A THESIS

INCREASING READING ABILITY THROUGH SHORT STORY IN WATTPAD APPLICATION AT MAN 1 PAREPARE

BY:

SITI HAS NIZAN BINTI ANWAR
REG NUM. 16.1300.099

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2023

A THESIS

INCREASING READING ABILITY THROUGH SHORT STORY IN WATTPAD APPLICATION AT MAN 1 PAREPARE

By:

SITI HAS NIZAN BINTI ANWAR
Reg Num. 16.1300.099

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

2023

INCREASING READING ABILITY THROUGH SHORT STORY IN WATTPAD APPLICATION AT MAN 1 PAREPARE

A Thesis

**As Partial Fulfilment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted by

**SITI HAS NIZAN BINTI ANWAR
Reg Num. 16.1300.099**

to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2023

SUPERVISORY COMMISSION APPROVAL

Thesis Title	:	Increasing Reading Ability through Short Story in Wattpad Application at MAN 1 Parepare
Student Name	:	Siti Has Nizan Binti Anwar
NIM	:	16.1300.099
Study Program	:	English Education
Faculty	:	Faculty of Tarbiyah
Basis for Supervisor Determination	:	Dean of the Faculty of Tarbiyah Decree Number : 159 Year 2021

Approved By:

Principal Supervisor	:	Dr. Mujahidah, M.Pd.	(............................)
NIP	:	19790412 200801 2 020	
Co-Advisor	:	Muh. Yusuf, M.Pd.	(............................)
NIP	:	2018089301	

Knowing:
Dean of the Faculty of Tarbiyah

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

APPROVAL OF THE EXAMINING COMMISSION

Thesis Title : Increasing Reading Ability Through Short Story In Wattpad Application at MAN 1 Parepare

Student Name : Siti Has Nizan Binti Anwar

Student Reg. Number : 16.1300.099

Study Program : English Education

Faculty : Tarbiyah

Basis for Supervisor Determination : Dean of the Faculty of Tarbiyah Decree Number: 159 Year 2021

Date of Graduation : July 31st, 2023

Approved By:

Dr. Mujahidah, M.Pd. (Chair) (.....................)

Muh. Yusuf, M.Pd. (Secretary) (.....................)

Dra. Hj. Nanning, M.Pd. (Member) (.....................)

Munawir, M.Pd. (Member) (.....................)

Knowing:
Dean of the Faculty of Tarbiyah

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

ACKNOWLEDGMENT

بِسْـــــــمِ اللّهِ الرَّحْمنِ الرَّحِيْم

الْحَمْدُ للهِ رَبِّ الْعَالَمِيْنَ وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ ٱلأَنْبِيَاء وَالْمُرْسَلِيْنَ وَعَلَى اَلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْدِ

Praise and gratitude the researcher pray for the presence of Allah SWT, for the abundance of His grace, for his mercy, blessing, and a good health and amazing ways in guiding the researcher so that the researcher could finish this thesis. Shalawat and Salam to our beloved prophet Muhammad SAW as the greatest man, as the greatest leader to guide all human being to the light iman and islam.

The researcher realizes that in the process of completing this thesis, she has received much support and help from many people. First of all the researcher wants to give her sincere gratitude and special thanks to her family. To her beloved father Anwar and her beloved mother KartiniSaimung. For their endless love, immense care, sacrifice, advice, financial support and sincere prayers for her safety, healthy and successful all time. May Allah SWT always bestow grace, health, and blessings in the world and in the hereafter over budi good that has been given to the researcher.

On this occasion, the researcher would like to say thank you profusely to her consultantDr. Mujahidah, S.Pd.I, M.Pd. and Muh.Yusuf, M.Pd. for all the help that has been given, either directly or indirectly during the preparation of this final thesis to complete.The researcher also would like to express her genuine thanks to:

1. Dr. Hannani M.Ag. As The Rector of State Islamic Institute (IAIN) Parepare who had worked hard to manage education at IAIN Parepare.
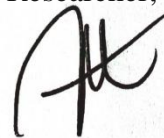
2. Dr. Zulfah, M.Pd. as the Dean of Tarbiyah Faculty for his permission to write this skripsi and as an Academic Advisor for the researcher who has given advice and motivation to the researcher.

3. Dr. Arqam, M.Pd. as the chairman of English Program who has given her some insight so the writer can accomplish this skripsi.

4. The principal of MAN 1 Parepare Muhammad Ridwan AR, S.Ag, M.Pd.I. for allowing her to conduct the research there. Also, to the English teacherHusni Saini, S.Pd and all the teachers and staff in MAN 1 Parepare and the special one Suriyanti, S.Pd. for allowing her to conduct her research in her class XI IPA 2. She could never have finished this without your great guidance.

5. Her classmate T302 and Her best friends Wulan, Isma Yunita, Resky Yuniarti J, Ulfayanti, Yunarsi, Salmawati, Lismayanti, Wanda Hamida, Nur Aliyyah Fajaryani Qomaria who have always been in the researcher's side, always giving help, support, inspiration and advice to her, always work together and fight together to finish this skripsi. Thanks for being her best friend and thanks so much for everything that has given to her.

Finally, the researcher admits that her research is still far from being perfect. The researcher hopes this research paper can provide benefits for everyone and can contribute in education.

<div style="text-align: right">

Parepare, July 17th 2023

29 Dzulhijjah 1444 H
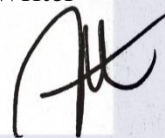
The Researcher,

Siti Has Nizan Binti Anwar

16.1300.099

</div>

DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

Name	:	Siti Has Nizan Binti Anwar
Student Reg Number	:	16.1300.099
Place and Date of Birth	:	Malaysia, 09 October 1996
Study Program	:	English Education
Faculty	:	Faculty of Tarbiyah
Title of Skripsi	:	Increasing Reading Ability through Short Story in Wattpad Application MAN 1 Parepare

Stated this thesis was her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, July17th2023
The Writer

Siti Has Nizan Binti Anwar
16.1300.099

ABSTRACT

Siti Has Nizan Binti Anwar. *Increasing Reading Ability through Short Story in Wattpad Application at Man 1 Parepare*. (Supervised by Mujahidah and Muh. Yusuf)

This research was aimed to find out the increasing students' reading abilitythrough short story in Wattpad application at MAN 1 Parepare. Wattpad is a social networking site and service that allows user post comments, share photos, and share links to news and other interesting content on the internet.

This research used pre-experimental research with a quantitative approach bytest (multiple-choice) in collecting data through pre-test and post-test. The sample were students ofMAN 1 Pareparein the eleventh grade.In choosing sample, researcher used purposive sampling in getting data. The subjects were 18 from 82 students of eleventh grade at MAN 1 Parepare.
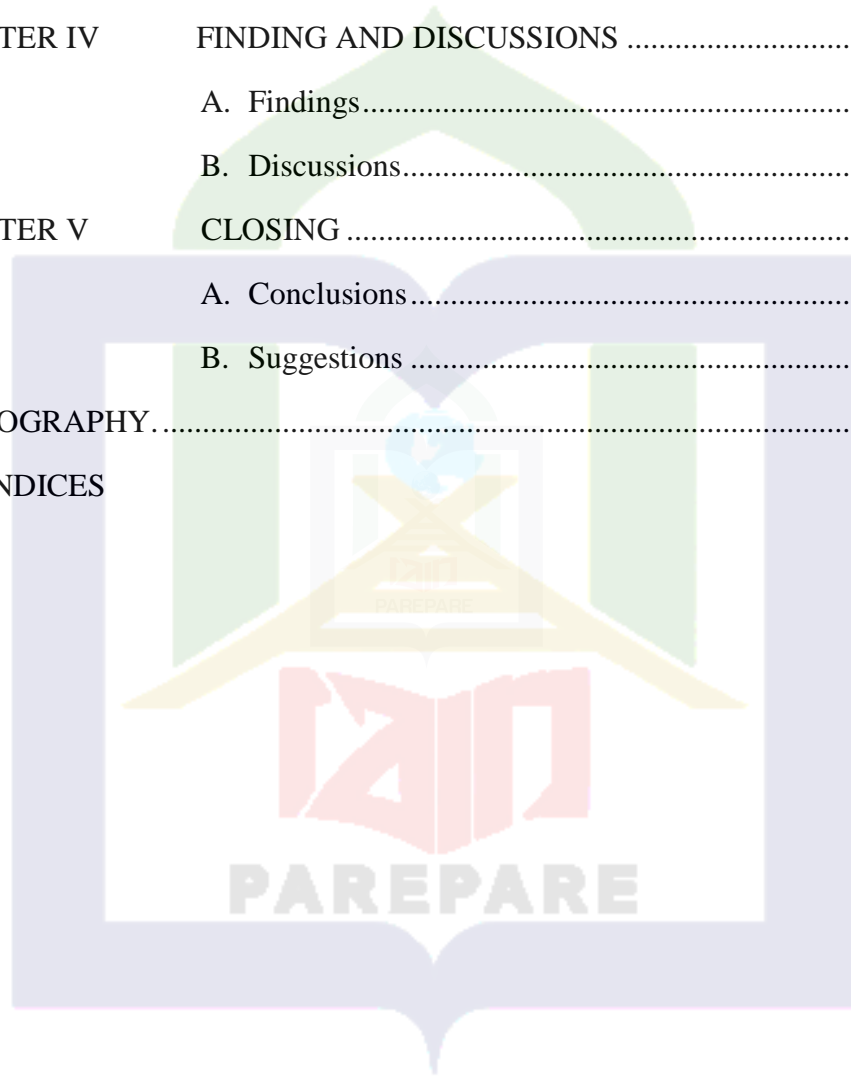
The result of the research showed thatthere are improvement of student reading ability after the the researcher carried out treatment through short story in Wattpad application to the students. It can be seen inthe students score of the students pre-test and post-test. The mean score of the student pre-test is 38.33. Meanwhile the mean score of the student post-test is 55.28. From the result of the mean score, there are increasing in the student reading ability.This research proved that using Wattpad application effective in teaching the students especially reading skill and its mean that null hypothesis was rejected and alternative hypothesis was accepted. So, based on the analysis above, the researcher concluded that using Wattpad application can increase the students reading ability and by using this application can attract the student in learning English.

Keywords: Wattpad Application, Reading Ability, Short Story

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDICES

Number of Appendix	The Title of Appendices
1.	Research Instrument
2.	Lesson Plan
3.	The Result of Pre-Test
4.	The Result of Post-Test
5.	Documentation
6.	Supervisor Determination
7.	Research Allowance
8.	Curriculum Vitae

A. Background

English is considered one of some international languages that is used by most of the people around the world. In a global era, people are expected to master English as a way to speak with different people who live in other countries. As a tool ofinternational communication, it must be learned by those who live in a country that uses English as a foreign language, including Indonesia. To help Indonesian people to be able to be capable of communicating with other people around the world, Indonesian authorities incorporate English into its academic curriculum as one of its compulsory subjects starting from junior high school. For this reason, it is hoped that there can be an amazing chance for Indonesian learners to improve their English communication competence.

In English, there are four abilities that need to be mastered, they are: listening, speaking, reading, and writing. According to "Standar Kompetensi Madrasah Isnawiyah Kurikulum 2004", the aim of learning English is teaching and developing ability to communicate, speak or write in English, by mastering productive language skills: speaking and writing or receptive skills; listening and reading.[1]Among those four abilities, reading is one of the most important skills in gaining knowledge of the language. Reading skill becomes part of language skills that students need to master because reading skill has an importantrole in English subject. Reading is a bridge for the students to get the information needed intheir learning subject, such as transferring information and knowledge from a textbook. Furthermore, when the

---

[1]Departmen Agama RI, *'Standar Kompetensi Madrasah Isnawiyah Kurikulum 2004',* (Jakarta: Depag RI, 2004), p. 171.

1

students study at the university, they may discover more textbooks which can be written in English that need to be understood to get clear definition of what the textbook implies.

In education, reading also plays a massive role in developing the abilities of students. Reading will help students to absorb any knowledge and ideas which might be very useful to increase their perceptions. Regarding the statement above, Hirai et al. said that the more we read, the better we get it, the more we like it, the more we do it.[2] Reading is very important to increase our skill or ability in transferring the writer's purpose. When the readers understand the authors' purposes, it will help them to identify the main idea of the text and make the readers easily understand what they have read. According to Keshta and Udaini, indicates that reading is an interactive process in which the reader interacts with the text and employs his/her experience and understanding to get meaning.[3]

However, many but not all,of the students still encounter difficulties in learning to read in foreign language because it brings new challenges and requires different insights. Pang (2003) defines that reading is about understanding written texts. It is a complex activity that involves both perception and thought.[4]This regulation will be a challenge for lecturers and lecturers to create appropriate approaches and strategies to meet the objectives of their teaching plans.

---

[2]Debra L. Cook Hirai, Irene Borrego, Emilio Garza and Carl Kloock, *"Academic Language/ Literacy Strategies for Adolescents (A"How-To"Manual for Educators)",* Routlegde: New York, (2010).

[3]Alaa Ali Al Udaini and Awad Soliman Keashta, *'The Effect of Computerized Program of Developing 9th Graders' Reading Comprehension Skills and Their Attitudes Toward Reading in Palestine',* (Gaza: The Islamic University Gaza, 2011).

[4]Elizabeth S. Pang, Angaluki Muaka, Elizabeth B. Bernbardt and Micheal L. Kamil, *'Teaching Reading',* (Switzerland: International Academy of Education, 2003), p. 6.

Even though many strategies were recommended to solve this problem. The teachers have been using numerous strategies to increase students' reading abilities in Indonesia, like inviting students to the library and creating positive surroundings inside the classroom, or use reading techniques like skimming, scanning, or reading aloud. However, those aren't enough to increase students' reading skills. The students still need another strategy and interesting media to get their attention and attract students to more focus on the reading content. This ability is very important because the information and technology are constantly developing.

To minimize the duty of a teacher and to ensure that his students are capable and willing to read, the media is one of the steps that the masses currently love and are interested in among school children. And what we know is that the book still being the media is very often used by teachers in teaching English. In this case, the writer knows that based on several questions posed to several students of MAN 1 Parepare who argue that they are very saturated with reading resources that the teacher gives them by using media such as books. Therefore, the media is one of the important things in teaching English.

The researcher thinks that this software is the most suitable media for teaching and students can discover an interesting book to read. And, Wattpad can be a place for students to read accordingly to their own preference. Students can easily get access to almost each kind book in Wattpad application. Students do not have to buy, borrow, or pay for anything if they want to read a book. They only need Smartphone to get access if they want to read a book, because almost of the students now have their own Smartphone.

Based on the interview with the teacher, it was discovered that most of students of MAN 1 Parepare at elevent grade lack of in reading comprehension as a complex process which involves not only the read the text however also their experience to comprehend it. However, most students of MAN 1 Parepare faced issues in understanding the meaning of the short story. Because of its complexity, many teachers of English at junior and senior high school find difficulties in all teaching reading and prefer teaching structure to reading. Based on all cause above, the writer thinks that short stories can increase students ability in reading, because of that the writer interested in conducting research entitle "Increasing Reading Ability Through short story in Wattpad Application at MAN 1 Parepare".

B. Research Question

Based on the background above the research question of this research is using short story in Wattpad application able to increase student's reading ability at MAN 1 Parepare?

C. Objective of Research

Relating to the problem statements above the objectives of the research aimed to find out the increasing students' reading abilitythrough short story in Wattpad application at MAN 1 Parepare.

D. Significances of the Research

    1. For the English lecturer

Thisresult of this study is expected to give a contribution to the English teachers to develop teaching English through short story in Wattpad application.

    2. For the students

This study is expected to raise students' motivation and interest in learning English to increase their reading ability.

    3. For the further researcher

To other researchers, the findings of this research are expected to give valuable contribution and information on using short story in Wattpad application in the English-learning process.
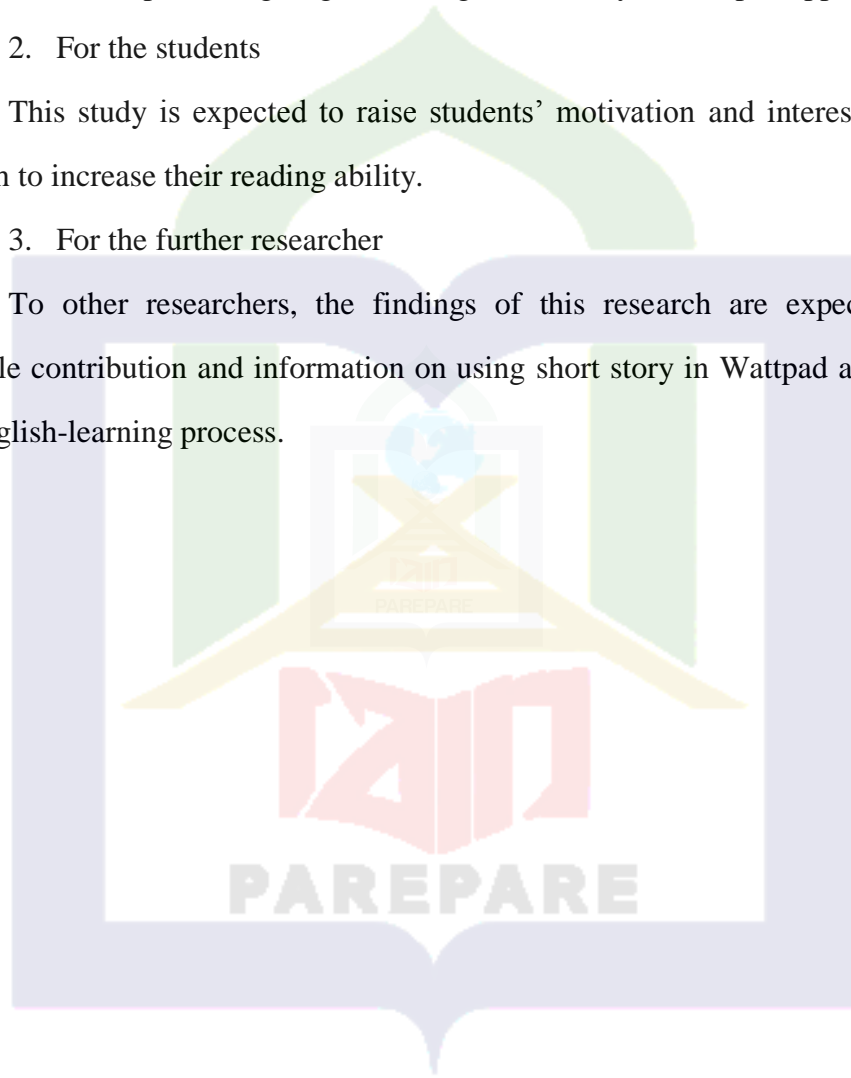
REVIEW OF RELATED LITERATURE

A. Previous Research Findings

There are some of the researchers who have conducted and reported the result of their research related to the result of Wattpad application. Those researchers are as follows:

1. Dewi Purnama Sari in her research with the title "The Effect of Short Stories through Wattpad on Reading Comprehension Achievement of Non-English Major Students of Bina Darma University". The use of Wattpad on this research was to gain college students' interest to read more, find the stories they have been interested in, and apply their ability to think critically by giving feedback or express their emotions. The study aimed at investigating the reading comprehension achievement of the students after being taught by using short story through Wattpad.[5] From the previous research above, the difference with the research of the researcher will do is from comparing the effectiveness of short story on students reading comprehension, while the researcher willanalyzethe increasing students reading ability through short story and will focus on Wattpad Application in general.

2. Rizka Mufariza in her research with the title "The Use of Herringbone Technique to Improve Students' Reading Ability Assisted by Wattpad Application". This research aimed to enhance students' reading ability via herringbone technique in reading narrative text. This research analyzes how the process of herringbone technique can enhance the students' reading ability. This research was carried out

---

[5] Dewi Purnama Sari, *'The Effects of Short Story through Wattpad on Reading Comprehension Achievement of Non-English Major Students of Bina Darma University'*, 2017.

at SMA HARAPAN MEKAR Medan.[6]From the previous research above, the difference with the research of the researcher will do is from the using of herringbone technique in improve the student reding ability, while the researcher willuse short story in Wattpad application in increasing students reading ability.

3. Cindy Yunita in her research with the title "The Use of Wattpad Media to Increase Reading Narrative Text Comprehension at SMK Miftahul Huda Cilegon". The aims of this research areto discover whether or not there has been anymassive difference in students' reading comprehension of narrative text afterbeing taught with the aid of using Wattpad as media in teaching reading and to analyze thestudents' response in terms of using Wattpad throughout the learning treatments.[7]From the previous research above, the difference with the research of the research will do is from the reading material that the students will read. The researcher will use short story in this research and will focus on the students enhancement in reading ability.

4. Wahyu Widia Sari in her research with the title "Improving Students' Reading Skill through Stories in Wattpad Application". The purpose of this research is to inspire the students or instructor to seek out in a different way to increase students reading abilities, one in each of them is with numerous exercises like reading English newspaper or reading stories in Wattpad application.[8]From the previous research above, the difference with the research of the research will do is from the

---

[6]Rizka Mufazira,*The Use of Herringbone Technique to Improve Students' Reading Ability Assisted by Wattpad Application,*(Medan: University of Muhammadiyah Sumatera Utara, 2019).

[7]Cindy Yunita, *The Use of Wattpad Media To Increase Students' Reading Narrative Text Comprehension At SMK Miftahul Huda Cilegon*, (Bandar Lampung: Universitas Lampung, 2022).

[8]Wahyu Widia Sari, *Improving Students' Reading SkillThrough Stories in Wattpad Application*, jurnal Al-lughoh.

way to increase the student's reading ability. The researcher will analyze the use of short story in Wattpad application to increase the students reading ability.

B. Some Pertertinent Ideas

1. The Concept of Reading

   a. Definition of Reading

   In English, there are 4 language abilities, they are listening, speaking, reading, and writing. One of the most important language skills that need to be mastered by students is reading. Reading is a window to the world. Through reading, readers will get lots of very useful information, whether new or what they have read before. According to Patel and Jain, reading is an essential activity in life with which you possibly can update his/her knowledge. Reading ability is an essential tool for academic achievement. Reading is the most essential activity in any language class. Reading is not only a source of information and an enjoyable activity but also as a method of consolidating and extending one's knowledge of the language. Reading is very important to widen the mind, again and understanding of the foreign culture.[9]

   Reading is always a guessing process, and often what you put in a text is more important than what find in it. In other words, reading is the process a reader undertakes to extract the keywords from a written text[10].

   According to Ruhelhartreading is a process of understanding written language. Reading is a process it starts from viewing the linguistics surface representation and ends with certain thoughts or meaning about messages intended

---

[9]M. F. Patel and Praveen M. Jain, *English Language Teaching : (Methods, Tools & Techniques)* (Sunrise Publishers & Distributors, 2008).
   [10]Francoise Grellet,*Developing Reading Skills,* (New York: Cambridge University, 1981), p. 7.

by the author. Accordingly, reading is the combination of perceptual process and cognitive process. Ability defined as the potential of the people to carry out numerous tasks in a particular task. Ability for basically mean that you have the ability to do something. Ability is the skill or strength to do something in different words skills[11].

Reading is an essential skill for everyone, including students. According to Mickulecky, reading is very important considering the fact that it could enhance students' general language abilities in English; assisting students to think in English, enlarging students' English vocabulary, improving their writing, and it could be a very good way to obtain about new ideas, information and experiences. Therefore, on the basis of this opinion, the reading skill has been considered as something that could assist students to enrich their perception in English language[12].

Based on the theoretical above, the researcher concluded that reading is one of essential skill that students must improve so their knowledge in English material can be more enhance, and reading is an ability to understanding reading material to get information from the text, reading not only about read a text but also to can increase our knowledge.

b. Definition of Reading comprehension

According to Grabe and Stoller, reading comprehension is an ability to understand or to gain the information from a text[13]. Moreover, Partnership for reading described reading comprehension as the understanding of a textual content that is

---

[11]David E. Rumelhart, *Toward an Interactive Model of Reading,* (Stanford University, 1985).

[12]Beatrice S. Mikulecky,*Teaching Reading in a Second Language,* (Pearson Education, 2008).

[13]Grebe William and Fredricka L. Stoller, *Teaching and Researching Reading,* New York: Longman, (2002), p.7.

read, or the process of constructing meaning from a text. It method that a reader should be capable of interpret what the meaning of the text properly.

Reading comprehension is very essential because it could be tested through a passage which is to be translated into accurate English, or through question based on the content of a passage. In this case the passage is not translated, the questions being asked in the foreign language and the student answering in English[14].

Otto Wayne states reading comprehension is as an interaction between thought and language. It means that an interaction in reading, it could produce a thought and then we are thinking, and we has a question for asked to someone, that known as language[15].

Jenniferserravallo said that comprehension is at the heart of what it means to actually read through thinking and understanding and getting at the meaning behind a text. Comprehension guidance begins before children can even conventionally read. As children are read to during read-aloud, they are asked to think about characters, make prediction about what is going to come next, question and wonder what happening, and consider what lesson they could learn from the book[16].

Based on the theoretical above, the researcher concluded that reading comprehension is a brain process related to several components in which those components interact with one another to draw the meaning of the text. So that the reader can comprehend and understanding the reading material to get information. Those components are particularly from the reader, the text and the activity. Those

---

[14]Tara Chand Sharma, *Modern of Methods of University and Collage Teaching,* (First Edition, New Delhi, Samp & Sons, 2001), p.247.
[15]Otto Wayne, *How to Teach Reading, (*Philippines: Addison-Wesley Publishing Company, Inc.,1979), p.70.
[16]Jennifer Serravallo, *Teaching Reading in Small Group,* (USA, Heinemann, 2010), p.43.

elements need to interact well with each other, if there is an interference growing between them, there will be difficulties in reading.

   c. Types of Reading

     1). Intensive Reading

       Intensive reading is the type of reading that requires the non-linguistic reader to be aware of the context and understanding of the meaning of the text and to focus on it. Because the goal is to obtains such facts. In other words, intensive reading requires learners to find words, recognize their meanings, and finally identify the correct reading.

     2). Silent Reading

       Silent reading is an integral a part of teaching English. As silent reading can enhance reading capacity, learners should use it. This reading practice will save time when all students take part at the same time. As a result, enhancing reading speed could be very helpful, and playing a significant role in enhancing student comprehension is important[17].

     3). Extensive Reading

       According to Bam ford et al. (2004), extensive reading is a language teaching tool where learners are expected to read a significant amount of text to achieve global understanding. The goal is to enjoy the text's educational purpose; comprehensive reading has been variously described by educators, scholars, and reading experts. In language teaching, a form of reading known

---

[17]Md. Harun Rashid, Wang Hui, Jahirul Islam, *Discuss The Different Types of Reading Techniques and Develop its Skills,* Journal of English Language and Literature, (Malaysia: University Putra Malaysia, 2021), Vol.8, p.37-38.

as extensive reading. Intensive is used to obtain a comprehensive interpretation of the language[18].

4). Reading Aload

According to Huang, Reading Aloud is an important and magical way to develop student's oral English skill.[19] Reading aloud is important for improving pronunciation, oral communication, intonation, and tension, enabling learners to become fluent in the language.[20] Reading aloud is an essential thing of English instruction because it sets the foundation for sound pronunciation.

d. Technique Of Reading

1). Skimming

According to Mikulecky and Jeffries (2004), skimming is highspeed reading that can you save time and help you get through lots of material quickly. This technique allows you to read faster and find out if the text is worth to reading further or not. For this technique you don't have to know and remember everything. And usually, this technique is usually use to find the main topic on the text[21].

---

[18]Julian Bamford and Richard R. Day, *Extensive Reading, Activities for teaching-learning,*(Cambridge: Cambridge University Press, 2004).

[19]Liang Guang Huang, *Reading Aload in Foreign Language Teaching*, (Journal Asian Social Sciences: Vol.6 No.4,2010).

[20]Md Harun Rashid, Jahirul Islam, and Wang Hui, *Discuss the Different Types of Reading Techniques and Develop its Skills*, Journal of English Language and Literature, (Malaysia: University Putra Malaysia, 2021), Vol.8, p.38.

[21]Beatrice S. Mikulecky, Linda Jeffries,*Basic Reading Power: Reading for Pleasure,Comprehension Skill,Vocabulary Building, Thinking Skill,* (New York: Pearson, 2004).

2). Scanning

According to Grellet, scanning strategy is a reading technique that allows readers to look first at titles, table of content, and so on, to find specific information without having to read the entire text[22].

3). Summarization

Summarization is a way of restoring the context of the original text in your own words. Most of the findings are relatively short and contain key points that briefly summarize the text. It is sufficient for the level of higher education. This approach consistently extracts the unimportant content and condenses the rest into concise description. So that's the only tactic left to the readers. Specific text details or basic concept should be organized or preserved according to the type of reader[23].

4). Predicting

According to Magiliano, prediction refers to what is expected in the text. It is achieved by successful readers who think: they used chart, headlines, text, and personal knowledge to create predictions before they started reading[24].

---

[22]Francoise Grellet, *Developing Reading Skill: A practical Guide to Reading Comprehension Exercises,*(Cambridge University Press, 1981), p. 50-59.

[23]Md. Harun Rashid, Wang Hui, Jahirul Islam, *Discuss The Different Types of Reading Techniques and Develop its Skills,*(Journal of English Language and Literature, University Putra Malaysia: Malaysia, 2021), Vol.8, p.38.

[24]Joseph P. Magiliano, William B. Baggett, Brenda K. Johnson, and Arthur C. Grassers, *The time course of Generating Casual Antecedent and causal Consequence Inference,*(Discourse Processes, 1993).

2. The Nature of Wattpad Application

   a. Definition of Wattpad Application

   Wattpad founded in 2006 by Allen Lau and Ivan Yuen. Wattpad is an online community of writers and readers has blossomed into multiplatform entertainment project that draws millions of site visitors to the web page every month. Wattpad facilitates aspiring writers find readers, however it also traditional e-book publishers, advertiser, and film and TV producer with original content,in additional to providing them real-time information on which stories and topic customers find interesting[25].

   Wattpad is a social networking site and service that allows user post comments, share photos, and share links to news and other interesting content on the internet. Wattpad is a community for readers and writers to discover new user-generated stories across multiple genres, including classic, general fiction, historical fiction, non-fiction, poetry, spiritual and many more. By building a social it community around stories, it aims to break down the traditional barrier between readers and writers. This model works for established writers as well as amateur writer.[26]

   Wattpad is a media to learning literature. Wattpad platform can be used to publish literary works students in the form of prose to further obtain constructive peer to peer feedback (Rahman and Iwan, 2019).[27] Students were more interested in using the media and actively giving comments and express their feelings or ideas after reading the story. It means Wattpad can help students in learning literary. The same

---

[25]Novia Ayu Wardhani, FitrotulMufaridah, Indah Werdiningsih*,The Effect of Using Wattpad on Students' Writing Ability,*University Muhammadiyah Jember.

[26] Allen Lau, *Definition of Wattpad*, (Toronto, 2006).

[27]Irpan Ali Rahman and Iwan, *Blending Wattpad Platform and English Prose Course in Industrial Revolution Era 4.0*, (Jakarta: Jurnal Muhammadiyah University of Jakarta, 2019).

as (Bal, 2018) argue that Wattpad was considered a venue where participants can express themselves comfortably[28].

Wattpad is an experimental platform for aspiring and professional authors to submit work, receive comments, and connect with other writers and readers, according to (Bold). It means Wattpad is a platform that can be used for both writing and reading. As an application that every people can access, the author who published their story through Wattpad can get feedback more easily[29].

Wattpad also provides enormous free and paid reading materials that can support extensive reading for students. The platform offers 21 stories genres in total that its user can select based on their own interest. The stories genres include adventure, fantasy, historical fiction, horror, humor, science fiction, non-fiction, urban, thriller, and so on. Because Wattpad is a platform that allows its user both read and write, it has writes from various countries who write stories in different language. However, the user can select the language of the stories in different languages. Stories written in English are enormously available for the students to read. Some popular stories that are not written in English have also been translated in English to gain more readers[30].

Based on the explanation from the experts above the researcher conclude that Wattpad is a media or application that the teacher can used as a media in teaching and

---

[28]Mazhal Bal, *Reading and Writing Experiances of Middle School Students in the Digital Age: Wattpad Sample,*(Akdeniz University: Antalya, vol.6 Issue. 2, 2018).

[29] Melanie Ramdarshan Bold, *The Return of the Social Author: Negotiating Authority and Influence on Wattpad*, 2018, p. 5.

[30]Intan Permatasari, Agus Wijayanto, and Diah Kristina, *The Strengths and Weaknesses of Extensive Reading Using Wattpad; Students' Perceptions*, (Indonesian Journal of EFL and Linguistics, Vol.5, No.2, 2020).

learning process in teaching English in the classroom, Because to increase students interest teachers have to use many method or media in teaching process.

b. Components of Wattpad Application

There are several components of wattpad application:

1) Search Bar
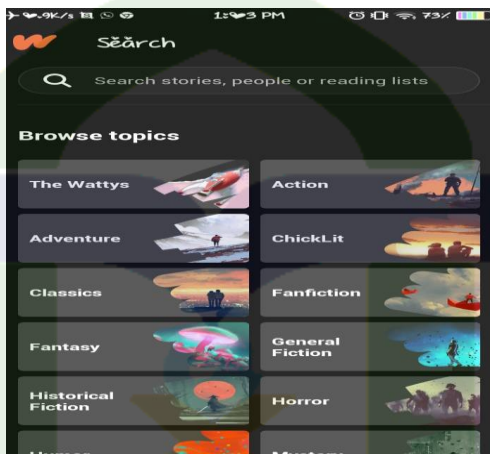
Figure 2.1 Search Bar

In this section, readers can choose the story they want to read, the story's writer and reading list in the search column.

2) Library
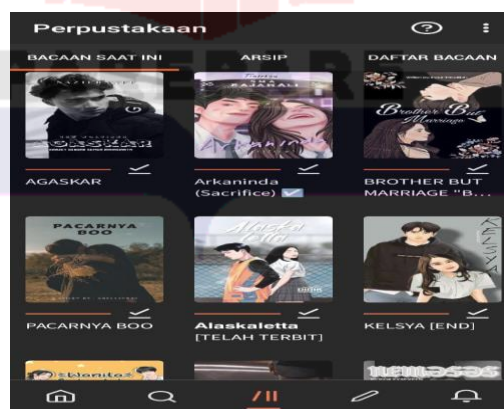
Figure 2.2 Library

In the library, readers can save the stories that have been searched in the search section and they can read whenever and wherever.

3) Create A New Story
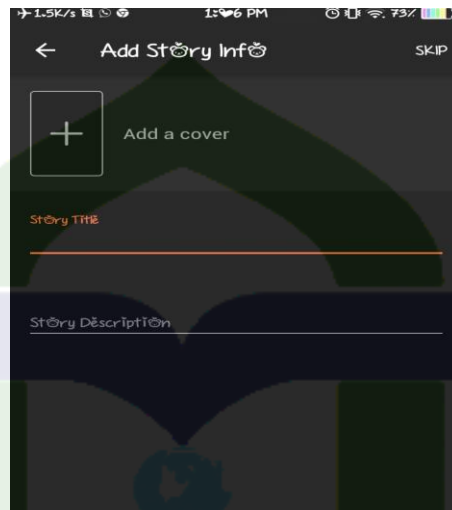
Figure 2.3 Create a New Story

In this section the writer can make their own story and upload their story.

4) Updates
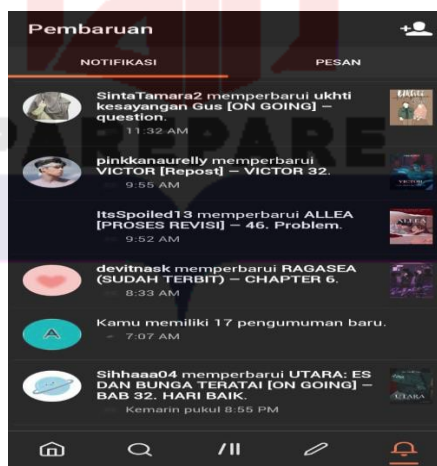
Figure 2.4 Updates

In updates section, you can find out something new, because in this section tells you the latest stories from the author or the continuation of the story the author has written before.

5) Conversation Bar
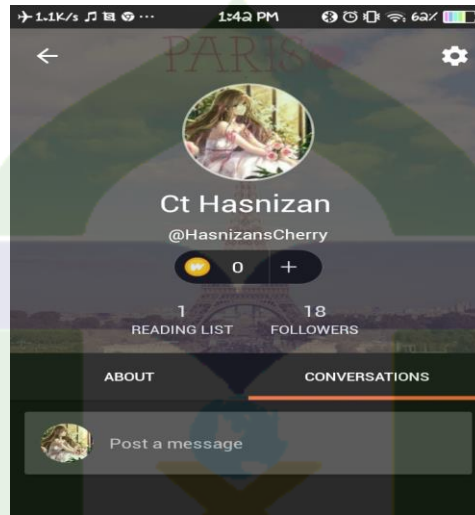
Figure 2.5 Conversation Bar

In this section, the writer can make a conversation and post a massage.[31]

c. Advantages of Online Learning

There are some basic features of this application that we have to know before we use this application, which is:

1). After opening the Wattpad app, log in with your email or Facebook and enter your password. Then you can set your username and basic information about yourself.

2). Home screen shows many measurements. It is not only fiction, but also non-fiction. If you've used Wattpad multiple times, we

---

[31]Nikmatul Khasanah, *The Effect of Wattpad Application Toward Students' Reading Comprehension on Narrative Text of Tenth Grade of SMAN 1 Rangsang*, (Pekanbaru: Universitas Islam Riau, 2020) p. 12-14.

recommend reading it for you. At the top of the screen, you can also search for what you want to find such as the genre of reading or the author.

3). On the next screen, you will see a library where you can save stories to read later or read again. If you've already read a few pages of this book, you can also read it offline. You can also vote on stories and mark the parts that you want to comment on.

4). Write or re-write on the other screen. Once created, you can publish it or save it as a draft. If you want to write something on Wattpad, drag an image to set the cover, write a synopsis, give your story a title, specify the tags associated with your story, and let your readers read your story. So, you can easily find what the user wants.

5). Nest will let you know if the book's author has been updated in a notification. You can also chat with other users.

6). Next is the user profile. You can know the number of followers and other information about your account.[32]

d. Advantages and Disadvantage in Using Wattpad Application

There are numerous Advantages and disadvantages offered by using this application, which makes it more interest and lots of teenagers choose to read in Wattpad in place of books or other online-reading platforms, such as:

1). Advantages

a) The readers can download books offline and read them whenever, anywhere. No need to constantly be connected to the internet.

---

[32]Karimah Rim, *The Use of Wattpad Application in Teaching Reading*, (Academia Edu, 2019), p. 3.

b) Wattpad can be a place for brand new writers who're starting or already learning how to write a story.

c) The readers also can find new friends and make conversation with the aid of using the "follow" and "post a message" features.

d) The readers can read the e-book as many as their want with a wide choice of genres, suggestions, and books which have been provided so that readers will no longer be bored.

e) Resources of Inspiration Wattpad have a collection of readings, and most of them are unique, exciting, and creative stories.

f) The appearance is simple and easy to used, users can immediately perform and discover the software despite the fact that they are still beginners.

g) It's free you could download this software for free on the play store. However, there are also premium features with more complete and freer from disturbing advertisements.

2). Disadvantages

a) Stories are not copyrighted, so others can freely plagiarize.

b) Advertising, due to the fact that is a free application, the source of earnings comes from advertising. However, you may also update Wattpad to the ad-free premium version.

c) Free to access by all groups and ages. Despite the fact that there are warnings about age restrictions on certain content, still, many users can get away by manipulating personal data.

d) Bullying the author and others' work. Not a few readers leave feedback or personal messages to authors who are still messy in creating stories.[33]

3. **The Nature of Short Story**

   a. Definition of Short Story

Lazar stated that short story is a short work of prose fiction which generally depicts one characters' inner struggle or conflict with others. It is a work of fiction in prose writing about imagined events and characters. A short story, unlike a poem, does not rely on a verse, matters or rhymes for its organization and presentation. A short story is often contrasted with a novel on the grounds of length, magnitude and complexity. As the name suggests, a short story is shorter than a novel. Some short story is a long one, say fifty to one thousand pages, we name it a novella.[34]

According to MacMillan, "short story is a brief work of prose narrative". It means that short story is a short prose narrative that typically can be read in a short time. In other word, the reader does not need much time to comprehend what the short story tales about.[35]

Short story is a brief fictional prose narrative that is shorter than a novel and that typically offers with just a few characters. The short story is normally concerned with a single impact conveyed in only one or some significant episodes or scenes. The form encourages economy of setting, concise narrative, and the omission of a complex plot; character is disclosed in action and dramatic encounter but is seldom

---

[33]Almira Adnan*, IncreasingStudents' Reading Skill by Using Wattpad Application in Eight-Grade Students of SMP Negri 3 Watampone*, (Makassar: Universitas Bosowa, 2023).

[34]Gillan Lazar, *Literature and Language Teaching: A Guide for Teacher and Trainers,* (Cambridge: Cambridge University Press, 1993), p.73.

[35]Susan Gutshall Bennett, Scribner, *MacMillan Literature Series: Introducing Literature* (New York: Glencoe/McGraw, 1985), p.53.

completely developed. Regardless of its relatively limited scope, though, a short story is frequently judged through its ability to provide a "complete" or satisfying treatment of its characters and subject.[36]

From the definition above, short storyis a form of fictional narrative prose. Compared with longer works of fiction such as novellas or novel,short stories tend to be concise. In conclusion, a successful short story relies more on literary techniques such as character, plot, theme, language, and insight than a novel. This story can be divided into many types. It is clear that story is a simple literary text which can be considered to be used as material in learning English.

b. Element of Short Story

They are 6 elements of short story, as follow:

1) Plot

Plot is the writer's preparations of the events in a story to get a desired impact. It is a series of actions which might be usually prepared in chronologically order. There are components that construct a plot: causality and conflict. Causality is needed to replacement of or more events. A conflict is an inner or external fight among the main character and the other character. When a story consists of inner warfare, it means that the primary man or woman is in struggle with himself or herself. It contrasts an external conflict happen between the main character and another character, society, or natural forces.

---

[36]Arlen J. Hansen, *Short Story*, (Encyclopedia Britannica, 2019),(http://www.britannica.com/art/short-story). accessed 15 March 2023.

Furthermore, the1 plot structure is divided into six events: exposition, beginning incident, rising action, climax, failing action, and resolution. Exposition is giving description of the situations that the reader desires to understand the story. The beginning incident is the event that changes the situation that is evolved in exposition. The rising action means a few events took place that develops hassle inside the story. Then, climax is the point of the best conflict, the emotional high point, the turning point within the plot, or the point where the other character gains the benefit. it is the event where the main character must choose some action in an effort to make his/her situation may be worse or better. The events that follow the climax are known as falling action. Then, the falling action leads into the decision of the story.

2) Setting

Setting is to explain time and location within the story. It can be general, specific, or every detailed. It may serve a few functions, which include influencing action, defining character, or contributing to mood.

3) Character

Character is a person created for work of fiction. It may autobiographical versions of the writer, the people that writer knows, the people that can the writer has discovered or overheard. The character is divided into twocategories, most important and minor characters. The important characters are

protagonist and antagonist characters. Meanwhile, the minor characters are confidant or confidante, foil, a stereotyped character, and piece of furniture character. These are the characters that assist to increase plot of the story. Another way to categorise the characters is the terms of active and static characters. The active characters are person who changes due to what happen inside the story. Then, the static characters are the characters have same at the start until the end of the story.

4) Point of View and Tone

Point of view is where the writer locations her/him inside the story. There are main points of view: first person (I) and third person (he, she, and they). The first person of view is the writer creates a person or mask through which she/he tells the story. The first person of view can be a character inside the story, the observer of events. The third person of view is divided into components: omniscient, and limited omniscient. The omniscient means the writer is aware of the thoughts of all characters in the story. Meanwhile, the limited omniscient means the writer just aware of and focuses on a character in the story. Moreover, tone in writing is the author's mindset towards the characters, the topic, or the readers. It is similar like tone in speech. It is performed by using describing details of setting and characters, dialogue, and narrator's direct comment.

5) Theme

Theme is the writer's perception or general statement about human nature or the human situation that is introduced through characters, plot, and imagery. There is ruled to place theme inside the story. But it can be identified inside the factual details of plot, characters, and setting.

6) Style

Style is the writer's characteristic way to mention matters inside the story. It is divided into 3 components: diction, imagery, and symbols, and syntax. The first component is diction. It is the writer's preference on using words. It can be selected as standard or specific, formal or informal, abstruct or concrete, commonplace, jargon and many others. The second component is imagery and symbol. Imagery is a term of senses. It involves sight, tastes, smell, touch, and hearing. It also associates with figure of speech like smile, metaphor, personification, hyperbole, and others. Then, a symbol is concrete anything like an object, a place, a character, and an action. The last component is syntax or sentence structure. It is the character's pattern or arrangement of words and phrases.[37]

C. Conceptual Framework

The conceptual framework underlying this research is presented in the following diagram below:

---

[37]JaneBachmanGordon,KarenKuehner,*op.cit.*,p.1-247.

| INPUT | $\Rightarrow$ | PROCESS | $\Rightarrow$ | OUTPUT |

| Material of Reading (Short Story in Wattpad Application) | Teaching and learning through Short Story in Wattpan Application | Students' Reading ability |
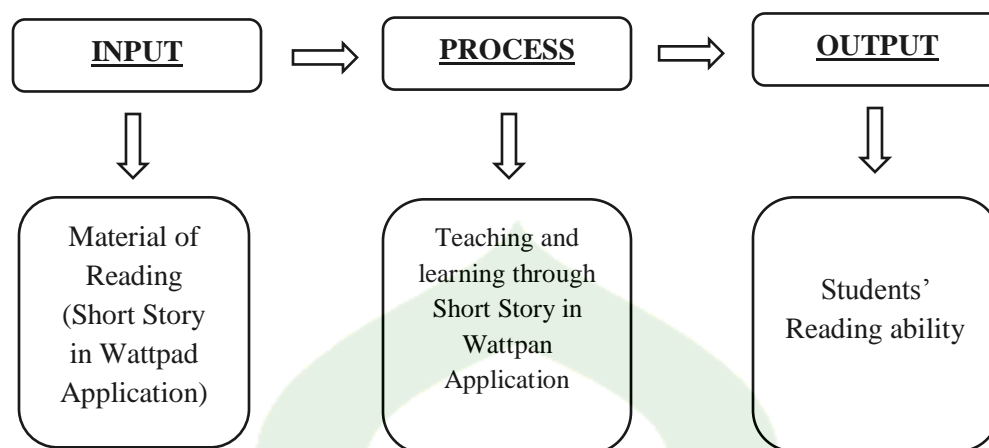
The variables are input, process and output. They are briefly will explain as follow:

    a. Input   : refers to material will apply by the researcher in the classroom, that is reading skill materials.

    b. Process : It refers to teaching and learning reading materials through short story in Wattpad application.

    c. Output   : It refers to reading ability after learning English by using Wattpad application.

1. Hypothesis

Based in the conceptual framework above, the researcher formulates hypothesis as follow:

    H_0 : Short story in Wattpad application is not significant to increase student's reading ability at the eleven grade MAN 1 Parepare

    H_1 : Short story in Wattpad application is significant to increase student's reading ability at the eleven grade MAN 1 Parepare.

D. Definition of Operational Variable

    a.   Variable

Variable is size or description to which individuals of the group differ from the ones of the other group. A variable is a used trait, characteristic, or obtained through research on a particular concept of definition. For example: age, gender, material status, job, knowledge, illness, and so on[38].

There are two types of variables in this research namely Independent variable and dependent variable;

    1.   Independent Variable

Independent variable is that the experimenter expects to influence the other[39]. Independent variable of this research is the use of Wattpad application in learning English.

    2.   Dependent Variable

Dependent variable is variable that is influenced by independent variable. Dependent variable in this research is the student's reading ability at Madrasah Aliyah Negeri (MAN) 1 Parepare.

    b.   Operational Definition of Variable

    1.   What is short story?

According to Lazar stated that short story is a short work of prose fiction which generally depicts one characters' inner struggle or conflict with others. It is a work of fiction in prose writing about imagined events and characters. A short story, unlike a poem, does not rely on a verse,

---

[38]Ahmad Watik Pratiknya, *Dasar-dasar Metodologi Penelitian Kedokteran dan Kesehatan,* (Jakarta,2007).
    [39]David Nunan, *Research Method in Languange Learning,* (Cambridge: Cambridge University Press, 1992), p.25.

matters or rhymes for its organization and presentation. A short story is often contrasted with a novel on the grounds of length, magnitude and complexity. As the name suggests, a short story is shorter than a novel. Some short story is a long one, say fifty to one thousand pages, we name it a novella.[40]

Based on the explanation from the expert above, short story is a form of fictional narrative prose. Compared with longer works of fiction such as novellas or novel,short stories tend to be concise. In conclusion, a successful short story relies more on literary techniques such as character, plot, theme, language, and insight than a novel. This story can be divided into many types. It is clear that story is a simple literary text which can be considered to be used as material in learning English.

2. What is Wattpad application?

According to Rahman & Iwan explained that Wattpad is a very interesting digital environment with a huge amount of potential for schools and learning[41]. Thus, the students can increase they reading ability by reading Wattpad.

Based on the explanation from the experts above the researcher conclude that Wattpad is a media or application that the teacher can used as a media in teaching and learning process in teaching English in the classroom, Because to increase students interest teachers have to use many method or media in teaching process.

---

[40]Gillan Lazar, *Literature and Language Teaching: A Guide for Teacher and Trainers,* (Cambridge: Cambridge University Press, 1993), p.73.
[41]Irpan Ali Rahman and Iwan,*Blending Wattpad Platform and English Prose Course in Industrial Revolution Era 4.0.,*(English Language in Focus ELIF, 2019), p. 25-32.

3. What is reading ability?

Reading is one of the important skills because by reading the students can get information and knowledge, it is related with research by Yunita Ramadhan explain that reading is the interactive processes between the reader and the text that find the meaning. It means that reading comprehension is the ability of the students to understand what they read, the meaning of the word or sentence and the information from it. In addition reading comprehension is the process of interaction between the students and an author to get information from the text, to form an interpretation, to make a conclusion of that information and try to comprehend the meaning of the text[42].

Therefore, writer can conclude that reading is one of essential skill must students have to improve their learning in English, and it can be achieved by using Wattpad application because there are several type of story that students can read according their interest like fiction, adventure, humor and so on.

---

[42]Yunita ramadhan, *"The Influence Of Using Wattpad Application Toward Students' Reading Comprehension In Narrative Text."* E.ISSN.2614-6061 P.ISSN.2527-4295 Vol.9 No.2 Edisi Mei 2021.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter consists of research design, location and duration of the research, population and sample, instrument and procedure of collecting data and technique of data analysis.

A. Research Design

The design of this research used pre experimental design with one group pre-test and post-test design. The pre-test used to find out the students reading ability before the treatment and the post-test used to find out the students reading ability after treatment. This research also used test to get information about the students' reading ability toward the used of Wattpad application. The aim of this test was to know the increasing of the student's reading mastery through short story in Wattpad application. This presented as follow:

$$E = 01 \ X \ 02$$

E : Experimental Group

01 : Pre-test

X : Treatment

02 : Post-test[43]

The processes of pre-experimental design used one group pre-test and post-test design implemented in this research are:

---

[43]Sugiyono, *"MetodePenelitianPendidikanPendekatanKuatitatif, Kualitatifdan R & D",* (Bandung: Alfabeta, 2010), p.110-111.

1. Do a pre-test with the purpose to measure students' reading ability before applying treatment.

2. Applying treatment through Wattpad application as reading media at 11th-grade students of MAN 1 Parepare.

3. Do a post-test with the purpose to discover the student's reading ability after treatment.

4. Comparing the students score in the Pre-test and post-test.

B. Location and Time of the Research

The location of this researchwasatMadrasah Aliyah Negeri (MAN) 1 Parepareand focused on the eleventh grade students. It was located on JL. Amal Bhakti, Bukit Harapan, Kec. Soreang, Kota Parepare, Sulawesi Selatan. It was taken duration about a month.

C. Population and Sample

The population of this research were the eleventh grade students of Madrasah Aliyah Negeri (MAN) 1 Parepare. There are 82 students consist of 42female and 40 male.Sample is a part of population, as the representative that has been taken by using certain technique.[44] It means that the sample should contain the same characteristic with the population because the sample should represent the whole number of the population.

In choosing the sample for the research, the researcher used purposive sampling to get perfect data. Purposive samplingAccording to Arikunto (2010:183), purposivesampling Targeted sampling aims to ensure that subjects are not sampled based on a specific goal, but rather large and distant samples cannot be collected

---

[44]S. Margono, *Metodologi Penelitian Pendidikan Komponen MKDK, (*Vol. 6; Jakarta: Rineka Cipta, 2009), p.121.

due to a variety of reasons including limited time, energy, and resources.[45] The

sample were 18 from students of MAN 1 Parepare in the eleventh grade, consists of 5

male and 13 female.

D. Research Instrument

The instrument of collecting data used by the researcher to get the data

observation by using:

Test

In this investigation, the researchers used the form of objective test, 20

multiple-choice questions.The exam is divided into pre-test and post-test. A pre-

test is used to measure students' reading ability prior to treatment. The post-test

was used to measure the students' reading ability after the treatment and to

understand the effectiveness of the Wattpad app in increasing the students

reading ability.

E. Procedure of Collecting Data

Procedure of collecting was to find out the increasing students reading ability

by using Wattpad application, the researcherprovided test to the students. Through

some steps of collecting data including pre-test, and post-test in form of multiple-

choice. The pre-test was given before the treatment, and the post-test was given after

the treatment through Wattpad application.

1. Pre-Test

Before researchers use the Wattpad app for treatment, the researchers carried

out a test to namely pre-test for the students.This test using mutiple-choice and

consists of20 questions. This test is to find out the student's reading ability before

---

[45]SuharsimiArikunto,*Prosedur Penelitian: Suatu Pendekatan Praktek*,(Jakarta: Rineka Cipta, 2010).

the researcher gave treatment to the students. After the pre-test, the researcher reviewed the students' test to determine where thestudents were failing in reading ability. After that, the researchers carried out treatment by using the Wattpad application to increase the students' ability.

2. Treatment

a. First Meeting

In the first meeting, the researcher gave an opening speech or greeting to the students to open the class and giving direction to pray before learning. Then,the researcher gave motivation about the importantof learning English to the students. Then the researcher checked the attendance list. After five minutes, the researcher gave the student instruction to download Wattpad application and teach the student how to use the application. Then the researcher gave a link of the short story about "Eleven" through WhatsApp group and the students open the story and the studentsread the text.The students answer the question based on the text that researcher gave to the students. Then the researcher and students discussed about the story that have been given to the students. Lastly, the researcher concluded the lesson on that day.

b. Second Meeting

In the second meeting, the researcher checked the attendance list. The researcher gave a link of the reading material through WhatsApp about "All Summer in A Day" and the students read the story. The researcher gave the students time to read the story 15 minutes to read the short story and understand what the story about. Then the researcher gave the students question based on the story and the students be given 30 minutes to answer the questions. Then the researcher and students discussed

about the story that have been given to the students. Lastly, the researcher concluded the lesson on that day.

c. Third Meeting

In the third meeting, the researcher checked the attendance list. The researcher gave a linkto get acess to the short story through Whatsapp application about "The Secret Life of Walter Mitty" and the students read the story. The researcher gave the student time for 15 minutes to read the story and understand the story. Then the researcher gave the students question based on the story and the students were given 30 minutes to answer the questions.Then the researcher and students discussed about the story that have been given to the students. Lastly, the researcher concluded the lesson on that day.

d. Fourth Meeting

In the fourth meeting, the researcher checked the attendance list. The researcher gave a link to the short story through WhatsApp about "The Gift of The Magi" and the students read the story.The researcher gave the studenttime for 15 minutes to read the storyand understand the story. Then the researcher giving the students question based on the story and the students gave 30 minutes to answer the questions. Then the researcher and students discussed about the story that have been given to the students. Lastly, the researcher concluded the lesson on that day.

3. Post-Test

The post-test was given to the class after treatment. The post-test was given to the students to find out the student's reading ability after using Wattpad application. The researcher gave test to the students. The purposed of the test was to

compare the student's reading knowledge and ability after applying Wattpad application in the classroom.

F. Technique of Data Analysis

The data were discovered through pre-test and post-test and analyzed through following steps:

1. To find out the data of the students answers in pre-test and post-test used this formula:[46]

$$\text{Score} = \frac{student's\ score}{Total\ number\ of\ items} \times 100$$

2. Classifying students score used the following percentage:

Table 3.1 Classification of Student's Score

No	Classification	Score
1.	Excellent	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very poor	≤ 40

Sources: (DirejenPendidikanDasardanMenengah, 2005:2)[47]

---

[46]IgakWardanhi and KuswayWihardhit, *PenelitianTindakanKelas,* (Jakarta: Universitas Terbuka, 2008), p. 325.

3. The means scores of the students find out used this formula:

$$X = \frac{\Sigma Xi}{n}$$

Where:

X = Mean

ΣX = Total score

N = The total number of students[48]

4. The rate percentage of students score find out used this formula:

$$X = \frac{F}{N} \times 100\%$$

Where:

X = percentage

F = frequency

N = total of number of sample.[49]

5. Finding out the standart Deviation used the following formula:

$$SS = \sqrt{\frac{SS}{N}} \text{ where } SS = \sum X_1^2 - \frac{(\sum X_1)^2}{N}$$

[47]DirjenPendidikanDasardanMenengah,*Peraturandirektoraljendralpendidikandasardanmenengahtentang: Penilaian Perkembangan Anak Didik*, (Jakarta: Depdiknas, 2005), p.2.

[48]SuharsimiArikunto, *Dasar-DasarEvaluasiPendidikan,* (Jakarta: BumiAksara, 2009), p.298.

[49]AnasSujidon, *PengantarStatistikaPendidikan,* (Jakarta: Raja GrafindoPersada, 2006), p.43.

Where:

SD   = Standart Deviation

SS   = The Sum of Square

$\sum X_1^2$ = The Sum of Score

$(\sum X_1)^2$ =TheSquareofthe SumoftheScore

N = TotalNumberoftheObject[50]

6. Finding out the difference of the mean score between pre-test and post-test by

   calculate the test value used the following formula:

$$t = \frac{D}{\sqrt{\frac{D^2 - \frac{(\Sigma D)^2}{N}}{N\,(N-1)}}}$$

Where:

T   = test of significance

D   = the mean score of difference (X1-X2)

$\sum D$ = the sum of the total score

$\sum D^2$ = the square of the sum score of difference[51]

N   = the total sample

---

[50]L. R. Gay, Geoffrey E. Mills, Peter W. Airasian, *Educational Reseacrh: Competencies for Analysis and Applications*, (Pearson, 2012), p.298.
[51]L. R. Gay, Geoffrey E. mills, Peter W. Airasian,*Educational Reseacrh: Competencies for Analysis and Applications*,(Pearson, 2012), p.331.

Then, after getting the students' scores, the researcher calculated the mean score, standard deviation, frequency table, and the value of the t-test in identifying the different among pre-test and post-test used inferential analysis in SPSS version 25 program.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts, the part deals with the finding of the research and the discussion of the research finding.The findings are correlated with the problem statements stated in the introduction part. The finding indicates in this part include data received through the pre-test and post-test, to discover the increasing students reading ability after giving them the treatment through short story in Wattpad application.

On discussions section, it offers with the descriptions and interpretations of the findings on this research. The findings that the researcher stated in this study were based on the procedure of collection data and method of data analysis in the previous chapter.

A. Research Finding

This chapter aims to answer the research questions about increasing reading ability through short story in Wattpad application. There are 20questionof multiple-choice that given to the students to answer the test. This research weredone by spreading reading test using multiple-choice to the students of eleventh grade in MAN 1 Parepare.The test was carried out two times namely pre-test and post-test, the researcher gives the students reading test before and after treatment.In order to know is using short story in Wattpad application able to increase the student's reading ability, the researher carried out pre-test and post-test. As stated before the researcher used Wattpad application as treatment. It was given to $11th$ grade students of MAN 1 Parepare. Pre-test and post-test were carried out to get reading test score of students.

39

Based on the research data pre-test and post-test to 18 of 95 students, the data shows that the pre-test of studentstotalscore is 690with the mean scorewas38.33 and the post-test of students total score is 995with the mean scorewas55.28.

1. **The Data Analysis of Students' Test**

   a. **Pre-test**

   Based on the table below, before the researcher gave the students treatment, it can be seen, from 18 students as sample of this research, there was 6 students categorized as very poor, 6 students have been labeled as poor, and 6 students was categorized as Fair. There are no students who belong to good and excellent categories. And the total score of the students' pre-test was with the mean score of students reading test was 38.33. Which ware classified as very poor.

Tabel 4.1 Result of Students Pre-test

NO	Student's Initial	Pre-test	Classification
1	AAS	30	Very Poor
2	E	30	Very Poor
3	FR	10	Very Poor
4	H	35	Very Poor
5	KKA	60	Fair
6	M	55	Poor
7	MNP	15	Very Poor
8	MRI	45	Poor
9	M	30	Very Poor
10	NP	45	Poor
11	NNH	15	Very Poor

12	N	60	Fair
13	SSI	45	Poor
14	SR	70	Fair
15	S	20	Very Poor
16	T	50	Poor
17	ZNZ	50	Poor
18	MZD	25	Very Poor
Total Score		690	
Mean		38.33	Very Poor

Source: Students' Pre-test

The table above On the table above, it can be seen, from 18 students as sample of this research, there was 9 students categorized as very poor, 6 students have been labeled as poor, and 3 students was categorized as Fair. There are no students who belong togood and excellent categories. And the total score of the students' pre-test was 690 with the mean score of students reading test was 38.33. Which ware classified as very poor.

Tabel 4.2The Rate Percentage of Students Scores in Pre-Test

Classification	Score	Pre-test	
		F	%
Excellent	86-100	0	0%
Good	71-85	0	0%
Fair	56-70	3	16.67%
Poor	41-55	6	33.33%
Very Poor	<40	9	50%

From the rate percentage of students score in pre-test, It indicates that from 18 students', there was 3 students (16.67%) got fair category, 6 students (33.33%) got poor classification, and 9 students (50%) got very poor classification, and none of the students was categorized as good and excellent. It can be concluded that the students' reading ability before implemented the Wattpad application was very poor.

The researcher discovered that in the pre-test most of students had trouble in answering the mean idea, the author name of story, plots, and the theme of story. However after applying Wattpad application the students were easier to answer the reading test.

b. **Post-test**

Post-test become given in order to recognise the increasing of students reading ability after treatment using Wattpad application. The researcher decided the quality of students' scores in 11th-grade students of MAN 1 Parepare into 5 level percentages and score classification can be seen inside the following table:

Tabel 4.3 Result of Students Post-test

NO	Student's Initial	Pre-test	Classification
1	AAS	50	Poor
2	E	50	Poor
3	FR	35	Very Poor
4	H	50	Poor
5	KKA	75	Good
6	M	70	Fair
7	MNP	35	Very Poor
8	MRI	45	Poor

9	M	45	Poor
10	NP	60	Fair
11	NNH	40	Very Poor
12	N	75	Good
13	SSI	65	Fair
14	SR	75	Good
15	S	45	Poor
16	T	75	Good
17	ZNZ	60	Fair
18	MZD	45	Poor
Total Score		995	
Mean		55.28	Poor

Source: Students' Post-test

It shows in table 4.3 above, from 18 students as sample in this study, there were 3 students labeled as very poor category, 7 students labeled as poor, 4 students labeled as fair and 4 students labeled as good category. Moreover, the total score of the students' post-test was 995 with the mean score of the students after giving treatment turn out to be 55.28. It became classified as poor category. Post-test is better than the students' score in pre-test. It means that there is significant difference between the results of students' score in pre-test and post-test.

Tabel 4.4The Rate Percentage of Students Scores in Post-Test

Classification	Score	Pre-test	
		F	%
Excellent	86-100	0	0%
Good	71-85	4	22.22%
Fair	56-70	4	22.22%
Poor	41-55	7	38.89%
Very Poor	<40	3	16.67%

Based on the table 4.4 above, the rate percentage of students score in post-test shows that from 18 students as sample on this research, there were 2 students (16.67%) got very poor category, 7 students (38.89%) got poor category, 4 students (22.22%) got fair category, and 4 students (22.22%) got good category out of 18 students who were sampled on this research. And none of students got classification as excellent. In the pre-test no one the students could get the excellent and good category. The researcher concluded that in the post-test students no longer had problem to answering the mean idea, plot, the author name and the theme of the story.

2. **The Mean Score and Standard Deviation of Students**

Aftercalculating the result of the students score in pre-test and post-test, the mean score, and standard deviation were presented in the following table:

Tabel 4.5 Mean Score and Standard Deviation of Students

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	18	10	70	38.33	17.573
Post-test	18	35	75	55.28	14.294
Valid N (listwise)	18				

The researcher discovered that there is significant increasing after giving treatment to the students. In pre-test, the total score of students in pre-test is 690 with the mean score of students' pre-test is 38.33 and standard deviation is 17.573. While in the post-test, the total score of students' post-test is 995 with the mean score of students post-test is 55.28 and standard deviation is 14.294. The total and the mean score of students in post-test are better than in pre-test.

3. Test of Significant (T-Test)

After conducting the students' pre-test and post-test score in reading test, the researcher used t-test for hypothesis test. T-test is a test to measure whether or not there is a significant difference between the results of students mean score in pre-test and post-test. Through inferential analysis of t-test or test of significance run through SPSS version 25, the significant differences can be easier to analyze.

In this research the Null hypothesis (H_0) stated that short story in Wattpad application is no significant to increase student's reading ability at MAN 1 Parepare. While the Alternative Hypothesis (H_1) stated that there is an increasing in students reading ability after using short story in Wattpad Application at MAN 1 Parepare. If the value of significance 2 or sig.(2-tailed) lower than 0,05 it means that Alternative Hypothesis (H_1) was accepted and the Null hypothesis (H_0) was rejected.

Tabel 4.6 Paired Sample Test

Paired Samples Test

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

Pair 1	Pre-test - Post-test	-16.944	6.890	1.624	-20.371	-13.518	-10.434	17	.000

The result of t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) table was lower than level of significance. So, the Alternative Hypothesis (H_1) was accepted and the Null hypothesis (H_0) was rejected. It means that there is an increasing in students reading ability after using short story in Wattpad Application.

B. Discussion

In this section, the researcher discusses about the result of the data analysis from the pre-test and post-test, correlated with the scope of this studies. The discussion was aimed to know whether or not through short story in Wattpad application can increase students' reading ability at MAN 1 Parepare.

The first steps of this research was carried out the pre-test. In pre-test data, researcher got students' scores of every student as sample. Based on the score, the researcher discovered that there were 9 students categorized as very poor, 6 students categorized as poor and 3 students categorized as fair. There are no students got a good and excellent category. The total scores of the students based on the pre-test is 690 with the mean score is 38.33. It was accepted by the result of the pre-test that no one student classified as excellent, and good. It shows that students' reading ability was very poor.

The second step of this research was researcher conducted the treatment, the treatment carried out in 4 meetings. The researcher asks for the students to download Wattpad application in their own smartphone and read the story. After students have downloaded the application and registered using their Google accounts. The researcher shared their reading materials through links in WhatsApp group.

Treatment conducted for 4 meetings. First meeting, the researcher explained about the Wattpad application, how to use, functions, benefit, and disadvantage of this application and the main purpose of researcher conducted this research. Then, the researcher explained about short story. Next, researcher asks students to read the text that has been shared in WhatsApp group for 20 minutes. And the last step gave a reading test (multiple-choice question) to students individually. Within the second, the third and the fourth meetings, the researcher gave same activity, but the topic of the reading material was different.

After all of the treatment carried out in this research, the researcher carried out the post-test. The researcher got the data based on students' score. The researcher discovered that there were 3 students categorized as very poor, 7 students categorized as poor, 4 students categorized as fair and 4 students categorized as good. Even though there are no students classified as excellent, but the student reading ability was improved. The total score of students based on the post-test is 995 with the mean score is 55.28. The highest percentage of data in the post test were (38.89%) with 7 students got poor classification, the second highest percentage were (22.22%) with 8 students which are 4 students got fair classification and 4 students got good classification, and last percentage were (16.67%) with 3 students got very poor category. It indicates that the students' reading ability was improved. It was supported by the frequency in the post-test that the students' score after attending in teaching reading through short story in Wattpad application was better than before the treatment given to the students.

In the previous section the researcher concluded that the students' reading ability has increased. It was supported by the frequency and the rate percentage on

theend result of the students' score in pre-test and post-test. Students score in post-test was better, before applying treatment. Also, this was because learning by using interested media could extend their experience, knowledge and become familiar with technology development. The mean score of the students' pre-test was 38.33. Meanwhile, the mean score of the students' post-test was 55.28. The result also supported by that the Sig. (2-tailed) was 0,000. The table was lower than the level of significance.

In addition, after doing research the researcher discovered that the hypothesis H_1 that stated in chapter 3 means there is an increasing in students' reading ability after using short story in Wattpad application. It shows that the students' development of 11th-grade who tough through short story in Wattpad application at MAN 1 Parepare. Through short story in Wattpad application as reading media there are some benefits of this application. The students could be easy to study and learn anytime and anywhere with the material provided through this application. And the students are fascinated of reading material that contains visual. They also have disadvantage that is; the students cannot be monitored directly when reading.

The use of short story in Wattpad application 11th-grade in MAN 1 Pareparehas several obstacles; however, all of them can be solved in other ways, begin from some of students who do not have a smartphone, full memory, and limited internet quota access to download the application, interference from other students. But, all of them did not become a barrier to conductthis research process.

CHAPTER V

CLOSING

This section describes the summary of the research based on research findings in the previous chapter and recommendation for further research.

A. Conclusion

The purpose of this research is to find out student's reading ability throught short story in Wattpad application at MAN 1 Parepare. There were 82 students in the tenth grade but only 18 students the researcher takes as a sample in this research thus, the total sample of this research consists of 5 male and 13female students participatedinpre-test and post-test.

Based on result from "Increasing Reading Ability through Short Story in Wattpad Application at MAN 1 Parepare" the researcher concluded that through Wattpad application can increase students' reading ability. It could be seen on the classification students' score in pre-test and post-test. In the pre-test; there were 9 students (50%) got very poor category, 6 students (33.33%) got poor category and 3 students (16.67%) got fair category. And none of students were given classification as good and excellent. In the pre-test no one the students could get the excellent and good classification. In the post-test; there were 3 students (16.67%) were given very poor category, 7 students (38.89%) were got poor category, 4 students (22.22%) were given fair and 4 students (22.22%) got good category. With the mean score in pre-test was 38.33 and in post-test was 55.28. From to the result of students' classification in pre-test and post-test was concluded that Wattpad application as reading media able

to increase students' reading ability. The students of eleventh-grade class XI IPA 2 at MAN 1Pareparefairimprovement in reading ability after using Wattpad application.

The result of conducting the students' pre-test and post-test score in experiment class, the researcher used t-test for the hypothesis test. the result of the t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2- tailed) the table was lower than the level of significance. Therefore, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.

B. Suggestion

Based on the conclusion above, the researcher proposes the following suggestion to the teacher, students and the other writers who are interested in studying writing descriptive text as follow:

1. To the teacher

   The teachers must always provide innovation, using technology and relevant materials to students' need, to be able to get their interest and increase their interest in learning English in the classroom.

2. To the students

   Students should be more interested in learning English. They need to change their mindset that English is difficult and confusing. English is fun and easy to understand, with interesting methods and media. They should also respect their teachers and friends and follow instructions when teachers teach and give example to the students. Students must study diligently and conscientiously and realize the importance of reading ability in learning English.

3. To the other researcher

   This research is not perfect yet, as this present study focus on increasing student's reading ability using Wattpad application, next study can continue this research on the other problem because we understand that every problem has their different problem while it applied to the students.

BIBLIOGRAPHY

Al-Qur'an Al-Karim. Jakarta.

Adnan, Almira. 2023. *Increasing Students' Reading Skill by Using Wattpad Application in Eight-Grade Students of SMP Negeri 3 Watampone*. English Language Education Program: Makassar.

Agama RI, Departemen. 2004. *StandarKompetensi Madrasah IsnawiyahKurikulum 2004,* Jakarta: Depag RI.

Arikunto, Suharsimi. 2010.*ProsedurPenelitian: SuatuPendekatanPraktek*, Jakarta: Rineka Cipta.

Arikunto, Suharsimi. 2009. *Dasar-Dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara.

Bal, Mazhal. 2018. *Reading and Writing Experiances of Middle School Students in the Digital Age: Wattpad Sample.* Akdeniz University: Antalya.

Bamford, Julian, and Day, Richard R. 2004.*Extensive Reading, Activities for Teaching Learning*.

Bennett, Susan G., Scribner. 1985. *MacMillan Literature Series:Introducing Literature*. New York: Glencoe/ McGrowHill.

Bold, Melanie R. 2018. *The Return of the Social Author: Negotiating Authority and Influence on Wattpad.* Convergence.

Gay,L. R., Mills, G. E., Airasian, P. W. 2012. *Educational Reseacrh:Competencies for Analysis and Applications*.

Gay,L. R., Mills, G. E., Airasian, P. W. 2012. *Educational Reseacrh:Competencies for Analysis and Applications*.

Gordon, J. B., Kuehne, Karen. *op. cit*.

Grellet, Francoise. 1981. *Developing Reading Skills*. New York: Cambridge University.

Grellet, Francoise. 1981. *Developing Reading Skills*. New York: Cambridge University.

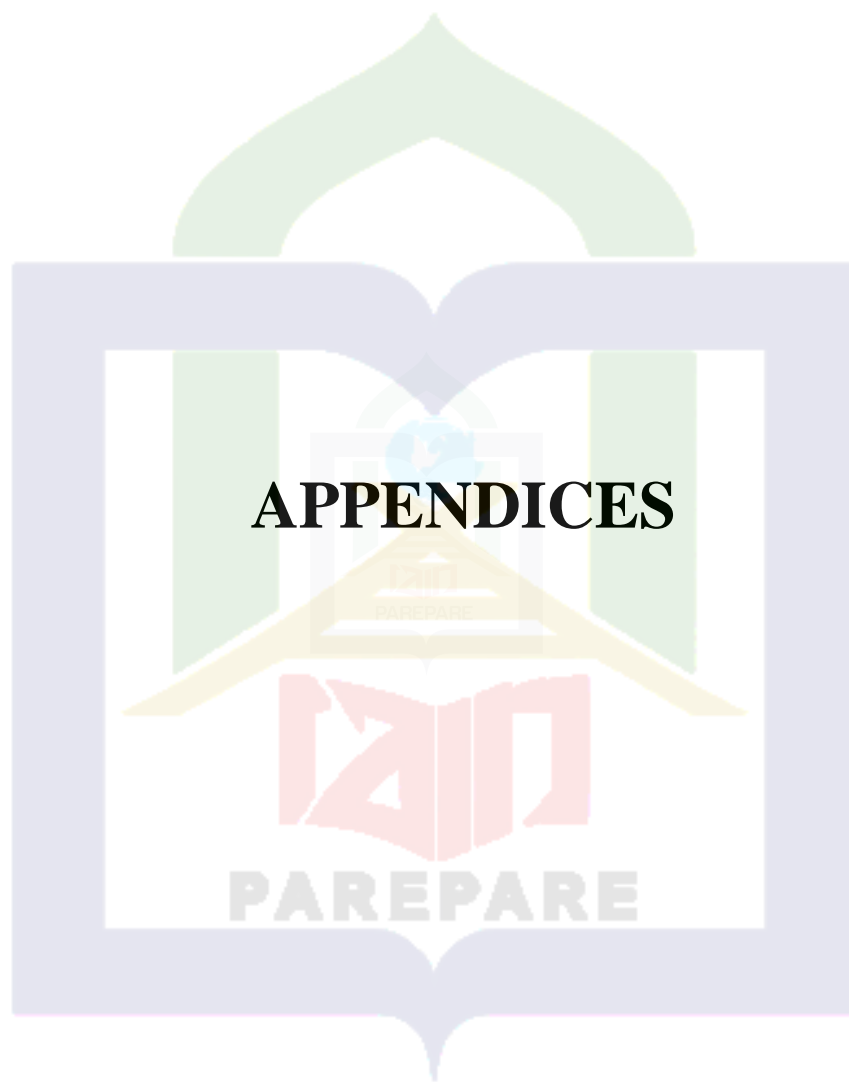Hensen, Arlen j. 2019. *Short Story*.Encyclopedia Britannica, inc. (accessed on website http://www.britannica.com/art/short-story).

Hirai, Debra L. C., et al. 2010.*Academic Language/ Literacy Strategies for Adolescents (A"How-To"Manual for Educators)*.Routlegde: New York.

Huang, L. 2010. *Reading Aloud in the Foreign Language Teaching*. Journal Asian social sciences: Vol.6 No.4, China Hopskins.

Khasanah, Nikmatul. 2020. *The Effect of Wattpad Application Toward Students' Reading Comprehension on Narrative Text of Tenth Grade at SMAN 1 Rangsan*. Universitas Islam Riau, Pekanbaru.

Lau, Allen. 2006. *Definition of Wattpad*. Toronto.

Lazar, Gillan. 1993. *Literature and Language Teaching: A Guide for Teachers and Trainers*. Cambridge: Cambridge University Press.

Magiliano, J.P, et al. 1993. *The time course of Generating Casual Antecedent and casual Consequence Inference*. Discourse Processes.

Margono, S. 2009. *MetodologiPenilitian Pendidikan KomponenMKDK*. Jakarta: Rineka Cipta, Vol. 6.

Mikulecky, Beatrice L,and Jeffries, Linda. 2004. *Reading for Pleasure: Comprehension Skill, Vocabulary Building, Thinking Skills*. New York: Pearson.

Mufazira, Rizka. 2019. *The Use of Herringbone Technique to Improve Students' Reading Ability Assisted by Wattpad Application.* University of Muhammadiyah Sumatera Utara: Medan.

Nunan, David. *Research Method in Languange Learning*. 1992. Cambridge: Cambridge University Press.

Pang, Elizabeth S., et al. 2003. *Teaching Reading*. International Academy of Education: Switzerland.

Patel, M. F. and Jain, Praveen M. 2008.*English Language Teaching*. Jaipur : Sunrise Publisher and Distributors.

Pendidikan, Dasar dan Menengah, Dirjen. 2005. *Peraturan Direktoral Jeneral Pendidikan Dasar dan Menegah tentang: Penilaian Perkembangan Anak Didik*, Jakarta: Depdiknas.

Permatasari, Intan D., et al. 2020. *The Strenghts and Weaknesses of Extensive Reading Using Wattpad; Students' Perceptions*, Indonesian Journal of EFL and Linguistics, Vol.5 no.2.

Pratiknya, Ahmad W. 2007. Dasar-dasar Metodologi Penelitian Kedokteran dan Kesehatan, Jakarta

Rahman, I. A., and Iwan. 2019. *Blending Wattpad Platform and English Prose Course in Industrial Revolution Era 4.0,* Jurnal Muhammadiyah University of Jakarta: Jakarta.

Ramadhan, Yunita. 2021. *The Influence of Using Wattpad Application toward Sudents' Reading Comprehension in Narrative Text.* E.ISSN.2614-6061 P.ISSN.2527-4295 Vol. 9 No. 2 Edisi Mei.

Rashid, M. H., Hui, Wang, Islam, Jahirul. 2021. *Discuss the Different Types of Reading Techniques and Develop its Skills*. Journal of English Language and Literature, University Putra Malaysia: Malaysia.

Rim, Karimah. 2019. *The Use of Wattpad Application in Teaching Reading*. Journal Academia Edu.

Sari, Dewi P. 2017. *The Effect of Short Story through Wattpad on Reading Comprehension Achievement of Non-English Major Students of Bina Darma University*.

Sari, Wahyu W. *Improving Students' Reading Skill through Stories in Wattpad Application*. Jurnal Al-lughoh.Sharma, Tara Chand. 2001. *Modern Methods of University and Collage Teaching*.New Delhi: Samp& Sons. First Edition.

Serravallo, Jennifer. 2010. *Teaching Reading in Small Group*.USA: Heinemann.

Sugiyono. 2010. *Metode Penelitian Pendidikan Pendekatan Kuatitatif, Kualitatif dan R&D.* Bandung: Alfabeta.

Sujidon, Anas. 2006. *Pengantar Statistika Pendidikan*. Jakarta: Raja Grafindo Persada.

Udaini, A. A. A., and Keashta, Awad S. 2011. *The Effect of a Computerized Program on Developing 9th Graders' Reading Comprehension Skills and Their Attitudes towards Reading in Palestine*. The Islamic University-Gaza: Gaza.

Wardanhi, Igak, and Wihardhit, Kusway. 2008. *Penelitian Tindakan Kelas*, Jakarta: Univesitas Terbuka.

Wardhani, N. A., Mufaridah, F., Werdiningsih, Indah. *The Effect of Using Wattpad on Students' Writing Ability*. English Education Program University Muhammadiyah Jember.

Wayne, Otto. 1979. *How to Teach Reading*. Philipines: Addison-Wesley Publishing Company, Inc,.

William, Grabe and Stoller, Fredricka L. 2002. *Teaching and Researching Reading*. New York: Longman.

Yunita, Cindy. 2022. *The Use of Wattpad Media to Increase Students' Reading Narrative Text Comprehension at SMK Miftahul Huda Cilegon.* University of Lampung: Bandar Lampung.

Zubair, Muhammad Kamal, et al. 2020. *Penulisan Karya Ilmiah IAIN Parepare,* Parepare: IAIN Parepare Nusantara Press.

APPENDICES

Appendix 1. Research Instrument

	KEMENTERIAN AGAMA REPUBLIK INDONESIA
	INSTITUT AGAMA ISLAM NEGERI PAREPARE
	FAKULTAS TARBIYAH
	Jln.Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
	PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id
	VALIDASI INSTRUMEN PENELITIAN SKRIPSI

NAMA MAHASISWA : SITI HAS NIZAN BINTI ANWAR

NIM : 16.1300.099

FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS

JUDUL : INCREASING READING ABILITY THROUGH SHORT STORY

IN WATTPAT APPLICATION AT MAN 1 PAREPARE

Based on the Research, the researcher will use multiple-choice questions.

The multiple-choice consists of 20 questions that need to be answered correctly

by the students.

MULTIPLE-CHOICE QUESTIONS

I. Students' identity

a. Name :

b. Class :

II. Instruction

- Choose the right answer by checking (x) one of the answer provided.

III. The answer key

1. C	2. B	3. A	4. D	5. C	6. B	7. C	8. A	9. A	10.D
11. D	12. B	13. A	14. D	15. B	16. C	17. A	18. B	19. D	20. C

IV. TEST (Multiple-Choice Questions)

THE TELL-TALE HEART
BY
EDGAR ALLAN

True! — nervous — very, very dreadfully nervous I had been and am; but why will you say that I am mad? The disease had sharpened my senses — not destroyed — not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Hearken! And observe how healthily — how calmly I can tell you the whole story.

It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night. Object there was none. Passion there was none. I loved the old man. He had never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye! Yes, it was this! One of his eyes resembled that of a vulture — a pale blue eye, with a film over it. Whenever it fell upon me, my blood ran cold; and so by degrees — very gradually — I made up my mind to take the life of the old man, and thus rid myself of the eye forever.
Now this is the point. You fancy me mad. Madmen know nothing. But you should have seen me. You should have seen how wisely I proceeded — with what caution — with what foresight — with what dissimulation I went to work! I was never kinder to the old man than during the whole week before I killed him. And every night, about midnight, I turned the latch of his door and opened it — oh, so gently! And then, when I had made an opening sufficient for my head, I put in a dark lantern, all closed, closed, so that no light shone out, and then I thrust in my head. Oh, you would have laughed to see how cunningly I thrust it in! I moved it slowly — very, very slowly, so that I might not disturb the old man's sleep. It took me an hour to place my whole head within the opening so far that I could see him as he lay upon his bed. Ha! — would a madman have been so wise as this? And then, when my head was well in the room, I undid the lantern cautiously — oh, so cautiously — cautiously (for the hinges creaked) — I undid it just so much that a single thin ray fell upon the vulture eye. And this I did for seven long nights — every night just at midnight — but I found the eye always closed; and so it was impossible to do the work; for it was not the old man who vexed me, but his Evil Eye. And every morning, when the day broke, I went

boldly into the chamber, and spoke courageously to him, calling him by name in a hearty tone, and inquiring how he had passed the night. So you see he would have been a very profound old man, indeed, to suspect that every night, just at twelve, I looked in upon him while he slept.

Upon the eighth night I was more than usually cautious in opening the door. A watch's minute hand moves more quickly than did mine. Never before that night had I felt the extent of my own powers — of my sagacity. I could scarcely contain my feelings of triumph. To think that there I was, opening the door, little by little, and he not even to dream of my secret deeds or thoughts. I fairly chuckled at the idea; and perhaps he heard me; for he moved on the bed suddenly, as if startled. Now you may think that I drew back — but no. His room was as black as pitch with the thick darkness, (for the shutters were close fastened, through fear of robbers,) and so I knew that he could not see the opening of the door, and I kept pushing it on steadily, steadily.

I had my head in, and was about to open the lantern, when my thumb slipped upon the tin fastening, and the old man sprang up in the bed, crying out — "Who's there?"

I kept quite still and said nothing. For a whole hour I did not move a muscle, and in the meantime I did not hear him lie down. He was still sitting up in the bed listening; — just as I have done, night after night, hearkening to the death watches in the wall.

Presently I heard a slight groan, and I knew it was the groan of mortal terror. It was not a groan of pain or of grief — oh, no! — it was the low stifled sound that arises from the bottom of the soul when overcharged with awe. I knew the sound well. Many a night, just at midnight, when all the world slept, it has welled up from my own bosom, deepening, with its dreadful echo, the terrors that distracted me. I say I knew it well. I knew what the old man felt, and pitied him, although I chuckled at heart. I knew that he had been lying awake ever since the first slight noise, when he had turned in the bed. His fears had been ever since growing upon him. He had been trying to fancy them causeless, but could not. He had been saying to himself — "It is nothing but the wind in the chimney — it is only a mouse crossing the floor," or "it is merely a cricket which has made a single chirp." Yes, he has been trying to comfort himself with these suppositions: but he had found all in vain. All in vain; because Death, in approaching him had stalked with his black shadow before him, and enveloped the victim. And it was the mournful influence of the unperceived shadow that caused him to feel — although he neither saw nor heard — to feel the presence of my head within the room.

When I had waited a long time, very patiently, without hearing him lie down, I resolved to open a little — a very, very little crevice in the lantern. So I opened it — you cannot imagine how stealthily, stealthily — until, at length a single dim ray, like the thread of the spider, shot from out the crevice and fell upon the vulture eye.
It was open — wide, wide open — and I grew furious as I gazed upon it. I saw it with perfect distinctness — all a dull blue, with a hideous veil over it that chilled the very

marrow in my bones; but I could see nothing else of the old man's face or person: for I had directed the ray as if by instinct, precisely upon the damned spot.

And now have I not told you that what you mistake for madness is but over acuteness of the senses? — now, I say, there came to my ears a low, dull, quick sound, such as a watch makes when enveloped in cotton. I knew that sound well, too. It was the beating of the old man's heart. It increased my fury, as the beating of a drum stimulates the soldier into courage.

But even yet I refrained and kept still. I scarcely breathed. I held the lantern motionless. I tried how steadily I could maintain the ray upon the eye. Meantime the hellish tattoo of the heart increased. It grew quicker and quicker, and louder and louder every instant. The old man's terror must have been extreme! It grew louder, I say, louder every moment! — do you mark me well? I have told you that I am nervous: so I am. And now at the dead hour of the night, amid the dreadful silence of that old house, so strange a noise as this excited me to uncontrollable terror. Yet, for some minutes longer I refrained and stood still. But the beating grew louder, louder! I thought the heart must burst. And now a new anxiety seized me — the sound would be heard by a neighbor! The old man's hour had come! With a loud yell, I threw open the lantern and leaped into the room. He shrieked once — once only. In an instant I dragged him to the floor, and pulled the heavy bed over him. I then smiled gaily, to find the deed so far done. But, for many minutes, the heart beat on with a muffled sound. This, however, did not vex me; it would not be heard through the wall. At length it ceased. The old man was dead. I removed the bed and examined the corpse. Yes, he was stone, stone dead. I placed my hand upon the heart and held it there many minutes. There was no pulsation. He was stone dead. His eye would trouble me no more.

If still you think me mad, you will think so no longer when I describe the wise precautions I took for the concealment of the body. The night waned, and I worked hastily, but in silence. First of all I dismembered the corpse. I cut off the head and the arms and the legs.

I then took up three planks from the flooring of the chamber, and deposited all between the scantlings. I then replaced the boards so cleverly, so cunningly, that no human eye — not even his — could have detected anything wrong. There was nothing to wash out — no stain of any kind — no blood-spot whatever. I had been too wary for that. A tub had caught all — ha! ha!

When I had made an end of these labors, it was four o 'clock — still dark as midnight. As the bell sounded the hour, there came a knocking at the street door. I went down to open it with a light heart, — for what had I now to fear? There entered three men, who introduced themselves, with perfect suavity, as officers of the police. A shriek had been heard by a neighbor during the night; suspicion of foul play had been aroused; information had been lodged at the police office, and they (the officers) had been deputed to search the premises.

I smiled, — for what had I to fear? I bade the gentlemen welcome. The shriek, I said, was my own in a dream. The old man, I mentioned, was absent in the country.

I took my visitors all over the house. I bade them search — search well. I led them, at length, to his chamber. I showed them his treasures, secure, undisturbed. In the enthusiasm of my confidence, I brought chairs into the room, and desired them here to rest from their fatigues, while I myself, in the wild audacity of my perfect triumph, placed my own seat upon the very spot beneath which reposed the corpse of the victim.

The officers were satisfied. My manner had convinced them. I was singularly at ease. They sat, and while I answered cheerily, they chatted of familiar things. But, ere long, I felt myself getting pale and wished them gone. My head ached, and I fancied a ringing in my ears: but still they sat and still chatted. The ringing became more distinct: — it continued and became more distinct: I talked more freely to get rid of the feeling: but it continued and gained definitiveness — until, at length, I found that the noise was not within my ears.

No doubt I now grew very pale; — but I talked more fluently, and with a heightened voice. Yet the sound increased — and what could I do? It was a low, dull, quick sound — much such a sound as a watch makes when enveloped in cotton. I gasped for breath — and yet the officers heard it not. I talked more quickly — more vehemently; but the noise steadily increased. I arose and argued about trifles, in a high key and with violent gesticulations; but the noise steadily increased. Why would they not be gone? I paced the floor to and fro with heavy strides, as if excited to fury by the observations of the men — but the noise steadily increased. Oh God! What could I do? I foamed — I raved — I swore! I swung the chair upon which I had been sitting, and grated it upon the boards, but the noise arose over all and continually increased. It grew louder — louder — louder! And still the men chatted pleasantly, and smiled. Was it possible they heard not? Almighty God! — no, no! They heard! — They suspected! — They knew! — They were making a mockery of my horror! — this I thought, and this I think. But anything was better than this agony! Anything was more tolerable than this derision! I could bear those hypocritical smiles no longer! I felt that I must scream or die! — and now — again! — hark! Louder! Louder! Louder! Louder! —

"Villains!" I shrieked, "Dissemble no more! I admit the deed! — tear up the

planks!— here, here! — it is the beating of his hideous heart!"

Read the story and answer these questions.

1. What does the narrator say that madness has done to him?

A. Made him nervous
B. Made him hear things
C. Sharpened his senses
D.Turned him into a murderer

2. Which of the narrator's senses does he said is most acute?

A. Sight
B. Hearing
C. Smell
D. Taste

3. To whom is the narrator telling his story?

A. The reader
B. The old man
C. The officer
D. The narrator isn't telling the story

4. What is it the old man that bothers the narrator?

A. His personality
B. His home
C. His face
D. His eyes

5. What does the narrator do each night?

A. He sneaks out of the house.
B. He hides in the attic.
C. He watches the old man while he sleeps.
D. He stares out the window.

6. The narrator has a high opinion of himself when he describes his.

A. Fear of the old ma's evil eyes
B. Understanding the old man's groan of terror
C. Triumph over his feelings of insanity
D. Ability to see in the darkof the old man's room

7. What does the narrator resolve to do to the old man?

A. Quit working for him
B. Leave his house
C, Murder him
D. Gouge his eyes

8. What happens on the eighth night?

A. The old man hears the narrator and sits up in the bed
B. The narrator simply watches the old man sleep again
C. The old man sleeps peacefully as the narrator smothers him
D. The old man hides beneath the cover

9. The author of this story is…?

A. Edgar Allan
B. R.L Stine
C. Not Poe
D. Jack London

10. Why does the neighbor call the officer to the house?

A. The neighbor saw a man in his window
B. The neighbor suspects that the narrator killed the old man
C. There was a break-in in neighborhood
D. The neighbor hear a load noise

11. What does the narrator WANT people to think about him?

A. He is Creative
B. He is a murderer
C. He is crazy
D. He is completely normal

12. How does the narrator hide the boy?

A. He dismembers the body and buried it in the backyard
B. He dismembers the corpse and hides it under the floorboards
C. He hides it in the bathtub
D. He move it under the bed

13. Who arrives at the front door?

A The officer
B. The old man's wife
C. The neighbors
D. A raven

14. When the officer knocks on the door, the narrator opens the door with a light heart. Why?

A. He is having a great hair day
B. He just woke up from a great nap
C. He just won the lottery
D. He thinks he has cleaned up all of the evidence of the murder

15. Why doesn't the narrator fear being caught?

A. He is actually a police officer himself
B. He is sure he hid the body well
C. He didn't actually do it
D. He flees the scene of the crime

16. What is the mood of the story? (Mood is the way the story is intended to make you feel)

A. Upbeat and happy
B. Inspirational
C. Dark and foreboding
D. Silly

17. From what POV is "The Tell-Tale Heart" Written?

A. First person
B. Third person limited
C. Second person
D. All the answers correct

18. What happens at the climax of the story?

A. The narrator asks how the old man slept during the day
B. The narrator confesses his crime
C. The narrator watches the old man while he sleeps
D. The narrator welcomes the officer into the house

19. Why the narrator upset with the officer at the end of the story?

A. His heart start to beat very fast
B. The police accuse him for the murder
C. The officer find the old man's body
D. He thinks they are making fun of him

20. Why does the narrator start to panic at the end of the story?

A. The officer question him closely about the old man's whereabouts
B. He thinks that the officer can see blood on the floor of the old man's room
C. He thinks that the officer can hear the old man's heartbeat
D. The officer become suspicious when the narrator begins speak quickly

Appendix 2. Treatment

<div align="center">

Treatmen 1

</div>
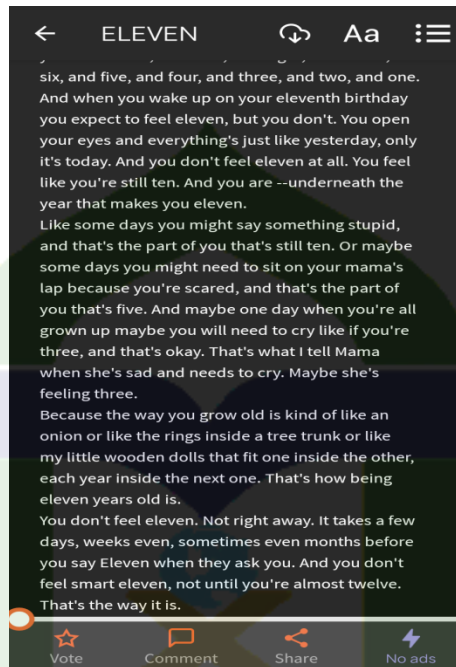
Read the text and answer the questions.

1. After reading the story, the reader can infer that Mrs. Price is

A. Is a sensitive teacher
B. Can be harsh and impolite
C. Listen carefully to her students
D. Is dishonest with her students

2. The best theme of this story is

A. Hard work pays off
B. Growing up can be difficult
C. Peace is better than violence
D. love can conquer all

3. What is the best way to describe Rachel?

A. Cruel and bossy
B. Hungry and happy

C. Hopeless and depress

D. Assertive and bold

4. Rachel says that the way people grow old is like

A. A math problem you figure out

B. Candles on a birthday cake

C. A balloon floating in the sky

D. Ring inside a tree trunk

5. How does Rachel describe the red sweater?

A. Shiny

B. Plastic

C. Ugly

D. Small

6. Rachel put the sweater on the corner of her desk because she

A. Saw someone she dislike wearing it.

B. Know that it belongs to someone else

C. Thinks others want to wear it.

D. Threw away the sweater

7. The story's point of view tell the reader

A. Mrs. Price Feelings about the problem

B. Rachel's opinion about Pyhills

C. Pyhills's feelings about the sweater

D. Sylvia's opinion about Rachel

8. What does Rachel do after put on the sweater?

A. She work out of the classroom

B. She begins her math work silently

C. She put her head down and cried

D. She start an argument with the teacher

9. Rachel gets upset with Pyhills because

A. He said that the sweater is Rachel's

B. Lies to Sylvia about the sweater

C. Tells Rachel that she wants the sweater

D. Remembers later that the sweater is hers

10. Rachel says that "you don't feel smart eleven, not until you are almost twelve." What does this tell you about her thought and age?

A. Turning a year older doesn't mean you change immediately. Experience takes time
B. If you are younger than twelve, you are not very smart
C. you are only smart when you are almost twelve
D. Rachel feels confident in her age and abilities

11. Which image from the story shows what growing older looks like, according to Rachel?

A. A set of wooden nesting dolls
B. A runaway balloon
C. The smelly cottage cheese sweater
D. A big red mountain

12. Rachel finally begin to cry because she is overwhelmed by feeling of

A. Joy
B. Guilty
C. Anger
D. Embarrassment

13. For Rachel, the worst part of her day is when

A. Mrs. Price put the sweater on her desk
B. The bell rings for lunch
C. Mrs. Price makes her wear the sweater
D. Mrs. Price pretends like everything is okay

14. What is the tone that the write try to convey?

A. Melancholy
B. Lightheated
C. Joyous
D. Celebratory

15. How does Rachel feel at the end of the story?

A. Happy that it is her birthday and it is time to go home to celebrate
B. Upset that she still does not fell eleven

C. Happy that Pyhills took the sweater back

D. Regretful over the events that ruined her birthday, wishing she could fast forward and forget this day

16. Why can't Rachel speak to Mrs. Price in the story?

A. She doesn't want to argue with the teacher
B. She is too angry to Sylvia
C. The story is written from Mrs. Price Point of view
D. She is thinking about her birthday

17. Which character trait that does NOT describe Mrs. Price?

A. Angry
B. Strict
C. Frustrated
D. Generous

18. Why does Mrs. Price give the sweater to Rachel?

A. Mrs. Price finds the sweater near the Rachel's desk
B. The sweater matches Rachel's clothes
C. Sylvia says that the sweater belongs to Rachel
D. Rachel has been an impolite student

19. The conflict in the story "Eleven" happens when

A. Mrs. Price put the sweater on Rachel's desk
B. Rachel begins to cry uncontrollably
C. Rachel sits on her mama's lap and wants to cry
D. Pyhills Lopez remember that the sweater belongs to her

20. At the end of the story, Rachel wishes that

A. Her birthday would just start over
B. She had never seen the sweater
C. Sylvia had stayed home
D. She were 102 years old

Treatment 2
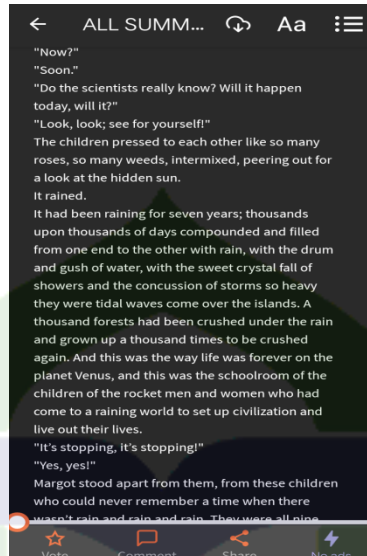
Read the story and answer the questions.

1. Why don't the other students like Margot?
A. Margot picks on William.
B. Margot thinks she is better than the others.
C. Margot's experiences are very different than the other students'.
D. Margot does not like to take showers.

2. What is the best evidence for Bradbury creating gloomy/dreary mood in "All Summer in A Day"?
A. "A thousands forests had been crushed under the rain and grown up a thousand times to be crushed again."
B "Where's the teacher?"
C. "…and this was the schoolroom of the children…"
D. "…the sweet crystal fall of showers…"

3. What does the following evidence suggest about Margot from "All Summer in A Day?" ("She was a very frail girl who looked as if she had been lost in the rain for years and the rain had washed out the blue from her eyes and the red from her mouth and the yellow from her hair.")
A. Margot has been in the rain for years.
B. Margot's eyes have no color.
C. Margot is pale and delicate.
D. Margot no longer wears lipstick.

4. What quote from "All Summer in A Day" is the best evidence to show the children's frenzied excitement?
A. "Do the scientists really know?"
B. It's stopping, it's stopping!"
C. "They stood looking at the door…"
D. "They turned on themselves, like a feverish wheel, all tumbling spokes."

5. Which detail shows that the story takes place in the future?
A. Margot lives on Venus.
B. Rain falls for seven years.
C. Scientists study the sun.
D. Children dream of the sun.

6. Which statement best explains how the rainy season affects Margot?
A. She is pale, silent and thin.
B. Tunnels are her only comfort.
C. She likes to hide from everyone.
D. Rain improves her poetry writing.

7. You can infer that the children feel ashamed after they come back inside because they…
A. Have blue faces from the light.
B. Look down at their feet and hands.
C. Close the door on the falling rain.
D. Are startled when they hear the thunder.

8. The setting of the story…
A. Could have been anywhere.
B. Resolve the problem in the story
C. Contributes to the story main conflict
D. Has nothing to do with the story's problem

9. The children move slowly and hesitate to see Margot at the end of the story because…
A. They can't bear to see her pale face again.
B. They are worried that Margot may not be where they left her.
C. They know they will get in trouble now.
D. They Know they have done cruel thing to her.

10. Why does the author write that it has been raining for "thousands upon thousands of days" and that a "a thousand forests had been crushed under the rain."?
A. To show how much the children want to see the sun.
B. To emphasize what seven years of rain must seem like.

C. To contrast Margot's and William's feelings about the sun.
D. To express what the landscape of Venus really looks like.

11. One reason the children treat Margot badly is because she…
A. Stays away from the jungle.
B. Writes poetry about the rain.
C. Locks children in closets
D. Might get to return to Earth.

12. When the sun comes out, the children…
A. Compare it to a penny.
B. Play in the pale jungle.
C. Return to the classroom.
D. Wait for the rainfall.

13. You can infer from the children's "Solemn and pale" faces after they come in from the rain that they…
A. Feel tired from playing.
B. Must go back to their classroom
C. Are ashamed of what they did to Margot.
D. Are soaking wet from the rainstorm.

14. The children are looking through the window because…
A. People in rockets will by flying near.
B. They are waiting for the sun to come out.
C. The constant rainfall is so unusual.
D. Scientist are outside performing experiments.

15. Which of the following are true of nine year-old children who have spent all their lives on the planet Venus?
A. The children always cruel to does who don't fit in.
B. The children grow up with no real memory of sunlight.
C. The children have never heard a bird sing.
D. The children speak a different language than English.

16. The children lock Margot in the closet because…
A. They are jealous of Margot for remembering what the sun is like.
B. They want Margot to think only about the rain.
C. They worried that Margot Will get sunburned.
D. They don't want Margot to know about the warmth of the sun.

17. What conflict does the setting of this story create for Margot?
A. She misses her old friends from earth.

B. There is never enough light for her to see.
C. She cannot live with her parents while she is in Venus.
D. She is depressed without the sun.

18. One of the main ideas of this story is that…
A. Children learn by examples, not by the book.
B. Life in the future will not necessarily be better.
C. People who are different often suffer at the hands of others.
D. Most people don't appreciate the simple things in life.

19. In the following sentence, what does the word *tumultuously* most likely means?
A. In a peaceful way
B. In a comical fashion
C. In an orderly fashion
D. In a confused way

20. This story is not *plausible* anymore. Why is that?
A. We know that the surface of Venus is like now.
B. Kids don't like science fiction anymore.
C. There are many stories that are better than this.
D. No one likes female protagonists.
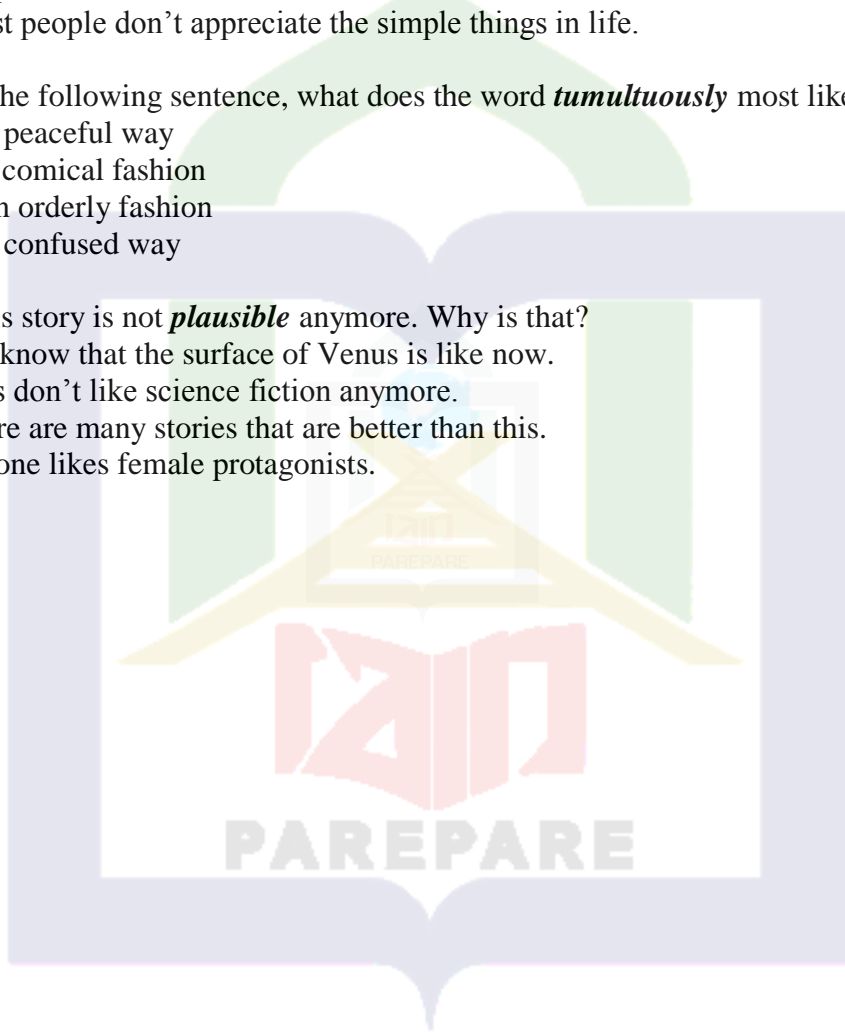
Treatment 3
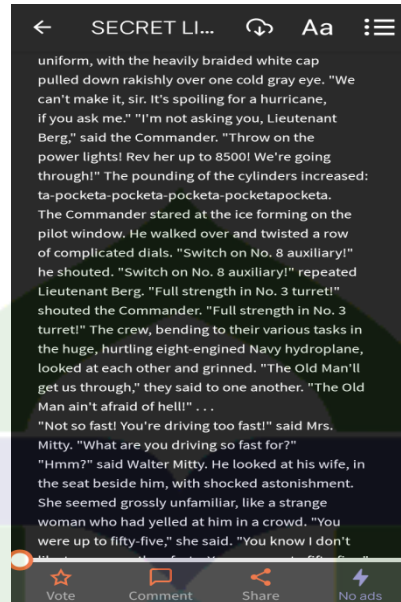
Read the text and and answer the questions.

1. In Walter Mitty's daydreams, how do the other characters treat him?

A. Respectfully
B. Scornfully
C. Sympathetically
D. Impatiently

2. Judging from what she says and does, how does Mrs. Mitty feel about her husband?

A. She loves and respects him.
B. She is irritated and annoyed with him.
C. She is proud of him.
D. She is frightened of him.

3. In his daydreams, which of the following character traits does Walter Mitty imagine that he has?

A. Humor
B. Patience
C. Strength
D. Courage

4. Why does Thurber include Walter Mitty's daydreams in his story?

A. They are funny.
B. They reveal Mitty's character.
C. They create suspense.
D. They reveal Mrs. Mitty's character.

5. Why do you think Thurber begins his story with the daydream of Mitty commanding a navy seaplane in a storm?

A. He introduces Mr. and Mrs. Mitty
B. Walter Mitty is a pilot in real life.
C. He wants to grab the reader's interest.
D. The entire story takes place in a storm.

6. In this story, who is likely to be most insolent to Walter Mitty?

A. Walter Mitty himself
B. The characters in his daydreams
C. The friends he plays golf with
D. Mrs. Mitty

7. What feeling, or attitude, does the writer want the reader to have toward Walter Mitty?

A. Admiration for his inventiveness
B. Scorn for his cowardice
C. Sympathy for his unhappiness
D. Respect for his intelligence

8. Which one of these scenarios is a fantasy of Walter's?

A. Walter saves a kitten from a tree that is on fire
B. Walter is a world-famous singer who is performing at a crowded theater
C. Walter saves the day with a fountain pen in an operating room
D. Walter saves a starving puppy by buying it puppy biscuits.

9. What does Walter decide to wear the next time he has to go to the garage to take the chains off of his car?

A. A sling on his arm
B. A patch on his eye
C. A cast on his leg

D. Shoulder pads to make him look bigger

10. What was Walter doing in the courtroom scene?

A. Defending the accused
B. Testifying
C. Acting as the judge
D. Recording the testimony

11. Some reasons were implied to explain why Walter daydreamed so often. Which of the following is NOT one of those reasons?

A. He hated his job
B. His real life didn't seem as "manly" as he wanted it to be
C. His wife nagged at him
D. His life was boring and he wanted an escape

12. Walter Mitty has created a secret life for himself because he…..

A. Hopes to write a novel someday
B. Wants to irritate his wife
C. Suffers from a rare brain disease
D. Yearns to perform heroic deeds

13. In the story, what is the connection between Mitty's daydreams and his real life?

A. Something in his real life triggers each daydream.
B. There is no connection between his daydreams and his real life.
C. His real life and his daydreams are the same.
D. Something in his daydreams triggers his real life.

14. Who are the main characters in The Secret Life of Walter Mitty?

A. Miss Clara & Sylvester
B. Walter and his wife
C. A Man and his dead neighbor
D. All the characters above

15. What is the plot of The Secret Life of Walter Mitty?

A. A man thinks he hears his dead neighbor's beating heart.
B. A man freezes to death in the Yukon.

C. A man uses his imagination to create different courageous daydreams because his real life is boring.

D. The main characters cannot get a job because of their race.

16. Who is the author of "The Secret Life of Walter Mitty?"

A. James Tumbman
B. Jane Thurber
C. James Thurber
D. Jim Thurbs

17. Which one of these things does Walter Mitty NOT imagine?

A. That he owns a fancy hotel
B. That he is on trial
C. That he is in an operating room
D. That he is in a hydroplane

18. What does Walter Mitty imagine himself to be?

A. Doctor
B. Ship Commander
C. Lawyer
D. All of the Above

19. In Walter's mind, what is the commander navigating?

A. A Submarine
B. A Hydroplane
C. A Tank
D. A Jeep Cherokee

20. As the story ends, Mitty's fantasy adventures show him

A. Driving home with Mrs. Mitty
B. Standing outside a drugstore
C. Lighting a cigarette
D. Bravely facing a firing squad

Treatment 4

Read the story and answer the questions.

1. Which figurative language technique is used in the sentence: "I couldn't have lived without giving you a present."?
A. Onomotopoeia
B. Personification
C. Simile
D. Hyperbole

2. Which event happened last?
A. Della bought Jim a gift.
B. Della cried about only having $1.87.
C. Della went to Madame Sofronie's.
D. Della cut her hair.

3. What is the BEST example of irony in the story?
A. The magi took the gifts.
B. Jim's most prized possession was a watch from his grandfather.
C. Della cut her prized possession.
D. Jim expected his wife to have hair in which to wear the combs he bought her.

4. The narrator compares Della and Jim to the magi because…
A. They gave each other gifts.
B. They followed a star to Bethlehem.

C. They were like "Wise men", knowing that their sacrificial love was the most important part of their gift.

D. They took the gifts.

5. What is Della's concern as she waits for Jim to come home?

A. She worries that Jim won't like the present.

B. She is concerned because Jim is arriving home later than usual.

C. She is concerned that he won't like the chops that she is making for dinner.

D. She is concerned that he will no longer think she is pretty.

6. Why does Jim react so strangely when Della tells him she has sold her hair?

A. He thinks she looks like a chorus girl.

B. He is ashamed of not being an adequate provider.

C. He is upset that she didn't consult him.

D. He has bought a gift for her that is no longer useable.

7. How much did Mrs. Sophie give to Della for her hair?

A. $20.00

B. $50.00

C. $30.00

D. $1.87

8. Which inference can be BEST made about Della?

A. She wants to please Jim.

B. She fears being alone.

C. She is persuaded easily

D. She is self-absorbed

9. Which of the following reasons does the author **most likely** include the story of the magi in the last paragraph?

A. It shows Della and Jim should have given the same gifts as the magi.

B. It shows that Della and Jim need to learn generosity.

C. It shows that Della and Jim represent the spirit of giving through love.

D. It shows that Della and Jim chose poor gifts for one another.

10. Which inference can be BEST made about Jim?

A. He is judgmental.

B. He is arrogant.

C. He is successful.

D. He is caring.

11. What was Jim's most prized possession?

A. His father's coat

B. His hair
C. His pocket watch
D. His wife

12. What was Della's most prized possession?
A. Her hair
B. Her mom's ring
C. A diamond necklace
D. Her husband

13. What was Jim's present for Della?
A. Combs
B. A watch
C. A necklace
D. A wig

14. What was Della's present for Jim?
A. A new watch
B. A chain for his watch
C. A new coat
D. A fruit cake

15. The story uses the literary device known as _____ of a situational twist in plot that the reader may not guess or expect.
A. Dialogue
B. Irony
C. Metaphor
D. Climax

16. Which type of irony is portrayed in the story?
A. Verbal (Sarcasm)
B. Situational
C. Dramatic
D. Imaginary

17. "Life is made up of sobs, sniffles and smiles…" is an example of _____
A. Simile
B. Alliteration
C. Personification
D. Onomotopoeia

18. Henry references that magi in both the title and the story itself. What kind of literary device is this?

A. Foreshadowing
B. Metaphor
C. Allusion
D. Personification

19. When we can predict that Jim has sold his watch to buy combs, this is called
_____.
A. A flashback
B. Theme
C. Foreshadowing
D. Setting

20. Which is the best explanation of the name "Dillingham"?
A. It shows that last name are not important.
B. It acts as a symbol of their decreasing wealth.
C. It shows that they do not like their last name.
D. It shows that Jim comes from a wealthy family but is not worthy of the family name.
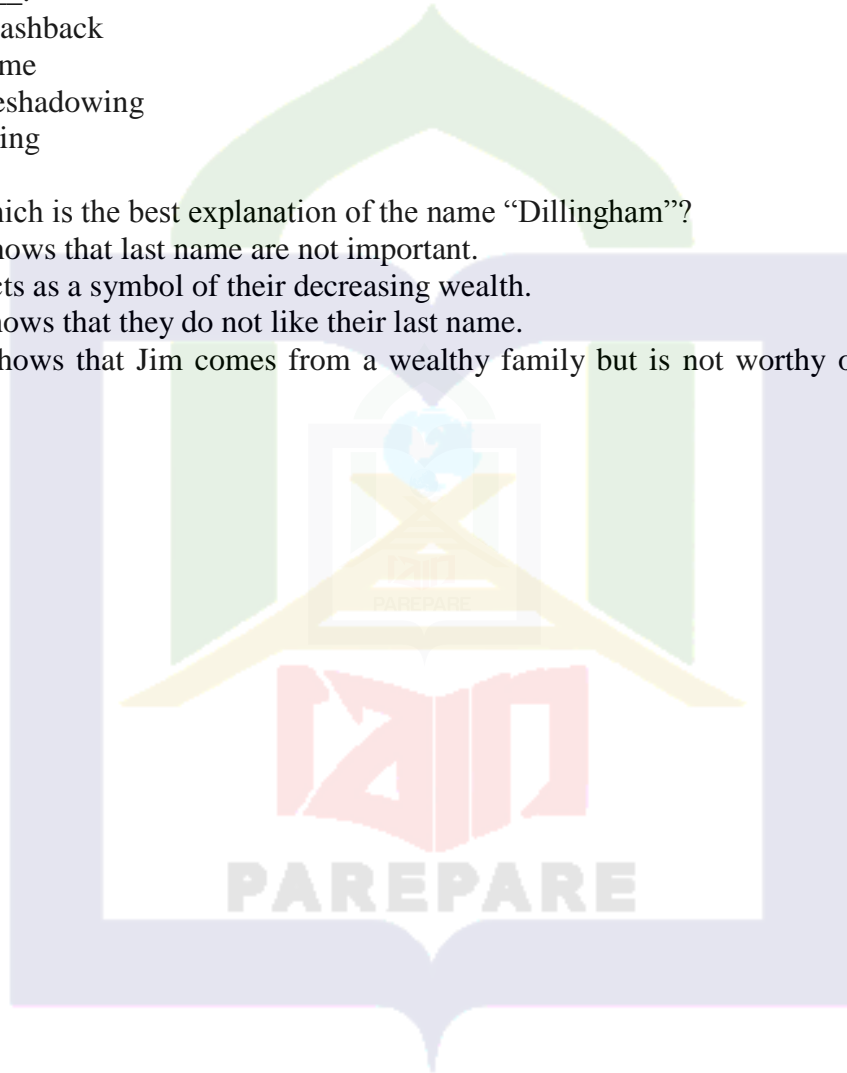
ANSWER KEY

1. Eleven

1. B	2. B	3. C	4. D	5. C	6. B	7. B	8. C	9. D	10. A
11. A	12. C	13. C	14. A	15. D	16. A	17. D	18. C	19. A	20. D

2. All Summer in A Day

1. C	2. A	3. C	4. D	5. A	6. A	7. B	8. C	9. D	10. B
11. D	12. B	13. C	14. B	15. B	16. A	17. D	18. C	19. D	20.A

3. Secret Life of Walter Mitty

1. A	2. B	3. D	4. B	5. C	6. D	7. C	8. C	9. A	10. B
11. A	12. D	13. A	14. B	15. C	16. C	17. A	18. D	19. B	20. D

4. The Gift of The Magi

1. D	2. A	3. D	4. C	5. D	6. D	7. A	8. A	9. C	10.D
11. C	12. A	13. A	14. B	15. B	16. B	17. B	18. C	19. C	20. B

Appendix 3. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SatuanPendidikan : MAN 1 Parepare
Kelas/Semester : XI / II
Mata Pelajaran : Bahasa Inggris
MateriPembelajaran : Short Story "Eleven"
Alokasiwaktu : 1 x pertemuan (4 x 60 menit)

A. TujuanPembelajaran
1. Melaluikegiatanini,diharappesertadidikdapatmenjawabdengansoal-soalyangtelahdiberikan.
2. Melaluikegiatandiskusi dan tanyajawab, pesertadidikdapatmengidentifikasibagaimanauntukmenjawabsoal yang telahdiberikan
3. Melaluikegiatandiskusi, pesertadidikdapatmengaplikasikanmateri yang telahdiajararkan
B. IndikatorPembelajaran
1. Pesertadidikdapatmengidentifikasimenjawabsoaldenganbenar
2. Pesertadidikdapatmengaplikasikanmateri yang telahdiajarkan
C. Media/alat dan sumberpembelajaran
1. Papantulis
2. Aplikasi Wattpad
3. Handphone
D. KegiatanPembelajaran

Kegiatan Pendahuluan (5 Menit)
1. Membukakegiatanpembelajarandenganmengucapkan salam dan doa.   2. Menanyakankabar dan mengecekkehadiransiswa.   3. Menyampaikantujuanpembelajaran yang ingindicapai.   4. Memberikan apersepsi dan motivasi
Kegiatan Inti (Pertemuan Pertama)
  • MenjelaskankesiswamengenaiApplikasi Wattpad yang akandigunakansebagai media pembelajaran   • Memberikanarahankesiswauntukmendownloadaplikasi Wattpad d play store dan melakukan log-in bagi yang sudahmempuanyaiakunadan sign-up untuuk yang barumenggunakanaplikasi Wattpad

- Membagikanbahanbacaan yang berjudul "Eleven" kepadasiswamenggunakan link melalui group chat di applikasi WhatsApp
- Secaramandirisiswamembacamateri yang telahdiberikan dan menjawabsoalandeganbaik dan benar
- Melakukandiskusitentangmateri yang telahdiberikan

Kegiatan Inti (Pertemuan Kedua)

- Mengirimkanbahanbacaanyangberjudul "All Summer in A Day" link ke WhatsApp
- Memberikanarahanuntukmembukaaplikasi Wattpad
- Secaramandirisiswamembacamateri yang telahdiberikan dan menjawabsoalandeganbaik dan benar
- Melakukandiskusitentangmateri yang telahdiberikan

Kegiatan Inti (Pertemuan Ketiga)

- Mengirimkanbahanbacaanyangberjudul "The Secret Life of Walter Mitty" link ke WhatsApp
- Memberikanarahanuntukmembukaaplikasi Wattpad
- Secaramandirisiswamembacamateri yang telahdiberikan dan menjawabsoalandeganbaik dan benar
- Melakukandiskusitentangmateri yang telahdiberikan

Kegiatan Inti (Pertemuan Keempat)

- Mengirimkanbahanbacaanyangberjudul "The Secret Life of Walter Mitty" link ke WhatsApp
- Memberikanarahanuntukmembukaaplikasi Wattpad
- Secaramandirisiswamembacamateri yang telahdiberikan dan menjawabsoalandeganbaik dan benar
- Melakukandiskusitentangmateri yang telahdiberikan

KegiatanPenutup (5 Menit)

1. Menyampaikankesimpulan tentangmateripembelajaran.
2. Memberikankesempatankepadasiswauntukmengajukanpertanyaan
3. Memberikanumpanbalik dan pesan moral daripembelajaran.
4. Menyampaikanmateripembelajaranberikutnya.
5. Menutupkegiatanpembelajarandengan salam dan doa.

Mengetahui,   Parepare,

Guru Pamong,   MahasiswaPeneliti

Husni Saini, S.Pd.   Siti Hasnizan

NIP.   NIM. 16.1300.099

Appendix 4.   Student Pre-test

B = 2
S = 18

10

2/20

PRE-TEST

THE TELL-TALE HEART
BY
EDGAR ALLAN

NAME   : Fadilah rahman

CLASS   : XI . IPA 2

Read the story and answer these questions.

1. What does the narrator say that madness has done to him?

Ⓐ Made him nervous
B. Made him hear things
C. Sharpened his senses
D. Turned him into a murderer

2. Which of the narrator's senses does he said is most acute?

A. Sight
B. Hearing
C. Smell
Ⓓ Taste

3. To whom is the narrator telling his story?

Ⓐ The reader
B. The old man
C. The officer
D. The narrator isn't telling the story

4. What is it the old man that bothers the narrator?

A. His personality
Ⓑ His home
C. His face
D. His eyes

5. What does the narrator do each night?

A. He sneaks out of the house.
B. He hides in the attic.
C. He watches the old man while he sleeps.
D. He stares out the window.

6. The narrator has a high opinion of himself when he describes his.

A. Fear of the old ma's evil eyes
B. Understanding the old man's groan of terror
C. Triumph over his feelings of insanity
D. Ability to see in the darkof the old man's room

7. What does the narrator resolve to do to the old man?

A. Quit working for him
B. Leave his house
C. Murder him
D. Gouge his eyes

8. What happens on the eighth night?

A. The old man hears the narrator and sits up in the bed
B. The narrator simply watches the old man sleep again
C. The old man sleeps peacefully as the narrator smothers him
D. The old man hides beneath the cover

9. The author of this story is…?

A. Edgar Allan
B. R.L Stine
C. Not Poe
D. Jack London

10. Why does the neighbor call the officer to the house?

A. The neighbor saw a man in his window
B. The neighbor suspects that the narrator killed the old man
C. There was a break-in in neighborhood
D. The neighbor hear a load noise

11. What does the narrator WANT people to think about him?

A. He is Creative
B. He is a murderer
C. He is crazy
D. He is completely normal

12. How does the narrator hide the boy?

A. He dismembers the body and buried it in the backyard
B. He dismembers the corpse and hides it under the floorboards
C. He hides it in the bathtub
D. He move it under the bed

13. Who arrives at the front door?

A The officer
B. The old man's wife
C. The neighbors
D. A raven

14. When the officer knocks on the door, the narrator opens the door with a light heart. Why?

A. He is having a great hair day
B. He just woke up from a great nap
C. He just won the lottery
D. He thinks he has cleaned up all of the evidence of the murder

15. Why doesn't the narrator fear being caught?

A. He is actually a police officer himself
B. He is sure he hid the body well
C. He didn't actually do it
D. He flees the scene of the crime

16. What is the mood of the story? (Mood is the way the story is intended to make you feel)

A. Upbeat and happy
B. Inspirational
C. Dark and foreboding
D. Silly

17. From what POV is "The Tell-Tale Heart" Written?

A. First person
B. Third person limited
C. Second person
D. All the answers correct

18. What happens at the climax of the story?

A. The narrator asks how the old man slept during the day
B. The narrator confesses his crime
C. The narrator watches the old man while he sleeps
D. The narrator welcomes the officer into the house

19. Why the narrator upset with the officer at the end of the story?

A. His heart start to beat very fast
B. The police accuse him for the murder
C. The officer find the old man's body
D. He thinks they are making fun of him

20. Why does the narrator start to panic at the end of the story?

A. The officer question him closely about the old man's whereabouts
B. He thinks that the officer can see blood on the floor of the old man's room
C. He thinks that the officer can hear the old man's heartbeat
D. The officer become suspicious when the narrator begins speak quickly

Appendix 5. Result of Post-test

40

$^8/_{10}$

B = P
S = 12

POST-TEST

THE TELL-TALE HEART
BY
EDGAR ALLAN

NAME : Nur Nabila Hamra

CLASS : XI. IPA 2

Read the story and answer these questions.

1. What does the narrator say that madness has done to him?

A. Made him nervous
B. Made him hear things
X Sharpened his senses
D. Turned him into a murderer

2. Which of the narrator's senses does he said is most acute?

A. Sight
B. Hearing
X Smell
D. Taste

3. To whom is the narrator telling his story?

X The reader
B. The old man
C. The officer
D. The narrator isn't telling the story

4. What is it the old man that bothers the narrator?

A. His personality
B. His home
C. His face
X His eyes

5. What does the narrator do each night?

A. He sneaks out of the house.
B. He hides in the attic.
C. He watches the old man while he sleeps.
~~D~~ He stares out the window. ✗

6. The narrator has a high opinion of himself when he describes his.

A. Fear of the old ma's evil eyes
B. Understanding the old man's groan of terror
~~C~~ Triumph over his feelings of insanity ✗
D. Ability to see in the darkof the old man's room

7. What does the narrator resolve to do to the old man?

A. Quit working for him
B. Leave his house
C, Murder him
~~D~~ Gouge his eyes ✗

8. What happens on the eighth night?

A. The old man hears the narrator and sits up in the bed
~~B~~ The narrator simply watches the old man sleep again ✗
C. The old man sleeps peacefully as the narrator smothers him
D. The old man hides beneath the cover

9. The author of this story is…?

~~A~~ Edgar Allan ✗
B. R.L Stine
C. Not Poe ✓
D. Jack London

10. Why does the neighbor call the officer to the house?

A. The neighbor saw a man in his window
B. The neighbor suspects that the narrator killed the old man ✓
C. There was a break-in in neighborhood
~~D~~ The neighbor hear a load noise ✗

11. What does the narrator WANT people to think about him?

A. He is Creative
B. He is a murderer
C. He is crazy
D. He is completely normal

12. How does the narrator hide the boy?

A. He dismembers the body and buried it in the backyard
B. He dismembers the corpse and hides it under the floorboards
C. He hides it in the bathtub
D. He move it under the bed

13. Who arrives at the front door?

A. The officer
B. The old man's wife
C. The neighbors
D. A raven

14. When the officer knocks on the door, the narrator opens the door with a light heart. Why?

A. He is having a great hair day
B. He just woke up from a great nap
C. He just won the lottery
D. He thinks he has cleaned up all of the evidence of the murder

15. Why doesn't the narrator fear being caught?

A. He is actually a police officer himself
B. He is sure he hid the body well
C. He didn't actually do it
D. He flees the scene of the crime

16. What is the mood of the story? (Mood is the way the story is intended to make you feel)

A. Upbeat and happy
B. Inspirational
C. Dark and foreboding
D. Silly

17. From what POV is "The Tell-Tale Heart" Written?

X First person
B. Third person limited
C. Second person
D. All the answers correct

18. What happens at the climax of the story?

A. The narrator asks how the old man slept during the day
B. The narrator confesses his crime
X The narrator watches the old man while he sleeps
D. The narrator welcomes the officer into the house

19. Why the narrator upset with the officer at the end of the story?

X His heart start to beat very fast
B. The police accuse him for the murder
C. The officer find the old man's body
X He thinks they are making fun of him

20. Why does the narrator start to panic at the end of the story?

A. The officer question him closely about the old man's whereabouts
B. He thinks that the officer can see blood on the floor of the old man's room
C. He thinks that the officer can hear the old man's heartbeat
X The officer become suspicious when the narrator begins speak quickly

Appendix 6. Documentation

Appendix 7. Supervisor Determination

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 159 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional ;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Stupdi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 139 tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah.

MEMUTUSKAN

Menetapkan	:	a.	Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2021.
		b.	Menunjuk saudara, 1. Mujahidah, M.Pd. 2. Muh Yusuf, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Sitti Hasnizan
NIM	:	16.1300.099
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Increasing Reading Ability Through Whatsaap Application at SMAN 7 Pinrang

		c.	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
		d.	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare,
		e.	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 26 Januari 2021
Dekan,

H. Saepudin F

Appendix 8. Research Allowance

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor	: B.3119/In.39/FTAR.01/PP.00.9/07/2023	12 Juli 2023
Lampiran	: 1 Bundel Proposal Penelitian	
H a l	: Permohonan Rekomendasi Izin Penelitian	

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di.-

      Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Siti Hasnizan
Tempat/Tgl. Lahir	: Pinrang, 9 Oktober 1996
NIM	: 16.1300.099
Fakultas / Program Studi	: Tarbiyah/ Pendidikan Bahasa Inggris
Semester	: XIV (Empat Belas)
Alamat	: Dusun Bottae, Desa Makkawaru, Kec. Mattiro Bulu, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"Increasing Reading Abilitiy Through Short Story In Wattpad Application At Madrasah Aliyah Negeri (MAN) 1 Parepare"**. Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai bulan Agustus Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Zulfah, M.Pd.
NIP 19830420 200801 2 010

Tembusan:

1   Rektor IAIN Parepare
2   Dekan Fakultas Tarbiyah

SRN IP0000694

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 695/IP/DPM-PTSP/7/2023

Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA

NAMA : **SITI HASNIZAN**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Jurusan : **BAHASA INGGRIS**

ALAMAT : **BOTTAE, KEC. MATTIRO BULU, KAB. PINRANG**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **INCREASING READING ABILITY THROUGH SHORT STORY IN WATTPAD APPLICATION AT MADRASAH ALIYAH NEGERI (MAN) 1 PAREPARE**

LOKASI PENELITIAN : **KEMENTERIAN AGAMA KOTA PAREPARE (MAN 1 PAREPARE)**

LAMA PENELITIAN : **17 Juli 2023 s.d 17 Agustus 2023**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung

b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**

Pada Tanggal : **24 Juli 2023**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM

Pangkat : **Pembina Tk. 1 (IV/b)**

NIP : **19741013 200604 2 019**

Biaya : Rp. 0.00

Appendix 6.   Sertificate has researched

KEMENTERIAN AGAMA REPUBLIK INDONESI
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE
MADRASAH ALIYAH NEGERI (MAN) 1 PAREPARE
NSM : 311737203156, NPSN : 40320498, Akredetasi : A
Jl. Amal Bakti, Kec. Soreang, e-mail:man1parepare@gmail.com, ☏ 0421-21289
Wesite : WWW man 1 Pareparecom ,E Mail : man 1 Parepare @ gmail .Com

SURAT KETERANGAN
Nomor: B -.911/Ma.21.16.01/PP.00.6/07/2023

Yang bertanda tangan di bawah ini :

Nama	:	**MUHAMMAD RIDWAN AR, S. Ag., M. Pd.I**
NIP	:	197001262007011015
Pangkat	:	Pembina, IV/a
Jabatan	:	Kepala Madrasah Aliyah Negeri MAN1 Parepare

Menerangkan bahwa :

Nama	:	SITI HASNIZAN
NIM	:	16.1300.099
Prodi	:	PENDIDIKAN BAHASA INGGRIS
Fakultas	:	TARBIYAH

Benar telah melakukan penelitian tanggal 08 Juni 2023 s.d. 08 Juli 2023 di Madrasah Aliyah Negeri (MAN) 1 Parepare berdasarkan surat Pemerintah kota Parepare Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu   Nomor : 510/IP/DPM-PTSP/6/2023 Tanggal 12 Juni 2023 Perihal Permohonan izin Penelitian/Wawancara, untuk Memperoleh data dalam Penyusunan Skripsi yang bersangkutan dengan Judul " "INCEREASING READING ABILITY THROUGH SHORT STORY IN WATTPAD APLICATION AT MADRASAH ALIYAH NEGERI (MAN) 1 PAREPARE   " Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 24 Juli 2023
Kepala Madrasah Aliyah Negeri 1
Kota Parepare

MUHAMMAD RIDWAN AR, S.Ag.,M.Pd.I
NIP.197001262007011015

CURRICULUM VITAE

SITI HAS NIZAN BINTI ANWAR, the writer was born on October 9th, 1996 in Sabah, Malaysia. She is the first child from six children in her family, from couple Anwar and Kartini Saimung. She has two sisters and three brothers. She began her study at Tadika Hwa Siong Putatan, and graduated on 2002. In 2003, she continued her study at SK Pekan Putatan Malaysia. And graduated on 2008. In 2009, she continued her study at SMK Putatan and graduated on 2013. After graduating, she decided to continue her study at State Islamic College (STAIN) Parepare, but now become State Islamic Institute (IAIN) Parepare. She took the Tarbiyah Faculty and focused on English Education Program. She completed her thesis on 2023 with the title "Increasing Reading Ability through Short Story in Wattpad Application at MAN 1 Parepare".