CHAPTER 2
LITERATURE REVIEW

2.1. Theoretical Framework

2.1.1. Students' Perception

Students' perception refers to the knowledge, beliefs, and feelings that students have about their learning habits (Schunk & Meece, 1992). It is a way to know how students perceive their learning habits and can be used to make informed decisions about where improvements can be made. Furthermore, Allahyar & Nazari (2012) stated that students' perceptions can be regarded as personal knowledge, intuition, image, and viewpoints of learners on teachers, as well as teaching and learning. In addition, students' perception of themselves and their learning are one of the most critical and crucial factors in the teaching and learning process, and more clearly, in constructing teaching and learning activities in the classroom.

Walgito (2010) stated there are three aspects of students' perceptions in learning, they are cognitive aspect, affective aspect, and conative aspect. The cognitive aspect refers to the participants' knowledge or views about how students' learning habits, affective aspects are feelings or emotions that are not mediated by thoughts about how students feel during learning habits, and conative aspects refer to behavior or learning attitudes of students. Paying attention to these three aspects, will provide in-depth insight into how students learn, feel, and act on subject matter so that educators can develop learning strategies, accommodate students' differences, and create an environment that stimulates their comprehensive development in the learning process.

As stated by Irwanto (2002) perception can be divided into two, namely, positive perception and negative perception. Positive perception involves all information and responses that are consistent with the thing being perceived and encourage acceptance and support for the object being perceived. Meanwhile, negative perception refers to all information and responses that are incompatible

with an object being perceived, causing someone to reject or oppose it. Therefore, this study aims to explore students' perceptions of using Wattpad for reading motivation.

2.1.2. Wattpad

In recent years, digital reading media has been very popular among readers because technology makes it easier for them. Thus, many online platforms make it easy to access literary works both fiction and non-fiction, one of which is Wattpad. Wattpad was founded by Allen Lau and Ivan Yuenin in 2006. Wattpad is an application developed for online reading and writing and today it has more than 65 million users. As the number of its users increases every day, Wattpad offers many new possibilities for enriching reading and writing experiences. Wattpad offers a free digital environment, feedback, connection with other writers or readers, and an experimental environment for new and even experienced writers (Ramdarshan Bold, 2018). Also, there are a lot of types of reading material such as fiction, poetry, fanfiction, non-fiction, etc. Wattpad is an application where users may read and exchange literary works, including short stories, novels, and poetry (Mawardi, 2018). It indicates that Wattpad can be a platform for internet users to share their literary works. Wattpad is popular among fiction readers who offer a variety of genres to suit individual preferences such as romance, action, fantasy, thriller, science fiction, etc. Therefore, readers, including EFL students, who like to read or are interested in reading using Wattpad can choose the type of reading and genre they like.

One of the studies conducted by Sánchez & León-Geyer (2022) found that Wattpad can also be a medium to promote reading and writing. This is because it is easily accessible in the era of technological literacy and globalization. Wattpad can be said to be a digital literature medium for teaching and learning. Digital literature media is easily accessed flexibly by students, so they can improve their reading motivation because there are many variations of reading to choose from (Handayani & Youlia, 2020). The Wattpad application is easy to access, making Wattpad a popular recommended application for reading (Andriani et al., 2023). Therefore,

Wattpad can be used to promote reading habits among EFL students so that they are motivated to read.

2.1.3. Reading Motivation

Reading is a crucial language skill for students to develop since it can provide them with tons of information (Aritonang et al., 2018). By liking reading, an individual will become someone who is broad-minded, so it needs to be built by reading motivation because it is the foundation for an individual to like reading. Reading motivation is having a passion for reading from within oneself. Reading motivation is a concept that emphasizes mental readiness, willingness and refers to an individual's beliefs and perceptions to participate in a reading activity (Alhamdu, 2015). Reading motivation is thought to be significant in reading engagement, which influences reading achievement (Guthrie & Humenick, 2006)

According to Uno (2008) there are indicators of reading motivation: 1) the motivation to succeed in reading; 2) environmental influences in reading activity; 3) activities that interest in reading; and 4) expectations after reading. These indicators of motivation are very important for students' success in reading. In addition, reading motivation is divided into two types, namely intrinsic and extrinsic. Intrinsic reading motivation is when a person is motivated to read for the pleasure of reading, while extrinsic reading motivation is when a person is motivated to read for external rewards such as good grades or praise or even seeing other people enjoy reading, etc., (Ives et al., 2023). Reading interest also becomes a factor of reading motivation. Students with higher reading motivation are more interested in reading, which can be influenced by factors such as the availability of books and reading materials, the supportiveness of families, and the influence of technology (Ülper, 2011). Because reading interest can develop into reading motivation.

An EFL learner who has high reading motivation can improve reading comprehension, better academic performance, enhance language skills, and decrease reading anxiety (Fuad et al., 2021). Therefore, in the 21st century, the teacher should give freedom to what students want to read to motivate students to read (Dewitz et al., 2019). It is because if the teacher forces them to read books that

are not of interest to learners, it will make them become bored, disengaged, and lose interest in reading altogether. Thus, teachers need to use reading materials or types of reading texts that interest students. One of them uses narrative text because most students prefer entertaining fictional stories. Therefore, using narrative text as a medium for teaching reading to EFL learners according to their interests, along with improving their reading motivation, they are also easier to understand the text (Mujani et al., 2022).

2.1.4. Extensive Reading

Extensive reading is a method of teaching reading that allows the learners to read as much as possible, and the text must be suitable for their level and their interests (Grabe & Stoller, 2013). Extensive reading makes EFL students choose the reading they want to read or the preferred reading genre according to their reading ability or their age. Extensive reading activity is a fun activity because it reads large numbers of words where there is no pressure to understand every single word (Fatimah et al., 2020). So that the activity of reading is only enough to understand every main idea from the text or understand one word of what is read to understand the entire reading. Extensive Reading (ER) offers many benefits for students aiming to enhance their language skills. ER can impact on the learners' reading fluency, vocabulary knowledge, enhance their general language competence, develop reading strategies, and increase reading motivation (Ateek, 2021).

In addition, there are ten principles of extensive reading, reading material is easy, a variety of reading material on a wide range of topics must be available, learners choose what they want to read, learners read as much as possible, the purpose of reading is usually related to pleasure, information, and general understanding, reading is its own reward, reading speed, is usually faster rather than slower, reading is individual and silent, teachers orient and guide their students, and teacher is a role model for a reader (Day & Bamford, 2002). It aims to enrich students through reading, motivating them to read more books, and making reading activity become a hobby.

2.2. Study of the Relevant Research

Many studies have been conducted on Wattpad. The study conducted by Rodiatun & Harpain (2020), the study was conducted at the English Department of Universitas Bandar Lampung involved all students from the first until the thirteenth semester. Wattpad as the reading platform. They are from the first until the thirteenth semester. This study applied qualitative design with a descriptive qualitative method. The data were collected through two instruments: a questionnaire and an interview. The purpose of this study was to explore the students' perception of Wattpad in reading. The study has shown that using Wattpad in an extensive reading course can enhance EFL students' English vocabulary.

Second study was conducted by Permatasari et al. (2020), this study was conducted from an in-depth interview with the participants who were two undergraduate students majoring in English Education from a state university in Indonesia. This study found that extensive reading using Wattpad has many benefits in improving students' language skills, such as increasing students' reading interest, improving students' writing skills, vocabulary mastery, speaking skills, as well as listening skills.

The third study conducted by Apriyani (2020), this study used the mixed methods approach and involved 42 students of Ahmad Dahlan University. This study has shown the Wattpad application can help students to sharpen literacy skills.

The fourth study conducted by Pido et al. (2022), this study is a qualitative research evaluation based on reference articles from scientific publications. In this study, the researcher gathers data by reading, comprehending, and analyzing the relevant information to be solved. This study concluded that using Wattpad can improve reading comprehension.

In the previous studies, no attention has been examined on the topic of reading motivation using Wattpad, although motivation is necessary for the learning process. However the researcher found a study conducted by Putri et al. (2023), this study used a systematic literature review by collecting 20 journals taken

from Google Scholar, ResearchGate, Microsoft Academic, and ScienceDirect. These data were sorted and analyzed to obtain data. This study shows that Wattpad is an effective medium to make students motivated to read. As suggested by this study to conduct using other research design to explore more about Wattpad for students' reading motivation, so to close the gap, this study aims to study by exploring the perspective of EFL students who use Wattpad apps for reading motivation in Extensive Reading activities using a descriptive case study and using semi-structured interview for collecting the data to gain information more depth.