rickety bridge over a deep chasm. With her heart beating wildly, she takes each step carefully and makes it across. Next, she had to solve a riddle given to her by a wise old owl. After much thought, she answered correctly and proceeded to the final challenge.

The final challenge was to retrieve a shining flower guarded by a fierce dragon. Using her intelligence, Lily distracted the dragon and quickly took the flower. Once all three challenges were completed, Oliver led her to a hidden cave where she used a golden key to open a magnificent chest full of jewels and gold.

Lily returned to the village as a hero, her adventures becoming a new legend told by her grandmother. Villagers who once feared the forest now see it as a place of wonder and opportunity.

Link:

1. What motivated Lily to enter the enchanted forest?

    A. She was looking for food

    B. She wanted to find the hidden treasure

    C. She was following her friends

    D. She was running away from home

2. What did Lily find by the sparkling river?

    A. A talking squirrel

    B. A glowing flower

    C. A golden key

    D. A rickety bridge

3. Who guided Lily through the forest?

    A. An old wise owl

    B. A fierce dragon

    C. Her grandmother

(D) A talking squirrel named Oliver

4. What was the first challenge Lily had to face?

(A) Crossing a rickety bridge

B. Solving a riddle

C. Retrieving a shining flower

D. Fight a dragon

5. How did Lily distract the dragon to retrieve the shining flower?

A. She used magic

B. She sang a song

C. She used her intelligence

D. She threw a rock

6. What did Lily use the golden key to unlock?

A. The rickety bridge

B. The hidden cave

C. A magnificent chest filled with jewels and gold

D. The dragon's lair

7. What did the villagers think of the forest after Lily's adventure?

A. They still feel afraid

B. They saw it as a place full of wonder and opportunity

C. They decided to burn it down

D. They ignored it

8. Who told Lily stories about the enchanted forest?

A. Her mother

B. Her friends

C. Her grandmother

B. Oliver the squirrel

9. How did Lily prove her bravery in the forest?

 A. By completing three challenges

 B. By finding a hidden map

 C. By making friends with the dragon

 D. By using magic

10. What was Lily's final challenge?

 A. Crossing the bridge

 B. Solving a riddle

 C. Finding the golden key

 D. Retrieving a shining flower guarded by a dragon

POST TEST

Name : Safira Fadila Anggraini

Class : IX A (Asma binti Abu Bakar)

S = 6

B : 14 X 5 = 70

Text 1

The Kindness of Prophet Muhammad Peace Be Upon Him

Scan the link below

1. What is the main idea of the story?

   a. Prophet Muhammad peace be upon him taught people how to forgive others.

   b. A woman learned kindness through the actions of Prophet Muhammad peace be upon him.

   c. The woman hated Prophet Muhammad peace be upon him because of his teachings.

   d. Prophet Muhammad peace be upon him ignored the woman's actions.

2. What can we infer about Prophet Muhammad's peace be upon him character from this story?

   a. He was strict and unforgiving.

   b. He avoided people who disliked him.

   c. He was patient and compassionate.

   d. He only helped those who respected him.

3. In the sentence, "She thought he had come to scold her for her actions," the word "her" refers to:
   a. The woman who threw garbage
   b. The neighbor
   c. Prophet Muhammad peace be upon him
   d. The people of Makkah
4. What did the Prophet do when the woman stopped throwing garbage in his path?
   a. He visited her because she was sick.
   b. He ignored the situation
   c. He confronted her for her actions.
   d. He told others about her behavior.
5. What is the closest meaning of the word "mercy" in the sentence, "She realized that despite her bad behavior, he showed only compassion and mercy"?
   a. Justice
   b. Anger
   c. Punishment
   d. Forgiveness

Text 2

The Story of Prophet Yusuf and His Brothers

Scan the link below

6. In the sentence, "They plotted to get rid of him," the word "him" refers to:
   a. Prophet Ya'qub (Jacob)
   b. The brothers
   c. Prophet Yusuf (Joseph)

d. The wealthy man, Al-Aziz

7. What is the main idea of the story?

   a. Prophet Yusuf (Joseph) was sold by his brothers and later forgave them.

   b. Prophet Yusuf (Joseph) became a wealthy man in Egypt.

   c. The brothers of Yusuf (Joseph) felt jealous of him.

   d. Prophet Ya'qub (Jacob) had many sons who didn't get along.

8. What can we infer about Prophet Yusuf (Joseph) from the story?

   a. He was angry at his brothers and wanted revenge.

   b. He was patient and kind, even in difficult situations.

   c. He was not able to forgive those who wronged him.

   d. He wanted to become wealthy more than anything.

9. What is the closest meaning of the word "famine" in the sentence, "During a time of famine, Yusuf's brothers came to Egypt to seek food?"

   a. A season of abundance

   b. A time of war

   c. A period of hunger and scarcity

   d. A time of peace

10. What happened to Prophet Yusuf (Joseph) after he was sold to the travelers?

   a. He returned home to his father.

   b. He became a slave to a wealthy man named Al-Aziz.

   c. He became the king of Egypt.

   d. He escaped from Egypt and returned to his brothers.

Text 3

The Patience of Prophet Ayyub

Scan the link below

11. What is the main idea of the story?

    a. Prophet Ayyub (Job) lost his wealth and family but never lost his patience.

    b. Prophet Ayyub (Job) became wealthy again after being healed by Allah.

    c. Prophet Ayyub (Job) was punished by his friends for being a bad person.

    d. Prophet Ayyub (Job) complained about his hardships to Allah.

12. What did Prophet Ayyub (Job) lose during the test?

    a. His health and wealth only

    b. His wealth, family, and health

    c. His family only

    d. His wealth and his friends

13. What can we infer about Prophet Ayyub's character from the story?

    a. He lost faith in Allah during his hardships.

    b. He continued to praise Allah despite his suffering.

    c. He blamed his friends for his misfortune.

    d. He sought revenge on his friends for accusing him.

14. What is the closest meaning of the word "unwavering" in the sentence, "Ayyub stayed firm and continued to praise Allah, never questioning His will"?

    a. Weak and uncertain

    b. Quick and impatient

c. Hesitant and doubtful

d. Strong and unshakable

15. In the sentence, "He was struck with a painful disease that made his body weak and covered with sores," the word "his" refers to:

a. Prophet Ayyub's friends

b. Allah

c. Prophet Ayyub (Job)

d. Ayyub's family

Text 4

The Generosity of Prophet Muhammad Peace Be Upon Him

Scan the link below

16. What is the main idea of the story?

a. Prophet Muhammad peace be upon him was known for his kindness and generosity.

b. Prophet Muhammad peace be upon him had a lot of food to share with everyone.

c. The poor man learned how to be generous from the Prophet.

d. Abu Huraira was the only one who helped the poor man.

17. What is the closest meaning of the word "generosity" in the sentence, "Prophet Muhammad peace be upon him was known for his kindness and generosity"?

a. Anger

b. Helpfulness and willingness to share

c. Greed

d. Indifference

18. What can we infer about Prophet Muhammad's peace be upon him character from the story?

    a. He was selfish and never helped anyone.

    b. He never asked his companions to help him.

    c. He only helped those who were very rich.

    d. He was always ready to help others, even when he had little.

19. What did the poor man say after receiving the food?

    a. "Thank you, Prophet Muhammad peace be upon him, I will pay you back."

    b. "May Allah reward you."

    c. "I don't want your help."

    d. "Please, give me more food."

20. In the sentence, "He immediately went to his house and brought it to the Prophet," the word "it" refers to:

    a. The food

    b. The poor man

    c. The kindness

    d. The companions

Name   : Arga Saputra Projame

Class   : 9 b

$S = 6$

$B = 4 \times 10 = 40$

Read the story below carefully. Then answer the multiple choice questions. Choose the correct answer from options A, B, C or D.

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One sunny morning, she decided to explore the forest. As she walked deeper into the forest, she came across a sparkling river. Beside the river was a golden key. She picked it up and asked herself what the key could unlock.

As she continued his journey, she met a talking squirrel named Oliver. Oliver told her that the key she had found could unlock the greatest treasure in the forest, but only if she proved her courage by completing three challenges.

First, Lily must cross a rickety bridge over a deep chasm. With her heart beating wildly, she takes each step carefully and makes it across. Next, she had to solve a riddle given to her by a wise old owl. After much thought, she answered correctly and proceeded to the final challenge.

The final challenge was to retrieve a shining flower guarded by a fierce dragon. Using her intelligence, Lily distracted the dragon and quickly took the flower. Once all three challenges were completed, Oliver led her to a hidden cave where she used a golden key to open a magnificent chest full of jewels and gold.

Lily returned to the village as a hero, her adventures becoming a new legend told by her grandmother. Villagers who once feared the forest now see it as a place of wonder and opportunity.

Link:

https://www.wattpad.com/story/374038214?utm_source=android&utm_medium=link&utm_content=share_writing&wp_page=create&wp_uname=FradellyaEvelyn

1. What motivated Lily to enter the enchanted forest?

   A. She was looking for food

   B. She wanted to find the hidden treasure

   C. She was following her friends

   D. She was running away from home

2. What did Lily find by the sparkling river?

   A. A talking squirrel

   B. A glowing flower

   C. A golden key

   D. A rickety bridge

3. Who guided Lily through the forest?

   A. An old wise owl

   B. A fierce dragon

   C. Her grandmother

(D) A talking squirrel named Oliver

4. What was the first challenge Lily had to face?

  (A) Crossing a rickety bridge

  B. Solving a riddle

  C. Retrieving a shining flower

  D. Fight a dragon

5. How did Lily distract the dragon to retrieve the shining flower?

  A. She used magic

  B. She sang a song

  (C) She used her intelligence

  D. She threw a rock

6. What did Lily use the golden key to unlock?

  A. The rickety bridge

  B. The hidden cave

  C. A magnificent chest filled with jewels and gold

  D. The dragon's lair

7. What did the villagers think of the forest after Lily's adventure?

  A. They still feel afraid

  B. They saw it as a place full of wonder and opportunity

  C. They decided to burn it down

  D. They ignored it

8. Who told Lily stories about the enchanted forest?

  A. Her mother

  B. Her friends

  (C.) Her grandmother

D. Oliver the squirrel

9. How did Lily prove her bravery in the forest?

   A. By completing three challenges

   B. By finding a hidden map

   C. By making friends with the dragon

   D. By using magic

10. What was Lily's final challenge?

    A. Crossing the bridge

    B. Solving a riddle

    C. Finding the golden key

    D. Retrieving a shining flower guarded by a dragon

POST-TEST

Name : Aqa saputra Pratama

Class : kelas 9 B

S: 8

B: 12 X 5 = 60

Read the story below carefully. Then answer the multiple choice questions. Choose the correct answer from options A, B, C or D.

Text 1

THE KINDNESS OF PROPHET MUHAMMAD PEACE BE UPON HIM

Once upon a time in Makkah, there was a woman who disliked Prophet Muhammad ('peace be upon him) and his teachings. She used to throw trash on his path every morning to annoy him. Despite her actions, Prophet Muhammad ('peace be upon him) never got angry or said anything to her. Instead, he always walked past the trash with patience and a calm heart.

One day, the Prophet realized that there was no trash blocking his path. Out of curiosity, he asked a neighbor about the woman and learned that she was sick and bedridden. Instead of feeling relieved or ignoring her, Prophet Muhammad peace be upon him decided to visit her.

When the woman saw the Prophet at her door, she was surprised. She thought the Prophet had come to scold her for her actions. However, the Prophet smiled kindly and said, "I heard you were not feeling well, so I came to check on you. Is there anything I can do to help?"

The woman was moved to tears by his kindness. She realized that despite her bad behavior, he showed only compassion and mercy. From that day on, the woman began to respect him and eventually converted to Islam.

Link:

https://www.wattpad.com/story/385793745?utm_source=android&utm_medium=link&utm_content=story_info&wp_page=story_details_button&wp_uname=zevancaafdlyn

1. What is the main idea of the story?

    a. Prophet Muhammad peace be upon him taught people how to apologize to others.

    b. A woman learned kindness through the actions of Prophet Muhammad peace be upon him.

    c. The woman hated Prophet Muhammad peace be upon him because of his teachings.

    d. Prophet Muhammad peace be upon him ignored the woman's actions.

2. What can we infer about Prophet Muhammad's peace be upon him character from this story?

    a. He was strict and unforgiving.

    b. He avoided people who disliked him.

    c. He was patient and compassionate.

    d. He only helped those who respected him.

3. In the sentence, "She thought he had come to scold her for her actions," the word "her" refers to:

    a. The woman who took out the trash

    b. The neighbor

    c. Prophet Muhammad peace be upon him

    d. The people of Makkah

4. What did the Prophet do when the woman stopped throwing trash in his path?

    a. He visited her because she was sick.

    b. He ignored the situation

    c. He confronted her for her actions.

    d. He told others about her behavior.

5. What is the closest meaning of the word "mercy" in the sentence, "She realized that despite her bad behavior, he showed only compassion and mercy"?

a. Justice

~~b. Anger~~

c. Punishment

(d.) Forgiveness

Text 2

THE STORY OF PROPHET YUSUF AND HIS BROTHERS

Once upon a time, there was a young prophet named Yusuf. He was loved dearly by his father, Prophet Ya'qub. However, Joseph's brothers were jealous of their father's affection for him. They planned to get rid of him.

One day, the brothers took Yusuf to a water well, intending to leave him there. However, one of the brothers, Ruben, feels sorry for Joseph and wants to save him later on. However, before they could act, a caravan passed by and they decided to sell Joseph as a slave to the travelers.

Joseph was taken to Egypt and sold to a rich man named Al-Aziz. Despite the difficulties he faced, Yusuf remained patient and faithful to Allah. Over time, he gained the trust and respect of his master.

Many years later, during a time of hunger, Joseph's brothers came to Egypt in search of food. They didn't recognize him, but Joseph did. Instead of taking revenge, he forgave them and helped them, showing the compassion and kindness that Prophet Ya'qub had taught him.

Link:

https://www.wattpad.com/1499555532?utm_source=android&utm_medium=link&utm_content=share_published&wp_page=create_on_publish&wp_uname=zevancaafdlyn

6. In the sentence, "They planned to get rid of him," the word "him" refers to:

    a. Prophet Ya'qub (Jacob)

    b. The brothers

    c. Prophet Yusuf (Joseph)

    d. The wealthy man, Al-Aziz

7. What is the main idea of the story?

    a. Prophet Yusuf (Joseph) was sold by his brothers and later forgave them.

    b. Prophet Yusuf (Joseph) became a rich man in Egypt.

    c. The brothers of Yusuf (Joseph) felt jealous of him.

    d. Prophet Ya'qub (Jacob) had many sons who didn't get along.

8. What can we conclude about Prophet Yusuf (Joseph) from the story?

    a. He was angry at his brothers and wanted revenge.

    b. He was patient and kind, even in difficult situations.

    c. He could not forgive those who wronged him.

    d. He wanted to become rich more than anything else.

9. What is the closest meaning of the word "hungry" in the sentence, "During a time of hunger, Joseph's brothers came to Egypt in search of food?"

    a. A season of plenty

    b. A time of war

    c. A period of hunger and scarcity

    d. A time of peace

10. What happened to Prophet Yusuf (Joseph) after he was sold to the travelers?

    a. He returned home to his father.

    b. He became a slave to a rich man named Al-Aziz.

    c. He became the king of Egypt.

d. He escaped from Egypt and returned to his brothers.

Text 3

THE PATIENCE OF PROPHET AYYUB

Once upon a time, there was a prophet named Ayyub (Ayyub), who was blessed with richness, health, and a beautiful family. He was known for his kindness, generosity, and strong faith in Allah. However, Allah decided to test Job's patience.

One by one, Ayyub lost his richness, his family, and even his health. He was struck by a painful illness that left his body weak and riddled with sores. Despite all his pain, Ayyub never lost his faith in Allah. He prayed, asked Allah for help and never complained.

The years passed, and Ayyub's patience was tested more and more. His friends came to visit him, but instead of comforting him, they told him that he must have done something wrong to deserve such punishment. However, Ayyub remained steadfast and continued to praise Allah, never questioning His will.

Finally, Allah, pleased with Ayyub's unwavering patience and faith, healed him and restored his assets and family. The story of Prophet Ayyub reminds us of the importance of patience and trust in Allah, especially during difficult times.

Link:

https://www.wattpad.com/1499556371?utm_source=android&utm_medium=link&utm_content=share_publishe d&wp_page=create_on_publish&wp_uname=zevancaafdlyn

11. What is the main idea of the story?

    a. Prophet Ayyub (Job) lost his richs and family but never lost his patience.

    b. Prophet Ayyub (Job) became rich again after being healed by Allah.

    c. Prophet Ayyub (Job) was punished by his friends for being a bad person.

    d. Prophet Ayyub (Job) complained about his suffering to Allah.

12. What did Prophet Ayyub (Job) lose during the test?

~~a.~~ His health and riches only

~~b.~~ His riches, family, and health

c. His family only

d. His riches and his friends

13. What can we conclude about Prophet Ayyub's character from the story?

a. He lost faith in Allah during his difficult times.

~~b.~~ He continued to praise Allah despite his suffering.

c. He blamed his friends for his misfortune.

d. He took revenge on his friends for accusing him.

14. What is the closest meaning of the word "unwavering" in the sentence, "Ayyub stayed firm and continued to praise Allah, never questioning His will"?

a. Weak and uncertain

b. Quick and impatient

c. Hesitant and doubtful

~~d.~~ Strong and unwavering

15. In the sentence, "He was struck with a painful disease that made his body weak and covered with sores," the word "his" refers to:

a. Prophet Ayyub's friends

~~b.~~ Allah

c. Prophet Ayyub (Job)

d. Ayyub's family

Text 4

THE GENEROSITY OF PROPHET MUHAMMAD PEACE BE UPON HIM

One day, a poor man came to the Prophet Muhammad (peace be upon him) for help. Prophet Muhammad peace be upon him was known for his kindness and generosity, had little to offer at the time. However, he was determined to help the man.

He called his friends and asked if anyone had anything to give. One of his friends, a man named Abu Hurairah, had some food in his house. He quickly went to his house and brought it to the Prophet.

The Prophet Muhammad peace be upon him took the food and gave it to the poor man with a smile. The man, surprised by the Prophet's generosity, said, "May Allah reward your kindness." The Prophet smiled and replied, "If you want rewards, you should show kindness and help others, just as I have helped you."

Later, the poor man told the story to others, and many people were inspired by the Prophet's kindness and generosity. This story teaches us that even if we only have a few possessions, we should always be ready to help others and show generosity.Link: https: www.wattpad.com/1499556788?utm_source=android&utm_medium=link&utm_content=share_publishe d&wp_page=create_on_publish&wp_uname=zevancaafdlyn

16. What is the main idea of the story?

a. Prophet Muhammad peace be upon him was known for his kindness and generosity.

b. Prophet Muhammad peace be upon him had a lot of food to share with everyone.

c. The poor man learned how to be generous from the Prophet.

d. Abu Huraira was the only one who helped the poor man.

17. What is the closest meaning of the word "generosity" in the sentence, "Prophet Muhammad peace be upon him was known for his kindness and generosity"?

a. Anger

~~b.~~ Helpfulness and the desire to share

c. Greed

d. Indifference

18. What can we conclude about Prophet Muhammad's peace be upon him character from the story?

    a. He was selfish and never helped anyone.

    b. He never asked his friends to help him.

    c. He only helped those who were very rich.

    ~~d.~~ He was always ready to help others, even when he had little.

19. What did the poor man say after receiving the food?

    a. "Thank you, Prophet Muhammad peace be upon him, I will pay you back."

    ~~b.~~ "May Allah reward your kindness."

    c. "I don't want your help."

    d. "Please, give me more food."

20. In the sentence, "He immediately went to his house and brought it to the Prophet," the word "it" refers to:

    a. The food

    ~~b.~~ The poor man

    c. The kindness

    d. The friends

PRE-TEST

Name   : Vidha Indira Kirani

Class   : 9 Asma binti Abu Bakar (IX A)

S: 3
B: 7 × 10 : 70

Read the story below carefully. Then answer the multiple choice questions. Choose the correct answer from options A, B, C or D.

THE SECRET OF THE ENCHANTED FOREST

Once upon a time, in a small village on the edge of a magical forest, there lived a young girl named Lily. Lily was always amazed by the stories her grandmother told her about magical creatures and treasures in the forest. Although the villagers had warned her to stay away, Lily's curiosity got the better of her.

One sunny morning, she decided to explore the forest. As she walked deeper into the forest, she came across a sparkling river. Beside the river was a golden key. She picked it up and asked herself what the key could unlock.

As she continued his journey, she met a talking squirrel named Oliver. Oliver told her that the key she had found could unlock the greatest treasure in the forest, but only if she proved her courage by completing three challenges.

First, Lily must cross a rickety bridge over a deep chasm. With her heart beating wildly, she takes each step carefully and makes it across. Next, she had to solve a riddle given to her by a wise old owl. After much thought, she answered correctly and proceeded to the final challenge.

The final challenge was to retrieve a shining flower guarded by a fierce dragon. Using her intelligence, Lily distracted the dragon and quickly took the flower. Once all three challenges were completed, Oliver led her to a hidden cave where she used a golden key to open a magnificent chest full of jewels and gold.

Lily returned to the village as a hero, her adventures becoming a new legend told by her grandmother. Villagers who once feared the forest now see it as a place of wonder and opportunity.

Link:

1. What motivated Lily to enter the enchanted forest?

    A. She was looking for food

    B. She wanted to find the hidden treasure

    C. She was following her friends

    D. She was running away from home

2. What did Lily find by the sparkling river?

    A. A talking squirrel

    B. A glowing flower

    C. A golden key

    D. A rickety bridge

3. Who guided Lily through the forest?

    A. An old wise owl

    B. A fierce dragon

    C. Her grandmother

D. A talking squirrel named Oliver

4. What was the first challenge Lily had to face?

    A. Crossing a rickety bridge

    B. Solving a riddle

    C. Retrieving a shining flower

    D. Fight a dragon

5. How did Lily distract the dragon to retrieve the shining flower?

    A. She used magic

    B. She sang a song

    C. She used her intelligence

    D. She threw a rock

6. What did Lily use the golden key to unlock?

    A. The rickety bridge

    B. The hidden cave

    C. A magnificent chest filled with jewels and gold

    D. The dragon's lair

7. What did the villagers think of the forest after Lily's adventure?

    A. They still feel afraid

    B. They saw it as a place full of wonder and opportunity

    C. They decided to burn it down

    D. They ignored it

8. Who told Lily stories about the enchanted forest?

    A. Her mother

    B. Her friends

    C. Her grandmother

X Oliver the squirrel

9. How did Lily prove her bravery in the forest?

   (A) By completing three challenges

   X B. By finding a hidden map

   X By making friends with the dragon

   D. By using magic

10. What was Lily's final challenge?

   A. Crossing the bridge

   B. Solving a riddle

   C. Finding the golden key

   X. Retrieving a shining flower guarded by a dragon

POST TEST

Name : Vidha Indira Kirani

Class : IX A "Asma binti Abu Bakar"

S = 2

B = 18 x 5 = 90 //

Text 1

The Kindness of Prophet Muhammad Peace Be Upon Him

Scan the link below

1. What is the main idea of the story?

   a. Prophet Muhammad peace be upon him taught people how to forgive others.

   b. A woman learned kindness through the actions of Prophet Muhammad peace be upon him.

   c. The woman hated Prophet Muhammad peace be upon him because of his teachings.

   d. Prophet Muhammad peace be upon him ignored the woman's actions.

2. What can we infer about Prophet Muhammad's peace be upon him character from this story?

   a. He was strict and unforgiving.

   b. He avoided people who disliked him.

   c. He was patient and compassionate.

   d. He only helped those who respected him.

3. In the sentence, "She thought he had come to scold her for her actions," the word "her" refers to:

   X a. The woman who threw garbage
   b. The neighbor
   c. Prophet Muhammad peace be upon him
   d. The people of Makkah

4. What did the Prophet do when the woman stopped throwing garbage in his path?

   X a. He visited her because she was sick.
   b. He ignored the situation
   c. He confronted her for her actions.
   d. He told others about her behavior.

5. What is the closest meaning of the word "mercy" in the sentence, "She realized that despite her bad behavior, he showed only compassion and mercy"?

   a. Justice
   b. Anger
   X c. Punishment
   X d. Forgiveness

Text 2

The Story of Prophet Yusuf and His Brothers

Scan the link below

6. In the sentence, "They plotted to get rid of him," the word "him" refers to:

   X a. Prophet Ya'qub (Jacob)
   b. The brothers
   c. Prophet Yusuf (Joseph)

d. The wealthy man, Al-Aziz

7. What is the main idea of the story?

   ~~a.~~ Prophet Yusuf (Joseph) was sold by his brothers and later forgave them.

   b. Prophet Yusuf (Joseph) became a wealthy man in Egypt.

   c. The brothers of Yusuf (Joseph) felt jealous of him.

   d. Prophet Ya'qub (Jacob) had many sons who didn't get along.

8. What can we infer about Prophet Yusuf (Joseph) from the story?

   a. He was angry at his brothers and wanted revenge.

   ~~b.~~ He was patient and kind, even in difficult situations.

   c. He was not able to forgive those who wronged him.

   d. He wanted to become wealthy more than anything.

9. What is the closest meaning of the word "famine" in the sentence, "During a time of famine, Yusuf's brothers came to Egypt to seek food?"

   a. A season of abundance

   b. A time of war

   ~~c.~~ A period of hunger and scarcity

   d. A time of peace

10. What happened to Prophet Yusuf (Joseph) after he was sold to the travelers?

   a. He returned home to his father.

   ~~b.~~ He became a slave to a wealthy man named Al-Aziz.

   c. He became the king of Egypt.

   d. He escaped from Egypt and returned to his brothers.

Text 3

The Patience of Prophet Ayyub

Scan the link below

11. What is the main idea of the story?

  a. Prophet Ayyub (Job) lost his wealth and family but never lost his patience.

  b. Prophet Ayyub (Job) became wealthy again after being healed by Allah.

  c. Prophet Ayyub (Job) was punished by his friends for being a bad person.

  d. Prophet Ayyub (Job) complained about his hardships to Allah.

12. What did Prophet Ayyub (Job) lose during the test?

  a. His health and wealth only

  b. His wealth, family, and health

  c. His family only

  d. His wealth and his friends

13. What can we infer about Prophet Ayyub's character from the story?

  a. He lost faith in Allah during his hardships.

  b. He continued to praise Allah despite his suffering.

  c. He blamed his friends for his misfortune.

  d. He sought revenge on his friends for accusing him.

14. What is the closest meaning of the word "unwavering" in the sentence, "Ayyub stayed firm and continued to praise Allah, never questioning His will"?

  a. Weak and uncertain

  b. Quick and impatient

c. Hesitant and doubtful

X Strong and unshakable

15. In the sentence, "He was struck with a painful disease that made his body weak and covered with sores," the word "his" refers to:

a. Prophet Ayyub's friends

b. Allah

X Prophet Ayyub (Job)

d. Ayyub's family

Text 4

The Generosity of Prophet Muhammad Peace Be Upon Him

Scan the link below

16. What is the main idea of the story?

X Prophet Muhammad peace be upon him was known for his kindness and generosity.

b. Prophet Muhammad peace be upon him had a lot of food to share with everyone.

c. The poor man learned how to be generous from the Prophet.

d. Abu Huraira was the only one who helped the poor man.

17. What is the closest meaning of the word "generosity" in the sentence, "Prophet Muhammad peace be upon him was known for his kindness and generosity"?

a. Anger

X Helpfulness and willingness to share

c. Greed

d. Indifference

18. What can we infer about Prophet Muhammad's peace be upon him character from the story?

    a. He was selfish and never helped anyone.

    b. He never asked his companions to help him.

    c. He only helped those who were very rich.

    ✗ He was always ready to help others, even when he had little.

19. What did the poor man say after receiving the food?

    a. "Thank you, Prophet Muhammad peace be upon him, I will pay you back."

    ✗ "May Allah reward you."

    c. "I don't want your help."

    d. "Please, give me more food."

20. In the sentence, "He immediately went to his house and brought it to the Prophet," the word "it" refers to:

    ✗ The food

    b. The poor man

    c. The kindness

    d. The companions

Name : Rafif Mahir Azmi

Class : 9 B

$S = 3$
$B : 7 \times 10 = 70$

Read the story below carefully. Then answer the multiple choice questions. Choose the correct answer from options A, B, C or D.

THE SECRET OF THE ENCHANTED FOREST

Once upon a time, in a small village on the edge of a magical forest, there lived a young girl named Lily. Lily was always amazed by the stories her grandmother told her about magical creatures and treasures in the forest. Although the villagers had warned her to stay away, Lily's curiosity got the better of her.

One sunny morning, she decided to explore the forest. As she walked deeper into the forest, she came across a sparkling river. Beside the river was a golden key. She picked it up and asked herself what the key could unlock.

As she continued his journey, she met a talking squirrel named Oliver. Oliver told her that the key she had found could unlock the greatest treasure in the forest, but only if she proved her courage by completing three challenges.

First, Lily must cross a rickety bridge over a deep chasm. With her heart beating wildly, she takes each step carefully and makes it across. Next, she had to solve a riddle given to her by a wise old owl. After much thought, she answered correctly and proceeded to the final challenge.

The final challenge was to retrieve a shining flower guarded by a fierce dragon. Using her intelligence, Lily distracted the dragon and quickly took the flower. Once all three challenges were completed, Oliver led her to a hidden cave where she used a golden key to open a magnificent chest full of jewels and gold.

Lily returned to the village as a hero, her adventures becoming a new legend told by her grandmother. Villagers who once feared the forest now see it as a place of wonder and opportunity.

Link:

https://www.wattpad.com/story/374038214?utm_source=android&utm_medium=link&utm_content=share_writing&wp_page=create&wp_uname=FradellyaEvelyn

1. What motivated Lily to enter the enchanted forest?

    A. She was looking for food

    B. She wanted to find the hidden treasure

    C. She was following her friends

    D. She was running away from home

2. What did Lily find by the sparkling river?

    A. A talking squirrel

    B. A glowing flower

    C. A golden key

    D. A rickety bridge

3. Who guided Lily through the forest?

    A. An old wise owl

    B. A fierce dragon

    C. Her grandmother

(D.) A talking squirrel named Oliver

4. What was the first challenge Lily had to face?

   A. Crossing a rickety bridge

   B. Solving a riddle

   C. Retrieving a shining flower

   D. Fight a dragon

5. How did Lily distract the dragon to retrieve the shining flower?

   A. She used magic

   B. She sang a song

   C. She used her intelligence

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6. What did Lily use the golden key to unlock?

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7. What did the villagers think of the forest after Lily's adventure?

   A. They still feel afraid

   B. They saw it as a place full of wonder and opportunity

   C. They decided to burn it down

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8. Who told Lily stories about the enchanted forest?

   A. Her mother

   B. Her friends

   C. Her grandmother

D. Oliver the squirrel

9. How did Lily prove her bravery in the forest?

    (A) By completing three challenges

    B. By finding a hidden map

    ✗ By making friends with the dragon

    D. By using magic

10. What was Lily's final challenge?

    A. Crossing the bridge

    B. Solving a riddle

    ✗ Finding the golden key

    (D) Retrieving a shining flower guarded by a dragon

POST-TEST

Name : Rafif Mahir Azmi   S : 3

Class : 9B   B : 17 × 5 = 85

Read the story below carefully. Then answer the multiple choice questions. Choose the correct answer from options A, B, C or D.

Text 1

THE KINDNESS OF PROPHET MUHAMMAD PEACE BE UPON HIM

Once upon a time in Makkah, there was a woman who disliked Prophet Muhammad ('peace be upon him) and his teachings. She used to throw trash on his path every morning to annoy him. Despite her actions, Prophet Muhammad ('peace be upon him) never got angry or said anything to her. Instead, he always walked past the trash with patience and a calm heart.

One day, the Prophet realized that there was no trash blocking his path. Out of curiosity, he [karena penasaran] asked a neighbor about the woman and learned that she was sick and bedridden. Instead of feeling relieved or ignoring her, Prophet Muhammad peace be upon him decided to visit her.

When the woman saw the Prophet at her door, she was surprised. She thought the Prophet had come to scold her for her actions. However, the Prophet smiled kindly and said, "I heard you were not feeling well, so I came to check on you. Is there anything I can do to help?"

The woman was moved to tears by his kindness. She realized that despite her bad behavior, [menunjukkan] he showed only compassion and mercy. From that day on, the woman [mulai] began to respect him and eventually converted to Islam.

Link:

https://www.wattpad.com/story/385793745?utm_source=android&utm_medium=link&utm_content=story_info&wp_page=story_details_button&wp_uname=zevancaafdlyn

1. What is the main idea of the story?

   a. Prophet Muhammad peace be upon him taught people how to apologize to others.

   b. A woman learned kindness through the actions of Prophet Muhammad peace be upon him.

   c. The woman hated Prophet Muhammad peace be upon him because of his teachings.

   d. Prophet Muhammad peace be upon him ignored the woman's actions.

2. What can we infer about Prophet Muhammad's peace be upon him character from this story?

   a. He was strict and unforgiving.

   b. He avoided people who disliked him.

   c. He was patient and compassionate.

   d. He only helped those who respected him.

3. In the sentence, "She thought he had come to scold her for her actions," the word "her" refers to:

   a. The woman who took out the trash

   b. The neighbor

   c. Prophet Muhammad peace be upon him

   d. The people of Makkah

4. What did the Prophet do when the woman stopped throwing trash in his path?

   a. He visited her because she was sick.

   b. He ignored the situation

   c. He confronted her for her actions.

   d. He told others about her behavior.

5. What is the closest meaning of the word "mercy" in the sentence, "She realized that despite her bad behavior, he showed only compassion and mercy"?

    a. Justice

    b. Anger

    c. Punishment

    d. Forgiveness

Text 2

THE STORY OF PROPHET YUSUF AND HIS BROTHERS

Once upon a time, there was a young prophet named Yusuf. He was loved dearly by his father, Prophet Ya'qub. However, Joseph's brothers were jealous of their father's affection for him. They planned to get rid of him.

One day, the brothers took Yusuf to a water well, intending to leave him there. However, one of the brothers, Ruben, feels sorry for Joseph and wants to save him later on. However, before they could act, a caravan passed by and they decided to sell Joseph as a slave to the travelers.

Joseph was taken to Egypt and sold to a rich man named Al-Aziz. Despite the difficulties he faced, Yusuf remained patient and faithful to Allah. Over time, he gained the trust and respect of his master.

Many years later, during a time of hunger, Joseph's brothers came to Egypt in search of food. They didn't recognize him, but Joseph did. Instead of taking revenge, he forgave them and helped them, showing the compassion and kindness that Prophet Ya'qub had taught him.

Link:

https://www.wattpad.com/1499555532?utm_source=android&utm_medium=link&utm_content=share_publishe d&wp_page=create_on_publish&wp_uname=zevancaafdlyn

6. In the sentence, "They planned to get rid of him," the word "him" refers to:

    a. Prophet Ya'qub (Jacob)

    b. The brothers

    c. Prophet Yusuf (Joseph)

    d. The wealthy man, Al-Aziz

7. What is the main idea of the story?

    a. Prophet Yusuf (Joseph) was sold by his brothers and later forgave them.

    b. Prophet Yusuf (Joseph) became a rich man in Egypt.

    c. The brothers of Yusuf (Joseph) felt jealous of him.

    d. Prophet Ya'qub (Jacob) had many sons who didn't get along.

8. What can we conclude about Prophet Yusuf (Joseph) from the story?

    a. He was angry at his brothers and wanted revenge.

    b. He was patient and kind, even in difficult situations.

    c. He could not forgive those who wronged him.

    d. He wanted to become rich more than anything else.

9. What is the closest meaning of the word "hungry" in the sentence, "During a time of hunger, Joseph's brothers came to Egypt in search of food?"

    a. A season of plenty

    b. A time of war

    c. A period of hunger and scarcity

    d. A time of peace

10. What happened to Prophet Yusuf (Joseph) after he was sold to the travelers?

    a. He returned home to his father.

    b. He became a slave to a rich man named Al-Aziz.

    c. He became the king of Egypt.

d. He escaped from Egypt and returned to his brothers.

Text 3

THE PATIENCE OF PROPHET AYYUB

Once upon a time, there was a prophet named Ayyub (Ayyub), who was blessed with richness, health, and a beautiful family. He was known for his kindness, generosity, and strong faith in Allah. However, Allah decided to test Job's patience.

One by one, Ayyub lost his richness, his family, and even his health. He was struck by a painful illness that left his body weak and riddled with sores. Despite all his pain, Ayyub never lost his faith in Allah. He prayed, asked Allah for help and never complained.

The years passed, and Ayyub's patience was tested more and more. His friends came to visit him, but instead of comforting him, they told him that he must have done something wrong to deserve such punishment. However, Ayyub remained steadfast and continued to praise Allah, never questioning His will.

Finally, Allah, pleased with Ayyub's unwavering patience and faith, healed him and restored his assets and family. The story of Prophet Ayyub reminds us of the importance of patience and trust in Allah, especially during difficult times.

Link:

https://www.wattpad.com/1499556371?utm_source=android&utm_medium=link&utm_content=share_publishe d&wp_page=create_on_publish&wp_uname=zevancaafdlyn

11. What is the main idea of the story?

   a. Prophet Ayyub (Job) lost his richs and family but never lost his patience.

   b. Prophet Ayyub (Job) became rich again after being healed by Allah.

   c. Prophet Ayyub (Job) was punished by his friends for being a bad person.

   d. Prophet Ayyub (Job) complained about his suffering to Allah.

12. What did Prophet Ayyub (Job) lose during the test?

    a. His health and riches only

    b. His riches, family, and health

    c. His family only

    d. His riches and his friends

13. What can we conclude about Prophet Ayyub's character from the story?

    a. He lost faith in Allah during his difficult times.

    b. He continued to praise Allah despite his suffering.

    c. He blamed his friends for his misfortune.

    d. He took revenge on his friends for accusing him.

14. What is the closest meaning of the word "unwavering" in the sentence, "Ayyub stayed

    firm and continued to praise Allah, never questioning His will"?

    a. Weak and uncertain

    b. Quick and impatient

    c. Hesitant and doubtful

    d. Strong and unwavering

15. In the sentence, "He was struck with a painful disease that made his body weak and

    covered with sores," the word "his" refers to:

    a. Prophet Ayyub's friends

    b. Allah

    c. Prophet Ayyub (Job)

    d. Ayyub's family

Text 4

THE GENEROSITY OF PROPHET MUHAMMAD PEACE BE UPON HIM

One day, a poor man came to the Prophet Muhammad (peace be upon him) for help. Prophet Muhammad peace be upon him was known for his kindness and generosity, had little to offer at the time. However, he was determined to help the man.

He called his friends and asked if anyone had anything to give. One of his friends, a man named Abu Hurairah, had some food in his house. He quickly went to his house and brought it to the Prophet.

The Prophet Muhammad peace be upon him took the food and gave it to the poor man with a smile. The man, surprised by the Prophet's generosity, said, "May Allah reward your kindness." The Prophet smiled and replied, "If you want rewards, you should show kindness and help others, just as I have helped you."

Later, the poor man told the story to others, and many people were inspired by the Prophet's kindness and generosity. This story teaches us that even if we only have a few possessions, we should always be ready to help others and show generosity.Link: https://www.wattpad.com 1499556788?utm_source=android&utm_medium=link&utm_content=share_publishe d&wp_page=create_on_publish&wp_uname=zevancaafdlyn

16. What is the main idea of the story?

X Prophet Muhammad peace be upon him was known for his kindness and generosity.

X Prophet Muhammad peace be upon him had a lot of food to share with everyone.

c. The poor man learned how to be generous from the Prophet.

d. Abu Huraira was the only one who helped the poor man.

17. What is the closest meaning of the word "generosity" in the sentence, "Prophet Muhammad peace be upon him was known for his kindness and generosity"?

a. Anger

   ✗ Helpfulness and the desire to share

   c. Greed

   d. Indifference

18. What can we conclude about Prophet Muhammad's peace be upon him character from

   the story?

   a. He was selfish and never helped anyone.

   b. He never asked his friends to help him.

   c. He only helped those who were very rich.

   ✗ He was always ready to help others, even when he had little.

19. What did the poor man say after receiving the food?

   a. "Thank you, Prophet Muhammad peace be upon him, I will pay you back."

   ✗ "May Allah reward your kindness."

   c. "I don't want your help."

d ✗ "Please, give me more food."

20. In the sentence, "He immediately went to his house and brought it to the Prophet," the

   word "it" refers to:

   ✗ The food

   b. The poor man

   c. The kindness

   d. The friends

JARINGAN SEKOLAH ISLAM TERPADU
SEKOLAH MENENGAH PERTAMA ISLAM TERPADU
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No.   : 454/YPJL/SMPIT-BI/II/2025
Lamp. : -
Perihal : **Surat Balasan Penelitian**

Kepada Yth.
Wakil Dekan Akademik dan Kelembagaan
Institut Agama Islam Negeri (IAIN)
di
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Teriring salam dan do'a semoga Allah SWT senantiasa melimpahkan rahmat serta hidayah-Nya kepada kita semua dalam kehidupan ini. Amin. *Shalawat* dan salam semoga senantiasa dicurahkan atas teladan kita Rasulullah Muhammad SAW.

Berdasarkan surat nomor : B-0470/In.28/D.1/TL.00/01/2025 Wakil Dekan Akademik dan Kelembagaan Institut Agama Islam Negeri Metro tanggal 30 Januari 2025, bahwa:

Nama	: **Chaleda Irkhamni Rizal**
NPM	: 2101050004
Program Studi	: Tadris Bahasa Inggris
Semester	: 8 (Delapan)

Benar bahwa mahasiswa tersebut di atas telah mengajukan Izin Research di SMP IT Bina Insani Metro dengan Judul Skripsi **"THE INFLUENCE OF USING WATTPAD MEDIA ON THE STUDENTS' READING COMPREHENSION AT THE NINTH GRADE OF SMP IT BINA INSANI METRO"**. Oleh karena itu, kami mengizinkan yang bersangkutan untuk melakukan Research di SMP IT Bina Insani Metro.

Demikian surat ini kami buat, untuk dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Metro, 11 Februari 2025
Kepala SMP IT Bina Insani

SUWANDA, S.E.Sy
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S U R A T   T U G A S
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Untuk :   1. Mengadakan observasi/survey di SMP IT BINA INSANI, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING WATTPAD MEDIA ON THE STUDENTS` READING COMPREHENSION AT THE NINTH GRADE OF SMP IT BINA INSANI 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   : 30 Januari 2025

Mengetahui,
Pejabat Setempat

SUWANDA, S.E.-S4

Wakil Dekan Akademik dan Kelembagaan,

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Nama	:	**CHALEDA IRKHAMNI RIZAL**
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Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada SUWANDA, S.E.SY SMP IT BINA INSANI bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP IT BINA INSANI, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING WATTPAD MEDIA ON THE STUDENTS' READING COMPREHENSION AT THE NINTH GRADE OF SMP IT BINA INSANI METRO".

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

Wassalamu'alaikum Wr. Wb.

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1.	23 September 2024	Dr. Ahmad Subhan Roza, M.Pd	identification of the problem, prior research (footnote), table paradigm hypothesis, observation,	
2	30 September 2024		rubrik	
3	7 Oktober 2024		bab III	
4	14 Oktober 2024			

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1.	2 desember 2024	Dr. Ahmad Subhan Roza, M.Pd	ACC APD	
2	21 April 2025		bimbingan bab 4-5	
3	29 April 2025		masukan appendices	
4	6 Mei 2025		footnote	

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1	15 Mei 2025	Dr. Ahmad Subhan Roza M.Pd.	revisi bab 4	
2	19 Mei 2025		revisi bab 5	
3	22 Mei 2025		Revisi abstract	
4	27 Mei 2025			

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The Documentation of Research Photos

❖ **Pre-Test**

❖ **Treatment**

❖ **Post-Test**

CURRICULUM VITAE

Chaleda Irkhamni, the researcher was born in Iringmulyo, East Metro, Metro on June 16, 2003. She is the last of three children of Mr. Erizal Edy Saputra S.H. and Mrs. Nelti Eliza S.Pd. She lives in Ganjar Asri, West Metro, Metro.

She took kindergarten education at Al-Jihad Kindergarten in 2008 and graduated in 2009. She continued her education at SD Muhammadiyah Metro Pusat in 2009 and graduated in 2015. In line with her focus on studies, she continued her studies at SMP IT Bina Insani Metro, in 2015 and graduated in 2018. She decided to continue her education at MAN 1 Metro, and graduated in 2021. In 2021, she continued her studies in the English Department at the State Islamic Institute (IAIN) Metro.