

**ENGLISH FOREIGN LANGUAGE STUDENTS' PERCEPTION
ON THE USE OF WATTPAD AS DIGITAL LITERACY
FOR READING SKILLS AT *MA DARUS SHOLAH***

THESIS



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
APRIL 2024**

**ENGLISH FOREIGN LANGUAGE STUDENTS' PERCEPTION
ON THE USE OF WATTPAD AS DIGITAL LITERACY
FOR READING SKILLS AT MA DARUS SHOLAH**

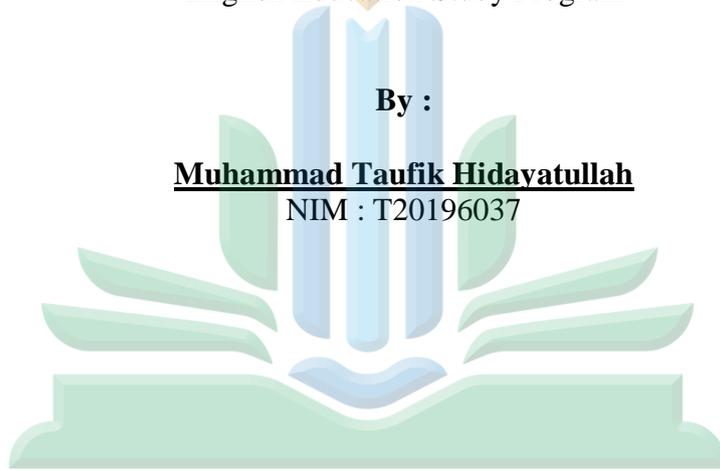
THESIS

Submitted to the State Islamic University of Kiai Haji Achmad Siddiq Jember
to fulfill on of the requirements for degree of Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Studies and English Education Department
English Education Study Program

By :

Muhammad Taufik Hidayatullah

NIM : T20196037



UNIVERSITAS ISLAM NEGERI
Supervisor :
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Dr. Ninuk Indrayani, M.Pd
NIP. 197802102009122002

**ENGLISH FOREIGN LANGUAGE STUDENTS' PERCEPTION
ON THE USE OF WATTPAD AS DIGITAL LITERACY
FOR READING SKILLS ATMA DARUS SHOLAH**

THESIS

Has Been Examined and Approved in Partial
Fulfilment of The Requirements of Bachelor Degree of Education (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day : Thursday
Date : 4th of April 2024

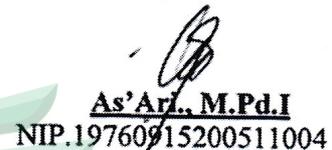
Examiner Team

Chairman

Secretary



Dewi Nurul Oomarivah, S.S.M.Pd
NIP. 197903042007101002



As'Arif, M.Pd.I
NIP. 19760915200511004

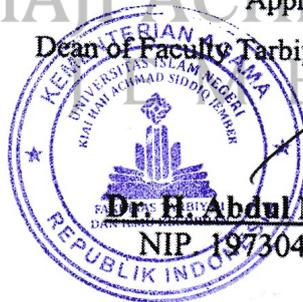
Members:

1. Dr. Suparwoto Spto Wahono, M.Pd
2. Dr. Ninuk Indrayani, M.Pd

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ

Approved by

Dean of Faculty Tarbiyah and Teacher Training



Dr. H. Abdul Mu'is, S.Ag, M.Si
NIP. 197304242000031005

MOTTO

يَمَعَشَرَ الْجِنَّ وَالْإِنْسِ إِنْ أَسْتَطَعْتُمْ أَنْ تَنْفُذُوا مِنْ أَقْطَارِ السَّمَوَاتِ وَالْأَرْضِ
فَأَنْفُذُوا لَا تَنْفُذُونَ إِلَّا بِسُلْطَنِ ۖ

O company of jinn and men, if you have the power to go beyond the bounds of the heavens and the earth, go beyond them! Yet you will be unable to go beyond them for that requires infinite power.

(Q. S. Ar-Rahman: 33)¹



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

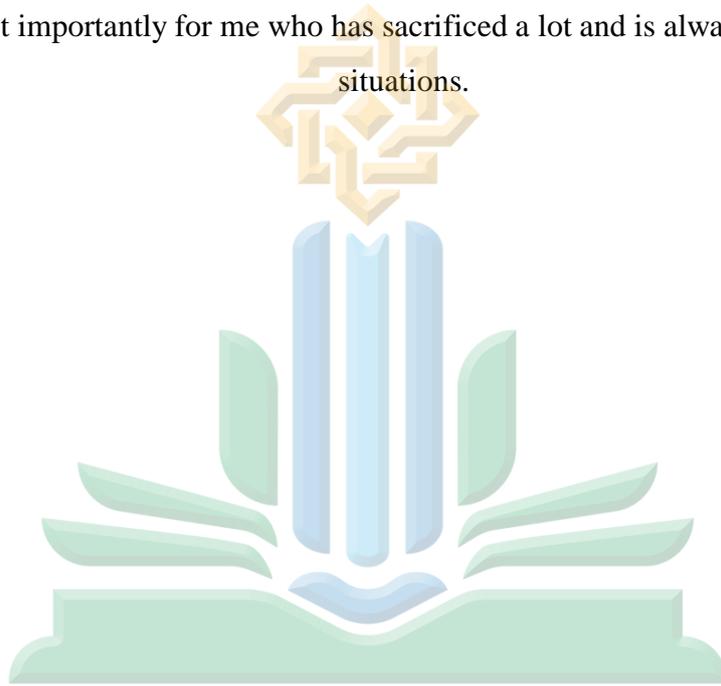
¹ Ali Yusuf Abdullah “ *The Holy Qur’an* “, Kuala Lumpur: Saba Islamic Media (QS. Ar-Rahman: Verse 33), 2004.

DEDICATION

I dedicate this thesis specifically to:

My beloved parents, Mr. Achsin Adnan and Mrs. Imroatul Jamilah, as well as my beloved sisters, Churil Aini, Heni Raudlatul Jannah, and Mudrikatul Choiriyah for their love, prayers, efforts and endless support.

and most importantly for me who has sacrificed a lot and is always strong in all situations.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

ACKNOWLEDGMENT

Firstly, all praises due to Allah SWT who have giving mercies and blessing, healthy, opportunity and inspiration to finish my thesis. Secondly, my sholawat and salam always be with my prophet Muhammad SAW who guided us from the darkness to the lightness and from the stupidity era to the cleverness era. That is Islamic era.

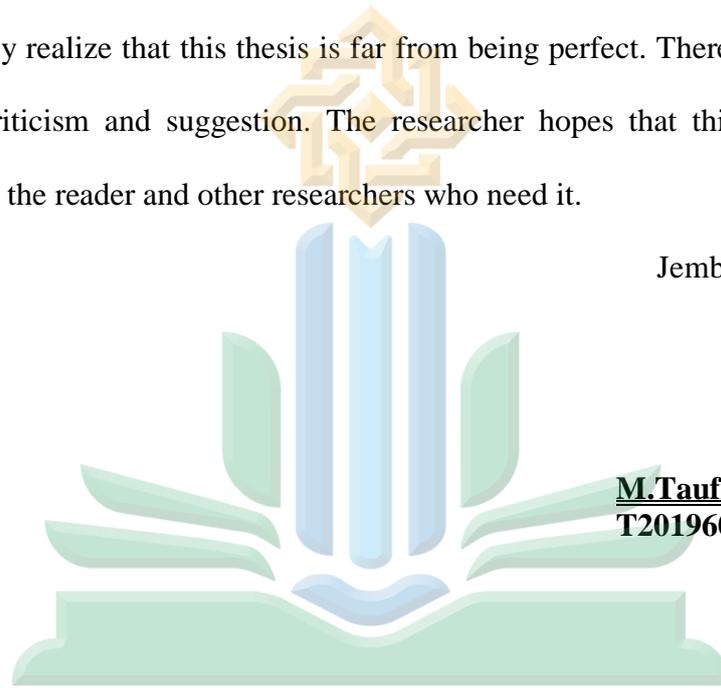
The researcher really realized that this thesis would not finish without help and guidance from other people. In this opportunity, I would like to say than you to the following excellency people:

1. Prof. Dr. H. Hepni, S.Ag., M.M., as rector of Islamic State University of KH. Achmad Siddiq Jember who has given me opportunity to study in this University.
2. Dr. H. Abd. Muis, S.Ag., M.Si. I as the Dean of the faculty of education and teacher of Islamic State University of KH. Achmad Siddiq Jember who has facilitated me to study in this University.
3. Nuruddin, M. Pd. I., as the Head of the Islamic and Education Language Program, who has facilitated me in every matter.
4. Dewi Nurul Qomariyah, S.S, M.Pd.as the head of English Education Department.
5. Ninuk Indrayani, M. Pd as my supervisor of this Thesis who has helped, guided, motivated, and supported me during writing of my thesis.

6. The headmaster of MA DarusSholah, Moh. Hanif Lutfi, S. H. I, M. H., and the staffs who have given me a permission and helped me during my research.
7. The English teacher of Eleventh grade, Faridah, S.Pd as collaborator who has helped and support me in conducting my research in MA DarusSholah.

I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticism and suggestion. The researcher hopes that this thesis will be useful for the reader and other researchers who need it.

Jember, 4th April 2024



M. Taufik Hidayatullah
T20196037

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

ABSTARCT

Muhammad Taufik Hidayatullah, 2024:*English Foreign Language Students' Perception On The Use of Wattpad As Digital Literacy For Reading Skills At MA Darus Sholah*

Keywords: Digital literacy, Wattpad Application, Students' Perception, Reading skill.

Traditional teaching make students fast to be bored and it is difficult to disgest teachers don't use different teaching strategies. However, currently in this digital or technology era, there are several space that are used as students' learning media and alternative teacher teaching to reduce students' problems in learning and understanding the material. As a result, the teacher try to utilise the potential of Wattpad by students' perception with three components of perceptions (cognitive, affective, and conative) in reading short story because there were several things that eleventh grade students of MA Darus Sholah still didn't understand, such as poor grammar, lack of vocabulary in their English. In addition, they didn't understanding something they read or comprehend in reading.

The focus of this research are as follows; 1) How is the students' cognitive perception on the use of Wattpad as digital literacy for reading skills at MA Darus Sholah? 2) How is the students' affective perception on the use of Wattpad as digital literacy for reading skills at MA Darus Sholah? 3) How is the students' conative perception on the use of Wattpad as digital literacy for reading skills at MA Darus Sholah?

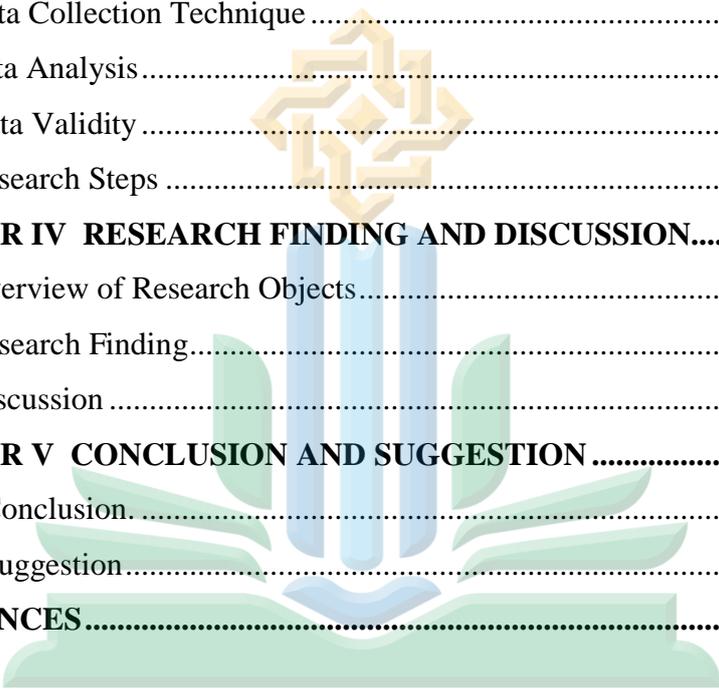
This study focused to find of the students' perceptions on the use of Wattpad application as a digital literacy, and not far from the three components by Walgito about perceptions (cognitive, affective, and conative component), and also to provide a new or easy ways for alternative media for English Foreign Language (EFL) students in and outside of the school. Next is for the research of this study used a qualitative design. To find the data of this study is use questionnaire of two items (yes or no) which had 15 questions consist of the three components (cognitive, affective, and conative component). After collecting the data of the questionnaire, the researcher also use in-depth interview of four students. Thus, to analyze the data of this research, the researcher using a reducing and coding the data.

The result explain that wattpad was useful to increase the motivation of students' in giving better engagement in reaching the literacy competence and after reading short story on Wattpad application, most of students' said that wattpad had unique and fun features and wattpad to support students' literary competence achievement. The result of this study answered in terms what the students' perceptions on the use of the Wattpad application in three components of perceptions (cognitive, affective, conative). In the conative component, Wattpad application could be a learning media in teaching reading skill especially story in this modern or digital literacy era. It was because in the affective component, it showed that with comfortable and not boring features on the Wattpad application, students felt happy and enjoyed when they read story. And in the conative component show that students could be independent learning to read story on the Wattpad application and also were able to read it in the outside of the school.

TABLE OF CONTENT

APROVAL SHEET.....	i
APROVAL OF EXAMINE	ii
EXIMINER APPROVAL SHEET	iii
MOTTO	iv
DEDICATION.....	v
ACKNOWLEDGMENET	vi
ABSTRACT	viii
TABLE OF CONTENT.....	ix
LIST OF TABLES	xi
LIST OF APPENDIXES.....	xii
CHAPTER I INTRODUCTION.....	1
A. Research Background	1
B. Focus of the Research	5
C. Research Objective	6
D. The Significance of the Research.....	6
E. Definition of Key Terms	7
F. Sistematic Discussion	10
CHAPTER II LITERATURE REVIEW.....	12
A. Previous Research.....	12
B. Theoretical Framework	18
1. Wattpad Application.....	18
a. Definition of Wattpad.....	18
b. Types of Wattpad	19
c. The Steps of using Wattpad Application.....	23
2. Digital Literacy	24
a. Definition of Digital Literacy	24
b. Types of Digital Literacy	24
3. Students Perception.....	25
4. Reading Skill	27
a. Definition of Reading.....	27

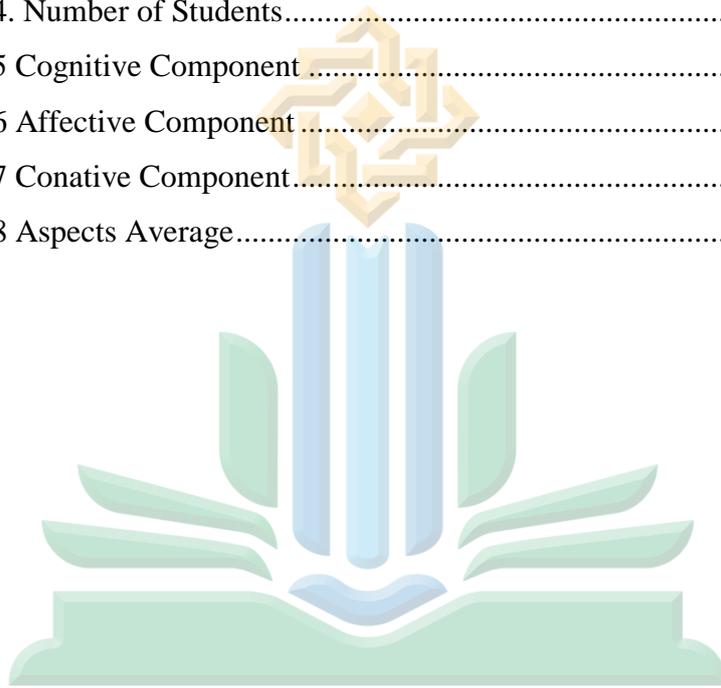
b. Reading Components.....	28
CHAPTER III RESEARCH METODOLOGY	31
A. Research Design.....	31
B. Research Location.....	31
C. Research Subject	32
D. Source of Data.....	33
E. Data Collection Technique	33
F. Data Analysis.....	35
G. Data Validity	37
H. Research Steps	38
CHAPTER IV RESEARCH FINDING AND DISCUSSION.....	40
A. Overview of Research Objects.....	40
B. Research Finding.....	44
C. Discussion	54
CHAPTER V CONCLUSION AND SUGGESTION	60
A. Conclusion.....	60
B. Suggestion.....	62
REFERENCES.....	64



 UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R

LIST OF TABLES

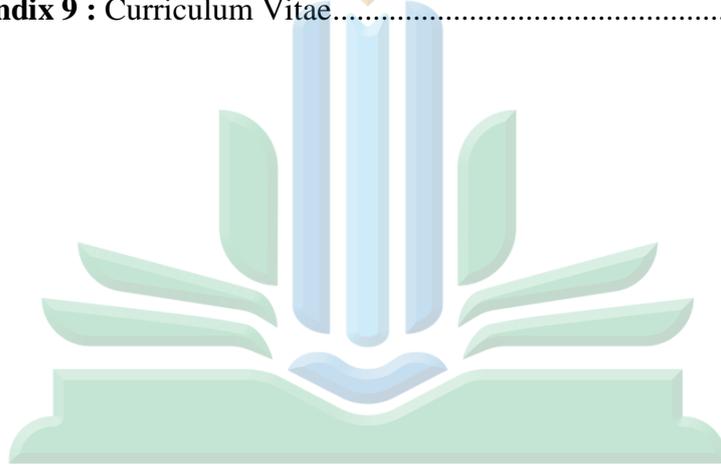
2.1 Differences and Similiarities of Previous Study	17
4.1 Profile of MA Darus Sholah.....	40
4.2 Facilities and Infrastructures	42
4.3 Teachers and Staff Profile	42
4.4. Number of Students.....	43
4.5 Cognitive Component	45
4.6 Affective Component	48
4.7 Conative Component.....	51
4.8 Aspects Average.....	54



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF APPENDIXES

Appendix 1 : Matrix of the Research.....	67
Appendix 2 : Research Instrument.....	68
Appendix 3 : Research Journal	77
Appendix 4 : Lesson Plan	78
Appendix 5 : Research Permission Letter.....	79
Appendix 6 : Research Completion Letter.....	80
Appendix 7 : Documentations.....	81
Appendix 8 : Declaration of Authenticity.....	84
Appendix 9 : Curriculum Vitae.....	85



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER I

INTRODUCTION

In this chapter will be details the background elements of the research. This chapter introduces the background of the study, focus of the research, the research objective, the significance of the study, the definition of key terms, and sistematic discussion.

A. Research Context

Teaching and learning English for students is very important. However, in conducting teaching and learning in the classroom is quite monotonous. Since, this traditional teaching is just only focused on the students' accepting the knowledge and the teacher focused giving knowledge. Traditional teaching make students fast to bored and it is difficult to disgest teachers don't use different teaching strategies. However, currently in this digital or technology era, there are several space that are used as students' learning media and alternative teacher teaching to reduce students' problems in learning and understanding the material. In the 21st century, students were ready for the digital era and moved quickly out of traditional classroom to become to more flexible alternative learning media such as a lecture, which meant that this focused more on the individual needs of students.² The teacher must be innovative, imaginative, and resouceful and have through knowledge of the subject and adopt new techniques.

²Douglas H Brown. "Principle of Language Learning and Teaching", 2007

English as a foreign language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language.³ EFL is usually learned in environments where the language of the community and the school is not English. The teaching and learning of a language, regardless of whether it's foreign or second is defined as a process when a person learns a language that is considered not his or her native language. That is, one which does not exist in the community where the person or student's language is typically spoken. When a language is taught in a controlled setting such as a classroom and not spoken by the community, then this language would be considered a foreign language. Knowledge of another language would create a person who is able to maintain an interaction in a very creative and effective way. This will also lead to the learner participating in certain situations, which are authentic by using the typical language which is used in such an interaction.

Example of the development of information technology is digital literacy. In terms of learning, digital literacy is the competency in understanding and using digital technologies effectively for learning and alternative media that needs to be recognized and developed in education. Digital literacy was considered "an essential requirement for life in the digital age" with the growing trend of the internet which offers abundant information, internet users, including students' need the ability to be digitally literate.⁴ A digitally literate person is someone who possesses the ability to search for

³ Barber, Charles. *"The English Language: A Historical Introduction"*. Cambridge University Press, 2000.

⁴David Bawden. *"Information and Digital literacies : A Review of Concepts"*, 2017

information effectively, compares it with a wide range of sources, and categorizes it into reliable and non-reliable information. People can get and looking for the information, especially students' and teachers' also can learn and teach a literacy using a digital. Thus, digital literacy is so needed for teachers to conform for students' digital inclination and necessities in their learning.

Teaching strategies is plan that the teacher will carry out teaching by determining the main steps of teaching in accordance with the teaching objectives to be achieved and has been outlined.⁵ It means strategy is intended as a teachers effort in creating an environment system that enables the teaching process so that the learning objectives that have been formulated can be achieved and succeeded. Teaching of reading skills is an important aspect of language learning. The learning of this skills is especially essential for acquiring a second language. This is also because most of the teaching-learning material is in the written form, either in the form of books or computer based material. Reading and literacy are thus interdependent. Reading is beyond the mere recognition of words at a glance or of decoding the meaning of letters or words strwn together. It is conscious and unconscious thinking process whereby the reader applies various strategies to infer the intended meaning of the writer. Reading forces the reader's brain cells to work on aregular basis, so the reader become sharper and smarter. Even though some information can be obtained without reading, for example

⁵Milova Oksana. *"The Importance of teaching Reading Strategies to Improve Students Reading Comprehension"*, (Los Angeles: University California, 2015)

by listening to teacher, seminar, radio, television. By reading, someone or students' may get wider information than listening. For example, someone or students' who reads a newspaper or book will get information than someone who only watches news on television. Reader can read the text again when she/he forgets or tries to get detail information, while listener cannot.

Wattpad is a platform for reading and writing a story by free access and this platform aims to create a reading community, as well as remove barriers between readers and writers which is created by Allen Lau and Ivan Yuen, December 2006. Information content of Wattpad has many categories such as short story, classic, fiction, adventure, anime, romance, fantasy, humor, spiritual, mystery, horror, poetry, science fiction, historical fiction, teen fiction, general fiction, classic and non-fiction.⁶ Several studies discussing the viewpoint of the reader show several factors a person is interested in reading Wattpad. Some of the factors for the this interest are because they have an interest in literature, social media, and also the convenience of online media itself. In addition, there is motivation that encourages someone to enjoy reading stories on Wattpad, namely because of learning satisfaction and emotional satisfaction.⁷

So there have been several expert or researchers discussing digital literacy in over coming students' reading problems. In the 2019 Ratimaya article, written that there are several problems of students' digital literacy. As

⁶Apriyanti, D., Susiana, & Setyadi, "Improving Students' public speaking skill through instagram . *Advances in Social Science, Education and Humanities Research*", 12(6)

⁷Tuti Andriani. "Sistem Pembelajaran berbasis teknologi informasi dan komunikasi", *Jurnal Sosial Budaya: Media Komunikasi Ilmu-Ilmu Sosial dan Budaya*, 12(1) : 127- 150

many students' use computers or laptops only to play but cannot operate computers to use new knowledge but use it as an improper way. With the presence of thinking, students' can think critically and improve students' learning outcomes. Such as operation skills, thinking skills, collaboration skills, and awareness skills, digital literacy may have an effect in students' interest about learning english especially in reading skills. In reading skills, we must to ensure some components of reading skills as grammarly, vocabulary, comprehension, etc.

After all that explanation, the researcher try to utilise the potential of Wattpad by students' perception with three components of perceptions (cognitive, affective, and conative) in reading short story because there are several things that eleventh grade students of MA Darus Sholah still don't understand, such as poor grammar, lack of vocabulary in their English, and also not understanding something they read or comprehension in reading skill.

So that is why the writer wanted to conduct a research which the title "*English Foreign Language Students' Perception On The Use of Wattpad As Digital Literacy For Reading Skills At MA Darus Sholah*"

B. Research Questions

1. How is the students' cognitive perception on the use of Wattpad as digital literacy for reading skills at MA Darus Sholah?
2. How is the students' affective perception on the use of Wattpad as digital literacy for reading skills at MA Darus Sholah?

3. How is the students' conative perception on the use of Wattpad as digital literacy for reading skills at MA Darus Sholah?

C. Research Objective

The aim of this research was to find out and investigate the English Foreign Language (EFL) students on the use of Wattpad Application as a media in learning reading especially short story in order to make it easier for EFL students to learn and read a story, namely by using this Wattpad media, to be used as a benchmark for EFL students find out more about reading with using three components of Perception (cognitive, affective, and conative), especially in short stories and the various types, easily using Wattpad as a digital literacy for teaching media on students' reading skill for eleventh grade students at MA Darul Sholah Tegal Besar Jember.

D. The Significance of The Research

By doing this research, can provide new alternative learning media for students', and help the teachers' on their teaching reading skills. And also can be extended the literature of students' system belief by using Wattpad media.

1. Theoretical Significance

This provides information for others researchers in implementing Wattpad as a strategy to achieve vocabulary and understand the meaning of words and the context of stories. This research is also very useful for readers to get more references or suggest other ways to teaching and learning using wattpad.

2. Practical Significance

The results of this research will be source reference and examples of watsapp-based learning, especially in the english education department, an example teaching material to students who make english a second language, and provide knowledge as well as interesting learning, especially in terms of reading skills.

E. Definition of Key Terms

1. Watsapp

Watsapp is an online platform that allows users to read and write stories. Founded by Allen Lau and Ivan Yuen, the platform aims to create a reading community, as well as break down barriers between readers and writers. Information content on watsapp has many categories such as short story, classic, fiction, adventure, anime, romance, fantasy, humor, spiritual, mystery, horror, poetry, science fiction, historical fiction, teen fiction, general fiction, classic and non-fiction.

Watsapp is a fairly popular and efficient application for reading short stories and can provide comments directly within the short story paragraphs, and watsapp has many advantages in promoting reader-response theory to EFL college students as interest in literacy activities grows.⁸

⁸Anggitasari, M., Tarwana, W., Febriani, R. B., & Syafryadin, S. (2020). "Using Watsapp to Promote the Students' Responses to Literary Works: EFL College Students' Perspectives and Experiences of Enjoying Short Stories". *Jadila: Journal of Development and Innovation in Language and Literature Education*, 1(2), 182–192.

2. Digital literacy

Digital literacy is an individual's ability to find, evaluate, and communicate information by utilizing typing or digital media platforms. It is a combination of both technical and cognitive abilities in using information and communication technologies to create, evaluate, and share information. Digital literacy also means the ability to understand and use information from various sources that are accessed by computers. In the field of technology, especially information and communication, digital literacy is related to the ability of the users. Ability to use technology wisely to create positive interaction and communication. This method is also allows a person to think critically, solve the problems, communicate fluently and have opportunities to collaborate.

In terms of learning, digital literacy is the competency in understanding and using digital technologies effectively for learning. As Harris proposed that digital literacy involves the way how they participate in community life, gaining additional education and training. In summary, it is possible to include digital literacy as an important skill in the classroom to increase students learning process.⁹

3. Reading Skill

Reading skills are built on several components that work together to create rich and powerful reading skills. The following are the components of reading skills identified by several studies:

⁹Colin Harrison. *Critical Internet literacy: "What is it, and how should we teach it?"* Journal of Adolescent & Adult Literacy, 61 (4), (2018), 461- 464

- a. Phonemic awareness: the ability to identify and manipulate an individual's sounds in the words they speak.
- b. Vocabulary : knowledge of words and their meanings.
- c. Phonics: understanding the relationship between letters and sounds.
- d. Fluency: ability to create accurately, quick, and expressively.
- e. Comprehension: understanding of what is they read.

Other studies have confirmed that such an additional component of reading skills is important for reading comprehension. For example, a meta-analysis study is identified 10 components of reading skills that were consistently important 16 independent studies and 2,707 participants.¹⁰ This study explains that there are 6 skill components showing a strong relationship with reading comprehension. Including morphological awareness, knowledge of spoken vocabulary, language comprehension, decoding of real words, working memory, and fluency.

4. Students' Perception

Perception is a person thought about something that he or she has learned to measure how he or she behaves towards the use of something, whether he or she agrees or not about that method or about something he or she has learned.¹¹ Perspective becomes the final process in observation which start with the process of sensing, then received by the individual to

¹⁰Elizabeth L. Tighe, M.S. & Christopher Scthatschneider, "Examining the Relationships of Component Reading skills to Reading Comprehension in Struggling Adult Readers: A Meta-Analysis"

¹¹Hong, K-S.Ridzuan, A.A, & Kuek, M-K."Student' Attitudes Toward the use of the Internet for Learning".A Study at University in Malaysia.Educational Technology & Society, 6(2), 45-49, 2003.

get attention, observed, then the individual is aware of something from that which can be called perspective. Because with this, an individual is aware of and can understand the state of the surrounding environment that is concerned with that individual. And this perspective is influenced by an experience and a way of thinking as well as a state of feeling or even the interests of each individual so that this can be subjective.

F. Systematic Discussion

Systematic discussion contains a description of the flow of this thesis discussion, starting from the introductory chapter to the closing chapter. Systematic discussion in this research as follows:

Chapter I contains the introduction of this thesis, such as background of this research, focus of this research. Objective of this research, significance, and definition of key terms in this research.

Chapter II contains review of related literature, such as previous research and theory of the research, related with the research conducted by the researcher.

Chapter III contains a research method that used by this researcher, such as research approach and type of research, object of the research, source of the data, technique of data collection, technique of data analysis, and validity of data.

Chapter IV contains a research findings and discussion, which consists of description of research object, research findings and data analysis, discussion on the result of data analysis.

Chapter V contains a conclusion of this research which consists of conclusion and recommendation.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER II

LITERATURE REVIEW

In this chapter will be explained about some of the previous research of this study and the theoretical framework of this research.

A. Previous Research

Several types of research have been conducted to investigate whether Wattpad can be used to increase vocabulary and improve students' reading skills as well as a frame of reference for reflection and as a source of information for researchers. Therefore, the researcher search and review previous studies. There are five previous studies in this study, namely:

1. Nurus Syamsiyah Furotun (2021) with the title *The Use of Wattpad In English Language teaching and learning*. This study aims to determine the use of Wattpad in English Learning Teaching to improve English skills for Indonesians who have studied English and using questionnaire for collecting data. This study applies pre-experimental research using one-shot case study. There are groups of people in this study with certain criteria who are given treatment to measure the influence of using Wattpad in The English learning process to compare productivity before using the Wattpad online media site and after using it. The population in this research are 33 people or respondents, 27.3% of students, 87.9% are teachers and various other professions that already know about Wattpad. After reading story from Wattpad, respondents were asked about difficulties in understanding the English text from Wattpad's story. 39.4%

admitted that they had no difficulty understanding it. Meanwhile, 24.2% gave varied answers such as a little difficult or quite understanding. Respondents who had difficulty reading the English text chose several alternatives in solving this problem, most of them chose to find out the meaning of difficult vocabulary. The rest is to read it over and over again or choose to just continue reading. Reading English text from Wattpad is also considered to be able to increase English vocabulary. This assumption is reinforced by the answers of 97% of respondents who admit that their English vocabulary increases after reading the text. In addition to increasing vocabulary, 97% of these respondents also admitted that reading English stories from Wattpad could add new phrases or sentences that the respondents could learn. 42.4% of the respondents also admitted that reading English stories from Wattpad was also able to train them to pronounce English words. According to respondents, the English stories on Wattpad are more interesting than the English stories that are usually found on English lesson question sheets. So it can be concluded that use of Wattpad in the process of teaching and learning English can improve English skills for people who learn English.¹²

2. Ratimaya Nadia Frima (2019) with the title *A Study on Students' Digital Literacy in Reading Comprehension at Senior Highschool 5 Pekanbaru*. This study aims to find out how are students' digital literacy at SMAN 5 Pekanbaru. This study focuses on how are students' digital literacy of

¹²Nurus Syamsiyah Furotun, "The Use of Wattpad in English Language Teaching and Learning: Is It Helpful?", *Journal of English for Academic and Specific Purposes*, Vol 4, No. 1(2021)

second grade class MIPA 2 SMAN 5 Pekanbaru. The design of this study was a case study. This study using one class that was being sample that was consisted of 35 students which were 35 students of class MIPA 2. Data was collected using open questionnaire of digital literacy indicators. There are four factors containing 12 indicators. The researcher analyzed the data that find out that were 33 students of 35 students that answer the question in cognition, 29 of students answer the question in invention, 32 students answer the question in presentation, 33 students answer the question in analysis, 33 students answer the question in evaluation, 34 students answer the question in creativity, 35 students answer the question in teamwork, 35 students answer the question in networking, 35 students answer the question in sharing, 32 students answer the question in ethics, 33 students answer the question in legal literacy, 33 students answer the question in safeguarding self. Most of students who answer in that questions it seems like they understand and have their opinion about learning in digital literacy. This study result were employed to develop a digital literacy students at SMAN 5 Pekanbaru.¹³

3. Nuriyatul Hamidah (2021) with title *Digital Literacy in EFL Teaching*. The goal of study was to know how to applied digital literacy as well as decribed the element that the teacher needs to know when maximizing digital literacy for their teaching. This study uses a qualitative research method. Qualitative research focuses on understanding people's beliefs,

¹³Ratimaya Nadia Frima, "A Study on Students' Digital Literacy in Reading Comprehension at Senior Highschool 5 Pekanbaru" (Thesis, Universitas Islam Riau Pekanbaru, 2019)

experiences, attitudes, and behaviours. The author make a example lesson plan which is for the ESL beginning level. In this lesson plan, the students are required to create a paragraph using simple present and the “be” verb as the objective of language learning. At the end of the class, they will be divided into small groups to discuss the paragraph that they created. They may share their commands or suggestion. The following is a brief description of the lesson plan.¹⁴

4. Intan Permatasari (2020)with title *Extensive Reading on Wattpad and Its Benefits to Students’ English Skills: Students’ Perceptions*. The goal of this study was to explore students’ perception’s towards Extensive Reading on Wattpad platform as well as its benefits to students’ English skills. This study is a case study. The data were obtained from an in-depth interview with the participant who were two undergraduate students majoring English Education from a state University in Indonesia. The participants were selected purposively for the reason they were known to have been doing extensive reading activity on Wattpad for quite long time, specifically for more than three years. The author finding showed that students have positive perceptions towards Extensive Reading on Wattpad which are categorized into three elements namely cognitive, affective, and conative. Four notable benefits of Extensive Reading on Wattpad were also mentioned by the students such as it contributed in unconsciously

¹⁴Nuriyatul Hamidah, “Digital Literacy in EFL Teaching”*ELTALL (English Language Teaching, Apliied Linguistics and Literature)*, Vol. 2, No. 2, (20121)

improving students' writing skills, vocabulary mastery, speaking skills, as well as listening skills.¹⁵

5. And the last research was from Cyntya Niken Adiningtyas (2020) with title *The Effectiveness of Using Wattpad to Improve Students' Writing Skillin Vocational High Schooll*. This study aimed to find out wheter Wattpad has contribution in developing students' writing skill or not, and it's only focusing on writing recount text. It was conducted at one of the vocational Highschool in Sidoarjo. The author used a pre-experimental research design and pre-test and post-test method to collect the data. This study took in one class only, which consist of 25 students. A pre-test was carried out before the treatment, to know the students' knowledge about recount text. Post-test carried out after the treatment to find out wheter Wattpad can influence the students' writing skill or not. The result of this study showed that Wattpad could enhance students' writing skill. It can be seen from the result of the students' pre-test and post-test. It also supported by the students' questionnaire show that 13 students were comfortable and enjoyed when using Wattpad in learning writing recount text. The other 12 students were not enjoying and comfortable when using Wattpad in learning writing recount text.¹⁶

¹⁵Intan Permatasari, "Extensive Reading on Wattpad and Its Benefits to Students' English Skills: Students' Perceptions", *ELS Journal on Interdisciplinary Studiedon Humanities*, Vol. 3, No. 4 (2020)

¹⁶Cyntya Niken Adiningtyas, "The Effectiveness of Using Wattpad to Improve Students' Writing Skil in Vocational High Schooll" (thesis, Universitas Surabaya, Vol. 8, No. 4, 2020) 170-177

Table 2.1
Differences and Similarities of previous research

No	Title	Similarities	Differences
1	2	3	4
1.	The Use of Wattpad In English Language teaching and learning	Both researcher using in teaching reading	Previous research more focus on improvement of English skills for Indonesians who have studied English while this research more focus on students perceptions in senior highschool
2.	A Study on Students' Digital Literacy in Reading Comprehension at Senior Highschool 5 Pekanbaru	Both researcher using digital literacy in teaching reading	Previous study more focused in using Digital literacy while this research more focused in using Wattpad
3.	Digital Literacy in EFL Teaching	Both researcher focused on EFL students	Previous research has focused on implementation in the teaching of ESP (English for Specific Purposes) students
4.	Extensive Reading on Wattpad and Its Benefits to Students' English Skills: Students' Perceptions	Both researcher focused on students perceptions	Previous study used Extensive reading as learning media
5.	The Effectiveness of Using Wattpad to Improve Students' Writing Skill in Vocational High School	Both researcher using Wattpad in teaching	Previous research focused on writing skill as teaching and learning media

Reflecting on relevant previous research, it seems that almost all of this research was carried out within the framework of applying Digital Media to improve English language skills as a more effective learning strategy in the modern era. However, how does the learning process of high school students increase their enthusiasm to be able to learn English more easily in reading and understanding it. To fill this gap, this research will conduct a case study that focuses on exploring the process of how students increase their confidence to be able to read English fluently through Wattpad application. In addition, it will also examine how to develop students' perceptions in understanding the stories they read through Wattpad media or Wattpad application.

B. Theoretical Framework

1. Wattpad

a. Definition of Wattpad

Wattpad is a free online platform that allows users to read or writing stories. Wattpad makes it easy for young adult and teen fiction writers to come together in the wattpad community. The wattpad community is vast, with over 94 million users as of 2022.¹⁷ Over time, the wattpad application always offers many new possibilities in the development of features for reading and writing.

This application has a story reading feature that can be accessed offline, showing readers' views of book chapters and

¹⁷Melanie Bold Ramdarshan., *“The return of the social author: negotiating authority and influence on Wattpad”*, 2018.

suggestions for new parts of the text.¹⁸The wattrpad application isn't just for writers—it's also geared towards readers. Shortly after the app was developed, the team at Wattrpad paired with Project Gutenberg and added more than 17,000 stories to the platform's library. As a result, Wattrpad books can come from new authors and world-renowned writers, creating an exciting environment for anyone who wants to tell their story. While anyone interested in reading and writing can use the platform, most users are high school students and young adults.

b. Types of Wattrpad

Types of Wattrpad stories or genre help readers classify and understand stories based on similar themes/aesthetic that the genre categories encompass. There is several kinds of genre in Wattrpad:

- 1) Romance : with love as a driving force, a romance is a form fiction that traces the growing relationship between two individuals, and oftentimes, the struggle to reconcile their differences or their pasts. For example *Pride and Prejudice* by Jane Austen.
- 2) Horror : is a form of fiction that intends to scare or disturb through a protagonist's experience with an uncanny or menacing force. Horror evokes an emotional, psychological, or physical response (fear) within reader and intrudes on a reader's comfort level. For example *The Shining* by Stephen King.

¹⁸Dewi Sari Purnama., “ *The effects of Short Story through Wattrpad on Reading Comprehension Achievement of Non-English Major Students of Bina Darma University*”, Jurnal Ilmiah B. Inggris, 8(16) , 35-42, 2016.

- 3) Fantasy : is a form of fiction which takes place within an alternative world – an imaginary realm wherein magical and supernatural forces pervade. Fantasy stories explore archetypal truths and experiences of an ordinary protagonist, as he or she embarks on an extraordinary quest. Legendary, mythological, and folkloric traditions characterise the genre, thus fantasy stories are often rife with dragons, trolls, wizards, and knights. For example *Lord of the Rings* by J.R.R. Tolkien.
- 4) Short Story : are work of brief narrative prose, which usually focus on a limited number of characters and a single, decisive plot incident. Significantly shorter and more compact than novels, short stories leave the reader with a snapshot or slice of life. For example *The Cask of Amontillado* by Edgar Allan Poe.
- 5) Paranormal : is a form of fiction that occurs in a modern- day setting, but contains creatures or happenings that are beyond the scope of normal scientific understanding or “normal” human experience. Paranormal stories often explore a human protagonist within a paranormal world, as well as their encounter with paranormal beings or individuals with paranormal abilities, such as ghosts, angels, vampires, werewolves. For example *Twilight* by Stephenie Meyer.
- 6) Humor : humor stories seek to entertain and amuse with fun, fancy, or ridiculousness, while simultaneously constructing a narrative

that resonates with the reader. For example *Gulliver's Travels* by Jonathan Swift.

- 7) Classics : are stories written over 100 years ago that stand the test of time as works of high literary merit and artistic qualities. Classics are universally appealing to readers and their themes endure and resonate in contemporary society. For example *Jane Eyre* by Charlotte Bronte.
- 8) Action/ Adventure : risk, danger, and excitement inform adventure fiction, which focuses on a particular challenge, quest, or journey which the protagonist, or hero, must undertake and successfully complete. For example *The Adventures of Huckleberry Finn* by Mark Twain.
- 9) Mystery: mystery stories feature a protagonist who investigates a crime, problem, puzzle, or some sort unknown. These stories encourage the reader to actively engage in solving the mystery for themselves and require the reader to pay careful attention to clues, suspects, and evidence presented in order to intellectually satisfy. For example *The Adventures of Sherlock Holmes* by Sir Arthur Conan Doyle.

Wattpad has a story reading feature that can be accessed offline, showing readers' views of book chapters and suggestions for

new sections of text.¹⁹ This application has several genres that students are most interested in; general fiction, mystery/thriller, spiritual, horror, fantasy, comedy, teen fiction, romance, classic, science fiction, fan fiction, historical fiction, and non-fiction which will provide opportunities for users to write anything according to different context themes because application. Wattpad is a media for reading and writing, it consists of writers from different countries who write stories in different languages. However, the users can choose the language of the stories that they like better. Stories written in English are absolutely accessible for the students to read. Moreover, various popular stories that are not written in English have also been translated in English to attract more readers.

Based on the previous explanation, Wattpad is one of several media that can be collaborated with digital technology which can be a means of learning English. The researcher utilize electronic media such as cellphones used in learning to read students by using the Wattpad application which can be accessed from their cellphones to create reading strategies for students to improve their reading comprehension. Media is an instrument used to support and facilitate in learning and having process.²⁰

¹⁹Dewi Sari Purnama., “ *The effects of Short Story through Wattpad on Reading Comprehension Achievement of Non-English Major Students of Bina Darma University*”, Jurnal Ilmiah B. Inggris, 8(16) , 35-42, 2016.

²⁰Hasanah M, & Suparwoto S W, “*Watching English Native Speakers’ Youtube Channel to Improve Students’ Pronunciation Ability*”, Journal of Language Intelligence and Culture Fakultas Tarbiyah dan Ilmu Keguruan IAIN Jember, Vol 4, No.1, Page 15-32, June 2022.

c. The Steps of Using Wattpad Application

Wattpad application can be use on Computer, Laptop, and Cellphone. But, In this research the students use cellphone to access Wattpad application. There are several steps for using Wattpad application on cellphone, namely:

- 1) First, students download Wattpad application in a Play Store on their cellphones.
- 2) Second, after students finished downloading Wattpad application, students must be able to log in use their Facebook or Google account.
- 3) After entering the Wattpad application, students will be asked about their gender, educational status, and the type of story they want to read.
- 4) Next, students are can choose the type of the story they want to read in this Wattpad application, such as novels, poetry, short story, etc.
- 5) And finally, students are invited to choose the type of short story they want to read on the Wattpad application. They can read short story at school or outside school when they still want to read short stories on their cellphones.
- 6) And in addition, if students are interested to write their own stories, students also can write their own stories on the Wattpad application using features provided easily in this application.

2. Digital Literacy

a. Definition of Digital Literacy

Digital literacy is the ability to understand and use information in multiple formats from a wide variety of sources when it is presented via computers and particularly, through the medium of the internet.²¹ In definitions, there is often an emphasis on mastery skills and tools. It can mean the ability to use digital technology, communication tools or networks to locate, evaluate, use, and create information. It also refers to the ability to understand and use information in multiple formats from a wide range of sources when presented via computers, or to a person's ability to perform tasks effectively in digital environment.

As technology develops, it is contested as new media or applications and many are launched and are increasingly out of reach, such as digital literacy by Harrison, information literacy by Zurkowski, and media literacy by Christ & Potter. More recently, it has been linked to the efficient use of digital resources in teaching and learning as a component of an inclusive view of digital literacy.²²

b. Types of Digital Literacy

Digital literacy has several learning conceptual models consisting of; (a) photo-visual thinking (understanding and using visual information), (b) real-time thinking (simultaneously processing

²¹Gilster Pawl. *"Digital Literacy"*, New York: Wiley Computer Publications, 1997.

²²Merchant A Gruszczynska., & Pountney, R. *"Developing the concept of Digital Literacy in the Context of Schools and Teacher Education"*, *Enhancing Learning in the Social Sciences*, 5(1), 2013.

a variety of stimuli), (c)information thinking (evaluating and combining information from multiple digital sources), (d)branching thinking (navigating in non-linear hyper-media environments),(e) reproduction thinking (creating outcomes using technological tools by designing new content or remixing existing digital content), (f)social-emotional thinking (understanding and applying cyberspace rules).²³

And also there is Digital literacy groups following;

(a) finding and consuming digital content; (b) creating digital content; (c) communicating or sharing digital content. Hence, the literature describes the digital literacy in many ways by associating a set of various technical and non-technical elements.²⁴ Thus, the concept of digital literacy is much bigger than other types of literacy such as; computer literacy because with this concept it can become a framework for integrating literacy and skills that are interconnected with one another, for example; information literacy, technology literacy, visual literacy, and media literacy.²⁵

3. Students Perceptions

Student is a learner especially on the grade of elementary, junior, and senior high school. Student are group of persons registered in various educational institutions for the acquisition of specific skills and knowledge

²³Eshet- Alkalai, Y. " *Digital Literacy: A Conceptual Framework for Survival Skills in the Digital Era*", Journal of Educational Multimedia and Hypermedia, 13, 93-106, 2004.

²⁴Liana Heitin. "What is Digital Literacy? Education Week", 2016.

²⁵Allan Martin., & Grudziecki, J. "*Innovation in teaching and learning in information and computer sciences*", DigEuLit: Concepts and tools for digital literacy development., 5 (4), 249-267, (2006).

under the management of teachers/lectures/instructors. And also student is refers to individual registered and recognized as learners in educational instutions like colleges and universities for the purposeof acquiring knowledge and skills that could enhance personal developments to prepare them for the world of work.

Perception is automically related to certain nature of human being, which his or her psychological features. Perception is a process which starts from the sense of organ. That is a process related to acceptance of information by human brain that is said that during the process a person continually interacts with his or her environment.²⁶

In accordance with Walgito's (2010) theory on perception indicators in students' understanding and understanding. It is because the three components of perception will connected with each other to understand, then feel and behave towards an attitude object. Perceptions can be means self-perspective, that becomes one of the human cognitive aspects of something around it that is known and understood. Perspective becomes the final process in observation, which first begins with the process of sensing, followed by being received by the individual to get attention, being observed, after that the individual is aware of something from what is called perspective. And this perspective influenced by a way of thinking and experience as well as a state of feeling or even the interests of each individual, so that this can be subjective.

²⁶Slameto, "*Belajar dan faktor-faktor yang Mempengaruhinya*", Jakarta: PT.Rineka Cipta, 2010.

Each people has different tendency in seeing the same thing. The difference can be influenced by many factors, including the internal and external factors; (a) Internal Factors is a factor that comes from an individual. This factor depends on personal psychological such as feelings, motivations, needs, willingness, etc. (b) External Factors is a factor which comes from outside of individual such as culture, environment, and believe.²⁷

Students can learn from teachers, while teachers cannot teach without student. So, students are the main and the most important resource in the teaching and learning process.²⁸ Students perceptions is the process of preferential treatment of student toward information they get from an object, through observations with their senses, students can interpret the observed object.

4. Reading Skill

a. Definition of Reading

Reading activities can be in the form of basic activities to acquire the knowledge that humans need in order to achieve progress in life, reading is one of the language skills, in addition to listening, speaking and writing skills. These four skills are based on language skills which are related to each other. Reading is the main source of information in learning situations. This is said because the information obtained from these activities can broaden the horizons of knowledge

²⁷Bimo Walgito. *"Pengantar psikologi umum(5th edition)"*, Yogyakarta:Penerbit ANDI, 2001.

²⁸Danim, sudarwan, *"Perkembangan Peserta Didik"*, ALFABETA, 2010.

and thinking horizons of reading.²⁹ The definition of reading is also defined as the process of adjusting letters or pronouncing written language symbols or reading is a recording and decoding process. It means that reading is a process of re-encoding (recording) and reciting codes or symbols-symbols of sounds (decoding) contained in the text (reading the lines).³⁰ In a modern view, as the definition of reading put forward by Goodman states that when someone reads, it not only requires the ability to take and derive meaning from printed material, but also requires the ability to arrange contexts to form meaning (reading between the lines) as well as the meaning in reverse the row (reading beyond the lines). So, readers also interpret things that are implied in the reading material.³¹

b. Reading Components

The naturally reading program develops and supports the five identified reading components:

- 1) Fluency : Fluent readers are able to read orally with accuracy, speed, and appropriate expression. Fluency is the ability to read as well as speak and understand a text or story without having to stop and decipher every word. Some have concluded that guided oral reading and repeated oral reading have a significant and positive

²⁹Mary M Dupuis. *“Content Area Reading”*, New Jersey, Engliwood Cliffs: Price Hall, 1992.

³⁰Paul S Anderson. *“Language Skills in Elementary Education”*, New York: The Macmillan Pub. Co, 1972.

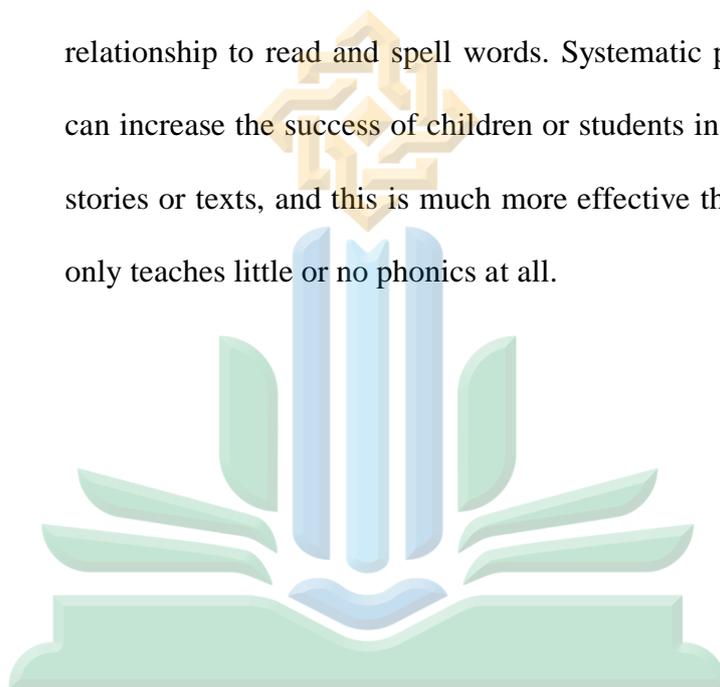
³¹Ken Goodman. *“The Reading Process, Interactive Approaches to Second Language Reading”*, Cambridge University Press, 1988.

impact on word recognition, reading fluency, and comprehension in students of all ages.

- 2) Comprehension : is a complex cognitive process that readers use to understand the story or text they have read. The development of teaching and vocabulary has an important role in comprehension. Young readers develop understanding of a story or text through a variety of techniques, including answering questions (quizzes) and summarizing (retelling the story).
- 3) Vocabulary : vocabulary development is closely related to understanding. The wider and richer the reader's vocabulary (both spoken and printed), the easier to understand the story or text. Vocabulary can be learned incidentally through listening to others or reading a story, and vocabulary must be taught either directly or indirectly. Students must be actively engaged in instruction that includes learning words before reading, repetition and multiple exposure, learning in rich contexts, incidental learning, and use of computer technology.
- 4) Phonemic awareness : phonemes are the smallest units that make up spoken language, coming together to form syllables and words. Phonemic awareness refers to a student's ability to focus and manipulate these phenomes in syllables and spoken words. Phonemic awareness to children can significantly develop their

reading skills compared to teaching that pays less attention to phonemic awareness.

- 5) Phonics : is the relationship between letters (or combinations of letters) in written language and individual sounds in spoken language. Phonics instruction teaches students how to use these relationship to read and spell words. Systematic phonics teaching can increase the success of children or students in learning to read stories or texts, and this is much more effective than teaching that only teaches little or no phonics at all.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER III

RESEARCH METODOLOGY

This chapter discusses several topics related to the research methodology. It consists of research design, research location, research subject, source of data, data collection technique, data analysis, data validity, and research steps.

A. Research Design

This study uses qualitative research, because the purpose of this type of research is to understand meaning for participants, understand a particular topic of study, and identify new or previous theories that may have been generated. Thus, qualitative focus on processes of understanding rather than regularities is in line with current philosophy of science. Qualitative research is a participatory worldview through research participants and open interviews.³² In this research, the researcher focuses on examining the research problem, namely oppression of individuals. For this study, the researcher wanted to know the students' experiences and assumed the use of Wattpad application for students' to understand the meaning of the stories they read themselves when they interacted with this application. Basic qualitative research can use interview or focus group techniques.

B. Research Location

This qualitative research will conduct at Madrasah Aliyah Darus Sholah which located in Muhammad Yamin 25 Street, Kaliwates District,

³²John. W Creswell., *“Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed)”* , Boston, MA: Pearson, 2012.

Jember Regency. The researcher have purpose of introducing divers method of English language instruction to students. English is a mandatory subject in the Indonesian curriculum and is taught three time a week with each lesson lasting for 45 minutes. The English teacher at the school has confirmed the regular time allocation for English lesson to be 45 minutes and also the participants of this research were 19 students of XI grade (Science Class).

C. Research Subject

The procedure that the researcher will use on Wattpad application for students will be explained here. First, the researcher will explain what is Wattpad, the kinds of stories or novels that are on Wattpad, and how to use the Wattpad application to students. After that, the researcher will instruct the students to choose a story or novel that they will read on Wattpad and ask them for some vocabulary that they don't understand in the story or novel they read. Then, after students understand about Wattpad and read stories or novels on Wattpad, the researcher will ask students some vocabulary on stories they read, students' understanding of the stories or novels on Wattpad, and also the message conveyed in the stories they read. For the last is the researcher gave students' some questions and interview some students who like Wattpad and Dislike Wattpad, after their reading story on Wattpad application and then the researcher gave verbal feedback on the work of each student and gave appreciation for their efforts in reading stories or novels on Wattpad, including providing evaluations.

D. Source of Data

Source data with data collection methods of this research directly applied on the object through Questionnaire and Interviews. The tutor of the Eleventh Grade Senior High School at Madrasah Aliyah Darus Sholah Tegal Besar Jember served as the primary data source for this research.

E. Data Collection Technique

The data collection method is the most crucial and strategic phase in research. The researcher must be familiar with data collection strategies to obtain data that meets established data standards. There are some kinds of data collection techniques, namely:

1. Questionnaire

Questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. When properly constructed and responsibly administered, questionnaires become a vital instrument by which statements can be made about specific groups or people or entire populations.

Questionnaire can be classified as both quantitative and qualitative method, depending on the nature of the questions. Specifically, answers obtained through closed-ended questions or restricted questions with multiple choice answer options are analyzed using quantitative methods. Research finding in this case can be illustrated using tabulations, pie-charts, bar-charts and percentages. Answer obtained to open-ended questionnaire question or unrestricted question, on the other hand, are

analyzed using qualitative methods. Primary data collected using open-ended questionnaires involve discussions and critical analyses without use of numbers and calculations. There are several types of questionnaires namely Telephone questionnaire, Computer questionnaire, Mail questionnaire, open question questionnaire, Multiple choice question, In-house survey, Dichotomous question, and Scalling Question.

In this research, the researcher use Dichotomous question, because this type of questions gives two options to respondents or Students' (Yes or No) to choose from. And also is the easiest from of questionnaire for the respondents or Students' in terms of responding the questionnaire.

2. Interview

Interview is a communication process that will determine the course of a research process. By conducting interviews, the data that will be obtained will be more in-depth, because it is able to explore thoughts and opinions in a detailed and comprehension manner. In this study, researcher used data collection techniques in the form of semi-structured interviews. According to researcher, semi-structured interviews are one of the techniques that can be used to collect research data. It can be said that interview is a process or event of interaction between interviewer and the subject through direct communication. Using a question and answer that is exchanged face to face between the interviewer and the subject to be interviewed. The semi-structured interview method is also a method of collecting data for research purposes. So, the information obtained can be

oriented, semi- structured interviews are usually carried out one on one or in small group (two groups that is two students (A : B) like or agree with Wattpad application and two students (C : D) who dislike or disagree with Wattpad application).

The interview conducted by the researcher was to find out or obtain information about using Wattpad media as means of learning english for class XI (XI Science) students of MA Darus Sholah Tegal Besar Jember which focuses on reading skills.

The method used to obtain data is in accordance with the instrument to be used by the researcher. First, the questionnaire was sent to students via Google form or in Whatsapp application which had been translated into Indonesian to make it easier for them to select questionnaire items after the researchers gathered nineteen students who met the criteria into an online group. Next, after completing the questionnaire, four students who like and dislike Wattpad application with different points of view will be selected to participate in a structured interview. There are two questions on each of the three component features that students must respond to in order to provide a more detailed picture of the questionnaire that has been submitted and help in explaining the percentage of data findings.

F. Data Analysis

Data analysis involves reducing and organizing data to find noteworthy patterns, key discoveries, and result from research equipment. In

order to interpret and expand the instrument's data into theory or to pose new questions, the researcher must be able to control the outcomes of instrument. Qualitative data analysis is explained using static steps because messy data analysis happens frequently. Data from the questionnaire was gathered using a Google form, and analysis was done utilizing reduced data to categorize student replies. The student's responses to the questions were modified to account for the three components: cognitive, affective, and conative. While the interviews were evaluated using a data code. Using the following stages for analysis in this study:

1. Reduction of data

Data reduction entails the selection of the result's main points, their summarization, and their modification in terms of shape. As a result, the researcher focused on the questionnaire results at this stage, and the researcher sorted the results into three relevant components (Cognitive, Affective, and Conative). In the final step, the outcomes are meticulously tallied for each factor.

2. Coding (Data Display)

The researcher must separate the interview results into three categories after labeling the research according to the findings of the questionnaire. This seeks to determine the interview findings and the questionnaire results to further explore the potential of the Wattpad application on students reading abilities.

3. Data Conclusion

After analyzing the data results through reduction and display, the researcher again grouped the data according to components to draw conclusions. Due to reduction and display of data, a conclusion can be drawn from the results of this study.

In order to validate the participants' beliefs and consistent responses, two instruments were employed to analyze the study's data. These instruments involved asking the participants a number of questions again later on.

G. Validity Of Data

In this research, the researcher using triangulation technique for this qualitative research, and some techniques could be used to increased data validity. Triangulation is a technique to check the trust worthiness of data which used something else to be compared toward that data.³³ Triangulation technique has been done by collecting the same data by using different techniques or methods of collecting data. On the use of different data collecting methods to indicate the same source to test data validity. There is four steps, namely:

1. Comparing what the English teacher says about the classroom activity with what students say.
2. Comparing observational data with the results of interviews.
3. Comparing observational data with the contents of related document.

³³Lexy J Moleong, *Metode Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2008), 303

4. Comparing the results of interviews with the contents of the related document.

H. Research Steps

This section outlines the research implementation plan that has been carried out by the researcher, start with from preliminary research, design development, actual research, and writing reports. The pre-field stage is the stage that is carried out before conducting the research. The activities in the pre-field stage are:

1. Develop Research Design

Research designs in compiling this study, the researcher establishes the following as: the title of this research, the reason of the research, the focus of the research, purpose of the research, the benefits of the research, the object of the study, and the method used of this research.

2. Choosing Research Fields

Before conducting this research, the researcher must choose the research field. The chosen research field is MA Darus Sholah Tegal Besar Jember.

3. Permit Processing

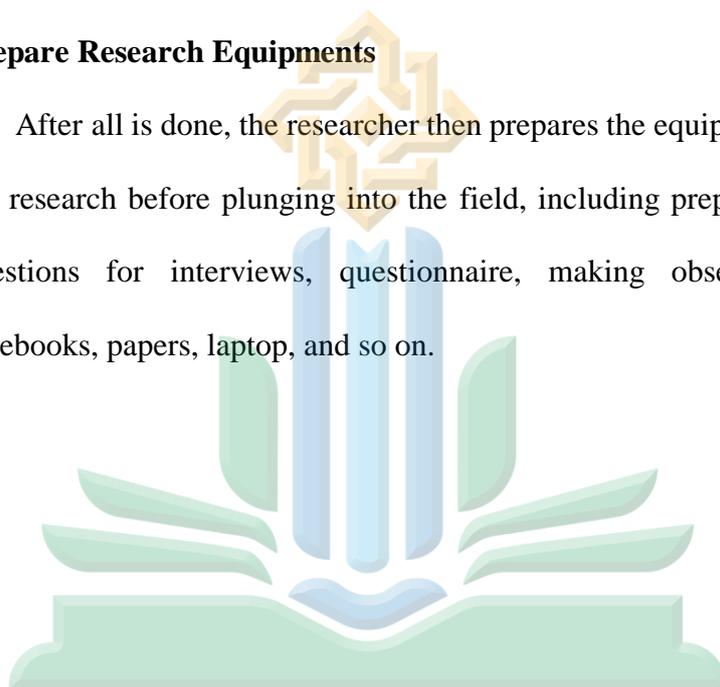
Before conducting this research, the researcher needs permission in the form of a cover letter from the State Islamic University, Kiai Haji Achmad Siddiq (UIN KHAS), as a part of research permit application that is submitted to MA Darus Sholah Tegal Besar Jember.

4. Asses of the State of the Field

After being permitted, the researcher then began to explore and assess the field to better know the background of the research object and all the circumstances to be studied, with the aim of making it easier for the researcher to dig up the data.

5. Prepare Research Equipments

After all is done, the researcher then prepares the equipment needed for the research before plunging into the field, including preparing the list of questions for interviews, questionnaire, making observation sheets, notebooks, papers, laptop, and so on.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

These findings are related to English Foreign language students' perceptions in Senior High School of students' knowledge of Wattpad for reading, students' emotions of using Wattpad for their reading, and also students' stages to start reading a short story on Wattpad. And how the Wattpad application help EFL students in their learning of reading skills.

A. Overview of Research Objects

1. Profile of MA Darus Sholah

MA Darus Sholah Jember was located in Moh. Yamin street No.25 – Tegal Besar Kulon, Tegal Besar – Kaliwates district – Jember Regency – East Java. The headmaster of this school is Moh. Hanif Lutfi, S.H.I, M.H. MA Darus Sholah implements Islamic-based school and there are male and female boarding school held to develop attitudes, abilities, knowledge and skills of learners.

Table 4.1
Profile of MA Darus Sholah

School Name	: MA DARUSSHOLAH
Fondation	: Yayasan Pondok Pesantren Darus Sholah
NPSN	: 20580279
Educational Level	: MA (Madrasah Aliyah /Senior High School)
School Statuses	: Swasta
School Address	: Moh. Yamin street No.25 – Tegal Besar Kulon, Tegal Besar – Kaliwates district – Jember Regency – East Java
Geographical Position	: Latitude: -8.193152000 Longitude: 113.686100000000

Telephone	: 0858-7626-7660
Email	: madarussholah1@gmail.com
Website	: http://www.darussholah.net
Facebook	: MA Darus Sholah Jember
Instagram	: MA darussholah
Youtube	: MA Darus Sholah Jember
Expertise Program	: MIPA IslamicReligion
Accreditation	: A

2. Vision and Mission of MA Darus Sholah

a. The Vision of MA Darus Sholah Jember:

“The formation of students who are religious (ad-din), knowledgeable (al-aql), integrated (al-ahya’), and outstanding (al-amalus sholih)”³⁴

b. The Mission of MA Darus Sholah Jember:

- 1) Implementing the teaching of Islamic in a kaffah manner.
- 2) Optimizing learning and guidance in order to develop academic and non-academic potential.
- 3) Fostering optimal development of interests and talents through a programmed and integrated learning process.

3. Featured Program (Extra Cullicular Activities)

Self-development:

- a. Tahfidz
- b. Batik
- c. Calligraphy
- d. Science Club (physics and chemistry)
- e. Music

³⁴MA Darus Sholah Jember “Visi dan Misi MA Darus Sholah Jember

4. Facilities and Infrastructures

Table 4.2
Facilities and Infrastructures

No	Facilities	Amount	Condition
1.	Headmaster's Office	1	Good
2.	Teacher's Room	1	Good
3.	Administration Office	1	Good
4.	Library	1	Good
5.	Classroom	6	Good
6.	Musholah	1	Good
7.	Teacher's Toilet	1	Good
8.	Canteen	1	Good
9.	IT Room	1	Good
10.	Guidance and Counseling Room (BK)	1	Good
11.	Students Council Room	1	Good
12.	Hall	1	Good

5. Teachers and Staff Profile

Table 4.3
Teachers and Staff Profile

No	Name	Main Duties
1.	Moh. Hanif Luthfi, S.H.I.M	Headmaster
2.	Hj. Nur Chotimah, S.Ag	Vice Head of Curriculum
3.	Abdul Majid, S.Pd	Vice Head of Students Affairs
4.	Misbahuddin, S.I.Kom	Facilities and Infrastructures
5.	M. Edi Riski Setiawan	Administration 1
6.	Linggar Ayu Octaviani, S.Pd	Administration 2
7.	Anis Azizah, S.Pd	Treasure
8.	Muhammad Auda Rifqi, S.Pd	Public Relations
9.	Ust. Sayyid Abdurrahman, S.Pd	School Committee
10.	Mariyanik, S.Ag	Head of Library
11.	Dra. Jahro	Counseling Guidance
12.	Drs. H. Hawari Hamim, M.Pd	Vice Class XII Religion
13.	Mohammad Holili, S.Pd.I	Vice Class XII Science
14.	Hj. Nur Khotimah, S.Ag	Vice Class XI Religion

15.	FaridaMukhtiana,S.Pd	ViceClass XI Science
16.	MuhammadAwaliImron,S.Pd	ViceClass X Religion
17.	H.MuhammadSukron,S.Pd	ViceClass X Science
18.	SaifuddinZuhri,S.Pd	Teacher
19.	Drs.M Sjai	Teacher
20.	H.AchmadZaini,S.Pd	Teacher
21.	ArifZainullahSahroni,S.Pd	Teacher
22.	ImamSujarwadi, S.Pd.I	Teacher
23.	Ust.FadholiMukhti	Teacher
24.	Ust.H. AbdulFatahThoyyib	Teacher
25.	MuhammadAbdulAdhim,S.Pd	Teacher
26.	Ust.Syamsul Arifin	Teacher

6. Students and Number of Class in MA Darus Sholah

Table 4.4
Number of Students

a. Number of Classes

No	Class	Male	Female	Total
1.	X MIPA	8	10	18
2.	X AGAMA	9	6	15
3.	XI MIPA	10	9	19
4.	XI AGAMA	11	5	16
5.	XII MIPA	8	11	19
6.	XII AGAMA	9	8	17

b. Number of Levels

Class	Male	Female	Total
X	17	16	33
XI	21	14	35
XII	17	19	36
Total	56	47	104

B. Reasearch Finding

After collecting the data, the result of the research were divided into two parts. The first part is the result of data from a questionnaire that has been determined with a focus on the three components (cognitive, affective and conative), in which the students answers consist of only two items: yes and no. After that, the questionnaire will be continued with the answers from in-depth interviews, this is to explain in more detail and support the results of general questionnaire. The interview consisted of six questions that have been adapted to the point of questionnaire and three components aspect (cognitive, affective, and Conative), so it makes easier for the researcher to find broader and deeper students perspectives on the use of Wattpad for students in Reading.

1. Cognitive Component (Students' Knowledge of Wattpad for Reading)

The first component is cognitive component or students' knowledge or also understanding of the use of the Wattpad application in reading. For the researcher, this component is useful to find out the extent where the students' will understand or recognize the Wattpad application for reading a short story. Because with an know or understanding before using something, it shows a high sense of interest from someone or students'. The following is a table of answers from nineteen students which have been summarized:

Table 4.5 Cognitive Component

No.	Statements	Frequency (Yes)	Frequency (No)	Percentage (Yes)	Percentage (No)
1.	Are there any sentences you don't understand in the short stories you read on Wattpad?	9	10	47%	53%
2.	Do you understand about short story that you read on Wattpad?	16	3	84%	16%
3.	Is that Wattpad application can be improve your vocabulary?	16	3	84%	16%
4.	Did you get a new knowledge by reading short story on the Wattpad application?	17	2	89%	11%
5.	Do you think there are any changes (examples your comprehension) when you using Wattpad application as a learning media for reading skills?	17	2	89%	11%

From the result of the cognitive component frequency table, the researcher used the average result of the students who choose positive answers, totaling 15 or have good result on average had knowledge or know about how to using the Wattpad application on students' reading abilities. In addition, students also understand and know the elements of a short story. Because by using the Wattpad application, students can have knowledge in reading and understanding short stories well.³⁵ To find out more deeply, the researcher added the results of in-depth interviews with

³⁵Questionnaire about cognitive component , Jember, 10nd November 2023.

two students who had positive perceptions of the Wattpad application below.

Ayu (eleventh grade student of MA Darus Sholah), she confirmed that:³⁶

Yes, because the language of writing short story on Wattpad is easy for readers to understand. So that's what makes readers like reading short stories on the Wattpad application.

Fathiya (eleventh grade student of MA Darus Sholah), she confirmed too, she say:³⁷

It can help, because in every short story on Wattpad new sentences that the reader doesn't understand will be explained, that's what makes the reader comfortable to read a short story on the Wattpad application.

From the result of interviews with the two students, Ayu and Fathiya, it can be seen that by using the Wattpad application, it is easier for students to find understanding a new sentence that students don't know and make the reader or students comfortable to read a short story on Wattpad application. Fathiya also added that Wattpad application can explain about sentence that reader don't know or understand what is the meaning, and Wattpad is also able to help novice reader to develop and explore their reading knowledge so that it makes the reader really understand about a short story that he/she read. The results of this aspect can be understood if students' knowledge is higher because of they really helped with Wattpad application in they reading a short story. The researcher also wants to know the reason for students who have negative

³⁶Ayu, interviewed towards students of eleventh grade, Jember, 11nd November 2023.

³⁷Fathiya, interviewed towards students of eleventh grade, Jember, 11nd November 2023.

perceptions of using Wattpad application for their reading skills. the following statements from Fika and Kirana who were interviewed in depth to find out the detail of their problems results.

Fika (eleventh grade student of MA Darus Sholah), she have statement that:³⁸

It can be helpful for someone who likes the Wattpad application or who likes reading a short story or novels. And also the disadvantage of the Wattpad application is that we always have to use a cellphone, laptop or computer to access the Wattpad application so that we can continue to read a short story or novel. This makes me uncomfortable because I spend too much time than I reading in english textbook.

Kirana (eleventh grade student of MA Darus Sholah), she have statement too, that:³⁹

It depends on wheter someone like the Wattpad application or not, because if they don't like it, it might be not helping the reader to improve their reading skill because they are not interested in reading a short story or novel on the Wattpad application.

From the depth- interview, Wattpad application still has a drawback for someone who dislike to read a short story and the less creative content of the Wattpad application that makes someone or the reader boring. It also mentioned that Fika added the Wattpad application definitely uses a gadgets (cell phone, laptop, or computer) so that is certain that students will spend more time to access Wattpad for read a short story

³⁸Fika, interviewed towards eleventh grade student, Jember, 11nd November 2023.

³⁹Kirana, interviewed towards eleventh grade student, Jember, 11nd November 2023.

than read a short story from the English textbook. In addition, the gadgets will be harmful to the health of the reader's eyes.

2. (Affective Component) Students' Feel or Emotional of Using Wattpad for their Reading

The next component is for describes students' emotional or feelings while reading a short story using the Wattpad application. By using this affective component, the researcher can find out their emotional or feeling while reading a short story, because reading a something needed a very calm mind and comfortable feeling while reading a something like a short story. The following shows the percentage of students reading a short story on the Wattpad application from their emotional or feelings.

Table 4.6 Affective Component

No.	Statements	Frequency (Yes)	Frequency (No)	Percentage (Yes)	Percentage (No)
1.	Do you like Wattpad application?	14	5	74%	26%
2.	Do you feel this application can improve your reading skill?	18	1	95%	5%
3.	Do you like reading short story on Wattpad?	10	9	53%	47%
4.	Do you enjoy reading short story on Wattpad application?	16	3	84%	16%
5.	Are you bored with short story that on Wattpad?	6	13	32%	68%

From the average results of affective component from students who have positive perception in table 2 is have 13, it can be said that students have a enjoy feeling to the Wattpad application as long they read a short story. Because students or readers can find comfort or enjoy when they

read a short story on the Wattpad application from their cell phone.⁴⁰ And also this result not from the questionnaire, also from in-depth interviews from the student Ayu and Fathiya that have a positive perception on they answers in below.

Ayu (eleventh grade student of MA Darus Sholah), she say:⁴¹

The first is in terms of an interesting is plot, this makes me excited to always read short stories on Wattpad and also try to find another stories. then there is a story synopsis, cover, and also a prologue to the story, which influences readers to continue reading the story on the Wattpad.

Fathiya (eleventh grade student of MA Darus Sholah), she say:⁴²

When the story I read gives an ending that matches what the reader expects, it makes me excited. Sometimes people who read a story will also feel what the story they read, if the feeling is happy then the reader will be happy, and if it is sad then the reader will be sad too.

From the answer above, Ayu is very enthusiastic or excited about exploring new stories on the Wattpad application. Because the cover, plot, prologue, and also synopsis of the story that she read on the Wattpad gives a new impression, experience, and new atmosphere, different when she read a short story in the textbook. And also Fathiya also enjoy it because in using Watppad application, student are feel what the writer feels when writing or make a short story. The reader or student can feel what the story tells, for example when the atmosphere in the story is cheerful or happy, then the reader will be feels happy too and vice versa, if the atmosphere in

⁴⁰Questionnaire about affective component, Jember, 10nd November 2023.

⁴¹Ayu, interviewed towards students of the second grade, Jember, 11nd November 2023.

⁴²Fathiya, interviewed towards students of the second grade, Jember, 11nd November 2023.

the story is sad, then the reader will be sad too. In essence, the short story displayed or on the Wattpad application are very suitable to the genres that provided on the Wattpad application. However, in result of in-depth interview with Fika and Kirana, there is a negative perception of students' feel or emotion in using Wattpad for students' reading skills.

Fika (eleventh grade student of MA Darus Sholah), she have statement:⁴³

I'm not excited to read stories on Wattpad because I've never read stories on Wattpad. And after I read several stories on Wattpad, I felt bored because the stories presented were almost the same as the stories in the textbook.

Kirana (eleventh grade student of MA Darus Sholah), she says that:⁴⁴

There are no things that really make me happy when reading a short story on the Wattpad application. But, when I read short story on the Wattpad application for too long, my eyes hurt and it makes me uncomfortable.

In the result of in-depth interviews with Fika and Kirana, there is deficiency on the Wattpad application like when the student or reader read a short story for too long, their eyes must be hurt and it makes the reader uncomfortable and very dangerous for the eye health if the reader staring at cell phone to read a story continuously. And from Fika answer, the Wattpad application still have a less features or still have a same atmosphere when the reader read a short story in the Wattpad with in the textbook. So wattpad application must be update their system or make

⁴³Fika, interviewed towards students of the second grade, Jember, 11nd November 2023.

⁴⁴Kirana, interviewed towards students of the second grade, Jember, 11nd November 2023.

something new for reader to create a different reading experience or the new reading experience.

3. Conative Component (Students' Stages to Start Reading on Wattpad)

And the last component is conative component and in this aspect concern about motivation or behaviour individual activity towards something. The researcher has summarized the steps of students taken since they first using Wattpad application for reading a short story. Because by knowing the stages or steps of students using Wattpad application, the researcher can find benefits of using Wattpad application for students reading skill.

Table 4.7 Conative Component

No.	Statement	Frequency (Yes)	Frequency (No)	Percentage (Yes)	Percentage (No)
1.	Do you have higher motivation after reading short story on Wattpad application?	16	3	84%	16%
2.	Are you more interested reading short story on Wattpad than reading in the textbook?	7	12	37%	63%
3.	Have you found more short story on Wattpad that make you interested in reading?	15	4	79%	21%
4.	Do you think that textbook can be replaced with a Wattpad application for learning media?	11	8	58%	42%
5.	Do you think that operating the Wattpad application is easy?	18	1	95%	5%

Overall the average result of students who have positive perception in conative component have 13, so is get better when the students use Wappad application in reading a short story than before. Because students have interested in reading, especially in reading a short story. Students can enjoy reading a short story on Wappad application when they are at school and also outside of the school like at home, caffe, or in places that make students comfortable to read. In results of this questionnaire, almost all students agree that operating the Wappad application is so easy even they first time used it.⁴⁵ And also supported by in-depth interviews answer from Ayu and Fathiya that have positive perceptions and find out to what extent Wappad application helps students in their reading skills from the start using the Wappad application for reading a short story.

Ayu (students of second grade), she confirmed that:⁴⁶

When I really want to read stories on Wappad and when I'm free or have time to read it. Because the advantage of reading short story on Wappad, we don't need to go anywhere with bring a textbook to read short story, but with our cellphone then we go to the Wappad application, we can read a short story to our heart's content and also with various types of stories in it.

Fathiya (students of second grade), she confirmed that:⁴⁷

Starting from Covid-19 or 2019 until now I still read a short story on the Wappad application. I still read stories on the Wappad application until now because I feel I can develop my reading and writing skills from the Wappad application.

From the answer in-depth interview with Ayu and Fathiya, the researcher concluded from Fathiya answer that the Wappad application

⁴⁵ Questionnaire about conative component, Jember, 10nd November 2023.

⁴⁶ Ayu, interviewed towards students of the second grade, Jember, 11nd November 2023.

⁴⁷ Fathiya, interviewed towards students of the second grade, Jember, 11nd November 2023.

can help a student or reader to develop their reading or writing skills gradually when they read a story on the Wattpad application. This makes students or readers comfortable or happy when they read various types of stories on the Wattpad application freely. and Ayu added that one of the advantages of the Wattpad application is that readers can read a story anywhere without having to always carry their textbook. with their cellphone, students or readers can always open the Wattpad application and then read various types of stories without having to worry about running out of stories they want to read. So, it can be seen that students can learn to read outside of school and can be used as a media for their learning effectively in this era of digital literacy. However, according to the answer to the in-depth interviews with Fika and Kirana that had the negative perception.

Fika (student of second grade), she confirmed that:⁴⁸

I just found out or read a story on the Wattpad application when the substitute teacher (research student) explained or introduced the Wattpad application to me. And after I tried to read several short stories on the Wattpad application, I still felt less interested in reading a story on Wattpad.

Kirana (student of second grade), she confirmed that:⁴⁹

I never read stories on Wattpad and I only found it now. And I just found the Wattpad application and what is it, and I figure out that we can read or write a story in it, but I still haven't found interest in the Wattpad application even though I have tried reading stories in the Wattpad application. Maybe because my interest or passion is not in reading or writing a story.

⁴⁸Fika, interviewed towards students of the second grade, Jember, 11nd November 2023.

⁴⁹Kirana, interviewed towards students of the second grade, Jember, 11nd November 2023.

In Fika and Kirana answer, the researcher concluded that Fika and Kirana have same reason why students not reading a short story on Wattpad application. It is because student didn't have passion or interest to read a short story in Wattpad application. And also they didn't have will to develop their reading or writing skills when they used the Wattpad application to read a short story in it.

C. Discussion

To explain theoretically the use of Wattpad for English Foreign Language (EFL) students' reading skill in reading a short story, the researcher use or divides into three components; cognitive, affective, and conative component. Next, is the researcher want to find out the similarities between the results of previous research and the new research. The following is the average result with use of the three components for this study with the highest results.

Table 4.8 Aspects Average

No.	Aspects	Average
1.	Cognitive Components	15
2.	Affective Component	13
3.	Conative Component	13

1. Cognitive Component

In this results of the average with the positive perspective of students, it can be show that the Wattpad application has a big potential in digital literacy for students' reading skills. And in this result of the research shared that the Wattpad application can be increased students learning and also can be a learning media in teaching reading abilities. The

students also stated the Wattpad application have a unique features can be a reading and writing platform outside of the school, the writer and the reader of the story of this application can be interaction without any barriers between them. The Wattpad application can be broadly develop students inspiration, also the Wattpad application can be accessed easily for the beginner or new users of the Wattpad and on Wattpad application, there is many features for users to read or writing a story on the Wattpad application.

2. Affective Component

In the affective component, it has same average results with Conative component. On the positive perspective from the students, the Wattpad application makes students feel comfortable and flexible time when they read a short story on the Wattpad application. Also most of the students excited to read kinds of the story and variation of genres that on the Wattpad application.

These results of this research are in accordance with the reasearch theory of Intan Permatasari (2020) which is Wattpad application can contributed in unconsciously improving students' vocabulary mastery, speaking skills, as well as listening skill. From the results of this research, students also added that they were not too bored with the Wattpad

application and felt like they wanted to always read the stories in this application continuously.⁵⁰

3. Conative Component

This components had a same average result with conative components, it shows that most of students who started reading a short story on Wattpad application had an interest and enjoy when they read a stories on the Wattpad. It makes attract interest of students who first time read a short story on the Wattpad application. And also supported by in-depth interview answers, most of students choose to study outside of the school or study independently by reading a short story on their cell phone. For example, when they are looking for message conveyed of the story, find a conflict building elements of the story, find a new sentence they don't know and try to pronounce it. So it can develop students reading abilities and understand about story they read.

Wattpad application is important for reading skills because students can developed their reading through autodidact or independent learning by reading some of the story on the Wattpad application. In this research, the result of this study showed that students' perception of using Wattpad for their reading at least 10 days which had started as a new readers show the interested and inspired to reading or writing a stories on Wattpad, and these results of this research are in accordance with the reasearch theory of Zhang and Zhu (2016) which utilizes digital literacy as a learning media

⁵⁰Intan Permatasari, "Extensive Reading on Wattpad and its Benefits to Students' English Skills: Students' Perceptions" (*ELS Journal on Interdisciplinary Studies on Humanities*). 3 (4): 518-530 (2020).

and explores information, this application not only for teachers but can be used for students too.⁵¹

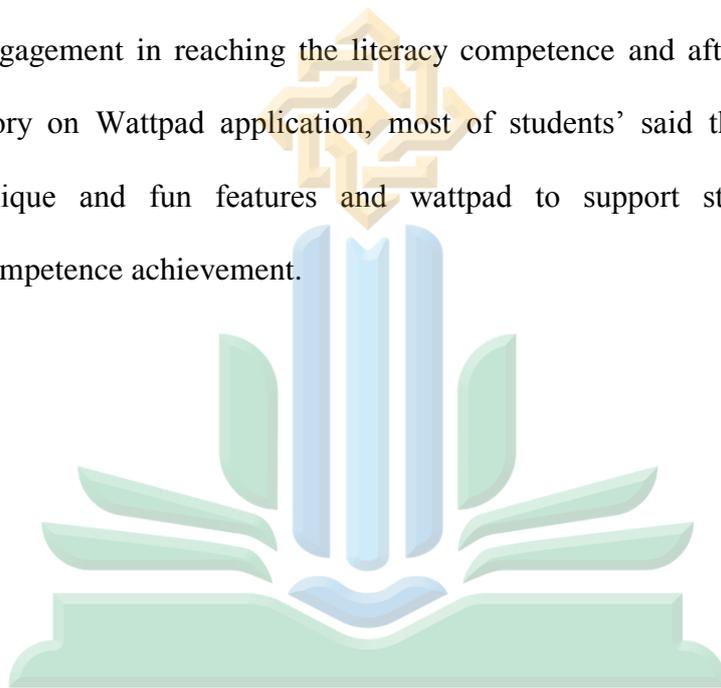
And found it that from the three average results of the components above, it shows that the highest result of the component is cognitive component or aspect which is in accordance with Walgito's (2010) theory on perception indicators in students' understanding and understanding. It is because the three components of perception will be connected with each other to understand, then feel and behave towards an attitude object. However, in the results of this study, the affective component and conative component have the same the lowest average value than the cognitive component. which means, first understanding students of Wattpad application as a reading media, then students begin to feel or try to use the Wattpad application. this happens due to students' internal factors that is from their mood or emotional state that very easily influences a person's behavior that shows that how the person's feels at a time which can also affect how that person's receives, remembers and reacts about something. And also The factor that influences the low level of that the average results of this component is because students' motivation to try or do something new for them, it will makes the students liked to read a story on the Wattpad application or not liked to read a story on the Wattpad continuously.

⁵¹Zhang, H., & Zhu, C. "A Study of Digital Media Literacy Of The 5th and 6th Grade Primary Students In Beijing". (The Asia- Pacific Education Researcher). 25, 579-592 (2016).

But, from all that components, it can be concluded that Wattpad application had a good potential in reading a short story with happy feelings when the readers or students using this application. The Wattpad application can be an alternative media for students' learning and teaching, for teacher to exploring their ideas for reading or writing story. This research had a differences with the previous study that showed students can learned outside the school by using the Wattpad application and also can reading every day depend on the reader's times, and supported by students' perception when they use Wattpad application for their reading. and also this application have the impact for teachers to develop students' reading skills in effective way in this digital literacy era.

From the data analysis of this research, it shows that most of students answer and agree that the Wattpad application has helped them to learn reading english with easy and fun way and also indirectly attracts students' attention to read any story and students can write a story on the Wattpad application. Students feel happy, enjoy, and comfortable when reading a short story on the Wattpad application and also they can explore their ideas freely and than write their ideas or imagination in a form good story. But, some of students disagree or answer that there is deficiency on the Wattpad application like when they using Wattpad application for reading a short story, Their eyes become hurt because they look at their cellphone screen for too long while reading a stories on Wattpad. And sometimes students feel bored because there are no additional features that

make reading on Wattpad much more interesting. and also students added that there are several stories on the Wattpad application not good for readers to read because some of the story on the Wattpad application less educational or have a violence or conflict. After all that explanation that wattpad is useful to increase the motivation of students' in giving better engagement in reaching the literacy competence and after reading short story on Wattpad application, most of students' said that wattpad has unique and fun features and wattpad to support students' literary competence achievement.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter will present the conclusion and suggestions of the research. The conclusion consists of the research finding and discussion, and suggestions come up with ideas that emerge through of the results of this study that can be given to the advanced researchers, English teachers, and also students who study English that have interest on the Wattpad application for reading skills.

A. Conclusion

Based on the result and discussion, there are several points on the form of these three components (cognitive, affective, and conative component):

First is in the cognitive component, students argue that Wattpad application has an important role in the literacy, especially in reading because it can produce inspiration and some ideas to develop in their reading especially in story.

Second is the affective component, in this component shows that with comfortable and not boring features on the Wattpad application, students feel happy and enjoy when their reading story. Because when students or someone reading a short story or novel, they also need requires comfort to overcome a lazy reader's.

And the last component is conative, the results of this components shows that students can be independent learning to read some of the story and can read it in the outside of the school. The students start reading story on the

Wattpad application and finally they get more interested to read the other story and also they can be writer's on this application. Otherwise, students also learn to improve their reading by looking some of kind of the story on the Wattpad application and try to understand the meaning of the story, find new vocabulary, and component arrangement of the story they read. Students also can find some of unknown or new sentences of the story and and try to say it. So that students can easily understanding the story, find new sentences, explore ideas from the story, know the new sentence, and maybe produce writings a story that are interesting and easily understood by readers.

In terms of students' perceptions of using the Wattpad application are answered in three components; cognitive, affective, and conative component. First is the from the cognitive component, Wattpad application can be a learning media in teaching reading skills especially in short story in this modern or digital literacy era. It is because appropriate to the affective and conative component that students have a comfortable and enjoy feeling when they using this application when their reading a short story on Wattpad application. And it is also answered in conative component that how the Wattpad application helped students to improve their learning about reading skills. Students have a high motivation in reading skills when they read a short story on the Wattpad application and students also can read outside of the school with independent learning through the features contained in the Wattpad application.

The implication of using Wattpad application also can help the english teacher in learning about reading especially in short story, because students can learn by autodidact and independent ways, the Wattpad application also makes the teacher easier to improve or developing students' reading skills in this modern era or in this digital literacy era. But, there was some of the limitation of the students like students fast to feeling bored and lazy when they just reading a story on their cellphone and also makes the eyes of the students hurt because they to long reading a story on the Wattpad application. And also some of the story in this application have a bad language or profanity, distraction to their life socialization, and also have a violence contains.

B. Suggestion

In this section, the researcher would like to make some recommendations based on he findings at MA Darus Sholah for:

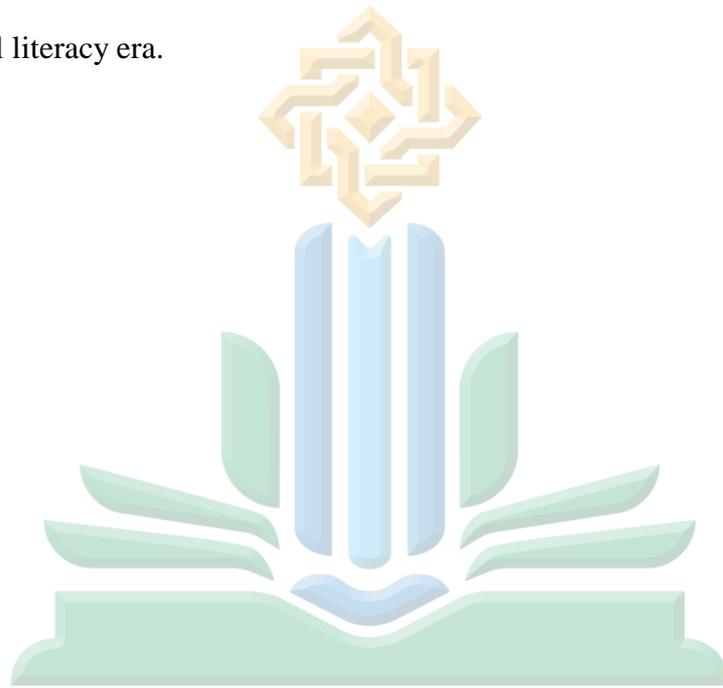
1. The teacher

To overcome the implications of the use Wattpad application, teachers must be control, supervise the use of this application, and facilitate for students when they use or read story on the Wattpad application as an alternative media in learning reading story in order to minimize the negative or bad effects of using their cellphone or gadgets and abuse of the Wattpad application.

2. The next or future researcher

The next suggestion is for future researcher or the other researcher to looking for the use of the Wattpad application on process in helping to

improve or develop students reading a short story and not far from the three components (cognitive, affective, and conative component) which really helping in develop of the students to improve their reading skills on this application and also for the other reseacher also can be able to find or develop new ways to utilize the Watsapp application as an alternative media in this digital literacy era.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

REFERENCES

- Abdullah Yusuf Ali “ *The Holy Qur’an* “, Kuala Lumpur: Saba Islamic Media (QS. Ar-Rahman: Verse 33), 2004.
- Brown H Douglas. *Principle of Language Learning and Teaching*, 2007.
- Barber, Charles. “The English Language: A Historical Introduction”. Cambridge University Press, 2000.
- Bawden David. “*Information and Digital Literacies: A Review of Concepts*”, 2017.
- Oksana Milova. “*The Importance of Teaching Reading Strategies to Improve Students Reading Comprehension*”. Los Angeles: University California, 2015.
- Anderson, S. Paul. *Language Skills in Elementary Education*, New York: The Macmillan Pub. Co, 1972.
- Andriani Tuti. “Sistem Pembelajaran berbasis teknologi informasi dan komunikasi”, *Jurnal Sosial Budaya: Media Komunikasi Ilmu-Ilmu Sosial dan Budaya*, 12(1) : 127- 150.
- Anggitasari, M., Tarwana, W., Febriani, R. B., & Syafradin, S. “Using Wattpad to Promote the Students’ Responses to Literary Works: EFL College Students’ Perspectives and Experiences of Enjoying Short Stories”. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 1(2), 182–192. 2020.
- Apriyanti, D., Susiana, & Setyadi, “*Improving Students’ public speaking skill through instagram*”. *Advances in Social Science, Education and Humanities Research*, 12(6).
- Bawden, D. *Information and digital literacies: a review of concepts*. 2017.
- Brown, H. Douglas. *Principles of Language Learning and Teaching*. USA: Longman. 2007.
- Harrison Colin. “Critical internet literacy: What is it, and how should we teach it?”, *Journal of Adoscelent & Adult Literacy*, 61 (4), (2018), 461- 464.
- Hong, K-S. Ridzuan, A. A, & Kuek, M-K. “*Students’ Attitudes Toward the use of the Internet for Learning*”. A Study at University in Malaysia. *Educational Technology & Society*, 6(2), 45-49, 2003.
- John W Creswell., “*Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed)*”, Boston, MA: Pearson, 2012.

- Adiningtyas Cyntya Niken, "The Effectiveness of Using Wattpad to Improve Students' Writing Skill in Vocational High School" (thesis, Universitas Surabaya, Vol. 8, No. 4, 2020) 170-177.
- Danim Sudarwan, *Perkembangan Peserta Didik*, ALFABETA, 2010.
- Dupuis, M. Mary. *Content Area Reading*, New Jersey, Engliwood Cliffs: Price Hall, 1992.
- Elizabeth L. Tighe, M.S. & Christopher Scthatschneider, "Examining the Relationships of Component Reading skills to Reading Comprehension in Struggling Adult Readers: A Meta-Analysis".
- Eshet- Alkalai, Y. "Digital Literacy: A Conceptual Framework for Survival Skills in the Digital Era", *Journal of Educational Multimedia and Hypermedia*, 13, 93-106, 2004.
- Gilster Paul. *Digital Literacy*, New York: Wiley Computer Publications, 1997.
- Goodman Ken. "The Reading Process, Interactive Approaches to Second Language Reading", Cambridge University Press, 1988.
- Gruszczynska A Merchant., & Pountney, R. "Developing the concept of Digital Literacy in the Context of Schools and Teacher Education", *Enhancing Learning in the Social Sciences*, 5(1), 2013.
- Gunderson, Lee., *ESL (ELL) Literacy Instruction: A Guidebook to Theory and Practice*, Routledge, 2009.
- Liana Heitin. *What is Digital Literacy?* Education Week, 2016.
- Permatasari Intan, "Extensive Reading on Wattpad and Its Benefits to Students' English Skills: Students' Perceptions", *ELS Journal on Interdisciplinary Studiedon Humanities*, Vol. 3, No. 4 (2020).
- Oksana Milova. *The Importance of teaching Reading Strategies to Improve Students Reading Comprehension*. Los Angeles: University California, 2015.
- Hamidah Nuriyatul, "Digital Literacy in EFL Teaching", *ELTALL (English Language Teaching, Apliied Linguistics and Literature)*, Vol. 2, No. 2, (20121).
- Furotun Nurus Syamsiyah, "The Use of Wattpad in English Language Teaching and Learning: Is It Helpful?", *Journal of English for Academic and Specific Purposes*, Vol 4, No. 1(2021).
- Ramdarshan Bold Melanie., *The return of the social author: negotiating authority anf influence on Wattpad*, 2018.

- Frima Ratimaya Nadia, "A Study on Students' Digital Literacy in Reading Comprehension at Senior Highschool 5 Pekanbaru"(Thesis, Universitas Islam Riau Pekanbaru, 2019).
- Purnama Sari Dewi."The effects of Short Story through Wattpad on Reading Comprehension Achievement of Non-English Major Students of BinaDarma University", *Jurnal Ilmiah B. Inggris*, 8(16), 35-42, 2016.
- Hasanah M, & Suparwoto, S W. "*Watching English Native Speakers' Youtube Channel to Improve Students' Pronunciation Ability*", *Journal of Language Intelligence and Culture Fakultas Tarbiyah dan Ilmu Keguruan IAIN Jember*, Vol 4, No.1, Page 15-32, June 2022.
- Purnama Sari Dewi."The effects of Short Story through Wattpad on Reading Comprehension Achievement of Non-English Major Students of BinaDarma University", *Jurnal Ilmiah B. Inggris*, 8(16) , 35-42, 2016.
- Martin Allan., & Grudziecki, J. "*Innovation in teaching and learning in information and computer sciences*", 5 (4), 249- 267, 2006.
- Slameto, *Belajardanfaktor-faktor yang Mempengaruhinya*, Jakarta: PT.RinekaCipta, 2010.
- WalgitoBimo.*Pengantarpsikologiumum(5th edition)*, Yogyakarta:Penerbit ANDI, 2001.
- Moleong J Lexy, *Metodologi Penelitian Kualitatif*(Bandung: PT Remaja Rosdakarya, 2008), 303
- Permatasari Intan, "Extensive Reading on Wattpad And Its Benefits To Students' English Skills: Students' Perceptions". *ELS Journal on Interdisciplinary Studies on Humanities*.3 (4): 518- 530. 2020.
- Zhang, H., & Zhu, C., "A Study of Digital Media Literacy of The 5th And 6th Grade Primary Students In Beijing" *The Asia- Pacific Education Researcher*, 25, 579-592. 2016.

Appendix 1

MATRIX OF RESEARCH

Title	Variable	Sub Variable	Source of Data	Research Method	General Question
English Foreign Language Students' Perceptions on the Use of Wattpad as Digital Literacy for Reading Skills at MA Darus Sholah	1. Wattpad as Digital Literacy 2. Reading Skills 3. Students Perceptions	a. Narrative Text (short story) with using Vocabulary to understand meaning of words and the context a. Students perceptions include cognitive, conative, and affective components b. How students understand and master about reading skill components as grammar, vocabulary, comprehension, etc.	1. Primary Data a. Eleventh grade of Senior High School b. English Teacher of Senior High School 2. Secondary Data a. Interview b. Questionnaire	1. Research Approach <ul style="list-style-type: none"> • Qualitative 2. Research Design Descriptive Qualitative 3. Data Collection <ul style="list-style-type: none"> • Interview • Questionnaire 4. Data Validity : Source and Triangulation technique 5. Data Analysis <ul style="list-style-type: none"> • Coding • Reducing Data • Data Conclusion 	1. How is the students' cognitive perceptions on the use of Wattpad as digital literacy for reading skills at MA Darus Sholah? 2. How is the students' affective perceptions on the use of Wattpad as digital literacy for reading skills at MA Darus Sholah? 3. How is the students' conative perceptions on the use of Wattpad as digital literacy for reading skills at MA Darus Sholah?

Appendix 2

QUESTIONNAIRE

A. Pengantar

Questionnaire atau Angket ini diedarkan kepada anda berhubungan dengan hasil membaca anda di aplikasi Wattpad, anda diminta untuk memberikan tanggapan yang sejujurnya, tanggapilah semua pertanyaan sesuai dengan jawaban anda sendiri tanpa perlu bantuan dari teman-teman anda. Questionnaire atau angket ini dilakukan tanpa unsur keterpaksaan, anda diperbolehkan untuk mengisi atau tidak jawaban yang anda pilih di questionnaire atau angket.

B. Petunjuk

1. Bacalah pertanyaan- pertanyaan dibawah ini dengan teliti. Jangan terlalu terburu- buru untuk mengisi jawaban sampai anda benar- benar yakin dengan jawaban yang anda berikan.
2. Berilah tanda ceklist (✓) pada jawaban yang anda anggap tepat di kolom yang telah di sediakan.

No.	Question	Kinds of Component	YES	NO
1.	Do you like Wattpad application?	Affective	74%	26%
2.	Do you feel this application can improve your reading skill?	Affective	95%	5%
3.	Do you have higher motivation after reading short story on Wattpad application?	Conative	84%	16%
4.	Do you like reading short story on Wattpad?	Affective	53%	47%
5.	Do you enjoy reading short story on Wattpad application?	Affective	84%	16%
6.	Are you bored with short story that on Wattpad?	Affective	32%	68%
7.	Are you more interested reading short story on Wattpad than reading in the textbook?	Conative	37%	63%
8.	Are there any sentences you don't understand in	Kognitive	47%	53%

	the short stories you read on Wattpad?			
9.	Do you understand about short story that you read on Wattpad?	Kognitive	84%	16%
10.	Have you found more short story on Wattpad that make you interested in reading?	Conative	79%	21%
11.	Do you think that textbook can be replaced with a Wattpad application for learning media?	Conative	58%	42%
12.	Do you think that operating the Wattpad application is easy?	Conative	95%	5%
13.	Is that Wattpad application can be improve your vocabulary?	Kognitive	84%	16%
14.	Did you get a new knowledge by reading short story on the Wattpad application?	Kognitive	89%	11%
15.	Do you think there are any changes (examples your comprehension) when you using Wattpad application as a learning media for reading skills?	Kognitive	89%	11%

J E M B E R

INTERVIEW

No .	Components	Question	Like	Dislike
1.	Cognitive	Menurut Anda apakah aplikasi Wattpad dapat membantu Anda untuk memahami makna atau bacaan cerpen? Coba jelaskan!	<p>1. Ya, karena bahasa penulisan cerpen di Wattpad mudah dipahami oleh pembaca. Nah itulah yang membuat para pembaca suka membaca cerita pendek di aplikasi Wattpad. (Ayu)</p> <p>2. Bisa membantu, karena di setiap cerpen di Wattpad akan dijelaskan kalimat-kalimat baru yang belum dipahami pembaca, hal itulah yang membuat pembaca nyaman membaca cerpen di aplikasi Wattpad. (Fathiya)</p>	<p>1. Dapat bermanfaat bagi seseorang yang menyukai aplikasi Wattpad atau yang suka membaca cerita pendek atau novel. Dan juga kekurangan dari aplikasi Wattpad adalah kita harus selalu menggunakan ponsel, laptop atau komputer untuk mengakses aplikasi Wattpad agar kita bisa terus membaca cerpen atau novel. Hal ini membuat saya tidak nyaman karena saya menghabiskan terlalu banyak waktu dibandingkan membaca buku teks bahasa Inggris. (Fika)</p> <p>2. Tergantung seseorang suka atau tidak dengan aplikasi Wattpad, karena jika tidak suka bisa jadi tidak membantu</p>

				<p>pembaca untuk meningkatkan kemampuan membacanya karena tidak tertarik membaca cerita pendek atau novel di aplikasi Wattpad. (Kirana)</p>
2.	Cognitive	<p>Coba jelaskan bagaimana aplikasi Wattpad bisa membantu anda menambah kosakata bacaan cerpen?</p>	<p>1. Dalam cerpen Wattpad yang pernah saya baca, biasanya terdapat beberapa kosa kata bahasa asing yang baru saya temukan dan membuat saya semakin semangat. (Ayu)</p> <p>2. Terkadang dalam cerita pendek di Wattpad, jika ada kosakata yang asing bagi pembaca, dijelaskan di bawah teks cerita dan itu membuat saya lebih paham atau tahu dan juga membuat saya tertarik</p>	<p>1. Karena saya belum tau atau suka dengan aplikasi Wattpad dan belum pernah membaca cerita yang ada di dalamnya, jadi saya kurang paham apakah aplikasi tersebut bisa menambah kosa kata atau tidak. (Fika)</p> <p>2. Saya tidak bisa menambah kosakata bahasa Inggris saya karena saya tidak tahu bagaimana cerita di Wattpad bisa menarik minat saya untuk membaca. (Kirana)</p>

			untuk melanjutkan membacanya. (Fathiya)	
3.	Affective	Mengapa anda merasa bosan atau bersemangat saat membaca cerita pendek di aplikasi Wattpad?	<p>1. Terkadang saya merasa bosan dengan cerita pendek di Wattpad yang alur ceritanya hampir sama, namun ada juga cerita dengan alur yang menarik sehingga membuat saya ingin terus membaca di aplikasi Wattpad (Ayu)</p> <p>2. Saya bosan jika bacaannya tidak sesuai dengan minat saya, namun saya bisa bersemangat jika ceritanya menarik dan sesuai dengan minat saya. (Fathiya)</p>	<p>1. Aku tidak merasa bosan atau bersemangat ketika membaca cerita di Wattpad karena ketertarikanku bukan pada membaca. (Fika)</p> <p>2. Aku kurang bersemangat membaca cerita di Wattpad karena aku belum pernah membaca cerita di Wattpad. (Kirana)</p>
4.	Affective	Apa saja hal yang membuatmu senang saat membaca cerita	1. Pertama dari segi plot yang menarik, hal	1. Aku kurang bersemangat membaca cerita

		<p>pendek di aplikasi Wattpad? Coba jelaskan!</p>	<p>ini membuat saya bersemangat untuk selalu membaca cerita pendek di Wattpad dan juga mencoba mencari cerita lainnya. lalu terdapat sinopsis cerita, cover dan juga prolog cerita yang mempengaruhi pembaca untuk terus membaca cerita tersebut di Wattpad. (Ayu)</p> <p>2. Ketika cerita yang saya baca memberikan ending yang sesuai dengan ekspektasi pembaca, membuat saya bersemangat. Terkadang orang yang membaca sebuah cerita juga akan merasakan apa yang di</p>	<p>di Wattpad karena aku belum pernah membaca cerita di Wattpad. Dan setelah saya membaca beberapa cerita di Wattpad, saya merasa bosan karena cerita yang disajikan hampir sama dengan cerita di buku pelajaran. (Fika)</p> <p>2. Tidak ada hal yang benar-benar membuat saya senang saat membaca cerita pendek di aplikasi Wattpad. Tapi, ketika saya terlalu lama membaca cerita pendek di aplikasi Wattpad, mata saya sakit dan membuat saya tidak nyaman (Kirana)</p>
--	--	---	---	--

			<p>ceritakan olehnya, jika perasaannya senang maka pembacanya akan ikut senang, dan jika sedih maka pembacanya juga akan sedih. (Fathiya)</p>	
5.	Conative	Mohon jelaskan bagaimana pertama kali Anda tertarik membaca cerita pendek di aplikasi Wattpad?	<p>1. Mulai dari kelas 2 SMP saya menemukan aplikasi ini dan saya tertarik untuk menggunakannya, karena saya sangat suka membaca. (Ayu).</p> <p>2. Awalnya saya tertarik karena teman saya membaca cerita di Wattpad dan itu membuat saya tertarik dan teman saya bercerita bahwa banyak macam cerita di aplikasi Wattpad. (Fathiya)</p>	<p>1. Dari awal saya kurang tertarik dengan aplikasi Wattpad, karena hobi saya bukan membaca cerita atau novel. (Fika)</p> <p>2. Tidak ada yang benar-benar membuat saya suka membaca cerpen atau novel, saya lebih suka membaca komik. (Kirana)</p>

6.	Conative	Kapan anda membaca cerita pendek menggunakan aplikasi Wattpad? Coba jelaskan!	<p>1. Saat aku sangat ingin membaca cerita di Wattpad dan saat aku ada waktu luang atau ada waktu untuk membacanya. Karena kelebihan membaca cerpen di wattpad adalah kita tidak perlu kemana-mana dengan membawa buku teks untuk membaca cerpen, namun dengan bermodalkan hp kemudian kita masuk ke aplikasi wattpad kita bisa membaca cerpen sepuasnya dan juga dengan berbagai jenis cerita di dalamnya. (Ayu)</p> <p>2. Mulai dari Covid-19 atau tahun 2019 hingga saat ini saya masih</p>	<p>1. Saya baru mengetahui atau membaca sebuah cerita di aplikasi Wattpad ketika guru pengganti (mahasiswa peneliti) menjelaskan atau memperkenalkan aplikasi Wattpad kepada saya. Dan setelah saya mencoba membaca beberapa cerita pendek di aplikasi Wattpad, saya masih merasa kurang tertarik untuk membaca sebuah cerita di Wattpad. (Fika)</p> <p>2. Saya tidak pernah membaca cerita di Wattpad dan saya baru menemukannya</p>
----	----------	---	--	---

			<p>membaca cerita pendek di aplikasi Wattpad. Saya masih membaca cerita di aplikasi Wattpad sampai sekarang karena saya merasa bisa mengembangkan kemampuan membaca dan menulis saya dari aplikasi Wattpad (Fathiya)</p>	<p>sekarang. Dan saya baru menemukan aplikasi Wattpad dan apa itu, dan ternyata kita bisa membaca atau menulis cerita didalamnya, namun saya masih belum menemukan ketertarikan dengan aplikasi Wattpad padahal saya sudah mencoba membaca cerita di aplikasi Wattpad . Mungkin karena minat atau passion saya bukan pada membaca atau menulis cerita. (Kirana)</p>
--	--	---	--	---

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 3

RESEARCH JOURNAL

**English Foreign Language (EFL) Students' Perceptions On The Use Of Wattpad
as Digital Literacy For Reading Skills In Senior Highschool**

No.	Day / Date	Activity	Signature
1.	Monday, 6 November 2023	The researcher do the observation and confirm the research permission	
2.	Thursday, 9 November 2023	Expain the material about short story, the elements of a short story, and examples of short stories for eleventh grade student at MA Darus Sholah	
3.	Saturday, 11 November 2023	Explains what is Wattpad, the various genres of stories on Wattpad, and how to create a Wattpad account	
4.	Tuesday, 14 November 2023	The students filled out a questionnaire about Wattpad that had been provided by the researcher	
5.	Wednesday, 15 November 2023	Interview with the eleventh grade student at MA Darus Sholah about Wattpad	
6.	Friday, 17 November 2023	Complete the research data and document review	
7.	Saturday, 18 November 2023	The researcher asking a letter of research finishing	

Peneliti 
M. Taufik Hidayatullah

Jember, 18 November 2023
Kepala Sekolah 
Moh. Hanif Lutfi, S. H. I. M. H.



Appendix 4

No	Indikator
1.	<p>Kompetensi Pengetahuan:</p> <ul style="list-style-type: none"> • Mengidentifikasi fungsi social, struktur, dan unsur kebahasan teks narrative cerita pendek yang berisi menghibur dan pesan moral dalam fungsi sosial. • Memahami materi tentang Short Story (Cerita Pendek), macam-macam Short Story, fungsi/ tujuan Short Story, struktur, dan contoh Short Story. • Memahami tentang apa itu Digital literasi pada media pembelajaran • Mengetahui Wattpad, macam-macam, dan contoh dari Wattpad.
2.	<p>Kompetensi Keterampilan:</p> <ul style="list-style-type: none"> • Memahami isi yang terkandung pada Cerita Pendek (Short Story) pada cerita yang dibaca pada aplikasi Wattpad. • Menemukan kalimat atau kata- kata baru (new sentence) pada Cerita Pendek yang siswa baca pada aplikasi Wattpad. • Siswa memberikan persepsi terhadap aplikasi Wattpad pada saat mereka membaca Cerita Pendek (Short Story) yang ada di dalam nya.

UNIVERSITAS ISLAM NEGERI

KISI- KISI QUESTIONNAIRE:

1. sarana media pembelajaran aplikasi E- Literasi
2. meningkatkan motivasi siswa dalam belajar
3. meningkatkan skill pemahaman membaca siswa
4. menambahkan vocabulary siswa
5. menambahkan pengetahuan baru

Appendix 5



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-4313/In.20/3.a/PP.009/10/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MA. Darus Sholah

Jl. Muhammad Yamin, Kecamatan Kaliwates, Kabupaten Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196037

Nama : MUHAMMAD TAUFIK HIDAYATULLAH

Semester : Semester sembilan

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "ENGLISH FOREIGN LANGUAGE (EFL) STUDENTS' PERCEPTIONS ON THE USE OF WATTPAD AS DIGITAL LITERACY FOR READING SKILLS IN SENIOR HIGH SCHOOL" selama 10 (sepuluh) hari di lingkungan lembaga wewenang Bapak/Ibu Moh. Hanif Lutfi, S.H.I, M.H

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 25 Oktober 2023

an, Delan

Wakil Dekan Bidang Akademik,



MASHUDI

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R

Appendix 6



“MADRASAH ALIYAH DARUS SHOLAH”

STATUS : TERAKREDITASI

NSM : 131235090023 NPSN : 20580279

Jl. Moh. Yamin 25 Tegal Besar – Kaliwates – Jember 68132

Email : allyahdarussholah@yahoo.com ☎ (0331) 322287 - 085706526254

SURAT KETERANGAN PENELITIAN

NOMOR: 006/A/S.Ket/XI/2023

Yang bertanda tangan di bawah ini Kepala Sekolah MA Darus Sholah Tegal Besar Kaliwates Jember, menerangkan bawah :

Nama : M. Taufik Hidayatullah
 NIM : T20196037
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Program Studi : Tadris Bahasa Inggris
 Instansi : Universitas Islam Negeri KH. Achmad Siddiq Jember

Bahwa yang bersangkutan di atas benar-benar telah melaksanakan penelitian di lembaga kami selama 10 hari terhitung mulai 9-18 Nopember 2023 untuk menyelesaikan tugas akhir pendidikannya dengan judul *“English Foreign Language (EFL) Student’s Perceptions On the Use of Wattpad As Digital Literacy For Reading Skills in Senior High School”*.

Demikian surat keterangan ini kami untuk dipergunakan sebagaimana mestinya.

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R

Jember, 18 Nopember 2023

Kepala Sekolah


 Moh Hanif Lutfi, S.H., M.H.

Appendix 7



Teacher explained about Wattpad



Students tried to log in to the Wattpad



Submission of letter to the English Teacher



Interviewed with Students who dislike Wattpad Application





Interviewed with Students who like Wattpad Application



Appendix 8

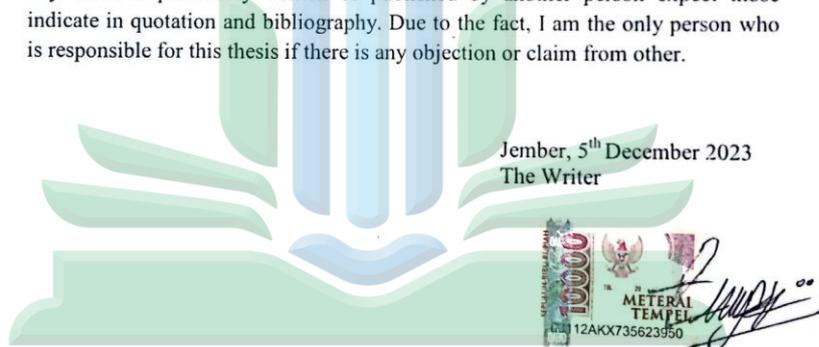
DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Muhammad Taufik Hidayatullah
 NIM : T20196037
 Program : Tadris Bahasa Inggris
 Faculty : Tarbiyah and Teacher Training
 Institution : State Islamic University of Kiai Haji Achmad Siddiq Jember

State the undergraduate thesis entitled “ Englisng Foreign Language (EFL) Students’ Perceptions On the Use of Wattpad As Digital Literacy For Reading Skills In Senior Highschool” is truly my original work. It’s doesn’t incorporate any material previously written or published by another person expect those indicate in quotation and bibliography. Due to the fact, I am the only person who is responsible for this thesis if there is any objection or claim from other.

Jember, 5th December 2023
 The Writer



M. Taufik Hidayatullah
 NIM: T20196037

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R

Appendix 9

CURRICULUM VITAE



Name : Muhammad Taufik Hidayatullah
 NIM : T20196037
 Gender : Male
 Place, date of birth : Lumajang, 3th January 2001
 Religion : Islam
 Address : Jl. Klampok Arum RT 29 RW 10.
 Tukum Tekung Lumajang

Department/ Major Courses : Language Education/ English Department
 Email : ridhotaufik0301@gmail.com

Educational Background
 SDI Al- Ittihad Tukum : 2007-2013
 MTs Miftahul Midad : 2013-2016
 MA Miftahul Midad : 2016-2019