Strategies in Reading English Web-Novels on Wattpad

[*1]Ismi Nur Wulandari
[2]Rahayu Apriliaswati
[3]Yanti Sri Rezeki
[1,2,3]Universitas Tanjungpura
Pontianak, Indonesia
*isminurwulandari9@gmail.com
rahayu.apriliaswati@fkip.untan.ac.id
yanti.sri.rezeki@fkip.untan.ac.id

Abstract. Motivated by the popularity of online reading on Wattpad, this research was conducted to investigate the metacognitive awareness of digital and online reading strategies to 39 undergraduate students who read English Web-novels on Wattpad. Additionally, the researcher explored the potential influence of English proficiency (TOEFL) and field of study, as well as the specific features of Wattpad that aid in their reading experience. Employing a quantitative survey and adapting the Metacognitive Awareness of Reading Study Inventory (MARSI) developed by Mokhtari et al. (2018). The findings indicated that participants had a moderate level of strategies when reading English web-novels on Wattpad (M = 3.42). Problem Solving Reading Strategies were the most used (M = 3.80), followed by Global Reading Strategies (M = 3.73) and Support Reading Strategies (M = 2.73). English proficiency and field of study did not significantly impactful, with all groups showing similar levels (M = 3.4). Additionally, interactive features were not considered helpful (M = 2.51 and M = 2.23, respectively), while description and figure attachment features were frequently used (M = 4.15 and M = 3.25, respectively). The results indicated a necessity to integrate specific strategies, like incorporating Global Reading Strategies for pre-reading tasks and utilizing Problem Solving Strategies during reading activities, within EFL instruction. The research highlighted the obstacles encountered by both learners and instructors in the process of teaching and acquiring reading skills. It suggested that incorporating these strategies could effectively tackle comprehension challenges and improve overall language proficiency.

Keywords: Digital Reading Strategies, Extensive Reading, Metacognitive Awareness, Online Reading Strategies, Web-novels.

Introduction

Reading is a significant skill that must be developed in every foreign language learning, including English, as learners who fail to achieve reading proficiency may encounter difficulties in their language learning process. Rashidi and Piran (2011) stated that reading is a multi-faceted activity that combines lexical and text processing skills, involving the reader's knowledge of words, vocabulary storage, and their ability to interpret the sequence of words into something meaningful. Moreover, reading is considered a cognitive process and a real-life experience that involves various abilities, such as word recognition and skimming to locate information. However, these abilities are not developed instantly. Language learners have to practice reading extensively, not only in their formal classes but also outside the classroom. This type of reading activity is called extensive reading. According to Nation and Waring (2020), Extensive Reading is a reading activity that includes learners' intention to read by selecting reading material that suit their preference, proficiency, etc. It is a type of reading activity that is done outside the formal class based on the learners' initiative to do the reading activity without any compulsion from any other parties. One of reading activity considered as extensive reading is pleasure reading.

Reading for pleasure has been neglected in the language learning process as mostly Extensive Reading class mainly focus on the academic material or non-fiction. As stated in Nation and Waring (2020) study that called reading for pleasure as "reading with enjoyment", they proposed that reading for pleasure is not significant component in extensive reading although it offer a lot of advantages for learners' language learning, in this case is English. What distinguishes pleasure reading and academic reading is the material used in the activity. If academic reading uses material which convey an academic information such as academic essay, journal article and textbook, reading for pleasure utilizes the materials in which bring enjoyment for the readers such as literature work (novels, comics, short stories, etc). It was stated that attempting pleasure reading for extensive reading is good to improve academic performance, developing critical thinking, and enhancing learners' motivation in study (Biswas, 2023; Boyd, 2019; Nation & Waring, 2020).

In this technology-integrated era, reading literature works such as novels can be done easily. According to *similarweb.com*, among the platforms that provide many web-novels, Wattpad has become the most popular platform, particularly in Indonesia. Wattpad is an online platform that was developed for online reading and writing by Allen Lau and Ivan Yuen in 2006 (Reid, 2016). It offers easier ways to read web-novels. Besides the fact that it can be accessed through its website or the application that can be downloaded for free, this platform offers many books that were published every day with many kinds of genres. Due to its conveniences, Wattpad users by that time reached 45 million users and it is still increasing every year (Coelho et al, 2019). Although reading any kind of fiction, including novels is considered easier than reading academic text (Clinton, 2019), some experts denied the statements by arguing that no matter it is in form of printed books or reading through online environment in digital platform, reading is still be a skill that required a lot of complex skill to be able to master (Brun-Mercer, 2019).

However, for EFL readers, comprehending an academic text with its real meaning is already difficult, even less reading novels that not only requires comprehension, but also the sense of the story and the plot in the novels, also the hidden message that the writers intended to deliver. Moreover, if the web-novel reading was done through online in digital platform that was signified as a complex activity to do (Nicholas, 2016, as cited in Clinton, 2019), in order to reach the level of understanding in reading those web-novels, they need to have metacognitive awareness to be aware of using online and digital reading strategies.

Metacognitive awareness lets the learners be aware of their skill in reading, the problem they face, and what they have to do with that and finding the way to solve the problems by themselves. In other words, the readers who have metacognitive awareness recognize their skill in reading, the need of improving the reading, and be good at monitoring the process (Do & Phan, 2021). Thus, they have a plan before they read, such as setting the goals of reading, monitoring their reading, and evaluating their reading. Meanwhile, Online and Digital Reading strategies are ways every EFL reader could use to comprehend the text they read through online on a digital platform, and to help them with the problem they face while reading online. Therefore, metacognitive awareness of online and digital reading strategies is the readers' awareness to use the strategies in their online and digital reading in order to reach comprehension in their reading and solve the problem they face while reading English web-novels.

The use of reading strategies in learners' online reading activity is inseparable from their Metacognitive Awareness. It refers to the learners' consciousness about their performance in language learning. Thus, they are aware to plan, monitor, evaluate, and everything that keeps them on track with their learning processes (Do & Phan, 2021). According to Thongwichit and Buripakdi (2021), the inability of readers to construct metacognitive awareness in their online reading performance will discourage them to read more text in English, moreover when reading is considered as activity that requires complex skill no matter it is online reading or paper reading (Brun-Mercer, 2019).

A study to investigate metacognitive awareness of reading strategies has been established, particularly for pleasure reading such as reading work of fictions (novels, short stories, etc) using Survey of Reading Strategies (SORS) by Mokhtari and Shoerey (2002, as cited in Mokhtari et al., 2018). The study of metacognitive awareness of reading strategies to undergraduate students who read fiction by Poole (2013) proposed that in reading fiction those undergraduate students frequently used reading strategies. According to his finding, the most used strategies came from problem solving reading strategies, and is followed by global reading strategies and support reading strategies. However, this study was not mainly aimed at online reading.

Another study that was focused on studying metacognitive awareness of online reading had also been conducted. This study was done by Anderson (2003) using the adaptation of Survey of Reading Strategies (SORS), and he called his adaptation as Online Survey of Reading Strategies (OSORS). The findings of this study also proposed the same results as the study conducted by Poole (2013). The participants in this study were also using problem solving reading strategies more frequently compared to global reading strategies and support reading strategies.

Nevertheless, this study was not mainly aimed to investigate pleasure reading activity. Instead, he investigated the academic reading one.

Those theories and the studies mentioned above are used as the fundamental theories for this research to underlie the phenomena that the researchers found around Wattpad communities. The researchers discover that some undergraduate EFL learners who use Wattpad admit that reading English novels was complicated to do. They have to read in English, then their mind translates it to Indonesia to be able to understand the situation in the novels. However, the researcher also learned that some other undergraduate EFL readers who use Wattpad keep reading English web-novels on that application and admitted that their English improved from it. Drawing upon this phenomenon, this research was conducted to investigate those readers' awareness of online reading strategies, to inspect whether their metacognitive awareness of reading strategies is influenced by their field of study (English or Non-English Students) and their English proficiency, also how the platforms (Wattpad) help them with their reading.

By underlying those two previous studies as the fundamental theory and guidance, this study was done to investigate metacognitive awareness of online reading strategies to those undergraduate students who read English web-novels on a platform called Wattpad. Moreover, compared to the study by Anderson (2003), this study was focused on the pleasure reading activity, while his was focused on academic reading. This research was conducted as similar as the study that had been done by Poole (2013) and Anderson (2003). However, the research by them used SORS (Survey of Reading Strategies) that was established by Mokhtary and Shorey in 2002, whereas this study used the new version of Survey of Reading Strategies (SORS) called Metacognitive Awareness of Reading Strategies Inventory (MARSI) that was revised in 2018. Both are distinguished by the number of items. SORS has 30 items, and MARSI has only 15 items. MARSI is the simplified version of SORS, as it has some items that were considered as repetition (Mokhtari et al., 2018).

If the previous study that was conducted by Poole (2013) focused on the term of fiction, did not specify whether it was novels, short stories, or any other kind of fictions, and did not state whether the fictions was online or not, this research only focused on the work of novel that is published online through web-novel platform called Wattpad. Therefore, the researcher also made some adaptation of MARSI to adjust it with the online reading environment by adopting Online Survey of Reading Strategies (OSORS) by Anderson (2003).

This research was conducted using quantitative survey involving thirty-nine undergraduate students in Indonesia who read English web-novels on Wattpad. Questionnaires were used as the research instrument. Through this research, the researcher hopes to motivate EFL learners to cultivate a reading habit outside the formal class by engaging in web-novel reading, thus enabling them to benefit from the improvement it brings to their English skills. By adopting the reading strategies in their reading activities, they don't have to be worried about the problems they face while reading web-novels.

Extensive Reading

Extensive reading is defined as a reader-initiated activity where individuals have the freedom to choose their own reading materials and determine their reading

approach (Nation & Waring, 2020). Some studies have proven that extensive reading has a significant effect on readers' reading abilities and linguistic aspects, such as vocabulary acquisition (Ro & Kim, 2021). Moreover, Ro and Kim (2021) proposed that the flexibility to choose their own reading material makes the reader to be more engaged with the text they read so the readers could easily get benefits of this extensive reading. Midtbo (2022) also suggested that choosing pleasurable material for extensive reading helps the readers to enjoy reading more, thus they could easily build the engagement with the text they read.

In this study, pleasurable material refers to reading materials intended for enjoyment, such as fiction novels. Some studies had been established and proven that reading work of fiction such as novels could give some benefits to the learners since it is not only considered as a way to achieve reading comprehension, but also a way to get better understanding in target language cultural aspect, and to help the learner achieve their purpose in learning the target language, in this case is English (Barzani, 2020).

Aside of giving benefits in the learners' academic performances, reading fiction can also offer some benefits to their social life. According to Martin-Chang et al. (2020) pleasure reading such us reading fiction offers better verbal abilities as verbal skill in social life is a crucial aspect. In addition, Biswas (2023) proposed that reading fiction play a significant role to the learners' cognitive development, self-realization, achieving potential quality, and their career enhancement. Moreover, it is also been supported by the previous study by Pennington and Waxler (2017) that stated the advantages of reading novels are not only affecting learners' linguistic aspects, but also their critical thinking, behaviour, and cognitive skills that made them get better understanding toward each other as human being.

Reading Strategies

To be able to achieve the benefits conveyed by reading web-novels for extensive reading activity, some attempts must be established by the readers. Although reading any kind of fiction, including web-novels is considered easier than reading academic text (Clinton, 2019), in reality it is not as easy as that since work of fiction such as web-novels tend to use connotations that require the readers to find the hidden meaning of the words that are written in the web-novels. If the readers fail to get what the writers try to deliver in the web-novels, they surely will not get the situation and what happens there (Henderson, 2015).

The attempts to comprehend the text they read are called reading strategies. In his publication, Mokhtari et al. (2018) proposed three categories of Reading Strategies. The first category is called Global Reading Strategies. In this category, the strategies include (1) having purpose in mind when reading, (2) previewing the text to see what it is about, (3) checking whether the text meet the purpose of their reading, (4) using typographical tools such as bold and italic letter to pick up the key information, and (5) having critical analysis and evaluation to the information they read.

The second category is Support Reading Strategy that is also consist of five specific strategies (1) getting back on the last read part when getting side-tracked or distracted, (2) adjusting reading speed based on what the reader is reading, (3) stopping frequently to think about what the reader is reading, (4) re-reading to

make sure the reader fully understands to what they are reading, and (5) guess the meaning of unfamiliar words or phrases.

Eventually, the third category is called Support Reading Strategies. The strategies in this category include (1) taking note during the reading, (2) reading aloud to get a better understanding to the text they read, (3) discussing what have been read to friend in order to check the understanding about the text, (4) underlining or circling to the part of the text that was considered as important information, and (5) utilize reference material such as dictionaries to support the readers reading activity. Those strategies are then compiled into one model of instrument to measure the Metacognitive Awareness of Reading strategies called MARSI (Metacognitive Awareness Reading Strategy Inventory).

However, those strategies are the strategies that were focused for reading in general printed books. Even though reading fictional works such as novels is considered easy, reading through online on digital media is determined harder than reading on paper, thus it requires the readers to be able to operate the device used and the media where they access it (Goodwin et al., 2020). Nevertheless, there are still no specific strategies for Online Reading. Instead, some previous studies adapted existing reading strategies for their specific purposes, such as investigating online reading.

Digital and Online Reading Strategies

A meta-analysis study done by Clinton (2019) stated that digital reading, significantly for academic reading tend to be more distracting for the readers (Mizrachi, 2015; Muir & Hawes, 2013; Unsworth & McMillan, 2013, as cited in Clinton, 2019). This matter leads to the statement that online reading through digital platforms is considered as screen inferiority compared to paper reading as it makes the readers' performance in academics possibly fluctuate (Ackerman & Lauterman, 2012, as cited in Clinton, 2019). Therefore, online reading through digital platforms is considered suitable only for reading activity that is aimed to pleasure the readers, in this case it could be extensive reading. Moreover, it is understandable why online reading through digital platforms is considered more suitable for extensive reading such as pleasure reading. It is because the material used in pleasure reading is wider than academic reading, thus digital reading is more appropriate to use in extensive reading or pleasurable reading in order to be exposed to the unlimited reading materials (Clinton, 2019; Janah et al., 2022).

Reading online novels on digital platforms, or it can be called web-novels, is now becoming a trend (Rahman et al., 2019). In his study, Rahman et al. (2019) proposed that these days, reading novels cannot solely be done in reading a printed book, but the readers can read them through online media which is more accessible. It also gives the readers free access to many novels, both genre and titles (Clinton, 2019). In addition, reading web-novels can also help the readers to establish different perceptions toward reading, and could influence them in establishing their reading behaviour (Uden, 2013, as cited in Janah et al., 2022). Among all platforms that can be used to read web-novels, Wattpad is the most popular platform, especially in Indonesia.

Wattpad is the biggest online platform for reading more accessible that was developed in 2007 by Allen Lau and Ivan Yue in Canada (Wattpad, n.d.). Wattpad was first developed with the aim to make reading more practical just by using

mobile phones. Wattpad became a hit for many reasons, mainly by its features that offer conveniences, and its unlimited web-novel content in many languages. Moreover, some studies have been established and proposed that Wattpad gives a positive effect toward reading ability, and they tend to give positive perception toward the use of this application. The study about the effect of reading short stories through Wattpad has been established by Sari (2016) with the result proposed that reading through Wattpad could improve learners' reading comprehension.

Another study by Permatasari et al. (2020) that proposed reading through Wattpad establishes the learners' extensive reading habit. By doing this, they also unconsciously store some new vocabulary. Reading through Wattpad brings learners to the reading activity full of joy and fun. This could pass as their attempt for doing pleasure reading. Therefore, Learners' behaviour in doing reading for pleasure activity using Wattpad unconsciously helps them in improving critical thinking, their sensibility of surroundings, and for their language aspect, especially in vocabulary storing.

Although digital and online reading argued to have more convenience, it required more skills than general reading on paper (Goodwin et al., 2020; Nichols, 2016). Thus, in its practical the readers have to consider using some digital and online reading strategies. However, there are still no specific strategies for online reading. Instead, some previous studies adapted the existing reading strategies into their purpose of study such as investigating online reading. Such as, the study that had been done by Anderson (2003). In his research that was aimed to investigate the online reading strategies used by English foreign/second language readers, Anderson (2003) adapted the instruments from Survey of Reading Strategies (SORS) by Mokhtari & Shorey (2002) that was also the previous version of the instrument used in this study.

Not only did Anderson (2003) make some changes in his adaptation of the instrument, he also added eight new strategies on it. The result of his study using his adaptation of SORS called Online Survey of Reading Strategies (OSORS) showed that the greatest number of strategies being used came from Problem Solving Reading Strategies for both EFL and ESL readers. However, the finding proposed that EFL used it more frequently than ESL. This is acceptable as ESL is considered as those who are more familiar with English, especially in their daily life even though English is not their main language.

Method

To obtain the information questioned in this research, a quantitative survey was used as the research approach. Quantitative research is an approach that allows the researcher to focus on collecting quantitative or numerical data. The purpose of this research is to investigate the reading strategies mostly and least used by undergraduate students in Indonesia who read English web-novels on Wattpad and their awareness of using these strategies (Johnson & Christensen, 2017). Moreover, survey design can be defined as a research method that describes specific or differing conditions from the existing ones (Cohen et al., 2018; Creswell, 2012; Rose et al., 2020). Thus, the researchers used surveys to explore the reading habits and behaviours of undergraduate students when reading English web-novels on Wattpad.

The study was conducted within Wattpad communities on Facebook (Komunitas Wattpad Indonesia) with 21,000 subscribers, and Telegram (Wattpad Recommendation) with 45,000 subscribers. Since not all subscribers read English web-novels on Wattpad, the participants for this study were selected using non-probabilistic sampling with the following criteria: (1) Undergraduate students and (2) Readers of English web-novels on Wattpad. Therefore, the sample consisted of 39 undergraduate students from various universities in Indonesia, including Universitas Tanjungpura (17), Universitas Padjadjaran (3), Universitas Islam Negeri Sunan Ampel Surabaya (3), Universitas Udayana (2), and Universitas Negeri Banjarmasin (2). Additionally, participants were selected based on the proposed criteria, which included being an undergraduate student and reading English web-novels on Wattpad. The remaining participants were from Poltekes Negeri Pontianak, UIN Raden Lintang Lampung, Universitas Sains Al-Qur'an, STIK Muhammadiyah Pontianak, Universitas Negeri Yogyakarta, Politeknik Negeri Media Kreatif, Universitas Brawijaya, Universitas Jenderal Soedirman, Universitas Gunadarma, Universitas Tarumanegara, Universitas Kristen Petra, and Universitas Negeri Semarang.

To categorize the participants, they were divided into Non-English Students and English Students. Furthermore, some participants had taken English proficiency tests (TOEFL and TUTEP) with varying scores. However, to obtain the desired information, they were divided into three categories: those with scores above 500, below 500, and those who had never taken an English proficiency test (TOEFL and TUTEP) before. Limiting the participants to undergraduate students was based on the understanding that undergraduate students, as stated by Fatiloro et al. (2017), tend to be more aware of the importance of reading, particularly in foreign language learning such as English. Thus, they read more outside their formal university classes.

To collect the required data, a survey was employed. Drawing upon the study's objective, previous research, and fundamental theory, the data collection instrument was adapted from Mokhtari et al. (2018) instrument called Metacognitive Awareness of Reading Strategy Inventory (MARSI). Due to the focus of this study on reading in an online environment using digital devices, the instrument was adjusted accordingly. The adaptation was also based on the Online Survey of Reading Strategy (OSORS) by Anderson (2003).

After collecting the data, several steps were taken to prepare the data for reporting. The first step involved descriptive statistics, which were used to calculate the mean score and percentage. The following formula was used to calculate the mean value:

$$M = \frac{Total\ score\ of\ each\ scale}{The\ number\ of\ items}$$

M = for mean value

Total score of each scale = the sum of correspondences number to every item

The number of items = the total item being investigated. In this research, there are 15 items

The result of this calculation later will be interpreted based on the range in the table below

Table 1. Mean value interpretation

MEAN VALUE	INTERPRETATION
2.4 or lower	*Low level of awareness*
2.5 – 3.4	*Medium level of awareness*
3.5 or higher	*High level of awareness*

Moreover, to calculate the percentage, here is the formula that was used :

$$P = \frac{Total\ score\ of\ each\ scale}{\sum total\ score\ of\ each\ scale} \times 100\%$$

P = Percentage
$\sum total\ score\ of\ each\ scale$ = The sum of total score of each scale

Beside calculating the mean value and the percentage, the calculation of variability was also done. To calculate it, the researcher used the formulas of standard deviation as followed :

$$Sd = \sqrt{\frac{\sum(X_i - M)^2}{n}}$$

Sd = Standard Deviation
X_i = The calculated data (Total Score)
*M* = Mean score
n = The size of data

Findings and Discussion

This section discusses the findings of a study conducted with 39 undergraduate students who read English web-novels on Wattpad. The study utilized Metacognitive Awareness of Reading Strategy Inventory that consists of 15 items categorized into three sections, which were used to measure the participants' metacognitive awareness of digital and online reading strategies when reading English web-novels on Wattpad. Additionally, three additional items were included to account for the specific platform used in this study.

The findings aim to address the following research questions: (1) What is the level of metacognitive awareness of reading strategies among undergraduate students who read English web-novels on Wattpad? (2) How does metacognitive awareness of reading strategies vary among undergraduate students who read English web-novels on Wattpad based on their English Proficiency scores and field of study (English or Non-English students)? (3) What are the Wattpad features that assist undergraduate students in understanding the content they read?

Metacognitive Awareness of Online and Digital Reading Strategies on Overall Correspondences (Research question 1)

Drawing upon the calculation of correspondences to each frequencies, it can be seen from the figure below that among five frequency the highest score is pointed at 'sometimes' with 28.10%, followed by 'always' (26.90%), and 'often' (21.70%).
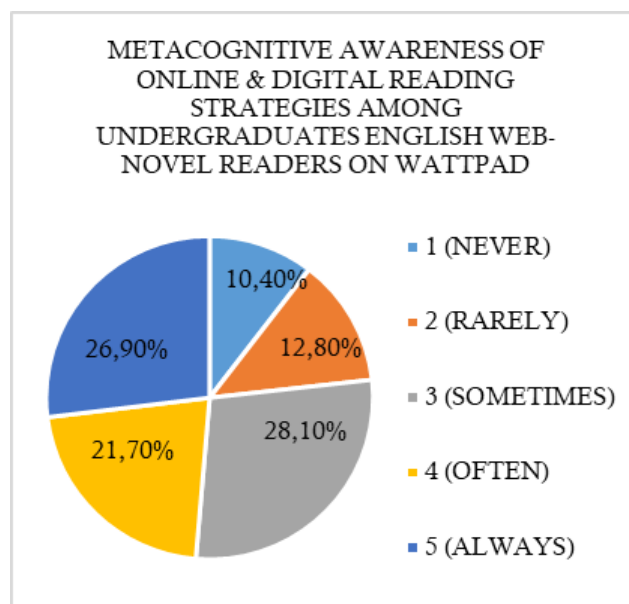
Figure 1. Correspondences distribution for each frequency scale

Moreover, it is in accordance with the result of its mean value calculation.

Table 2. Correspondences' preference on reading strategies

CATEGORIES	M	SD
Global Reading Strategies	3.73	1.12
Problem Solving Reading Strategies	3.80	1.10
Supportive Reading Strategies	2.73	1.36
TOTAL	3.42	1.29

The table presented above indicates that the overall level of awareness in using reading strategies when reading web-novels on Wattpad is moderate, with a mean score of M = 3.42 (SD = 1.29). According to the interpretation of the mean values in Table 1, this score suggests that the participants moderately utilized reading strategies when reading English web-novels on Wattpad.

When examining the specific categories of reading strategies, it is observed that Support Reading Strategies were moderately used (M = 2.73, SD = 1.36). On the other hand, both Global Reading Strategies and Problem Solving Reading Strategies demonstrated higher levels of awareness, with mean scores of M = 3.73 (SD = 1.12) and M = 3.80 (SD = 1.10) respectively. These scores indicate that

Problem Solving Reading Strategies are the most frequently employed strategies by the participants when reading English web-novels on Wattpad. However, the findings from the measurement of each individual strategy present a contradictory result. The table below reveals that the top three most commonly used strategies belong to the Global Reading Strategies category.

Table 3. Distribution of high, medium, and low level of awareness

NO	ITEM NUMBER	ITEMS	M	AWARENESS LEVEL
1	GRS2	I preview the web-novel I read through the description feature on Wattpad to see what the story is about.	4.15	High
2	GRS1	I have purpose in mind when I read online	4.03	High
3	GRS3	I check the web-novel to see whether it fits my preference	4.03	High
4	PSRS7	I adjust my speed in scrolling when the story in web-novel I read is confusing	3.92	High
5	PSRS6	I scroll back when I get distracted while reading the English Web-novel on Wattpad	3.90	High
6	PSRS8	I stop scrolling from time to time to think about the part I read in the web-novel	3.90	High
7	PSRS9	I re-read the part that is confusing for me to help me understand the situation in the web-novel I read on Wattpad.	3.77	High
8	SRS15	I use reference material such as an online dictionary to support me when I read web-novels on Wattpad.	3.6	High
9	PSRS10	If I didn't understand some certain words in the web-novel I read, I guess the meaning.	3.51	High
10	GRS4	I use the graphic (GIF, picture, etc) the author attached in the web-novel to pick out the situation described in the story.	3.26	Medium
11	GRS5	I critically analyze the web-novel I read on Wattpad.	3.18	Medium
12	SRS11	I take notes for some unknown words in web-novels I read.	3.13	Medium
13	SRS13	I discuss the web-novel I read on Wattpad with other readers on DM to check my understanding of the story.	2.51	Medium
14	SRS12	I read aloud when there is a part I don't really understand while I read web-novels on Wattpad.	2.23	Low
15	SRS14	I leave a comment on the part I didn't know to ask the author or other readers who read the same web-novel on Wattpad.	2.23	Low

This finding aligns with a previous study conducted by Poole (2013). In Poole's study, it was proposed that the correspondences in their fiction reading exhibited a moderate level of metacognitive awareness of reading strategies overall. Similar findings have also been reported in previous studies that utilized the Online Survey of Reading Strategies. These studies indicated that readers, on average, employed reading strategies to a moderate extent in their online reading activities (Jusoh & Abdullah, 2015; Omar, 2014). However, there are slight differences for the result based on the categories.

However, there are slight differences in the results when considering the categories. As reported in the research findings section, both Problem Solving Reading Strategies (PSRS) and Global Reading Strategies (GRS) demonstrated a high level of awareness. On the other hand, Support Reading Strategies (SRS) fell into the medium level of awareness. In contrast, Poole's (2013) study categorized both Global Reading Strategies (GRS) and Support Reading Strategies (SRS) as having a medium level of awareness, while only Problem Solving Reading Strategies (PSRS) were considered to have a high level of awareness. A similar finding was also observed in Omar's (2014) investigation on metacognitive awareness of online reading strategies using the Online Survey of Reading Strategies (OSORS). In her study, problem-solving reading strategies were highly utilized by readers in online reading, while global reading and support reading strategies were moderately employed. Other studies examining online reading strategies using the OSORS also proposed similar findings, emphasizing problem-solving reading strategies as the most preferred strategy among the other two (Anderson, 2003; Jusoh & Abdullah, 2015; Pookcharoen, 2010; Poole, 2013).

Metacognitive Awareness of Online & Digital Reading Strategies based on Correspondences' English Proficiency and Field of Study – English and Non-English Students (Research question 2)

The findings section is divided into two parts. First, the findings are based on the correspondences' English proficiency scores, which were divided into three groups: those who scored less than 500, those who scored more than 500, and those who had never been tested. Among these three groups, none of them fell into the low level of digital and online strategy awareness, and none of them reached the high level of awareness either. All of the groups demonstrated a medium level of awareness, with only a slight variation observed in each category.

Table 4. Overall Metacognitive Awareness of Reading Strategies of correspondences based on their difference score in English Proficiency

GROUPS	N (Number of Correspondences)	M	SD
<500	8	3.442	1.24
>500	12	3.439	1.47
Not Tested	19	3.400	1.20

This finding contradicts the findings of Hong-Nam & Page (2014) who investigated the metacognitive awareness of reading strategies based on participants' English proficiency. In their study on Korean undergraduate students' metacognitive awareness of reading strategies, Hong-Nam & Page (2014)

suggested that students at the intermediate level of English are more aware of using reading strategies than those at the advanced level.

The next finding is based on the correspondences' field of study (English Students and Non-English Students). Similar to the previous category, both categories in this field of study also demonstrate a medium level of awareness in online reading strategies. Additionally, an unexpected result is observed in this section. As shown in the table below, the mean value of English Students (M = 3.40) is smaller than the mean value of Non-English Students (M = 3.43).

Table 5. Metacognitive Awareness of Reading Strategies of correspondences based on their status as English and Non-English Students

GROUPS	N (Number of Correspondences)	M	SD
English Students	16	3.40	1.37
Non-English Students	23	3.43	1.24

That finding showed a linear result consistent with the previous study conducted by Jusoh & Abdullah (2015). In addition to investigating the overall online reading habits of students, they also examined whether this awareness is influenced by their field of study. They conducted the investigation across various fields of study from two faculties. The results indicated that there were no significant effects from the field of study that influenced the students' awareness of online reading strategies.

Therefore, it can be concluded that neither the correspondences' English proficiency nor their field of study have any effect on their metacognitive awareness of using digital and online reading strategies when reading English web-novels on Wattpad.

Wattpad Feature and Correspondences' Reading (Research question 3)

The next finding of this study is related to the platform on which the research focused. It examines two aspects: the correspondences' actions toward the platform and the features of Wattpad. The first aspect is derived from the following questions:

1. How many English web-novels have you read on Wattpad?

OPTIONS	a. 5 – 10 stories	b. 11 to 15 stories	c. 16 – 20 stories	d. ≥ 21 stories
PERCENTAGE	49%	21%	13%	18%

2. How long do you access Wattpad in a day?

OPTIONS	a. About 1 – 3 hours	b. About 4 – 6 hours	c. About 7 – 9 hours	d. ≥ 9 hours
PERCENTAGE	56%	26%	8%	10%

3. What did you use usually to access Wattpad?

OPTIONS	a. Cell-phone	b. PC	c. Laptop	d. Tablet
PERCENTAGE	62%	0%	10%	28%

Figure 2. Result of how the correspondences use Wattpad

The picture above shows that the majority of correspondences only read about 5 to 10 English stories on Wattpad (49%). This is because Wattpad not only offers English web-novels but also a wide range of publications in Indonesian. Consequently, they prefer to read web-novels in their native language. In response to the second question, the correspondences in this study admitted that they can only access Wattpad for approximately 1 to 3 hours per day (59%). This finding is supported by Ackerman and Lauterman (2012) regarding the screen inferiority of digital and online reading, which highlights the potential negative effects of prolonged reading on eyesight. Additionally, when it comes to the equipment used, the majority of correspondents prefer using their cell phones to access Wattpad as it is more practical (62%). This preference stems from the convenience of easily carrying and using phones compared to other devices.

Regarding the features of Wattpad, this study discovered that the correspondences primarily use the platform's features during the pre-reading stage to determine whether the English web-novels they choose align with their preferences.

Table 6. Mean Value and Standard Deviation from all correspondences for each item related to Wattpad

ITEM NO	READING STRATEGIES	*M*	*SD*
2	I preview the web-novel I read through the description feature on Wattpad to see what the story is about	4.15	1.01
4	I use the graphic (GIF, picture, etc) the author attached in the web novel to pick out key information.	3.26	1.14
13	I discuss the web-novel I read on Wattpad with other readers on DM to check my understanding of the story	2.51	1.21
14	Leaving a comment on the part I didn't know to ask the author or other readers who read the web-novels.	2.23	1.37

According to the table above, the most useful feature of Wattpad among the correspondences in this study is the description feature (M = 4.15, SD = 1.01). This indicates a high level of awareness among the participants in using this feature to understand what the story is about. The second most useful feature is the ability of Wattpad to include figures or pictures. The obtained mean value (M = 3.26, SD = 1.14) suggests that correspondences have a moderate level of awareness in utilizing this feature to visualize the situations in the English web-novels they read. The next feature, the direct message feature, is also used moderately (M = 2.51, SD = 1.21), but the score is closer to the low level of awareness in the category of online reading strategies. Lastly, the comment feature has a mean value of M = 2.23 (SD = 1.37), indicating that it is rarely used or almost never used by the correspondences to read English web-novels on Wattpad.

These findings suggest that Wattpad primarily serves as a platform for extensive reading, offering conveniences such as enjoyable reading, unlimited

reading material, and cost-saving benefits. Additionally, the unlimited reading material available on Wattpad allows readers to have a vast library at their fingertips. However, it is important to acknowledge some limitations of using Wattpad for learning purposes, as certain content may be inappropriate (Anggitasari et al., 2020; Janah et al., 2022; Permatasari et al., 2020; Sari, 2016).

This study has limitations, including a small sample size of correspondences (39) due to the fact that most Wattpad users in Indonesia primarily read in Indonesian. Moreover, the English Story community on Telegram has only 57 members, whereas the Indonesian Story community has over 50,000 members. Additionally, another limitation is the reliance on primary data from the survey.

Nevertheless, it is important to note that the findings of this research provide solutions for individuals who may be discouraged from reading English web-novels due to vocabulary limitations or other language aspects. The researcher suggests that these findings can serve as a guide for prioritizing strategies in teaching reading, particularly in introducing extensive reading in more enjoyable and engaging ways (Mesgar et al., 2012). Traditionally, extensive reading has been introduced through newsletters, essays, and articles. This research aims to promote more enjoyable extensive reading using literary works such as web-novels or short stories. Considering the limitations of this study, future research could focus on platforms that exclusively offer web-novels in English and employ additional instruments such as interviews to investigate online reading strategies in greater depth.

Conclusion and Implication

This research involved a quantitative survey of 39 undergraduate students in Indonesia who met specific criteria, such as being English web-novel readers on Wattpad. Utilizing the Metacognitive Awareness of Reading Strategies Inventory (MARSI) adapted for digital reading environments, the study found that students displayed a moderate level of awareness in using reading strategies. Problem Solving Reading Strategies (PSRS) and Global Reading Strategies (GRS) had high awareness levels, while Support Reading Strategies (SRS) were at a medium level.

The research also revealed that neither English proficiency nor field of study significantly influenced reading strategy awareness. Regarding Wattpad usage, the study found that description features were commonly used, followed by figure attachments, while direct messages and comment sections were seldom utilized. The research emphasized the importance of enhancing reading skills in a foreign language, particularly through extensive reading and various strategies. The findings suggested the need for incorporating these strategies, such as Global Reading Strategies for pre-reading and Problem-Solving Strategies for in-reading activities, into EFL instruction. The study underscored the challenges faced by learners and instructors in teaching and learning reading skills and recommended integrating these strategies to address comprehension difficulties and enhance overall language abilities.

References

Ackerman, R., & Lauterman, T. (2012). Taking reading comprehension exams on screen or on paper? A metacognitive analysis of learning texts under time

pressure. *Computers in Human Behavior*, *28*(5), 1816–1828. https://doi.org/10.1016/j.chb.2012.04.023

Alzu'bi, M. A. (2014). *The effects of an extensive reading program on improving English as foreign language proficiency in university level education*. *7*(1), 28–35. https://doi.org/10.5539/elt.v7n1p28

Anderson, N. J. (2003). Scrolling, clicking, and reading English: Online reading strategies in a second/foreign language. *The Reading Matrix*, *3*(3), 1–15.

Anggitasari, M., Tarwana, W., Febriani, R. B., & Syafriadin. (2020). View of using wattpad to Promote the students' responses to literary works : EFL college students' Perspectives and Experiences of enjoying short stories. *Journal of Development and Innovation in Language and Literature Education*, *1*(2), 182–192.

Barzani, S. H. H. (2020). The perceptions of EFL teachers and students on the use of short stories to enhance reading comprehension. *Asian EFL Journal*, *27*(31), 325–341.

Biswas, M. S. (2023). Pleasure reading and the role of libraries: A review of the literature. *Indian Journal of Information Sources and Services*, *13*(1), 32–38. https://doi.org/10.51983/ijiss-2023.13.1.3537

Boyd, C. W. (2019). Inside the front door: Tailoring a leisure reading collection to attract an academic population. *College and Undergraduate Libraries*, *26*(1), 88–108. https://doi.org/10.1080/10691316.2019.1602490

Brun-Mercer, N. (2019). Online reading strategies for the classroom. *English Teaching Forum*, *57*(4), 2–11. americanenglish.state.gov/english-teaching-forum

Clinton, V. (2019). Reading from paper compared to screens: A systematic review and meta-analysis. *Journal of Research in Reading*, *42*(2), 288–325. https://doi.org/10.1111/1467-9817.12269

Coelho, P. M. F., Costa, M. R. M., & Dos Santos, R. O. (2019). Education, technology and creative industry: A case study of wattpad. *Cadernos de Pesquisa*, *49*(173), 156–181. https://doi.org/10.1590/198053146172

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.

Creswell, J. W. (2012). *Educational research : Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson Education.

Deliany, Z., & Cahyono, B. Y. (2020). Metacognitive reading strategies awareness and metacognitive reading strategies use of efl university students across gender. *Studies in English Language and Education*, *7*(2), 421–437. https://doi.org/10.24815/siele.v7i2.17026

Do, H. M., & Phan, H. L. T. (2021). Metacognitive awareness of reading strategies on second language vietnamese undergraduates. *Arab World English Journal*, *12*(1), 90–112. https://doi.org/10.24093/awej/vol12no1.7

Fatiloro, O. F., Adesola, O. A., Hameed, B. A., & Adewumi, O. M. (2017). A survey on the reading habits among colleges of education students in the information age. *Journal of Education and Practice*, *8*(8), 106–110.

Goodwin, A. P., Cho, S. J., Reynolds, D., Brady, K., & Salas, J. (2020). Digital versus paper reading processes and links to comprehension for middle school students. *American Educational Research Journal*, *57*(4), 1837–1867. https://doi.org/10.3102/0002831219890300

Henderson, E. (2015). *The active reader: Strategies for academic reading and writing*

(3rd ed.). Oxford University Press.

Hong-Nam, K., & Page, L. (2014). Investigating metacognitive awareness and reading strategy use of EFL Korean university students. *Reading Psychology*, *35*(3), 195–220. https://doi.org/10.1080/02702711.2012.675418

Janah, K. E. N., Retnaningdyah, P., & Mustofa, A. (2022). Digital extensive reading in Indonesia: A critical review. *Journal of English Language Teaching and Linguistics*, *7*(3), 513. https://doi.org/10.21462/jeltl.v7i3.918

Johnson, R. B., & Christensen, L. (2017). *Educational research: Quantitative, qualitative, and mixed approaches* (6th ed.). SAGE.

Jusoh, Z., & Abdullah, L. (2015). Online survey of reading strategies (OSORS): Students' online reading in academic context. *Malaysian Journal of Distance Education*, *17*(2), 67–81. https://doi.org/10.21315/mjde2015.17.2.5

Martin-Chang, S., Kozak, S., & Rossi, M. (2020). Time to read Young Adult fiction: print exposure and linguistic correlates in adolescents. *Reading and Writing*, *33*(3), 741–760. https://doi.org/10.1007/s11145-019-09987-y

Mesgar, M., Abu Bakar, N., & Amir, Z. (2012). *Online strategies postgraduate ESL readers of academic texts used*. *2*(10), 1779–1794.

Midtbo, A. R. (2022). Reading for pleasure through literature Circles. In *Masteroppgave*.

Mikulecky, B. S., & Jeffries, L. (2007). *Advance reading power*. Pearson.

Mokhtari, K., Dimitrov, D. M., & Reichard, C. A. (2018). Revising the metacognitive awareness of reading strategies inventory (MARSI) and testing for factorial invariance. *Studies in Second Language Learning and Teaching*, *8*(2 Special Issue), 219–246. https://doi.org/10.14746/ssllt.2018.8.2.3

Nation, I. S. P., & Waring, R. (2020). *Teaching extensive reading in another language*. Routledge.

Nichols, M. (2016). Reading and studying on the screen: An overview of literature towards good Learning design practice. *Journal of Open, Flexible and Distance Learning*, *20*(1), 33–43. http://www.jofdl.nz/index.%0Aphp/JOFDL/article/view/263/200.

Omar, N. A. (2014). Online metacognitive reading strategies use by postgraduate Libyan EFL students. *International Journal of Humanities and Social Sciences*, *8*(7), 2289–2292.

Pennington, M. C., & Waxler, R. P. (2017). *Why reading books still matters*. Routledge. https://doi.org/10.4324/9781315210247

Permatasari, I., Wijayanto, A., & Kristina, D. (2020). The strengths and weaknesses of extensive reading using Wattpad; Students' perceptions. *Indonesian Journal of EFL and Linguistics*, *5*(2), 373. https://doi.org/10.21462/ijefl.v5i2.292

Pookcharoen, S. (2010). Metacognitive online reading strategies among Thai EFL university students. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, *71*(2-A), 455. https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2010-99151-068&site=ehost-live

Poole, A. (2013). Fiction reading strategies of college readers. *Journal of College Reading and Learning*, *43*(2), 91–109. https://doi.org/10.1080/10790195.2013.10850368

Rahman, F., Pattu, M. A., & Tammasse. (2019). Trends in reading literary fiction

in print and cyber media. *International Journal of Education and Practice*, *7*(2), 66–77. https://doi.org/10.18488/journal.61.2019.72.66.77

Rashidi, N., & Piran, M. (2011). The effect of extensive and intensive reading on Iranian EFL learners' vocabulary size and depth. *Journal of Language Teaching and Research*, *2*(2), 471–482. https://doi.org/10.4304/jltr.2.2.471-482

Reid, C. (2016). *How Wattpad became a multiplatform entertainment wenue*. Publisher Weekly. https://www.publishersweekly.com/pw/by-topic/digital/content-and-e-books/article/72190-how-wattpad-became-a-multiplatform-entertainment-venue.html

Richards, J. C., & Schmidt, R. (2010). *Longman language teaching & applied linguistic* (4th ed.). Pearson Education.

Ro, E., & Kim, H. (2021). *The effects of extensive reading on young Korean students ' construction development*.

Rose, H., McKinley, J., & Baffoe-Djan, J. B. (2020). *Data collection research methods in applied linguistics*. Bloomsburry Academic.

Sari, D. P. (2016). The effects of short story through Wattpad on reading comprehension achievement of non- English major students of Bina Darma University. *Holistics Journal*, *8*(16 Des), 1–42.

Thongwichit, N., & Buripakdi, A. (2021). View of a glimpse of metacognitive reading strategy instruction through modeling technique in ESP class at the tertiary level. *LEARN Journal : Language Education and Acquisition Research Network*, *14*(1), 118–145.