

THE EFFECT OF USING WATTPAD APPLICATION ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXTS

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ABSTRACT

This study aimed to investigate whether the use of the Wattpad application had a significant effect on students' reading comprehension of narrative texts. The research employed a quantitative approach using a pre-experimental design with one-group pre-test and post-test. The population of this study was the eleventh-grade students of MA Darul Hikmah in the academic year 2025/2026. The sample consisted of 19 students from class XI 2 selected through purposive sampling. The instrument used in this research was a multiple-choice reading comprehension test consisting of 35 items administered in both the pre-test and post-test. The treatment was conducted through four meetings using Wattpad as a learning medium for narrative texts. During the treatment, students were asked to read narrative stories on Wattpad, identify the main ideas, analyze characters and moral values, answer comprehension questions, and make inferences based on the texts they read. The data were analyzed using IBM SPSS Statistics 25, including validity test, reliability test, normality test, and paired sample t-test. The result showed that the mean score of the students increased from 53 in the pre-test to 74.9 in the post-test, indicating a considerable improvement in students' reading comprehension achievement after the implementation of Wattpad. In addition, the significance value of the paired sample t-test was 0.000, which was lower than the significance level of 0.05. Therefore, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It can be concluded that the use of the Wattpad application gave a significant positive effect on students' reading comprehension of narrative texts and helped increase students' interest and engagement in reading activities.

Keywords: Wattpad, reading comprehension, narrative text, digital learning

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah penggunaan aplikasi Wattpad memberikan pengaruh yang signifikan terhadap pemahaman membaca siswa pada teks naratif. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimental menggunakan one-group pre-test dan post-test. Populasi penelitian ini adalah siswa kelas XI MA Darul Hikmah tahun ajaran 2025/2026. Sampel penelitian terdiri dari 19 siswa kelas XI 2 yang dipilih melalui purposive sampling. Instrumen yang digunakan dalam penelitian ini adalah tes pemahaman membaca berbentuk pilihan ganda yang terdiri dari 35 soal yang

diberikan pada pre-test dan post-test. Perlakuan dilakukan melalui empat kali pertemuan dengan menggunakan Wattpad sebagai media pembelajaran teks naratif. Selama perlakuan, siswa diminta membaca cerita naratif di Wattpad, mengidentifikasi ide pokok, menganalisis tokoh dan nilai moral, menjawab pertanyaan pemahaman, serta membuat inferensi berdasarkan teks yang mereka baca. Data dianalisis menggunakan IBM SPSS Statistics 25, meliputi uji validitas, uji reliabilitas, uji normalitas, dan uji paired sample t-test. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa meningkat dari 53 pada pre-test menjadi 74,9 pada post-test, yang menunjukkan adanya peningkatan yang cukup besar pada kemampuan pemahaman membaca siswa setelah penerapan Wattpad. Selain itu, nilai signifikansi pada paired sample t-test adalah 0,000 yang lebih rendah dari taraf signifikansi 0,05. Oleh karena itu, hipotesis alternatif (H_a) diterima dan hipotesis nol (H_o) ditolak. Dapat disimpulkan bahwa penggunaan aplikasi Wattpad memberikan pengaruh positif yang signifikan terhadap pemahaman membaca siswa pada teks naratif serta membantu meningkatkan minat dan keterlibatan siswa dalam kegiatan membaca.

Kata kunci: Wattpad, pemahaman bacaan, teks naratif, pembelajaran digital

A. Introduction

English is one of the important subjects taught at school because it supports students in communication and access to global information. In learning English, students are expected to master four language skills, namely listening, speaking, reading, and writing. Among those skills, reading plays an important role because students obtain information, develop vocabulary, and improve understanding through reading activities.

Reading comprehension is the ability to understand and interpret written texts effectively. However, many students still experience difficulties in comprehending English texts,

especially narrative texts. Based on observations conducted during PLP activities at MA Darul Hikmah, several students showed low motivation and limited interest in reading English texts. Conventional teaching methods such as using textbooks and whiteboards often made students feel bored and less engaged during the learning process.

In the digital era, technology can be integrated into the learning process to make learning more interesting and interactive. One of the digital platforms that can be used in reading activities is Wattpad. Wattpad is an online application that provides various genres of stories and allows users to read and share stories freely.

Through Wattpad, students can access narrative texts that are more attractive and relatable to their interests. Several previous studies have shown that Wattpad can improve students' reading comprehension and reading motivation. However, studies related to the implementation of Wattpad in improving students' reading comprehension of narrative texts are still limited, especially at MA Darul Hikmah. Therefore, this study focused on investigating the effect of using the Wattpad application on students' reading comprehension of narrative texts. The formulation of the problem in this study was: "Is there any significant effect of using the Wattpad application on students' reading comprehension of narrative texts?" The objective of this research was to find out whether there was a significant effect of using the Wattpad application on students' reading comprehension of narrative texts.

B. Method

This study employed a quantitative approach using a pre-experimental research design with one-group pre-test and post-test design. The purpose of this study was

to investigate whether the use of the Wattpad application had a significant effect on students' reading comprehension of narrative texts. In this design, students were given a pre-test before the treatment and a post-test after the treatment to measure the improvement in their reading comprehension ability. The research was conducted at MA Darul Hikmah in the academic year 2025/2026. The population of this study consisted of all eleventh-grade students, totaling 168 students from eight classes. The sample of this research was class XI 2, consisting of 19 students. The sample was selected using purposive sampling technique because the class was considered suitable for the objectives of the research and had relatively similar English ability.

The instrument used in this research was a reading comprehension test in the form of multiple-choice questions. The test consisted of 35 items covering several indicators of reading comprehension, namely finding factual information, identifying main ideas, understanding, vocabulary identifying references, making inferences, understanding generic

structures, and identifying language features of narrative texts. The data collection procedure consisted of three stages. First, the researcher administered a pre-test to measure students' initial reading comprehension ability. Second, the researcher conducted the treatment using the Wattpad application in four meetings. During the treatment, students read narrative texts from Wattpad and completed several reading comprehension activities such as identifying main ideas, analyzing moral values, making inferences, and summarizing stories. Third, the researcher administered a post-test to measure students' reading comprehension improvement after the treatment.

The collected data were analyzed using IBM SPSS Statistics 25. Several statistical analyses were conducted, including validity test, reliability test, normality test, and paired sample t-test. The validity test was used to determine whether the test items were appropriate for measuring reading comprehension. The reliability test was conducted using Cronbach's Alpha to measure the consistency of the instrument.

The normality test was used to determine whether the data were normally distributed. Finally, the paired sample t-test was applied to determine whether there was a significant difference between the students' pre-test and post-test scores after the implementation of the Wattpad application.

C. Research Result

This research was conducted to investigate the effect of using the Wattpad application on students' reading comprehension of narrative texts at MA Darul Hikmah. The research used a pre-experimental design with one-group pre-test and post-test involving 19 students of class XI 2 as the sample. The data were collected through reading comprehension tests administered before and after the treatment. Before the treatment was conducted, the students were given a pre-test to measure their initial reading comprehension ability. The result of the pre-test showed that the students' achievement in reading comprehension was still relatively low. The total score of the students in the pre-test was 1007 with a mean

score of 53. The highest score achieved by the students was 78, while the lowest score was 43. Most students still had difficulties in identifying main ideas, finding specific information, understanding vocabulary, identifying references, and making inferences from narrative texts. After the pre-test, the researcher conducted the treatment through four meetings using the Wattpad application as a learning medium. During the treatment, students read narrative stories from Wattpad, analyzed the generic structure of the texts, identified moral values, answered comprehension questions, and discussed the stories with the teacher and classmates. The use of Wattpad provided students with more interesting and interactive reading materials that encouraged them to participate actively in the learning process.

After the treatment was completed, the students were given a post-test to measure their reading comprehension improvement. The post-test result showed a significant improvement in students' reading comprehension achievement. The total score of the post-test was 1424

with a mean score of 74.9. The highest score increased to 92, while the lowest score increased to 58. Most students achieved scores above 70, indicating that their understanding of narrative texts improved after using the Wattpad application.

Table 4.1 Students' Pre-test and Post-test Scores

No	Students	Pre-test	Post-test
1	S1	49	77
2	S2	49	80
3	S3	52	58
4	S4	58	63
5	S5	55	66
6	S6	52	60
7	S7	43	86
8	S8	60	80
9	S9	46	78
10	S10	43	71
11	S11	43	92
12	S12	46	83
13	S13	52	72

No	Students	Pre-test	Post-test
14	S14	46	75
15	S15	43	58
16	S16	69	89
17	S17	78	86
18	S18	63	78
19	S19	60	72
Total		1007	1424
Mean		53	74.9

Based on the table above, the students' scores increased after the implementation of the Wattpad application. The mean score improved from 53 in the pre-test to 74.9 in the post-test. This improvement indicates that students performed better in reading comprehension after receiving the treatment.

The normality test was conducted using Kolmogorov–Smirnov and Shapiro–Wilk tests through IBM SPSS Statistics 25. The result showed that the significance values were higher than 0.05, indicating that the data were normally distributed.

Table 4.2 Test of Normality

Test	Statistic	df	Sig.
Kolmogorov–Smirnov	0.099	19	0.200
Shapiro–Wilk	0.958	19	0.540

The table above shows that the significance values of both tests were greater than 0.05. Therefore, the data were considered normally distributed and suitable for parametric statistical analysis.

To test the hypothesis, the researcher used a paired sample t-test. The result showed that the significance value was lower than 0.05, indicating a significant effect of the Wattpad application on students' reading comprehension.

Table 4.3 Paired Sample T-Test

Test	Mean Difference	T	df	Sig. (2-tailed)
Pre-test and Post-test	-21.895	10.742	18	0.000

Based on the table above, the significance value of the paired sample t-test was 0.000, which was

lower than 0.05. Therefore, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It means that the use of the Wattpad application gave a significant effect on students' reading comprehension of narrative texts.

D. Discussion

The findings of this research demonstrated that the implementation of the Wattpad application significantly improved students' reading comprehension of narrative texts. The improvement can be seen from the increase in the students' mean score from 53 in the pre-test to 74.9 in the post-test. This result indicates that Wattpad contributed positively to students' comprehension achievement after the treatment was conducted. One important factor that may explain this improvement is students' motivation and engagement during the learning process. Wattpad provides various narrative stories that are interesting, relatable, and appropriate for teenagers. The attractive reading materials encouraged students to become more interested in reading activities. Compared to conventional reading methods that rely only on textbooks,

Wattpad offered a more enjoyable and interactive learning experience. As a result, students became more active in understanding the content of the texts and participating in classroom discussions.

In addition, the accessibility of Wattpad may also support students' reading improvement. Students were able to access stories through smartphones anytime and anywhere, which increased their exposure to English texts outside the classroom. Frequent reading activities may help students improve vocabulary mastery, identify main ideas, understand text structures, and develop inference skills. During the treatment sessions, students also showed greater enthusiasm and confidence in answering comprehension questions and expressing their understanding of the stories. The findings of this research are consistent with the theory proposed by McLaughlin (2018), which states that reading is an interactive process between readers and texts. Students construct meaning by actively engaging with reading materials and applying their prior knowledge during reading

E. Conclusion

Based on the findings and discussion of this research, it can be concluded that the use of the Wattpad application gave a significant positive effect on students' reading comprehension of narrative texts at MA Darul Hikmah. The implementation of Wattpad as a learning medium helped students improve their ability to understand narrative texts, including identifying main ideas, finding specific information, understanding vocabulary, identifying references, and making inferences.

The improvement can be seen from the result of the students' scores in the pre-test and post-test. The mean score increased from 53 in the pre-test to 74.9 in the post-test after the treatment was conducted. In addition, the result of the paired sample t-test showed that the significance value was 0.000, which was lower than the significance level of 0.05. Therefore, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. This indicates that there was a significant difference between students' reading comprehension

before and after using the Wattpad application.

The findings also revealed that Wattpad created a more engaging and enjoyable learning atmosphere. Students became more motivated and actively participated in reading activities because Wattpad provided interesting and accessible narrative stories that matched students' interests. The use of digital media in reading instruction encouraged students to read more frequently and interact more actively with the texts.

Overall, the use of the Wattpad application can be considered an effective alternative learning medium to improve students' reading comprehension of narrative texts. Therefore, English teachers are encouraged to integrate digital reading platforms such as Wattpad into classroom activities in order to create more interactive and student-centered learning experiences.

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