THE USE OF WATTPAD APPLICATION TO IMPROVE READING COMPREHENSION IN NARRATIVE TEXT FOR THE 7TH GRADE STUDENT OF SMP IT AL-FIKRI SEMARANG IN ACADEMIC YEAR 2023/2024

Final Project

Submitted to Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan in English Education

By:

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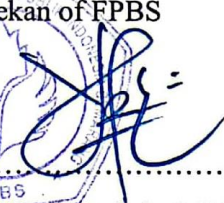Dr. Sukma Nur Ardini, S.S., M.Pd.
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I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writers' opinions or findings included in the final project are cited in accordance with ethical standards.
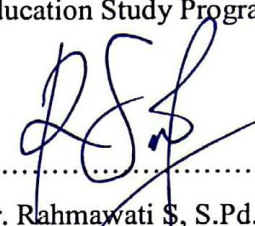
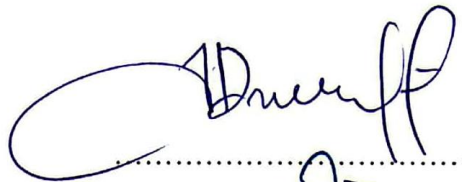Semarang, July 24th 2024

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DEDICATION

This final project is dedicated to:

1. Myself, for doing so great.
2. My family, for being inspiration to reach my dream and my success.

MOTTO

مَنْ جَدَّ وَجَدَ

" Who is earnest will succeed"

By

Ahmad Fuadi

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greatly benefit the readers and contribute to the improvement of English teaching in Indonesia.

Semarang, July 24th, 2024

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ABSTRACT

Mu'arifah, Siti. 2024. *The Use Wattpad Application to Improve Reading Comprehension in Narrative Text for the 7ᵗʰ Grade Student of SMP IT Al-Fikri Semarang.* final Project, English Education Study Program, Faculty of Language an Arts Education, Universitas PGRI Semarang.
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This study investigates the effectiveness of the Wattpad application as a tool to enhance reading comprehension in narrative texts among seventh-grade students at SMP IT Al-Fikri Semarang during the 2023/2024 academic year. The research employs a quasi-experimental design with a one-group pretest-posttest approach. A sample of 24 students was divided into control and experimental groups based on their pretest scores. The experimental group utilized Wattpad for reading exercises, while the control group followed traditional methods. Data were collected through pretests, posttests, and questionnaires, and analyzed using SPSS to determine the significance of the results.

The findings indicate that Wattpad significantly improved reading comprehension in the experimental group compared to the control group. The mean score differences between pretest and posttest results were statistically significant, with higher improvements observed in students who used Wattpad. These results suggest that integrating Wattpad into reading instruction can be an effective strategy for enhancing students' reading skills. Further research is recommended to explore the long-term impacts and applicability of Wattpad in different educational settings.

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INTRODUCTION

1.1 Background of the Study

English is one of the main subjects in Junior High School, and thus learning English aims to make students able to master English and use it in everyday communication in the future. In the process of mastering English, every student is required to master the four English skills: reading, listening, speaking, and writing. Of these four skills, reading and listening are receptive skills, which involve a person's ability to receive and process English words or symbols to understand them. Reading plays an important role in learning English, enabling students to understand information, master various vocabulary, and describe or retell the information they have received (Dewi et al., 2020). Therefore, reading helps students process information from English through various writings, symbols, or images.

Even though reading has a very positive impact on students' English cognitive development, many students and even Indonesians do not like reading. This is evident as Indonesia is one of the countries with the lowest reading interest. According to a study titled "Most Literate Nation in the World 2016," Indonesia ranked 60th out of 61 countries in terms of reading interest. This ranking places Indonesia above Botswana and below Thailand, which is ranked 59th. This low interest in reading deserves the attention of all Indonesian people (Sumarsono & Mbato, 2022).

Indonesia's low reading culture leads to students' lack of mastery of reading skills in learning English. The lack of reading activities, which are receptive skills, results in suboptimal vocabulary mastery among students (Gangga Dwi Putra et al., 2023). Vocabulary is directly related to reading comprehension in a positive direction (Rahmasari et al., 2023). Students can easily understand the text's contents if they have extensive vocabulary mastery. Likewise, by understanding the entire text, students can learn various vocabulary or expand their vocabulary mastery (Dewi et al., 2020). Thus, one of the obstacles to achieving students' reading comprehension is the lack of vocabulary mastery.

The students' lack of vocabulary mastery is reflected in the low average English learning scores at Islamic Junior High School Al-Fikri Semarang, around the minimum score criteria (75). This is caused by students' lack of English learning in elementary school, which hinders learning through limited vocabulary mastery (Raras et al., 2023). Apart from vocabulary, the students' disinterest in reading material and media is another obstacle to reading mastery. Research data from 2014 to 2019 shows that people, especially students, tend to choose to read e-books because they are easier to access, have a variety of reading materials, and are more comfortable to read than physical books (Ginny et al., 2022). This factor forces teachers to innovate and create interesting media and reading materials to increase students' interest in reading.

Reading proficiency may be enhanced by employing programs accessible via various devices such as computers, laptops, and other electronic devices. One such application is Wattpad. Wattpad is a digital platform that hosts a diverse range of literary works, including articles, short tales, novels, and poems (Furotun et al., 2021). Wattpad is an online community where authors and readers can connect and share their work (Wanda, 2019). Users may create or consume textual material related to cyber literary narratives using Wattpad (Ahmadi, 2018). Wattpad offers a wide range of genres for its content, including short stories, classics, fiction, adventure, anime, romance, fantasy, comedy, spirituality, mystery, horror, poetry, science fiction, historical fiction, adolescent fiction, general fiction, classics, and non-fiction (Setyadi, 2018).

Integrating the Wattpad platform with English prose lessons can be an enjoyable and beneficial method to acquire knowledge in literature. Students must engage in the analysis and interpretation of literary works and demonstrate their creative abilities by composing and presenting their own works to develop and enhance their skills in critical evaluation and appreciation. An effective method for students and professors to maintain active communication both in person and online is by using blended learning via the Wattpad platform (Rahman & Iwan, 2019). Secondary school children find independent reading and writing activities on Wattpad both soothing and entertaining. Given these results, educators should integrate learning and

teaching settings by formulating diverse action plans that include students' in-class and out-of-class experiences and their interests and needs (Başoğul, 2021).

Wattpad is an alternative learning medium for learning English, especially to improve reading comprehension skills. This aligns with research by Nurdiana et al. (2023), which states that Wattpad can improve students' reading skills by making them feel focused, comfortable, and satisfied by providing interesting and varied reading materials. Furthermore, Pido et al. (2022) stated that Wattpad provides interesting stories that align with teenagers' preferences, making them comfortable studying and increasing junior high school students' reading interest. Although several studies have shown the effectiveness of Wattpad in improving students' reading comprehension, there is still little literature that discusses the further use of Wattpad as a reading medium in English learning for junior high school students.

The process of teaching and learning English subjects, especially in improving students' reading skills at junior high school, faces several obstacles, including students who are less motivated, textbook material that is less interesting, and differences in the intellectual levels of students in one class (Kusumawardani et al., 2018). Each class has a variety of students with different levels of intelligence, ranging from the lowest to the highest or even extraordinary intelligence. Each student has a different form of intelligence, and the scope of English subjects is very suitable for students with linguistic intelligence (Source). The match between students' types of intelligence and the material they study accounts for 20% of learning success (Goleman, 2015).

Teachers must provide learning methods appropriate to the type of intelligence and intellectual level of students so that the learning process can run more effectively and efficiently. Students with a low intellectual level will find it difficult to match students with a high intellectual level in speed and accuracy in understanding learning material. Likewise, students with a high intellectual level will find learning very slow or boring if they have to wait for students with a low intellectual level to master the material (Kusumawardani et al., 2018). This forces teachers to be fair by providing learning according to

students' absorption capacity without burdening them.

In class VII at Islamic Junior High School Al-Fikri Semarang, there are two classes with randomly assigned students of varying intelligence levels. A pre-interview with the English teacher at Islamic Junior High School Al-Fikri revealed that one of the difficulties in learning English in grade 7 is that some students are confident in their English language skills, some fear English, and some are indifferent. Thus, there are three levels: students with low, middle, and high English scores. These three groups of students are used as a reference to evaluate the suitability of Wattpad as a learning medium for improving students' reading comprehension.

Based on the above conditions, the researcher is interested in conducting this study. This research specifically discusses the use of Wattpad media in the classroom for students' reading skills. It aims to see the effectiveness of using Wattpad in improving students' reading comprehension in more depth by conducting experiments on three groups of students with different intelligence levels: low, middle, and high. This research is entitled "The Use of Wattpad Application to Improve Reading Comprehension in Narrative Text for the 7th Grade Students of SMP IT Al-Fikri Semarang in the Academic Year 2023/2024".

1.2 Problems of the Study

The research questions are aimed at exploring the impact of using Wattpad as a reading medium on students' reading comprehension skills. Specifically, the research questions include:

1. Is there a significant improvement in students' reading comprehension skills after using Wattpad as a reading medium compared to traditional methods?
2. What are the differences in reading comprehension improvements among students with low, middle, and high initial reading skills when using Wattpad?
3. How does the use of Wattpad influence students' attitudes towards reading?

1.3 Objectives of the Study

1. To determine if there is a significant improvement in students' reading

comprehension skills after using Wattpad as a reading medium compared to traditional methods.

2. To measure the differences in reading comprehension improvements among students with low, middle, and high initial reading skills when using Wattpad.

3. To assess how the use of Wattpad influences students' attitudes towards reading.

1.4 Scope of the Study

To make this research workable, it is necessary to scope and limit the research. Based on the material in the main English language learning textbook, which focuses on learning about daily dialogue using English at home and school (chapters 3, 4, and 5) (Damayanti et al., 2022), the researcher limited it to Wattpad stories that fit the theme of daily lives of teenagers or slice-of-life stories of teenage students. Additionally, to categorize students into different intelligence levels, a pre-reading test using one reading text with 10 questions was conducted to assess students' initial reading abilities.

1.5 Significances of the Study

The researcher of this study hopes this study can contribute both theoretically and practically.

1. **Theoretically**

Theoretically, this study is expected to provide an overview of the effectiveness of using Wattpad as an online reading medium in improving students' reading skills. Additionally, it aims to describe the differences in reading skill improvement among different levels of student groups.

2. **Practically**

Practically, the researcher hopes the results of this study will benefit the researcher herself and the readers, especially the students of SMP IT Al-Fikri Semarang. Furthermore, this research is expected to serve as a reference and guide for further studies concerning language skills, especially reading.

CHAPTER II
REVIEW OF LITERATURE

2.1 Definition of Reading

The four abilities of hearing, speaking, reading, and writing are recognized as being extremely significant in the teaching and learning process, according to Brown (2001 in Kamola Komilovna, 2022). One of the most crucial language abilities is reading. Numerous professionals have shared their thoughts on what reading means.

Gebhard (in Kamola Komilovna, 2022) explained that reading involves using bottom-up (to understand written language, we rely on our ability to recognize words, phrases, and sentences) and top-down (as well as on our prior knowledge related to the content of what we are reading) processing, as well as the application of strategies and skills. Reading also entails finding meaning in print and script within a social context. In line with that, Harfika Sari et al. (2020) view reading as an "interactive" process between a reader and a text that leads to automaticity (reading fluency). Thus, it can be said that a reader and a text interact during the reading process.

To classify reading as a receptive ability in the teaching and learning process, Kusumawardani et al. (2018) provides an additional explanation by defining reading as a means of deriving meaning from speech. Since reading does not require the reader to produce words, the reader takes on the role of the message's recipient and comprehends it.

2.1.1 The Importance of Reading

Since reading is one of the enjoyable hobbies that many people like, it is extremely important. First, reading can provide new knowledge; in this case, the reading context is generally understood. Reading on the internet is also considered a form of reading, in addition to reading books. As we all know, reading on the internet can offer readers additional perspectives (Wijayanti, 2020). Reading, therefore, can enhance brain development. It

stimulates the brain's cognitive processes and trains it to perform brief analyses. Even a small reading habit can impact someone's thoughts, language, and other abilities. Analytical thinking practices can make the brain more receptive to the ideas and insights of others.

Furthermore, reading widely will naturally expand one's understanding, which affects problem-solving abilities. Regular readers can apply their knowledge to solve problems and approach issues with more modesty (Setiawati & Budiasih, 2021).

Moreover, reading helps sharpen one's memory. It keeps the brain active; its cells become engaged and accustomed to processing new words quickly (Kamola Komilovna, 2022). Finally, reading is naturally enjoyable. Many people find that reading provides pleasure, entertainment, or clarity on various issues they may be facing while expanding their horizons.

2.1.2 The Aim of Reading

When reading, of course, readers have their respective aims. In the theory put forward by Tarigan (in Ghafournia, 2023), the aim of reading is 7 (seven), namely;

a. Reading for details or facts

   The aim of reading here is to obtain details or facts about a topic that is being read.

b. Reading for main ideas

   The aim of reading here is to get the main ideas of a topic.

c. Reading for sequence or organization

   The aim of reading here is to know the sequence or arrangement, the organization ofthe story.

d. Reading for inference

   The aim of reading here is to conclude the content contained in a text.

e. Reading to classify

   The aim of reading here is to classify or classify the type of

reading.

f. Reading to evaluate

The aim of reading here is to assess or evaluate the content of discourse or reading.

g. Reading to compare or contrast

The aim of reading here is to compare or contrast the content of the reading with reallife.

Yunus Abidin (in Ghafournia, 2023)gave another opinion about the aims of reading that provides 3 reading aims, namely:

a. Reading for knowledge

The aim of reading here is to find a variety of useful information in order to developone's knowledge and insight.

b. Reading to earn

The aim of reading here is to bring financial benefits.

c. Reading for entertainment

The aim of reading here is to get freshness and pleasure.

2.1.3 Types of Reading

Reading can be divided into several categories according to the readers' goals. According to Brown (in Kamola Komilovna, 2022), reading can be categorized into three types: academic reading, reading for work-related purposes, and personal reading.

Academic reading includes textbooks, articles, papers, theses, references, editorials, and other scholarly materials. Reading for work-related purposes involves schedules, memoranda, emails, letters, applications, reports, and similar documents (Ghafournia, 2023). The final category is personal reading, which involves newspapers, periodicals, magazines, novels, short stories, and other leisure materials.

2.1.4 Methods of Reading

The reading approach may be categorized into two main types: intense reading and extensive reading.

1. Intensive Reading

The Intensive Reading Method refers to a rigorous approach to reading aimed at acquiring knowledge. During intensive reading, the reader carefully examines each paragraph in the text. This method is used because an author typically conveys a single central concept in each paragraph. Additionally, understanding the interconnections between paragraphs is crucial, as some paragraphs serve as support for others. It is also important to incorporate the author's explicit mentions of event details, illustrations, and comprehensive explanations, which help elucidate the core issue. Essentially, this approach allows the reader to comprehend the text and gain knowledge or insight. Broughton noted that texts of no more than 500 words are often subjected to concentrated attention during intensive reading. Thus, intensive reading can be defined as the act of reading texts that do not exceed 500 words in length (Qobiljon & Dilmurod, 2023).

2. Extensive Reading

Extensive reading refers to the practice of reading a variety of sources, including books, magazines, newspapers, web pages, and other reference materials. Unlike intensive reading, which focuses on detailed analysis of individual texts, extensive reading involves engaging with several interconnected texts and completing them relatively quickly. One benefit of extensive reading is the acquisition of comprehensive information through news articles on the same topic. This approach is often used to broaden perspectives and provide theoretical resolutions to problems. Whenever possible, extensive reading should include reading for pleasure. The main

objective of this fluency practice is to enhance understanding, whether it involves reading a book, article, short story, or newspaper (Qobiljon & Dilmurod, 2023). The primary methods are:

a) Skimming

This approach to reading is used to ascertain the primary theme of a work. It involves a superficial reading of the book, where the reader selectively focuses on key concepts and ideas rather than reading it comprehensively from beginning to end. Subsequently, readers can decide whether the material requires a more thorough examination. Skimming allows for time-saving in reading and enables a reading speed that is three to four times faster than regular reading.

b) Scanning

The purpose of this reading approach is to efficiently and precisely extract specific information from a book. Scanning is often used when the reader has prior knowledge of the exact information they are seeking, allowing them to focus their attention on the relevant content within the book (Qobiljon & Dilmurod, 2023).

2.2 Reading Skill

Perfetti (in Baba & Affendi, 2020) defined reading proficiency as a person's performance on a reading evaluation. According to Snow, the ability to read well involves the simultaneous extraction and construction of meaning through interaction with written language. Reading requires more than just the ability to recognize words on a page; it also involves the simultaneous use of multiple skills.

Possessing strong reading abilities is beneficial for an individual. A reader needs to be proficient in reading to comprehend the context of a text. A person with strong reading comprehension skills will find it easier to

understand, find significance in, and enjoy what they are reading.

The National Reading Panel (in Kamola Komilovna, 2022) stated that there are five essential components necessary for the process of developing reading skills. These five essential components are: Fluency, Vocabulary, Comprehension, Phonemic Awareness, and Phonics.

1. Fluency

The capacity of a reader to pronounce words, phrases, sentences, and texts with accuracy, speed, and expressiveness is known as fluency. According to Kamola Komilovna (2022), fluency is defined as the ability to read a text quickly and accurately while adding appropriate expression. It has rightfully been dubbed the "most neglected" reading skill.

Loewus (in Madolimovich, 2022) describes fluency as involving accuracy, speed, and expressiveness. For beginning readers, fluency should no longer be challenging since they primarily practice it. After mastering letter sounds, decoding principles, and a solid foundation of sight words, many students start to experience the ease of effective reading, which eventually becomes second nature. However, some young readers find fluency to be a barrier. For them, words, sentences, and letter sound often do not seem to fit together perfectly. The sentences they read may sound robotic or jerky, and the process is far from smooth, with several interruptions.

Although many readers can recognize numerous words, they may still struggle with using expressions when reading. To understand the material, readers must be able to segment it into sections using appropriate expressions. It is important for readers to know when to shift focus and tone, as well as when to pause at the end of sentences. The NRP's study findings indicate that guided oral reading and repeated oral reading have a substantial and positive effect on children's reading fluency, comprehension, and word recognition (Alalwany, 2021).

2. Vocabulary

The command of words, both spoken and written, is known as vocabulary. According to Barcroft, Sunderman, and Schmitt (in Rahmasari et al., 2023), vocabulary encompasses every word in a language. Understanding what you read depends on your vocabulary. Readers can usually grasp what they read easily if they are familiar with the majority of the vocabulary. However, when reading more complex texts, students need to have acquired new vocabulary terms that they were not previously familiar with.

Vocabulary can be acquired directly or indirectly. Indirect vocabulary acquisition occurs through regular interactions with written and spoken language. There are three methods for indirectly learning vocabulary (Rahmasari et al., 2023): (1) using vocabulary in spoken language on a daily basis; (2) reading extensively on their own; and (3) hearing adults read aloud to them. Vocabulary can also be acquired directly through explicit instruction, which helps students learn challenging words that denote complex concepts outside of their daily experiences. Direct instruction in vocabulary enhances reading comprehension by teaching language related to the text directly.

3. Comprehension

One of the most important aspects of reading is comprehension, as it requires the reader to actively construct the meaning of the material they are reading. Therefore, reading comprehension skills are crucial. Comprehension refers to the ability of readers to infer meaning from their perception of the material. Understanding what is being read is the ultimate goal of reading for everyone who engages in it. Without comprehension, reading would become a frustrating and meaningless exercise in word recognition.

Perfetti, Landi, and Oakhill (in Harfika Sari et al., 2020) state that reading comprehension necessitates the coordination of several language and cognitive processes, such as working memory, vocabulary, inference creation, word reading proficiency, comprehension monitoring, and prior

knowledge. In other words, reading comprehension involves understanding, clarifying, and drawing inferences from the text's or context's meaning or message.

Turner states that a reader is said to understand the reading material well if they achieve the following:

a. Identifying the words or phrases in the text and understanding their significance.

b. Understanding the significance of the experience he has in relation to the message conveyed in the reading.

c. Comprehend the whole of the meaning within its contextual framework.

d. Evaluate the significance of the textual material based on the reading experience.

e. Reading comprehension involves three primary components: prior information and experience related to the subject, the ability to link this knowledge and experience with the text being read, and the active process of deriving meaning based on one's own perspectives.

H.G. Tarigan (in Harfika Sari et al., 2020) comprehension skills include the following aspects:

a. Comprehending basic concepts (such as vocabulary, grammar, and rhetoric).

b. Comprehending the importance or connotation (the author's intention and objective, the pertinence or condition of the culture, and readers' responses)

c. Evaluation or evaluation (covering both the substance and structure)

d. The ability to adapt reading pace to optimal conditions with ease.

Gaining understanding is the primary goal of reading comprehension (Ghafournia, 2023). In reading comprehension, readers must achieve a thorough understanding of the text. The aim is to grasp the substance of what is being read (Tárraga-Mínguez et al., 2021). The main objective of reading comprehension is to use the reading material to provide answers to the questions the reader has. This includes understanding the reasons

behind the title or theme, the issues addressed or explored in the reading, and the actions and discoveries of the characters.

4. Phonemic Awareness

Phonemic awareness is a broad term used to describe various levels of understanding of pronounced vocabulary. In many languages, a large number of words have similar sounds, making it essential for the reader to discern how each word is pronounced. As noted by Ghafournia (2023), phonemic awareness is crucial for reading in alphabetic languages.

5. Phonics

The ability of a reader to accurately pronounce written material in spoken form is known as phonics. According to Marilyn Jager Adams' book *Starting to Read: Thinking and Learning About Print*, teaching that enhances children's sensitivity to spelling and their responses to pronunciation is crucial for developing reading skills. This encapsulates the core concept of phonics (Ghafournia, 2023). Phonics plays a vital role in helping children understand the text by assisting them in mapping sounds onto spellings, which facilitates word decoding. Decoding words improves reading fluency by enhancing word recognition. The goal of teaching phonics is to help readers comprehend and apply the alphabetic principle. Phonics instruction also serves as a memory aid, helping students recall and apply rules and generalizations for matching sounds with letters.

2.3 Attitude

According to Culbertson (in Alalwany, 2021), an attitude can be divided into three categories: (a) the existence of an attitude object, which is an abstract, non-physical entity such as views toward communism; (b) a set of beliefs, which involves evaluating the attitude object as either positive or negative; and (c) behavioral inclination, which refers to an individual's tendency to seek out and acquire an attitude object if they have positive feelings toward it, or to avoid it if they hold negative feelings

toward it.

Psychologists Ajzen (in Alalwany, 2021) describe attitude as a multifaceted construct comprising cognitive, emotional, and behavioral components. According to Harlen (in Baba & Affendi, 2020), an individual's attitude reflects their propensity or readiness to respond when faced with a specific situation or object. In summary, attitude encompasses all behaviors that stem from an individual's perspective and beliefs about a particular thing.

2.3.1 Characteristics of Attitude

Perloff (in Alalwany, 2021) defined characteristics of attitudes into three, they are:

1. *Attitudes are learned*. No human is born with attitudes. They learn attitude along with their growth and the way they socialize in the environment from childhood to adulthood.

2. *Attitudes are global, typically emotional evaluations*. The first and most important aspect of attitude is assessment. Holding an attitude involves classifying something and evaluating its worth or value. Attitudes are shaped by both external factors and internal feelings. Attitudes that express longing and aversion, allure and repulsion, preferences and aversions, often significantly impact their formation and experience. Some attitudes may be developed through the cognitive assimilation of knowledge, while others are acquired through the consequences of past actions. Attitude can be seen as a comprehensive assessment of both a situation and an individual. They are evaluated on a global or macro scale, rather than a micro one.

3. *Attitudes influence thought and action*. Perceptions and judgments are influenced by attitudes. Not only that but behavior is also influenced by attitudes. They guide our actions and direct us toward doing what we believe in.

2.3.2   Factors Influencing Students' Attitude

Azwar (in Baba & Affendi, 2020) proposed some factors that influence students' attitudes;

1. Individual firsthand encounter. Personal experience undoubtedly has a profound impact. Actors are more likely to develop a certain attitude when they encounter emotional stimuli.

2. Persuade those who have significant influence. Typically, humans have a tendency to adopt the views of those who are seen as influential. This phenomenon may occur because to a strong inclination towards affiliation or a deliberate avoidance of disagreements or differences with those who hold significant importance.

3. Cultural influence. The cultural pattern shapes people' exposure to public fear, which in turn influences the attitudes of community members.

4. The mass media. The objectivity of allegedly factual news conveyed by mass media is likely to be impacted by the author's perspective, which in turn might affect the opinions of the consumer.

5. Educational and religious establishments. The influence of moral conceptions and teachings from educational and religious institutions on the concept of attitude is inherent and inevitable.

6. Emotional Influences. Occasionally, an attitude may be a statement rooted in emotion that functions as a means of redirecting displeasure or estrangement via the ego's defensive mechanism.

2.4   Reading Attitude

McKenna, Kear, and Ellsworth (in Alalwany, 2021) define reading attitudes as an emotional system related to reading that influences students' preferences for or aversion to reading activities. A reading attitude may develop gradually over a considerable amount of time rather than quickly. In other words, reading frequently often helps in the development of a reading mentality. A person's ability to comprehend information is clearly affected by how often they read. Essentially, reading interest and abilities are the two main factors to consider when developing a reading attitude. A

person's interest in reading plays a crucial role because it can trigger reading activities. Generally, without an interest in reading, a reading attitude will not develop.

According to McKenna (in Baba & Affendi, 2020), the attitudes that students exhibit during reading activities are influenced by the strategies or approaches used in developing such activities. Students are likely to view strategies positively if they involve reading books about real-world situations, engaging in discussions about what they've read, or using high-quality literature.

The three main components of a reading attitude are beliefs about reading, attitudes toward reading, and willingness to read. These components, as articulated by Matthewson, incorporate the three methods commonly used in psychological literature to describe attitudes: affective, conative, and cognitive. According to Matthewson, attitudes toward reading are influenced by and impact a range of variables within a causal system. Matthewson's theory (in Alalwany, 2021) identifies two key variables affecting attitudes. The first is the "cornerstone concept," which includes one's values, goals, and self-image. The second component is "persuasive communication," which comprises the "central route" and "peripheral route" persuasive messages. Central route messages, which involve significant changes to students' cognitive belief systems, are considered more enduring. However, both underlying ideas and persuasive messages that students encounter can shape their attitudes toward reading. The broader school and family environments also play a role in influencing these factors.

2.5 Wattpad

One online reading platform is Wattpad (www.wattpad.com), based in Toronto, Canada. Wattpad was created by Allen Lau and Ivan Yuen after five years of innovative ideas and a challenging debut, with the platform officially launching in 2007 (Fadillah & Amin, 2022). Wattpad allows users to write and read various types of content, including articles, poetry, short stories, novels, and more. It offers a global platform for

writers to share and promote their work. Although Wattpad supports approximately fifty languages, the majority of stories are published in English.

wattpad

Figure 1. Wattpad Logo

(Source www.wattpad.com)

In 2017, Wattpad reached a significant milestone with 400 million uploads, marking a major shift in the social storytelling landscape. That year, Wattpad introduced several initiatives, including Wattpad Brand Partnerships, Wattpad Studios, and the Wattpad Stars Program, fulfilling its vision of becoming a leading force in entertainment. Additionally, the formal launch of Tap by Wattpad demonstrated the company's dedication to developing new ways to interact with interactive stories. In the same year, Wattpad received notable accolades, including Startup Canada's Entrepreneur of the Year, CIX Innovator of the Year, and Fast Company's Top Ten Most Innovative Companies in Social Media (Nurdiana et al., 2023).

Since then, Wattpad has experienced substantial growth. According to its official website, Wattpad is now the most widely used social storytelling platform globally, with its community spending 23 billion minutes on the site each month. Wattpad Studios actively collaborates with the entertainment industry to adapt Wattpad stories for various media, including print, film, television, and the internet. The platform features several components, such as Home, Library, Search, Notification, Vote, Comment, Share, Follow, and Create a Story, similar to other applications (Furotun et al., 2021).

Like any technology, Wattpad has its advantages and disadvantages. A major advantage is its practicality; users can access Wattpad from any internet-connected device, including smartphones, making it available at all times. With a wide range of genres and mostly free content, Wattpad is

beneficial for both writers and readers. It provides an opportunity for emerging writers to hone their craft and explore their creativity. Additionally, Wattpad fosters social connections, allowing users to follow and engage with other authors and readers.

However, Wattpad also has its drawbacks. Being part of New Media, it requires an internet connection, and users without access may not view Wattpad stories. Due to its extensive features, not all users can fully utilize the platform. Moreover, because Wattpad allows users to publish stories in any genre, some content may be explicit, raising concerns for parents about underage users. Stories should ideally include a 21+ tag if they contain mature content. Lastly, the lack of copyright protection on Wattpad means that published works could potentially be plagiarized (Nurdiana et al., 2023).

2.6 Conceptual Frameworks
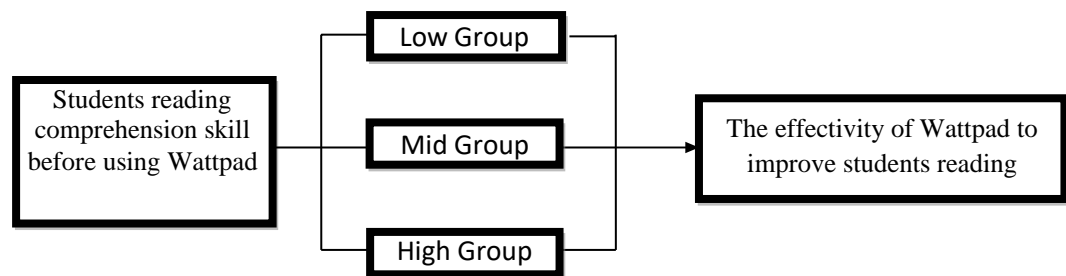
Figure 2. Conceptual Frameworks

2.7 Previous Study

In conducting this research, several previous studies have been used as references. These references include theses, books, e-books, journals, and knowledge from the internet to ensure the accuracy of the information. Given that the study focuses on understanding students' attitudes towards using Wattpad for reading, it will analyze students' reading attitudes through specific instruments and data. Below are some relevant studies from existing theses and journals that the researcher has used to provide

pertinent information on the topic:

Ramadhanti et al. in *Journal of Education and Development*, Vol. 9 No. 2, entitled "The Influence of Using Wattpad Application Toward Students' Reading Comprehension in Narrative Text." This study aimed to assess the impact of using the Wattpad application as a reading medium on reading comprehension. The final results indicated a significant influence of the Wattpad application on students' reading comprehension of narrative texts.

Fadillah and Amin in *Journal of Educational Research Studies*, 2022, entitled "Improving Students' Reading Comprehension Achievement Through Wattpad Media of Eleventh Grade at SMA Swasta Bandung." This study aimed to determine the effect of using the Wattpad application on the reading comprehension of grade XI students at State Senior High School Swasta Bandung. The final results showed a significant impact of the Wattpad application on these students' reading comprehension.

Aulia and Mirza in *Inovish Journal*, Vol. 8 No. 1, entitled "The Relationship Amongst Study of Reading Habits, Reading Attitude, and Reading Achievement of Wattpad Readers at IAIN Palangka Raya." This study investigated the relationship among reading habits, reading attitudes, and reading achievement of Wattpad readers at IAIN Palangka Raya. The results indicated that students' reading habits and attitudes significantly influence their reading achievement, suggesting that reading habits and attitudes can predict successful language learning and reading achievement.

The difference between this research and the previous studies is that the former utilized Wattpad to improve students' reading comprehension. However, the first and second studies did not provide detailed information on the reading strategies used with this media. This research will focus on detailing the use of reading restrictions, where students will be asked to adopt Wattpad as a reading habit, develop a positive reading attitude, and apply suitable reading strategies. Additionally, while the third study

highlighted the correlation between reading habits, attitudes, and achievement, this research will use these correlation results to inform a method of teaching reading comprehension through Wattpad, targeting class VII Junior High School students divided into lower-class, middle-class, and high-class groups.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

This research employs a quantitative research design. Quantitative methods are based on positivist thinking and assess phenomena as objective truths, typically aiming to measure, verify, or prove hypotheses (Creswell, 2018). These methods are also generalist, meaning they are suitable for assessing large research populations through the measurement of multiple samples (Creswell, 2018).

The study uses quantitative methodologies, specifically a true experimental research design with a pretest and post-test control group format. The research is conducted at Al-Fikri Semarang, a seventh-grade Islamic Junior High School. The choice of a true experimental design is due to its ability to control and restrict other factors, thereby minimizing interference in the experiment. This design is employed to assess the effectiveness of using Wattpad for enhancing students' reading abilities.
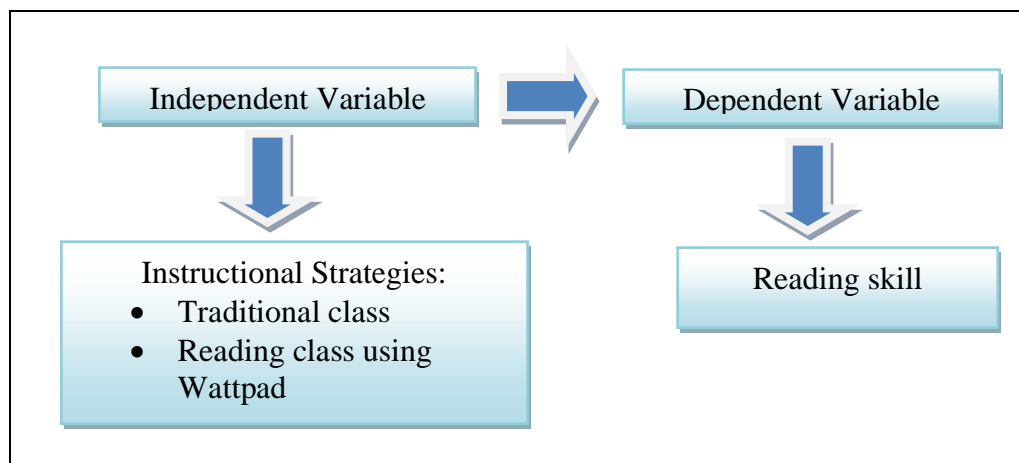
Figure 3. Research Design

3.2 Data and Source of Data

In this research, the data that addressed are the results of questionnaires and student test scores which are used to measure students' reading skill

levels. The data is divided into:

1. Primary data

   Primary data sources are data obtained directly by research from research subjects through intermediaries (Creswell, 2018). In this study, the research subjects, namely class VII Islamic Junior High School Al-Fikri Semarang students, used the results of students' reading skill scores obtained through tests and the results of students' answers regarding their use or learning process using Wattpad obtained through questionnaires.

2. Secondary data

   Secondary data sources are additional sources of data that serve to supplement the data needed by primary or main data (Creswell, 2018). Secondary data sources in this research were obtained from literature, journals and books related to English learning media using Wattpad reading media or other online books in improving reading ability.

3.3 Location of the Study

This action research was conducted at SMP IT AL-FIKRI, located in Semarang. The location was chosen because:

1. The majority of 7th grade pupils at SMP IT Al Fikri lacked English language instruction throughout their time in primary school, resulting in very limited vocabulary abilities (Raras et al., 2023).

2. 85% of all 7th grade students got a score that was at the minimum average criteria, while the remaining 15% had an average score of 83.

3. The majority of students have fears in the English learning process (Damang et al, 2023)

3.4 Data Collecting Technique

Data is crucial in a study as it allows researchers to ascertain the outcomes of their investigation. This research collected data from various sources using diverse data collection methods, with the data gathering process being conducted continuously. The data collection methods used in this

research were questionnaires and tests, selected based on the specific requirements of the data.

In this study, tests are the primary method of data collection and are used to measure the reading skills of grade 7 students at Islamic Junior High School Al-Fikri Semarang. The testing was carried out three times: the initial pre-test, the pre-test before treatment, and the post-test after treatment. The initial pre-test measures students' reading skills and groups students based on their scores. The pre-test before treatment assesses students' reading skills before, they receive any treatment, either through conventional methods or using Wattpad. The post-test evaluates students' reading skills after receiving treatment, with the quality of the questions being consistent but in a different format compared to the pre-test before treatment.

The second data collection method is a questionnaire used to monitor the progress of research treatment and ensure that students receive the intended level of treatment. The questionnaire, which is open-ended, gathers information about their treatment activities, both conventional and using Wattpad. This allows researchers to assess the seriousness, in terms of both quality and quantity, of students' engagement with the treatment at home.

3.4.1 Sample and Technique of Sampling

Creswell (2018) indicates that a sample is a subset of the target population that researchers use to make generalizations about the entire population. This study employed purposive sampling. According to Creswell (2018), purposive sampling involves selecting individuals or groups with significant expertise or experience in a particular area of interest.

In this study, the researchers included the entire population of all 7th grade students at Islamic Junior High School Al-Fikri Semarang. The total population was used because the number of students in classes 7A and 7B was only about 24, allowing for a division into two groups: experimental and control. Thus, the full population of both classes was considered sufficient for conducting the experiment without the need for further sampling techniques.

3.4.2 Instrument

The instruments used in this research were a questionnaire and an interview. Human researchers were necessary because they can adapt to environmental conditions. The primary instrument was the questionnaire, which was related to students' reading attitudes, while the secondary instrument was the interview, designed to support the questionnaire. These research instruments were expected to help the researchers address the problems in this study.

1. Questionnaire

According to Creswell (2018), a questionnaire is a printed form of data collection that contains questions or statements for respondents to answer, often anonymously. The questionnaire used in this study featured close-ended questions. The response options were on a scale of agreement, such as "strongly agree," "agree," "neutral," "disagree," and "strongly disagree." Each response from the participants was analyzed using a coding procedure, where each answer was converted into numerical data.

$$P= n \div N \times 100\%$$

P = Score Percentage

n = The total number of the scale chose

N = The total number of students

2. Test

The primary tool used in this study was a test designed to assess reading proficiency. A test is a research tool used to evaluate the knowledge, abilities, feelings, intellect, or aptitude of an individual or group (Creswell, 2018). Consequently, the test provides quantitative results that can be used to assess the performance of test takers, serving as a representative sample of their reading behavior. The standardized test is employed to evaluate students' reading proficiency.

3.4.3 Experiment Procedure
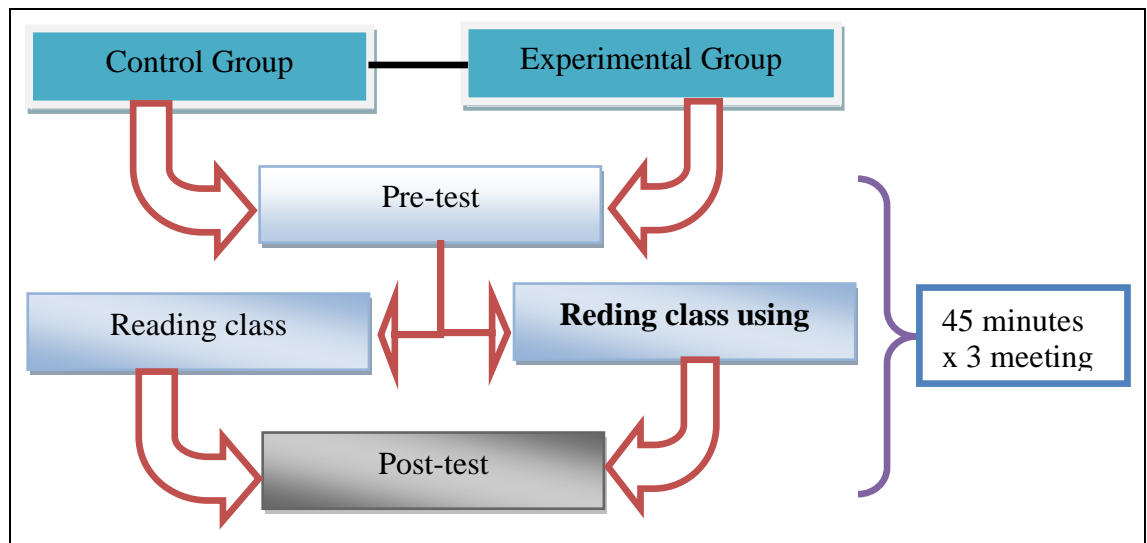
Figure 4. The Experimental Procedure.

To enhance data collection, this research employs several steps: pre-research, pre-test, grouping, treatment, post-test, and analysis. The first step, pre-research, involves gathering preliminary data to support the experimental process. At this stage, the researcher conducted interviews with teachers and students and observed the English learning process of 7th-grade students at Islamic Junior High School Al-Fikri Semarang. The results of the pre-research indicated that:

Based on the pre-research results, an initial test was formulated to group students into categories according to their reading skills: low, mid, and high. The process of creating these questions involved using an instrument in the form of an essay to assess comprehension of the information contained in the reading text. The chosen text material aligns with the 2nd-semester curriculum for 7th-grade students at Islamic Junior High School Al-Fikri Semarang, specifically titled "Daily in School." The details of the reading test are as follows:

		My Classroom
		My classroom is rather large. There are forty student seats and twenty classrooms. The classroom is fronted by the teacher's table. The teacher is seated behind the desk. The whiteboard is behind her. There is an archipelago map of Indonesia next to the whiteboard. There's a bookcase below the map. In the room, there are two windows. There is a picture of the Prambanan temple in between the windows. I really like my classroom. (Source: Researcher 2024)
		Question
	1	"My classroom is rather large ". The underlined word mean is …
	2	How many chairs in the classroom?
	3	Where does the teacher sit?
	4	What is behind the white board?
	5	Where is the picture of Prambanan temple place?
	6	Where is the whiteboard?
	7	What is the writer opinion about his class?
	8	"There is an archipelago map of Indonesia next to the whiteboard". The underlined word mean is …
	9	"The teacher is seated behind the desk". The antonym of the underlined word is ...
	10	What objects are there as many as two in the class?

Based on the results of students' reading skill scores from the initial test, students will be divided into three groups: low, middle, and high. The distribution criteria are as follows:

a) Students who score below 60 will be placed in the low class.

b) Students who score between 60 and 80 will be placed in the middle class.

c) Students who score above 80 will be placed in the high class.

The next step, after dividing students into these three groups, is to further divide each group into two sub-groups: one for the control group and one for the experimental group. Both groups will receive treatment for two weeks, with several controls in the form of oral tests to monitor the use of Wattpad in the treatment process. After the treatment is complete, all students from each group will take a post-test. This post-test will have the same level of difficulty but will be presented in a different format from the pre-test. The form of the post-test is as follows:

My Classroom

Hi there, I'm eight years old and go by Martha. Saint Julian's is the private school that I go. I'm a third-grader in the primary grades. There are 12 guys and 15 girls among the 27 kids in our class.

My classroom is spacious and well-kept. Miss Rachel, our teacher, enjoys using our work and posters to adorn the classroom walls. There is a computer and a whiteboard in our classroom.

Both my chair and desk are brown. I have my colourful pencil case on my desk. I have a lot of items in my pencil case, including a purple pen, three markers, a rubber, two pencils, and a red sharpener.

I ride the bus with my closest buddy Tina to school. Our school is great because it has three playgrounds, a large gymnasium, and an amazing music department with many of instruments.
(Source: Researcher 2024)

	Question
1	Who is Martha?
2	Where is her school?
3	How many students in er school?
4	Who is Rachel?
5	What objects are colored by brown?
6	Is she have blue sharpener?
7	How many objects in Marta pencil case?
8	"On my desk I have my pencil case". The underlined word mean is …
9	"I go to a private school". The antonym of the underlined word is ...
10	How many playgrounds in her school?

3.5 Data Analysis Method

3.5.1 Validity and Reliability Testing

Measurement and verification are always the foundation of quantitative research. These measurements are made with the research instrument and are valid and reliable. based on an explanation given prior to the research instrument's testing. The test's validity and reliability have to be confirmed in order for the test results to be considered reliable.

1. Validity Test

Validity is a paramount consideration when designing and evaluating measuring instruments. This implies that the validity of a test in one context may not necessarily apply to another. Validity concerns what a test measures and whether it is deemed acceptable by those assessing it. To conduct a validity test, the researcher must clearly define the specific trait being assessed and ensure that the test accurately reflects its real-world application. This involves implementing necessary safeguards to ensure the test's authenticity and reliability (Creswell, 2018). In this study, the researcher used both construct and content validity to establish the test's validity.

a. Content Validity

The extent to which a test assesses the desired topic area is known as content validity (Creswell, 2018). This type of validity relies on a thorough examination of both the test's specific questions and the language being assessed. For content validity, it is necessary to consider item validity, which measures the intended topic area, and sampling validity, which assesses how well the test covers the entire content area or aligns with the test's goals. Content validity refers to the degree to which the items in a test accurately reflect what is being measured. Therefore, the presence of content validity is crucial in accomplishment tests, as it ensures that the tests accurately measure the knowledge and skills that students are expected to acquire. Without content validity, the test results would

not provide a fair representation of a student's level of achievement. In this study, content validity is addressed by the following "capaian belajar" (learning outcomes) for reading:

"At the conclusion of Phase D, students are able to read and comprehend both familiar and new texts that include predictable patterns and language they are already acquainted with. They identify and assess key concepts and precise details in texts of various genres. These texts may be in either print or digital format, including visual, multimodal, or interactive elements. They determine the purpose of texts and begin to draw inferences to interpret implicit information within the text." (Kemendikbud, 2022).

b. Construct Validity

Construct validity, as defined by Creswell (2018), refers to the suitability and significance of the conclusions drawn from test outcomes. It is concerned with the extent to which a test accurately measures a specific characteristic according to a theory of language behavior and learning. The construct validity of a test can be used to assess its effectiveness in measuring the intended construct and indicates how well the test represents the underlying concept.

The objective of construct validity is to evaluate the effectiveness of the instrument (Sugiyono, 2017). An instrument is considered to have construct validity if it accurately measures the intended variables. John (2000) states that screening, diagnostic, progress monitoring, and summative assessments are subjective approaches used to evaluate reading skills. In this study, the researcher employed a summative methodology, using an essay exam focused on reading comprehension, to assess the students' level of reading skill.

c. Face validity

The degree to which the test instrument is measuring what it is intended to assess is referred to as face validity. It indicates that

the exam should appear clear and that the pupils should be able to grasp the instructions. In order to ensure face validity, the researcher used the instrument to contact an expert to assess the students' level. The adviser, an English lecturer at UPGRIS, and an English teacher for the seventh grade at Islamic Junior High School Al-Fikri Semarang were the experts in this situation. Certain features of this exam are taken into account to create a decent test based on its validity. These aspects are:

a) To verify if the instructions are unambiguous and comprehensible for the pupils.

b) The exam is compatible with the curriculum and the student's proficiency level.

c) Clear time allocation must be provided.

2. Reliability Test

Any good test must have reliability to ensure its validity. A test cannot be considered reliable unless it consistently assesses the same item. Reliability is defined as the stability of test results (Creswell, 2018). It involves assessing the fairness, precision, and consistency of the scores obtained from a test. If the outcome of a language skill assessment accurately reflects the true level of the skill being evaluated, the assessment is considered reliable.

Before using the instruments in the post-test, the researcher assessed their reliability. In this study, the reliability of the data was determined using SPSS analysis, which applied reliability statistics to evaluate the students' scores.

3.5.2 Normality and Homogeneity Testing

1. Normality Test

The objective of normality testing is to ascertain the presence or absence of a normal distribution in the data. The data may be analyzed using parametric statistics, often the Independent Sample T-test, and it has been shown that the data accurately represents the population. If the data

does not conform to a normal distribution, nonparametric statistics, such as the Mann Whitney U test, may be used to calculate the data. The researcher used SPSS software to conduct the Kolmogorov-Smirnov test in order to assess the normality of the data. The Kolmogorov-Smirnov test is a statistical method used to assess the normality of a large sample.

a) If the p-value is greater than 0.050, it indicates that the data distribution follows a normal distribution.

b) If the p-value is less than 0.50, it indicates that the distribution of the data is not normal.

2. Homogeneity Test

To determine whether or not the data exhibits homogeneous variance, homogeneity testing is carried out. The researcher utilized the T test of Homogeneity of Variances with SPSS to determine homogeneity. version, the significance value (α) is equal to 0.050. The following are the fundamental choices used during homogeneity testing:

a) If the p-value is greater than 0.050, then the data distribution is considered to be homogenous.

b) If the significance value is less than 0.50, the data distribution is not homogenous.

3.5.3 Hypothesis Testing

Data analysis is the examination of obtained information with the aim of integrating and interpreting the observed data (Ary et al., 2010:530). The researcher used a T-test, a statistical calculation, for data analysis. A t-test was conducted to examine the reading ability scores of students who used Wattpad as an English reading medium, in order to ascertain any differences in results. The researcher used an independent sample T-test to evaluate the data from this true-experimental investigation, which included two groups of students who received pre- and post-tests. The T-test for independent samples was used due to the independent nature of the groups and the small sample sizes. Its purpose was to determine whether there was a significant difference between the experimental group and the control group.

The researcher used SPSS and an independent sample t-test program to calculate statistics for the vocabulary test scores. the data obtained from the pre- and post-test scores of pupils. The prerequisite for doing an independent t-test is as follows:

1) The group should be independent, meaning that they do not have any impact on each other.

2) The data should exhibit a normal distribution.

3) The data should demonstrate homogeneity of variance.

In order to satisfy the assumption of an independent T-test, the researcher must verify that the data follows a normal distribution and exhibits homogeneity of variance prior to doing any analysis.

Hypothesis testing involves evaluating a research hypothesis based on the results of data analysis. The hypotheses in this study are as follows:

a) $H0_1$: there is no significant difference in students' reading skill score with and without being taught by Wattpad as English reading media.

b) Ha_1: there is significant difference in students' reading skill score with and without being taught by using Wattpad as English reading media.

The researcher calculated an independent-sample test using SPSS to determine who scored higher after receiving instruction using Wattpad as an English reading medium in addition to traditional teaching methods. These are the hypothesis:

a) $H0_2$: there is no significant difference in students' reading skill score after being taught by Wattpad as English reading media and after being taught by conventional teaching.

b) Ha_2: there is significant difference in students' reading skill score after being taught by Wattpad as English reading media and after being taught by conventional teaching.

For interpretation of decision based on the result of test. It is:

a) If the probability value (sig.) > 0.05 then the null hypothesis (H0) was not rejected,

b) If the probability value (sig.) ≤ 0.05 then the null hypothesis (H0) was rejected.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents study found that explained the students' reading comprehension before being taught used Wattpad Application, students' reading comprehension after being taught used Wattpad Application, the significant different score or improvement through Wattpad Application and conventional in each group, and discussion.

4.1 Research Findings

The data was analyzed was students' reading comprehension score. The students' reading comprehension score was taken from the result of the reading test by using fill-in the blank based on reading story. This study was conducted in A and B of 7th class of SMP IT Al-Fikri Semarang.

1. **Students' reading score before and after being taught using Wattpad as reading media.**

   To measure the students' vocabulary mastery before taught using interactive mind mapping method, the researcher conducted a pre-test using multiple choice and linking-word. This pre-test consists 10 questions of multiple choice and 5 questions of linking-word. This test aimed to measure students' vocabulary mastery that had result shown in the following table:

Table 1. Scores pre-test and post-test experiments group students'

NO	NAME OF STUDENTS	Pre-score	Post-score
1	ADILA EL HUSNA	10	90
2	AULIA AHMAD	10	10
3	AQILA HANANISA	30	80
4	MEIRSYA AJI SAPUTRA	30	100
5	NOVAN PRASETYA	30	100
6	ALIKA ANASTASYA AZZAHRA	40	100
7	SHAHRUL ARIEF NUGROHO	40	100
8	USWATUN HASANAH	40	80
9	DIMAS AFIANDIKA PRATAMA	70	60
10	JIHAN AURORA TSAQIF	70	100
11	MUHAMMAD NURIL AZAM MUZAKY	70	60
12	CELLAINA PRINCESSA GIVALLAH	70	70
13	EVI RAHMA ZUMAIRA	70	70
14	FAIZ BAIHAKY ABDULLAH	70	60
15	JENICA RIZKI SAPPIRA	70	70
16	MUHAMMAD ALBY AZZAM ALFACHRY	70	60
17	NAJIHA HALYA UMAMI	80	100
18	RENO FADILLIYANSAH MAULANA	80	90
19	SITI FATIMAH	80	0
20	ALMA VANIA MAHESWARI	80	70
21	DENAVIA RASYADA KUMARA	80	80
22	DZAKIYA TALITA SAKHI	80	80
23	RINA SYIFAULHUSNA	80	80
24	LARASATI TANIA ANGGRAINI	80	70
	Mean	59,59	74,16

Table 2. Score pre-test and post-test control group students

NO	NAME OF STUDENTS	Pre-score	Post-score
1	MUHAMMAD IRSYAD NURRIZKI	20	40
2	FINA LANAHDIANA SABILA	50	80
3	KIRANI PUTRI	30	40
4	RIZKY MAULANA FADHIL	70	100
5	ASRA NUR JANAH	30	60
6	REVINA PUTRI RAMADHANI	10	30
7	EZRA FAIQ	10	40
8	SYIFAUL AHYANA TAFRIJIYAH	50	60
9	PANDU AJI PAMUNGKAS	30	60
10	RIZKI MAULANA NURRAHMAN	40	70
11	TASYA ALIKHA ASMAUL HUSNA	30	70
12	CAHAYA RISKY KUSUMAWARDANI	70	100
13	DESTI DWI PUTRI ANGGRAENI	30	70
14	ERGIZAM KHOULAH HIDAYAH	50	100
15	GLEND CHISER ISA RAMADHAN	10	60
16	MUHAMMAD ILYAS NUR KHAFID	70	90
17	MIFTAHUL FARDI AMAHALA	60	80
18	ARMANDA DWI PURNOMO	60	50
19	FALIHAH NAILATUSY SYARAFAH SOKA	80	80
20	KARISA RAHMAWATI	70	80
21	NATASHA REGINA FITRI	70	80
22	RENO SEPTAVA RAMADIANSYAH	70	50
23	AMAT RAFI	70	80
24	MOHAMMAD AFDHAL ILHAM	80	100
Mean		48,33	69,58

Table 3. Distribution Criteria for Reading Skill Levels

Score Percentage	Grade	Level of Achievement
Low class	Below 60	Students with initial low skills
Middle class	60 – 80	Students with moderate skills
High class	Above 80	Students with high skill

Table 4. T-test Result for Post-test Scores

Group	N	Mean	Std. Deviation	Std. Eror Mean
High Class Control	8	8.38	0.744	0.263
High Class Experimental	8	9.75	0.4363	0.164

Table 5. Sample T-test

Test Assumption	Levene's Test for Equality of Variance	t-test for Equality of Means
	F	Sig.
Equal variances assumed	1.145	0.303
Equal variances not assumed		

*p < 0.05.

Table 6. Improvement in Vocabulary Mastery Scores by Class Level

Class Level	Mean Difference	Std. Deviation	t	df	Sig. (2-tailed
Low Class	2.50	0.90	4.775	24	0.001
Middle Class	1.125	0.80	1.410	24	0.172
High Class	1.375	0.75	2.100	24	0.048

*p < 0.05.

2. The significant difference between students' reading score before and after being taught by using Wattpad as reading media

To measure the students' vocabulary mastery after being taught using Wattpad as reading media, the researcher conducted a post-test using fil-in-the-blank. This pre and post-test consists of 10

questions of fill-in-the-blank questions. The result of students' scores was analyzed by using SPSS with a classical assumption test before hypothesis testing that are normality, homogeneity, and correlation tests.

The calculation of SPSS showed the result of the normality test and hypothesis testing. That showed:

a. **Normality Test**

Table 7. Normality Table for Pre-test and Post-test Scores

Test	Statistic	df	Sig. (2-tailed
Pre-test	0.104	24	0.104
Post-test	0.109	24	0.109

*p < 0.05.

The normality of the data was tested using the Kolmogorov-Smirnov test. A p-value greater than 0.050 indicates that the data follows a normal distribution.

b. **Correlation Test.**

Table 8. Paired Sample Correlation

Pair	N	correlation	Sig. (2-tailed)
Pre-test & Post-test	24	0.926	0.000

*p < 0.05.

The correlation between pre-test and post-test scores was calculated using the Pearson correlation coefficient. A significance level (Sig.) of 0.000 indicates a strong positive correlation, suggesting that improvements in post-test scores are highly related to pre-test scores.

c. **Significant Test.**

Table 9. Paired Sample Test

Measure	Mean	Std. Deviation	Std. Error Mean	Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pre-test - Post-test	-1.468	0.846	0.122	-1.829	-1.107	12.059	23	

*p < 0.05.

The paired samples t-test was conducted to determine if there was a significant difference between pre-test and post-test scores. The mean difference of -1.468 with a t-value of 12.059 and a significance level (Sig.) of 0.000 indicates that the improvement in scores from the pre-test to the post-test is statistically significant.

3. **The significant difference between students' reading scores after being taught by using Wattpad as reading media and conventional methods.**

The researcher showed the overall students' scores both using the interactive mind mapping method and without using the interactive mind mapping method. The data present that the score after using the interactive mind mapping method is better than without using it. The following table states the improvement or the differences between pre-test and post-test scores before and after being taught by using the interactive mind mapping method:

Table 10. Students' pre-test and post-test scores experiment group

NO	NAME OF STUDENTS	Pre-score	Post-score
1	ADILA EL HUSNA	10	90
2	AULIA AHMAD	10	10
3	AQILA HANANISA	30	80
4	MEIRSYA AJI SAPUTRA	30	100
5	NOVAN PRASETYA	30	100
6	ALIKA ANASTASYA AZZAHRA	40	100
7	SHAHRUL ARIEF NUGROHO	40	100
8	USWATUN HASANAH	40	80
9	DIMAS AFIANDIKA PRATAMA	70	60
10	JIHAN AURORA TSAQIF	70	100
11	MUHAMMAD NURIL AZAM MUZAKY	70	60
12	CELLAINA PRINCESSA GIVALLAH	70	70
13	EVI RAHMA ZUMAIRA	70	70
14	FAIZ BAIHAKY ABDULLAH	70	60
15	JENICA RIZKI SAPPIRA	70	70
16	MUHAMMAD ALBY AZZAM ALFACHRY	70	60
17	NAJIHA HALYA UMAMI	80	100
18	RENO FADILLIYANSAH MAULANA	80	90
19	SITI FATIMAH	80	0
20	ALMA VANIA MAHESWARI	80	70
21	DENAVIA RASYADA KUMARA	80	80
22	DZAKIYA TALITA SAKHI	80	80
23	RINA SYIFAULHUSNA	80	80
24	LARASATI TANIA ANGGRAINI	80	70
	Mean	59,59	74,16

Table 11. Students' score pre-test and post-test control group

NO	NAME OF STUDENTS	Pre-score	Post-score
1	MUHAMMAD IRSYAD NURRIZKI	20	40
2	FINA LANAHDIANA SABILA	50	80
3	KIRANI PUTRI	30	40
4	RIZKY MAULANA FADHIL	70	100
5	ASRA NUR JANAH	30	60
6	REVINA PUTRI RAMADHANI	10	30
7	EZRA FAIQ	10	40
8	SYIFAUL AHYANA TAFRIJIYAH	50	60
9	PANDU AJI PAMUNGKAS	30	60
10	RIZKI MAULANA NURRAHMAN	40	70
11	TASYA ALIKHA ASMAUL HUSNA	30	70
12	CAHAYA RISKY KUSUMAWARDANI	70	100
13	DESTI DWI PUTRI ANGGRAENI	30	70
14	ERGIZAM KHOULAH HIDAYAH	50	100
15	GLEND CHISER ISA RAMADHAN	10	60
16	MUHAMMAD ILYAS NUR KHAFID	70	90
17	MIFTAHUL FARDI AMAHALA	60	80
18	ARMANDA DWI PURNOMO	60	50
19	FALIHAH NAILATUSY SYARAFAH SOKA	80	80
20	KARISA RAHMAWATI	70	80
21	NATASHA REGINA FITRI	70	80
22	RENO SEPTAVA RAMADIANSYAH	70	50
23	AMAT RAFI	70	80
24	MOHAMMAD AFDHAL ILHAM	80	100
	Mean	48,33	69,58

The results demonstrate that both methods led to an improvement in students' reading scores. However, the interactive mind mapping method showed a more significant increase in scores compared to the conventional method. Specifically, the experimental group saw an average increase of 14.57 points, whereas the control group experienced an average increase of 21.25 points.

Therefore, the interactive mind mapping method appears to be more effective in enhancing students' reading scores, providing a more substantial performance improvement compared to the conventional method.

The calculation of SPSS showed the result of the normality test and hypothesis testing. That showed:

a. Independent sample t-test of low group

Table 12. Independent sample t-test of low-group

Group	N	Mean	Std. Deviation	Std. Eror Mean
Low-Class Control	8	3.63	1.061	0.375
Low Class Experimental	8	6.13	0.991	0.350

Table 13. Independent Sample Test

Test Assumption	Levene's Test for Equality of Variance	t-test for Equality of Means
	F	Sig.
Equal variances assumed	0.517	0.484
Equal variances not assumed		

*p < 0.05

Based on the division into the "low" class, independent sample t-test results were produced which showed that there was a mean difference of 2.5 between the control and experimental groups. The significance figure in Levene's test is 0.484 which is greater than 0.05 so that equal variances are not assumed and the interpretation of the results used is that there is an Equal Variances not Assumed row. The results of the independent sample test show that sig 0.00 is less than 0.05 so that the first hypothesis can be accepted, namely that there is a difference between the post-test results of low-experimental group students and low-control group students.

b. Independent sample t-test of mid-group.

Table 14. Independent sample t-test of mid-group.

Group	N	Mean	Std. Deviation	Std. Eror Mean
Mid Class Control	8	7.25	1.282	0.453
Mid Class Experimental	8	8.38	1.302	0.460

Table 15. Independent Sample Test

Test Assumption	Levene's Test for Equality of Variance	t-test for Equality of Means
	F	Sig.
Equal variances assumed	0.491	0.495
Equal variances not assumed		

* p < 0.05

Based on the division into the "middle" class, independent sample t-test results were produced which showed that there was a mean difference of 1.125 between the control and experimental groups. The significance figure in Levene's test is 0.495 which is greater than 0.05 so that equal variances are not assumed and the interpretation of the results used is that there is an Equal Variances not Assumed row. The results of the independent sample test show that sig 0.104 is greater than 0.05 so that the second hypothesis can be rejected, namely that there is no a difference between the post-test results of middle-experimental group students and middle-control group students.

c. Independent sample t-test of high group

Table 16. Independent sample t-test of high group

Group	N	Mean	Std. Deviation	Std. Eror Mean
High Class Control	8	8.38	0.744	0.263
High Class Experimental	8	9.75	0.463	0.164

Table 17. Independent Sample Test

Test Assumption	Levene's Test for Equality of Variance	t-test for Equality of Means
	F	Sig.
Equal variances assumed	1.145	0.303
Equal variances not assumed		

*$p < 0.05$

Based on the division into the "low" class, independent sample t-test results were produced which showed that there was a mean difference of 1.375 between the control and experimental groups. The significance figure in Levene's test is 0.303 which is greater than 0.05 so that equal variances are not assumed and the interpretation of the results used is that there is an Equal Variances not Assumed row. The results of the independent sample test show that sig 0.01 is less than 0.05 so the third hypothesis can be accepted, namely that there is a difference between the post-test results of high-experimental group students and high-control group students.

4.2 Discussion

The study provides substantial evidence that using Wattpad as a reading medium significantly improves students' reading comprehension skills compared to traditional methods. The experimental group, which utilized Wattpad, showed a marked improvement in their reading comprehension scores from the pre-test to the post-test. Specifically, the mean score increase was significantly higher in the experimental group than in the control group, which adhered to conventional reading practices.

The effectiveness of Wattpad can be attributed to its interactive and engaging nature. Wattpad offers a vast array of reading materials that cater to diverse interests, which likely increases students' motivation to read. Additionally, the platform allows for interactive features such as comments and discussions, which can enhance comprehension through social learning

and peer interactions. This finding aligns with existing literature suggesting that digital reading platforms can provide more engaging and effective reading experiences compared to traditional methods.

The study's results indicated varying degrees of improvement across different initial reading skill levels:

- Low Group: Students with initially low reading skills showed the most significant improvement after using Wattpad. The mean score increase in this group was 2.5 points, highlighting Wattpad's potential to support struggling readers. The platform's engaging content likely helps lower-skilled readers stay motivated and practice more frequently, which can lead to substantial improvements in comprehension.

- Middle Group: The middle group did not exhibit a statistically significant improvement in reading comprehension skills. This lack of significant change might be due to several factors, including the possibility that these students already possessed moderate comprehension skills, which may require different instructional strategies to enhance further. It also suggests that middle-performing students might need more targeted or differentiated approaches to benefit fully from digital reading tools.

- High Group: Students with high initial reading skills also benefited from using Wattpad, with a mean score increase of 1.375 points. Although the improvement was less pronounced than in the low group, it indicates that even proficient readers can enhance their skills through the engaging and diverse content available on Wattpad. The platform's capacity to offer challenging and varied reading materials likely contributes to continued growth in reading comprehension for these students.

These results highlight Wattpad's utility across different reading proficiency levels, though the greatest benefits appear to accrue to those students who start with lower skill levels.

The study employed a questionnaire to gauge students' attitudes toward reading after incorporating Wattpad into their learning activities. The findings revealed a significant positive shift in attitudes among students in the

experimental group. These students reported finding Wattpad more engaging and enjoyable compared to traditional reading methods.

Several factors likely contribute to this positive attitude shift:

- Interactive Features: Wattpad's interactive elements, such as the ability to comment on stories and engage in discussions, create a more dynamic and interactive reading experience. This interaction can make reading more enjoyable and foster a community feeling among readers.

- Diverse Content: The vast range of genres and stories available on Wattpad caters to varied interests, ensuring that all students can find content that captivates them. This diversity is crucial in maintaining students' interest and motivation to read.

- User-Generated Content: Wattpad allows users to write and share their own stories, which can empower students and make them feel more connected to the content. This aspect of content creation can also enhance their appreciation and understanding of narrative structures and storytelling techniques.

The positive change in attitude is significant because a more favorable disposition towards reading can lead to more frequent and sustained reading practices, ultimately contributing to better reading skills over time. Students who enjoy reading are more likely to engage with texts outside the classroom, further

reinforcing their comprehension skills.

CHAPTER V
CONCLUSION AND SUGESTION

The discussion throughout the present classroom action study, which dealt with improving the students' vocabulary through Wattpad as a reading medium for seventh-grade students of SMP IT Al-Fikri Semarang, is concluded in this chapter. Some practical suggestions, with reference to the significance of the established research findings, are also recommended in this chapter so that the findings of this study can provide tangible benefits for the English teachers and the seventh-grade students of SMP IT Al-Fikri Semarang.

5.1 Conclusion

The present class action study dealt with improving the students' vocabulary through Wattpad as a reading medium for the seventh-grade students of SMP IT Al-Fikri Semarang in the academic year 2023/2024. The application of this strategy also increased the students' interest in reading and learning new vocabulary. The differences between Wattpad as a reading medium and conventional reading texts in textbooks provided new topics, themes, and visual illustrations for students.

Based on the study, it was found that seventh-grade students faced problems understanding words or sentences in reading texts due to their lack of vocabulary mastery. Wattpad can help by providing visual illustrations to aid students in interpreting meanings. The improvement in students' vocabulary using Wattpad as a reading medium was 1.468 points higher than their vocabulary mastery score before being taught with Wattpad.

Furthermore, Wattpad was found to be effective in improving students' vocabulary mastery. The difference in vocabulary improvement between Wattpad and conventional methods was evident: low-class students showed a 2.5-point difference in mean scores, mid-class students showed a 1.125-point difference, and high-class students showed a 1.375-point difference. Additionally, the results of the independent sample t-test indicated a

significant difference in vocabulary mastery between the experimental and control groups in the low and high classes. However, there was no significant difference in vocabulary mastery between the experimental and control groups in the mid-class students.

The purpose of dividing each group into three classes was to assess the effect of using Wattpad as a reading medium on learning new vocabulary based on students' prior vocabulary mastery. The results indicated that only the middle-class students were not significantly affected by using Wattpad. On the other hand, there were other factors that contributed to the lack of difference in vocabulary mastery between the experimental and control groups in the mid-class students.

5.2 Suggestion

Based on the results of the study, the researcher would like to offer the following suggestions:

1. Students are encouraged to be more active in learning English, especially in reading using various media. This will help them understand the material given by the teacher and enhance their knowledge, particularly in vocabulary mastery.

2. English teachers are advised to use Wattpad as a reading medium or combine it with other media to improve students' vocabulary mastery in the teaching and learning process.

3. Teachers are expected to motivate students to become more enthusiastic about learning English, as many students find it a difficult subject. Additionally, teachers should evaluate and analyse the internal and external factors that may cause the media to be ineffective in teaching English in their class by testing it in segmented groups.

4. Other researchers are encouraged to use this study as a reference or inspiration for future research related to this field. The researcher suggests that future studies should analyse and identify the factors that made Wattpad ineffective for middle-class students.

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APPENDICES

Proposed Thesis Title

YAYASAN PEMBINA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
UNIVERSITAS PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI
JALAN GAJAH RAYA NO. 40 SEMARANG

USULAN TEMA DAN PEMBIMBING SKRIPSI

Yth. Ketua Program Studi   *)

1. Pend. Bahasa dan Sastra Inggris
2. Pend. Bahasa dan Sastra Jawa
   di Semarang

Dengan hormat,

Yang bertanda tangan dibawah ini,

N a m a   : SITI MU'ARIFAH

N P M   : 1942 00 95
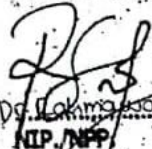
bermaksud mengajukan tema skripsi dengan judul :

THE USE OF WATTPAD APPLICATION TO IMPROVE READING COMPREHENSION IN NARRATIVE TEXT 7TH GRADE STUDENT OF SMP IT AL-FIKRI SEMARANG

Selanjutnya, dosen pembimbing skripsi kami serahkan sepenuhnya kepada Ketua Progdi., dengan keputusan pembimbing :
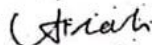
1. SITI NURAINI, S.Pd., M.Hum., Ph.D
2. Dr. SUKMA NUR A. S.S., M.Pd

Semarang, 13 Januari 2023

Menyetujui,   Yang mengajukan,

Ketua Program Studi,

Dr. Rahmawati Sukmaningrum, S.Pd., M.Pd   Siti Mu'arifah
NIP./NPP

Supervising Lecturer Guidance Card

FORM BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Siti Mu'arifah
NPM : 19420095
FAKULTAS/PRODI : FPBS/Pendidikan Bahasa Inggris
DOSEN PEMBIMBING I : Siti Nuraini S.Pd., M.Hum., Ph.D.
DOSEN PEMBIMBING II : Dr. Sukma Nur A., S.S., M.Pd.

No	Waktu Bimbingan	Materi Yang Dikonsultasikan	Tanda Tangan Pembimbing
1	27 Februari 2023	Pembahasan Judul	
2	14 Agustus 2023	ACC Judul	
3	07 Agustus 2023	Pengajuan BAB I	
4	29 Agustus 2023	ACC BAB 1	
5	13 Januari 2024	Pengajuan BAB II	
6	22 Januari 2024	ACC BAB II	
7	01 Februari 2024	Pengajuan BAB III	
8	17 Februari 2024	ACC BAB III	
9	13 Maret 2024	Approval Penelitian	
10	14 Mei 2024	Pengajuan BAB IV dan V	
11	22 Mei 2024	ACC BAB IV dan V	
12	04 Juli 2024	Approval Sidang	

Supervising Lecturer Guidance Card 2

FORM BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA	: Siti Mu'arifah
NPM	: 19420095
FAKULTAS/PRODI	: FPBS/Pendidikan Bahasa Inggris
DOSEN PEMBIMBING I	: Siti Nuraini S.Pd., M.Hum., Ph.D.
DOSEN PEMBIMBING II	: Dr. Sukma Nur A., S.S., M.Pd.

No	Waktu Bimbingan	Materi Yang Dikonsultasikan	Tanda Tangan Pembimbing
1	13 Januari 2023	Pembahasan Judul	
2	28 Januari 2023	Acc Judul	
3	27 Februari 2023	Pengajuan BAB I	
4	29 Agustus 2023	Acc BAB I	
5	13 Januari 2024	Pengajuan BAB II	
6	22 Januari 2024	Acc BAB II	
7	21 Februari 2024	Pengajuan BAB III	
8	22 Februari 2024	Acc BAB III	
9	13 Maret 2024	Approval Penelitian	
10	11 Juni 2024	Pengajuan BAB IV dan V	
11	12 Juni 2024	ACC BAB IV dan V	
12	04 Juli 2024	Approval Sidang	

Research Permission Letter

UNIVERSITAS PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI

Program Studi :
➢ Pendidikan Bahasa dan Sastra Indonesia
➢ Pendidikan Bahasa Inggris
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Lampiran : 1 (satu) berkas
Perihal : **Permohonan izin penelitian**

Semarang, 13 Maret 2024

Yth.Kepala SMP IT Al-Fikri
di Semarang

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a   :Siti Mu'arifah
N P M   :19420095
Fak. / Program Studi   :FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

The Use Of Wattpad Application To Improve Reading Comprehension In Narrative Text 7th Grade Student Of SMP IT Al-Fikri Semarang

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.

Dekan,

Siti Musarokah, S.Pd., M.Hum.
NPP 107801314

Research Statement Letter

YAYASAN ARRODIYAH
SMP ISLAM TERPADU AL FIKRI
NSS : 202036307181, NPSN : 69786229
Akta Notaris : Sari Nitiyudo, S.H No. 20 Tgl. 12 Februari 2020
SK. Menkuham No. : AHU-0000174.AH.01.05 Tahun 2020
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SURAT KETERANGAN PENELITIAN
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Yang bertanda tangan di bawah ini Kepala SMP IT Al Fikri Semarang, menerangkan bahwa:

Nama	: Siti Mu'arifah
Tempat, Tanggal Lahir	: Demak, 15 Agustus 2000
NPM	: 19420095
Fakultas	: Bahasa dan Seni
Jurusan	: Pendidikan Bahasa Inggris

Yang bersangkutan telah mengadakan penelitian (Research) di SMP IT Al Fikri Semarang, terhitung tanggal 15-22 Maret 2024, guna penulisan skripsi dengan judul: "**THE USE OF WATTPAD APPLICATION TO IMPROVE READING COMPREHENSION IN NARRATIVE TEXT 7TH GRADE STUDENT OF SMP IT AL-FIKRI SEMARANG**".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 22 Maret 2024
Kepala SMP IT Al Fikri

Muhammad Mustolih, S.Pd

List Students

DAFTAR HADIR PESERTA PERJUSA
TAHUN PELAJARAN 2023/2024

Kelas	:	VII - A (Tujuh A)
Wali Kelas	:	Sindy Alfita Mega Rianisa, S.Si
Semester	:	SEMESTER GENAP

Jumlah Peserta Didik : 15 Laki-laki
13 Perempuan +
28 Siswa

No	Nama Siswa	L/P	TANGGAL		REKAP ABSEN			KET
					S	I	A	
1	ADILA EL HUSNA	P	✓					
2	ALIKA ANASTASYA AZZAHRA	P	✓					
3	AMAT RAFI	L	✓					
4	AQILA HANANISA	P	✓					
5	CAHAYA RISKY KUSUMAWARDANI	P	✓					
6	DESTI DWI PUTRI ANGGRAENI	P	✓					
7	DIMAS AFIANDIKA PRATAMA	L	✓					
8	ERGIZAM KHOULAH HIDAYAH	P	✓					
9	FADHIL RAFI NAHKHLAH	L	✓					
10	FINA LANAHDIANA SABILA	P	✓					
11	GLEND CHISER ISA RAMADHAN	L	✓					
12	JIHAN AURORA TSAQIF	P	✓					
13	KIRANI PUTRI	P	✓					
14	MEIRSYA AJI SAPUTRA	L	✓					
15	MOHAMMAD AFDHAL ILHAM	L	✓					
16	MUHAMMAD ILYAS NUR KHAFID	L	✓					
17	MUHAMMAD NURIL AZAM MUZAKY	L	✓					
18	NAJIHA HALYA UMAMI	P	✓					
19	NOVAN PRASETYA	L	✓					
20	RENO FADILLIYANSAH MAULANA	L	✓					
21	REVINA PUTRI RAMADHANI	P	✓					
22	RIZKY MAULANA FADHIL	L	✓					
23	SHAHRUL ARIEF NUGROHO	L	✓					
24	SITI FATIMAH	P	✓					
25	USWATUN HASANAH	P	✓					
26	WIDEYLIA SANTI PRASETYA	P	✓					
27	MIFTAHUL FARDI AMAHALA	L	✓					
28	CELLAINA PRINCESSA GIVALLAH	P	✓					

Mengetahui,
Kepala SMP IT Al Fikri

M. Mustolih, S.Pd

DAFTAR HADIR PESERTA PERJUSA
TAHUN PELAJARAN 2023/2024

Kelas : VII - B (Tujuh B)
Wali Kelas : Zaenurohman Arifin, S.Pd
Semester : SEMESTER GENAP

Jumlah Peserta Didik : 12 Laki-laki
15 Perempuan +
27 Siswa

No	Nama Siswa	L/P	TANGGAL																								REKAP ABSEN			KET
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1	AGHATA YOGA SAPUTRA	L	✓																												
2	ALMA VANIA MAHESWARI	P	✓																												
3	ARMANDA DWI PURNOMO	L	✓																												
4	ASRA NUR JANAH	P	✓																												
5	AULIA AHMAD	P	✓																												
6	DENAVIA RASYADA KUMARA	P	✓																												
7	DZAKIYA TALITA SAKHI	P	✓																												
8	EVI RAHMA ZUMAIRA	P	✓																												
9	EZRA FAIQ	L	✓																												
10	FAIZ BAIHAKY ABDULLAH	L	✓																												
11	FALIHAH NAILATUSY SYARAFAH SOKA	P	✓																												
12	JENICA RIZKI SAPPIRA	P	✓																												
13	KARISA RAHMAWATI	P	✓																												
14	MUHAMAD AIQUL AMIN	L	✓																												
15	MUHAMMAD ALBY AZZAM ALFACHRY	L	✓																												
16	MUHAMMAD IRSYAD NURRIZKI	L	✓																												
17	MUHAMMAD RASYA INDRIYANTO	L	✓																												
18	NAQIAN AFFERIANTORO	L	✓																												
19	NATASHA REGINA FITRI	P	✓																												
20	PANDU AJI PAMUNGKAS	L	✓																												
21	RENO SEPTAVA RAMADIANSYAH	L	✓																												
22	RINA SYIFAULHUSNA	P	✓																												
23	RIZKI MAULANA NURRAHMAN	L	✓																												
24	SYIFAUL AHYANA TAFRIJIYAH	P	✓																												
25	TASYA ALIKHA ASMAUL HUSNA	P	✓																												
26	YOGI PRASASTI	P	✓																												
27	LARASATI TANIA ANGGRAINI	P	✓																												

Mengetahui,
Kepala SMP IT Al Fikri

M. Mustolih, S.Pd

Documentation