

The Effectiveness of Wattpad as Media in Teaching Reading Comprehension of Narrative Text

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Abstract

This study investigates whether Wattpad is effective as a tool for teaching narrative text reading comprehension to tenth-grade students at SMAN 2 Indramayu in the 2024-2025 academic year. Reading comprehension is a complex and often difficult skill, especially for those learning English as a Foreign Language (EFL), who often struggle with new vocabulary and uninteresting material. Therefore, this study uses Wattpad, a digital platform that offers a variety of narrative stories, especially local legends from Indramayu, to spark interest and improve students' reading comprehension. A quantitative method with a one-group pre-test and post-test pre-experimental design was used in this study. The sample consisted of 40 tenth-grade students from class X-10, selected purposefully. The results showed a marked improvement in students' reading comprehension scores after using Wattpad. The average pre-test score, initially 60, increased to 92 on the post-test, with an average N-Gain of 0.78, indicating a significant improvement in reading comprehension ability. A t-test showed a significance value of 0.000 ($p < 0.05$), which confirms that Wattpad is effective in improving students' narrative text reading comprehension. Wattpad offers great potential as an engaging and effective learning medium, especially in developing narrative reading skills in the context of learning English as a Foreign Language, where students often face difficulties in understanding narrative texts due to limited vocabulary or lack of interest in the material presented. Through this platform, students can access a variety of narrative stories, including local legends relevant to their culture, thereby increasing their engagement and understanding of the learning material. This research not only provides empirical evidence of Wattpad's effectiveness in improving students' reading comprehension but also makes significant theoretical and practical contributions to the development of more innovative and relevant reading learning strategies, integrating technology and local cultural content to create a more meaningful and effective learning experience for students. In short, this study proves that Wattpad is an effective medium for improving students' reading comprehension in narrative texts.

Keywords: *Wattpad, Reading Comprehension, Narrative Text, legenda local*

A. Introduction

The background of this research highlights the importance of reading skills for achieving success in education, as well as the challenges often faced by EFL students when trying to understand narrative texts. This research aims to offer a solution by utilizing Wattpad as a fresher and more engaging learning medium.

Reading ability is crucial for success in school and in the learning process. This skill must be continuously honed throughout life. If our reading skills are good, we can more easily understand subject matter, improve our thinking skills, and certainly achieve better results in school. That's why reading is an important foundation in life. As Anderson, Hiebert, Scott, & Wilkinson said, reading is a very important basic skill. It is the key to a child's success in school and throughout their life. Without good reading skills, opportunities to achieve personal happiness and career success can be lost.

Students' reading comprehension is the result of many interconnected factors. It's not just one thing, but a combination of various elements that influence each other. As explained by Liao (2015), the type of reading material is very important; narrative texts require different strategies than expository texts. The level of difficulty of sentences, vocabulary, and themes also affects our understanding.

However, understanding reading in a foreign language is often a challenge in itself, especially for those who live in countries where English is not the primary language. As quoted by Celce-Murcia (1991:195) reading has become one of the main focuses in the curriculum for second and foreign languages. Although all English skills (listening, speaking, reading, and writing) are important, reading is often considered the most difficult because of its complex process: we must be able to capture the meaning and understand the author's intent from a text.

Students often struggle with reading comprehension. Qrquez & Rashid (2017) also found similar problems among EFL learners. These difficulties can include confusing words, unfamiliar vocabulary, and limited time to process the text. In addition, another significant problem is the use of traditional learning methods that still rely on printed materials. Eisenberg (2010) argues that although experts agree that reading online is more complex than reading on paper, there are many different definitions of this. In the digital world, the ability to process information online is often referred to as ICT skills, digital literacy, or information literacy. Liu & Ko (2016) added that the use of outdated textbooks and exercises that are only print-based can reduce student interest and hinder their understanding. Students may find the content irrelevant or uninteresting, causing them to be passive when reading and less likely to engage in critical analysis. Therefore, researchers sought alternative media, and Wattpad emerged as an attractive option. Wattpad is an active and rapidly growing online community centered around a love of stories. On Wattpad, we can find various types of texts, including

narrative texts, which typically follow a four-part structure in storytelling (Anggitasari et al., 2020).

Wattpad, an online platform, provides a space for readers and writers of stories; users can access a vast library of narratives for free. This diverse collection encompasses various genres, from imaginative and creative fiction to factual accounts and non-fiction works, offering something for every reader's preference. The ease of access and the absence of cost barriers significantly contribute to Wattpad's broad appeal and role. Sari (2019) argues that Wattpad's existence is very interesting and holds enormous learning potential. Enhancing students' reading comprehension, with Wattpad emerging as a promising tool. Tirochi (2018) highlights Wattpad as an engaging digital environment with extensive educational possibilities.

Narrative text is a type of text that tells a story with a clear structure, consisting of orientation, complication, resolution, and sometimes a coda, aiming to entertain and provide lessons to the reader. Narrative texts can be found in various forms such as fiction, non-fiction, films, dramas, and songs. The researchers used narrative texts to assess the effectiveness of Wattpad as a learning medium for reading comprehension, utilizing Wattpad based on previous review studies conducted by researchers.

Several previous studies are related to Wattpad. Permatasari et al. (2020) stated that their research showed students' positive perceptions of extensive reading on Wattpad. Students felt that extensive reading on Wattpad was fun and entertaining, and they enjoyed carrying out activities on the platform with the features it provides. Meanwhile, in (Nurdiana et al., 2023), they stated that integrating reading strategies with the Wattpad platform application is an effective tool to improve students' reading abilities and foster their love of reading. These findings are in line with the current research and provide a strong foundation for exploring Wattpad's potential as a valuable learning tool. And Dwi Arimbi (2024) found that teaching reading skills to students using Wattpad is effective and useful for increasing students' interest in reading skills based on the final results collected.

This research differs from previous studies in its use of Wattpad to assess the effectiveness of this medium for teaching narrative text reading comprehension. Furthermore, unlike previous studies that used extensive reading, this research focuses on reading comprehension. This study focuses on the detailed application of reading strategies, where students are asked to cultivate Wattpad as a reading habit, develop a positive attitude towards reading, and apply appropriate reading strategies. While the third study used a mixed-methods approach

(qualitative and quantitative) with a pre-experimental design, focusing on 8th-grade students and their reading skills, this study uses a quantitative approach with a pre-experimental design on 10th-grade (X-10) high school students to determine the effectiveness of Wattpad as a medium for teaching narrative text reading comprehension.

The novelty of this research is that, while in previous studies Wattpad stories were limited to narrative stories about fiction, in this study the researchers wrote stories about local legends in Indramayu, which aims to make it easier for future generations to learn about the local wisdom of Indramayu. This research tries to answer the following research question : To what extent is the Wattpad application effective in enhancing the narrative reading comprehension of tenth-grade students at SMAN 2 Indramayu?

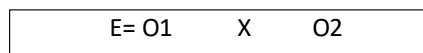
B. Research Methodology

This research uses a quantitative method with a one-group pre-test and post-test pre-experimental design. This research uses a pre- experimental design with a pre-test post-test design, which aims to measure students' comprehension before and after using Wattpad as a learning medium. Sugiyono (2014) stated that this approach allows for a more accurate assessment of the treatment's impact by comparing the results with the pre-treatment condition. The reading comprehension test consisted of 20 multiple-choice questions focusing on the topic of narrative texts, including language features and generic structure, Sosial Function, General Question (Narrative Text)

The sample consisted of 40 students from class X-10 of SMAN 2 Indramayu, selected purposefully. The data collection instrument was a reading comprehension test given before and after the treatment using Wattpad. The data were analyzed using statistical tests with the help of SPSS 20 to test the score differences between the pre-test and post-test, as well as data normality and homogeneity tests.

This research uses a quantitative method. Quantitative research, in the realm of research, is a systematic approach that emphasizes the collection and analysis of numerical data to understand the phenomenon under study. Numerical and statistical data are analyzed to generate findings Apuke (2017). This approach is based on the principles of objective measurement, where data is collected and interpreted in a structured manner, free from researcher bias. The main objective of quantitative research is to test pre-formulated hypotheses, seek cause-and-effect relationships between variables, and identify patterns hidden within the collected numerical data. The design is a pre-experimental design.

The pre-test (O1) is conducted first, followed by the treatment (X), and finally the post-test (O2) on one group of subjects, The design can be illustrated as follows:



E Experimental group

O1 Pre-test before conducting experiments using Wattpad media

X Treatment given using Wattpad Media to find out how effective using Wattpad as media in teaching reading comprehension in narrative text

O2 Post-test to get results after carrying out treatment using Wattpad

C. Results and Discussion

The research results showed a significant increase in students' reading comprehension scores after using Wattpad. The average pre-test score of 60 increased to 92 on the post-test, with an average N-Gain of 0.78 ($p < 0.05$). These findings confirm the effectiveness of Wattpad as an engaging and effective learning medium in developing students' narrative reading comprehension.

Table 1.2 The Score of pre-test and post-test

No	Student Code	Pre-Test	Post-Test	N-Gain
1	S-1	30	90	0,86
2	S-2	85	90	0,33
3	S-3	15	95	0,94
4	S-4	95	100	1,00
5	S-5	75	95	0,80
6	S-6	80	100	1,00
7	S-7	70	95	0,83
8	S-8	15	95	0,94
9	S-9	80	95	0,75
10	S-10	75	95	0,80
11	S-11	75	90	0,60
12	S-12	75	90	0,60
13	S-13	90	100	1,00
14	S-14	85	90	0,33
15	S-15	70	95	0,83

16	S-16	65	80	0,43
17	S-17	65	85	0,57
18	S-18	80	100	1,00
19	S-19	80	95	0,75
20	S-20	70	90	0,67
21	S-21	60	90	0,75
22	S-22	90	100	1,00
23	S-23	15	100	1,00
24	S-24	75	90	0,60
25	S-25	60	90	0,75
26	S-26	60	95	0,88
27	S-27	45	90	0,82
28	S-28	50	95	0,90
29	S-29	45	90	0,82
30	S-30	35	80	0,69
31	S-31	50	90	0,80
32	S-32	30	80	0,71
33	S-33	30	85	0,79
34	S-34	45	90	0,82
35	S-35	55	90	0,78
36	S-36	65	95	0,86
37	S-37	50	90	0,80
38	S-38	50	95	0,90
39	S-39	60	90	0,75
40	S-40	45	90	0,82
	Mean	60	92	0,78
	Total	2390	3680	31,26
	Low Score	15	80	
	High Score	95	100	

The pre-test and post-test results above show that the average post-test score is higher than the average pre-test score. The highest pre-test score was 95 The highest pre-test score was achieved by S-4, while the lowest score of 15 was obtained by three students: S-23, S-8, and S-3, while the highest post-test score was 100 was obtain by six students S-4, S-6, S-13, S-18, S-22 and S-23 while the lowest was 80 that achieved by three students: S-16, S-30, and S-32. The total pre-test score was 2390, while the total post-test score was 3680. Therefore, the mean pre-test score was 60, and the mean post-test score was 92.

Table 4.2 Sample Paired Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	59.75	40	21.542	3.406
	Posttest	92.00	40	5.287	.836

Based on the results above, using statistical tests, the mean score before treatment was 59.75 with N (total participants) of 40. The standard deviation obtained was 21.542, and the standard error of the mean was 3.406. On the other hand, the mean score after treatment was 92.00 with a total of 40 participants, a standard deviation of 5.287, and a standard error of 0.836.

Table 4.3 Test of Normality.

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre test	.111	40	.200 [*]	.951	40	.080
post test	.228	40	.000	.878	40	.000

Based on the SPSS 20 results, the Kolmogorov-Smirnov test before treatment showed a Sig. value of .200, while the Shapiro-Wilk test showed a Sig. value of .080. This differs from the Kolmogorov-Smirnov test after treatment, which showed a Sig. value of .000, and the Shapiro-Wilk test, which also showed a Sig. value of .000.

Table 4.4 Pre- Test Frequency

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 15.00	3	7.5	7.5	7.5
30.00	3	7.5	7.5	15.0
35.00	1	2.5	2.5	17.5
45.00	4	10.0	10.0	27.5
50.00	4	10.0	10.0	37.5
55.00	1	2.5	2.5	40.0
60.00	4	10.0	10.0	50.0
65.00	3	7.5	7.5	57.5
70.00	3	7.5	7.5	65.0
75.00	5	12.5	12.5	77.5
80.00	4	10.0	10.0	87.5
85.00	2	5.0	5.0	92.5
90.00	2	5.0	5.0	97.5
95.00	1	2.5	2.5	100.0
Total	40	100.0	100.0	

From the pre-test session, frequency distribution table in the experimental class above, it was found that students who got scores from the interval 15 there were 3 (7,5%) students, the interval value was 30 (7,5%) there were also 3 student, the interval value was 35 only 1 student (2,5%), from the interval 35 there are 1 students (2,5%), the interval value of 45 were only 4 students (10,0%), the interval value is 50 with 4 students (10,0%). the interval value is 55 with 1 students (2,5%). the interval value is 60 with 4 students (10,0%). the interval value

is 65 with 3 students (7,5%). the interval value was 70 (7,5%) there were also 3 student, the interval value is 75 with 4 students (12,5%), the interval value is 80 with 4 students (10,0%), the interval value is 85 with 2 students (5,0%), the interval value is 90 with 2 students (5,0%), and the last interval value is 95 with 1 students (2,5%) With these results, it can be said that students' reading comprehension is still weak, so treatment is needed to increase students' reading comprehension.

Table 4.5 Post -Test Frequency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80.00	3	7.5	7.5	7.5
	85.00	2	5.0	5.0	12.5
	90.00	17	42.5	42.5	55.0
	95.00	12	30.0	30.0	85.0
	100.00	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

In post-test session, the frequency distribution table above, it was found that students who scored in the interval 80 (7,5%) there were 3 students, scores from the interval 85 (5,0%) there were only 2 students, scores in the interval 90 (42,5%) there were 17 students, the value of the interval 95 (30,0%) were 12 students, the value of the interval 100 (15,0%) there are 6 students. After the treatment based on the post-test results, it can be said that students have increased in reading comprehension.

Table 4.6 Tesst of Homogenitty of Variance

pre test

Levene Statistic	df1	df2	Sig.
.465	4	35	.761

Table 4.6 Tesst of Homogenitty of Variance

post test

Levene Statistic	df1	df2	Sig.
4.009	10	26	.002

SPSS 20 analysis showed a significance value (Sig.) of .761 ($>.05$) for the pre-test and .002 ($<.05$) for the post-test. the pre-test and post-test data is homogenous because the significance level is 0,05.

Table 4.8 Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre test - posttest	-32.25000	20.41084	3.22724	-38.77770	-25.72230	-9.993	39	.000

From the SPSS 20 results, it we can found that the mean result both of pretest and post-test is -32.25000 meanwhile the standard deviation is 20,41084, and the standard error mean is 3,22724. It also shows that the lower of confidence interval of the difference is -38.72230 then the upper of confidence interval of the difference is -25.72230. And finally the Sig. 2 tailed is 0,000. Because the Sig. 2 tailed is higher than 0,05, so it can be said that $0,000 < 0,05$.

2. Discussion

The research results indicate an improvement in students' reading comprehension skills after the treatment was administered. Prior to the treatment, students had difficulty identifying the main ideas and specific information in reading texts, which aligns with Qrquez & Rashid (2017) findings on common challenges in reading comprehension, such as Ambigu words, sentence structure, and finding specific information. Therefore, the integration of technology in learning, such as the use of the Wattpad application, which is rich in narrative texts and supporting features Ball (2018), is proposed as an effective method to improve students' reading comprehension. This study used pre-tests and post-tests to measure the increase in students' reading comprehension skills after two learning sessions using Wattpad.

In the first meeting, the researcher administered a pre-test to assess the students' initial reading ability. The pre-test material consisted of a narrative text, a legend from Indramayu. Students answered 20 multiple-choice questions related to the narrative text, covering their understanding of narrative texts, main ideas, generic structure, linguistic features, purpose, and moral values. Students' reading comprehension skills were tested through these questions. The pre-test results indicated a low level of reading comprehension among the students. From the 20 pre-test questions, the researcher found that the students had difficulty with question number 2, which concerned generic structure; 20 out of 40 students experienced difficulty with that question. This necessitates a treatment involving engaging learning media.

Following the pre-test, the researcher implemented a learning intervention using Wattpad as a medium to enhance students' reading comprehension. The problem in the pre-test was that students had difficulty with questions 2 and 5, which discussed the structure of narrative text. Therefore, after the students completed the pre-test, the researcher began treatment focusing on the structure of narrative text and understanding the main ideas within the narrative text, This treatment aimed to test Wattpad's effectiveness in improving students' reading comprehension skills. The intervention was conducted over two sessions. In the first

session, the researcher provided a sample narrative text titled "Nyi Junti" and asked students to read it. The researcher then explained the concept of narrative texts.

In the second session, the students were divided into four groups. Each group received a different Indramayu legendary narrative text: Babad Dermayu, the Legend of Ki Jumad, the Legend of Lamaaran Tarung, and the Legend of Ki Buyut Banjar. Each group was tasked with reading and analyzing the generic structure, moral values, and content of their assigned text. Subsequently, the researcher posed questions related to the texts, which the students answered via the comments section on Wattpad.

Following the treatment, the researcher administered a post-test on reading comprehension using Indramayu legendary narrative texts that were different from those used in the pre-test. The post-test consisted of 20 questions designed to measure the improvement in students' reading comprehension skills, particularly in identifying the main ideas and general structure that they had difficulty working on. Similar to the pre-test, the post-test assessed the students' reading abilities. Data, including average scores, variance, standard deviation, frequency distribution, and t-test results, were analyzed using SPSS 20.

This research shows a total pre-test score of 2390, while the post-test score was 3680. Despite the relatively small increase in the total score, a significant improvement is evident in the students' post-test results. The average pre-test score was 60, and the average post-test score was 92. The highest pre-test score was 95, and the highest post-test score was 100. The lowest pre-test score was 15, and the lowest post-test score was 80. This indicates a substantial improvement in students' reading comprehension of narrative texts. These results were obtained using the Wattpad application as a learning medium. This is consistent with previous research by Nurdiana et al, (2023), which demonstrated Wattpad's beneficial role in enhancing the learning process. The test results show a pre-test score of 2390 and a post-test score of 3680, indicating a significant difference between the pre-test and post-test scores after using Wattpad. Previous research by Arimbi et al. (2024) found that using Wattpad had a considerable impact on students' reading comprehension learning.

In this study, the t-test data analysis showed that $0.05 > \text{sig. (two-tailed)}$ or $0.05 > 0.000$. Therefore, the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_o) was rejected. Based on these findings, it can be concluded that Wattpad is effective in improving students' reading comprehension of narrative texts. Students demonstrated improved understanding of text content, including main ideas, generic text structure, linguistic features, purpose, and moral values, after the Wattpad intervention. Therefore, it

can be concluded that Wattpad is an effective learning medium for improving reading comprehension of narrative texts among tenth-grade students at SMAN 2 Indramayu.

D. Conclusion and Suggestion

This study demonstrates the effectiveness of the Wattpad application in improving reading comprehension among tenth-grade students, particularly for narrative texts. Although an average pre-test score of 60 indicated initial difficulties, especially in understanding main ideas, text structure, and specific details due to a lack of reading interest, the use of Wattpad resulted in a significant improvement in the average post-test score (92). Students were able to identify main ideas and details more effectively after using the application.

Wattpad has been shown to increase student engagement and collaboration, making learning more engaging and effective. The results of the T-test ($.000 < 0.05$) here allow us to conclude that since the value of $.000 < 0.05$, the alternative hypothesis is accepted and the null hypothesis is rejected. This also indicates a significant difference between pre-test and post-test scores, reinforcing the positive impact of Wattpad on reading comprehension. This research highlights the potential of technology in education and recommends a wider use of digital resources in the classroom to support effective reading instruction.

The researcher proposes suggestions a for English Teachers, especially English teachers, need to pay serious attention to improving students' reading comprehension skills. This is a crucial aspect of language learning. Therefore, the implementation of appropriate and effective teaching strategies is vital. The use of learning media that is easy to understand and engaging for students will greatly assist in achieving this goal of improved reading comprehension. For Students as a platform rich in benefits, Wattpad warrants integration into the learning process. In addition to improving reading comprehension and fostering interest in reading due to its diverse genres, Wattpad also helps students develop various other skills, such as vocabulary mastery and writing ability, through exposure to a wide range of texts and new vocabulary. For Other Researchers, this research serves as a valuable reference for future studies on similar topics. Future research can expand upon these findings, for example, by investigating the application of similar strategies to improve reading comprehension or other student skills.

This research is limited by its small sample size and specific focus on the use of Wattpad to improve reading comprehension. Other influencing factors such as students' motivation and teacher support were not examined. Future research should involve a larger

population and explore other strategies or media to enhance reading skills more comprehensively.

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