

THE EFFECT OF USING SHORT STORIES THROUGH WATTPAD ON READING COMPREHENSION AT THE TENTH SCIENCE OF MAN 1 METRO

by

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Abstract

The aim of this research is to find out the effect of using short stories through watsapp on reading comprehension achievement at the tenth grade science of Man 1 Metro. Watsapp is an application-type social media platform for people who want to read or write stories. This research used quasi experimental design. The subject of this research is the tenth grade science students at Man 1 Metro year 2023. The result data analysis indicates that value t obtained is higher than the value of t table ($2.990 > 2.042$). And the significant 0.004 is lower than 0.05. The conclusion is teaching English using short stories through watsapp is effective to increase students' reading comprehension.

Key Words: *Reading Comprehension, Short Story, Watsapp*

INTRODUCTION

The advancement of technology in today's era has advanced us in many ways, one of which is the use of social media. The use of social media is something that is constantly evolving in various circles of society. Social media can be used for any activity. The need for information has resulted in a significant increase in social media consumption by its users, both the general public and students. Over time, social media has evolved into a requirement that must be present in all activities. This is because social media is rapidly expanding and provides a variety of convenient features. The rapid development of social media has altered people's mindsets in

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Indonesia, particularly in the field of education.

Based on the data from English Teacher of Man 1 Metro Senior High School, it can be seen that there were 65 students who received a score of 80–100 in the highest category and a percentage of 27%, 94 students who received a score of 65–79 in the average category and a percentage of 39%, and 81 students who received a score of 0-64 in the lowest category and a percentage of 34% indicating that a majority of students are still lacking in reading comprehension.

After conducting a pre-survey, the researcher found some facts about students' problems with reading comprehension, including: (1) only 2 students actively understand the purpose of reading text, and the rest have a lack of vocabulary. (2) The teacher delivers learning materials only by using textbooks and sometimes the language is complicated for the students. (3) Students have a hard time differentiating between implicit and explicit information on the text.

However, reading comprehension is still a difficult thing for senior high school students especially in the post-pandemic period, it is one of the biggest external factors hindering students' ability to learn in the classroom. Another external factor is that the school's facilities do not encourage students to learn comfortably, for example, the classroom is noisy because it is too close to the main road, and there are numerous pen scribbles on the students' desks. The teacher's teaching method is also less interesting because she does not use supporting media in class and only delivers the material through speeches.

Based on the problems and a fact above, the researcher attempts to find solutions using learning technique capable of overcoming these shortcomings. It can best educate when the appropriate teaching style is used. The researcher uses short stories through watsapp and chooses a narrative text that is a short story through watsapp as the type of text that will be used.

Reading is important skill to all learning process. According to Wooley (2011) cited in (Harun, 2018) reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Meanwhile, (Westwood, 2013) reading

comprehension is often conceptualized as functioning at different levels of sophistication and referred to, for example, as literal, inferential and critical. Reading comprehension is the process of making sense of text- is a complex, multifaceted activity that calls on the reader's thinking and problem-solving skills.

Wattpad is a website for people who enjoy writing, whether it's articles, short stories, serialized stories, or poetry. Wattpad was founded in 2006 as a result of collaboration between Allan Lau and Ivan Yuen and is based in Toronto, Canada (Putri, 2019).

Edgar Allan Poe (1976) in (Poejilestari, 2019) a short story is a piece of fiction that is only a few pages long. Fiction is the creative process of writing about imagined events and characters. A short story is a type of literature that is a work of fiction that is usually written in prose and is often in narrative format.

The first previous research is by (Yunita et al., 2018) entitled "The use of Wattpad media to increase students' reading narrative text comprehension at SMK Miftahul Huda Ciegon". The next relevant research by (Fadillah et al., 2022) "Improving Students' Reading Comprehension Achievement Through Wattpad Media of Eleventh Grade at SMA Swasta Bandung". The other relevant study by (Sari, 2019) "The Effects of Short Story Through Wattpad on Reading Comprehension Achievement of Non- English Major Students of Bina Darma University".

The researcher wants to conduct research on, "The Effect of Using Short Stories through Wattpad on Reading Comprehension Achievement at The Tenth Grade Science of Man 1 Metro". The researcher believes that the use of short stories through wattpad platform is effective for improving reading skills, especially in reading comprehension.

METHOD

Design

The design of this research is Quasi Experimental design. Quasi-experimental in which two groups of the student will be involved, they are the experimental group which got a treatment by using short story through wattpad and the other group as control group which got conventional method (Sugiyono, 2022). The variables in this research are the dependent and independent variable. Dependent variable is students' reading comprehension and the

independent variable is short stories through wattpad.

Subject or Participant

The population of this research is the tenth grade science students of Man 1 Metro. There are six classes of thirty eight to forty students. The total population is 240 students. The researcher obtained the 10th science 1 as the experimental class and the 10th science 2 as the control class using the Cluster Random Sampling technique. 10th science 1 consists of 40 students as the experimental class and 10th science 2 as the control class also consist of 40 students. In this study, the instrument used is test form.

Data and Source of Data

In this research, the researcher uses quantitative through Experimental design with the intention of gaining accurate result. The researcher applied a Quasi-experimental design. Quasi experimental design is a development of true experimental design, which is difficult to implement

Data Collecting Technique

The researcher uses the same test for both the experimental group and the control group when gathering data. The test was used to gather information about how using short story through Wattpad has affected students' reading comprehension. There are two tests in this research; the pre-test delivered before the treatment and the post-test delivered after the treatment.

Data Analysis Technique

After the researcher compares the experimental and control classes' reading pre-test and post-test scores, The researcher analyze the data from the pre-test and post-test using the normality test, homogeneity test, and hypothesis test formulas.

RESULT AND DISCUSSION**Result**

This section describes the calculation of data from students who have been given treatment using short stories through watsapp and without using it. The SPSS (Statistical Product and Service Solutions) application was used to process all data that was collected.

1. The result of Pre-Test

The description of the data presented includes the mean, standard deviation, range, maximum and minimum scores for each group. The summary of the distribution of data for the pre-test of the experimental class and control class is shown in table 4.1.

Table 4.1**The Result of Pre-test in the Control and Experimental Class**

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	40	47	33	80	55.50	15.061
Pre-test Control	40	47	33	80	53.70	13.421

From the table 4.1 the pre-test from experimental class yielded a mean of 55.50 and standard deviation of 15.06. While mean of control class are 53.70 and standard deviation are 13.42. Furthermore, the maximum score are 80 and minimum score are 33 for experimental class. The maximum score for control class are 80 and the minimum score are 33. Thus, the ranges are 47 for experiment class and 47 for control class.

2. The Result of Post-Test

The following table shows the data distribution of the post-test in the experimental and control classes. This section will be explained in Table 4.2

Table 4.2

The Result of Post-Test in the Experimental Class and Control Class**Descriptive Statistics**

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Post-test Experiment	40	54	43	97	69.65	15.111
Post-test Control	40	53	37	90	66.48	14.992

Based on the data above, it is possible to conclude that for the same 40 cases in the experimental and control classes, the mean in the experimental class is 69.65, while the data for the control class is 66.48. The experimental class's standard deviation and range were 15.11 and 54, while the control classes were 14.99 and 53. The experimental class has minimum value of 43, meanwhile in control class have minimum value of 37. Furthermore, the maximum value in the experimental class is 97, while the maximum value in the control class is 90.

Table 4.3 explains the specific differences between the data obtained by the control class and the experimental class, as well as the effect of using short stories through wappad treatment on the experimental class.

Table 4.3**The Frequency Data Distribution of Post-Test in Experiment Class**

No	Category	Score	Student Frequency	Percentage
1.	High	80-100	14	35%
2.	Average	65-79	9	22.5%
3.	Low	0-64	17	42.5%
	Total		40	100%

Based on the result of the analysis table above, out of a total of 40 students, 17 students, or 42.5%, were included in the low category. 32.5%, or 13 students, get an average rating, while 10 students, or 25%, are in the high category. It can be concluded that the most common type of control class student score category is low, with a percentage of 42.5% in the range of 65–79.

3. Result of Hypothesis test

The hypothesis test is used to determine whether or not the Hypothesis is accepted. Before analyzing the hypothesis, the researcher compares the mean scores of the pre-test and post-test in the experimental class.

Table 4.4
The Score of the Mean Difference in Experiment class

Groups	Number of Participant	Mean of Pre-Test Score	Mean of Post-Test Score	Mean Different
Experiment	40	55.50	69.65	14.15

According to the data in the table 4.4, the mean post-test score is higher than the mean pre-test scoring ($69.65 > 55.50$). It means that using short stories through wattpad is effective. After the researcher knew that the data was normal and homogeneous, the data was analyzed using an independent sample T-test in order to determine the significance of the treatment effect. The hypotheticals are:

(First Hypothesis)

- a. H_0 : There is no effect of using short stories through wattpad on students' reading comprehension at the tenth grade science of Man 1 Metro.
- b. H_a : There is an effect of using short stories through wattpad on students' reading comprehension at the tenth grade science of Man 1 Metro.

While the criteria for acceptance and rejection of the hypothesis are:

H_0 is accepted if $\text{Sig.} > 0.05$

H_a is accepted if $\text{Sig.} \leq 0.05$

The hypothesis will be accepted if the value of t-obtained was greater than the value of t-table at the meaningful scale of 0.05. The hypothesis will rejected if the calculated value obtained is less than t-table at the meaningful scale of 0.05. The following table summarizes the entire calculation.

The Result of T-Test Paired Samples T-Test

Paired Samples T-Test

The data analysis revealed that at the significance levels 0.05 and 0, the value of t obtained (6.544) was greater than the value of t table (2.042). (0.00 lower than 0.05). As the conclusion, the hypothesis test (Ha) is accepted. It means that using short story through wappad on students' reading comprehension at the tenth grade science of Man 1 Metro has an effect.

Pair	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
1 Pre-Test - Post-Test	14.150	13.67489	2.16219	18.52344	9.77656	6.544	39	.000

(Second hypothesis)

- a. Ho: There is no significance effect of using short story through wappad on reading comprehension achievement at the tenth grade science of Man 1 Metro.
- b. Ha: There is a significance effect of using short story through wappad on reading comprehension achievement at the tenth grade science of Man 1 Metro

Based on the result obtained in the independent sample T-test, the value of t-obtained (2.990) was greater than the value of t-table (2.042), and the value of the significant generated Sig. (P-value) or Sig. (2-tailed) of the equal variance assumed = 0.004 (P-Value) \leq 0.05. It means Ha is accepted. Based on the computation, it can be concluded that there was a significant effect of using short stories through wappad on reading comprehension at the tenth grade science of Man 1 Metro.

Discussion

The result of the research data showed that there was a significant improvement in the students' reading comprehension before and after using short stories through Wappad as the treatment. Alkali and Hamburger cite in (Sari, 2019) reported that young people prefer reading

text or stories on a digital display because they are challenged to think critically and invite their curiosity toward the story they read. They could apply their knowledge of some aspects of reading comprehension to guide them in understanding the stories. Besides, they were offered to read short stories through watsapp at home in order to improve their comprehension.

Using short stories through watsapp provides a new reading experience and attracts students' reading comprehension. Students are equipped with social issues that arise in society as well as new cultural knowledge. Students' reading comprehension improves because narrative stories lead them to understand the author's culture-based reality, and they can relate to the characters, events, places customs, and social relations in the story.

The finding also showed that the students who were taught by using short stories through watsapp performed better since they achieved a better score than those in the control group. After completing the pre-test, the mean result of students in experimental class was 55.50 and in the control class were 53.70. Then treatment was carried out for the experiment class using short stories through watsapp, while the control class did not. After the researcher did the post-test and calculated the students mean score for the experimental class, it was 69.65 and 66.48 for the control class. In the experimental class, the result showed that the post-test score was higher than the pre-test score. Based on the result of the data analysis, it showed that the students who got treatment using short stories through watsapp got a better score than the students who were taught without using short stories through watsapp.

Consequently, hypothesis testing on the second hypothesis indicates that the experimental group has a significant score after using short stories through watsapp the value of t obtained is higher than the value of t-table ($2.990 > 2.042$)

This finding also similar with research by (Sari, 2019) entitled "The Effects of Short Story Through Watsapp on Reading Comprehension Achievement of Non- English Major Students of Bina Darma University". The mean scores of pretest and posttest in the control groups were 53.43 and 66.23. The mean scores of pretest and posttest in the experimental groups were 55.83 and 73.50. The different between this research and previous research used non-English major students of Bina Darma University while this research used 10 science High

School Students from Man 1 Metro. Then, the difference in the value of sig. (2. tailed) where previous research has results ($0.000 < 0.05$), while this study obtains ($0.004 < 0.05$), meaning that this research has a more significant effect than previous studies.

The findings of (Fadillah et al., 2022) also have similar findings with this research who examined “Improving Students’ Reading Comprehension Achievement Through Wattpad Media Of Eleventh Grade At SMA Swasta Bandung” The results showed that the students' reading ability increased significantly. In the pretest the average score was 29.83, in the first cycle the average score was 44.67, and in the second cycle, the average score was 79.67. The difference between the second previous research and this research was the previous research uses Classroom Action Research (CAR) while this research uses Quasi - experiment research.

This is also comparable to (Yunita et al., 2018) entitled “The use of Wattpad media to increase students’ reading narrative text comprehension at SMK Miftahul Huda Cilegon” the results showed that the pre- test mean score reached 54.45 and the post-test mean score reached 73.27 with the gain is 18.82. The difference between this research and the third previous research was in the type and method used. Previous research methods used qualitative methods, while this research uses quantitative methods. So that the resulting data is different, previous research used reading tests and questionnaires for the data collection.

It indicates that there is improvement in students’ scores before and after treatment using short stories through wattpad and H_a was accepted and H_o was rejected. Thus, the researcher concludes that using short stories through wattpad has effect on the students reading comprehension. It is supported on theory by Hismanoglu in (Sari, 2019) that using short stories through wattpad was appropriate for teaching reading comprehension to High school students. It was hoped that reading learning process can be more exciting and their reading comprehension would be improved because students would actively read it and understand the context of the text.

CONCLUSION AND SUGGESTION

The result shows that the experimental group had a higher increasing line of reading

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comprehension after the treatment. According to the pre-test score outcome, the participants in the experimental group and control group had mean scores of 73.90 and 75.55, respectively. On the post-test, the mean scores were 78.98 for the experiment class and 76.85 for the control class. The data analysis for the first hypothesis revealed that at the significance levels of 0.05, the value of t obtained (2.990) was higher than that of t-table (2.042). (0.004, and lower than 0.05), as a result, the H_a (alternative hypothesis) is accepted. It means that the effect of using short stories through watsapp can improve the reading comprehension of the tenth science grade of Man 1 Metro, which makes a significant difference. As a result, it can be concluded that the students who were taught by using short stories through Watsapp showed better improvement in reading comprehension than those who were not taught.

For future researchers conduct similar research, especially when it comes to using short stories through watsapp to teach reading comprehension, although this thesis is far from perfect. The weakness of this research is that the process takes longer than other research and there are still gaps in this research that could possibly be maximized by using other types of research, for example, classroom action research (CAR).

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