ENCOURAGING HIGH SCHOOL STUDENTS TO READ E-LITERATURES VIA *WATTPAD*

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ABSTRAK
Di era modern ini, begitu banyak sastra digital yang dapat ditemukan di situs jejaring sosial. Salah satunya adalah *Wattpad*. Di dalam *Wattpad* kita dapat menemukan banyak macam sastra. Siswa sekolah menengah keatas telah terbiasa dengan *Wattpad*, maka penelitian ini bertujuan untuk menemukan apakah *Wattpad* dapat mendorong mereka untuk membaca lebih. Penelitian ini menggunakan model studi kasus dalam metode kualitatif. Peserta dalam penelitian ini sejumlah 32 siswa untuk persiapan data dan 12 siswa untuk wawancara. Mereka dari kelas 2 sekolah menengah atas di Bogor. Hasil dari penelitian ini: siswa sekolah menengah atas terdorong untuk membaca sastra digital melalui *Wattpad*. Program *Wattpad* mendorong mereka untuk membaca lebih. Kesimpulannya, siswa merasakan bahwa *Wattpad* dapat mendorong mereka untuk membaca lebih, terutama ketika hal tersebut berhubungan dengan sastra digital.
Kata kunci: sastra, digital, metode, penelitian, *Wattpad*.

ABSTRACT
In this modern era, so many e-literatures can be found on the web. One of them is Wattpad. In Wattpad we can find many kinds of literatures. High School students are already familiar with Wattpad, then this study aimed at finding out whether Wattpad encourage them to read much more. This research used a case study design in qualitative method. The participant in this research were 32 students for preliminary data and 12 students for conducting interview. They were from 2nd grade at senior high school in Bogor. The result of this study is: the high school students feel encouraged to read e literature via Wattpad. The Wattpad platform encourage them to read more. In conclusion, students felt that Wattpad can encourage them to read more, especially when it comes to e-literature.
Keywords: literature, digital, method, research, Wattpad.

INTRODUCTION

Reading is an activity or process that involves a symbol to get a message or a specific meaning. Reading is a process undertaken to reduce uncertainty about meanings a text conveys. Although the reason for reading is varied, the main purpose of reading is to understand the text and to get information. The students' need new media experience in learning English, especially in learning reading. In this case, the writer thinks that using gadget is one-way solution to problems above. Why must gadget? In this modern era, so many e-literatures can find on web. One of them is *Wattpad*. In *Wattpad* we can find many kinds of literatures, for example, fictional story, short story, poetry, and others. We just have account to login in this web. Not only web, *Wattpad* also exists in the application form.

According to Nunan (1989) stated that reading is not an invariant skill, that there are different types of reading skill that correspond to the many different purposes we have for reading. Reading is useful for language acquisition (Harmer, 2007). Provided that students more or less understand that they read, the more they read and the better they get it. By reading a person will gain new understandings, gain knowledge, gain new ideas, and expand the view so that later they have high intelligence and civilization that is useful to himself and useful to others.

Stated in Bal (2018) *Wattpad* was founded by Allen Lau and Ivan Yuen in 2006. It is an application developed for online reading and writing (Raid, 2016). In 2018, Indonesia has more than 15 million users of *Wattpad*. As the number of its users increases every day. *Wattpad* has paved the way for new trends in online community of writers and readers. *Wattpad* is a community

for readers and writers to publish new user-generated stories in different genres, including classics, general fiction, historical fiction, non-fiction, poetry, spiritual, humor, and teen fiction. It aims to create social communities around stories for both amateur and established writers.

Based on background of study before, this study concerns about new media

METHOD
Research Design
Cresswell (2012) stated research as the activity to collect and analyzing the data information to extend our understanding of the topic and the issue. This present study, the writer used case study design in qualitative method. Support by Mark et al. (2005) clarified, "qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behavior, and social contexts of particular populations." Hence, the main purpose of this present study was to know that *Wattpad* can encouraging students' reading.

Participant
Sukardi (2003) stated that population is the totality group of humans, animal, phenomenon, and the thing as a point of the conclusion target and the result of research. For the participant in this present study, the writer chose 32 students from 2nd grade of Social Science 1 in one state senior high school in Bogor. The participants were chosen because they have high responsiveness in students' feel encouraged to read e-literature via *Wattpad*. The instruments which were used in this study were aimed to construct and develop reading skill by using *Wattpad* as a media of developing on reading comprehension of students' high school.

Data collection techniques
The following data collection techniques were used: a semi-structured preliminary data about before the participants knows about *Wattpad* and semi-structured interview about the use of *Wattpad*.

Preliminary Data
Preliminary data are usually gathered prior to obtaining funding for a full *research* project. They are an essential and usually mandatory part of funding

experience in learning English, especially in learning reading. And the writer chooses the *Wattpad* applications as a media of reading. This study aimed at finding out whether *Wattpad* encourage them to read much more. The writer expects that *Wattpad* can be a new media of reading who can teachers use to encouraging students to read more especially when it comes to e-literature.

application, providing supporting data and context for the proposed research. The draft of the preliminary data, which consisted of 5 questions, was presented to one field expert for evaluation. The preliminary data was revised.

Interview
Personal interview guide sheet were conducted in this research. There are ten open ended questions to obtain the data through an interviewing the participants. Thus, a personal interview, according to Ary, Jacobs, & Chorensen (2010) the writers as an interviewer reads the questions to the participants in a face-to-face contact and records the answers. Particullarly, the writer will use the personal interview to gain the data by recording the voice of participants explained about their opinions, feelings, experiences and ideas about the strategies to cope with students' diruptive behaviors. The questions for conducting interview were determined by considering the purpose of the research. For this purposes, 2 questions about the extent of students' regarding *Wattpad*, 3 questions about student responses to *Wattpad*, 3 questions about student responses that *Wattpad* encourage they to read and 2 questions about students' views on *Wattpad* as a media for reading.

Data Collection Process
The data is collected by interview and documents. In the first meeting the writer given 5 questions for documents or preliminary data. The questions aimed to know students' reading interest before they read fictional stories through *Wattpad*. In this section, the writer chooses 32 participants. The data are also being collected on the same day. After collected the data, the writer explained about *Wattpad* to the participants and asked the participants to reading fictional stories through *Wattpad* in one week. In the second meeting the writer given 10 questions in interview section. The questions aimed to know that reading fictional stories through *Wattpad*

promote students' reading interest. In interview section, the writer chooses 12 participants.

Data Analysis

This present study the data to analyze qualitatively. Therefore, the data will analyze in the way of qualitative data analysis procedure. As a result, the result of the interview will have interpreted by the writer explained students' behavior faced by students in Senior High School and the strategies used by the students' opinion in reading class after and before the writer introduce the new media on reading progress. Thus, in analyzing the data, the writer follows the five steps in analyzing the data qualitative as Creswell, (2012) mentioned as follow:

1. Prepare and organize the data for analysis.
2. Explore and Code the Data by examining the text data base line by line
3. Represent and report qualitative findings represented by table and percentage.
4. Interpret the findings by making comparisons to the literature review.

RESULT AND DISCUSSION
Preliminary Data Result

Table 4.2.1.1

The types of genre that students' often read.

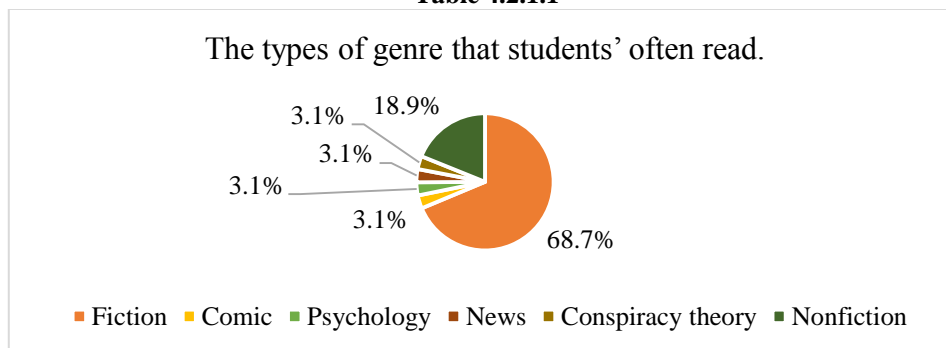Legend: Fiction, Comic, Psychology, News, Conspiracy theory, Nonfiction

Chart 4.2.1.1 indicates the overall result of the percentage. From the question for preliminary data that have been given to the students, it can be concluded that 40.6% students read every day, 37.5% students read often in one week and the last is 21.9% for students read sometimes in one week. Hence, from the pie chart above, it can be seen that almost students in one week they have read sometimes.

Table 4.2.1.2

The extent to which students' reading interest
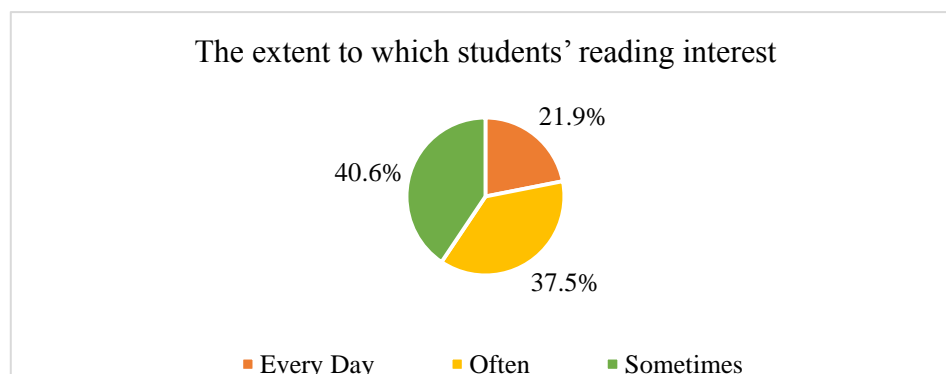
Legend: Every Day, Often, Sometimes

Chart 4.2.1.2 it can be concluded that 68.7% students' often read is genre fiction stories, 18.9% students' favorite genre is nonfiction and the last is 3.1% for genre comic, news,

psychology and conspiracy theory. Hence, from the pie chart above, it can be seen that almost students' favorite genre is fiction stories.

Table 4.2.1.3

The extent to which students' interest in fiction stories

15.6%

12.5%

71.9%

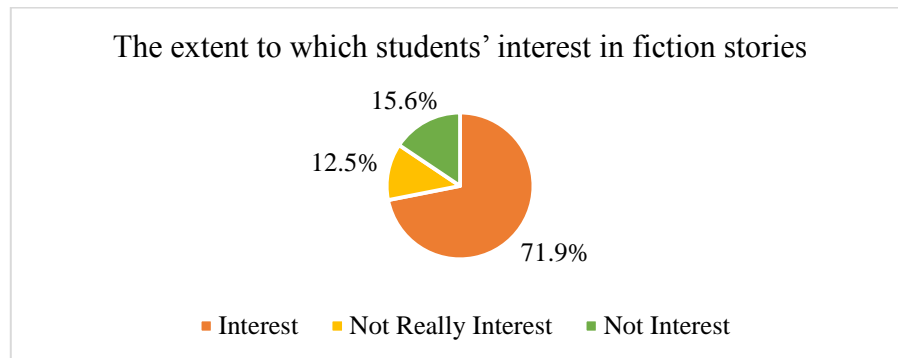■ Interest   ■ Not Really Interest   ■ Not Interest

Chart 4.2.1.3 it can be concluded that 71.9% students' interest in fiction stories, 15.6% students' not really interest in fiction stories and the last is 12.5% for students' not

interest in fiction stories. Hence, from the pie chart above, it can be seen that almost students' interest to read fiction stories.

Table 4.2.1.4

The media that usually used by students in reading
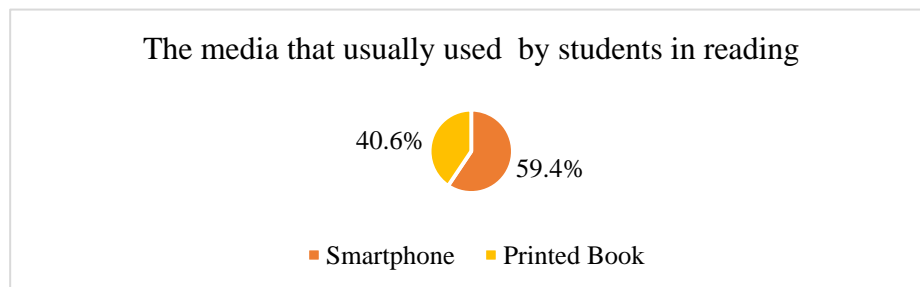
40.6%   59.4%

■ Smartphone   ■ Printed Book

Chart 4.2.1.4 it can be concluded that 59.4% students used their Smartphone for media in reading and 40.6% students used printed

book for media in reading. Hence, from the pie chart above, it can be seen that almost students used their Smartphone in reading.

Table 4.2.1.5

Student view about reading

31.2%

53.1%

9.3%   6.4%

■ Not Boring   ■ Boring   ■ Sometimes Boring   ■ Not too Boring
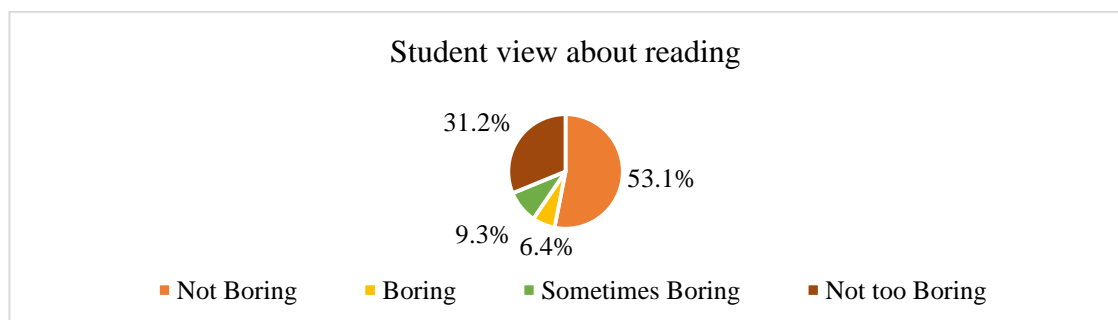
Chart 4.2.1.5 it can be concluded 53.1% students' view that reading is not boring, 31.2% students' view that reading is not too

boring, 9.3% students' view that reading is sometimes boring and the last is 6.4% for students' feels boring in reading.

Hence, from the pie chart above, it can be seen that almost students feels not boring in reading. From the result above it can be concluded that: *Chart 4.2.1.1* it can be concluded that 40.6% students read every day, it means that almost all students in one week they are usually read. *Chart 4.2.1.2* it can be concluded that 68.7% students' often read is genre fiction, it means that almost all students' often read fictional stories. *Chart 4.2.1.3* it can be concluded that 71.9% students' interest in fiction stories, it means that fictional stories more interest than other genre for almost all students. *Chart 4.2.1.4* it can be concluded that 59.4% students used their Smartphone for media in reading, it means that students more often used their Smartphone to read a literature. *Chart 4.2.1.5* it can be concluded that 53.1% students' view that reading is not boring, it means that almost all students are enjoyed in reading.

From the concluding result above it means that almost all participants in one week they are usually read. The participants often read fiction stories, the participant said that fictional stories more interest than another genre. The participants more often used their Smartphone for media in reading. Almost all participants said that reading is not boring.

Interview Result
The questions asked on the open-ended interview session were designed to answer all of the problem statements in this research. There are twelve students or participants which are involved in this interview session.

General knowledge about *Wattpad*
1) Question: "Have you ever accessed *Wattpad*?"
   Answer:
   R1, R4, R5, R6, R8,
   R9, R10, R11, and R12   : "Never"
   R2, R3, R7   : "Ever"
From the data above, the writer concluded that there are eight students that never accessed *Wattpad* and four other students ever accessed *Wattpad*. It is because the four students are always update about the latest applications.
2) Question: "Have you ever try to read a fiction
                 story through *Wattpad*?"
   Answer:

R1, R4, R5, R6, R8,
R9, R10, R11, and R12   : "Never"
R2, R3, R7   : "Ever"

From the data above, the writer concluded that here are eight students that never reading through *Wattpad* because they do not know the *Wattpad* before and four other students ever reading through *Wattpad* because they ever accessed *Wattpad* before.

Student's Responses toward Reading Fictional Stories through *Wattpad*
1) Question: "Do you agree that *Wattpad* is Interesting?"
   Answer:
            R1, R2, R5, R6, R7, R8, R9,
            R10, R12: "Yes"
            R3, R4, and R11:" Very Interesting"

From the data above, the writer concluded that all of students have given positive answers for the third question. Three of twelve students give good answers, they said that *Wattpad* is best media in reading because on *Wattpad* they found many stories about teenagers' life and they enjoy it.
2) Question: "Do you like fiction stories on
               Wattpad?"
   Answer:
         All of respondents' answer "Yes"
From the data above, the writer concluded that indicated that all of students approve that *Wattpad* is able in their interested.
3) Question: "Do you think fiction stories on
            Wattpad is interesting genre in reading?"
   Answer:
   R1, R2, &R4   :"   very Interesting"
   R3, R5, R7, R11& R12   : "Interesting
   R6, R8, R9, & R10   : "Yes"
From the data above, the writer concluded that all of students are interested in fiction stories through *Wattpad*.

Student's Responses toward Promoting Students' Reading Interest through Wattpad
1) Question: "Do you feel more often read after
               using *Wattpad*?"
   Answer:
      All of the respondents' answer "Yes"

From the data above, the writer concluded that all of students felt that *Wattpad* promote their reading interest before they are known about *Wattpad*.

2) Question: "Is *Wattpad* able to promote your

　　reading interest?"

Answer:
　R1, R4, R6, R7, R8, R9,
　R10, R11, and R12　　　　: "Yes"
　R2, R3, and R5　　　　　 : "Possible"

From the data above, the writer concluded that three of twelve students answer "possible" for the question number seven. It is because they felt just little change in their reading interest but them still like *Wattpad*.

3) Question: "Do you think *Wattpad* is one of

　　media that is quite helpful to promote someone's reading interest?"

Answer
　　　R1, R3, & R7: "Very Helpful"
　　　R2, R4, R5, R6, R8, R9, R10,
　　　R11, and R12: "Yes"

From the data above, the writer concluded that all of students agree that *Wattpad* promote in someone's reading interest. There are three students given a good answer that is "very helpful."

Students' views on Wattpad as a media for reading

1) Question: "Is reading through *Wattpad* more

　　practical than other media?"
　　Answer:
　　R1, R4, &R5: "Right"
　　R2, R3, R6, R7, R8, R9, R10,
　　R11 & R12: "Yes"

From the data above it can be concluded that all of students opine about *Wattpad* is easier to use than another media for reading. Because very easy to accessed.

2) Question: "Is *Wattpad* suitable for teenagers?"
　　Answer:
　　All of respondents' answer "Yes"

For the last data, it can be concluded that all of students have same opinion if *Wattpad* is suitable for teens.

From all of the data above it can be concluded that: *4.2.2.1* almost all participants never accessed *Wattpad*. *4.2.2.2* All of students said that *Wattpad* is interesting media in reading because they found many fiction stories through *Wattpad*. *4.2.2.3* All of students felt that *Wattpad* promote their reading interest, it means that *Wattpad* promote in someone's reading interest. *4.2.2.4* All of students opine that *Wattpad* easier to use, it means that *Wattpad* suitable for teens.

DISCUSSION
From chapter I, the research questions are:
1. How are students' reading interest before they read fictional stories through *Wattpad*?
2. Does reading fictional stories through *Wattpad* promote students' reading interest?
3. To what extent reading fictional stories through *Wattpad* promote students' reading interest?

These research questions are answered from preliminary data and interview. The research questions are explained as follows:

Student's Reading Interest before They Read E-Literature via *Wattpad*
From the preliminary data it can be concluded that almost all participants in one week they are usually read. The participants often read fiction stories, the participant said that fictional stories more interest than another genre. The participants more often used their Smartphone for media in reading. Almost all participants said that reading is not boring. It means that before knowing *Wattpad* they already interested in reading and familiar with reading activities.

Student's Encouraging to Read via *Wattpad*
From interview result it can be concluded that almost all participants never accessed *Wattpad*. All of participants said that *Wattpad* is interesting media in reading because they found many fiction stories through *Wattpad*. All of students felt that *Wattpad* promote their reading interest, it means that *Wattpad* can encourage in someone's reading. All of students thought that *Wattpad* is easy to use, it means that *Wattpad* suitable for teenagers. Almost all participants stated that reading fictional stories through *Wattpad* somehow promote their reading interest, because they have different options to read. This finding is in the line with Dewi (2012) has completed her research in *The Effects of Short Story through Wattpad on Reading*

Comprehension Achievement of Non-English Major Students of Bina Darma University. In her research, she discusses what research and theory suggest about the role of motivation in literacy development. The result of her research is reading short story through *Wattpad* can improved students reading comprehension.

CONCLUSION

Reading *Wattpad* could encourage in students' reading. The more often students spend their time reading. The students who admitted that they like to read fiction story through *Wattpad*. Students stated that they read more often than before they knew *Wattpad*. From all of the data above almost all participants never accessed *Wattpad*. All of participants said that *Wattpad* is interesting media in reading because they found many fiction stories through *Wattpad*. All of students opine that *Wattpad* easier to use, it means that *Wattpad* suitable for teens.

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