

**STUDENTS' PERCEPTION ON THE USE OF WATTPAD AND THEIR
MOTIVATION IN WRITING RECOUNT TEXT**

THESIS

Presented to State Islamic University of Syekh Wasil Kediri in Partial Fulfilment
of the Requirements for Bachelor Degree (S.Pd)

Faculty of Education

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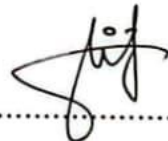
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MOTTO

“Commit to the process, trust the journey, and let excellence follow”

DEDICATION

In the name of Allah, the beneficent and the Merciful, this thesis is dedicated to:

1. My beloved mother, Mrs. Masfu'ah, the source of my strength and the light in my every step. Thank you for your prayers, love, and unending sacrifice. All these achievements are the results of your sincerity.
2. My beloved father; Mr. Nur Bidayah a tough figure who always struggles without exhaustion for my future. Thank you for your endless love, patience, and all your sacrifices for your daughter.
3. To all lecturers of UIN Syekh Wasil Kediri, especially to my honorable advisor; Mrs. Dr. Dewi Nur Suci, S.S. M.Pd, and Mrs. Dr. Ima Fitriyah, M.Pd.I ; who always guided me patiently during the process of writing this thesis.
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8. And lastly, I want to say thank you to myself! Thank you for being strong, thank you for all the achievements, thank you for all the hard work and let's keep striving to reach even greater success.

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In the Name of Allah, the Most Merciful, the Most Beneficent

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ABSTRACT

Lestari, Putri, Andini. 2025. *Students' Perception on the Use of Wattpad and Their Motivation in Writing Recount Text.* Thesis, Department of English Language Education, Faculty of Tarbiyah, State Islamic University (UIN) of Syekh Wasil Kediri. Advisors: (I) Dr. Dewi Nur Suci, S.S., M.Pd. (II) Dr. Ima Fitriyah, M. Pd.I

Keywords: *Wattpad, Motivation, Recount Text, Technology Acceptance Model (TAM), Integrative Motivation, Instrumental Motivation*

This research aims to investigate students' perceptions of using Wattpad and their motivation in writing recount texts, focusing on two types of motivation: integrative and instrumental. The study applied the Technology Acceptance Model (TAM) and Gardner's theory of motivation as the theoretical frameworks. A descriptive quantitative method was employed, involving 163 high school students from SMAN 1 Mojo who actively use Wattpad. Data were collected through a validated questionnaire consisting of 28 Likert-scale items and supported by interviews with 10 selected students to enrich the findings.

The results showed that students' overall perception of using Wattpad in writing recount texts was at a moderate level. While students found Wattpad enjoyable for self-expression and personal writing, they perceived it as less beneficial for academic writing purposes. Integrative motivation ($M = 2.65$) was slightly higher than instrumental motivation ($M = 2.63$), indicating that students were more emotionally engaged than academically driven when using the platform. A Pearson correlation analysis revealed moderate positive relationships between students' perceptions and both types of motivation, suggesting a tendency that positive views of Wattpad are associated with greater motivation to write.

Despite the correlations, the descriptive nature of the study means the relationships indicate tendencies rather than causality. The findings suggest that Wattpad holds potential as a motivational writing tool when integrated with instructional support, teacher feedback, and curriculum goals. Therefore, teachers are encouraged to utilize Wattpad not only for fostering creativity but also for enhancing students' motivation and skills in writing recount texts.

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