

**THE INFLUENCE OF WATTPAD APPLICATION
OF READING COMPREHENSION ON NARRATIVE
TEXT AT THE SECOND SEMESTER OF THE
EIGHTH GRADE AT MTs DARUSSALAM
IN THE ACADEMIC YEAR OF 2022/2023**

A Thesis

Submitted as a Partical Fulfilment of
the Requirement for S-1 Degree

By :

**IRA NUR AFIFAH
NPM 1811040302**

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING
FACULTY ISLAMIC STATE UNIVERSITY OF
RADEN INTAN LAMPUNG
2023**

**THE INFLUENCE OF WATTPAD APPLICATION
OF READING COMPREHENSION ON NARRATIVE
TEXT AT THE SECOND SEMESTER OF THE
EIGHTH GRADE AT MTs DARUSSALAM
IN THE ACADEMIC YEAR OF 2022/2023**

A Thesis

Submitted as a Partical Fulfilment of
the Requirement for S-1 Degree

By :

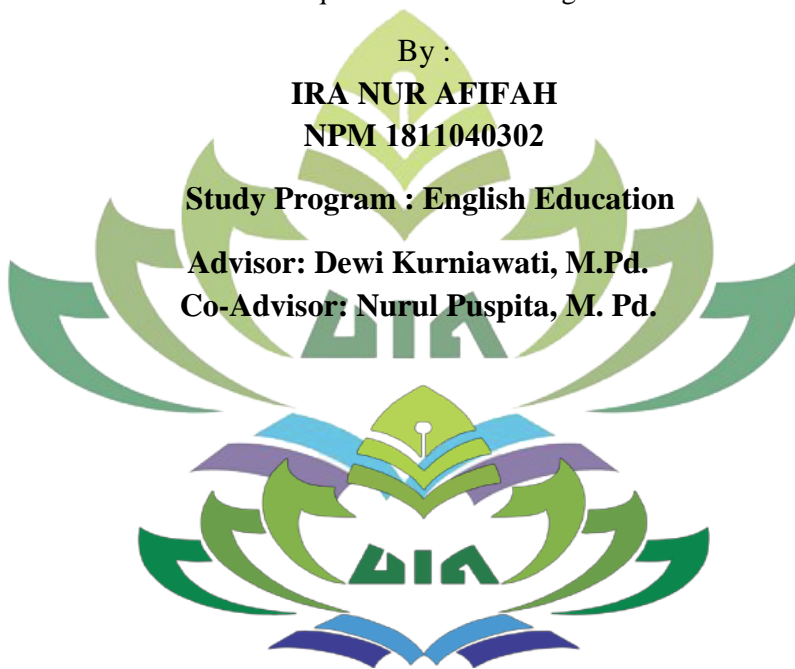
IRA NUR AFIFAH

NPM 1811040302

Study Program : English Education

Advisor: Dewi Kurniawati, M.Pd.

Co-Advisor: Nurul Puspita, M. Pd.



**TARBIYAH AND TEACHER TRAINING
FACULTY ISLAMIC STATE UNIVERSITY OF
RADEN INTAN LAMPUNG
2023**

ABSTRACT

Reading is one of the most important activities to get information. The students reading comprehension in MTs Darussalam Batumarta VI is still low. To solve this problem, the researcher applied Wattpad application to develop students reading comprehension. This application helped students to be more active and enjoyable in learning English especially in reading. The objective of this research is to find out whether there is an influence of Wattpad Application in Teaching Reading Comprehension on Narrative Text at the Second Semester of the Eighth Grade at MTs Darussalam in the Academic Year of 2022/2023.

This research use quantitative approach. It was focus on the influence of the Wattpad application to teaching raeding comprehension. The researcher used quasi experimental research with one group pre-test and post-test.

In this research, there were found the influence of Wattpad application in teaching reading comprehension on narrative text in MTs DARUSSALAM Batumarta VI. It was proven from the result of hyphothetical test showed that Sig. (P_{value}) or Sig. (2-tailed) of the equal variance was 0,000 and the $\alpha = 0,05$. It means that Sig. (P_{value}) $< \alpha$, so H_0 is rejected and H_a accepted. Furthermore the result of average score of post-test in experimental class and control class was different before and after the treatment. The average score of experimental class and control class was slightly different. The experimental class which got the treatment showed the higher average score than the average score of control class who learning with the Textbook.

Keywords : Reading Comprehension, Wattpad application

DECLARATION

I hereby state that this thesis entitled “The Influence of Wattpad Application in Teaching Reading Comprehension on Narrative Text at the Second Semester of the Eighth Grade MTs Darussalam in Academic year of 2022/2023” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in this thesis.

Bandar Lampung, June 11th 2023

Declared by,



Ira Nur Afifah

1811040302



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Letkol. H. Endro Suratmin Sukarame | Bandar Lampung 35131 | Telp. (0721) 703260

APPROVAL

Title : **The Influence of Wattpad Application in Reading Comprehension on Narrative text at The Second Semester of The Eighth Grade of MTs Darussalam In Academic Year of 2022/2023**

Student's Name : Ira Nur Afifah

Student's Number : 1811040302

Study Program : English Education

Faculty : Tarbiyah and Teacher Training


APPROVED

To be tested and defended in the examination session at Tarbiyah and Teacher Training Faculty State Islamic University of Raden Intan Lampung

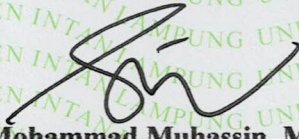
Advisor,

Co-Advisor,


Dewi Kurniawati, M.Pd
NIP. 198006012006042047


Nurul Puspita, M.Pd
NIP. 198907172015032004

The Chairperson
of English Education Study Program


Dr. Mohammad Muhassin, M.Hum
NIP. 197708182008011012



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol H. Endro Suratmin, Sukarame I, Bandar Lampung 35131 Telp(0721)703260.

ADMISSION

A thesis entitled : **“THE INFLUENCE OF WATTPAD APPLICATION IN READING COMPREHENSION ON NARRATIVE TEXT AT THE SECOND SEMESTER OF THE EIGHTH GRADE AT MTs DARUSSALAM IN THE ACADEMIC YEAR OF 2022/2023”** by: **IRA NUR AFIFAH, NPM: 1811040302, Department: English Education**, has been successfully defended as Thesis Defense of the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University of Lampung. The thesis defense was held on: Thursday 20th July 2023.

Board of Examiners:

Chairperson : Prof. Dr. Idham Kholid M.Ag (.....)

Secretary : Sri Suci Suryawati M.Pd (.....)

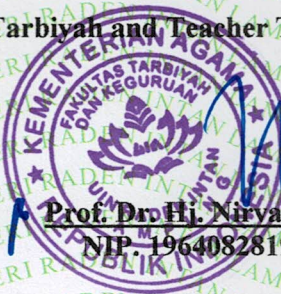
Primary Examiner : Nunun Indrasari, M.Pd (.....)

First Co-Examiner : Dewi Kurniawati, M.Pd (.....)

Second Co-Examiner : Nurul Puspita, M.Pd (.....)

The Dean of

Tarbiyah and Teacher Training Faculty



Prof. Dr. H. Nirya Diana, M.Pd
NIP. 196408281988032002

MOTTO

اقْرَأْ كِتَابَكَ كَفَىٰ بِنَفْسِكَ الْيَوْمَ عَلَيْكَ حَسِيبًا

[It will be said], "Read your record. Sufficient is yourself against you this Day as accountant."

(Chapter Al-Isra : Verse 14)¹



¹ <http://quran.com/17>, accessed on June, 11th 2023

DEDICATION

This thesis is dedicated to:

1. Allah SWT, my lord almighty, who guided me to solve all of my difficulty.
2. My beloved Parents Mr. Abdul Kohar and Mrs. Supatmi who have given the best inspirations, pray, love and everything for me.
3. My beloved brother M. Azas Udin Zuhri and my sister in law Kolifatul Rodiyah, who always support me and remind me to graduate soon.
4. My beloved sister Siti Alifaturrohmah SKEP. Ners and my brother in law Alief Irayono SKEP.Ners. Who always supporting me in every moment.
5. My academic advisor, Dewi Kurniawati, M.Pd who has lead and educate in completed this thesis.
6. My Co-Advisor, Nurul Puspita M.Pd. who educated me and directed me also give the best suggestion in completing this thesis.
7. My beloved lectures and almamater, UIN Raden Intan Lampung.
8. My beloved friends, Devi Novita Sari S.Pd and Tarisa Adelina Siregar, who alwasys support me in completing this thesis.

CURRICULUM VITAE

The researcher name is Ira Nur Afifah whose nick name is Ira. She was born in Oku Timur, on 17th May 2000. She is the third child of three siblings from Mr. Abdul Kohar and Mrs. Supatmi. She has one brother named M. Azas Udin Zuhri and one sister Siti Alifaturrohmah SKED.Ners.

The researcher has officially study at SDN 1 Batumarta IX and graduated at 2012. The researcher continued her study at Boarding School of MTs Wali Songo Ponorogo and graduate at 2015. After that, she continued her study at Ma Darussalam Batumarata VI. Then the researcher continued her study in UIN Raden Intan Lampung.



ACKNOWLEDGEMENT

First of all, all praise is addressed to God, Allah SWT, the merciful, the most Gracious for this blessing and grace given to me during my studies and completing this final assignment. Then, may his greetings and honor of the great prophet Muhammad SAW.

This thesis presented at UIN Raden Intan Lampung English Education course. The main purpose of writing this thesis is to meet some of the taks of students in fulfilment on some requirements to get a S1 degree. Therefore the researcher would to thanks the following people for their idea, time and guidance for this thesis.

1. Prof. Dr. Hj. Nirva Diana, M.Pd as the dean of Tarbiyah Faculty and Teacher Training UIN Raden Intan Lampung.
2. Dr. Mohammad Muhassin, M, Hum. Chairperson of UIN Raden Intan Lampung English Education Study Program.
3. Dewi Kurniawati, M.Pd. the first advisor for guidance and help complete this thesis.
4. Nurul Puspita, M.Pd. the second Co-advisor who has given guidance and supervision especially in correcting this thesis.
5. All nice lecturers of English Education Study Program for their guidance to the writer during her study at UIN Raden Intan Lampung.
6. My parents, Mr. Abdul Kohar and Mrs. Supatmi who always give me the best advice and place for me to finish my thesis.
7. My beloved brother M. Azas Udin Zuhri and my beloved sister Siti Alifaturohma SKED.Ners. who always give me the best advice and place for me to finish my thesis.
8. Nur Rosyidah, S.Pd as head master of MTs Darussalam Batumarta VI. Who allow me to do the research in MTs Darussalam.
9. Samsul S.Pd as English teacher of the Eighth grade of MTs Darussalam who guided me to solve the research.
10. The Eighth grade of MTs Darussalam Batumarta VI, especially class VIII A, VIII B and VIII C that has given

their best participation as a research sample in this research data retrieval process.

11. All students of English Education Study Program from UIN Raden Intan Lampung, especially class D, who accompany me to learning in UIN Raden Intan Lmapung with all of the problem that we solve together.
12. Dear bestfriend Devi Novita Sari S.Pd and Tarisa Adelina Siregar who always give support.

Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis. Any correction, comments and criticism for the improvement of this thesis are always open-heartedly welcome and the writer hopes that this thesis will be useful for the readers.

13. For BTS mambers, Kim Namjoon, Kim Soekjin, Min Yoongi, Jung Hoesok, Park Jimin, Kim Teahyung and Jeon Jungkook. Who have indirectly support the author to complete this thesis.

Bandar Lampung, 30 July 2023

The writer

Ira Nur Afifah

1811040302

TABLE OF CONTENTS

ABSTRACT	ii
DECLARATION	iii
MOTTO	iv
DEDICATION.....	v
CURRICULUM VITAE	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	viii

CHAPTER I INTRODUCTION.....	1
A. Title affirmation	2
B. Background of the problem.....	1
C. Identification and Limitation of the problem	8
D. Formulation of the prolem.....	9
E. Objectives of the problem	9
F. Previous Research	9
G. Scope of the research	11
H. Significances of the study.....	11
I. Systematic of the research.....	12

CHAPTER II FRAME OF THEORY AND HYPOTHESIS

A. The Concept of Reading.....	15
1. Definition of Redaing	15
2. Part of Reading	17
3. Kinds of Reading	18
4. Types of Reading.....	19
5. The Importance of Reading	20
6. Techniques of Learning Reading.....	21
7. The Purpose of Reading	22
B. The Concept of Reading comprehension	23
C. Definition of Teaching Reading	28
D. Narrative text.....	29
1. Definition of Narrative Text	29
2. The Function of Narrative Text	31
3. Types of Narrative Text.....	31

4. Kind of Narrative Text	31
5. Structure of Narrative Text.....	32
6. Language Feature in Narrative Text	33
E. Concept of media	35
1. Characteristic of Social Media.....	36
2. Classification Media	37
F. Concept of watsapp	38
1. Watsapp Application.....	38
2. Procedure of Using Watsapp.....	39
G. Advantages and Disadvantages	45
H. Implementation of Watsapp to Reading Skill.....	46
I. The Procedure of Teaching Reading by using Watsapp application	47
J. Textbook	51
1. Definition of Textbook	51
2. The Strategy of Guided Reading Procedure	53
3. Procedure of Teaching Reading by using Textbook	54
K. Conceptual Framework	55
L. Hypothesis.....	56

CHAPTER III RESEARCH METHODOLOGY

A. Time and place of the research.....	58
B. Research Design.....	58
C. Population, sample and data collection technique.....	59
D. Technique of Data Collection	61
E. Variable of the research	62
F. Operational Definition of Variable	63
G. Procedure of Data Collection	64
H. Research instrument	67
I. Validity and reability test	71
J. Technique of Analysis Data	73
K. Hypothetical Test	74

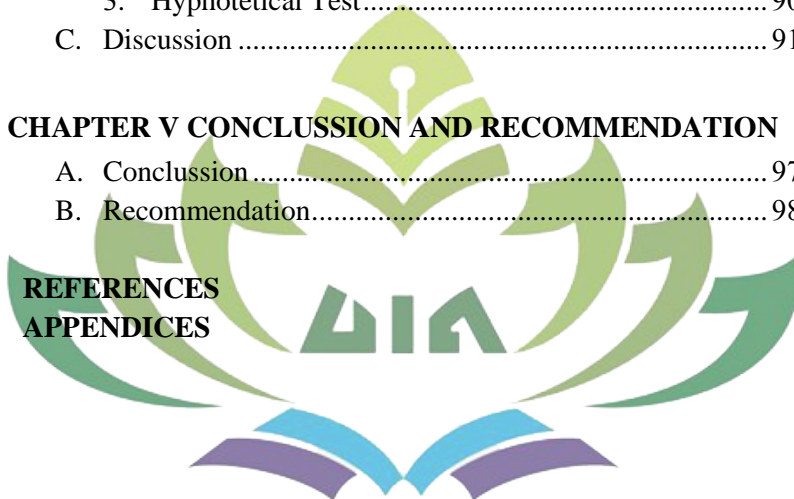
CHAPTER VI RESULT AND DISCUSSION

A. Result of The Research	77
1. Result of Pre-Test	77
a. Result of Pre-Test in Experimental Class.....	77
b. Result of Pre-Test in Control Class.....	81
2. Result of Post-Test.....	84
a. Result of Post-Test in Experimental Class	84
b. Result of Post-Test in Control Class	86
B. Result of Data Analysis.....	88
1. Normality Test.....	88
2. Homogeneity Test.....	89
3. Hyphotetical Test.....	90
C. Discussion	91

CHAPTER V CONCLUSSION AND RECOMMENDATION

A. Conclussion.....	97
B. Recommendation.....	98

REFERENCES
APPENDICES



LIST OF TABLE

Table 1.1 Students Score of Reading In The First Semester of Eighth Grade MTs Darussalam.....	6
Table 2.1 The Characteristics of Narrative Text	33
Table 3.1 The Total Number of Students Eighth Grade MTs Darussalam	60
Table 3.2 The Item Pre-Test and Post-test Before Validity	68
Table 3.3 The Item Pre-test and Post-test After Validity	70
Table 3.4 The level of Reliability	73
Table 4.1 Statistics of the Result of the Pre-test of Eksperimental Class.....	79
Table 4.2 Statistics of the Result of the Pre-test of Control Class	82
Table 4.3 Statistics of the Result of the Post-test of Experimental Class.....	86
Table 4.4 Statistics of the Result of the Post-test of Control Class	88
Table 4.5 The Normality Test of Pre-test and Post-test Experimen and Control Class.....	89
Table 4.6 The Homogeneity Test of Experiment and Control Class.....	90
Table 4.7 The Result of Hypothetical Test	91

LIST OF FIGURE

Figure 2.1 Playstore.....	40
Figure 2.2 Appstore.....	40
Figure 2.3 Website or Google Site	40
Figure 2.4 Creat Account	41
Figure 2.5 Update Profile	41
Figure 2.6 Desktop Navigation	42
Figure 2.7 Find Stories To Read	43
Figure 2.8 View Story	44
Figure 2.9 Claim The Title.....	44
Figure 2.10 Use The Library	45
Figure 4.1 Graph The Result of Pretest of Experimental Class.....	42
Figure 4.2 Graph the Result of Pre-test of Control Class.....	45
Figure 4.3 Graph the Result of Post-test of Experimental Class	48
Figure 4.4 Graph the Result of Post-test of Control Class	50

LIST OF APPENDICES

List of appendices

Appendix 1 The Result Interview with English Teacher MTs Darussalam Batamarta VI

Appendix 4 lesson plan for Experimental Class

Appendix 5 lesson plan for Control Class

Appendix 9 Vlidation of the Items For Try

Out Pre TestAppendix 10 Try Out Pre-test After Validity

Appendix 11 Try Out Post-test After Validity

Appendix 13 Validation Form for Reading

Test Pre-Test

Appendix 14 Validation Form for Reading

Test Post-Test

Appendix 15 Result of Pre-Test in Experimental Class

Appendix 16 Result of Pre-test of Control ClassAppendix 17
Result of Normality Test

Appendix 18 Gain Score of Experimental Class

Appendix 19 Gain Score of Cotrol Class

Appendix 20 Photo and Documentation

CHAPTER I

INTRODUCTION

A. Title Affirmation

Title affirmation is an explanation or clarification of the title in detail. In this case, it is principal to add a title affirmation to the initial concept to know the representation of the title of this research. The title affirmation of this research can be explained as follows:

Influence is the capacity to affect the character, development, or behavior of someone or something or the effect it self.¹ Therefore influence is the power that arises from something that make changes.

Wattpad is a site and a blogging application which provides facilities for users to read and write. Wattpad is like a blog that everyone should have registered and have an account to be able to access this service. Other than that wattpad also functions as a discussion forum that becomes a forum for readers to discuss the writings they like.

Reading comprehension is the process of making meaning from text. As a result, rather than attempting to interpret isolated words of sentences, the goal is to get a general understanding of what is stated in the text².

Narrative text is a text in which several events or series related frequently give moral value to the readers and entertain te readers. By reading narrative the goal of narrative that must students get is an introduction that engages the readers' attention and interest, the body pharagraph that gives

¹ Subash Kundu, "What is the different between "influence" and "effect" in researches?" Research Gate. An Article. Available on : <https://ggle.io/3yfy>. Retrieved on 16rd January, 2022.

² Woolley, *Reading Comprehension: Assisting Children wuth Learning Difficulties*, (New York: Springer, 2011),p. 15

detail about the main event or action in the story, and conclusion that described the outcome.³

Based on that explanation, this title means want to know weather there is an influence of Wattpad application to teaching reading comprehension of narrative text.

B. Background of the problem

Reading is one of the important things that should be developed outside or inside the classroom, reading is one skill that students should master it from elementary school until university level. According to Brown there are four skills that the students should master them at the end of their language process, they are listening, speaking, writing and reading.⁴ There are useful to make sure that learners are involved, in meaning-focused, language-focused learning, and fluency development.⁵ Reading is an activity that gives more information to the reader.

According Linda, reading is a complex process involving a network of cognitive action that work together to construct meaning.⁶ Reading is a fluent process of readers combining information from a text and their own background to build meaning.⁷ Reading is very important for our daily life. By reading we can find out many things that we don't know yet.

³ Savage, Alive, et.al. (2006). *Effective Academic Writing 2: The Short Essay*. New York: Oxford University ress. .p.58.

⁴ H. Douglas Brown, *Teaching by Priciple: an Intractive Approach to Language Pedagogy*, San Fransisco university , logman.1994.p.217

⁵ I.S.P.Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge., 2009), 113

⁶ Linda J. Dorn and Carla Soffos, *Teaching for Deep Comprehension: a Reading Workshop Approach*. Stenhouse Publisher., Portland. 2005.p.6

⁷ Cristine Nuttal, *Teaching Reading Skill In a Forign Language*. Mcgraw Hill Book Company, New York. 1982.p.2

The importance of reading for the world of education can be seen that reading is a basic skill in learning, reading is the heart of education. So this reading skill will still play its role even in the information age though. Reading is the most important activities to get more information. Then, the students can get information and knowledge by reading in learning process. Basically, reading is the interactive process between the reader and the text that find the meaning. That's mean is the ability of the students to understand what they read, the meaning of the word of sentence and the information from it. in addition reading comprehension is the process of interaction between the students and author to get information from the text.

The rapid development of technology has changed the system and pattern of peoples in Indonesia, especially in the world of education. Currently, it is known that the learning process is no longer dominated by face to face meetings, but can be done by utilizing technology media such as zoom, google classroom, google suite and whatsapp. Therefore, in teaching the material, interesting also fun teaching techniques are needed, by using interesting then fun teaching techniques will help to be more active and interested in learning. Currently teacher are required to be able to design effective and attractive learning media to make the students learning english easier, more fun, also more enjoyable. One of the fun learning media is use wattpad application, where in learning activities using the wattpad application become more fun because there are lots of interesting reading texts to read increase the enthusiasm for learning especially reading.

Wattpad is an application from Toronto Canada that allows its users, both writers and readers to find various written works in the form of articles, novel, short stories, or

the like from authors around the world.⁸ Mts Darussalam is one of the junior high school in oku timur regency. At that school, learning English is a subject that is required to be learned and is one of the subject they are tested during the examination. Besides that, based on the syllabus for junior high school, one of the material that has to teach is narrative text. In this material, students have to able to know about the social function, generic structure, and also have to be able to know indicators of reading comprehension.

Wattpad can be place for a person to read accordingly with their own tastes. In addition to that for users who like writing activities, wattpad can be choose because in this application provides fiction and nonfiction writing with a variety of genres or kind. Fictional writing such as horror novels, romantic mystery comedians and non-fiction writing such as motivational book authorship tips and so on. The presence of the wattpad application make users, especially students, able to read novels for free without the need to spend a lot of money. This wattpad application makes it possible for its users to develop writing skills and develop their reading interest. Wattpad can be accesed via website www.wattpad.com or can download this application on playstore and appstore through mobile.⁹ Wattpad can be one of the teaching media and a way to increase interest in reading.¹⁰

⁸ Aidatul fitriyah, thesis : “*The Poppulation of the Wattpad Application in Increasing Millenial Generation’s Literacy Through Literaly Works*”,University of Airlangga, (2020), p.3.

⁹ Federico Pianzola, “ *Wattpad as a resource for literaly studies. Quantitative and Qualitative example of the importance of digital social reading and readers comments in the margin*”, Departement of human sciences for Education, Jurnal of Education, University of Milano-bicoca milan,Italy,2020.

¹⁰ Sutarini, Dara fitra dwi, “*Efektifitas aplikasi wattpad sebagai media pembelajaran dalam meningkatkan minat baca*”, Muslim Nusantara Alwashilah University, Jurnal muara pendidikan, (2022). P. 78

Wattpad was chosen as a learning media because a part from being able to be used for students so that learning in the class. This application can also be used as entertainment for students so that learning in the classroom is not monotonous and not boring. It can give a distinct impression for students. Because students get learning an entertainment simultaneously in the classroom. So that it can make it easier for students to understand learning. In addition students are also familiar with this application, so the use of this learning media is quite easy to implement.

From the explanation above, it can be conclude that the Wattpad application is an effective media to increase students reading interest. Therefore it is clear that the wattpad application can be an interesting media technique in teaching English including in learning English. Various types of reading texts can be an excellent medium or teaching tool to increase students reading interest and communication thinking skills. From the explanation above, it can be conclude that wattpad application has advantages compared to other media, this technique can increase students interest in class. Therefore, this application is very suitable to be used as medium in learning, especially in learning reading comprehension.

Based on preliminary research data obtained on August 4th,2022, by interviewing the English teacher, Mr Samsul, at MTs Darussalam. The teacher said that, there are some problems faced by students in reading activity at classroom, for example some students unable to understand the material, the students are lack of interesting the media especially when learning reading narrative text. The students have difficulties in reading comprehension in English text. There are some problems faced by students in reading activity at classroom, for example the students are lack of vocabulary and motivation to learn, then the students lack of practice their English and then also because the media or technique used to learn English is not make the students more interesting.

The researcher interviewed some students in there. some students said that they lacked of vocabulary, they had difficulty in comprehend the text. A student also feel bored when the teacher explained the material in class. there were even students who said that they did not like English lessons. It was happened because the teacher only uses a textbook in teaching reading, the teacher never applied another medium and the students feel that strategy is motonous.¹¹ The researcher found that cause of the problem is the teacher does not use appropriate, interesting and effective media. To overcome this problem, the teacher should be use the interesting strategy or media in teaching English reading comprehension in narrative text, for example by using wappad application medium. The students got scores under the criteria minimum mastery (KKM) 70. The score of reading comprehension was still low. The students scores of reading comprehension can be seen in table 1.1

Table 1.1
Students' score of reading in the first semester of eighth grade in MTS Darussalam an Academic Year of 2022/2023

No	Score	Class			Total	Percentages
		VIIIA	VIIIB	VIIIC		
1	≥70	13	12	12	37	55,5%
2	<70	16	19	17	52	44,5%
	Total	29	31	29	89	100%

Source: The data of Student scores for English Subjects in the Eight grade in MTS Darussalam¹²

Based on data above, VIIIA and VIIIB class students get under minimum reading score. The standard score of criteria for minimum mastery (KKM) of the English subject at the school is 70. There are

¹¹ 8th grade students, *Interview with the Researcher*, MTs Darussalam Batumarta VI, August, 4th 2022.

¹² *The data of Student scores for English Subjects in the Eight grade in MTS Darussalam*

60 students in VIIIA and VIIIB students get fewer than 70. From the statement above, students have a problem with reading.

After obtaining the causes of the problem, it is needed an alternative way to create suitable and interesting techniques related to students' condition. They need to be delivered any practices to assist them in improving reading comprehension. In this research, the writer focuses on narrative teks. Then the writer realize that all of those problems are impossible to be solved in a time. Therefore, the writer focuse to use watsapp application to deal with the problem. Which is considered as one way of reading comprehension techniques toward narrative text.

There are several advantages to using the watsapp application, the watsapp application can be a very good medium or teaching tool to improve students' thinking. This application can also help students find the main idea in the subject matter, especially in narrative teks. Another plus is that is application is very suitable for developing students special vocabulary and grammar. This application can help students identify in detail about the information that has been obtained and students can easily make a conferences or conclusion. The goal is to improve students' understanding related to the text that has been read on the application. From the benefits above, it can be concluded, that watsapp application can be a suitable medium to improve narrative reading comprehensions skills. This application can also make it easier for students to understand a narrative text and this application can increase students' vocabulary. Learning materials will have a clearer meaning so that they can be better understood by students and allow them to master and achieve learning objective. Teaching method will be more varied, not marelly verbal communication through the word of the teacher so students do not get bored and the teacher does not run out of energy.¹³

¹³ Gede Sidi Artajaya, "*Inovasi media watsapp dalam pembelajaran sastra*", PGRI Mahadewa Indonesia university, 24 april 2022, p. 174.

Wattpad application are very helpful for the application of reading skills. Because wattpad application has various types of reading text which are currently very important in increasing students' knowledge. The wattpad application is also very useful to be applied in the 2013 curriculum.¹⁴ where in this curriculum students are expected to be more innovative and independent in solving problems. This application trains students to go insight and increasing student interest in reading. This application can also be used to spare time. Because, it can be accessed via cell phone and can be opened anywhere at anytime. In other words, it can build students' social intelligence.

The Wattpad application can be a very interesting medium or teaching tool to increase students reading interest during the learning process in the classroom. This application can also be a technique for teachers to make the teaching and learning process more effective, Especially for reading students. Another advantage is that the Wattpad application can also be accessed at any time not only during learning process but students also use this application anywhere, anytime they can also read all kind of reading according to wishes of the students. From some of above benefits, Wattpad application can be a suitable tool or media to improve students reading skills, Wattpad also provides various types of interesting genre to read. That way teachers and students can more easily in the learning process, especially reading comprehension, and this application can increase student vocabulary. Based on the explanation above, the researcher would like to conduct the study entitles " The Influence of Wattpad application in teaching reading comprehension on narrative text at the second semester of the eighth grade at MTs Darussalam in academic year of 2022/2023.

”.

C. Identification and Limitation of the research

Based on the background of the study. The researcher identifies some problem as follows :

¹⁴ Ika Teguh sulistyio, “*Applying wattpad application to improve students' Reading comprehension of narrative teks*”, Syarif Hidayatulloh of Islamic University,(Jakarta:2021),p. 1.

1. Students are lack of vocabulary
2. Students are having difficulties in comprehend the meaning of the text.
3. The students lack of enthusiasm in learning in the class
4. The students are lack of practice their language.
5. The teacher lack of media for teaching learning.

In order to avoid misunderstanding and to clarify, the researcher will focus on the influence of Wattpad application in teaching reading comprehension on narrative text at the second semester of the eighth grade at MTs Darussalam Batumarta VI in academic year 2022/2023.

D. Formulation of the Problem

Based on the background, identification and limitation of the research, which came up in this research the formulated as follows: Is there any Influence of using wattpad application in teaching reading comprehension in the second semester of the grade eighth junior high school at Mts Darussalam in academic year 2022/2023?

E. Objectives of the Problem

As the objective of the research is to find out whether there is an influence of Wattpad application in teaching reading comprehension in the second semester of the grade eighth junior high school at Mts Darussalam in academic year 2022/2023.

F. Previous Research

This section is related with previous study that has been conducted by previous researchers.

Dawn Julie Ann J Entitled “the “wattyfever” : constructs of wattpad readers on wattpad’s role I their liver”. The researchers first found out the factors that triggered the

participants to read on watsapp. These include surrounding people, interest in literature, social media, boredom, free cost and convenience. They also found out the motivational factors that made the participants continue reading on watsapp which include, learning satisfaction and emotional satisfaction. The researchers also found out that reading on watsapp has already become part of the participants' lives. It appears that once they got engaged, losing grip will be hard.¹⁵

Ni Wayan Dilla Anggrarina studied about The Use of The Watsapp Application Combined With Quizizz Through Jigsaw Technique To Improve The Students Reading Comprehension At of SMAN2 Amlapura the studies layout uses is quasi-experimental to locate experimentally. This a tremendous impact mixture with Quizizz of the jigsaw method the usage of the watsapp software in a students studying comprehension. It could be concluded that there may be a tremendous impact of the jigsaw method's usage of the watsapp software and blended with Quizizz on students studying comprehension.¹⁶

Cyntia Niken Adinintyas studies the effectiveness of using a watsapp to improve the students writing skills in vocational high school. Researchers used pre-experimental research design pre-test and post-test methods to collect data. This study aims to determine whether watsapp has contributed to developing students writing skills or not and only focuses on writing recount text it was done at one class consisting 25 students. Before the treatment , a pre-test was conducted to determine students knowledge of the recount text. The post-test was carried out after the treatment to find out whether watsapp could affect students writing ability or not. This study

¹⁵ Dawn Julie Ann J, et al, "the "wattysfever" : constructs of watsapp readers on watsapp's role in their lives", LPU Laguna Journal of Arts Sciences Communication Research, (2015), p. 2.

¹⁶ Ni Wayan Dilla Anggrarira "The Effect of Jigsaw technique on Students reading Comprehension by Using Watsapp Application Combine with Quizizz" Universitas Pendidikan Ganesha. (2019)

indicates that wappad can improve students writing skills. This is obvious from the data of the students pre-test and post-test.¹⁷

The conclusion with the research findings of Dawn Julie, Ni Wayan Dilla, and Cyntia Niken Adiningtyas, with the wappad application media can improve students comprehension in reading, while from the research finding above from Cyntia Nike Adiningtyas that the use of the wappad application as a learning medium to find out whether wappad has contribution in improving students writing skills, to learn English. Continue to focus mainly on teaching and using media. The wappad application can make learning more enjoyable as from three studies, would be the same reaserch approach using experimental research. While the differences in my research one of the three studies are with different subject and variable with these studies. The research takes writing and reading for short story, while in my research there is learning to reading comprehension for narrative text, and I will take a new approach method by using wappad application.

G. Scope of the Research

1. The subject of the research is the students at the second semester at eight grade of Mts Darussalam 2022/2023.
2. The object of the research is the the influence of wappad application to reading comprehension.
3. The place of the research is conducting at Mts Darussalam.
4. The time of the research is conducting at the second semester at eight grade of Mts Darussalam.

¹⁷ Cyntia Niken Adiningtyas “*The Effectivess of using Wappad Application to Improve Students Writing skill in Vocational High School*” . RETAIN 8(4), 2020.

H. Significances of the Study

The researcher of this research hopes this research can give contributions theoretically and practically.

1. Theoretical Contribution

Theoretically, this study is expected to give new knowledge for the further researcher to do the better research of teaching and learning process especially in teaching reading. The research findings is also expected to be the references for the future researcher to conduc the similar research study.

2. Practical Contribution

a. For Teacher, the researcher expects the wattpad application can help the teacher find the media to help to teaching English especially in reading and also to solve the problem of the studies difficulties in memorize words. This research in Wattpad application also expected to be fun media to help the students so the teaching and learning process will be more interesting and achive especially in eight grade of MTS Darussalam Batumarta VI in academic year of 2022/2023.

b. For Students, the Wattpad application expected to be fun media so the students will be able to enjoy the classroom activity or in the home. Therefore, wattpad application can use by the students everywhere and everytime because it wil help them in reading or writing skills and they can use it in their daily activity. By implementing the media, it also hope that the students could improve their reading skill.

I. Systematic of the Research

1. Chapter 1 introduction, discusses the title confirmation, background of the problem, identification of the problem and limitation of the problem , formulation of the

problem, objective of the research, signification of the reseach, relevant research, and sistemstic of the research.

2. Chapter II frames of the theory also hypothesis, in this chapter explains the theories and the hypothesis.
3. Chapter III research method, in this chapter, discusses the research design, population, the sample also data collecting technique, the operational definitionof variables, the research instrument, the validity and readability of the instrument, fulfillment of the assumption, and hypothesis testing.
4. Chapter IV presents the result and explanation of the research
5. Chapter V presents conclusion and suggestion of the research



CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

In this chapter, the researcher will describe the theory according to Wattpad application and the researcher uses a “Use and Gratification Theory” or (UGT). Elihu Katz, Jay G, Blumrend and Michael Guravitch are the main originator of the use and gratification theory in 1930.¹⁸ Use and Gratification discuss how media users play the role of personal or social needed. then the purpose of this theory is an active and specific user with the use of media. To conduct the research, theories needed to explain some concept and term applied in research concerned, the term must classify to avoid confusion. Therefore, the clarification of the concept will minimize possible misunderstanding between the writer and the reader. In order words, they are very important to explain. Thus, the readers will get the point clearly.

A. The Concept of Reading

In this research, we must know about reading first like the definition, part of reading lesson, kinds of reading, type of reading, the importance of reading, technique of learning reading, teaching reading and the purpose of reading. All of that are important things in this research and they will explain one by one.

1. Definition of Reading

Reading is one of the most important activities to get information. Then, the students can get information and knowledge by reading in learning process. Reading is concerned with people's ability to articulate a written text and comprehend its meaning. As a result, the teacher will grasp the concept by adjusting her dialect and

¹⁸ Hans Krunia, Nauvaliana Ashri and Dr. Irwansyah, “*Fenomena Penggunaan Media Sosial : Studi Pada Teori Use And Gratification*” Journal Teknologi dan Informasi Bisnis, Vol 3 No. 1 (Januari 2021).

considering. Reading is more than just spelling words in a scene the teacher can understand the entire ideas conveyed through written textile, or she can associate sentence connected in each paragraph. Reading is difficult because the reader does not know how to read effectively. However, a well-versed reader in a variety of vocabularies will undoubtedly assist each other or another person in understanding and intenent the author's idea.¹⁹

According to Jhon and Dallman, reading is a much more complex process. Reading involves recall, reasoning, evaluation, imagining, organizing, applying and problem solving.²⁰ Reading includes the subject material in the school that should be mastered by the student. The student must to know that reading skill is important. By reading the students will know more what should they write and speak.

Mc Guinness states that reading is a complex activity and it's important to pin down which memory system matter most.²¹ It means that reading is a complex activity in reading for get information from a text. Reading is important in language skill. By reading, readers have a lot of new knowlage. Then, the readers not only get the information from a text but also the readers can share their knowledge after reading with each other.

In reading the reader can understand what the writer want to convey information through written form, because reading also is an activity to get knowledge and information from a text.

Meanwhile, Grabe states reading is a process of receiving and interpreting information encoded

¹⁹ Hisna, "Improving Students Reading Achevment Through PQ4R Strategy at The Eigh Class of SMPN 8 Palopo.2015.

²⁰ John J. De Boer and Martha Dallman, *The Teaching of the Reading* (New York : Holt, Rineheart and Wiston, Inc, 1964), Revised Edition. P.17.

²¹ Diane McGuinness, *Language Development and Learning to Read*, (Cambridge : Cambridge Center,2005),p.283.

in language form via the medium of print.²² It means that reading is process interpret of the content from a text. Thus, the reader comprehend about information of the text.

From the above definition, the author can conclude that reading is a process of understanding meaning that involves our senses. Readers thus interact with the text they read and receive the messages and methods used to communicate with others. Readers must be able to master and understand the content of the material they are reading. After all, through reading a person receives a lot of information and knowledge about the outside world.

2. Part of Reading

Reading lesson can be divided into three parts, they are pre-reading, during reading and post- reading. Each of which has a specific purpose and procedure. The pre-reading stage is an activity that directs, guides or prepares students so that readers are more prepared and stayed before reading the text. Teacher can do various thing in pre-reading stage such as picture, movies, discussion or association activities. While reading stage is an exercise about the text in question in pre-reading activities. Students are used to doing text reading activities and some exercise. Exercise can be essays, multiple choice, filling in blank sentence, according to the purpose. The post-reading stage is an exercise to assess reading ability. The post-reading stage is usually a writing assignment, but there are other techniques as well, including discussion, debate and project work.

²² William Grabe, *“Reading In a Second Language”*, (New York : Cambridge University press, 2009), p.14.

²¹ H. Douglas Brown, *“Principles of Language Learning and Teaching”*. (San Fransisco: San Francisco State University, 1993), p.283

3. Kind of Reading

According to Douglas Brown that in teaching reading there are three kinds of reading that can improve skill of reader, they are reading aloud, silent reading and speed reading.

a) Reading aloud

Reading aloud is important and students should be thought to read aloud. Reading aloud is a type of reading in which the reader can express his reading orally every word in the text. Teacher should know that reading aloud training should be given at the elementary school because it is the basic for pronouncing words. By reading aloud, students can improve their skills in pronunciation, intonation, and through reading aloud, they can improve their vocabulary.

b) Silent reading

Silent reading means reading that is done in the heart, where reading without sound is expressed. Silent reading is a very important skill in teaching English. This reading can be used to improve reading skills among students. Silent reading can also enhance an information. The teacher should teach them to read silently when they are able to read well without difficulty.

c) Speed reading

This type of reading is used to increase speed and comprehension in reading. This skill is very important for students to improve their reading skills. Speed reading must be accompanied by understanding. The role of reading speed, however depends on the type of reading being read.²¹

4. Type of reading

They are four types of reading skills namely is skimming, scanning, intensive reading and extensive reading.

a) Skimming

Farida Rahim stated that skimming is reading quickly to find out the general content or part of reading. Reading layouts is needed to find out the author's perspective of something, find paragraph organization patterns, and find general ideas quickly. Another definition skimming to get information from what we read. Skimming is done to do a quick reading in general on a reading material.²³

b) Scanning

Scanning is important to improving reading comprehension. This reading will help you find some information as quickly as possible. Usually we read every sentence we read word for word. Practicing scan reading techniques will help you understand reading faster. However, the scan type readout is not used in the original. If you want to read textbook, poems, important letters from lawyers, ect. You should read more carefully. Scanning means finding certain information quickly and accurately. Scanning means flying around the pages of a book. Scanning to reads mean going through the pages of a book to find what you need. Scanning means quickly moving your eye through a specific section of a page to look for a specific word or phrase.

c) Intensive reading

²³ Farida Rahim, *Types of Reading*. (http://slllc.ucalgary.ca/Brian/611/reading_types.html), accessed on 19 April 2005.

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowlage or analysis. The goal of this reading is to read shorter text. The reading done to carryout to get specific information. Learner reads book to acquire knowlage is the kind of intensive reading.

d) Extensive reading

Extensive reading material will be selected at a lower level of difficulty than extensive reading. The purpose of extensive reading is to train students to read directly and fluently in the target language for enjoyment, without the help of a teacher.

5. The Importance of Reading

Reading in modern society is very important to increase our knowledge or achievement. by reading the students acquire a variety of information they do not previously obtained. The more they read, the more information is obtained. Therefore, reading is a window to the world, anyone who opens the window to see and know everything that happened. Both events happened in the past, present, and even that would come.²⁴ In todays era of globalization it is a fundamental necessity to shape a students behaviour. By reading a person can add information and extend knowledge and culture. Activities read closely to the interest of reading itself, in the absence in interest students will never be interested to read. Interest is a very important factor that exists in every human being. Although the motivation is very strong, but if interest does not exist we certainly will not do something that ismotivated to us. Like wise the position

²⁴ Syamsul Bahri, "Improving Reading Comprehension through Short Stories at the Tenth Grade Students of SMAN 3 Parepare", (Unpublished : A skripsi of Tarbiyah Departement of STAIN Parepare,2014), p. 11.

of interest in reading, because without interest someone will be difficult to do reading activities. interest means a high passion or a great desire for something. As it is understood that interest can effect the quality of achievement of student learning outcomes in certain areas.²⁵ Reading interest is a strong and deep concern accompanied by feelings of pleasure towards reading activities that can lead a person to read his own volition.

6. Techniques of Learning Reading

Basically, reading aims to get information. the required information is called focus information. thus, focus information is the most important information or important things contained in the text. To find the focus information efficiently, they are several reading techniques used, namely : read select (selecting), skipping, skimming, and scanning. Readselect (selecting), it is that the reader finds relevant parts or passage he or she considers relevant, or contains the focus information he or she specifies. Read-jump (skipping), it is that the reader finds relevan parts or passages, transcending or skipping over other parts. Readlayout (skimming), it is a quick read to know the general content of a passage or part of it, the intended content is the focus information, but it may also be just a basis for guessing whether the reading or reading passage contains predetermined information. read-to-eye (skanning), it is a quick read and focuses on finding a passage that contains predetermined focus information, and so reads the passage carefully so that the focus information is correctly found and understood correctly.²⁶

²⁵ Muhibuddin syah, "*Psikologi Belajar*", (Jakarta: PT Raja Grafindo Persada, 2011) Revised Edition, p. 152.

²⁶ Dalman, "*keterampilan membaca*", (Cet. I ; Bandar Lampung : PT Raja Grafindo Persada, 2013),p.15.

7. The Purpose of Reading

The purpose of reading, according to Grabe and Stoller, it has classified into four purpose, they are:

- a. Reading to search for simple information and reading skim.

It is common reading ability, here the readers can the text find out a specific of information of specific word.

- b. Reading to learn from the text

It happen in academic and professional context, it also requires remembering the main ideas, making relation with the readers knowledge.

- c. Reading to integrate information, write and critique text

The skill need critical evaluation where the reader integrate and decide the information that she/he wants.

- d. Reading for general comprehension

It can be done by fluent the readers very fast and automatically in the processing word, and affective coordination in many process of the text. Briefly, the purpose of reading is varies. The readers have some purpose to achive it. based on the purpose, it also necessary to look kinds of reading in which there is relationship about the kind of reading.²⁷

Other suggest reading objectives include, fun, improving loud reading, using specific strategies, updating knowledge about a topic, linking new information wth known information, obtaining information for oral or written reports, confirming or

²⁷ Grabe and Stoller, "*The Reading Context, Developing College Reading Skills*". (New York : Northern Virginia Comminity College, 2002), p. 13-14.

rejecting predictions, displaying an experiment or applying the information obtained from a text in some other way and learn about the structure of the text, and answer specific questions.²⁸

B. The Concept Reading Comprehension

In this research, we must know about reading comprehension first like the definition, and types of classroom reading performance.

a) Definition of comprehension

Comprehension is an active process that involves the child integration of prior knowledge with information the text in order comprehend that text. Among the major goals of reading instructions today is the development of learners who understand. Students need these abilities to understand concept presented in print, to think about materials, read and use that which is read for relevant purpose. Comprehension is as the process by which a person understand the meaning of the written or spoken language.²⁹ It means that someone can understand the meaning of written or spoken language through the process of listening seriously, and it can make him to be understood the meaning of the written or spoken language.

²⁸ Olynda ade arisman, *"Peningkatan Minat dan Kemampuan Membaca Melalui Penerapan Program Jam Baca Sekolah kelas VII SMP Negeri 1 Puri"*, (Skripsi Sarjana: Sastra Indonesia, 2012), p. 29.

Jack Richards, *"Longman Dictionary of Applied Linguistics"*, Harlow, Essex, (England: Longman, 1998), p. 558. ²⁹ Sukirah Kustaryo, *"Reading Technique for Collage Students"*, (Jakarta publication 2000), p. 67. ³⁰ Danielle S McNamara, (2007), *"Reading Comprehension Strategies"*, (New York: Lawrence Erlbaum Associates), p. 28.

Comprehension is the relationship among the elements of reading skills, they are competence, reading techniques and good comprehension.²⁹ it means it is dependent on several cognitive processes, including decoding, word recognition, and knowledge. Comprehension means different things to different people.³⁰ Indeed, comprehension is not a unitary phenomenon but rather a family of skills and activities. The different types of comprehension share a common core set of process. A general component in many definitions of comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and ultimately the construction of a coherent representation of picture in reader's mind of what the text is about.

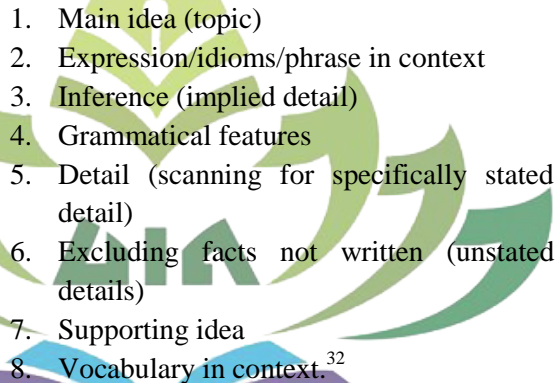
b) Reading Comprehension

Reading is one of skills in English. Ability defined as the capacity of the individuals to perform various tasks in a specific job. Ability for basically mean that the students have potential to do something. Reading ability is skill of communication between the reader and the writer to get knowledge and information. According to Oakhill, reading ability will be developed best in association with reading, listening, and speaking.³⁰ One of kind of reading ability is reading comprehension. Willis stated that comprehension is defined as intentional thinking during which meaning is constructed through interactions between text and reader. It can conclude that comprehension is important process in reading for understanding to get information. by

³⁰ Jane Oakhill, Kate Cain and Carsten Elbro, *Understanding And Teaching Reading Comprehension*, (new York: Routledge,2015),p.1

comprehending the text, the reader can get an information and add the knowledge.

According to Brown, reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies³¹ it means comprehension is ability to understand about something, in order that, the students are able to answer and understand a narrative text reading question form. Based on the language assessment theory by Brown, especially in reading there are some criteria that are commonly used in measuring students' reading comprehension, they are :

- 
1. Main idea (topic)
 2. Expression/idioms/phrase in context
 3. Inference (implied detail)
 4. Grammatical features
 5. Detail (scanning for specifically stated detail)
 6. Excluding facts not written (unstated details)
 7. Supporting idea
 8. Vocabulary in context.³²

It means that specification of reading comprehension must be applied in the process of teaching reading. Reading comprehension is not only understanding content of the text also knowing main idea in the text. In this research the researcher only use 7 aspects of reading comprehension they are: Identifying main idea, expression/idiom/phrase in

³¹ H. Douglas Brown, *Teaching by Principle, an Interactive Approach to Language Pedagogy*, 2nd Edition, (San Fransisco University Press, 2000),p. 306

³² *Ibid*, 26

context, making inference, grammatical feature, detail (scanning for specifically stated detail), supporting idea and vocabulary in context.

Reading comprehension is complex skill that requires an active interaction between text elements and reader. The reader is an active participant with a text and the reader makes sense of how ideas based on the text relate to one another by interpretive interaction between what the reader gleans from the text and what the reader already knows. From the statement, it is clearly understood the comprehension is the most important in reading. Since comprehension of the text is the ultimate goal in reading. Understanding comprehension precesses in crucial to the study of reading.

According to Grabe and Stoller, reading comprehension is an ability to understand or to gain the information from a text.³³ Furthermore, Partnership for reading defined to reading comprehension as the understanding of a text that is read, or the process of constructing meaning from a text.³⁴ It means that a reader must be able to interpret what the meaning of the text well.

Reading comprehension is as an interaction between thought and language.³⁵ It means that an interaction in reading, it can produce a thought and then we are thinking and we has a question for asked to someone, that called is language. A crucial factor

³³ Grabe William and Stoler, “*Teaching and Researching Reading*”, (new York : Longman 2002), p.7.

³⁴ Partnership for reading. [Http://www.nifl.gov/partnersipfor reading/](http://www.nifl.gov/partnersipfor reading/). Accessed On September 9th 2022.

³⁵ Otte, Wayne, (1979), “*How to Teach Reading*”, (Philippines : Addison-Wesley Publishing Company,Inc).p 70.

affecting comprehension is the importance of the reader's background of experience. One important area of a student's background of experiences is that related to language development and growth. The following factors are among those that affect the comprehension of written material.

1. Oral language development related to real objects, experiences, and pictures.
2. Ability to listen with understanding to stories read aloud.
3. Firsthand experiences with people, object, and place.
4. Continuous development of syntactic and semantic features of our language.
5. Oral language development of syntactic and semantic features of our language³⁶.

Comprehension is the knowledge or understanding that is result of such a process. Thinking process that depend not only a comprehension skill but also on students' experience, prior knowledge and working memory, but also a language process such as basic a reading skill, decoding vocabulary, sensitivity to text structure, inferencing and motivation. Reading comprehension is a process of making sense of written ideas meaningful interpretation and interaction with a language. Reading comprehension is best vived as a multifaceted process affected by several thinking and language abilities.³⁷ Reading comprehension is a

³⁶ *Ibid*

³⁷ Jamalia, " *Using Directed Reading-Thinking Activity (DR-TA) Strategy to improve Reading Comprehension at the Elevent Year Students of SMA Negeri 1*

complex intellectual process involving a number of abilities.

The major abilities concern word meanings and reasoning with verbal concepts.³⁸

From the definition above, the researcher can conclude that reading comprehension is very important because the reader can understand what's he/she read through an intellectual process that influence by several abilities to think and speak.

C. Definition of Teaching Reading

Teaching is guiding and facilitating , enabling the learner to learn, setting the condition for learning. ³⁹ It means teaching is an activity to help someone or students to be more understanding about knowledge and as facilitating learning. Teaching is not only transferring the knowledge to the students but also hopefully can change the students attitude.

Teaching reading must be for teaching comprehension skills and strategies, to develop background knowledge, to expand vocabulary and oral language and to build understanding and comprehension skills.⁴⁰ it means that the teacher should understand how to approach to all the types of text to help the students to make them know with the meaning of the text.

Suppa”, (Unpublished : A Skripsi of Tarbiyah Departement of STAIN Parepare, 2013).

³⁸ Dorothy rubin, “ *Diagnosis and Correction in Reading Instruction*”,(New York : CBS Collage Publishing,1982), p.207.

³⁹ H. Brown Douglas, *Principles of Language Learning and Teaching*, (san Fransisco, California, 2004),p.8.

⁴⁰ Karen Tankersley, “*The Threads of Reading*”, (Virginia:Literacy Development, 2003), p.144.

Based on the theories above, teaching reading is the process of facilitating, guiding and helping students to comprehend the text. And make them acquired the meaning and information from the writer in the text.

Besides, the teacher needs to notice the principles that can be a guideline in teaching reading. The principles in teaching reading according to Harmer are as follow:

- a. Principle 1 : reading is not passive skill
- b. Principle 2 : students need to be engaged with what they are reading.
- c. Principle 3 : students should be encourage to respond to the content of a reading text, not just to the language.
- d. Principle 4 : prediction is a major factor in reading.
- e. Principle 5 : match the task to the topic.
- f. Principle 6 : good teachers exploit reading text to the full.⁴¹

Based on the theories teaching reading, six principles can be a guideline in teaching reading. It means, teaching reading needs more than only reading the text, and we must know how to teach reading to teach syudents. In teaching reading, the students and the teacher can be a partner to make the process of teaching is effective.

⁴¹ Jeremy Harmer, *The Practice of English Langage Teaching*, (new York : Longman, 1991),p.68.

D. Narrative Text

1. Definition of Narrative Text

The narrative teks is a piece of text which tells a story and in doing so entertains and informs the reader or listener.⁴² Is meant the narrative text above is description of a series of events, whether real or imaginary, written or told to entertain.

That narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story.⁴³ From these statements it can be inferred that narrative text is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. Thus, written narrative text are aimed to intertain the readers.

Narrative is a story that created in a constructive format (as a work of writing, speech, poetry, pictures, song, motion pictures, video games, theatre or dance) that describes a sequence of fictional or no-fictional events. According to Pardiyono, narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.⁴⁶

A.S Hornby in Oxford Advanced Learners Dictionary defines Narrative is a description of events, especially in a novel or story, the act or process of feeling a story.⁴⁴ It similarly in a novel or story, the act or process of feeling a

⁴² Anderson, Mark and Anderson, Kathy. (1997). *Text Type in English 2*. South yarra: Mcmillan Education Australia PIY LTD.

⁴³ Permana, Tahan Dwi dan Zuhri, Fauris. (2013), “*The Implementation of Picture Series as Media in Teaching Writing of A Narrative Text of the Tenth Graders of Senior High School*”. Retain, Volume 01 Nomor 01 Tahun 2013 ⁴⁶ Pradiyono. (2007). *Pasti Bisa! Teaching Genre-Based Writing*. (Yogyakarta: Andi), p. 20.

⁴⁴ A.S Hornby in Rayendriyani Fahmei Lubis, “*Writing Narrative Text*”, English Education, Vol, 02. No. 01 (2014)

story.⁴⁵ According to Setiawan, Narrative is kinds of the text about story legend and resolution to amuse and to give entertain readers.⁴⁶ On the other hand, according to Pardiono, narrative is a story talk the past activities or events which order to problematic and to give lesson to readers.⁴⁷

From the statement above, it can be conclude that narrative is a story telling about something that happened in the past and the purpose of narrative is to entertan and to amuse the reader and listeners.

2. The Function of Narrative Text

The narrative text amuse, entertain and to deal with actual or vicarious experience in the different ways: narrative deal with problematic event which lead to a crisis or turning point of some kind, which finds a resolution.

3. Types of Narrative Text

Some types of narrative texts included fairy tales, mythes, legends, romances, ballads, fables, and other classic stories including historical nuances that tell the kingdom of the past.

4. Kinds of Narrarive

Narrative text has a core story that usually only in the form of the authors imagination or a real incident that ws captured by the author or event a combination of both in various source. Narrative text can be found in the form: fables (story about animals behave like humans pictured), fairy stories (the story in fantastic, full of wonders), mysteries, science fiction, romance horror stories, legend, historical narrative, personal experience (personal

⁴⁵ John Langan, *Collage Writing Skills with Readings*. (New York: MC Graw-Mill Book Company, 1986), p. 111

⁴⁶ Otong Setiawan Djuharie, *Genre*, (Bandung: Yrama Widya, 2007), p. 41

⁴⁷ Pardiyono, *Teaching Genrw-Based Writing*, (Yogyakarta: Andi Offiset, 2007), p. 94

experience written), ballads (ballads which can be a touching story readers, usually in the form of a love story that is not up).⁴⁸ Fable is a story about animal which behave like human. Fairy tale is story which related much which magic things. Myth is story that are believed some people but the stories can not be true. Science fiction is stories which explore the science as the background or plot of the whole story. Legend is simple a story which related to on how a place is formed. In this research, the researcher use the legend and fable stories that to be taught to the students in second semester at eight grade junior high school.

5. Structure of Narrative Text

Anderson states that the steps for constructing a narrative are:

a. Orientation/exposition

The introduction of the characters, consist of main characters and minor characters. Several indications are generally given of where the action took place and when it occurred.

b. Complication/rising action

The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen.

c. Sequence of event/climax

This is where the write tells how the character reacts to the complication. It includes their feeling and what they do.

⁴⁸ Mislaini, *Improving Students Reading Comprehension of Narrative Text By Using Fable*, University Of Pasir Pangairan, 2015

d. Resolution/falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved.

e. Reorientation

It is optional closure or event.⁴⁹

Type of the text that is taught in this study is narrative. Students are expected to be able to know the characteristics of narrative text below.

Table 2.1

The Characteristics of Narrative Text

Social function	Generic structure	Significant lexicogrammatical features
To amuse, entertain, and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind which is turn finds a resolution.	1.Orientation: sets the scene, time, and place and introduces the participants. 2.Complication: a crisis arises 3.Resolution: the crisis is resolved. 4.Reorientation: optional (can be appear or not).	1. Focus on specific and usually individualized participants. 2. Use of material process 3. The use of simple past tense 4. To use of temporal conjunction 5. The use of noun phrase

The simple way, a narrative test is structured firstly by having orientation which introduces the readers about the setting of the story; either the place setting or time, or might be both of them. It is also recognize who are the characters or anyone who takes account in the story. After the orientation is

⁴⁹ Mark Anderson, *Text Type in English 2*, (Australia:mackmillan, 1997),p.8.

set, then story flows to an introductory stage that move to the complication where certain conflicts are found between the characters. The final stage of resolution is revealed as problem solving stage when the conflict is intensively down.

In conclusion, reading narrative text is the activity of getting information from the text which aims to entertain or amuse the readers through a sequence of events and ends in resolution.

6. Language Features in Narrative Text.

There are six language feature of narrative text :

1. Use the past time maker
2. Using language telling so it doesn't seem formal but easy to digest.
3. Using various types of punctuation and types of words such as nouns, adjective, adverbs and verbs.
4. Contains dialogue, monologue and story narration.
5. Using active and passive verbs.
6. In one sentence it does not always consist of subject, predicate, object and description.⁵⁰

Example of Fable story in Narrative Text

An Ugly Chick

One day, at the farm there was a hen with her 7 eggs. The one of those eggs was too big for the usual hen's egg. The hen did not understand how she that egg but she still took care of it. At one morning all of those eggs cracked. There were six cute yellow chicks and one big black and ugly chick. The mother did not understand why one of his chicks was too big and black and ugly. That ugly chick also grew too fast than the other six chicks. All chicken at

⁵⁰ Joyce, H & Feez S, (2000), "Writing skills: Narrative and non-fiction text types", (Sydney: phoenix Education Pty Ltd), p.134

that farm laughed at that ugly chick and every day they mocked him. That ugly chick was so sad. He felt different and ugly and was so shy of his appearance. One day, the ugly chick decided to run away from the farm. He asked the other bird about his kind but there was no bird knew about him. He was more and more sad and lonely. He walked slowly near the river to get food. He saw his appearance at the river and it was true that he was so ugly and different from the other chicks. When the ugly chick went alone, a man come and caught him. The man took it home and kept it in a stall.

Everyday that man gave some food and water for that ugly chick. He was saved actually but he felt alone inside that stall. He can see the other chicken outside the stall. He did not understand why that man did not release him outside the stall. The chick grew bigger and he did not know how long he had been in the stall so far. He did not know yet how he looked like after he grew bigger. What he knew was that all chickens on that farm were afraid of him. That made him became more and more sad and felt ugly. One day, the man released him outside that stall because its stall was not enough for his size. He can feel a little bit happier because finally he could walk around.

He saw a big and beautiful bird came close to him. That bird was as big as him and has so very beautiful feather. He was afraid and the he run away. Near the pool at that farm, finally he can see his appearance. He was the same with the big bird he had seen before. Then, he understood that he was not a chicken but a bird. Then he came to that bird and asked about his kind. He told all of his sad stories to that bird. Finally, he knew that was a peacock and was happy because he was not alone and ugly anymore. He was a beautiful peacock with his new family.

<https://www.wattpad.com/story/130621272-Unuglychick>

E. Concept of media

Media, also known as medium, is a tool that can be used to assist people in accomplishing their goals. A medium, according to Gerlach and Ely, is any individual, thing, instrument, or experience that creates a situation in which learners or students can acquire knowledge, skills, and attitudes.⁵¹ It means that to obtain a knowledge, media can be used to help and support human's activity.

Social media is a online media, where someone can easily get involved or contribute by providing information by conveying a message in the virtual world. In the teaching and learning process, media plays an important part. Media can help the teacher to convey the material to the student. Not only for the teacher, students also get the benefit or using media in learning process. Because media can makes the activity in the class more fun and better.

The conclusion is, media can be used to attain the certain educational objectives. Media can help the teacher to deliver the material. Also, helps students to learn more efficiently and make the students get the interest to the material that taught by the teacher.

1. Characteristics of Social Media

a. Accessibility,

Accessibility means the ease of accessing media without charge or free to use. b. Speed

⁵¹ Gerlach, V.S., & Ely, D.P., "*Teaching and Media: A systematic Approach (2nd ed)*", (Englewood Cliffs, NJ: PrenticeHall Incorporated, 1980), p. 241.

If we want to publish or access any content on social media, it will be connected quickly. We can also communicate and interact with other users without external factors affecting the delivery of message or information.

c. Interactivity

Interactivity means an interaction between one user and another user. If the interaction is established, there will be two way communication between the giver and the receiver of the information.

d. Longevity and Volatility

Means that social media can be used for an unlimited time and the content disseminated can be edited or deleted.

e. Reach

Reach is a wide network coverage, meaning that anyone can access any type of content available and can be accessed anywhere and anytime. One example of social media is wattpad.⁵²

2. Classification of Media

Sanjaya divided media into three categories. They are:

1) Audio Media

Audio media is a type of media that can only be heard or has a voice element, radio, song, and recooded media are examples of this type of media.

⁵² Varinder Taprial and Priya Kanwar. *Understanding Social Media*. (London: Venus Publishing Aps,2012),p. 29.

2) Visual Media

Visual media is a type of media that can be watched but does not include a voice component. Textbooks, magazine, newspapers, journals, bulletins, web pages, blogs, and other forms of media fall into this category.

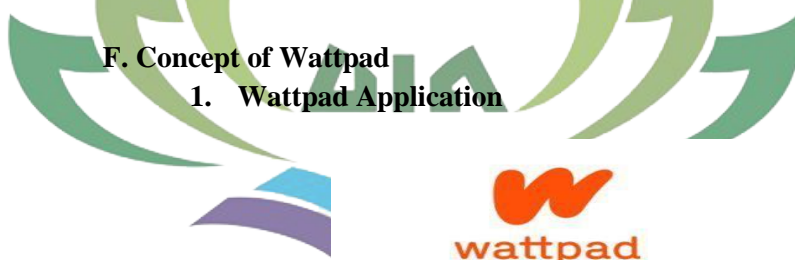
3) Audio Visual Media

Audio visual media is a type of media that includes both a voice and a visual element that can be viewed. Video recordings, film, and television are examples of this type of media.⁵³

Based on the statement above, Wattpad application can be classified as a visual media because Wattpad application belongs to microblogging.

F. Concept of Wattpad

1. Wattpad Application



Starting this era, the one of application that can be used for teaching especially reading is Wattpad. Wattpad founded by Allen Lau and Ivan Yuen. Wattpad is an online community of writers and readers has blossomed into multiplatform entertainment venture that attracts millions of visitors to the site each month. Wattpad helps aspiring writers find readers, but it also traditional book publisher, advertiser,

⁵³ Wina Sanjaya, *Perencanaan dan Design Pembelajaran*, (Jakarta: Kencana Prenada Media Group, 2008), p. 211.

and film and TV procedure with original content, in addition to offering them real-time data on which stories and topic consumers find exciting.⁵⁴

According to Bold, Wattpad is an experimental platform for aspiring and professional authors to publish their work, receive feedback, and connect with other writers and readers.⁵⁵ It means that wattpad is a platform that can be used for writing or reading. As an application that very people can access, the writer who published their writing through wattpad can get feedback more easy.

Beside that, Marwadi stated wattpad is a site that allows internet users to read and share literary works such as short stories, novels and poetry.⁵⁶ It means, wattpad can be a media for internet user to share their literary works. Wattpad has many genres that we can choose according to our preferences.

In addition, Aytan also stated wattpad was an application that provided free access to e-books and an android application.⁵⁷ It means that every people can use and access wattpad application for free. Wattpad is kind of e-books and have an android application version. Wattpad is a fun digital environment with much potential for school and learning.

Based on the definitions above, we can conclude that, wattpad is a media that we can use for help us to read

⁵⁴ Wardani, N. A., Mufaridah, Werdiningsih and Indah, *The Effect of Using Wattpad on Students' Writing and Reading Ability*. English Education Program University Muhammadiyah Jember.

⁵⁵ Melanie Ramdarshan Bold, *The Return of the Social Author: Negotiating Authority and Influence on Wattpad*, (Convergence, 2018), p.5

⁵⁶ Arif Budi Marwadi, *Komodifikasi Sastra Cyber wattpad pada penerbit Indie*, (General Manager Penerbit Sint Publishing, Medan, 2018), p.8.

⁵⁷ T. Aytan, *Evaluation of Electronic Writing Experience of Turkish Teacher Candidates at Wattpad Environment*, (Higher Education Studies, 2017), p.21.

something. Wattpad is a platform that we can access for free and have an android application. Wattpad can be the alternative for students to improve their reading. For these reasons, we believe that wattpad's main educational potential is that it introduces students to the world of reading and writing through a purely informal channel based on peer relationship.

2. Procedure of Using Wattpad

Based on Rahmawati, the procedure of using wattpad are:

1. First, download the application from your smartphone or you can open wattpad on our computer. The students can download by play store or Appstore and the students can access the wattpad application from website.



Figure 2.1 Playstore

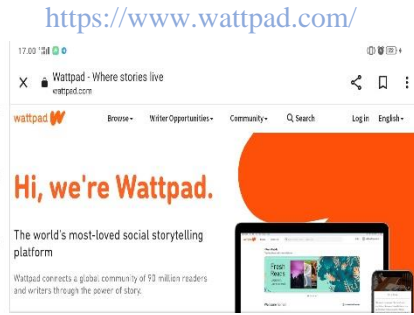


Figure 2.2 Appstore

<https://play.google.com/store/apps/details?id=https://apps.apple.com/id/app/wattpad-read-write-wp.wattpad>

figure 2.3

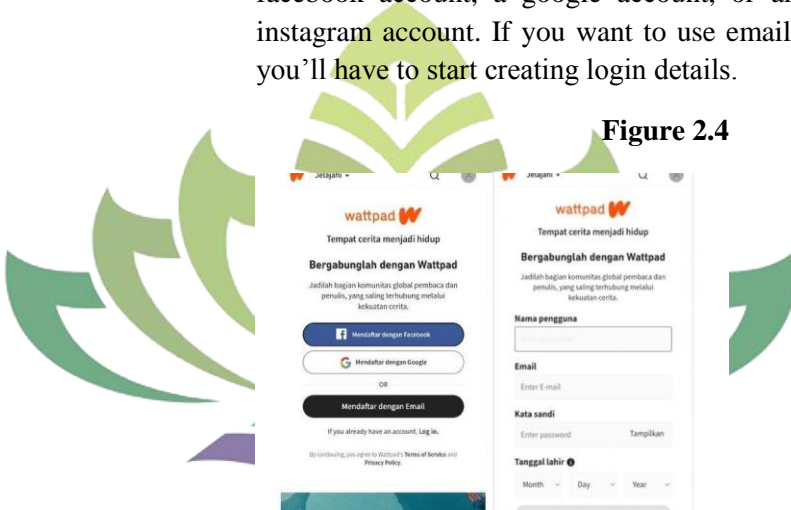
Website or Google Site



2. Create an Account

You only need an email address, a Facebook account, a Google account, or an Instagram account. If you want to use email, you'll have to start creating login details.

Figure 2.4

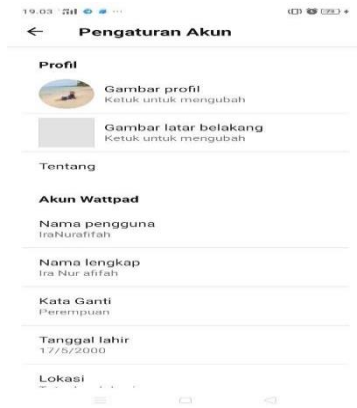


3. Confirm you

Account quickly after logging into Wattpad, and you will receive a confirmation email. Once you have located the email, click on the link within it. Your account will be verified as a result of this.

4. Update your profile

Figure 2.5



Following creating an account, you will be prompted to provide basic information for your profile. Your profile image will be filled in automatically if you have linked your facebook, google, or instagram accounts. If you do not have linked social network, you can upload an image.

5. Desktop site navigation



Figure 2.6
Desktop Nfiguration

Find (search and study stories), create (write and share stories), and community is available from the top menu bar (clubs, awards writing, contests, authors, etc). along with these, there will be a button with your profile picture and username. Once clicked, a drop-down menu with profile, inbox (a messaging system similar to sms), notifications (update stories you read, comments on your profile and jobs, followers and episodes, etc). jobs (your stories) viewed, shared, not shared, library (stories you have read), invite friends, language, help, settings (username, password, email, profile, picture, wallpaper), and eventually log out will appear.

6. Navigating

When you sign in to wattpad, the mobile app will take your library and display all of the stories you are currently reading. A drop-down menu will appear if you tap the small “w” in the upper left corner. Inside is your name and profile photo (which takes you to your profile), a bell icon (for notification), a letter icon (for inbox), library (where is should be), discover, reading lists (which you can create), creating news feeds (like a community), inviting friends and making adjustments.

7. Find stories to read

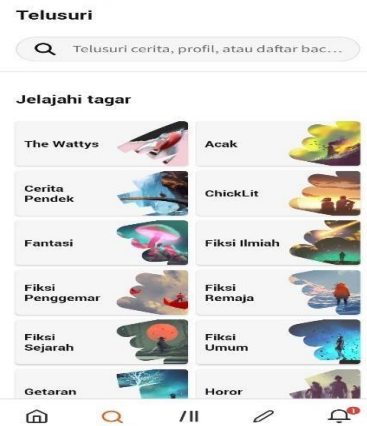


Figure 2.7
Find Stories to Read

I can even find out what the symbol of the eye has been. Then search (the magnifying glass symbol). Enter the title of a story or any keyword, such as romance, action, fanfiction, etc. Wattpad's story discovery is based on tags and keywords.

8. View the details of the story

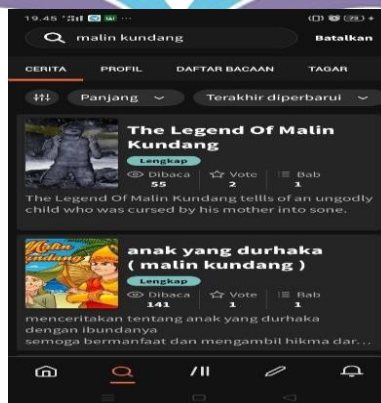


Figure 2.8

View the sory

When you have found a little or cover of a book that you find interesting, read a blurb to see if it is finished or pending and many chapters/parts there are.

9. Claim a title

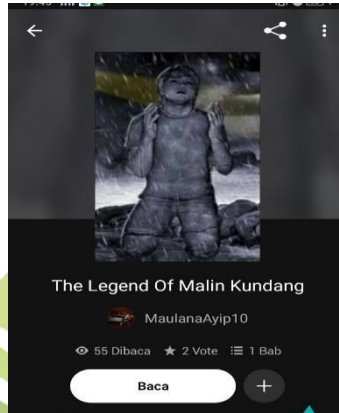


Figure 2.9
Claim The Title

Once you have decided to read it, click the orange button that says “read” or the other button with a plus sign (+) next to it. When you click to read, you will be given the option of adding the title to your library or a reading list. When you click on one a story will be added.

10. Use the library



Figure 2.10

Once you have added it, go to your library, which is indicated by a three book stack icon. When you enter, you will see the story's cover. If you click on the cover, you will be taken directly to the first chapter.⁵⁸

G. Advantage and Disadvantages

1. Advantage of watsapp of watsapp

They are the advantages of watsapp as follows:

- Can make stories according to our ideas.
- Add social media friends.
- Do not spend much money, and we only need quota or internet data
- Fill free time. decide what is the main idea.
- Increase imagination.

2. The disadvantage of using watsapp.

There is the weakness of watsapp as follows:

- Watsapp is an online media so its hard to students who have not internet connection.
- The teacher need the projector to teaching and also explain the media.

H. The implementation of watsapp to reading skill

The writer decide to use watsapp in teaching reading because watsapp is a reading and writing app that is really popular especially for teenager to young adult, but because the various genre that is in watsapp, the writer think that this application is also suitable for many ages but still need

⁵⁸ Herlina Rahmawati, *Technology in The Classroom: Using Watsapp to improve Students Writing skill*, (4th ELTT Conference, Blitar, 2018),p.211.

instruction of the teacher in teaching young teenager. Not only fiction but also non-fiction is in watsapp. Thus watsapp is suitable for many topics in reading. Reading skill also connected with writing skill to know whether the students already understand or not, then by using watsapp they can also use the future for write their own writing without must write it on their book. For example they have read a page of story in watsapp and they have to decide what is the main idea. They can write the main idea by writing it and make their writing as a draft. Screenshot it and send it to their teacher. From the explanation above, watsapp is simple but also an application with features that can help teacher in teaching reading.

I. The procedure of teaching Reading by using watsapp application

- a. Prepare the application
Make sure the students downloaded the watsapp application and connect to the internet in their phone.
- b. Create account
The teacher will direct the students to create account. They will need an email address, facebook account, instagram account or google account. The confirmation will come to the account log in.
- c. Teacher preparation
Identify a selection, to be read by using watsapp application, of moderate to high difficulty. This generally means not exceeding 50-250 words for a primary grade class, 600 words for an intermediate class, or

900 words for a middle school class. Prepare a 10-20 item test on the material to be given at the end of the class period.

Recognition type questions, such as multiple choice, tend to ensure early success.

d. Students preparation

First ask the students, what they know about the topic. Then explain the important points contained in the narrative text.

e. Reading and recalling

The students will read independently within the group by the silent reading, students are try to understand the contents of the text they have read. Then the teacher will direct them to find the generic structure (orientation, complication, resolution, reorientation) on the text.

f. Self- monitoring/ self correction

As students read, the teacher will monitor students decoding and comprehension. The teacher may ask students if something makes sense, encourage students to try something. Instruct the students to review the material read and self-correct in consistencies and information overlooked in their initial attempts to retell. Notes chages and additions on the whiteboard.

g. Restructuring

Encourage student to organize their retellings into outline form. Having students record the outline in their notebooks lends a sense of authenticity and purpose to this effort. The outline can be as simple or elaborate as student ability level permits.

h. Teacher monitoring and correction

If it appears that students have overlooked any important ideas, raise focusing questions about these points, such as “what do you suppose is the most important of the five points made by the author?”.

i. Evaluation

Give the test prepared in steps 1. A score of 70 percent to 80 percent should be required for a “pass”. Students will surprise you by seeing this as a fair “pass” level due to the extraordinary level of help and empowerment they have received. They also tend to look forward to the test as an opportunity to show what they have learned.

j. Introspection

Discuss any insight student may have reached about their own learning processes as a result of the waptopad application experience. The insight you most want students to reach is that accuracy in comprehension and recall can be improved simply by an internal “act of will” to do so.

k. Optional but important study step

Several days later give a second test on the same material. Questions should be the same as those on the original test. Allow students about 15 minutes prior to the test to review material from their notes. This step also can serve as “teachable moment” for coaching study skills and memory technique of the type

presented in the chapter ahead on higher-order thinking and study skills.”⁵⁹

From the steps above, the researcher construct the procedure of Teaching reading comprehension by using watsapp application

1. Prepare the application

The students can download the application in app store or play store in their handphone.

2. Create account

The teacher will direct the students to create account. They will need an email address, facebook account, instagram account or google account. The confirmation will come to the account log in.

3. The teacher prepares the material

The teacher gave a narrative text to the students with the topic “Sura and Baya”. And ask the students to find the text material in the application.

4. The teacher guides class into some groups.

5. The teacher asks the students to read the text.

6. The students do the silent reading and and memorizing the text.

⁵⁹ Dhara Amalia Tanjung, *Utilizing Watsapp Application to Improve the Students skill in Narratie text*, (Medan: Islamic University of Sumatera),p. 20

7. Close the application.
8. The teacher writes the the information in the white board.
9. The teacher and students reorganize the information.
10. The teacher give some questions related to the material for the students.
11. The students discuss the material in small group discussion.

The strong point on using text from Wattpad rather than Textbook is the students more easier to find the text that is accordance with legend and fable stories. Therefore, students are more interested in reading the Wattpad application rather than from the Textbook. Because in the textbook only has a few stories are provided. The author of the Legendary story in the Wattpad application is Mayaothra and the author of Fable story is Irhaboggle.⁶⁰

J. Textbook

1. Definition of textbook

The books used in Indonesian schools consist of four books, they are textbook, textbook, reference book and leaflet. The reading of books and references by the teacher and the students is a difference. Because the level of the teacher must be higher than the students. The term "textbook" is different from the term "text". The texts are from any of language forms. The text can be spoken or written. For written

⁶⁰ Herlina Rahmawati, *Technology in The Classroom: Using Wattpad to improve Students Writing skill*, (4th ELTT Conference, Blitar, 2018),p.211.

texts, the possibilities range from labels, forms, diagrams to essays, manuals and books. The textbook is one of the texts, book for use in the curriculum. Textbooks are a key component of most language programs. In some cases, they form the basis for much of the language input and language practice of students in the classroom. These can inform the content of the lessons, the balance of taught skills and the language exercises in which students participate. In other situations, the textbook can mainly supplement the teachers instructions. For students, the textbook can provide their most important source of content in addition to the languages offered by the teacher.

According Muslich, textbook is one kind of education book, textbook is books containing descriptions of material about subject or definite field of study, which is arranged systematically and have been selected based on specific objectives, learning orientation, and students' development to be assimilated.⁶¹ Textbook is a students' instrument to understand and to learn things which is read and also to understand the world outside of it. Textbook has an extraordinary power to change the students' brain. Textbook may affect the child's knowledge and certain values.⁶²

Textbook is a mandatory reference book to use in the schools which contains learning materials in order to increase the faith and devotion, character and personality, ability to Master of Science and

⁶¹ Mansur Muslich, "Hakikat dan Fungsi Buku Teks" , http://www.masnurmuslich.blogspot.com/2008/10/04_archive.html. pg:1, accessed on Monday 15 June 2015, at 7:37 pm

⁶² Chambliss, MJ and RC Calfee. Textbook For Learning: Nurturing childrens minds, Massachusetts: Blackwell Publishers.1998pg .23

technology, sensitivity and aesthetic ability, health and physical potential which is based on national education standard⁶³. Textbook consists of principle textbook and complementary textbook. Textbook is provided by the government or National Education Department. Complementary textbook is privately published books purchased by schools or students based on local option, which is based on schools policy and local.⁶⁴

Based on the definitions above the writer infers that textbook is instructional material in any particular subject that is used by the educators and the learners for teaching and learning process. Textbook is a guideline for the teachers to provide the materials that are given to the students and to help them to find a text and items that are appropriate with level of students' abilities because the textbook has provided all everything which are the teachers' need. Besides that, the textbook helps the students to know all everything that they have never known before. Chambliss and Calfee explain that textbook is supporting device to understand and learn from anything what to be read and to be understood about all everything in the world.⁶⁵ They can know them by a passage in a reading text, for example reading passage about a culture of another ethnic that is different with their culture so that it can add their knowledge about several of culture whole the world while they can also do the exercise items in that textbook.

⁶³ Focusmedia team Redaction, *Himpunan Peraturan Perundangan Standard Nasional Pendidikan*, Bandung:Fokusmedia,2005, pg.162

⁶⁴ Dr. Dedi Supriyadi, *Anatomi Buku Sekolah di Indonesia*,Yogyakarta: Adicita Karya Nusa,2000, pg. 1-2.

⁶⁵ Chambliss, MJ and RC Calfee."Textbook For Learning: Nurturing children's minds, Massachusetts": Blackwell Publishers. 1998, pg.23

2. The strategy of Guided Reading Procedure

The guided reading procedure (GRP) was developed to demonstrate to under achieving students that they can greatly increase their reading comprehension through metacognitive act of self-determination or strategy control⁶⁶. Manzo described the guided reading procedure which was design to improve reading comprehension by stressing attitudinal factors accuracy in comprehension, self-correction and awaresess of implicit questions, as well as cognitive factors, unaided recall and organizational skills.⁶⁷ According to explanation above, the researcher assumes that guided reading procedure is the appropriate strategy in teaching English especially in reading a text, with guided reading the teacher and the students can work together. The teacher as a guided for the students and give a motivate to the students, so the students can more active in class. Guided reading procedure will help students to improve and develop their reading comprehension.

The procedure of guided reading are:

1. The teacher prepares the material
2. The teacher divided class into some groups
3. The teacher gives the text and instruct the studets to know the topic by reading the text.
4. The students do the silent reading and memorozing the text.
5. The teacher intruct them to close the text ask the students to retail the information.
6. The teacher writes the information in the whiteboard.

⁶⁶ Paul C.Burns,Betty D.Roe & Elinor P.Ross, *Teaching reading in toda's elementary schools*, (Buston: Third edition), p 312.

⁶⁷ Dexie Lee Spiegel, *Adaptation of Manzo's Guided*, (University of North California: Journal of Students Research), p. 187.

7. The teacher and students reorganize the information
8. The teacher gives some questions related to the material for the students.
9. The teacher gives a test for the students.
10. The students discuss the material in small groups discussion.⁶⁸

3. Procedure of teaching reading by using Textbook

1. Giving greeting
2. Commanding to open the book
3. Introducing the topic
4. Providing information about narrative text
5. Retelling text
6. Providing feedback to the students
7. Assessing the students achievement
8. Retelling the end of the lesson.

The eight teachers steps can be reclassified into 3 main classification they are opening activity, main instructional, and closing the activity. Opening activity is the teachers verbal behaviour performed before the class begin. It includes giving greeting, commanding to open the book and introducing the topic. Main instructional activity is the teachers verbal behaviour performed to enable the students to comprehend the narrative reading text. While closing activity is the teachers verbal behaviour performed to end the section that includes finishing the lesson to close the activity.

⁶⁸ Antony V. Manzo and Via Manzo, *Teaching Children to be a literate; A reflective Approach*, (New York : Harcourt Brace Wilage Publisher, 1995), p. 293

K. Conceptual Framework

Reading is an activity in which the reader communicates with a text in an intimate environment. Teaching to read to learn is not as easy as shaking hands. It requires an effort because, during the reading activity, the reader not only finds the meanings of the vocabulary and grammatical characteristics but also has a deep understanding of the text. When teaching reading, the teacher must take care of the materials used. It is also worth considering the subject and the way of reading the texts. The topic and the readings should depend on who the students are.

Some of students have a low score in reading, especially narrative text. This may be due to low motivation. The students feel a bit bored because they only use a book to reading activity. This causes students to be less interested in improving their reading skills. The use of wattpad application is one of way to solve this problem because we know that using media in teaching learning process is a good way to help the teacher deliver the material, also helps students get motivation in reading.

Wattpad is an extremely popular application among the writers and the reader. More than fifteen million people use wattpad to write or read the stories from the authors. In teaching reading, the use wattpad application can be the one solution to improve students' motivation in reading narrative text.⁶⁹ The teacher can choose the text level according to the material to be taught.

⁶⁹ Nadya Sharani and Adi Bayu Mahadian, *Perilaku Menulis Fanfiction oleh Penggemar Kpop di Wattpad*, Jurnal Komuniiasi Global Universitas Syiah Kuala, Vol. 6, No.2 (Banda Aceh: Universitas Syiah Kuala, 2017), P. 201.

L. Hypothesis

The hypothesis of the research as follows:

H₀ : There is no significant influence of using Wattpad Application to reading comprehension in narrative text of the eight grade of Mts Darussalam Batumarta VI Oku Timur in academic year 2022/2023.

H_a : There is a significant influence of using wattpad application to reading comprehension in narrative text of the eight grade of Mts Darussalam Batumarta VI Oku Timur in academic year 2022/2023.





REFERENCES

- A.S.Hornby. *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University,2015.
- Anderson, Mark, and Kathy Anderson. "*Text Types in English*" Chapel Street, South Yarra : Macmillan Education Australia PTY, 1997.
- Arisma, Olynda Ade. *Peningkatan minat dan kemampuan membaca melalui penerapan program jam baca sekolah di kelas VII SMP Negeri 1 Puri*. Diss. Universitas Negeri Malang, 2012.
- Artajaya, Gede Sidi."Inovasi media watsapp dalam pembelajaran sastra Indonesia." *Sandibasa: Seminar Nasional Pendidikan Bahasa dan Sastra Indonesi* Astarilla, Liya, and Dede Warman. 2016.
- "IMPROVING STUDENTS' READING COMPREHENSION THROUGH THE USE OF RECIPROCAL TEACHING TECHNIQUE AT STMIK RIAU PEKANBARU." *JEE (Journal of English Education)*, 2022.
- Aytan, Talat. 2017. "Evaluation of Electronic Writing Experiences of Turkish Teacher Candidates at WATTPAD Environment." *Higher Education Studies*.
- Bahri, Syamsul. 2014. "*Improving Reading Comprehension through Short Stories at the Tenth Grade Students of SMAN 3 Parepare*." Unpublished: A Skripsi of Tarbiyah Departement of STAIN Parepare
- Bordens, Kenneth, and Bruce Barrington Abbott. 2014. *Ebook: Research Design and Methods: A Process Approach*. McGraw Hill
- Brown, H. Douglas, and Privanda Abeywickrama. 2011. "*Language assessment: principles and classroom practice (2nd)*."

- Brown, H. Douglas. 2000. *Principles of language learning and teaching*. Vol. 4. New York: Longman Christine, Nuttall. (1982) "Teaching Reading Skills in a foreign language." *HEB*.
- Contreras, D. J. A. J., et al. 2015. "The "Wattyfever": Constructs of Wattpad readers on Wattpad's role in their lives." *Communication Research*
- Cresswell, John W. 2012. "Educational research: Planning, conducting, and evaluating quantitative and qualitative research." *Lincoln: Pearson*.
- Creswell, John W. "Qualitative, quantitative and mixed methods approaches", 2014.
- Dawson, Catherine. *Practical research methods: A user-friendly guide to mastering research*, 2002.
- Dorn, Linda J., and Carla Soffos. 2005. *Teaching for deep comprehension: A reading workshop approach*. Stenhouse Publishers.
- Dr, P. "Sugiyono. 2008. *Metode Penelitian Kuantitatif Kualitatif dan R&D*." CV. Alfabeta, Bandung.
- Ely, Donald P., and Rob Melnick. 1980. *Teaching and Media: Systematic Approach*. Englewood Cliffs, NJ: Prentice-Hall.
- Fitriyah, Aidatul, Risa Febriani Aulja Nisa, and Moses Glorino Rumambo Pandin. 2022. "The Popularity of The Wattpad Application in Increasing Millennial Generation's Literacy Through Literary Works."
- Fraenkel, Jack R., Norman E. Wallen, and Helen H. Hyun. 2012. *How to design and evaluate research in education*. Vol. 7. New York: McGraw-hill.
- Grabe, William Peter, and Fredricka L. Stoller. 2013. *Teaching and researching: Reading*. Routledge.
- Harmer, Jeremy. 2001. "The practice of English language teaching." London/New York.

- Hatch, Lisa Zimmer, Scott A. Hatch, and Amy Hackney Blackwell. 2014. *LSAT for Dummies*. John Wiley & Sons.
- Haynes, Margot. 2010. "READING IN A SECOND LANGUAGE: MOVING FROM THEORY TO PRACTICE." William Grabe. New York: Cambridge University Press.
- Indah lestari, lestari indah. 2022. *The use of watsapp strategy to improve student's reading skills at sman 3 luwu utara*. Diss. Institut agama islam negeri palopo.
- John, J. "De Boer and Martha Dallmann. 1990. " *The Teaching of Reading (Holt, Rinehart and Winston)*.
- Joyce, H., and S. Feez. 2000. "Writing skills: Narrative and non-fiction text types." Sydney: Phoenix Education Pty Ltd.
- Kothari, Chakravanti Rajagopalachari. 2004. *Research methodology: Methods and techniques*. New Age International.
- Kustaryo, Sukirah. 1988. "Reading technique for college students." Jakarta: p2lptk.
- Leavy, Patricia. 2022. *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. Guilford Publications.
- Marczyk, Geoffrey R., David DeMatteo, and David Festinger. *Essentials of research design and methodology*. Vol. 2. John Wiley & Sons, 2010.
- Mark, Anderson, and Kathy Anderson. "Text Types in English." Australia: Macmillan Education (1997).
- Mawardi, Arif Budi. "Komodifikasi sastra cyber Watsapp pada penerbit indie." *Sabda: Jurnal Kajian Kebudayaan* (2018).
- McGuinness, Diane. *Language development and learning to read: The scientific study of how language development affects reading skill*. Mit Press, 2006.

- McMillan, James H., and Sally Schumacher. *"Research in Education: Evidence-Based Inquiry, MyEducationLab Series."* Pearson (2010).
- McNamara, Danielle S., ed. *Reading comprehension strategies: Theories, interventions, and technologies.* Psychology Press, 2007.
- Muijs, Daniel. "Doing Quantitative Research in Education with IBM SPSS Statistics." *Doing Quantitative Research In Education With IBM SPSS Statistics* (2022).
- Nation, Ian SP. *Teaching ESL/EFL reading and writing.* Routledge, 2008.
- Newman, W. Lawrence. *"Social Research Methods: Qualitative and Quantitative Approaches,* Boston." MA: Pearson Education Inc (2003).
- Nuryadi, Nuryadi, et al. *"Dasar-Dasar Statstik Penelitian."* (2017).
- Oakhill, Jane, Kate Cain, and Carsten Elbro. *Understanding and teaching reading comprehension: A handbook.* Routledge, 2014.
- Pardiyono, M. Pd. *"Pasti Bisa Teaching Genre-Based Writing."* Yogyakarta: Andi (2007).
- Permana, Tahan Dwi. *"The implementation of picture series as media in teaching writing of a narrative text of the tenth graders of Senior High School."* RETAIN , (2013).
- Pianzola, Federico, Simone Rebora, and Gerhard Lauer. *"Wattpad as a resource for literary studies. Quantitative and qualitative examples of the importance of digital social reading and readers' comments in the margins."*(2020).
- Ramdarshan Bold, Melanie. *"The return of the social author: Negotiating authority and influence on Wattpad."* Convergence (2018).

- Richards, Jack, John Platt, and Heidi Weber. "Longman dictionary of applied linguistics." Essex, UK: LongmanGroupLimited, (1985).
- Roe, Betty, Sandra H. Smith, and Nancy J. Kolodziej. *Teaching reading in today's elementary schools*. Cengage Learning, 2018.
- Sanjaya, Wina. "Perencanaan dan desain pembelajaran." Jakarta: Kencana, (2008).
- Setiadi, Ag Bambang. "Metode penelitian untuk pengajaran bahasa asing." Yogyakarta: Graha Ilmu (2006).
- Spiegel, Dixie Lee. "Adaptations of Manzo's Guided Reading Procedure." *Reading Horizons: A Journal of Literacy and Language Arts*, (1980).
- Suharsaputra, Uhar. "Metode penelitian: kuantitatif, kualitatif, dan tindakan." (2012).
- Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D*, Bandung : ALFABETA CV (2012)
- Sulistyo, Ika Teguh. *Applying Wattpad Application to Improve Students' Reading Comprehension of Narrative Text (A Classroom Action Research at the Tenth Grade of SMA Nurul Falaah Bogor Academic Year 2019/2020)*. BS thesis. Jakarta: FITK UIN Syarif Hidayatullah Jakarta.
- Sutarini, Sutarini, and Dara Fitrah Dwi. "EFEKTIVITAS APLIKASI WATTPAD SEBAGAI MEDIA PEMBELAJARAN DALAM MENINGKATKAN MINAT BACA." *Jurnal Muara Pendidikan*, (2022).
- Syah, Muhibbin, and *Psikologi Belajar*. "Jakarta: PT." (2003).
- Tankersley, Karen. "THE THREADS OF READING: STRATEGIES OF LITERACY DEVELOPMENT." *Journal of Catholic Education*, (2005).