THE EFFECTIVENESS OF USING WATTPAD IN READING COMPREHENSION SKILL AT THE TENTH GRADE OF SMA KORPRI BEKASI

THESIS

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ENGLISH EDUCATION STUDY PROGRAM
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xvi + 55 pages + 10 table + 11 appendices

ABSTRACT

The purpose of this study is to determine the effectiveness of Wattpad applications in improving students' reading comprehension skills of tenth grader of SMA Korpri Bekasi. This research used quantitative method with pre-experimental design by applying pre-test and post-test design. In this research, the writer only took one class that is from class X MIA 1 as sample by using random sampling. Class X MIA 1 consists of 32 students. The instrument used in this research were pre-test and post-test. The results showed that Wattpad application is effective in improving students' reading comprehension skill. It can be seen from the t-test result and the increasing of the students score on pre-test and post-test. The writer found that the average pre-test score was 71.25 and the post test average was 84.53. Then, the result of t-test (13,28) is higher than t-table (5,92). It can be concluded that the Wattpad application is effective in improving students' reading comprehension towards tenth graders students from SMA Korpri Bekasi.

Keywords: *Reading, Wattpad application, comprehension skill.*

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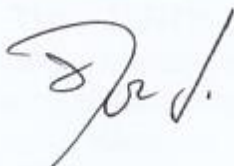xvi + 55 halaman, 10 tabel, 11 Lampiran

ABSTRAK

Tujuan dari peneliatian ini adalah untuk mengetahui keefektifan aplikasi Wattpad dalam meningkatkan pemahaman keterampilan membaca siswa pada siswa kelas 10 SMA Korpri Bekasi. Penelitian ini menggunakan metode kuantitatif dengan desain pre-eksperimen dengan menerapkan satu desain pre-test dan post-test. Dalam peneliti ini penulis hanya mengambil satu kelas yaitu dari kelas X MIA 1 sebagai sampel dengan menggunakan purposive sampling. Kelas X MIA 1 terdiri dari 32 siswa. Instrumen yang digunakan dalam penelitian ini adalah pre-test dan post-test. Hasil penelitian menunjukan bahwa aplikasi Wattpad efektif dalam meningkatkan pemahaman keterampilam membaca siswa. Hal ini dapat dilihat dari hasil t-test dan peningkatan nilai siswa pada pre-test dan post-test. Penulis memperoleh bahwa nilai rata-rata pre-test adalah 71,25 dan nilai rata-rata post test 84,53. Kemudian hasil t-test (13,28) lebih tinggi dari t-table (5,92). Hal ini dapat disimpulkan bahwa aplikasi Wattpad efektif dalam meningkatkan pemahaman membaca siswa terhadap siswa kelas sepuluh dari SMA Korpri Bekasi.

Kata Kunci: *Membaca, aplikasi Wattpad, keterampilan pemahaman.*

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BOARD OF EXAMINERS APPROVAL

Board of Examiners of Faculty of Educational Sciences certifies that thesis entitled **"THE EFFECTIVENESS OF USING WATTPAD IN READING COMPREHENSION SKILL AT THE TENTH GRADE OF SMA KORPRI BEKASI"** written by Zyandra Bunga Larissa student's registration number 2014850025 was examined by the committees on Friday, 10th of august 2018. The thesis has been accepted and declared to have fulfilled one of the requirements for the degree of "S.Pd" (S1) in English Education at Faculty of Educational Sciences, Muhammadiyah University of Jakarta.

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DEDICATION

This thesis, I dedicated to
My beloved father and mother
My beloved husband
My beloved families
My beloved friends

MOTTO

"NOTHING IS IMPOSSIBLE WITH EFFORT AND

PRAY"

—Zyandra Bunga Larissa —

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In the name of Allah the most gracious and the most merciful

Praise be to Allah, the Lord of the world who has given us some mercies and blessings until the writer completing this thesis entitled *"The Effectiveness of Using Wattpad At The Tenth Graders in Reading Comprehension Skill".* Peace and blessing be upon the Prophet Muhammad SAW, his families, his companion, his followers and so on.

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8. All the people around her who have helped the researcher to finish her study that she could not mention one by one.

The writer realized that this thesis is far from being perfect. It is a pleasure for her to receive some suggestion and criticizes from the reader for valuable improvement in order to be made as one of the good examples for the next thesis.

Jakarta, April 2018.

The Writer,

ZYANDRA BUNGA LARISSA
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of cultural product which cannot be separated from human life. People use the language for their daily life, both in speaking and writing. They can share everything by talking and writing to other people. As cultural product, language is functioned to express human idea and to fulfill what they want and need. Nowadays, English becomes one of international language almost all around the world study English as one of foreign language but other countries English has become a second language, unfortunately in some developed countries English still as foreign language in developing country such as in Indonesia.

Considering to the importance of English, Indonesia as one of the developing countries put English as a compulsory subject in its school educational curriculum, because Indonesia is aware of the weakness in this country of foreign languages which requires all education in Indonesia must learn English. In addition to the world of education, learning English also become of the key for the world of work, almost all school, university and work places prioritize people

who can speak English. English has become the first foreign language that should be taught formally to all Indonesian students, starting from Junior High School up to college or university level and the aim of English teaching is to develop students' communicative competence. English competencies to be developed comprise reading, listening, writing, and speaking. (Dardjowidjojo, 2000, pp. 22-30).

It can be seen from surah Al-Alaq (1-3) that reading is obligatory for all moeslem especially for learning, because by reading we can get more our knowledge and it is very important for us to study reading. Like in surah Al-Alaq said:

اقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ۚ ۝١ خَلَقَ ٱلْإِنسَٰنَ مِنْ عَلَقٍ ۝٢

اقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ۝٣

It means: Recite in the name of your lord who created (1) Created man from a clinging substance (2) Recite, and your lord is the most generous (3)

From that surah, we know that there was an order to read. Moreover, read things that can increase our science. If we want to get knowledge, we must study hard and read a lot of books.

The receptive skills are listening and reading, because learners

do not need to produce language to do these, they receive and understand it. Reading activity is important for students, because the students can get meaningful information from the reading activity; the students use their brain to convert them into words, sentences and paragraphs that communicate something to student. If student try to read English book, they will find a lot of new vocabularies then they find the meaning of it. These skills are sometimes known as passive skills. They can be contrasted with the productive or active skills of speaking and writing. The students can read by silent or aloud so that other student can hear but if the student read English by loud voice, it is the complex process of reading also requires the skill of speaking, so the student can pronounce the word that they read. The students use the language that they have acquired and produce a message through speech or written text that they want others to understand. In this case, both of receptive and productive skill are receiving information and transmitting information.

Writing, speaking, listening and reading are four skills that should be focused during English lesson. However, sometimes the teacher only concentrates more on speaking activities and gives the writing tasks. Sometimes reading is not often given the appropriate attention. That is problem on generally student because materials given by the teacher make a boring to read and the student did not get

any motivation from the material. Reading can open up a new world for the student, it enables to gain new knowledge and enjoy many kinds of literature, magazines and newspaper. Reading is very essential for us in order to increase our knowledge. Even in this modern age of multimedia and high-tech environment, it is still the case that most of us rely on our reading ability in order to gain information or expand our knowledge.

Teacher usually asked student to read an article which the teacher gave to student, and student reading it loudly in the classroom, sometimes with such a way of that learning in reading is less effective. The reading materials which teacher used in the classroom was textbook. The teacher did not adopted the other source beside from textbook Interested students will be considered constant and is accompanied with pleasure. The lack of interest may result in the students dislike the reading material that there is so difficult to understand the content of these reading and the last students get low score. Therefore, the need for English language learning method is different, not just rely on school books, but students try to learn reading English in another way, in addition to growing new motivation but it provides a source of learning more informative.

One of Indonesian students' problem in reading skill is they have lack of motivation in exploring the reading text; it means they feel

lazy to read a book in daily life. So, the way teachers' strategy to make students' interest in reading is preparing the interesting reading material, but students are lack of interest in reading because the reading materials are boring. The materials of reading could be interested to read such as newspaper, comic, English magazines and so on. However, in this sophisticated world of learning, reading is already using digital by reading application. It is Wattpad application.

Sometimes the students don't have time for read, they busy with their daily activities like at the school and course, and they must do their homework and do the other tasks. In addition the student also need time to play in order to eliminate boredom and also the student need rest time. Therefore, there are several reasons of the student to read. One of the way teachers' strategies to make students' interest in reading is preparing the interesting reading material. The materials of reading could be interested to read such as Wattpad application.

Reading English using Wattpad application are a useful tool in the EFL classroom for improving reading skill and enhancing students' knowledge of current affairs. Wattpad application is an online application community for writers. It is a kind of digital book or e-textbook. Digital textbooks are formatted texts that can be read on a computer or mobile device, such as a laptop, smartphone, or tablet computer. There is no real consensus on what term to use when

referring to digital textbooks used in education. While some opt for "eBooks" (Richardson & Mahmood, 2012) or "e-books" (Woody et al., 2010), others use the term "e-texts" (Stoop, et al., 2013) or "eTexts" (Schugar et al., 2011). As this study is focused specifically on the use of textbooks in digital format, this study will rely on Baron's (2015) suggestion that "eText" is the most appropriate generic term for digital textbooks. (Mills, 2016). Wattpad application also has the ability to read on the computer, smartphone, or tablet readers. Through Wattpad application the student can read anything whether it's fan-fiction, teen-fiction, romance, action and other genres without having to worry about with innate heavy books. The student can simply open the website address or open the Wattpad application easily and they can access it anytime and anywhere. Through Wattpad application the students can also exchange ideas about writing or about reading because using Wattpad application class is much more current than using course books even if there are many high quality course books.

If the teacher gives Wattpad application but the learning process as the same as the course book, it will cause tedious comprehension activities. If used in a more inspiring way, Wattpad application will help students to develop not only reading skills but also writing, grammar, vocabulary and speaking skills. The student can find a lot of information and material for reading from Wattpad application, which

make them excellent material in the EFL reading lessons.

Based on the explanation and problems above, Wattpad application is a kind of digital book or e-textbook. An important implication of the current study, is that educators should consider utilizing e-applications in the teaching and learning processes of college students, particularly within the discipline of foreign language learning. Nevertheless, integration of such technical tools would certainly require providing the users with the basic skills in using those (Mills, 2016). The writer is interested to find out the solution of reading. The writer intends to conduct quasi-experimental research entitled, *"The Effectiveness of Using Wattpad Application towards Tenth Graders in Reading Comprehension Skill"*.

B. Identification of the problem

Based on the background of the study above, the problem of the study are as follows:

1. The students reading habit are low and poor. Because they are lack of vocabulary.

2. The students are less motivated in reading English.

3. Studying course book makes students bored.

4. The teacher method to teach reading skill student are lack of material and not attracted to make the student interest for reading.

5. To increase the student reading skill the teacher need a new media in reading learning by Wattpad application.

C. Limitation of the problem

As mentioned on the background of the study above, this focuses on the effectiveness of using Wattpad application towards the students' reading comprehension skill. In students' learning process Wattpad application is one of the alternative solutions that can be used by the teachers in reading activity in the classroom,

D. Problem of the research

The formulation of the problem in this research based on the limitation of the problems above "Is it effective to use Wattpad application for tenth grade students' in reading comprehension skill?"

E. Objective of the research

Based on the formulation above, the objective of the study is to find out whether or not the effectiveness of using Wattpad application in the EFL classroom at Tenth Graders.

F.Significance

Based on the objective of the research to be achieved, the writer hope this research will give significance for:

1. Student

This study is to increase the student reading skill by Wattpad application Tenth Grade and the students will be more active in learning reading in the classroom.

2. Teachers

To help the teachers to know their student reading ability by reading Wattpad application at Tenth Grade and this research will help them to present the easier teaching aids as well as the interesting way.

3. School

To provide teachers' need to support the learning process so that the students' learning goal can be achieved in their reading comprehension skill.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer will discuss and elaborate some theories which related with the study. The discussion focuses on the description of the theory, theoretical framework and Wattpad application.

A. Reading Comprehension Skill

1. Definition

Reading is one of the language skills which student should study. Reading is one of the language skills that all students will study and practice by text. Remember reading is one of the most important activities any successful student does any course of study. Reading is an activity of written symbol, word, sentence and getting meaning from them. When we read, we use our eyes to receive written symbol (letter, punctuation marks and space) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us, we try to understand what we read by our imagination. Reading can be silent (in our head) or loud voice (so that people can hear our reading). So, the student can read by silent or loud voice. Teens are reading a wide variety of texts including traditional print text and digital

(multimodal) text (International Reading Association, 2014, Moje et al. 2008; Burke 2013).

As one of reading skill we know that the comprehension is the most important skill that should be mastered, because without comprehension it is difficult for reader to keep in touch with the meaning and the message containing on reading text. According to Serravallo (2010:43) stated that comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text. Comprehension instruction begins before children can even conventionally read. As children are read to during read-aloud, they are asked to think about characters, make predictions about what will come next, question and wonder what's happening, and consider what lesson they can learn from the book.

When the readers' try to interpret the text, they also try to get the meaning from the visual configuration or printed material such as from letter, word, sentences, phrase and clause. So, reading is not a matter of receiving meaning in the form of letter and words but also try to comprehend the printed material. According to Spector (2017) stated that when it comes to your brain, researcher have found there's no better super food than a book. In reading comprehension skill the writer found the types of reading levels.

(Akyol, 2013) According to the inventory, there are 3 types of reading levels, which are independent level, instructional level and anxiety level. Independent level; students' reading and comprehending the materials that are suitable to their levels without needing any help. Instructional level; students' comprehending what they read as expected through the help of another person. Anxiety level; students' comprehending only a small part of a text and/or making too many reading errors.

In this digital era, all people use smartphone wherever they are, one of application which the people use for reading is Wattpad application, so the student do their learning proses can be improve by Wattpad application. It is easier for students to experience learning with new methods. According to (Ciampa, 2012) demonstrated that online story books developed reading comprehension skills.

From some statements can be concluded here is why the students' brain need them to read every single day. Most of students' can read English story well, but it does not mean that they understand what they have been read. Since every student has different ability and knowledge to interpret the text because reading comprehension skill is defined as the level of understanding of a text and it is process to make sense from the writer's ideas through

an interaction with the text. So, to comprehend text students have to understand and should read a lot of books to get the meaning of each word in sentences from the text they read. Especially in the world of education today almost all learning using sophisticated tools, it is not surprising that reading comprehension skill learning also uses the tools of modern learning.

2. **Kinds of Reading**

Reading in the modern atmosphere is the basic activity for language learning, but reading is not just a basic skill. Many people think of reading is a skill that is taught once and for all in the first few years of school. In this section, the writer would like to discuss the kind of reading in two sides' point of view. The kind of reading divided into two kinds, they are as follow:

a. **Reading aloud**

Reading aloud has many benefits that we want to share with writers. Most people have far more experience listening to and speaking English than they do reading and editing it on the printed page. When we read our draft out loud or listen to someone else read it, our brain gets the information in a new way, and we may notice things that we didn't see before. Usually in the class the teacher always asks student to read their book by loud voice during in the classroom, and

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the teacher explain the material what the student have read, because reading aloud is common practice in many languages in the classes. This reading is orally by the teacher first, and the student repeat what the teacher has read in together or individually. Student who read aloud are concerned with make a good impression and more attention to the teacher.

Reading aloud is the foundation of literacy development. Reading aloud demonstrated the relationship between the printed word and meaning. The student can understand from a story by reading loud voice, so reading aloud can makes complex ideas more accessible and exposes student to vocabulary and language pattern that are not part of everyday speech.

b.Silent Reading

This type of reading is done by student in the class. The students are supposed the passage silently. The main purpose of this reading is how the student can obtain the information from the printed page efficiently, rapidly and with

the full understanding. In other words, silent reading leads the student to gain ability to comprehend they language in the study.

The strategies that can help student to develop their reading skill by silent reading more quickly and effectively, such as:

1) Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection

2) Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content

3) Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions

4) Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the

meanings of unknown words, instead of stopping to look them up

5)Paraphrasing/closing reading: stopping at the end of a section to check comprehension by restating the information and main ideas in the text.

c. Reading Interest

The Students reading interest were defined by how often students read about things they are passionate about, spend their free time, and what they are interested in. Why and what they read or do not read were also considered when examining their reading interest. There are two aspects that can influence the reading interest; cognitive aspect, and affective aspect:

1. Cognitive Aspect

The cognitive aspect is based on concept that every student develop in the areas related to the interest. The cognitive aspect of students' interest in reading, for example, is based on their reading concepts. If the students thought that the reading is a good way to learn something and to know many knowledge or information, it will increase their

knowledge itself. Otherwise, if the students thought that reading is not a good way to learn something and it will be a boring activity, their reading concept assume that reading just a tedious activity. Concept that make up the cognitive aspect of reading interests are based on personal experiences and what is learned in the house, the school, and the environment.

2.Affective Aspect

The affective aspect is the concept that makes up the cognitive aspect of reading interest which is express in attitudes toward the activities interest give rise to. Like the cognitive aspect, the affective aspect is developed from personal experiences, from attitudes of significant people like teachers or peers, and material that influenced the reading interest itself.

d.Reading Material

Many reading materials can use in reading activities in the classroom, such as textbook, newspaper, journal, magazine, and the others. But among them all there are

some teachers have done the process of learning with that material. Those reading materials offer some topics that can we use to read there are interesting topics or boring topics. It depends the reader to decide the interesting or not of the topics. But there is a reading material that has never been applied by teachers and students feel that through the Wattpad application.

Gina Paul and Steve Verhulst stated that, "The reading achievement can be successful if the students have abilities to comprehend the reading text. It can be seen in identifying main idea and major details, drawing inferences, summarizing, and identifying keywords."

Based on the concept stated above, the writer can infer that the cognitive and affective aspects of reading interest have connection each other. Reading interest appears in text of reading. Through Wattpad application can be one of material which can be the reading achievement for students. From the text readings that exist in the Wattpad students can be interests what they have read without reading just a tedious activity.

In reading material there are kinds of reading text that teachers teach in school:

1) Descriptive text: This descriptive text is a text that describes or describes a person, animal or an object of good form, its properties, its amount and others. The purpose of descriptive is to describe or express a person or an object. Verb used is attribute verb, like be (am, is, are), tense used is simple present tense, just focus on one such object.

2) Narrative text: a narrative (or story) is any report of connected events, presented in a sequence of written or spoken words, and/or in a sequence of (moving) pictures. Narrative text Focus on one character or actor and usually individual so usually use the pronoun like "I, we, she, and he". Most often use past tense either simple past tense, past continuous, or other past tense form. Sometimes using dialogs to engage the imaginary reader so the story looks more clear and real. Because sequentially (chronological), then usually also use the conjunction (conjunction) so that the story looks coherent or sequential.

3) Recount text: Recount Text is one type of text in English that retells the events or experiences of the past. The purpose of Recount Text is to provide information or to entertain the reader so that there is no conflict. There are several kinds of recount text such as personal recount is telling about the author's personal experience, factual recount is an actual event report, such as a science experiment report, a police report., and imaginative is create imagination stories and write down events or events that have occurred..

4) Report text: Recount text is a type of text that announce the result of an investigation or announce something. The information given in a report text is very general information. Social function of report text is to present information about something generally to the reader.

5) Persuasive text: A paragraph whose content involves inviting or persuading the reader to do or follow what the author expresses in the paragraph. The purpose of persuasive text is for the reader to be confident that the idea, idea, or opinion is true

and proven and also carry out what the invitation of that idea.

B. Teaching Media

Media is an important tool to make teacher easier to teach the student, because in the modern era educational system in process learning almost use media include teaching. In this part, how the teacher teaches their students' reading by using media such internet. Nowadays, Wattpad application book is simpler than course book, usually people bring the book in the bag and bring some book in their arm. Now, we can bring many books into one digital book in the smartphone application, it is Wattpad application. As we know that student feel lazy to read a book, to borrow a book to library, they more like read online book or online novel book. So, the writer prefer Wattpad application as a media for learning. Azikiwe (2007:98) identifies at least six guidelines for selecting resource materials which the English teacher must not lost sight of when planning his/her lessons. An important criterion for selection and use of resource materials is availability of the needed materials. In other words, before the teacher decides on material to use. She or he must be certain that they are available as well as accessible to him or her and the learners. For example, the audience is given an assignment to analyze the

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schemes of: stereotyped characters; narrative structure; thematic stereotypes; possible variants of the audience's conclusions about the aim (information, entertainment, moral teaching) of a media text's authors (Potter, 2001: 74; Potter, 2013: 211-217).

Today media has many connotations. For instance, there are mass media, visual media and social media. While media can take from many different forms, the purpose of all media is universally the same. Media is a channel of communication. So, media in Teaching is important, moreover in reading comprehension skill because to teach reading skill the teacher should use technology towards the students' interest for reading and teacher must provide the motivation to make the student is not lazy for reading. According to Harmer (2007:99) "good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded, fascinating lessons." In this opinion concluded that the instructional media is something that might well be channeled messages, will stimulate the mind, feelings, and also the willingness of students so to encourage the creation of learning method in self-learners.

Based on the explanation above, according to the writer that English teachers must improve their teaching in the field of English lessons, because this learning process should no longer use the

standard method, students should be able to feel the learning and teaching activities using a more modern and simple way that is with the application of Wattpad. In addition to improving the creativity of teachers teaching quality, students become more trained and skilled in reading comprehension.

a. Definition of Teaching Media

Media complements instructor-led learning by encouraging students to listen to music, read print materials, or watching a documentary or movie clip. Therefore the teaching media with Wattpad application is very possible for students to improve their reading comprehension skill. Because Wattpad is one of application that can be an alternative choice for teachers as a material for reading in a modern way. This approach utilizes asks the students to step into the role of the teachers and read content that will engage learners and help them to master concepts. From teaching media by Wattpad application can also be used to enhance teaching and learning and it includes varied online technology tools that allow students to learning reading easily via the internet to share information and resources reading material. (Covington, 2004) Australian writer Peter Kausz argues that children who are not taught media

literacy will be left behind in the information world of the 21th century.

b.Benefit of Teaching Media

The primary advantage of this approach is that the instructor takes on the role of a facilitator who helps students interpret what they are listening to, reading or seeing. Existing media resources can also be used to engage students and facilitate **active learning** strategies which promote deeper learning. For example, media provides a useful platform for <u>teaching with cases</u>, <u>cooperative learning</u>, <u>problem solving</u>, and for giving more <u>interactive lecture demonstrations</u>. Students' knowledge can become wider and teachers can teach students without having to bother by media the students' can open their minded, they can explore their creativity through technology. The teachers only needs technology as their teaching aids.

c.Kinds of teaching media

English teaching media are very important to help students acquire new concepts of, the skills and language competences. They are many kinds of media which can be used by the teachers in the teaching learning process, but the teacher

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should be selective when choosing. The writer will outline steps teachers should take when planning their reading lesson:

1. Preliminary lesson-planning steps

   When teachers generally provide teaching materials in the form of authentic materials such as magazines, newspapers, comics' articles have the responsibility to carry the task beyond simply distributing the article to their students and asking them to read it. The teacher has the responsibility to design exercises and activities that prepare students for the reading task, aid students in improving their reading abilities, and help students comprehend the passage.

2. Pre-reading options

   Pre-reading activities can be utilized to tap students' already existing background knowledge and provide students with new information that will help them comprehend the passage.

3. During reading-options

   The primary purpose of these during-reading options is to facilitate the actual reading of the selected passage. During-

reading options can provide more academically oriented students with practice in activities (such as note-taking) that are commonly practiced by skilled readers while reading for academic purposes.

4. Post reading-options

Post-reading exercises, traditionally the only set of exercises accompanying a reading passage, give students the option to review, synthesize, summarize, and/or react to what they have read.

C. Wattpad Application

a. Definition of Wattpad Application

Wattpad application is an online community for writers. Its function is not much different from blogger. The student can create a free account to start writing on Wattpad application. The owner of Wattpad application account will be able to post articles, stories, or poems. Users can also provide a comment and vote on each reading. Wattpad application also has the ability to read on the computer, smartphone, or tablet readers. One of the uniqueness of the average writer in the Wattpad is teenagers. Most of these teenagers write a fan fiction story. Fan

fiction is a story where the characters are the idol of the writer. That is why the Wattpad application is suitable for students.

Through Wattpad application the student can read anything whether it's fan-fiction, teen-fiction, romance, action and other genres without having to worry about with innate heavy books. The student can simply open the website address or open the Wattpad application easily and they can access it anytime and anywhere. Through Wattpad application the students can also exchange ideas about a writing or about reading.

Wattpad application has many categories. There are categories of romance, science fiction, fantasy, humor, paranormal, mystery / vibration, horror, adventure, historical fiction, teenage fiction, fan fiction, poetry, short stories, common fiction, chiklit, fight, vampires, werewolves, spiritual, non -fiction, classic or random. The students can freely choose the category or genre of reading they want to read or that they like and they can also choose the genre of writing that they will post on Wattpad application. Wattpad application also rewards each year for authors whose writings get the most votes or the most liked or liked by readers. This award is commonly called the 'Watty Awards'. Everyone can click the Vote button or icon to

Vote the story they like so that the story can win the Watty Awards.

Most people now use Wattpad application on smartphones. Wattpad application also has apps for Android users namely Wattpad Mobile App. Everyone can download the app for free to make it easier for access Wattpad application, whether it's posting a story or writing, reading a story, commenting on the story or just voting someone else's work.

Based on the definition about Wattpad can be concluded that through Wattpad application students can read whatever they want, they can read anything in various genre, teachers should understand that not all students are happy to read, but in this Wattpad application students can be free to read because every student has different reading tastes. So, there is no harm in reading comprehension skill teachers use Wattpad as a reference of learning. (https://www.wattpad.com/36887232-welcome-to-wattpad-what-is-wattpad)

b. Criteria of Wattpad application for learning English

Using Wattpad application in the classroom when teachers work not only to share the learning process with their students, but to identify what quality evidence of learning looks like route to the learning destination, then students have a much clearer picture

of what they need to know. Wattpad application book provide tools for teachers to help students envision and develop that picture.

The first section of this book outlines a four-step process for working with students to set criteria that encourage participation, understanding, and ownership.

The second part of this book offers the ways to assess student work and provide specific and descriptive feedback to help students improve their learning and academic performance without assigning a mark or using a traditional grading system.

The third section provides a list of common questions educators may have as they attempt to implement the strategies described in the first two sections. The writer respond to these questions in detail and provide examples for ways educators can adjust the strategies to their specific needs.

c. The Advantages of using Wattpad application in teaching English

Using Wattpad application in teaching English as one of media can be used in class. The use of Wattpad application in the classroom activities has a lot of advantages. The use of Wattpad application can be "motivating" visual, intermediary and

popular can harnessed in practically any subject and at practically any grade level.

By using Wattpad application in the classroom, the student can think hardly and creatively. Teacher can encourage the student to use the language to creative way. For example : teacher ask student to looking for reading material from Wattpad application like novel, then the student must read it. After the student read that novel from Wattpad application, the student must answer the question from the chapter questions which available on the Wattpad application based on what they have read and the student write the answer about the story. While they are doing that activity, teacher has to stimulate the student to express their idea in a meaningful way, explain simpler about the story. Through the Wattpad application the student are able to use their imagination and honing students' reading ability by reading comprehension skill.

There are many advantages of teaching English by using Wattpad application, such as:

1. For download Wattpad application is Free. To register on Wattpad application is not expensive. Because creating an account on Wattpad application does not need to cost. This

application allows students without having to buy an application

2. The students can make their own posts.

3. The students follow each other Wattpad application account users.

4. The students can add their favorite reading to your reading list or to your library list.

5. The students can give a comment on the reading.

6. The students can add their own cover.

7. They can read what they want, because in Wattpad application there are some genres. Because every student has different reading tastes.

8. The presence of Wattpad application is extraordinary. We can read hundreds of different types of writing, stories, characters and backgrounds.

9. Wattpad application can be used under any circumstances as long as the quota is still sufficient. and can be read while offline or not within reach of the internet

10. Teenagers prefer Wattpad application than magazine or book.

d.The Disadvantages of using Wattpad application in teaching of reading

1. Wattpad application is based on the title, tags and names other than that what we are looking for will not found. Differences with Google that convey a word with various forms such as pictures, videos and post that sometimes actually not in accordance with our expectations.

2. The authors on Wattpad application do not update regularly daily or weekly. So, we cannot know when to release the newest novel, but we can press the notification button to know if the author we like update their new novel.

3. There are some novels on Wattpad application containing pornography even from the vulgar book cover. Despite notice of a ban on reading under 18. So, teachers should advise first before giving reading material with Wattpad application to students.

4. No patents on Wattpad application. We can snatch the work of others, plagiarize without the knowledge of the person or change the name of the character with the same story ideas and the same plot.

5. With the feature of personal messages and comments, no wonder if many authors are in bully and the readers are

many who criticize the message so that between readers fight each other.

e. The procedure of Installing Wattpad application

For the users of smartphones in this modern era, students can download this Wattpad application either through android in play store, Google store, Appstore, apple store, or even through laptops and computers. Here the writer will gives a procedure how to download Wattpad on mobile:

1. Choose the play store in the menu table on the smartphone. Because this play store app can download various applications including Wattpad.

2. Then, type "Wattpad" in the top available column. We

   can download Wattpad application for free without
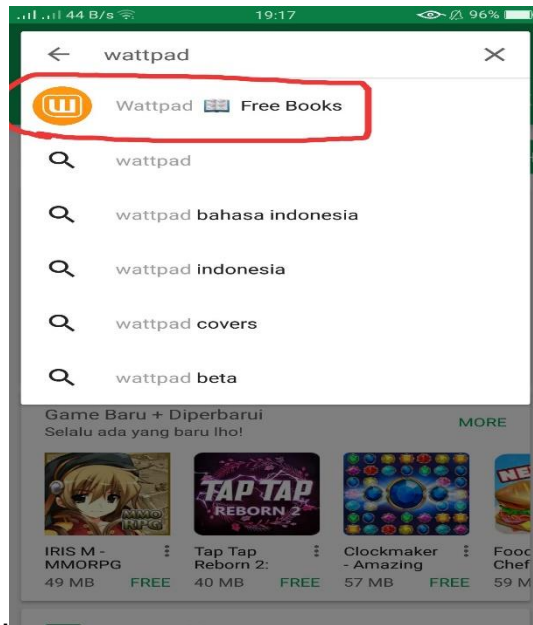
   paid.

3. Click "install" to download the Wattpad app, once

   downloaded and any application we can use. If

already done, "open".
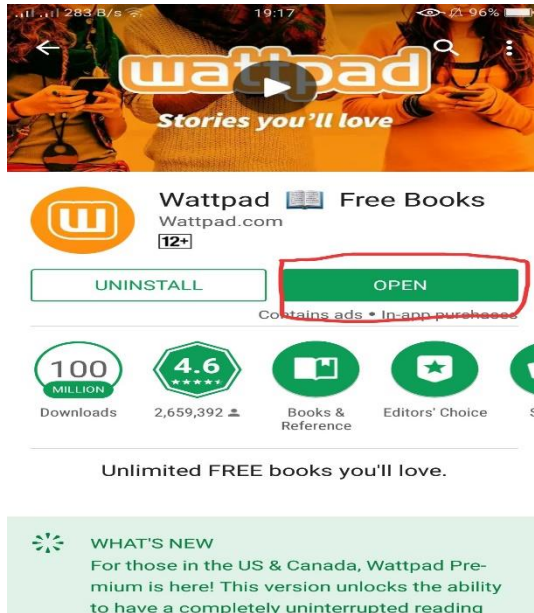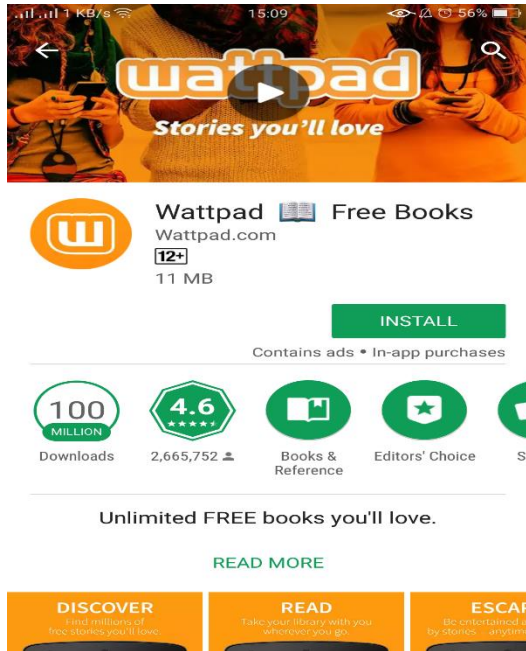
4. If you do not have an account, do sign up or if there is
already do log in.
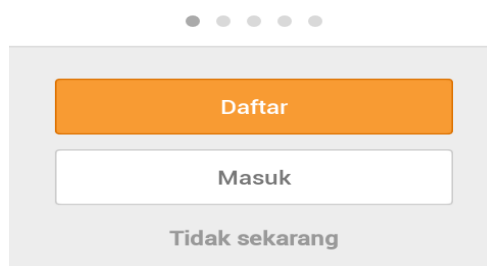
5. If it is logged in, then we will have profile
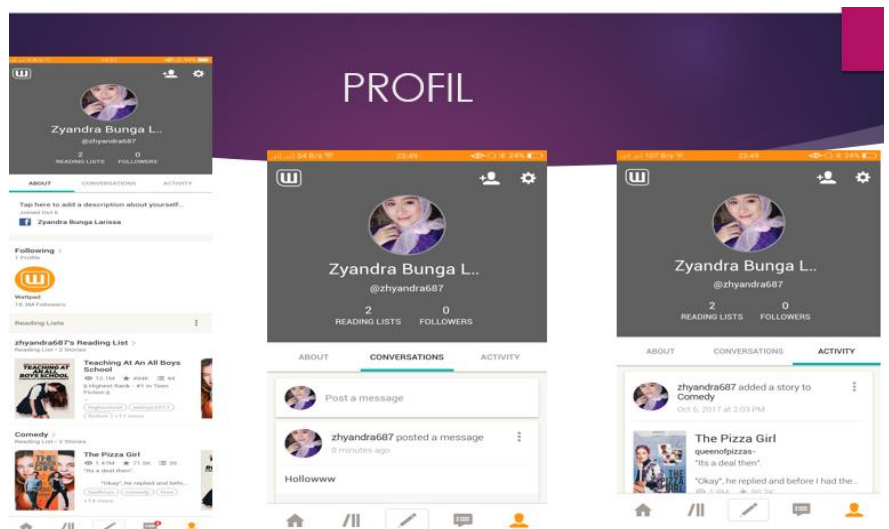
6. And this is one example of reading material from Wattpad application.
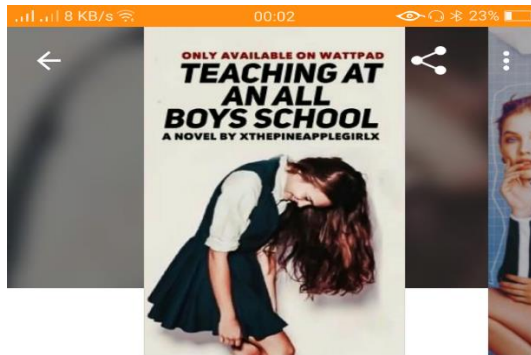
f. The Step of Using Wattpad Application in Reading Comprehension Skill.

a) Here, the writer will provide guidance to understand the content in Wattpad application:

1. Once the app is installed, just open the app and look like this.

2. If the student do not have an account, they have to sign up first. It can use Facebook or email and wait until login succeed.

3. After successful login, they have entered into the main menu Wattpad as in the picture. The name of the menu in the black circle is Home.

4. For the second menu library, there the students' can enter various stories that they will read.

5. The third menu Notification, this menu is divided from three parts. First News Feed or often called timeline / recent update. Here later every account activity that the students' follow will be seen.

6. The second part of the notification, here will appear notification if one of the stories in the students' library have been updated and notification about incoming comments and votes in their story.

7. The third message, just like any other social media Wattpad account provides a private messaging feature. So students can send messages to each other. Although not follow each other.

8. The last menu is the profile. Here is where students can see their own profile, change and set it as they wish. The profile menu is also divided into three, the first is about.

9. The second submenu is conversation. This submenu can also be said as a homepage for user profiles, so students can update their status through this submenu.

10. The third activity, in this submenu will be displayed activities that students have done. Like commenting on a story or giving a vote.

b) After understanding the content in Wattpad, now the student moves to how to insert the story into the library and read it:

1. First the students to the home menu, at the top right there is a button to search.

2. After clicking the button, the dialog box will appear as underlined. There students can find the name of the author of the story that students will read or can directly search the title of the story.

3. or students may also choose the option "recommended" to select the best-selling reading

4. If not select "browse" to select several kinds of genre readings, but for this study the writer chose the genre

of 'humor' and 'teen fiction'. Because there is some content that is less appropriate for learning.

5. There is a collection of stories that have been made. Students just click one of the stories we will read, for example "The Pizza Girl".

6. After the display image, students click add story to add the story into the library. If students want to check whether the story went into the library or not, they can immediately return to the library menu and can immediately find the story "The Pizza Girl".

7. After that students' can immediately start reading by pressing the read button.

c) The step of using Wattpad in reading comprehension class after subtitle the advantage of Wattpad:

1. The teacher asks student to login the Wattpad account.

2. Teacher tell students' to find the title about "Teaching at an all-boys school"

3. Then, the student read that chapter on Wattpad.

4. After reading Wattpad, the students' should answer the question.

5. The students' find main idea, true statement, purpose of the text etc.

d) Step of teaching by wattpad application :

1. The teacher gives pre test for measure the ability of students.

2. After the pre test, in the next meeting the teacher introduces the wattpad application to students.

3. The teacher asks students' to download wattpad application and choose the wattpad title which they want and the student is expected to read the chapter 1.

4. After make a summary, the teacher asks the students' to explain and present in front of the class one by one.

5. The last, the teacher gives post test to know their reading comprehension

e) How to assessment the final score :

a. Writing test score

For example, the student get a score as stated in the acquisition score

Question form	Amount of questions	Number of question	Maximum score	Acquisition score

Multiple choice	20	1-20	80	75
Essay	10	1-10	20	18
	Result		=100	93

SCORE = TRUE X 100
N

b.Practice test score

For example, with maximum score 80. The student

get a score 60.

```
Practice  test  score  =  Acquisition
Score  X 10
          Maximum Score
Example = 60  X 10 = 7,5
      80
```

D.Theoretical Framework

Every teaching learning process the teacher has owns their goal

and objective. To achieve their goal, the teachers use many kinds of

strategies, Teaching Medias and methods in order to make the students' interest in the learning process. Because to achieve the goals the teacher needs the intelligence, motivating strategy, good in teaching preparation, reading skill and so on.

Some of the theories thought that good reading texts can introduce interesting topic, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded, and fascinating lessons. In reading comprehension skill the students' brain need them to read every single day. Most of students can read English story well, but it does not mean that they understand what they have been read. So, to make easier the writer has thought the means of learning to reading English which is simple is Wattpad application.

English teachers must improve their teaching in the field of English lessons, because this learning process should no longer use the standard method, students should be able to feel the learning and teaching activities using a more modern and simple way that is with the application of Wattpad. In addition to improving the creativity of teachers teaching quality, students become more trained and skilled in reading comprehension. Because if the teachers are still using the standard method students will feel bored, and strategies to improve the quality of reading students are not effective if only by using course books.

The teachers need Wattpad application to increase the students' reading comprehension skill, because by using it, that will be easier for study, more interested in the learning process, the student can enjoy the material without course book because reading Wattpad application the students' can do and bring everywhere and can read whenever they want, not bring many books anymore and understand the contain reading and they can be practice in a lot of vocabularies. So, the student can get conclusion what they have read from Wattpad application.

The content of Wattpad application book is English novel with various genres. The students' prefer to read the other source of information because Wattpad application is simpler and interesting for their learning process especially to increase the reading skill they will feel more detail, more insight and get a new motivation by reading Wattpad application. We can get Wattpad application by online media or play store which is available in smartphone android, Appstore or iOS because Wattpad application is digital English novel book it is easier, simpler and students' can read Wattpad application book everywhere. So, there is no harm in reading comprehension skill teachers use Wattpad as a reference of learning.

E. Hypotheses of the Study

To know the effectiveness of using Wattpad application in teaching reading comprehension skill, the researcher formulates two hypotheses that will be tested by using t-test. They are:

1. Null Hypothesis (HO)

Using Wattpad application is not effective in teaching reading skill at tenth grade students of Senior High School.

2. Alternative Hypothesis (HA)

Using Wattpad application is effective in teaching reading skill at tenth grade students of Senior High School.

CHAPTER III

METHODS AND PROCEDURES

This chapter explains about time and place of the study, method of the study, operational definition of variable, population and sample, technique for collecting the data, the research instrument, and technique for analyzing data.

A. Time and Place of the Study

The researcher was conducted this study at SMA Korpri Bekasi Utara in

the tenth grade of SMA Korpri Bekasi 2018/2019 academic year starting from January to February 2018. And the timing refers to the academic calendar. The timeline of this study was:

Table 3.1

The Timeline of Research

No	Date	Time	Activity
1	January, 25th 2018	09.00-10.00	Asking permission to the headmaster of SMA KOPRI BEKASI
2	January, 28th 2018	09.30-10.30	Meet with the curriculum section
3	January, 31st 2018	07.00-10.00	Conducting pre-test at X IPA 1
4	February, 7th 2018	07.00-10.00	1st meeting by treatment at X IPA 1
5	February, 13th 2018	07.00-10.00	2nd meeting by treatment at X IPA 1
6	February, 14st 2018	07.00-10.00	3rd meeting by treatment at X IPA 1
7	February, 20th 2018	07.00-10.00	4th meeting by treatment at X IPA 1
8	February, 21st 2018	07.00-10.00	5th meeting by treatment at X IPA 1
9	February, 27th 2018	07.00-10.00	6th meeting by treatment at X IPA 1
10	February, 28th 2018	07.00-10.00	Conduction post-test at X IPA 1

B. Method of the Study

In this study, the method of this research was quantitative method. The writer used quasi experimental design by type non-equivalent control group design to see the effectiveness of Wattpad application towards tenth graders in reading comprehension skill. According to (Millan, 2006) about the purpose of quasi experimental design that "The purpose of the method is to determine cause and effect between independent and dependent variable." In quasi experimental design these are pre-test and post-test control design group but the group is not randomly selected. One group was given experiment with Wattpad, some group did not. The method of the research is quantitative method. Muijs (2011:1) explained that quantitative research is explaining phenomena by collecting numerical data analyzed by using mathematically based methods (in particular statistics). In this research, Wattpad is the independent variable which may cause and influence student reading comprehension skill as the dependent variable.

The researcher used one group design. It is pre-test and post-test and used 1 class as experiment class, to see the effectiveness of Wattpad application by looking reading test measurement and comparing the scores between pre-test and post-test. The

effectiveness can be seen by students' scores from the reading test. The class will give the Wattpad as the reading material and media at tenth grade.

Table 3.2

Research Design

Pretest–Posttest Control Group Design

Group	Pre test	Treatment	Post test
Experimental group	T_1	X	T_2

In which:

T_1:pre-test of the experimental group.

T_2:post-test of the experimental group.

X: the treatment that writer gives to the experimental group by using Wattpad application in teaching reading.

C. Population and Sample of Study

1. Population

The population of this study was First grade of SMA Korpri Bekasi. It consists of five classes and each class consist of 32 until 36 students. So, the total population of students in SMA Korpri Bekasi there are 164 students. The

researcher use of this purposeful sampling to take the sample. The researcher take the average level in their reading skill to all population as the sample. The researcher was done the pre-test in all classes of first grade.

2. Sample

The sample was taken from the score of pre-test which have average level in score of their pre-test. The class which the researcher took were X MIA 1. In class consist of 32 students. Thus, the sample consists of 32 students. It is X MIA 1 as the treatment class.

D. Technique of collecting the Data

Technique collecting the data of the study are pre-test and post-test in order to know about the improvement of students' reading comprehension skill. Pre-test will give before treatment in the first meeting and post-test will give after treatment. The researcher will give Wattpad to the students of the experimental class to conduct the treatment.

1. Pre-test

Pre-test will be conduct before Wattpad given as reading material. The purpose of this test was to know whether the students as

the sample have the same background knowledge in research variable. The test will use for pre-test was reading skill. It consists of 20 multiple choice questions. The texts of reading skill test include of narrative texts, recount text, and procedure text and the students have to answer the questions based on the text of the questions. The questions adopted from the previous national examination tests for Senior High School.

2. Post-test

Post-test was conducted after the treatment. The purpose of this test is to find out the growth of the score to measure the effectiveness of Wattpad to increase students' reading comprehension skill. The test use in this post-test is reading skill which consist of 20 multiple choice questions. The texts of reading skill test include of narrative, recount, and procedure text. The text which is use in this post-test is different with the text in pre-test, but the questions use toward the text given are in the same difficulty level like the questions used in pre-test. The texts are adopted on Wattpad.

Table 3.3

Instrument of the research for reading comprehension skill

QUESTION INDICATOR	TYPE OF QUESTION	NUMBER OF QUESTION	NUMBER OF QUESTION	TOTAL

READING ASPECT		PRE-TEST	POST-TEST	
Social function of text		7	9,19	3
Specific information		1,2,3,5,9	1,3,6,10,11,18	11
Text structure	Multiple Choice	8,16,18	7,8,12	6
Linguistic Characteristics		12,6	13	4
Main idea		10,17,19	2,16	5
Moral value		11,15,20	17,20	5
Meaning of the word		4,13,14	4,5,14,15	7

Source: Hasanah, UmmiNurul. 2017. "The effect of numbered heads together on students' reading comprehension of narrative text". *Skripsi*. FIP, Pendidikan Bahasa Inggris, Universitas Islam Negeri Jakarta.

E. Techniques of Analyzing the Data

As stated by Hatch and Farhady (1982), dependent (paired sample) t-test is used to analyze pre and post test scores and to investigate whether or not the difference of pre-test and post-test means are significant.

In this study, dependent test was calculated by using SPSS for windows program. After getting t value (t $_{obtained}$) , then it was compared with the t $_{critical.}$ If t $_{obtained}$ ≥ t $_{critical}$ at the level of significance (p) = 0.05, the the null hypothesis (H$_0$) is rejected and accepts the alternatives hypothesis (H$_1$). However, if t $_{obtained}$ ≤ t $_{critical}$ then the null hyphothesis is accepted.

The data were analyzed by using statistical computerization Repeated measures t-test of SPSS 19 for windows i.e t= $\frac{X_1 - X_2}{\overline{S_D}}$ to test whether the difference between pre-test and post – test is significance or not , in which the significance is determined by P < 0,05 (Hatch and Farhady, 1982:114).

According to Hatch and Farhady, 1982:116 the formula was as follows:

$$t = \frac{X_1 - X_2}{\overline{S_D}}$$

$$SD = \frac{\overline{\Sigma D^2 - (1/n) - (\Sigma D)^2}}{n-1}$$

Where: $\overline{S_D}$: Standard error of differences between two means

SD: Standard deviation

n: Number of students

X_1: Mean score Pre Test

X_2: Mean score Post Test

Statistical Hypotheses

The statistical hypothesis of this research can be seen as:

H1 : The use of Wattpad application is effective for tenth grade students' in reading comprehension skill.

Ho: The use of Wattpad application is not effective for tenth grade students' in reading comprehension skill.

CHAPTER IV

FINDINGS AND INTERPRETATION

A. Description of data

As it has been mentioned, the writer conducted the field research. The researcher finished doing the research about the effectiveness of Wattpad Application through reading comprehension skill. The experiment class is X MIA 1 at SMA KORPRI BEKASI. In this class there are 32 students as sample.

The writer held by taking students score of test (pre-test and post-test). The data described in one source, experimental class data. The table would consists of students' score of the average score of pre-test and post-test and result of t-test by using paired sample test.

a) The score of students' pre-test and post test

Students' pre-test score of experimental class in reading comprehension skill are presented in this the following table.

Table 4.1
The pre-test Score of Experimental Class

Students (N)	Score (X)

74

1	75
2	80
3	55
4	85
5	70
6	60
7	90
8	60
9	75
10	85
11	90
12	55
13	65
14	90
15	65
16	35
17	70
18	70
19	75
20	75
21	55
22	80
23	75
24	65
25	80
26	70
27	80

28	65
29	70
30	75
31	60
32	80
N = 32	825
Average	25.78

Based on calculated scores table above, the obtained pre-test in experimental group of students. In pre-test scores, the lowest score was 35, the highest score was 90 and the students' average score was 25.78. There are two students who have the lowest score. The total of experimental class' pre-test score is 825.

Table 4.2
The post-test Score of Experimental Class

Students (N)	Score (X)
1	85
2	90
3	90
4	90
5	75
6	90

7	85
8	85
9	85
10	85
11	90
12	75
13	85
14	80
15	85
16	85
17	80
18	80
19	75
20	85
21	75
22	80
23	85
24	90
25	90
26	90
27	85
28	90
29	90
30	85
31	85
32	85
N = 32	945

Average	29.53

Based on calculated scores table above, the obtained post-test in experimental group of students. In post-test scores, the lowest score is 75, the highest score is 90 and the students' average score was 29.53. There are four students who have the lowest score. The total of experimental class' post-test score is 945.

Table 4.3

Diagram of Pre Test and Post Test score of Experimental Class
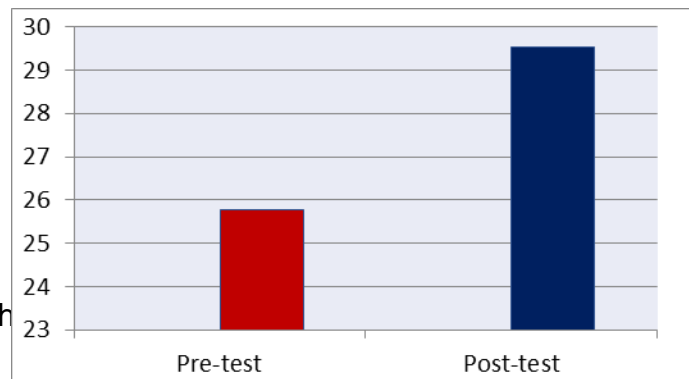
It shows th̶ ̶post-test. It shows the average score from both tests. It means that the students who use Wattpad application to improve reading comprehension skill and not use Wattpad application have different score, though there are differences in minimum and maximum standard from both tests. The table shows the student who use Wattpad application has higher standard.

1. Data Analysis

After comparing the scores of pre-test and post-test score of experimental class, the writer made tests of the data from the results, as follows:

Table 4.4

One-Sample Kolmogorov-Smirnov Test

		pre_test	post_test
N		32	32
Normal Parameters[a,b]	Mean	71.2500	84.5313
	Std. Deviation	12.11504	5.29141
Most Extreme Differences	Absolute	.122	.285
	Positive	.079	.152
	Negative	-.122	-.285
Kolmogorov-Smirnov Z		.688	1.614
Asymp. Sig. (2-tailed)		.732	.011

a. Test distribution is Normal.
b. Calculated from data.
Processed by SPSS 19

Based on the calculation table data of normality, pre-test and post-test showed significant (2-tailed) results 0.11 and 0.732 where both significance score are higher than a = 0.05, it means the data of pre and post-test in experimental group is normal. Therefore the used data in this study is normal so that the data can be preceded to the

next statistical test.

b)Paired Samples Statistics

Table 4.5
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
pre_test	71.2500	32	12.11504	2.1416
post_test	84.5313	32	15.29141	3.9540

From the first output, the table paired samples statistic, it can be seen that average's score in pre-test and post-test there are raised score from 71.25 to 84.53, N the amount of student in this study is 32. Standard deviation showed the heterogeneous that occurred in the data before and after using Wattpad Application are 12.11 and 15.29 and standard error of mean before and after using Wattpad Application are 2.141 and 3.9540.

c)Paired Samples Correlations

Table 4.6

Paired Samples Correlations

pre_test & post_test	N	Correlation	Sig.

Paired Samples Correlations

pre_test & post_test	N	Correlation	Sig.
	32	.110	.549

Processed by SPSS 19

In the second output of paired samples correlations, it showed whether any correlation between score before and after using Wattpad Application to students. It can be seen that the significance score (0.549), so it can be concluded that there are no significance correlation using Wattpad Application and without using Wattpad Application in test.

Table 4.7
Paired Samples Test

	Paired Differences							Sig. (2-tailed)
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
	Mean			Lower	Upper			

Table 4.7
Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pre_test - Post_test	-13.281 25	12.675 18	2.2406 8	-17.8511 4	-8.71136	-5.927	31	.509

Based on the calculation above of t-test, this data showed significant results, it can be seen that mean from this result is 13.28, standard deviation is 12.67, std. error mean 2.2406, interval of the difference of lower is 17.85 and upper is 8.711, degree of freedom is 31, result of t-test is 5.927 and significant (2-tailed) is 0.509 > a (0.05) where if the significance score is higher than a=0.05, it can be concluded that there is significant difference and it proved that Ho is rejected and H1 is accepted which means there is an effectiveness of Wattpad Application toward students in Reading Comprehension Skill.

B. Interpretation

From the result presented above, pre-test and post-test have significant differences score and it is proved by getting 825 for pre-test and 945 for pre-test. The average's score is 25.78 and average's post-test is 29.53. It means that the variances of pre-test and post-test are dissimilar. Additionally, based on the statistical calculation above, it can be seen that there is obvious difference between the average score from the result of the effectiveness using Wattpad application and without using it.

Based on paired sample t-test table, t-score is 5.92, meanwhile pre-test and post-test score of the experimental class obtained the probability score or its significant (2-tailed) it is equal 0.509 with significance level a = 0.05 (2-tailed). Since the score is 0.509 > a=0.05, so H1 is accepted and Ho is rejected.

From these results, the writer a made conclusion of the hypothesis that the alternative hypothesis (H1) is accepted. In other words, there is a significance differences between learning by Wattpad or without Wattpad. It can be said that using Wattpad application toward students' reading comprehension skill at tenth grade in SMA KORPRI BEKASI is effective.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter the writer would like to conclude about what we discussed in the previous chapter. Based on the data describe that the result from pre-test and post-test have significant differences score and it is proved by getting 825 for pre-test and 945 for pre-test. The average's score is 25.78 and average's post-test is 29.53.

Beside that the result of analysis shows that the value of t-test is 5.927 and significant (2-tailed) is 0.509 > a (0.05) where if the significance score is higher than a=0.05, it can be concluded that there is significant difference and it proved that Ho is rejected and H1 is accepted which means there is an effectiveness of Wattpad Application toward students in Reading Comprehension Skill.

B. Suggestion

1. Teacher should ask student to bring dictionary. It will help them when they got trouble in understanding new word (vocabularies) from Wattpad application.

2. The teacher should find the kinds of Wattpad topics which is appropriate for the students' age.

3. The teacher should choose the suitable materials or suitable text which from Wattpad application in teaching learning English especially in reading comprehension skill.

4. The teacher should make the students ready before the reading class begin such as giving question and answer or discussion about the story from Wattpad that related the material.

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

KELAS EKSPERIMEN

Sekolah : SMA KORPRI BEKASI

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X/Satu

Materi Pokok : Recount Text

Alokasi Waktu : 16 Jam pelajaran (8 x pertemuan)

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi dasar dan indicator pencapaian kompetensi:

3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.

3.10. Menangkap makna dalam teks *recount* lisan dan tulis sederhana.

3.11. Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks

Indikator Pencapaian Kompetensi (IPK):

Pertemuan 1

3.9.1. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks recount sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.

3.9.2. Mengurai gambaran umum dan informasi tertentu dari teks recount sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.

3.9.3. Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount sederhana.

Pertemuan 2

4.13.1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana sederhana tentang kegiatan/kejadian/peristiwa.

4.13.2. Menyunting teks recount sederhana lisan sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Pertemuan 3

4.14.1. Menyunting teks recount sederhana tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.14.2. Menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Tujuan pembelajaran   :

Pertemuan 1

Melalui proses membaca, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.

Pertemuan 2

Memberikan arahan dan pengertian arti dari teks recount itu sendiri dan memberikan contoh macam-macam teks recount. Murid di beri tesq untuk mencari beberapa teks yang mengandung teks recount lalu menganalisanya dan berdiskusi dengan teman sekelas

Pertemuan 3

Dari pengenalan dan pengarahan teks recount murid menjadi mengerti melalui proses membaca, menanya, mencoba, dan menalar peserta didik mampu menangkap makna dan menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.

Pertemuan 4

Guru meminta peserta didik untuk mengerjakan tugas yang berhubungan dengan teks recount berupa pilihan ganda, didalam soal tersebut ada beberapa unsur yang mengandung vocabulary, statement, main idea, conclusion dll.

Pertemuan 5

Guru dan murid mengulas kembali beberapa soal yang telah di kerjakan dan di diskusikan bersama di dalam kelas, dan guru meminta murid untuk menjelaskan satu per satu setiap soal secara bergantian.

Pertemuan 6

Setelah mengulas kembali pelajaran, guru memberikan eksperimen berupa aplikasi wattpad dan setiap murid mencari beberapa jdul wattpad yang mereka sukai sesuai dengan genre-nya lalu mengajukan judul kepada guru, setelah itu guru meminta murid untuk membaca 1 bab di dalam aplikasi wattpad.

Pertemuan 7

Dari hasil pencarian recount teks yang ada di aplikasi wattpad murid melakukan proses membaca, menanya, mencoba, dan menalar peserta didik mampu menangkap makna sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.

Pertemuan 8

Murid melakukan tes akhir.

D. Materi Pembelajaran

Teks recount sederhana lisan dan tulis

Fungsi sosial :

   to tell/ to retell past events for the purpose of informing or entertaining.

Generic Structure	Text
Orientation (Pengenalan: Who, When, Where, dll)	Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and tennis court.
Events: (Urutan Peristiwa)	On Friday my nephew and I went to National Museum and went up to the top of monument which had the

	golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see DuniaFantasiand Dolphin show.
Reorientation (Penutup cerita, rangkuman rentetan peristiwa)	On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.

Lexico Grammatical Features

1. Focus on specific participant
2. Used action verbs and simple past tense (V2), example: was, were, spent, visited, etc.
3. Use time connectives, example: then, after that, when.
4. Chronologically.

E. Metode Pembelajaran; *TBL*

Model Pembelajaran *CIRC (Cooperative Integrated Reading and Composition)*

F. Media, Alat, dan Sumber Pembelajaran:
   1. Media   : *Wattpad dan Power Point Presentation*
   2. Alat   : *Laptop, Smartphone and LCD*
   3. Sumber Belajar   : Wattpad application from Google play, play store.

G. Langkah-langkah pembelajaran

   Pertemuan 1

   a. Kegiatan Pendahuluan

      · menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran

      · memberi motivasi belajar

- mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari:
- menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti
Mengamati

- Siswa membaca beberapa recount sederhana kegiatan/kejadian/peristiwa yang terdapat dalam buku teks atau sumber lainnya dalam kelompok 4 orang kemudian masing-masing anggota kelompok membacakan recount sederhana yang dibacanya. (Siswa melakukan proses ini berdasarkan panduan yang disiapkan guru)
- Siswa menirukan contoh pengucapan kalimat-kalimat dalam iklan kegiatan/kejadian/peristiwa tersebut dengan bimbingan guru.
- Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca.

Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.
- Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount sederhana tentang kegiatan/kejadian/peristiwa.

Mengeksplorasi

- Siswa melaporkan hasil diskusi kelompok pada tahap mengamati dan ditanggapi oleh kelompok lain
- Siswa secara kelompok membacakan teks recount sederhana berupa sebuah brosur kegiatan/kejadian/peristiwa yang sudah dibawa dengan pengucapan, tekanan kata dan intonasi yang tepat
- Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount sederhana yang dibaca/didengar.

Mengasosiasi

- Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan kegiatan/kejadian/peristiwa dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.
- Siswa mengelompokkan teks recount sederhana sesuai dengan fungsi sosialnya.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

Mengomunikasikan
- Menyampaikan hasil kerja kelompok tentang kegiatan/kejadian/peristiwa sesuai dengan panduan yang disiapkan guru.
- Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan kegiatan/kejadian/peristiwa dan termasuk menyebutkan dukungan dan kendala yang dialami (*learning journal*).

c. Penutup
- memberikan umpan balik terhadap proses dan hasil pembelajaran;
  Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?
- melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual
- menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

Pertemuan 2
a. Kegiatan Pendahuluan
- menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- memberi motivasi belajar
- mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari:
- menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

Mengamati

- Siswa mendengarkan teks recount sederhran tentang kegiatan/kejadian/peristiwa sambil melengkapi format yang disediakan guru.

- Siswa secara bergantian membacakan sebuah teks recount tentang kegiatan/kejadian/peristiwa pada pasangan masing-masing.

- Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari recount sederhana yang dibacakan teman dengan mengisi blangko.

Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia terutama tentang fungsi social, struktur teks, dan unsur kebahasaan

- Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount sederhana tentang kegiatan/kejadian/peristiwa

Mengeksplorasi

- Siswa secara kelompok dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat

- Siswa berpasangan membaca teks recount sederhana lain untuk menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount sederhana yang dibaca.

- Berkelompok 4 orang, siswa menyunting teks recount sederhana lisan tentang kegiatan/kejadian/peristiwa yang diberikan guru dari segi struktur dan unsur kebahasaan

Mengasosiasi

- Siswa membedakan teks recount sederhana yang sudah disunting sesuai dengan fungsi sosialnya.

- Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

- siswa menonton iklan kegiatan/kejadian/peristiwa yang ditayangkan guru.
- Siswa menirukan contoh pengucapan kalimat-kalimat dalam iklan kegiatan/kejadian/peristiwa tersebut dengan bimbingan guru.

Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia terutama tentang fungsi social, struktur teks, dan unsur kebahasaan

Mengeksplorasi

- Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount sederhana yang dibaca/didengar.
- Berkelompok, siswa menggambarkan kegiatan/kejadian/peristiwa kesukaannya pada anggota kelompok dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari.

Mengasosiasi

- Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan teks kegiatan/kejadian/peristiwa yang disusun oleh teman anggota kelompok dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

Mengomunikasikan

- Berkelompok, siswa menyusun teks recount sederhana tentang kegiatan/kejadian/peristiwa sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya
- Siswa menyampaikan recount sederhananya didepan guru dan teman dan mempublikasikannya di mading.

have to be active in the class. Okay? Now as ususal Please write your feeling, your problem and your success during my class in your journal,

- Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (learning journal).
- melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual
- menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

Pertemuan 5

a. Kegiatan Pendahuluan

- menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- memberi motivasi belajar
- mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari:
- menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

Mengamati

- Siswa membaca beberapa recount sederhana kegiatan/kejadian/peristiwa hasil suntingan teman dalam kelompok 4 orang kemudian masing-masing anggota kelompok membacakannya
- siswa menonton iklan kegiatan/kejadian/peristiwa yang ditayangkan guru.
- Siswa menirukan contoh pengucapan kalimat-kalimat dalam iklan kegiatan/kejadian/peristiwa tersebut dengan bimbingan guru.

Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia terutama tentang fungsi social, struktur teks, dan unsur kebahasaan

Mengeksplorasi

- Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount sederhana yang dibaca/didengar.

- Berkelompok, siswa menggambarkan kegiatan/kejadian/peristiwa kesukaannya pada anggota kelompok dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari.

Mengasosiasi

- Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan teks kegiatan/kejadian/peristiwa yang disusun oleh teman anggota kelompok dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.

- Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

Mengomunikasikan

- Berkelompok, siswa menyusun teks recount sederhana tentang kegiatan/kejadian/peristiwa sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya

- Siswa menyampaikan recount sederhananya didepan guru dan teman dan mempublikasikannya di mading.

c. Penutup

- memberikan umpan balik terhadap proses dan hasil pembelajaran;

- For all of you, thank you very much for your participation. Good job, I like your performance today. Almost all of active. I hope next time all of you have to be active in the class. Okay? Now as ususal Please write your feeling, your problem and your success during my class in your journal,

- Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (learning journal).

- melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual

· menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

Pertemuan 6

a. Kegiatan Pendahuluan

· menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran

· memberi motivasi belajar

· mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari:

· menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

Mengamati

· Siswa membaca beberapa recount sederhana kegiatan/kejadian/peristiwa hasil suntingan teman dalam kelompok 4 orang kemudian masing-masing anggota kelompok membacakannya

· siswa menonton iklan kegiatan/kejadian/peristiwa yang ditayangkan guru.

· Siswa menirukan contoh pengucapan kalimat-kalimat dalam iklan kegiatan/kejadian/peristiwa tersebut dengan bimbingan guru.

Menanya

· Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia terutama tentang fungsi social, struktur teks, dan unsur kebahasaan

Mengeksplorasi

· Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount sederhana yang dibaca/didengar.

· Berkelompok, siswa menggambarkan kegiatan/kejadian/peristiwa kesukaannya pada anggota kelompok dalam konteks penyampaian

- memberi motivasi belajar
- mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari:
- menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

Mengamati

- Siswa membaca beberapa recount sederhana kegiatan/kejadian/peristiwa hasil suntingan teman dalam kelompok 4 orang kemudian masing-masing anggota kelompok membacakannya
- siswa menonton iklan kegiatan/kejadian/peristiwa yang ditayangkan guru.
- Siswa menirukan contoh pengucapan kalimat-kalimat dalam iklan kegiatan/kejadian/peristiwa tersebut dengan bimbingan guru.

Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia terutama tentang fungsi social, struktur teks, dan unsur kebahasaan

Mengeksplorasi

- Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount sederhana yang dibaca/didengar.
- Berkelompok, siswa menggambarkan kegiatan/kejadian/peristiwa kesukaannya pada anggota kelompok dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari.

Mengasosiasi

- Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan teks kegiatan/kejadian/peristiwa yang disusun oleh teman

anggota kelompok dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.

· Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

Mengomunikasikan

· Berkelompok, siswa menyusun teks recount sederhana tentang kegiatan/kejadian/peristiwa sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya

· Siswa menyampaikan recount sederhananya didepan guru dan teman dan mempublikasikannya di mading.

c. Penutup

· memberikan umpan balik terhadap proses dan hasil pembelajaran;

· For all of you, thank you very much for your participation. Good job, I like your performance today. Almost all of active. I hope next time all of you have to be active in the class. Okay? Now as ususal Please write your feeling, your problem and your success during my class in your journal,

· Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (learning journal).

· melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual

· menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

Pertemuan 8

a. Kegiatan Pendahuluan

· menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran

· memberi motivasi belajar

· mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari:

menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

Mengamati

·   Siswa membaca beberapa recount sederhana kegiatan/kejadian/peristiwa hasil suntingan teman dalam kelompok 4 orang kemudian masing-masing anggota kelompok membacakannya

·   siswa menonton iklan kegiatan/kejadian/peristiwa yang ditayangkan guru.

·   Siswa menirukan contoh pengucapan kalimat-kalimat dalam iklan kegiatan/kejadian/peristiwa tersebut dengan bimbingan guru.

Menanya

·   Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia terutama tentang fungsi social, struktur teks, dan unsur kebahasaan

Mengeksplorasi

·   Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount sederhana yang dibaca/didengar.

·   Berkelompok, siswa menggambarkan kegiatan/kejadian/peristiwa kesukaannya pada anggota kelompok dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari.

·   Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan teks kegiatan/kejadian/peristiwa yang disusun oleh teman anggota kelompok dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.

·   Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

Mengomunikasikan

- Berkelompok, siswa menyusun teks recount sederhana tentang kegiatan/kejadian/peristiwa sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya
- Siswa menyampaikan recount sederhananya didepan guru dan teman dan mempublikasikannya di mading.

c. Penutup

- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- For all of you, thank you very much for your participation. Good job, I like your performance today. Almost all of active. I hope next time all of you have to be active in the class. Okay? Now as ususal Please write your feeling, your problem and your success during my class in your journal,
- Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (learning journal).
- melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual
- menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

Sumber belajar   :

      1. Aplikasi Wattpad

      2. Realia

Penilaian   :

    1. Tes   : Pre-test dan Post-test.

Mengetahui,   Bekasi, Februari 2018

Kepala Sekolah SMA Korpri Bekasi   Guru Mata Pelajaran

Drs. Samsul Hadi, M.Pd.   Minarni,

Appendix 2

PRE-TEST

Name   :

Class   :

Read the text carefully, then choose the correct answer by crossing the a, b, c or d on your answer sheet!

Read the text below to answer the questions number 1—6

The Lion and the Mouse

Once when a Lion was asleep a little Mouse began running up and down on his face; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O King," cried the little Mouse: "forgive me this time, I shall never forget it: who knows but I may be able to do you a turn someday?" The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go.

Sometime after the Lion was caught in a net, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him on. Just then the little Mouse happened to pass by, and seeing the Lion in the net she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right?".

1. What problem did the little mouse have?
   a. The little mouse was trapped in a net
   b. The lion caught her
   c. The little mouse was caught by hunters
   d. The lion didn't have food
2. What problem did the lion have?
   a. The mouse gnawed the ropes
   b. He was caught in a net
   c. He was killed by several hunters
   d. He couldn't get the mouse
3. Why did the lion laugh at the mouse?
   a. The mouse was telling funny jokes
   b. He didn't think the mouse could ever repay him
   c. He wanted to let him go
   d. He knew that the mouse would save his life

4. "…she went up to him and soon gnawed away the ropes that bound the King of the Beasts…"
   What does the underlined word in the last line refer to?
   a. The lion
   b. The Hunters
   c. The King
   d. The mouse
5. What did the mouse do to help the lion?
   a. She gnawed the ropes
   b. She asked the hunters to help her
   c. She cut the ropes with a knife
   d. She cried and begged the lion
6. What is the type of the text?
   a. Myth
   b. Biography
   c. Legend
   d. Fable

Text for number 7—12

The Legend of Toba Lake

There was a handsome man named Batara Guru Sahala, who enjoyed fishing so much. One day, he caught a fish. He was surprised to find that the fish could talk. The fish begged him to set it free.

Batara Guru Sahala was so surprised and set the fish free. As soon as it was free, the fish changed into a very beautiful woman. Batara Guru Sahala fell in love with that fish-woman and wanted to marry her. Batara Guru Sahala also promised to keep the secret that she had been a fish and would never tell anybody about it.

They were happily married. They had two daughters. One day Batara Guru Sahala got very angry with his daughters. He could not control his temper. He shouted angrily and the word fish reached his daughters. The daughters were crying. They found their mother and told her about it.

The mother was very angry. Batara Guru Sahala broke his promise. The mother started shouting angrily, then the earth began to shake and volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Today the lake is known as Lake Toba.

7. What is the purpose of the text above?
   a. To persuade
   b. To entertain

Appendix 3

The pre-test Score of Experimental Class

Students (N)	Score (X)
1	75
2	80
3	55
4	85
5	70
6	60
7	90
8	60
9	75
10	85
11	90
12	55
13	65
14	90
15	65
16	35
17	70

18	70
19	75
20	75
21	55
22	80
23	75
24	65
25	80
26	70
27	80
28	65
29	70
30	75
31	60
32	80
N = 32	825
Average	25.78

The post-test Score of Experimental Class

Students (N)	Score (X)
1	85
2	90
3	90
4	90
5	75
6	90
7	85
8	85
9	85
10	85
11	90
12	75
13	85
14	80
15	85
16	85
17	80
18	80

19	75
20	85
21	75
22	80
23	85
24	90
25	90
26	90
27	85
28	90
29	90
30	85
31	85
32	85
N = 32	945
Average	29.53

Appendix 4

Nama / No.Pokok : Zyandra Bunga Larissa / 2014850025
Masa Bimbingan : 09 NOVEMBER 2017- 09 MEI 2018
Program Studi : PBI
Judul Skripsi : The Effectiveness Of Using Wattpad Aplication Towards Tenth Graders In Reading Comprehension Skill

Pembimbing : Mutiarani, M.Pd.

No	TANGGAL	URAIAN	PARAF PEMBIMBING
1.	9 november 2017	Acc for title	
2.	16 November 2017	chapter 1.	
3.	23 November 2017	chapter 1.	
4.	30 November 2017	chapter 1 & 2	
5.	7/12 2017.	chapter 1 & 2. (improving the theory & theoretical framework)	
6.	14/12 2017.	chapter 1 ok.	
7.	1/01/2018	chapter 2 ok	
8.	16/01/2018	chapter 3 Instrument of the research	

Appendix 5

KARTU MENYAKSIKAN UJIAN SKRIPSI

Nama   : Zyandra Bunga Larissa

NIM   : 201985 0025

Prodi   : Pendidikan Bahasa Inggris

No.	Hari/Tanggal	Nama Peserta Ujian	Judul Skripsi	Paraf Ketua Sidang
1	15 - 08 - 2017	Faeda Niha	The effectiveness of English Poetry in Teaching Extensive Reading	
2	"	Viennanda nur ikhwali	The use teenage mutant ninja's turtle movie as a tool to increase Listening skill for 7 grade Junior High school	
3	"	Isti Rahmawati	the use of electronic Dictionary in Enriching Students' Bank of words	
4	"	Retno Wardani	Student Team achievement Division (STAD) in teaching Speaking	
5	"	Riey Hurriyah	the effectiveness of Dictoglose method toward students' Listening skill	
6	"	Rifqi Mahdi Saindra	Using Graphic Organizer to improve students' speaking skill	
7	"	Praph Anggun . W	The effect of news Article to improve students' vocabulary mastery	
8	"	Ahmad taufik . m	Using structural Approach numbered Head together (NHT) to Develop students Speaking skill	
9	18 - 08 - 2017	Opia Monica	the influence of top down listening strategy toward student listening skill	
10		Siti aenul mardiyah	Indirect feedback technique on Simple present tense error	

Mengetahui,   Aug 18, 2017
Ka. Prodi.

(Zaitun, M.Pd.)

Appendix 6

Nomor : 59/F.8-UMJ/I/2018   22 Januari 2018
Lamp : -
Perihal : Permohonan Penelitian

Kepada Yth.,
Bapak/Ibu Kepala
SMA Korpri Bekasi
di
Bekasi

Assalamu'alaikum wr. wb.
Semoga Allah SWT melindungi dan memberi keberkahan kepada kita semua dalam menjalankan
aktivitas sehari-hari. Amin.

Bersama ini kami sampaikan kepada Bapak/Ibu bahwa mahasiswa/i kami, atas nama :

Nama   :   Zyandra Bunga Larissa

Nomor Pokok   :   2014850025

Program Studi   :   PBI

saat ini sedang melaksanakan observasi dalam rangka penulisan tugas akhir (skripsi) dengan judul
"The Effectiveness of Using Wattpad Aplication Towards Tenth Graders in Reading
Comprehension Skill ". Sehubungan dengan hal di atas, kami mohon agar kiranya Bapak/Ibu
berkenan memberikan izin kepada mahasiswa/i tersebut untuk mengadakan penelitian di lembaga
yang Bapak/Ibu pimpin.

Demikian, atas perhatian dan perkenan Bapak/Ibu kami ucapkan terima kasih.

Wabillahitaufiq walhidayah

Wassalamu'alaikum wr.wb.

Dekan,

Dr. Iswan, M.Si.

Tembusan:
1. Sekolah ybs
2. Arsip untuk lampiran skripsi