e-Journal of ELTS (English Language Teaching Society) Vol. 14. No.02, August 2026
p-ISSN 2338-1841, e-ISSN 2721-2157 pp. 191-200
DOI: https://doi.org/10.22487/elts.v14i02.6437

EXPLORING EFL STUDENTS' PERSPECTIVES ON USING WATTPAD FOR READING COMPREHENSION

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ABSTRACT
In the digital era, online platforms have become popular learning resources, especially for English as a Foreign Language (EFL) students. This study aims to explore students' perspectives regarding the use of Wattpad, specifically focusing on their practices and challenges in enhancing reading comprehension at Tadulako University. This research employed a descriptive qualitative design. Data were collected through semi-structured interviews with seven students of the English Education Study Program who actively use Wattpad to read English texts. The data were analyzed using thematic analysis. The findings revealed two major themes: perceived benefits and encountered challenges. The results showed that students perceived Wattpad positively as it increased their reading motivation, enriched their vocabulary, improved their reading comprehension, and encouraged the use of active reading strategies such as rereading and using contextual clues. However, students also encountered several challenges, including difficulties in understanding unfamiliar vocabulary and complex grammar, interpreting implied meanings, comprehending informal language or slang, and dealing with distractions such as notifications and reading fatigue. This study implies that Wattpad serves as a valuable supplementary learning medium that supports extensive reading practice. Nevertheless, guidance and appropriate reading strategies are still required to optimize its benefits and overcome the existing limitations.

Keywords: Wattpad; Reading Comprehension; EFL Students; Digital Reading; Students' Perspectives

Article History

Received: 18-06-2026

Revision: 23-06-2026

Accepted: 24-06-2026

Published:01-08-2026

How to cite: Syafirah, M., Anggreni, A., Eisenring, M. A. A., & Dewi, A. K**.** (2026). Exploring EFL students' perspectives on using Wattpad for reading comprehension. *e-Journal of ELTS (English Language Teaching Society),* 14(02), 191-200. https://doi.org/10.22487/elts.v14i02.6437

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INTRODUCTION

Reading comprehension is one of the most important skills in English language learning because it enables learners to understand, interpret, and construct meaning from written texts. For English as a Foreign Language (EFL) students, reading comprehension plays a crucial role in supporting academic achievement, vocabulary development, language acquisition, and access to information. Woolley (2011) defines reading comprehension as the process of extracting and constructing meaning through interaction with written language. Similarly, Snow (2002) explains that reading comprehension involves simultaneously extracting and constructing meaning through interaction and involvement with written language, while Kintsch (1998) emphasizes that comprehension occurs when readers develop coherent mental representations by integrating textual information with prior knowledge. Therefore, developing reading comprehension is essential for EFL learners to successfully engage with various English texts both inside and outside the classroom.

However, reading comprehension remains a challenging skill for many EFL students. Learners often encounter difficulties when dealing with unfamiliar vocabulary, complex grammatical structures, and implied meanings that require higher-order thinking skills. Grabe and Stoller (2011) argue that successful reading comprehension depends on the interaction among linguistic knowledge, background knowledge, and strategic reading processes. Consequently, students need continuous exposure to meaningful reading materials that can improve comprehension skills while sustaining their motivation to read.

Several studies published in E-Journal of ELTS have demonstrated that appropriate reading materials and learning strategies can contribute positively to reading comprehension development. Rahman et al. (2021) found that the use of authentic materials significantly improved students' reading comprehension achievement, while Amalia et al. (2023) reported that the implementation of the PQRST method effectively enhanced students' comprehension performance. These findings suggest that meaningful reading experiences and active engagement with texts play important roles in supporting reading development among EFL learners.

One approach commonly associated with reading comprehension development is extensive reading. Day and Bamford (1998) define extensive reading as reading large amounts of material for general understanding, enjoyment, and language development. Through extensive reading, learners are encouraged to select texts based on their interests and proficiency levels, allowing them to read voluntarily and independently. Previous studies have shown that extensive reading contributes to vocabulary growth, reading fluency, language acquisition, and reading motivation. Therefore, providing learners with access to interesting and meaningful reading materials is considered important for promoting reading comprehension development.

In recent years, digital reading has become increasingly common among university students, particularly in English as a Foreign Language (EFL) contexts. The widespread availability of smartphones, tablets, and internet access has transformed the way students engage with reading materials. Instead of relying solely on printed texts, learners can now access a wide variety of reading resources through digital platforms. Digital reading platforms provide learners with easy access to various reading materials through smartphones and other electronic devices, allowing them to engage in reading activities beyond traditional classroom settings. Recent studies suggest that digital reading environments can support learners' engagement, autonomy, and access to authentic reading materials, thereby contributing to literacy development in language learning contexts (Delgado et al., 2018). Salmerón and Delgado (2019) further argues that digital technologies provide new opportunities for reading and learning by supporting flexible reading practices and increasing access to diverse texts. As digital reading continues to expand, understanding how learners experience and utilize these platforms becomes increasingly important in language learning research.

The growing popularity of digital reading is closely related to the development of Mobile-Assisted Language Learning (MALL). Through mobile devices, learners are able to engage in language learning activities beyond the classroom and at their own pace. The accessibility of mobile technologies allows students to read, review, and interact with English texts whenever and wherever they choose. This flexibility encourages autonomous learning and increases opportunities for language exposure. In the context of reading comprehension, mobile technologies provide learners with greater access to authentic materials that may not be available through traditional classroom resources. Consequently, digital reading platforms have become valuable tools for supporting language learning and literacy development among EFL students. However, reading through digital devices may also influence comprehension performance differently from print-based reading (Clinton, 2019). Therefore, learners are required to adapt to new reading environments and strategies in order to comprehend digital texts effectively.

The characteristics of digital reading platforms are closely aligned with the principles of extensive reading. Digital platforms provide learners with abundant reading materials that can be accessed easily according to their interests and proficiency levels. Such conditions encourage learners to engage in frequent and independent reading activities, which are important for vocabulary development, reading fluency, and comprehension growth. Grabe and Stoller (2011) explain that reading comprehension develops through continuous interaction with texts and repeated exposure to language. In addition, Mangen and Weel (2016) propose that the process of reading has evolved in the age of digitisation, requiring readers to adapt to new reading environments and strategies. Similarly, Mangen et al. (2019) suggest that digital reading

environments offer flexible access to texts and may influence learners' reading engagement and comprehension processes. As a result, many students now participate in reading activities through online platforms rather than relying solely on printed materials.

One of the most popular digital reading platforms among young people is Wattpad. Wattpad is an online platform that enables users to read and publish stories from various genres, including romance, fantasy, mystery, science fiction, and teen fiction. Bold (2018) describes Wattpad as a social storytelling platform that facilitates interaction between readers and writers through comments, feedback, and shared reading experiences. Similarly, Rebora and Pianzola (2018) explain that readers on Wattpad actively participate in collaborative meaning-making by sharing interpretations and responses within online reading communities. In the Indonesian context, Ananda and Rakhmawati (2022) highlight the potential of Wattpad in promoting digital literacy and increasing students' engagement with literary texts. Furthermore, Putri and Fitrawati (2023) reported that students perceived Wattpad positively because it provides enjoyable reading experiences and encourages independent reading habits. The accessibility of Wattpad and the abundance of English stories available on the platform provide EFL learners with opportunities to engage in extensive reading beyond formal educational settings.

The use of Wattpad in English language learning has attracted considerable attention from researchers. Andriani et al. (2023) found that EFL students perceived Wattpad as a useful platform that supported reading comprehension and increased motivation to read English texts. Furthermore, Samosir et al. (2024) reported that students viewed Wattpad positively as a learning medium that facilitated vocabulary acquisition and reading activities. Likewise, Sari and Haryanto (2025) found that students considered Wattpad beneficial for improving reading mastery through exposure to English stories. These studies generally indicate that Wattpad can support language learning and encourage reading engagement among EFL learners.

Despite these positive findings, previous studies have mainly focused on students' general perceptions, reading mastery, vocabulary development, or the use of Wattpad as a learning medium. Limited studies have specifically explored how EFL university students perceive the role of Wattpad in enhancing reading comprehension and the challenges they encounter while reading stories on the platform. Furthermore, most previous studies primarily emphasized students' positive perceptions and learning outcomes, while limited attention has been given to exploring students' actual reading experiences that contribute to reading comprehension development and the challenges encountered during the reading process. Understanding both the perceived benefits and the challenges is important because reading comprehension development is influenced not only by facilitating factors but also by obstacles experienced during the reading process. Therefore, this study explored EFL students' perspectives on the use of Wattpad in enhancing reading comprehension at Tadulako University, particularly focusing on the perceived benefits of Wattpad for reading comprehension development and the challenges encountered while reading stories on the platform. The findings are expected to contribute to a deeper understanding of how digital reading platforms support reading comprehension development and provide insights for integrating technology-based reading resources into English language learning practices.

RESEARCH METHOD

This study employed a qualitative research design to explore EFL students' perspectives on the use of Wattpad in enhancing reading comprehension. The study was conducted at the English Education Study Program of Tadulako University. A qualitative approach was considered appropriate because qualitative research enables researchers to explore participants' experiences, perceptions, and meanings in depth within their natural contexts, allowing a comprehensive understanding of the phenomenon being investigated (Creswell and Poth, 2018).

The participants of this study consisted of seven students from the English Education Study Program at Tadulako University who had experience using Wattpad to read English stories. The participants were selected using purposive sampling. The selection criteria included students who had actively used Wattpad for reading activities and were willing to participate in the study. To maintain confidentiality, the participants were identified as Participant 1 (P1) to Participant 7 (P7).

Data were collected through semi-structured interviews. An interview guide consisting of fourteen questions was developed to explore participants' reading practices, perceptions of Wattpad, perceived benefits for reading comprehension, and challenges encountered while

reading on the platform. The interviews were conducted individually using a combination of English and Indonesian to allow participants to express their opinions more comfortably and clearly. Each interview was recorded with participants' consent and subsequently transcribed for analysis.

The collected data were analyzed using thematic analysis. The analysis followed several stages. First, the interview transcripts were read repeatedly to gain familiarity with the data. Second, meaningful statements related to the research objectives were identified and coded. Third, similar codes were grouped into broader categories. Fourth, the categories were reviewed and organized into themes and subthemes that represented participants' perspectives on the use of Wattpad in enhancing reading comprehension. Finally, the themes were interpreted and presented to answer the research questions.

To ensure the trustworthiness of the findings, the researcher carefully reviewed the interview transcripts and coding results throughout the analysis process. The findings were supported by participants' statements to provide a clear representation of their perspectives and experiences regarding the use of Wattpad for reading comprehension development. In addition, the researcher continuously compared the emerging themes with the interview data to ensure consistency, credibility, and accuracy in the interpretation of the participants' responses.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The analysis of interview data revealed two major themes regarding students' perspectives on the use of Wattpad in enhancing reading comprehension. The first theme focused on the perceived benefits of Wattpad for reading comprehension development, while the second theme highlighted the challenges encountered by students while reading stories on the platform.

Table 1
Themes and Subthemes of Students' Perspectives on the Use of Wattpad

Theme	Subtheme	Participants
Students' Perceived Benefits of Wattpad for Reading Comprehension	Increased Reading Motivation	P1-P7
	Vocabulary Development	P4, P6, P7
	Improved Reading Comprehension	P1-P7
	Active Reading Strategies	P1-P7
Challenges Encountered While Reading on Wattpad	Difficult Vocabulary and Grammar	P1-P7
	Understanding Implied Meanings	P1-P7
	Informal Language and Slang	P1, P2, P4, P5, P7
	Distractions and Reading Fatigue	P1-P7

Note. Adapted from thematic analysis of interview data.

Students' Perceived Benefits of Wattpad for Reading Comprehension

The findings indicated that participants generally perceived Wattpad as a beneficial platform for supporting reading comprehension development. Several participants reported that reading stories on Wattpad increased their motivation to read English texts. Rather than reading solely for educational purposes, participants were attracted by interesting storylines and engaging genres.

Participant 1 stated:

"At first, it was just because I liked the story. Gradually, I got used to reading English because I often saw the same words appearing in the stories."

Similarly, Participant 3 explained:

"Initially, I read the book to learn English, but also because I liked the storyline."

These responses suggest that students' motivation to read English texts developed naturally through enjoyment of stories rather than through formal learning requirements.
Another benefit frequently mentioned by participants was vocabulary development. Regular exposure to English stories enabled students to encounter new words and expressions in meaningful contexts. Participant 4 stated that Wattpad helped in learning new vocabulary and understanding English sentences more easily. Likewise, Participant 6 reported becoming more familiar with commonly used English words through reading activities on the platform.

Participants also perceived improvements in their reading comprehension. Most participants reported becoming more comfortable when reading English texts after regularly using Wattpad.

Participant 1 explained:

"What I feel most now is that I don't give up too quickly when I encounter long English texts."

Similarly, Participant 2 reported that reading comprehension improved gradually due to frequent exposure to English stories.

In addition, several participants demonstrated the use of active reading strategies while reading on Wattpad. Rereading was frequently used when participants encountered confusing sections, unfamiliar vocabulary, or important information. Participant 5 reported rereading difficult parts of stories to ensure understanding, while Participant 7 explained that rereading helped clarify information that had been missed during the initial reading. The findings indicate that Wattpad contributes positively to reading motivation and reading comprehension development among EFL students. Students were motivated to read because the stories were interesting and enjoyable, supporting the view that engagement plays an important role in language learning.

The findings also suggest that frequent exposure to English stories facilitated vocabulary development and improved comprehension. Through repeated encounters with words, sentence structures, and dialogues, students gradually became more familiar with English texts. This finding supports Andriani et al. (2023), who reported that Wattpad positively influenced students' reading comprehension and motivation.

Furthermore, the use of rereading strategies demonstrates that students actively monitored their understanding while reading. Such strategies are important for successful reading comprehension because they help readers overcome difficulties and construct meaning from texts.

Challenges Encountered While Reading on Wattpad

Despite the perceived benefits, participants also reported several challenges while reading stories on Wattpad. One common challenge was difficult vocabulary and grammatical structures. Participants explained that unfamiliar words often slowed down reading and occasionally disrupted comprehension.
Participant 1 stated:

"If there are too many words I don't know, I usually read more slowly because I have to guess or look up the meaning first."

Similarly, Participant 4 explained that complex grammar and difficult vocabulary required additional effort to understand the content of stories.

Another challenge involved understanding implied meanings. While participants generally understood characters and story events, many experienced difficulties when interpreting messages that were not explicitly stated. Participant 2 explained that hidden meanings were sometimes difficult to understand, while Participant 3 reported needing to connect several parts of the story before fully understanding the author's intended message.

The use of informal language and slang also created comprehension difficulties. Participant 1 reported confusion when encountering unfamiliar slang expressions, while Participant 4 stated that excessive use of slang sometimes made stories more difficult to understand. In several cases, participants needed to reread certain parts of the stories or infer meanings from the context before they could fully understand the expressions used by the authors.

In addition, participants identified distractions and reading fatigue as barriers to comprehension. Notifications, advertisements, and prolonged screen exposure occasionally disrupted concentration. Participant 2 explained that notifications often interrupted reading activities, while Participant 4 reported experiencing eye strain after reading for extended periods.

The challenges identified in this study indicate that although Wattpad provides meaningful opportunities for reading practice, students may still encounter linguistic and environmental barriers. Difficult vocabulary and grammatical structures remain significant obstacles because they directly affect text comprehension. This finding is consistent with previous studies indicating that vocabulary knowledge remains one of the strongest predictors of successful reading comprehension among EFL learners (Schmitt et al., 2011).

The difficulty of understanding implied meanings suggests that inferential comprehension remains more challenging than literal comprehension. Students may understand explicit information but struggle when required to interpret deeper meanings, emotions, or messages embedded in texts. Therefore, although participants demonstrated adequate understanding of surface-level information, they often experienced difficulties when engaging in deeper interpretation that required critical thinking and inferential reading skills.

Moreover, the presence of slang and informal language reflects the authentic nature of many Wattpad stories. Although such language can increase exposure to real-world English usage, it may also create comprehension difficulties for learners who are unfamiliar with informal expressions. This finding suggests that authentic digital reading materials provide valuable language input; however, they may simultaneously present linguistic challenges that require learners to employ effective reading strategies to support comprehension.

Finally, technological distractions and reading fatigue demonstrate that digital reading environments present unique challenges. Notifications and prolonged screen use may reduce concentration and affect comprehension. Therefore, students need effective reading strategies and self-regulation skills to maximize the benefits of digital reading platforms such as Wattpad.

Discussion

This section discusses the findings of the study in relation to the research questions, theoretical framework, and previous studies. The discussion focuses on students' perceived benefits of using Wattpad for reading comprehension and the challenges they encountered while using the platform.

Students' Perceived Benefits of Wattpad for Reading Comprehension

The findings indicate that students generally perceived Wattpad as a beneficial platform for supporting their reading comprehension development. Most participants reported that Wattpad increased their interest in reading English texts because it provides engaging stories, diverse genres, and easy access through mobile devices. Although most participants initially used Wattpad for entertainment purposes rather than language learning, continuous exposure to English stories gradually helped them become more familiar with vocabulary, sentence structures, and story patterns. This finding supports Mangen et al. (2019), who suggest that digital reading environments provide learners with flexible access to texts and influence reading engagement and comprehension processes.

The findings also support the theory of reading comprehension proposed by Grabe and Stoller (2011), who state that reading comprehension develops through continuous interaction between readers and texts. Through repeated reading activities on Wattpad, participants reported becoming more comfortable when reading English texts and gradually improving their understanding of story content. In addition, Masrai (2019) argues that vocabulary knowledge is a strong predictor of reading comprehension because learners with broader lexical knowledge tend to process texts more efficiently and construct meaning more successfully.This theoretical perspective is reflected in the findings, as several participants reported learning new vocabulary and becoming more familiar with English expressions through regular reading activities on Wattpad.

The present findings are consistent with the study conducted Andriani et al. (2023) which found that students perceived Wattpad as an effective and interesting medium for reading English texts. Similarly, Samosir et al. (2024) reported that Wattpad encourages students to read more independently and contributes to vocabulary growth and reading comprehension. Likewise, Sari and Haryanto (2025) found that students viewed Wattpad positively because it provides enjoyable reading experiences that help improve reading mastery.

However, the present study also reveals findings that were not discussed extensively in previous studies. While previous studies mainly focused on students' positive perceptions and general benefits of Wattpad, the present study provides a deeper explanation of how students experienced those benefits. The participants explained that improvement in reading comprehension did not occur instantly but developed gradually through repeated exposure to English texts. Furthermore, the participants actively employed reading strategies such as rereading difficult sections, using contextual clues, and monitoring their own understanding while reading.

This finding is supported by Harmer (2015), active reading strategies enable learners to monitor their understanding, identify comprehension difficulties, and employ appropriate techniques to construct meaning from texts. The participants' tendency to reread confusing sections and infer meaning from context demonstrates self-regulated reading behavior, which supports comprehension development. Therefore, the findings suggest that Wattpad not only provides reading materials but also encourages students to engage actively with texts.

Overall, the findings suggest that Wattpad supports reading comprehension by increasing reading motivation, facilitating vocabulary development, improving familiarity with English texts, and encouraging active reading strategies. These findings strengthen previous research while providing a more detailed understanding of the processes through which students develop reading comprehension through Wattpad.

The findings also demonstrate that students' engagement with Wattpad reflects the characteristics of autonomous learning in digital environments. The participants were not required by teachers or academic tasks to read stories on Wattpad; instead, they voluntarily selected reading materials based on their interests and personal preferences. This voluntary engagement encouraged students to spend more time interacting with English texts, which contributed to greater exposure to vocabulary, sentence structures, and contextual language use. The ability to choose texts independently may have increased students' sense of ownership over their learning process, making reading activities more meaningful and enjoyable.

Another important aspect revealed by the findings is the role of interest in sustaining reading behavior. Participants consistently reported that attractive storylines motivated them to continue reading despite encountering unfamiliar vocabulary or difficult passages. This suggests that reading motivation is closely related to students' willingness to persist when facing comprehension difficulties. When learners are interested in the content they read, they are more likely to employ strategies such as rereading, guessing meanings from context, and searching for additional information to support understanding. Therefore, motivation generated by engaging reading materials may indirectly contribute to reading comprehension development by encouraging greater persistence and active engagement with texts.

The findings are also consistent with studies published in E-Journal of ELTS. Rahman et al. (2021) reported that students' reading comprehension improved when they were exposed to meaningful and authentic reading materials. Similarly, Amalia et al. (2023) found that students' comprehension developed when they actively engaged with texts through systematic reading strategies. Although the present study focuses on Wattpad rather than classroom-based instructional methods, the findings suggest a similar pattern in which continuous interaction with engaging texts contributes to reading comprehension development.

Challenges Encountered While Reading on Wattpad

Despite the benefits reported by participants, the findings also revealed several challenges that affected students' reading comprehension while using Wattpad. These challenges included difficult vocabulary and grammar, understanding implied meanings, informal language and slang, as well as distractions and reading fatigue associated with digital reading environments.

One of the most common difficulties reported by participants was unfamiliar vocabulary and complex grammatical structures. Participants explained that difficult words often slowed down their reading process and sometimes interrupted their understanding of the storyline. This finding is supported by Ha (2021), who demonstrated that receptive vocabulary knowledge is strongly associated with L2 reading comprehension, suggesting that inadequate vocabulary knowledge may impede learners' understanding of written texts. Similarly, previous studies have reported that EFL learners frequently experience comprehension difficulties due to limited vocabulary

knowledge, grammatical complexity, and challenges in integrating information from texts (Kasim and Raisha, 2017).

This finding is also consistent with the study conducted by Samosir et al. (2024), which found that vocabulary limitations remained one of the challenges experienced by students when reading English texts on Wattpad. However, while previous studies mainly highlighted the existence of vocabulary difficulties, the present study provides more detailed descriptions of how these difficulties influenced students' reading behavior. Participants reported rereading passages, slowing down their reading speed, and searching for word meanings before continuing the story.

Another important finding concerns students' difficulty in understanding implied meanings. Most participants reported that they could understand explicit information and characters' emotions, but they often struggled when authors conveyed messages indirectly. This finding can be explained through the theory of reading comprehension levels proposed by Woolley (2011), which distinguishes literal comprehension from inferential comprehension. The participants generally demonstrated stronger literal comprehension but experienced greater difficulty with inferential comprehension that required interpretation and deeper analysis.

This finding is similar to the results reported by Sari and Haryanto (2025), who found that students still faced difficulties in deeper levels of comprehension, particularly when making inferences from texts. The similarity suggests that although Wattpad may improve reading engagement and vocabulary knowledge, higher-order comprehension skills remain challenging for many EFL learners.

The findings also revealed that informal language, slang, and abbreviations sometimes created comprehension difficulties. Because Wattpad is an open platform where writers use different writing styles, participants occasionally encountered unfamiliar expressions that were not commonly taught in formal English classes. As a result, students often relied on contextual clues to understand the meaning of these expressions. This finding supports the argument of Bold (2018), who states that the quality and language style of Wattpad texts can vary significantly because anyone can publish content on the platform.

Furthermore, participants reported distractions caused by notifications, advertisements, and prolonged screen exposure. These factors sometimes interrupted concentration and reduced reading focus. Similar findings were reported by Samosir et al. (2024), who identified advertisements and other digital interruptions as challenges encountered by students in using Wattpad.

Overall, the findings indicate that although Wattpad provides meaningful opportunities for reading practice, students continue to face linguistic and environmental challenges that may affect comprehension. Therefore, learners need effective reading strategies to overcome these difficulties, while educators should provide guidance in selecting appropriate reading materials and developing higher-level comprehension skills.

The challenges reported by participants also indicate that digital reading environments require learners to possess not only linguistic competence but also self-regulation skills. Unlike classroom-based reading activities, digital reading often takes place in environments where various distractions are present. Notifications, social media applications, and other online activities may compete for learners' attention and reduce reading concentration. Consequently, students need to develop strategies for managing distractions and maintaining focus during reading activities. The ability to regulate attention becomes particularly important when learners engage with longer and more complex texts.

In addition, the findings suggest that students may benefit from instructional support aimed at developing inferential comprehension skills. Although participants generally understood the literal content of stories, many experienced difficulties when interpreting implied meanings and deeper messages. This indicates that exposure to English texts alone may not be sufficient to develop higher-level comprehension skills. Students may require guided practice in making inferences, identifying implicit information, and critically evaluating textual meaning. Such support could help learners maximize the benefits of digital reading platforms while overcoming comprehension difficulties that emerge during the reading process.

CONCLUSION

This study explored EFL students' perspectives on the use of Wattpad in enhancing reading comprehension at Tadulako University. The findings revealed that students generally perceived Wattpad as a beneficial platform that supports reading development through engaging

stories, easy accessibility, and continuous exposure to English texts. Rather than serving solely as a source of entertainment, Wattpad functioned as an informal learning environment where students gradually developed greater familiarity with English vocabulary, sentence structures, and reading strategies. The findings also showed that students actively employed strategies such as rereading and using contextual clues to support comprehension when encountering difficulties.

At the same time, the study highlights that reading comprehension development through Wattpad is not free from challenges. Difficult vocabulary, complex grammar, implied meanings, informal language, slang expressions, and digital distractions were identified as factors that could hinder comprehension. These findings suggest that while digital reading platforms can promote reading engagement and language exposure, learners still require adequate reading strategies and critical comprehension skills to overcome linguistic and contextual difficulties.

This study contributes to the existing literature by providing a deeper understanding of students' actual reading experiences on Wattpad. Unlike previous studies that mainly emphasized students' positive perceptions, the present study demonstrates how students experience both the benefits and challenges of digital reading and how these experiences influence their reading comprehension development. The findings indicate that the value of Wattpad lies not only in increasing motivation to read but also in encouraging active engagement with texts through self-regulated reading practices.

The findings have several implications for English language education. Teachers may consider integrating digital reading platforms such as Wattpad into reading instruction to increase students' motivation and exposure to authentic English texts. However, guidance should also be provided to help students develop vocabulary knowledge, inferential comprehension skills, and effective reading strategies for dealing with unfamiliar language. Furthermore, students should be encouraged to critically evaluate online reading materials and manage potential distractions associated with digital reading environments.

Future studies may involve larger numbers of participants from different educational contexts to obtain broader perspectives on the use of Wattpad in language learning. In addition, future researchers may investigate the relationship between Wattpad use and specific aspects of reading comprehension, such as inferential and critical comprehension, through mixed-method or experimental research designs. Such studies would provide further insights into the role of digital reading platforms in supporting English language learning.

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