

The Development of Fable Stories Using the Wattpad Application for Teaching Reading Narrative Texts to Eighth-Grade Junior High School Students

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Abstract

Reading comprehension is one of the essential skills that junior high school students must possess. However, many students still struggle to understand narrative texts because the teaching materials used in class are not engaging enough and do not utilize digital media that is relevant to students' daily lives. This study aimed to develop a learning medium in the form of fables stories delivered through the Wattpad application for teaching narrative texts to eighth grade junior high school students. This study employed the Research and Development (R&D) method using the ADDIE model, which comprises the stages of Analysis, Design, Development, Implementation, and Evaluation. The product was validated by two university lecturers and one English teacher before being implemented through a limited pilot test involving 15 students and a large-scale pilot test involving 30 eighth-grade students at a public junior high school in Cimahi. Data were collected through interviews, expert validation sheets, student response questionnaires, and observations during the learning process. The research results indicate that the developed media is deemed suitable for use after revisions were made based on feedback from the validators. Additionally, students responded positively to the use of the media, as they found it engaging, easy to use, and helpful in understanding narrative texts. Thus, Wattpad-based fables can serve as an alternative digital learning medium that supports the teaching of narrative text reading at the junior high school level.

Keywords: Fables; Wattpad; Reading Comprehension; Narrative Texts; ADDIE

INTRODUCTION

Reading is one of the most fundamental language skills and plays a crucial role in the learning process, particularly at the junior high school level. It not only enables students to acquire information but also helps them develop their language proficiency, expand their vocabulary, broaden their knowledge, and enhance their critical thinking skills. Therefore, reading ability is a competency that students must master because it influences their success in understanding various learning materials and solving problems encountered in daily life. The importance of reading is also supported by Meruk & Kováčová, (2025), who stated that reading plays a vital role in students' academic achievement and personal development. Similarly, Kurniawati (2024) reported that literacy skills have a significant positive relationship with students' academic achievement, highlighting the importance of developing strong reading skills from an early stage of education.

Through reading, students not only acquire new information but also connect it with their prior knowledge, allowing them to develop a deeper understanding of what they read. Reading also enables learners to develop and refine their ideas as they actively construct meaning from a text. This is supported by Hidayati & maisarah, (2025), who found that digital storytelling

encourages students to construct meaning actively, enhances reading engagement, and facilitates better comprehension of narrative texts. According to Snow, (2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction with written language. Therefore, strong reading skills are essential to support students' language development and enable them to participate more effectively in the learning process.

Reading comprehension is particularly important in learning narrative texts, one of the text types taught at the junior high school level. To comprehend narrative texts successfully, students need to identify the generic structure, understand the sequence of events, infer implicit meanings, and recognize the moral values conveyed in the story. However, many junior high school students still experience difficulties in comprehending narrative texts, particularly in identifying the main ideas, interpreting vocabulary in context, and making inferences. These challenges may hinder students' engagement in reading activities and affect their overall reading comprehension (Rizki & Farida, 2026).

To address these challenges, appropriate teaching materials are needed to help students understand narrative texts more effectively. In this study, fable stories were selected as the learning materials because they present moral values through animal characters with human-like characteristics, making the stories more interesting and meaningful for students. In addition, fables generally use simple language, familiar themes, and a clear narrative structure, making them appropriate for eighth-grade junior high school students. Previous studies have shown that fable based teaching materials can increase students' interest in reading while supporting character education and improving learning engagement (Chaerunnisa et al., 2024). Furthermore, the development of digital teaching materials based on fable texts has been reported to improve students participation and facilitate their understanding of learning materials, particularly at the junior high school level (Syaudah et al., 2024). Therefore, fable stories were considered appropriate teaching materials to support students reading comprehension in learning narrative texts.

In addition to selecting appropriate teaching materials, integrating digital technology into English language learning has become increasingly important to create more engaging reading activities. One digital platform that supports this purpose is the Wattpad application, which allows users to read and publish various types of stories in an interactive digital environment. Nurdiana et al., (2023) reported that Wattpad can be used as an instructional medium to improve students reading skills by encouraging the use of appropriate reading strategies and increasing students participation in reading activities. Therefore, the Wattpad application was selected as the platform for presenting the development fable stories to support the teaching of narrative text reading. Similarly, Gustiani et al., (2024) reported that the use of the Wattpad in English learning creates a more engaging learning environment and encourages students to interact more actively with narrative texts.

Previous studies have reported that the Wattpad application has the potential to improve students' reading comprehension in English language learning. Asir et al., (2024) Found that the use of the Wattpad application significantly improved students ability to identify main ideas, supporting details, vocabulary, references, and inferences in narrative texts. These findings indicate that Wattpad can provide a more engaging reading experience and support students reading comprehension. Likewise, Zulaini et al., (2025) found that students who learned narrative texts through the Wattpad application demonstrated better reading comprehension and

showed more positive attitudes toward reading activities. However, previous studies primarily examined the effectiveness of the Wattpad application as a learning medium rather than developing instructional materials specifically designed for narrative texts.

Although previous studies have demonstrated the potential of Wattpad in supporting English language learning, several limitations remain. Existing studies have primarily focused on examining the effectiveness of Wattpad as a digital learning platform or investigating students' reading behaviors and strategies when using the application (Wulandari et al., 2024). For example, Zamzami, (2025) reported that students' reading habits on Wattpad did not show a significant relationship with their comprehension of narrative texts, indicating that access to digital reading platforms alone is insufficient to improve reading comprehension. These findings suggest the need for instructional materials that are intentionally designed and systematically integrated into classroom learning. Therefore, this study addresses this gap by developing fable stories using the Wattpad application as a learning medium for teaching narrative text reading to eighth-grade junior high school students.

Based on the identified research gap, this study aimed to develop fable stories using the Wattpad application as a learning medium for teaching narrative text to eighth-grade junior high school students. In addition, this study examined the development process of the learning medium, evaluated its feasibility through expert validation, and investigated students' responses following its implementation.

METHOD

This study employed a Research and Development (R&D) approach using the ADDIE instructional design model. Research and Development (R&D) is a research approach that aims to develop and validate educational products (Sugiyono, 2019). In this study, the product development process followed the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was selected because it provides a systematic framework for identifying learners' needs, designing instructional materials, developing and validating the product, implementing it in the classroom, and evaluating its effectiveness for continuous improvement. The Research and Development (R&D) flow using the ADDIE model is presented in Figure 1.

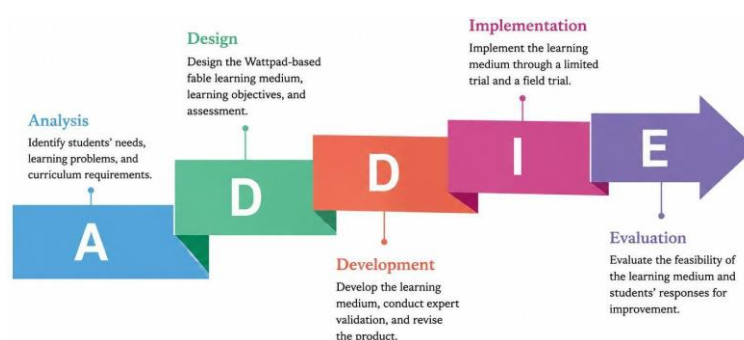


Figure 1. Research and Development (R&D) Flow Using the ADDIE Model

The study was conducted at a public junior high school in Cimahi, Indonesia, involving eighth-grade students as the research participants. Participants were selected using purposive sampling because they had previously learned narrative texts and were considered suitable for evaluating the developed learning medium. The implementation stage was conducted in two phases. The

Development of Fable Stories Using the Wattpad Application for Teaching Reading Narrative Texts to Eighth-Grade Junior High School Students | 1422

first phase involved a limited trial with 15 students to identify the initial strengths and weaknesses of the developed learning and to obtain feedback regarding its usability. Based on the findings and suggestions collected during this stage, several revisions were made to improve the product. The revised learning medium was then implemented in a large-scale trial involving 30 students to evaluate its feasibility and investigate students' responses toward the developed learning medium.

The analysis stage aimed to identify students' learning needs and determine the suitability of the developed learning medium with the existing curriculum. Data were collected through an informal interview with an English teacher at the participating school to obtain information about the narrative text materials taught in the eighth grade and the difficulties encountered by students in learning narrative texts. The interview findings indicated that although students had previously studied narrative texts, many of them still experienced difficulties in identifying the generic structure, understanding the content of the stories, and interpreting implicit meanings. These findings served as the basis for designing and developing the Wattpad based fable learning medium to address students' learning needs.

During the design stage, a blueprint of the Wattpad based fable learning medium was developed based on the findings obtained during the analysis stage. The blueprint outlined the learning objectives, the selection of fable stories, reading activities, comprehension exercises, navigation features, and the visual layout of the learning medium. In addition, the learning activities and assessment tasks were designed to align with the learning objectives and the characteristics of narrative texts for eighth grade junior high school students. The completed blueprint served as the guideline for developing the prototype in the subsequent stage.

During the development stage, a prototype of the Wattpad based fable learning medium was produced and subsequently validated by experts before implementation. The developed product was evaluated by two university lectures specializing in English education and one English teacher. The expert validation instrument was adapted and modified from the validation instrument developed by Saputri et al., (2023) To suit the characteristics of the Wattpad based fable learning medium. The instrument assessed several aspects, including cover design, text readability, attractiveness, interactivity, usability, and material suitability, using a four point Likert scale ranging from 1 Not Feasible to 4 Very Feasible. In addition to assigning scores, the validator provided written comments and suggestions regarding the strengths and weaknesses of the developed learning medium. The qualitative feedback was analyzed descriptively and used as the basis for revising and improving the product before the implementation stage.

The implementation stage was conducted in two phases: a limited trial and large scale trial. The limited trial involved 15 eighth grade students and was conducted to identify the initial strengths and weaknesses of the developed learning medium, particularly regarding its readability, usability, and learning activities. During this stage, students accessed the Wattpad based fable stories, completed the reading activities and comprehension tasks, and provided feedback through a students response questionnaire. Based on the result of the limited trial, revisions were made to improve several aspects of the learning medium before it was implemented in the large scale trial. The revised product was subsequently implemented with 30 eighth grade students to evaluate its feasibility and to investigate students' responses toward the developed learning medium.

The evaluation stage focused on determining the feasibility of the developed learning medium

and identifying areas for improvement based on the results of expert validation and students' responses. The expert validation sheets generated both quantitative and qualitative data. Quantitative data were obtained from the validators rating and analyzed descriptively by calculating the average score for each assessment aspect to determine the feasibility of the developed learning medium. Qualitative data in the form of comments and suggestions were analyzed descriptively and used as the basis for revising the product before the field implementation. The students response questionnaire generated quantitative data, which were analyzed using descriptive statistics by calculating the percentage of each response category. The percentage was calculated using the following formula Sugiyono, (2019):

$$P = (f/N) \times 100\%$$

Where P is the percentage of responses, f is the frequency of responses in each category, and N is the total number of responses. The obtained percentages were then interpreted descriptively to describe students' responses toward the developed learning medium.

RESULTS AND DISCUSSION

Results

This section presents the findings of the development of the Wattpad based fable learning medium, the results of expert validation, and students responses toward the developed learning medium.

1. Development of the Wattpad Based Fable Learning Medium

To answer the first research question, this study developed a Wattpad based fable learning medium for teaching narrative text reading to eighth grade junior high school students using the ADDIE model. The development process began with a needs analysis conducted through interviews with an English teacher at one of the public junior high schools in Cimahi. The interview results indicated that although students had previously learned narrative texts, many still experienced difficulties in identifying the generic structure, comprehension of story content, and interpreting implicit meanings. These findings served as the basis for developing a more engaging digital learning medium through the Wattpad application.

Based on the identified learning needs, the developed product consisted of a cover design, learning materials, a collection of fables stories, and reading comprehension activities presented through the Wattpad application. The prototype was designed to provide students with an interactive digital reading experience while supporting the learning objectives of narrative texts. Figures 2-3 present the main components of the developed learning medium.

Following the initial development, the prototype was evaluated through expert validation. Based on the validators suggestions, several revisions were made to improve the quality of the product, particularly by adding supporting illustrations and improving the visual presentation of the stories. Figures 5 and 6 illustrate the product before and after the revision. The revised product was subsequently implemented in the limited and large-scale trials before the final version of the learning medium was produced.

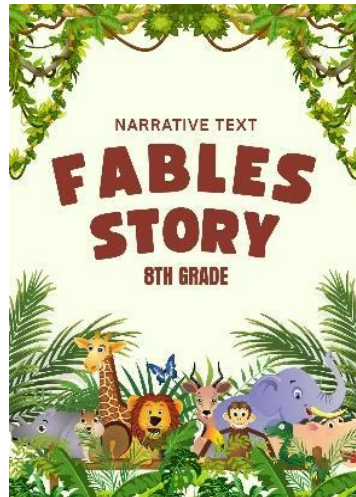


Figure 2. Cover Design of Wattpad Based Fable Stories

https://www.wattpad.com/story/409901358?utm_source=android&utm_medium=whatsapp&utm_content=share_reading&wp_page=reading&wp_uname=fablestory8grade

Figure 2 shows the cover design of the developed Wattpad based fable learning medium. The cover was designed to attract students' attention while reflecting the theme of narrative text learning through fable stories.

LEARNING NARRATIVE TEXT THROUGH FABLES FOR GRADE 8	
 fablestory8grade_	
© 561 Q 1 11 Parts	
Summary	Parts
Chapter 1 What Is Narrative Text?	Apr 22, 2026
Chapter 2 - What Is a Fable?	Apr 22, 2026
Chapter 3 - Characteristics of Fable	Apr 22, 2026
Chapter 4 - Generic Structure of Narrative Text	Apr 22, 2026
Chapter 5 - Language Features of Narrative Text	Apr 22, 2026
The Clever Fox and the Foolish Crow	Apr 22, 2026
Quiz Time: Are You Smarter Than the Crow? 🦉	May 8, 2026
The Lion & The Mouse	Apr 22, 2026
The Owl & the Grasshopper	Apr 22, 2026
CHAPTER 10 - The Cock & the Fox	May 19, 2026
QUIZ TIME 🦉	May 19, 2026

Figure 3. List of Chapters and Learning Materials in the Wattpad Application

Figure 3 presents the organization of the learning materials uploaded to the Wattpad application, including an introduction to narrative texts, the characteristic of fables, generic structure, language features, and several fable stories accompanied by reading comprehension activities.

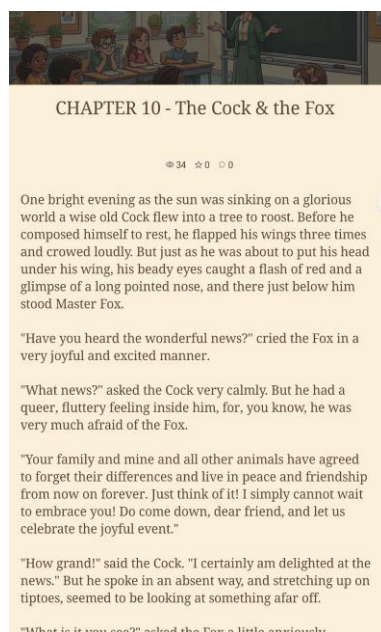


Figure 4. Example of Story Content Presented through Wattpad

Figure 4 illustrates one of the developed fable stories presented through the Wattpad application. The story was written using language appropriate for eighth grade students and was accompanied by comprehension activities to support narrative text learning.

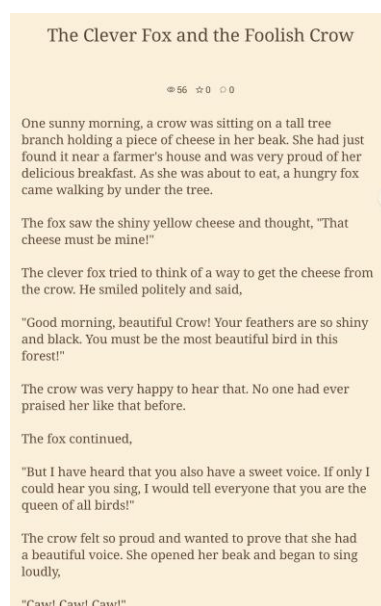


Figure 5. Story Content Before Revision

Figure 5 shows the initial version of the story before revision. Based on the experts' suggestions, the story was considered readable but required additional visual elements to improve students' engagement and comprehension.

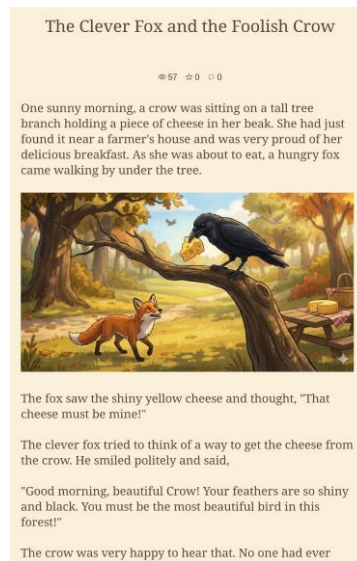


Figure 6. Story Content After Revision

Figure 6 presents the revised version of the story after expert validation. Supporting illustrations were added to improve the visual presentation, making the learning medium more engaging and easier for students to understand.

2. Expert Validation Results

To answer the second research question, the developed Wattpad based fable learning medium was evaluated through validation before its implementation in the classroom. The validation involved two university lectures and one English teacher to assess the feasibility of the developed learning medium in terms of its content, presentation, language, and usability. The results of the expert validation are presented in Table 1.

Table 1. Expert Validation Results

Validator	Score Obtained	Maximum Score	Percentage	Category
Validator 1	84	96	87.50%	Very Feasible
Validator 2	34	40	85.00%	Very Feasible
Validator 3	96	96	100.00%	Very Feasible
Average			90.83%	Very Feasible

Note. Percentage scores were calculated using the formula: $(\text{Obtained Score} \div \text{Maximum Score}) \times 100\%$.

As shown in the Table 1, the developed Wattpad based fable learning medium obtained an overall average validation score of 90.83%, indicating that it was categorized as very feasible for classroom implementation. The individual validation scores ranged from 85.00% to 100.00%, with all three validators categorizing the learning medium as very feasible. These findings indicate that the developed learning medium met the expected criteria for supporting

the teaching of narrative texts for eighth grade junior high school students.

Although the validators agreed that the learning medium was feasible for classroom use, they also provided several suggestions to improve its quality. The recommendations included enlarging the font size, improving the page layout to reduce excessive blank spaces, and adding supporting illustrations to make the learning medium more visually appealing. These suggestions were incorporated into the product revisions before it was implemented in the limited and large scale trials.

3. Students Responses toward the Developed Learning Medium

To answer the third research question, students' responses toward the developed Wattpad based fable learning medium were collected through a questionnaire administered after the implementation stage. The implementation consisted of two stages: a limited trial involving 15 students and a large-scale trial involving 30 students. The questionnaire consisted of twenty statements evaluating students' perceptions of the learning medium in terms of readability, attractiveness, ease of use, learning motivation, and overall learning experience.

Limited Trial

A limited trial was conducted to obtain initial feedback on the practicality and acceptance of the developed media. The results of student responses at this stage are presented in Table 2.

Table 2. Students' Responses in the Limited Trial (n = 15).

Response Category	Frequency	Percentage (%)
Strongly Agree	94	31.3
Agree	182	60.7
Disagree	4	1.3
Strongly Disagree	20	6.7
Total	300	100

Based on Table 2, most students gave positive responses to the developed learning medium. The majority of responses were categorized as Agree (60.7%), followed by Strongly Agree (31.3%). Meanwhile, only a small proportion of responses fell into the Disagree (1.3%) and Strongly Disagree (6.7%) categories. These findings indicate that the developed Wattpad based fable learning medium was well accepted during the initial implementation.

Students' written comments revealed that they found the fable stories interesting and enjoyable to read. However, some students reported difficulties in understanding unfamiliar English vocabulary and suggested adding more illustrations to make the stories more engaging. These suggestions were used as the basis for revising the learning medium before conducting the large scale trial.

Large Scale Trial

After revising the learning medium based on the feedback obtained from the limited trial, the improved product was implemented in the large scale trial involving 30 students. The distribution of students' responses is presented in Figure 7.

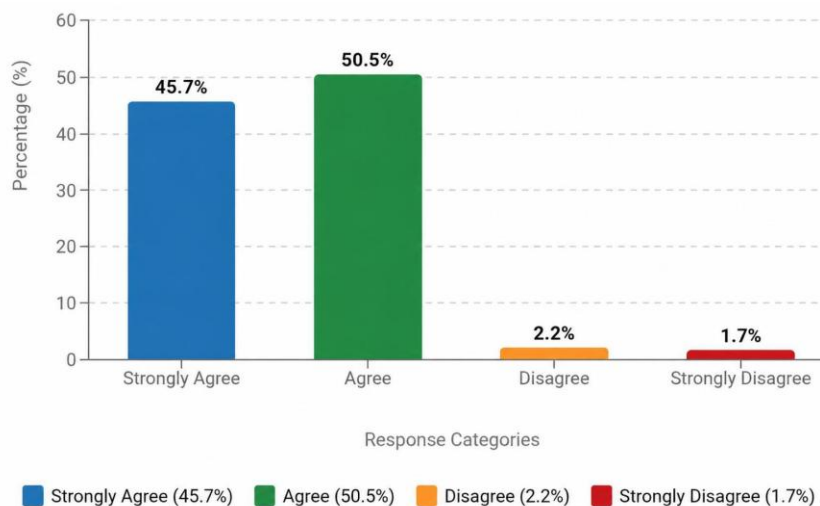


Figure 7. Students' Responses in the Wider Field Trial ($n = 30$).

As illustrated in Figure 6, students' responses became more positive after the revision. The Agree category accounted for 50.5% of the responses, followed by Strongly Agree 45.7%. only 2.2% of the responses were categorized as Disagree, while 1.7% were categorized as Strongly Disagree. Compared with the limited trial, the percentage of Strongly Agree responses increased, while the percentages of Disagree and Strongly Disagree responses decreased. These findings indicate that the revisions improved students' acceptance of the developed learning medium.

Overall, the results of both the limited and large scale trials demonstrate that the Wattpad based fable learning medium received positive responses from students and was considered appropriate to support the teaching and learning of narrative texts for eighth grade junior high school students.

Discussion

This study aimed to develop Wattpad-based fables for teaching narrative texts to eighth-grade students and to investigate students' responses to the developed learning medium. The findings indicate that the ADDIE model provided a systematic framework for developing instructional materials that aligned with students' learning needs and classroom contexts. Through its iterative stages, the developed learning medium was continuously refined based on expert feedback and students' responses, resulting in a product that was both pedagogically appropriate and practically applicable. These findings support Hidayat et al., (2024), who reported that integrating digital storytelling into EFL reading instruction promotes students' reading comprehension and engagement through multimodal learning experiences. Faizah et al., (2024) also demonstrated that digital storytelling developed through the ADDIE model was feasible for classroom use and contributed to improving students' reading comprehension. Therefore, the systematic implementation of the ADDIE model not only facilitated the development

process but also ensured that the learning medium effectively addressed students' needs in learning narrative texts.

Although the participants had previously learned narrative texts, many of them still experienced difficulties in understanding the stories and identifying their essential elements. This condition shows that conventional reading activities were not always sufficient to help students comprehend narrative texts effectively. Based on these needs, the Wattpad based fables learning medium was developed to provide a more engaging reading experience by integrating digital storytelling into classroom instruction. The use of interactive digital stories allows students to become more involved in the reading process and encourages them to construct meaning through meaningful learning experiences. A similar finding was reported by Rahmawati et al., (2023), who found that digital storytelling positively influenced students' cognitive, behavioral, and emotional engagement during English language learning. Similarly, Sarica, (2023) highlighted that digital storytelling creates authentic learning experiences that improve learners' engagement and understanding of narrative texts. In addition, Temel & Yılmaz, (2025) indicated that digital storytelling fostered learners' motivation and active participation, creating a more meaningful English learning experience.

The interactive features incorporated into Wattpad based fable learning medium also contributed to creating a more engaging learning experience. Besides using the comment section available on Wattpad, discussion questions were provided at the end of each story to encourage students to reflect on the story, express their opinions, and check their understanding of the narrative. These activities encouraged students to participate more actively through the learning process rather than simply reading the text. Aulia et al., (2024) emphasized that interactive learning media promote students' active participation and create a more engaging learning environment. In this study, combining digital storytelling with interactive activities enabled students to engage more deeply with the narrative texts and supported a more student centered learning experience.

The expert validation process also played a significant role in improving the quality of the developed learning medium. The feedback provided by the validators served as a valuable basis for refining both the content and visual presentation of the Wattpad based fable, making it more suitable for classroom use. Rather than functioning solely as an evaluation process, expert validation helped ensure that the developed learning medium met pedagogical and teaching requirements before its implementation. Saputri et al., (2023) explained that expert validation is an essential stage in instructional media development because it helps identify aspects that need improvement and ensures that the final product is appropriate for the intended learning objectives. Ni'mah et al., (2021) highlighted that expert validation is an important process for refining digital learning medium and ensuring their suitability for instructional use.

The positive responses from students indicate that the Wattpad based fable learning medium was well accepted as a learning resource for narrative texts. Their enthusiasm throughout the learning activities reflects that integrating digital storytelling with interactive features created a more enjoyable and meaningful reading experience. The opportunity to read stories in a familiar digital environment while responding to discussion questions also encouraged students to participate more actively and develop greater interest in reading English texts. Sartika & Syafradin, (2025) found that digital storytelling promoted positive learning experiences by increasing students' engagement and motivation in learning narrative texts. Similarly, the

positive responses observed in this study suggest that integrating technology into reading instruction can make learning activities more interactive and motivating for students.

Beyond improving students' understanding of narrative texts, the developed learning medium also encouraged students to become more engaged in reading activities. Presenting fable stories through a digital platform that was familiar to students created a more comfortable learning environment and increased their willingness to explore English texts independently. Furthermore, the combination of digital storytelling, interactive activities, and accessible learning materials allowed students to participate more confidently throughout the learning process. Zuraini et al., (2025) reported that digital storytelling significantly improved students' reading literacy by creating meaningful learning experiences and encouraging greater engagement during reading activities. In addition, Meynaksi et al., (2025) concluded that use of fable based learning materials had a positive impact on students reading comprehension and supported more meaningful reading experiences.

Overall, the findings indicate that integrating fable stories into that Wattpad application provides a meaningful learning experience for eighth grade students. The developed learning medium not only supports students in understanding narrative texts but also encourages greater participation and motivation during reading activities. These findings suggest that Wattpad can serve as an alternative digital learning medium for English language instruction, particularly in teaching narrative texts through engaging and interactive reading materials. However, this study was conducted in a single junior high school with a limited number of participants. Therefore, future studies are recommended to involve more diverse participants and different educational settings to examine the effectiveness of Wattpad based learning media improving students' reading comprehension and other English language skills.

CONCLUSION

Overall, this study demonstrates that the development of Wattpad based fables using the ADDIE model successfully produced a learning medium that is suitable for supporting the teaching of narrative texts to eighth grade students. The systematic development process, which consisted of the analysis, design, development, implementation, and evaluation stages, enable the learning medium to be developed based on students needs and classroom conditions the results expert validation and students positive responses indicate that the developed learning medium is appropriate for classroom use and can provide a more engaging and interactive reading experience. These findings contribute to the growing body of research on technology enhanced language learning by demonstrating the potential of Wattpad as an alternative digital platform for teaching narrative texts in EFL classrooms.

Practically, the developed learning medium may serve as an alternative instructional resource for English teachers who wish to integrate digital storytelling into reading instruction and promote a more student centered learning environment. Nevertheless, this study has several limitations. The implementation was conducted in only one junior high school and involved a relatively limited number of participants, which may limit the generalizability of the findings. In addition, this study focused on the development process and students' responses rather than evaluating the long term effectiveness of the learning medium on students' reading achievement. Therefore, future research is recommended to involve larger and more diverse participant groups, implement the learning medium in different educational contexts, and

examine its long term impact on students reading comprehension, motivation, and other English language skills.

ACKNOWLEDGMENTS

The author would like to express sincere gratitude to Allah SWT for His endless blessing, mercy, and guidance throughout the completion of this research. This author also extends heartfelt appreciation to the supervisor for their invaluable guidance, constructive suggestions, patience, and continuous encouragement throughout every stage of this study. Sincere thanks are also addressed to the English teacher, the participating students, and everyone who contributed to the successful completion of this research through their cooperation and support.

The author would like to express deepest gratitude to her beloved father and mother for their unconditional love, endless prayers, sacrifices, and unwavering support throughout this academic journey. Special thanks are also dedicated to the author's beloved friends, Rahayu, Meisya, Delia and Putri, for their friendship, encouragement, and constant support during the completion of this research. Finally, the author sincerely appreciates everyone who contributed, directly or indirectly, to the successful completion of this study.

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