



# Implementing Extensive Reading with Wattpad to Improve English Students Reading Comprehension at Senior High School Level

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Article Info	Abstract
<b>Article History</b> Received: 2024-05-07 Revised: 2024-06-27 Published: 2024-07-01  <b>Keywords:</b> <i>Language Attitude; Language Selection; Forming Mental Personality.</i>	Reading comprehension is important, but low interest among middle school students has led to further research. Using the extensive reading method with Wattpad can improve students' reading skills significantly. This research aims to improve middle school students' reading comprehension by integrating Wattpad as a learning medium, offering an alternative method in English language education. This research uses statistical analyzes such as normality, homogeneity, Howell game post hoc, and Welch's test. This research used a quasi-experimental design with the experimental group using Wattpad and the control group using traditional methods. A quasi-experimental design was chosen because there are external variables that are beyond the researcher's control. The research subjects consisted of two groups: the experimental group received extensive reading treatment with Wattpad, and the control group used traditional methods. . Analysis of this research data confirms the effectiveness of extensive reading with Wattpad. Statistical tests show normality, homogeneity, and significant differences between the experimental group and the control group. These findings are in line with previous research which shows that extensive reading significantly improves students' comprehension skills. In conclusion, this research provides strong evidence that extensive reading with Wattpad has a positive impact on comprehension student reading.
Artikel Info	Abstrak
<b>Sejarah Artikel</b> Diterima: 2024-05-07 Direvisi: 2024-06-27 Dipublikasi: 2024-07-01  <b>Kata kunci:</b> <i>Sikap Bahasa; Pemilihan Bahasa; Pembentuk Mental Kepribadian.</i>	Pemahaman membaca memang penting, namun rendahnya minat siswa sekolah menengah menyebabkan penelitian lebih lanjut. Menggunakan metode membaca ekstensif dengan Wattpad dapat meningkatkan kemampuan membaca siswa secara signifikan. Penelitian ini bertujuan untuk meningkatkan pemahaman membaca siswa sekolah menengah dengan mengintegrasikan Wattpad sebagai media pembelajaran, menawarkan metode alternatif dalam pendidikan bahasa Inggris. Penelitian ini menggunakan analisis statistik seperti normalitas, homogenitas, Howell game post hoc, dan uji Welch. Penelitian ini menggunakan desain eksperimen semu dengan kelompok eksperimen menggunakan Wattpad dan kelompok kontrol menggunakan metode tradisional. Desain eksperimen semu dipilih karena terdapat variabel eksternal yang berada di luar kendali peneliti. Subyek penelitian terdiri dari dua kelompok: kelompok eksperimen mendapat perlakuan membaca ekstensif dengan Wattpad, dan kelompok kontrol menggunakan metode tradisional. Analisis data penelitian ini menegaskan efektivitas membaca ekstensif dengan Wattpad. Uji statistik menunjukkan normalitas, homogenitas dan perbedaan signifikan antara kelompok eksperimen dan kelompok kontrol. Temuan ini sejalan dengan penelitian sebelumnya yang menunjukkan bahwa membaca ekstensif secara signifikan meningkatkan keterampilan pemahaman siswa. Kesimpulannya, penelitian ini memberikan bukti kuat bahwa membaca ekstensif dengan Wattpad memberikan dampak positif terhadap pemahaman membaca siswa.

## I. INTRODUCTION

Learning to read English plays a very important role in learning, social and emotional activities. As time goes by, reading materials are becoming easier to obtain digitally. Through learning to read, comprehension plays a very important role in the process of student learning development, reading itself is an important component in the learning process. (Li, J and Qin, 2006). Mikeladze (2014) suggests that extensive

reading contributes to increasing students' reading fluency and vocabulary, as well as providing an enjoyable reading experience. Wattpad is a digital reading medium that can be accessed by creating an account on a blog or the Wattpad application. Apart from that, Wattpad can also function as a discussion forum so that readers and writers can discuss with each other. The Wattpad application is very helpful for implementing reading skills. According to

Nabhan (2021), students today are considered digital natives who have the ability to utilize digital technology. They grew up in a technology-centric world with ubiquitous digital tools and texts. Generation Z around the world uses computers, mobile phones, or tablets to communicate, explore, play, and learn (Shinas & Wen, 2022). Generation Z can use digital literacy media to search for reading that they are interested in to develop their writing through several references to the reading they have read.

Therefore, researchers want to examine the application of extensive reading with Wattpad to improve students' reading comprehension. It has long been known that Extensive Reading can overcome this problem because Extensive Reading allows students to be more varied in their reading material because they can read authentic texts from various sources such as newspapers, journals, tabloids, articles, books, novels, short stories, magazines and web pages and is actually applied outside the classroom because most people find it fun to read, (Harmer, 2007). (Powell, 2005) defines extensive reading as reading large amounts of material that is easy to understand and is usually done in the student's comfort zone outside the classroom. Therefore, students are allowed to choose the reading material they want to read. Therefore, it is hoped that the results of this research can contribute to the extensive use of reading with Wattpad to improve English reading comprehension and open up new possibilities for teachers who have never used this method before. Teachers can use this media to help students improve reading comprehension at school.

## II. METHOD

This research uses quantitative data. The stages in the research are data analysis techniques using statistical analysis of normality, homogeneity, the Howel game post hoc test and the Welch test in testing quantitative data. According to (Mohajan, 2020). Experimental design can be interpreted as a research method used to determine the effect of a certain treatment under controlled conditions. Meanwhile, quasi-experimental design is a type of research design that has a control group and an experimental group that are not chosen randomly. A similar opinion was also expressed by Suharsimi Arikunto (2000: 272) who defined experimental research as research that is intended to determine whether or not there are consequences of treatment for the subjects being

studied. The way to find out is by comparing one or more experimental groups that were treated with a comparison group that was not treated. The research subjects consisted of two groups, one group was an experimental group that received treatment using extensive reading with the digital learning media Wattpad and the other group was a control group that received traditional methods. Meanwhile, the researcher decided to use a quasi-experimental design because in this study there were external variables that the researcher could not control. Class XI of SMA N 3 Bandar Lampung will be the subject of this research, and the population is students of SMA N 3 Bandar Lampung.

## III. RESULT AND DISCUSSION

### A. Result

This research examines the influence of the Extensive Reading method and Wattpad as learning media used in the classroom, with a focus on improving the results of the student reading comprehension learning process. This research highlights the positive impact of combining the Extensive Reading method with Wattpad on learning outcomes, which is supported by the data presented. With one process in the experimental class in the form of a pre-test of 40 questions that students must answer. These questions were asked before the treatment process to find out the extent of the students' English reading abilities. (Yuliarsih & Sy, 2022)

**Table 1.** Frequency Distribution Pre-Test Experimental Class

No.	Interval	Frequency	%	category
1.	85-100	3	10,00%	Very Good
2.	75-84	14	46,67%	Good
3.	65-74	3	10,00%	Fair
4.	55-64	10	33,33%	Bad
Total		=100		100,00

Overall, it was found that only 3 students answered completely correctly (40) or 100%. The number of students who were able to answer questions (30 - 34) with grades 75 - 84 was 46.67%. On the other hand, 10.00% of students got "Medium" (answered 30 questions) and "Poor" (answered 0-23 questions) as many as 33.33%. meaning you can only answer zero to 23 questions. Therefore, achieving a higher score is normal, as can be seen from the high number of cases in the range 85-100 and 75-84.

**Table 2.** Frequency Distribution Post-Test Experimental Class

No.	Interval	Frequency	%	category
1.	85-100	6	20,00%	Very Good
2.	75-84	16	53,33%	Good
3.	65-74	6	20,00%	Fair
4.	55-64	2	6,67%	Bad
Total		= 100		100,00

There were 6 students who got scores in the 85-100 range, accounting for 20.00% of the total students tested. 16 students scored between 75 and 84, accounting for 53.00% of the total. students tested. 6 students scored between 65 and 74, accounting for 20.00% of the total students who took the test. There were 2 students who had scores between 55 and 65, accounting for 6.67% of the total students tested. Therefore, it was concluded that there was an increase in the number of students who obtained high scores (85-100) after using the Wattpad Extensive Reading method. Most students obtained good scores (75-84) which shows a significant increase in general abilities. at the lowest score (55-65) there was an increase in the number of student scores seen in the previous data. Based on the data above, it can be concluded that using the extensive reading method with Wattpad as a learning medium can provide a positive significance in improving students' reading comprehension in English. This shows the effectiveness of this method in improving student learning outcomes in terms of English reading ability.

**Table 3.** Frequency Distribution Pre-Test Control Class

No.	Interval	Frequency	%	category
1.	85-100	2	5,26%	Very Good
2.	75-84	7	18,42%	Good
3.	65-74	9	30,00%	Fair
4.	55-64	12	40,00%	Bad
Total		= 100		100,00

Based on the data table above, it can be concluded that the pre-test was carried out before the teaching and learning process. Applying group and individual class discussion methods with the same material as the experimental class, namely narrative text. There were 2 students tested who obtained scores between (85 -100) 5.26% of the total number of students tested. There were 7 students tested who got scores between (75-

84) or 18.42% of the total students tested. There were 9 students tested (65-74), namely 30.00% of the total students tested. There were 9 students who obtained scores (55-64), namely 40.00% of the total students tested. Most students obtained relatively low scores (55-64) before carrying out group discussions, namely 40.00% of the total students who took part in the test activities. There were several students (30.00%) who obtained scores in the range 65-74, indicating variations in ability. There were several students (5.26%) who obtained scores in the range of 85 – 100 before carrying out group class discussions. This shows that before the group and individual discussion methods were applied there were variations in students' ability to understand narrative text material. Average student scores tend to be low, with most students falling in the 55-65 score range.

**Table 4.** Frequency Distribution Post-Test Control Class

No.	Interval	Frequency	%	category
1.	85-100	5	16,67%	Very Good
2.	75-84	11	36,67%	Good
3.	65-74	5	16,67%	Fair
4.	55-64	9	30,00%	Bad
Total		= 100		100,00

Based on the data table above, it can be concluded that the post-test was carried out after the treatment process of applying group and individual discussion methods with the same material as the experimental class, namely narrative text, There were 5 students who got a score (85-100) as much as 16.67% of the total students tested, 11 students got a score (75-84) as much as 36.67% of the total students tested, 5 students got a score (56-74) as much as 16.67% of the remaining total tested, 9 students got a score (0-55) as much as 30% of the total students tested. There was an increase in the number of students who obtained high scores (84 and 100) after using the Group Class Discussion method and individual assignments. This shows how this approach can help students improve their reading comprehension of narrative texts. After implementing the Discussion Group Class approach and individual assignments, the majority of students obtained scores of 84 and 74 which shows an increase in learning outcomes in English reading comprehension. Although there are still some students who get low scores (55), this number is small enough

to indicate an increase in understanding of the material.

**Table 5.** Descriptive Statistical

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre Test Eksperimental	30	20	90	1665	55.50	23.383
Post Test Eksperimental	30	30	90	2250	75.00	12.082
Pre Test Control	30	40	90	1890	63.00	14.057
Post Test Control	30	35	90	2037	67.90	16.522
Valid N (listwise)	30					

Based on the data, there are several facts, namely that the average experimental post test score has increased from initially only 55.50 in the pre test to 75.00 in the post test, showing quite a significant increase. In the control class, the average score also increased from 63.00 in the pre-test to 67.90 in the post-test, indicating an increase that was not too significant compared to the pre-test and post-test scores in the experimental class. The treatment that was given to the experimental class seemed to have a significant increase in participants' performance compared to the control class. This is evidenced by a greater increase in the average and a decrease in the standard deviation in the experimental group, which means that the use of the intensive reading learning method with the Wattpad novel learning media in the experimental class is more effective than the conventional learning method applied in the control class.

**Table 6.** Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.740	.920	40

Based on the instrument data in this study, there is good to very good reliability. The Cronbach's Alpha value of 0.740 shows that the instrument is quite reliable, but the value of 0.920 based on standardized items shows that the internal consistency of the instrument is very high. It can be concluded that with high reliability based on standardized item values, this instrument is very appropriate if used in further research because it provides consistent and reliable results.

**Table 7.** Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.795	.939	50

Based on the instrument data in this study, there is good reliability with a Cronbach's Alpha value of 0.795. However, there is also a higher value, namely 0.939, indicating that there is very high internal consistency of the instrument after the items are standardized. Based on this very good reliability, especially after the items were standardized, it shows that this instrument is very suitable for use in further research. This instrument can also provide consistent and reliable results.

**Table 8.** Normality Test Pre-Test Control Class – Post-Test Control Class

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post Test Kelas Control	40	0.187	3		0.998	3	0.917
Pre Test Kelas Control	50	0.297	4		0.928	4	0.581
	65	0.260	2				
	70	0.318	3		0.887	3	0.344
	75	0.256	6	.200 <sup>*</sup>	0.862	6	0.195
	80	0.278	4		0.942	4	0.665
	85	0.260	2				
	90	0.288	3		0.928	3	0.482

Based on the Shapiro-Wilk normality test data, all subsets of the data tested show a significance value greater than 0.05, which means that they are normally distributed. and based on the results of the Kolmogorov-Smirnov test, most of the subset showed (N = 75), the results also showed normality. In conclusion, the normality test data shows that the data in the "Control Class Post Test" can be considered to follow a normal distribution based on the results of the Shapiro-Wilk test.

**Table 9.** Normality Test Pre-Test Control Class – Pre-Test Eksperiment Class

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre Test Kelas Eksperiment	30	0.260	2				
Pre Test Kelas Control	50	0.260	2				
	70	0.260	2				
	80	0.145	13	.200 <sup>*</sup>	0.953	13	0.652
	90	0.301	3		0.911	3	0.421

Based on the normality test data, the results of the Shapiro-Wilk test show that the data in the subset with N = 80 and N = 90 can be considered to follow a normal distribution. Because there is a significance value in the K-S test for N = 80 which also shows normality, based on this data it can be concluded that the "Experimental Class Pre Test" data is normally distributed.

**Table 10.** Normality Test Pre-Test Control Class – Post-Test Eksperiment Class

Post Test Kelas Eksperiment		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre Test Kelas Control	70	0.182	4		0.835	4	0.180
	75	0.185	7	0.089	0.872	7	0.193
	80	0.251	8	0.146	0.862	8	0.127
	85	0.238	3		0.982	3	0.745
	90	0.260	2				

Based on the data above, it shows that, Kolmogorov-Smirnov Test: Results for N = 75 (Sig. = 0.089) show that the data follows a normal distribution. Results for N = 80 (Sig. = 0.146) show that the data is normally distributed. Shapiro-Wilk Test: Results for N = 70, N = 75, N = 80, and N = 85 show that the significant data is normally distributed (Sig. value > 0.05). It can be concluded that overall, based on the results of the Shapiro-Wilk test and the results of the Kolmogorov-Smirnov test, the "Post Test Experiment Class" and "Pre Test Control Class" data can be considered to follow a normal distribution.

**Table 11.** Homogenitas One Way Anova

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2465.100	3	821.700	2.965	.035
Within Groups	32145.400	116	277.116		
Total	34610.500	119			

Based on the one way ANOVA homogeneity test, it can be concluded that the Null Hypothesis (H0): There is no significant mean difference between the groups. Alternative Hypothesis (H1): There is at least one significant mean difference between the groups. Because the significance value (0.035) is smaller than 0.05, we reject the null hypothesis (H0). This means that there is a statistically significant mean difference between the groups tested.

**Table 12.** Homogenitas Pos Hoc Test Games Howell

(i) kelas	(j) kelas	Mean		Sig.	95% Confidence Interval	
		Difference (i-j)	Std. Error		Lower Bound	Upper Bound
pre test eks	post test eks	-9.900	4.611	.154	-12.20	2.40
	pre test cont	2.100	4.798	.972	-10.66	14.86
	post test cont	-2.800	5.053	.945	-16.20	10.60
post test eks	pre test eks	9.900	4.611	.154	-2.40	22.20
	pre test cont	12.000 <sup>a</sup>	3.378	.004	3.06	20.94
	post test cont	7.100	3.732	.239	-2.80	17.00
pre test cont	pre test eks	-2.100	4.798	.972	-14.86	10.66
	post test eks	-12.000 <sup>a</sup>	3.378	.004	-10.94	-3.06
	post test cont	-4.900	3.961	.606	-15.38	5.58
post test cont	pre test eks	2.800	5.053	.945	-10.60	16.20
	post test eks	-7.100	3.732	.239	-17.00	2.80
	pre test cont	4.900	3.961	.606	-5.58	15.38

<sup>a</sup>. The mean difference is significant at the 0.05 level.

Based on the Howell Games post hoc homogeneity test, there is a significant difference between the Experimental Post Test and Control Pre Test at the 0.05 level (Sig. = 0.004), indicating that the average learning outcomes between these two groups are significantly different. Apart from these comparisons, no other significant differences were found between the other groups (Sig. value > 0.05).

**Table 13.** Welch test

	Statistic <sup>a</sup>	df1	df2	Sig.
Welch	4.565	3	63.281	.006

Based on the Welch test, there are significant differences in student learning outcomes between the groups tested. With a significance value of 0.006, based on these results you can confidently reject the null hypothesis which states there is no difference in means and accept the alternative hypothesis that there is a significant difference. Therefore, this is in line with research conducted with significant differences showing that the extensive reading learning method using digital novels from Wattpad is more effective in improving students' reading comprehension at the high school level.

## B. Pembahasan

Based on existing data, we found that the extensive reading learning method was more effective than the conventional method because the extensive learning method using Wattpad was proven to be effective in improving students' reading comprehension. This was proven by a significant increase in the average score from 55.50 to 75.00 after treatment in the experimental class. Meanwhile, most of the experimental group students obtained high scores (75-84 and 85-100), indicating significant reading ability after implementing this method. This is in line with what was explained previously that the extensive reading method has been proven to be able to increase students' reading comprehension significantly and provide a positive impact.

This is also supported by previous research, namely (Harmer, 2007). Research studies show that extensive reading is effective in improving reading speed and comprehension. This appears to lead to substantial vocabulary learning and students

demonstrate their growth in spelling and vocabulary knowledge. It was also reported that extensification can also improve students' affective domains such as motivation and reading attitudes (Shen, 2008). (Powell, 2005) defines extensive reading as reading large amounts of material that is easy to understand and is usually done in the student's comfort zone outside the classroom. Therefore, students are allowed to choose the reading material they want to read.

#### **IV. CONCLUSION AND SUGGESTION**

##### **A. Conclusion**

The conclusion is, based on the data that has been described, it provides strong evidence that using extensive learning methods combined with Wattpad as a learning medium can significantly improve students' reading abilities and have a positive impact. Therefore, this method can be considered as an alternative learning method in the English teaching and learning process at the high school level.

##### **B. Suggestion**

The researcher wants to give advice to teachers. This research shows good results. and proves that there are differences between each student in the class regarding English reading comprehension, and it is hoped that teachers can create a fun scope for learning to read by giving students reading texts that are not boring. It is hoped that the results of this research can be a reference for other researchers using extensive reading with Wattpad as a medium to improve English students' reading comprehension in an interesting way.

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