UTILIZING *WATTPAD* APPLICATION TO IMPROVE THE STUDENTS' SKILL IN WRITING NARRATIVE TEXT AT THE EIGHT GRADE OF SMP YAYASAN PERGURUAN KELUARGA PEMATANGSIANTAR 2020/2021 ACADEMIC YEAR

Dhara Amalia Tanjung

Universitas Islam Negeri Sumatera Utara Medan

E-mail: dharaamaliatanjung8@gmail.com

Abstract: The objective of this research is to improve students' skill in writing in Narrative Text by utilizing the Wattpad Application at the eight grade students of Junior High School. In conducting the study, the researcher involved the English teacher, the school principal, and the students at the second grade of Senior High School especially VIII-1 class. This research conduct at SMP Yayasan Perguruan Keluarga Pematangsiantar as the subject of researcher. The subject of this research were consisted of 25 students. The research conduct with classroom action research. In conducting this action research, the researcher divided the action into two cycles. The researcher collaborated with English teacher in implementing the actions. The data of this study were mostly qualitative although there were some quantitative data. The qualitative data were from observation sheet, interview transcripts, and documentation,. While the quantitative data were from Pre-Test, Post-Test I and Post-Test II, The result of students' score shows that the students' average score keep improving in every test. The students' average score in pre-test was 57.7, There were 2 students (8 %) who passed the Minimum Mastery criterion (75). In the Post-tTst in cycle I, there was 10 students (40%) who passed the score 75. In the Post-Test in cycle II there was 22 students (81.8%) who passed the Minimum Mastery criterion (75). Based on the quantitative data above, it can be seen that the students' score showed the improvement from the first to the last test. Furthermore, the qualitative data showed that all the learning activities gave contributions not only improved the students' skills in writing Narrative Text but also the students' confidence, interest, enthusiasm, and motivation.

Keywords: writing skill, action research, narrative text, Wattpad Application

INTRODUCTION

Language is considered to be a system of communicating with other people using sounds, symbols and words in expressing a meaning, idea or thought.[1] Since langyage is a means of communication, it is not enough for students to learn words, phrases and grammatical features if they want to produce language in their daily communication or to interact with others in English.

English has become an important means to takes an important role in the development of the world[2].Science, technology, and cultures are the examples of any development cannot be separate from the use of English. People around the world, as the agents of the development, use English as the international language to communicate, share, take and give information and knowledge to others[3]. Therefore, to be able to follow those developments, every nation should equip their citizens with the abilty of using English.

In Indonesia, the government ways to equip their citizen to use English is by formal education. The first foreign language status makes English mandatory for all types of secondary educationrity[4]. The current state of English as an international or global language is underppined by its wide use in a range of fields such as a politics, diplomacy, international trade and industry, commerce, science and technology, education, the media, information technology, and popular culture.

For the junior high school level, based on the Curriculum 2013, the goal from teaching English is to provide students with knowledge and skills that make them able to communicate in English either in spoken or writing language at the

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[1] D Hamidah Sholihatul, (2019), *Language and Society,* Medan: LPPI, p.9
[2]Parupalli Srinivas Roa, (2019), The role of English as a global language,
Research Journal of English (RJOE), King Faisal University, p. 65, Vol-4, Issue-1, 2019, ISSN: 2456-2696
[3]Crystal David, (2003), English as a Global Language Second Edition, Cambridge University Press, p.3
[4]Dardjowidjojo, S. (2003), The role of English in Indonesia: A dilemma, Sukanto, K.E. (Ed), *Rampaibahasa, pendidikan dan budaya: Kumpulan esai Soenjono Dardjowidjojo.*Jakarta: Obor Indonesia.p. 57.

information level[5]. It meansstudents should be able to use the language to access and share information as product of their learning either in the spoken or written form.

The government already provides for the teacher about what the teacher should conduct in front of the class. It comes from syllabus and the textbooks. According Hammond there are 13 text genre in learning writing that is should be mastered by the students, there are: narrative, report, procedure, recount, descriptive, news item, review, explanation, analytical, exposition, hortatory, discussion, spoof, and acecdot[6]. Based on syllabus for tenth grade the students should be mastered a genre descriptive, recount, and narrative.

Narrative is a type of text whichs can amuse the reader or the listener and has a moral value inside the story. The goal of narrative that must students get is an introduction that engages the readers' attention and interest, the body paragraphs that gives detail about the main event or action in the story, and conclusion that describes the outcome[7].

However, in reality writing is considered one of the difficult skill that should be mastered by the students, because they must balance the multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and capitalization[8]. The condition of EFL writing instruction in Indonesia is students' perception of English writing as one of the most difficult skills to master[9]. Thus, writing is the skill that important to mastere by the students.

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[5] Nur Andariyani, (2016), The implementation of teaching english based on curriculum 2013 applied by an English teacher of junior high school, Jornal of english Teaching And Reasearch, ISSN: 2503-4405, p.80.

[6]Hammond, J. A. Burn. H. Joice, D. Brosnan, and L., Gerot. 1992. English for Social Purpose: A Handbook for teaching if Adult Literacy. Sydney: National Centre for
English Language Teaching and Research, Macquaries University. p.57.

[7] Savage, Alive, et.al. (2006), Effective Academic Writing 2: The Short Essay. New York: Oxford University ress. p.58

[8]Rawaida Abu Rass, (2005), Integrating reading and writing for effective language teaching, English Teaching Forum, Vol. 39 (1), p.30

[9]Fithriani, R., Dewi, U., Daulay, S., Salmiah, M., Fransiska, W. (2019), Using Facebook in EFL Writing Class: Its Effectiveness from Students' Perspective, p.636

In fact, most of the students hardly ever follow the writing stages in their writings. They often lack of ideas all sometime and once they have an idea they have no media that can use freely at that moment. Thus, make they feel no longer interested in continuing their writing.

The facts above frequently happen in many schools. Based on the preliminary research, the researcher has observation and the researcher alsofound that most of the students' especially the eight grade are still have low ability and interest in writing narrative text. Some students were extremely unconfident and reluctant to write due to some reason. The main reason was that they thought they has nothing to write and when they had already got ideas of what to write about they don't know the place to share it. Therefore, most of the students seemed to be frustrating when they have to write about something.

To overcome this problem the integrating technology in language learning can be use. One of the the current technology is by using Wattpad application. Wattpad is a social networking website and service where users can post comments, share photographs and links to news or other interesting content on the web. Wattpad not only works for amateur writers, but for estabilshed writers as well.[10]

From the previous research, Rokha's research in using wattpad application as media can improve the students' learning of narrative text writing skill of tenth grades because 75% of the students have good motivation in learning narrative writing skill. It can see from the result of the students' observation score in Cycle I that is 61.38 and in Cycle II, 76.38.[11] It can conclude that the students had better motivation in joining the teaching learning process. They are enthusiastic and had better participation in writing class. There is a great improvement of the students' writing skill of the tenth grades whos taught using watpad application as media.

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[10] Lau, A., (2006). *Definition of Wattpad*. Toronto. p.18
[11] Rokha, I. (2019). *Using Wattpad Application to Improve the Recount Text Writing Skill of the Tenth Gardersof SMA N 3 Temanggung in the School Year 018/2019.* Magelang: Universitas TIDAR.

Thus, the researcher believes that Wattpad Application is useful to improve the students' writing narrative text. Wattpad Application facilitates students to share their ideas anytimes and feel confidence to write. Hance, the researcher takes the title of this thesis "**Utilizing Wattpad Application to Improve the Students' Skill in Writing Narrative Text at the Eight Grade of SMP Yayasan Perguruan Keluarga 2020/2021 Academic Year.**"

LITERATURE REVIEW
Writing as a Language Skill

Writing is complex process and such contains element of mystery and surprise. When students want to srite something, they should have a lot of information, ideas and thought in their mind so that they will be able to express them into sentences, paragrpahs and essay[12]. Mayers states that writing is a way to produce language you do naturally when you speak.

Fithriani also stated that writing is one of the skills that is considered to have an essential significance in second language (L2) learning because it servers as both a tool for communication and a means of learning, thinking, and organizing knowledge or ideas[13]. Palmer states that writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or a change our minds altogether.[14]

Based on the definition above, the concludes that writing is a process of making sentence or even text by a good organization, vocabulary, grammatical structure, and echanism to produce a language in order to reach the goal of a good writing.

In the holy Al Qur'an, writing also one of the important skills that should learn. There is verse that states the existence of writing that stated in Al-Qur'an that is:

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[12]Axelrod, R. B., and Cooper, C. R. (2009).The Guide to Writing. New York: St. Martin's Press, Inc. p.14

[13]Fithriani, (2018), Cultural influences on students; perceptions of written feedback in L2 writing, Journal of Foreign Language Teaching and Learning, p.1

[14]Palmer, Barbara. C. (1994). *Developing Culture Literacy trough the Writing Process*. USA: Longwood Professional Book. p.5

Surah Al-'Alaq: 4-5:

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ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ، عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ ۰

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Meaning:

"*Who has taught (the writing) by the pen the first person to write was prophet ideas (Enoch) has taught man that which he know not*"[15].

Li Yaddabbaru Ayatih based on Syaikh Prof. Dr. Umar bin Abdullah al-Muqbil Professor of Syari'ah Department of Qashim University, Saudi Arabia stated that the explanation about these sentences reveals the essence that teaches human to write by using a pen and that is a freat pleasure from Allaah Subhanahu wa Ta'ala. God teaches humans with pens that they have never known before.[16]

Based on the statement we can conclude that people should study to knowledge. Pen is not a creature but what can written by pen are many things that can be understood by human. From the statement above, it also can be known that writing is very important to learn, moreover the statement also come from Allaah Subhanahu wa Ta'alaa in the Holy Al-Qur'an.

Writing has a unique position in language teaching since its acquisition involves a practice and knowledge of other three language skills, such as listening, reading, and speaking. Moreover, it requires mastering of other skills, such as metacognitive skills. Learners need to set an objective for their writing, plan it carefully, think over its layout and logical structure, and revise it. One of the best ways to attract students to writing is to let them write at the beginning of the learning process as freely as possible and evoke in them feeling of creativity. Creative writing obviously can play a crucial role in the development of writing skill.[17]

Narrative Text

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[15] M. HabibShakir, *The Only Quran*, Accessed 15 February 2020. Retrieved from
(http://www.theonlyalquran.com/quran/Al-Alaq/English_M_Habib_Shakir/)
[16] https://tasfirweb.com/12870-quran-surah-al-alaq-ayat-4-.html
[17] Klimova, Blanka. (2012). *The Importance of Writing*. University of Hradec
Kralove. p.9

Narrative is telling story.[18] It sets out to entertain and amuse listeners and readers. Thus, the purpose of narration is story telling. It means, that in writing a narrative text, the writer writes the action or the events that happened in chronological order which has a definite beginning and a definite ending.Grace and Sudarwati says narrative text has a social function to amused, entertain and to deal with actual or vicarious experience in different ways.[19]

Anderson and Anderson say that narrative text is a piece of text whichs tells a story and in doing so entertains and informsthe reader or listener[20]. From these statements it can be inferred that narrative text is concerning with a story. The story includes some events whichspresented to amuse the readers or listeners. Thus, writing narrative text aimed to entertain the readers.

In a narrative text, the writer should take attention in the event and the problem. A writer should present events in a true order. It will make a story clearer to the reader. The important things in the narrative are chronological of events and problem. The problem is characteristics of narrative text. It makes the narrative text different in other text. For example, in descriptive text, the writers just describe people or things, but in narrative text, the writer should rising a problem that the main character should face it and solve[21]. Keraf also stated that narrative text hasspecial characteristics.[22]

Starting in this era, the one of application that can be use for teaching especially in teaching writing is Wattpad. Wattpad founded in 2006 by Allen Lau and Ivan Yuen. Wattpadis an online community of writers and readers has blossomed into multiplatform entertainment venture that attracts millions of visitors to the site each month. Wattpad helps aspiring writers find readers, but it also traditional book publishers, advertiser, and film and TV producer with

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[18] R.K. Sadler and T. A. S. Hayllar, (2000), *Text in Action I, an English Workbook*, Australia: Macmillan. p.12

[19] Sudarwati T. M. and Grace, (2007), *Look Ahead: An English Course Book for Senior High School Students Year XII,* Jakarta: Erlangga, p.20.

[20]Anderson, Mark and Anderson, Kathy, (1997), *Text Types in English 2*, South Yarra: Macmillan Education Australia IY LTD, p.54.

[21]Keraf Gorys, (2001). *Argumentasi dan Narasi*, Jakarta: PT. Gramedia, p.33.

original content, in additional to offering them real-time data on which stories and topic consumers find exciting.[23]

Allen Lau said that Wattpad is a social networking website and service where users can post, share photographs and link to news or other interesting content on the Web. Wattpad is the place for everyone who wants to share a storyand for everyone who want to reads a story. The readers and writers in Wattpad can discover new user generated stories, spanning across different genres including classics, general fiction, historical fiction, non-fiction, poetry, spiritual, teen fiction among others. It aims at removing the traditional barriers between readers and writers by building social communities around stories. Its model not only works for amateur writers, but for estabilished writers as well.[24]

Furthermore, Rebora & Pianzola stated Wattpad is very important resource for everybody interest in literature. It is a platform available via web and as a mobile application, on which people can add comments in the margins of books in the public domain, writing their response to what they are reading and engaging in discussion with other users that commeted before them.[25]

In conclusion, the wattpad can provide the writers with an opportunity to write, promote and help their work reach across a wide and varied audience of more than a million users. Thus, the students can create a free account to start writing on Wattpad. The owner of Wattpad will be able to post the article, stories, or poems. Users can also provide comments and vote on each reading. Thus, using Wattpad can make students feel easy to share their ideas freely.

Procedure of Teaching English by Using Wattpad Application

To use Wattpad as a media for teaching learning writing is not difficult, you can follow the little instruction by the researcher. There are saverals steps

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[23] Wardhani, N. A., Mufaridah, F., Werdiningsih, Indah.,*The Effect of Using Wattpad on Students' Writing Ability.*english Education Program University Muhammadiyah Jember.
[24] Lau, A, (2006), *Definition of Wattpad*, Toronto.
[25] Rebora, S., &Pianzola,F. (2018), *A New Researce Programme for Reading Research: Analysing Comments in the Margings on Wattpad*, DigitCult-Scientific Journal on Digital Cultures, p.19-36. http://doi.org/10.1016/97888255181532

that will take based on the researcher modifying, such as: (1)The teacher prepare the students to install Wattpad Application in their mobile phone, but the other way is can jump to website www.wattpad.com; (2) Open the application and make the wattpad account and log in; (3) After log in, complete the profil; (4) The students can click create, create a story, give a title, the description of their story and select the genre; (5) The students can start to write a narrative text with this application; (6) The students finished their story. They can add a background of their story and publish to the others.

Wattpad also have various fitur, such as comment. This fitur can make students communicate each other, like sharing their suggestion or ideas to make the writer have a new imagination and can explore more stories. Thus, we will know the students writing skill in narrative text can improve from utilizing wattpad. One of the best fitur in wattpad to improve the students writing skill is feedback's fitur. From this the writer and reader can share their ideas or critic in the text.

RESEARCH METHOD

The design of this research was Classroom Action Research. According to Burns action research is a part of broad movement that has been going on in education generally for some time. It related to the ideas of 'reflecting practice' and 'teachers as researcher.[26] Futhermore, Elliot in Burns defines action research as the study of a social situation with the view to improve the quality of the action in it. The purpose of collecting Classroom Action Research is to intervene in a deliberate way in the problem situation in order to bring out the changes and even better, improvements in practice. Besides that, classroom action research is one of strategies for solving the problem whichs use the real action and developing capabilities to deacted and solve the problem. Based on the explanation, the action research is qualified to improve the students' writing skill through Wattpad Application. Because applying this technique, it is expect to solve students'

problems in the teaching-learning process of building up the students' interest in

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[26] Burns, Anne. (2010), *Doing Action Research in English Language Teaching*, New York: Routledge.

writing narrative text. According to Kemmis and McTaggart, action research typically involves four broad phases in a cycle of research. The four phases in a cycle are: (1) planning, (2) action, (3) observation, and (4) reflection.

In this research, the population chosen by the researcher is the students in the eighth-grade of SM Yayasan Perguruan Keluarga. The researcher chooses this grade because based on curriculum K13 of Junior High School this grade is more focused on learning grammar especially tenses of the eighth and the ninth grades. Therefore in this chance the researcher chooses the VIII-1 as the sample because based on the observation that the researcher has done when conducted preliminary analysis in practical teaching practice the researcher found that this class has lacked in writing narrative text. There are 25 students of the VIII-1.

Before the first cycle is carried out, the students will be given a pre-test to identify the basic knowledge of the students before implementing Wattpad Application. After doing the preliminary study, the researcher will do the cycle I. In this cycle, the researcher will conduct four steps. This cycle will enforce the first cycle if the researcher still finds the weaknesses of cycle I, and the result of students' test score are not reaching the score of minimum criteria of mastery learning which is 75. If in cycle two, there are many students still get grades below the KKM, so cycle three will be done, and so on.

FINDINGS AND DISCUSSION

Findings

The data was analyzed by quantitative and qualitative data. The quantitative data were taken from the mean of student's score at pre-test and post- test. The data were taken from a class which consisted of 25 students. The qualitative data were taken from interview, observation sheet, diary note and documentation. This research was done in two cycle. Every cycle consisted of four steps of action research (plan, action, observation and reflection).

The cycle 1 encompassed Pre-Test carried out in three meetings, and the cycle 2 was undertaken in two meetings. The students were given a test every the end of cycle, Post-Test 1 in the last cycle 1, and Post-test 2 in the last cycle 2

The Table Data Analysis of student's score in Pre-test, Post-test Cycle I, and Post-Test Cycle II.

NO	Initial Name	Pre-Test	Post Test I	Post Test II
1	AF	55	79	85
2	AR	45	70	82
3	CA	50	55	78
4	DV	55	69	84
5	DTM	48	73	80
6	EDF	75	79	70
7	FD	60	80	85
8	FF	55	70	85
9	GR	65	65	87
10	HZ	50	70	82
11	K	55	75	80
12	KF	66	76	80
13	MZHL	75	83	85
14	MA	45	70	80
15	MAN	49	70	90
16	MAD	54	73	86
17	NHN	50	65	75
18	OF	48	80	95
19	PS	45	75	83
20	RS	65	60	74

21	RS	55	65	80
22	RA	58	70	85
23	SS	53	70	75
24	TR	69	75	80
25	AF	55	78	80
TOTAL		∑X = 1393	∑X = 1795	∑X = 2046
		$X = 55.7$	$X = 71.8$	$\overline{X} = 81.8$

Table 4.7 The Percentage of Student's grammar skill of Simple present tense by

Using the "Who am I" Game in Pre-test, Post-test I and Post-test II

Cycle		The Competent Students	Percentage
Cycle I	Pre-Test	2	8%
	Post Test I	10	40%
Cycle II	Post Test II	22	88%

Based on the table above, the result of the analysis showed that there was an improvement on the student's skills in writing narrative text at VIII-1 SMP Yayasan Perguruan Keluarga. From the table above, the result showed the increasing of the students' scores from the Pre-Test to the Post-Test of cycle I, Post-Test of cycle I to Post-Test cycle II. In the first test (Pre-Test) the students who got the score 75 up were 2 students of 25 students (8%). In the second test (Post-Test cycle I) the students who got the score 75 up were 10 students of 25 students (40%). In the third test (Post-Test cycle II) the students who got the score 75 up were 22 students of 25 students (88%). The increasing of the Pre-Test to the Post-Test of cycle I was about 41.6% and the increasing of post-test of cycle I to the post-test of cycle II was about 37%.

The qualitative data were taken from interview, observation sheet, diary notes, and documentation. The data of the observation were taken from two focuses, as follow the researcher (as the teacher) and the student. The researchers interview the English teacher and the students. The first interview was done before conducting the research, this interview about the students' skills in writing narrative text. It was found that the class was effectively. Qualitative data also be an improvement of the teacher's and student's activities during teaching learning process.

To sum up, the results of this study indicated that the theories and the previous studies demonstrated the same results as this current study in which students' reading comprehension could be enhanced by applying the Wattapd Application. Accordingly, this method truly enhanced the students' grammar skill. In addition, the qualitative data denoted that the students were active and felt enjoyable when partaking and giving responses during the teaching-learning process.

Discussion

The result of the research indicated that Wattpad Application that can be applied in the learning process, moreover in the students' writing ability. An application is very suitable for the learning process as the method that can be used in the classroom. The learning process by using Wattapd application can increase the students' interest in learning writing. The students also can be an active students in front of the classroom because all of the students have to participate in that application. As the final result of this research, it showed that there is the significant effect of Wattapad Application on the students' writing ability at the eighth grade of Junior High school as an interest method that can be used in the learning process.

This research was accomplished to find out whether the Implementation of the "Wattpad Application" Application could improve students' writing skill of writing narrative text. Additionally, the previous or related studies demonstrated that students' skills in writing narrative text by utilizing Wattpad Application improved.

To sum up, the results of this study indicated that the theories and the previous studies demonstrated the same results as this current study in which students' writing skills could be enhanced by utilizing Wattpad Application.

Accordingly, this method truly enhanced the students' writing skill. In addition, the qualitative data denoted that the students were active and felt enjoyable when partaking and giving responses during the teaching-learning process.

Conclusion

Based on the data finding, it can be stated that the students' writing skill in writing narrative text that was taught by Wattpad Application is better that the conventional method. The students' improvement of writing narrative text can be seen in the improvement of their achievements in pre-test, post-test I and post-test II.

The students' ability before utilizing wattpad application was still very low. It can be shown from the result of the Pre-Test which the mean score of the students were 55.7 and there was 2 student passed the test. The students' responded duruing the teaching and learning process was very good. Most of the students was really interested to using wattpad application and the students gave a great feedback, it can be shown from the observation sheet that the students asked and answered the question and intruction that given by the researcher.

The students' ability in writing narrative text got improvement after using wattpad application. It can be shown from the result of Post-Test I which the means score of students were 71.8 and there were 10 students who passed the test. Meanwhile, in Post-Test II the mean score was 81.8 and there were 22 students who passed the test. Based on the chapter 4, it concluded that the students' skill in writing narrative text could improve by utilizing wattpad application.

The researcher also conducted interview with some of the students after the implementation of the "Who am I" Game to know their responses about the implementation of that game. The result of the interview was that they were also spirit in learning Simple present tense and enjoying the learning process. The students also said their self-confidence built and increased. The students made a quite much improvement in the aspect of content.

Finally, based on the result of showed, it could be concluded that the class atmosphere by utilizing Wattpad Applivation was active and improved at the eighth-grade students of VIII-1 class at SM Yayasan Perguruan Keluarga Pematangsiantar.

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