



Improving Students' Reading Comprehension Achievement Through Wappad Media Of Eleventh Grade At SMA Swasta Bandung

Septiani Fadillah¹, Teguh Satria Amin²

^{1,2}Universitas Muslim Nusantara Al Washliyah

Corresponding Author: ✉ fadillahvirgo19@gmail.com

ABSTRACT

This study aims to improve students' reading comprehension through Wappad media. This study analyzes how the use of Wappad media can improve students' reading comprehension achievement. This research was conducted in SMA Swasta Bandung. The subjects of this study were students of class XI, totaling 30 students. This research uses Classroom Action Research (CAR). There are two cycles to give students more opportunities to improve their understanding of how to find the main idea and understand the message well and effectively. The results showed that the students' reading ability increased significantly. In the pretest the average score was 29.83, in the first cycle the average score was 44.67, and in the second cycle, the average score was 79.67. The increase was also seen from the percentage of students who passed the KKM in reading narrative texts, in the pre-test, 6.67% of students got more than 75 points, in cycle 1 16.67% students got more than 75 points, and in cycle 2 70% students got more than 75 points. So, this media can help students to remember the main information and ideas from the texts they read, students can also enrich their vocabulary. Based on the results of this study, the researcher recommends the use of Wappad media in reading because Wappad can improve reading comprehension achievement

Keyword

Wappad Application, Reading comprehension achievement

INTRODUCTION

English is one of the basic courses, and every student must master it. Students should master four English skills. The four skills students must master are listening, speaking, writing and reading. Reading is very important for obtaining world information. Reading can make people understand from nothing. Reading is an important skill in English teaching because it is one of the four basic language skills that students must master in addition to listening, speaking and writing. The degree to which students read and understand all formats (such as pictures, videos and printed matter) and all content texts is a key indicator of the success of school and life.

Reading is very important for language learning. Reading plays an important role in learning English. Understanding in reading is particularly important. Because reading provides humans with a way to obtain information about something, even if it is not a natural part of human

development. According to Elizabeth (2003), "Reading is about understanding written text. This is a complex activity involving perception and thought (et al, 2003)". "Reading is a basic skill that not only needs to be translated word by word, but also needs to be acquired in a language course. According to (S.Namara, 2007), "reading is an extraordinary achievement when people consider the level of mastery and the amount of ability". Reading is very important in the process of understanding and remembering text. This is a positive thinking process that depends not only on comprehension, but also on students' reading experience.

Based on Competency Standards Graduates, students are able to understand text both interpersonal and transactional text formal or informal. Apart from that, inside 2013 curriculum, teaching and learning process implemented thematic-integrative and requires authentic learning resources. In reality, students only had little chance of obtain authentic learning material and various types of reading texts. Concerning with the language teaching based on Curriculum 2013 syllabus in Senior High School, especially for the first year students, reading is one of the language skills that presented in the teaching learning process of English. The aims of this material are to identify the main idea, generic structure, and understanding the meaning of the sentences of the text.

In reading, conveying information in written form is the most important factor that students must admit, because the main purpose of reading is to find out the ideas expressed in the printed matter. In this case, it is impossible for students to read the full text in a limited time to get answers. They need appropriate techniques to immediately find out some information in the text. They are accustomed to reading the full text, which makes them feel confused and tired, because it is ineffective and time-consuming, and lacks interest in reading.

Based on my teaching field experience in SMA/SMK Swasta Rakyat PancurBatu it is the students competence in reading comprehension was still low. They still can't understand the text, especially long text. Researchers believe that students who learn English (especially the ability to read short stories) are still very low. This is because students do not understand how to read short stories. Researchers are interested in using media to help students understand short stories. In this research, I used Wattpad media to support students to read more stories.

Wattpad Media is an application containing stories, novels, comics, etc. On Wattpad, we can also create stories or papers to publish to the app, so we can read and write our own stories or the other people stories at the same time.

In this study, the researchers hope to use Wattpad as an application that can be used to improve students' reading comprehension achievement.

These are the advantages of using Wattpad media and can improve students' reading comprehension achievement. Based on the above explanation, researchers are interested in the following research: "Improving Students' Reading Comprehension Achievement Through Wattpad Media Of Eleventh Grade atSmaSwasta Bandung"

RESEARCH METHOD

The research will be conducted by using Classroom Action Research (CAR). Classroom action research (CAR) is systematic inquiry with the goal of informing practice in particular situation (Angelo and Cross, 1993:1). This means that classroom action research is the most effective method for teachers or teachers to discover in their own classroom situations so that they can make wise teaching decisions.

The researcher of this study focuses on improving students reading comprehension achievement through Wattpadmedia . The researcher choosing this school because the students there were lacking of vocabulary, hardly understand the words, and less interest to Englishsubject.

In action research, there are someprocess. Action research typically involves four broad phases in a cycle of research. The four phases in cycle are: (1) Planning (2) Action (3) Observation (4) Reflection. This research will be divided into two stages. They are cycle 1 and cycle2.

RESEARCH RESULT AND DISCUSSION

Data Analysis

Classroom Action Research

Quantitative data is taken from the students' scores on the items. The tests were carried out on pre-test, post-test on cycle 1, and post-test on cycle 2.

Pre-Test

The pre-test was given before carrying out the treatment in cycle 1. The points of the pre-test can be seen below :

Student's Score in Pre-test

No	Student's Initial Name	Total Scores
1	AR	25
2	BDS	75
3	CN	40
4	DSA	30
5	DA	25

6	DP	15
7	DPH	10
8	HER	20
9	FNK	25
10	J	30
11	KHS	25
12	K	30
13	KHP	35
14	LS	25
15	MR	30
16	MFH	40
17	NN	40
18	NDL	75
19	RF	35
20	RP	25
21	RS	30
22	RGS	25
23	RA	25
24	RNP	30
25	SML	15
26	SB	10
27	SK	35
28	WA	25
29	WS	10
30	YL	35
Total Score		895
Mean		29.83

From the pre-test table, the total score of students is 895 and the number of students who take the test is 30 students, so the average students are:

$$M = \frac{\sum x}{N}$$

Where:

M = The mean of the students' score

$\sum x$ = The total score

N = Number of the students

In pre-test, the total score of the students were 895 and the number of the students were 30, so the mean was $M = \frac{895}{30} = 29.83$ From the analysis above, it

can be seen that the students' ability to read narrative texts is low. The mean of students is 29.83, but to find out the number of students who successfully passed, the researcher applied the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = the percentage of those who getting score

R = the number of students' getting score

T = the total number of students

The students that got up to 75 point in pre test was 2 student, so the formula:

$$P = \frac{2}{30} \times 100\% = 6.67\%$$

The number of the students who passed the test in pretest was 6.67 (6.6%). From the explanation above, it can be seen that when conducting classroom action research on the pre-test, students' ability to read narrative text with Wattpad is very low. Therefore, the post-test was continued in cycle 1.

Cycle 1

a. Planning

Based on the final results of the pre-test, the researcher conducted cycle 1. The researcher arranged everything needed for cycle 1 such as (a) lesson plans, with a view to managing teaching mastery procedures (b) materials, the teacher prepared narrative texts (c) learning objectives, Researchers prepared several devices including question papers, cellphones to look for narrative texts on cell phones (d) observation sheets.

b. Action

Before carrying out the method, the researcher introduced herself in front of the class and tried to attract students' interest. After that, the teacher gave an explanation of the narrative text and asked for their knowledge of this topic, some of them had recognized the content of the narrative text and some of them looked very confused about this subject matter. Later, the teacher added it to the Wattpad application, some students have also recognized this software. they asked the researcher how to download this software. The trainer told them that in this software there are many narrative texts that they can find and the researcher took some of the texts by using this application.

The teacher shows the text, gives questions and test question sheets. The teacher divides the sheet and walks together to work on the questions. However, students often ask for vocabulary from the teacher because not all students provide the dictionary. After students complete their exams, the teacher collects their papers.

c. Observing and Evaluation

1. Student's Score

Quantitative data was taken from a student's grade in reading narrative texts individually. With an ideal score of 100, the mean score is 44.67, with the details of the scores as follows: the lowest score in cycle 1 was 25 which was owned by LA, the highest score was 80 which was owned by DSA, KHP, and NDL. The percentage of students who scored more than 75 in cycle 1 was 16.67%.

The Data of students' who passed Standard Minimum Score (KKM)

No	Criteria	Score	Total	%	Mean
1	Passed KKM	75-100	5	16.67%	44.67%
2	Failed	0-74	25	83.33%	
Total			30	100%	

2. Observation of Student's

The activities of the students observed after the first cycle were based on the criteria of very good, good, enough, and less can be seen in the following table:

No	Aspects of Observation	Score
1	Interest	56.67%
2	Attention	77.5%
3	Participation	81.67%
Means		64.75%

The data above shows that students' learning to use Wattpad in reading narrative texts achieved 56.67% interest, 77.5% attention, and 81.67% participation. Because when teachers ask for participation they give teacher participation for a while.

The second highest score is attention because when teachers ask about narrative texts or wattpad applications, they are very enthusiastic about answering questions from researchers. And the lowest score was interest when paying attention, they were still confused about answering and some students were still shy to ask.

The average level of student activity in the teaching and learning process in the first cycle is 71.75%.

d. Reflection

Based on the observations of cycle 1, researchers must reflect on the weaknesses that occur in the learning process to maximize students' reading comprehension:

1. The teacher needs to ask students to bring a dictionary to help students' vocabulary difficulties.
2. Some students just answer the questions without reading the text carefully.
3. Student scores in cycle 1 are still low, with an average score of only 44.67%.

Based on the results of the first cycle, they still need to continue to the second cycle because the results show that their reading achievement is still lacking. Some students are still wrong in answering multiple choice questions.

Cycle 2

a. Planning

The plan is prepared before conducting the research. First, the teacher prepares a lesson plan. Then the researchers prepared the instruments used in teaching English through the application of watsapp media to improve students' reading skills, namely observation sheets, and multiple choice tests. After the instrument was finished in the learning process, the researcher was also prepared to observe the situation in the classroom during the teaching and learning process. The implementation of cycle II is basically the same as the implementation of cycle I.

b. Action

In this action, the researcher explains about learning to read with the Watsapp media. At first the students were still confused, but after the researcher explained more about the material so that the students understood better. Then the researcher also explained the watsapp application to the students. The researcher gave a multiple choice test to students whose narrative text was taken from the Watsapp application. The researcher is always the facilitator to help them if they need help. In this cycle students do not experience many difficulties and students do the questions well.

c. Observing and Evaluating

1. Student's Score

Quantitative data were taken from students' scores in reading narrative texts individually. With an ideal value of 100, the average value is 79.67%, with details of the values as follows: the lowest score in cycle 2 is 45 which is owned by SB AND SK, the highest value is 95 which is owned by AR. The percentage of students who scored more than 75 in cycle 2 was 70%

The Data of students' who passed Standard Minimum Score (KKM)

No	Criteria	Score	Total	%	Mean
1	Passed KKM	75-100	21	70.00%	79.67%
2	Failed	0-74	9	30.00%	
Total			30	100%	

2. Observation of Student's Activity

Students' activity was observed after the second cycle based on the criteria of excellent, good, fair, and less can be seen in the following table:

No	Aspects of Observation	Score
1	Interest	80.00%
2	Attention	81.67%
3	Participation	81.67%
Means		73.00%

The data above shows that the learning of students who use the Wattpad media in reading narrative texts reaches an interest level of 80%, attention 81.67%, participation 81.67%. From cycle 1 to cycle 2 we can see there is some improvement from the data above. In cycle 2, the data shows that the participation and attention of students in learning is the highest compared to the others. Because when the researcher asked them to look up some vocabulary in the dictionary they were very enthusiastic to do so and also in this cycle all the students almost did their assignment very well. the average score of student activity between the first cycle is 64.75% and the second cycle is 73%

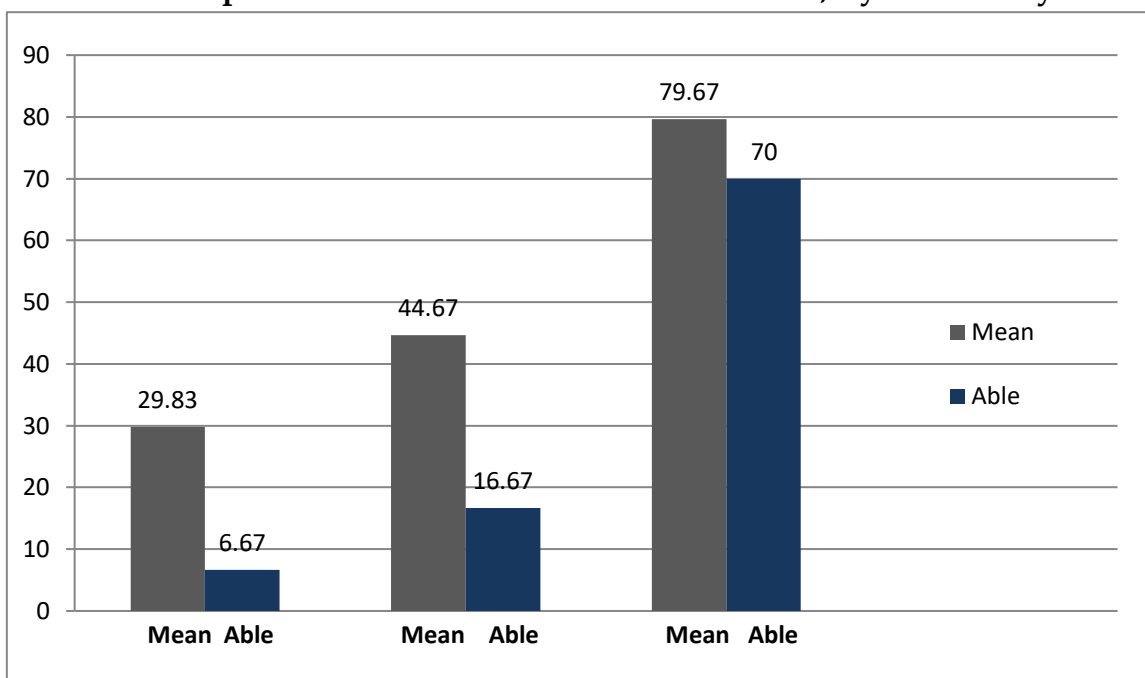
d. Reflecting

In this cycle, the researcher concludes that Wattpad Media has succeeded in improving reading comprehension. This condition can be seen from the increase in the average value of student activities from 64.75 in the first cycle to 73.00 in the second cycle.

The difference in student scores on learning materials looks significant based on the data on the average value of the evaluation results in the first cycle of 44.67 in the first cycle, with students who scored more than 75 points by 16.67%, in the second cycle of 79.67 with students who score more than 75 points are 70% success.

They are great at answering questions, meaning they understand the text so well that they can answer questions easily. The increase in student scores in Cycle 1 and Cycle 2 is shown in the graph below:

The Improvement of Student's Score in Pre-Test, Cycle 1 and Cycle 2



Validity And Reliability Testing

In this study, researchers used ms. excel to test the validity and reliability. The results of the test analysis are presented to answer the research questions. The research question is about the validity of the English multiple choice test, the reliability of the test.

Furthermore, to test the reliability of the English test scores at SMA Swasta Bandung, the Kuder-Richardson reliability coefficient (KR 21) will be calculated.

Validity

An item difficulty index was calculated for each test item in the English test. The researcher recorded the students' answers in a table. The number "0" in the table cell indicates the test taker who missed the question while the number "1" indicates the test taker who answered the question correctly.

Then the researcher added up the correct number of items from each test. Calculation of the difficulty index of 20 items whose value is obtained from the number of correct items divided by the number of items.

The number of correct questions is divided by the number of questions, the researcher uses the correlation formula to find out the number of R counts. Furthermore, it is known that the R table is 0.361 in questions 1,2,6,9,13 R count is lower than the r table so that the question instrument is declared not valid. And on questions 3,4,5,7,8,9,10,11,12,13,14,15 to 20 it is declared valid that R

count is greater than R table. In this study, it can be seen that there are 15 valid questions and 5 invalid questions, the table can be seen in (appendixXI)

Reliability

The reliability of a measuring instrument is the degree of consistency that the measuring instrument measures whatever it measures. In this study, the researcher measured the reliability of each item using Kuder-Richardson 21 (KR 21). The KR 21 formula is as follows:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{Mt(n-Mt)}{(n)(S_t^2)} \right)$$

$$Mt = \frac{\sum xt}{N} = \frac{480}{30} = 16$$

$$s_t^2 = \frac{\sum x_t^2}{N} = \frac{274}{30} = 9.13$$

$$\sum x_t^2 = \sum x_t^2 - \frac{(\sum xt)^2}{N}$$

$$= 7954 - \frac{(480)^2}{30}$$

$$= 7954 - \frac{230400}{30}$$

$$= 7954 - 7680 = 274$$

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{Mt(n-Mt)}{(n)(S_t^2)} \right)$$

$$= \left(\frac{20}{20-1} \right) \left(1 - \frac{16(20-16)}{(20)(9.13)} \right)$$

$$= \left(\frac{20}{19} \right) \left(1 - \frac{16(4)}{182.6} \right) = 1.05263157895 \left(1 - \frac{64}{182.6} \right)$$

$$= (1.05263157895)(1 - 0.35049288061)$$

$$= (1.05263157895)(0.64950711939) = 0.68369170462 \quad (r_{11} > 0.361 = \text{reliable})$$

It is known that r table is $0.361 < r$ count. Then the instrument is reliable or r count $>$ r table. Then the instrument is reliable. Then the category of the correlation coefficient is $0.61-0.80 =$ high reliability

Research Finding

Based on the data analysis, the improvement in students' reading ability was significant from cycle 1 to cycle 2. The difference in overall results was very large. This means that with treatment, the ability to read using Wattpad media can improve students' reading skills.

This can be seen from the quantitative data. The average score in cycle 1 is 44.67, the average score in cycle 2 is 79.67. Students who scored more than 75 in cycle 1 were 5 students and students who scored more than 75 in cycle 2 were 21 students.

The percentage of students who scored more than 75 in cycle 1 was 16.67% and the percentage of students who scored more than 75 in cycle 2 was 70%.

This can also be seen from the qualitative data in the form of observation sheets. The mean score of student activity between the first cycle is 64.75% and the second cycle is 73%. It can be concluded that in the teaching and learning process students have shown good improvement. Qualitative data taken from the observation sheet also shows that the teacher is good in learning activities.

From the data above, it can be seen that the use of Wattpad media can improve students' reading skills in narrative texts. In addition, the test results in cycle 1 and cycle 2 have increased

This means that the Wattpad media is one of the media to enrich students' reading skills. Wattpad media makes students happy to read because students are interested in the media being taught. The researcher concludes that the use of Wattpad media in teaching reading can improve students' reading skills

CONCLUSION

After conducting research on reading skills to improve students' reading skills through Wattpad media, this study can conclude based on the findings discussed in the previous chapter that:

1. There was an increase in students' reading ability by applying the Wattpad media. This means that Wattpad is a good medium to use as a medium for teaching reading. The achievement of students' reading skills can be improved by using Wattpad as a learning medium in the teaching and learning process. This can be proven by the pre-test and post-test scores. The post-test score is greater than the pre-test.
2. Cycle 1 shows that the average level of student scores is 44.67, and cycle 2 is 79.67. Students who scored more than 75 in cycle 1 were 5 students and students who scored more than 75 in cycle 2 were 21 students. The percentage of students who scored 75 or more than 75 in cycle 1 was 16.67% and the percentage of students who scored more than 75 in cycle 2 was 70.00%.
3. The increase in student learning activities can be seen from the qualitative data on the observation sheet. In cycle 1, student learning activities obtained an average of 64.75%. In cycle 2, student learning activities showed very good development with an average percentage of 73.00%. To test the instrument questions accurately, the researcher uses the validity and reliability test using the KR21 formula where there are 5 invalid questions and 15 questions declared invalid and the instrument is declared reliable because r count is greater than r table. r count on the instrument is 0.68369170462 and r table is 0.361 ($r_{11} > 0.361$ ⇒) the category of the correlation coefficient is 0.61-0.80 is high reliability.

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