
Using Wattpad Platform To Improve Writing Skill Of The Tenth-Grade Students of SMA Negeri 2 Palu

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Abstract

The students had difficulties expressing ideas in their minds. Most students still have difficulty developing their imagination in writing. Therefore the aim of this research aims to prove if the use of the Wattpad platform can improve the writing skills of the tenth-grade students of SMA Negeri 2 Palu. The research method is a quantitative method with a quasi-experimental design. The subjects of this research were divided into two, the experimental group and the control group. The results showed that the post-test t-counted value (6.608) was greater than the t table (1.670) by applying a significance level of 0.05 with degrees of freedom (df) = 64. Based on the results of the study, if the t value is greater than the t table, then H₀ is rejected and H_a is accepted. In other words, the effect of using Wattpad platform on students' writing skills has a significant effect.

Keywords: *Wattpad, Writing Skill, Narrative Text*



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Introduction

In English language teaching, there are four language skills: listening, speaking, reading, and writing. (Pangastuti, 2021) states that "In learning English, students are expected to be able to master all English skills; listening, speaking, reading, and writing." These skills are important to master in learning English. Writing is not an inherent skill because someone cannot acquire it automatically and effortlessly. As in formal institutions, this school also provides English language lessons to students, especially writing skills.

Based on the researcher observations at SMA Negeri 2 Palu on tenth grade students in writing narrative texts, writing may often seem difficult and complicated. Some of the students fail or cannot reach the minimum criteria standard, namely 75. This is caused by several factors that influence students in mastering writing skills.

The teacher uses monotonous media during the teaching and learning process, causing students to feel bored and lose interest in paying attention. In this day and age, science and technology are very developed and modern. The current scope of development is not only in the technology, but also the way of thinking about technology, how to use it, and how to use it so that it can have an impact on its users, both positive and negative. (Hasma et al., 2022) states that "Technology is today's most valuable and effective tool to support language teaching and learning inside and outside the classroom. With the advance of technology and its easiness, the new application has been developed rapidly to facilitate the user". There are many new innovative tools that many teachers can use to motivate the students. Thus, it is necessary for the teacher to be creative and find interesting ways of learning English especially to improve the students writing skills.

Based on the explanation above, the researcher gave appropriate media in improving the students' writing skill by using Wattpad application especially in writing narartive text entitled "Using Wattpad Platform to Improve Writing Skill of the Tenth-Grade of SMA Negeri 2 Palu".

According to (Lundh, 2007), "Writing is a skill that guides students to produce and develop information and ideas for a reader". Therefore, the writer should present accurate information in writing. Writing is one

of the language skills that have to be mastered by the students. Writing skills are important because they allow people to get a point across without being physically present. (Harmer, 2004) states that “Making good writing is more complex than producing speaking”. According to (Langan, 2001), “As writing is a skill, it makes sense that the more they practice to write, the better their writing will be.” Based on this explanation, writing is our ability to express our ideas by paying attention to the components of writing.

Different from speaking, writing is more difficult to acquire because many aspects related to writing need to be mastered, such as organization, mechanics, and grammar. The researcher concludes that writing involves creating sentences or texts with proper organization, vocabulary, grammatical structure, and mechanisms to produce language that achieves the goal of effective writing. (Dehkordi & Salehi, 2016) agreed that, “Vocabulary was one of the important factors needed for students' writing skills”. Difficulty I, vocabulary makes it difficult for students to understand the meaning of words and assemble them into structured sentences. Therefore, this problem was similar to the research conducted by (Firdaus, 2019) who stated that “Students have difficulty getting ideas when writing because they rarely practice.”

(Randolph et al., 2012), state that “Students have three problems in writing. First, they write in a style they don't want. Second, the writing topics they work on are very foreign to them. Third, they have difficulty developing clear, coherent, and well-organized writing ideas.” Creative writing is a solution to solving three main problems faced by students. With creative writing, students can practice writing skills in the form of creative writing through short stories based on their imagination. (Nunan, 2003) stated that “Writing is a mental activity of creating ideas, thinking about how to convey the ideas and arranging the ideas into statements and paragraphs that are understandable to a reader.” Because the writer imagines, organizes, drafts, edits, and rereads, writing is both a process and a result. Typically, the result of writing is cyclical and occasionally disordered. Based on the explanation above, the researcher can conclude that writing is the ability whereby we can put all the ideas and imaginations that are in our minds into a written form.

This research applies the new curriculum established by the Indonesian educational unit on August 8, 2022, namely Curriculum Merdeka. The Merdeka Belajar Curriculum or Merdeka Curriculum is the newest school curriculum issued in 2021 during the Covid-19 pandemic by the Minister of Education and Culture of the Republic of Indonesia. (Febriansyah et al., 2023), state that “English learning in the Merdeka Curriculum is focused on strengthening six language skills in English, namely listening, speaking, reading, viewing, writing, and presenting in various types of text.”

Wattpad is an online literature platform intended for users to write and read original stories. Wattpad was introduced in December 2006 this platform is a collaboration between Allen Lau and Ivan Yueen. Since being launched for the first time in 2020, Wattpad has had 15 million users. (Aytan, 2017) define that “Wattpad is an application that provides free access to e-books and has an android app. It also allows the story and novel writers to publish their works. This platform is also used as entertainment for students so that learning to write in class is not monotonous and not boring.” According to (Rukun, 2019), “using Wattpad as a learning tool for writing story texts can help to increase student motivation in writing”. The Wattpad platform can be used as a creative, modern, and fun learning medium. This platform is also used as entertainment for students so that learning to write in class is not monotonous and not boring. In addition, students are also familiar with this platform so the use of learning media is quite easy to apply.

Wattpad is one of the media for teaching writing which can use smartphones in teaching where the smartphone is owned by most students and because Wattpad can make students more creative to express their ideas into writing. (Res, 2018) stated that “Wattpad was one of applications which provided the writers an opportunity to write, promoted and helped their work reach across a wide and varied where they could read and write many genres, fiction, non-fiction and spiritual”. Wattpad has a significant impact on the development of students' writing skills because students can easily express their ideas without limits. Therefore, researchers will use Wattpad as a medium to improve students' writing abilities and hope that students will be able to express their ideas. (Yusanta & Wati, 2020) state that “Wattpad can be a medium in the learning process because Wattpad as media can be use to publicize students' writing in teaching writing”. Wattpad was chosen since it is very popular among students who are known as media for writing stories, as well as writing narrative texts.

Method

In this research, the researcher applied quantitative method. Quasi-Experimental with applied non-equivalent group design as the research design and do not have randomization. The researchers conducted

research at SMA Negeri 2 Palu, which is located on Jalan Tanjung Dako No.9. Two groups were taken in this research, namely the experimental group and the control group.

This research was conducted into eighth meetings, including a pre-test in the first meeting to determine students' prior knowledge of the research, six meetings for the treatment, and the last meetings for a post-test. The population of this research was tenth-grade students at SMA Negeri 2 Palu. These X-grade students of this school are divided into five classes, and the total population of this research is 167 students. The sample was chosen purposively, based on the need of the research and the sample of the research was X-D and X-E. X-E as an experimental group while X-D as a control group that consisted of 65 students. This class was chosen because they have the same ability in English subjects as in English subjects.

To collect the data, the researcher used a single instrument which is writing test items administered progressively in both the pre-test and post-test phases. According to (Brown, 2004), "A test is used to examine a person's skill, knowledge, or performance in a certain topic". It consisted of 4 aspects, namely to test students' writing skills. In the writing test, and each aspect has a maximum score of 24. The table below illustrates the scoring system clearly.

Table.1 The scoring system of the test

Components of Writing	Score	Indicators
Grammar	6	Few noticeable errors of grammar or word order
	5	Some errors of grammar or word order which do not, however, interfere with comprehension.
	4	Errors of grammar and word order fairly frequent; occasional re-reading necessary for full comprehension.
	3	Errors of grammar and word order frequent; efforts of interpretation sometimes required on reader's part.
	2	Errors of grammar and word order very frequent; reader often has to rely on own interpretation.
	1	Errors of grammar and word order, so severe as to make comprehension virtually impossible.
Vocabulary	6	Use of vocabulary and idiom rarely distinguishable from that of educated native writer.
	5	Occasionally uses in appropriate terms or relies on circumlocutions; expression of ideas hardly impaired.
	4	Use wrong or inappropriate words fairly frequently; expression of ideas may be limited because inadequate vocabulary.
	3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
	2	Vocabulary so limited and so frequently miss used that reader must often rely on own interpretation
	1	Vocabulary limitations so extreme as to make comprehension virtually impossible.
Mechanics	6	Few noticeable lapses in punctuation or spelling.

Components of Writing	Score	Indicators
	5	Occasional lapses in punctuation or spelling which does not, however, interfere with comprehension.
	4	Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
	3	Frequent in punctuation or spelling; lead sometimes to obscurity.
	2	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
	1	Errors in spelling and punctuation so severe as to make comprehension virtually impossible.
Organization	6	Highly organized; clear progression of idea well linked; like educated native writer.
	5	Material well organized; links could occasionally be clearer but communication not impaired.
	4	Some lack organization; re-reading required for clarification of ideas.
	3	Little or no attempt at connectivity, though reader can deduce some organization.
	2	Individual may be clear, but very difficult to deduce connection between them.
	1	Lack of organization so severe that communication is seriously impaired.

Adapted from (Hughes, 2003)

In addition, After collecting the data, the researcher analyzed the data using statistical analysis. It was utilized to analyze the results of the pre-test and post-test. The individual score by applied the formula suggested by (Arikunto, 2010) as follows :

$$\sum \frac{X}{N} \times 100\%$$

Where:

Σ : Standard score

X: Obtained score

N: Maximum score of the test

100: Constant number

Results and Discussion

This research was conducted on 27th April 2024 until 27th May 2024 in SMA Negeri 2 Palu. The pre-test was conducted on both classes before the students received the treatment on 27th Januari 2024, and the post-test was given to the experimental class on 20th May 2024, and to the control class on 22th May 2024. The result of pre-test and post-test of both clsses were analyzed and described in the table as follows:

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Table 2. The Score of Experimental Class (X-E)

No	Initial	Standard Score		Deviation (X = X2-X1)	Squared Deviation (X ²)
		Pre-Test (X1)	Post-Test (X2)		
1	IR	58,33	70,83	12,5	156,25
2	ISL	70,83	83,33	12,5	156,25
3	IT	62,5	75	12,5	156,25
4	IZ	70,83	79,16	8,33	69,38
5	KH	70,83	79,16	8,33	69,38
6	KNB	66,67	75	8,33	69,38
7	LN	66,67	75	8,33	69,38
8	MA	75	83,33	8,33	69,38
9	MK	66,67	83,33	16,66	277,55
10	MR	58,33	75	16,67	277,88
11	MU	75	91,67	16,67	277,88
12	MQ	70,83	79,16	8,33	69,38
13	NA	70,83	83,33	12,5	156,25
14	ND	70,83	79,61	8,78	77,08
15	NFT	70,83	79,61	8,78	77,08
16	NN	70,83	79,61	8,78	77,08
17	NAR	75	83,33	8,33	69,38
18	NR	66,67	83,33	16,66	277,55
19	NP	75	87,5	12,5	156,25
20	NNA	70,83	83,33	12,5	156,25
21	NFA	58,33	83,33	25	625
22	QZP	66,67	75	8,33	69,38
23	RK	70,83	83,33	12,5	156,25

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No	Initial	Standard Score		Deviation (X = X2-X1)	Squared Deviation (X ²)
		Pre-Test (X1)	Post-Test (X2)		
24	RMS	70,83	91,67	20,84	434,30
25	RS	54,16	83,33	29,17	850,88
26	SM	66,67	79,16	12,49	156,00
27	VC	70,83	79,16	8,33	69,38
28	VR	66,67	75	8,33	69,38
29	WA	58,33	79,16	20,83	433,88
30	WF	70,83	83,33	12,5	156,25
31	WR	58,33	70,83	12,5	156,25
32	ZM	54,16	79,16	25	625
Total		2149.95	2572.08	422,13	6.567,21
Mean Deviation					13.19

Based on the table above, the pre-test highest score in experimental class is 75, while the lowest is 54.16. The post-test highest score is 91.67, while the lowest score is 75. It means that, there is improvement of students writing skill after they had given treatment.

Table 3. The Score of Control Class (X-D)

No	Initial	Standard Score		Deviation (Y = Y2-Y1)	Squared Deviation (Y ²)
		Pre-Test (Y1)	Post-Test (Y2)		
1	A	62,5	70,83	8,33	69,38
2	AAH	70,83	75	4,17	17,38
3	AA	70,83	79,16	8,33	69,38
4	AD	75	75	0	0
5	AM	70,83	75	4,17	17,38
6	AN	70,83	75	4,17	17,38
7	AZ	62,5	75	12,5	156,25

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No	Initial	Standard Score		Deviation (Y = Y2-Y1)	Squared Deviation (Y ²)
		Pre-Test (Y1)	Post-Test (Y2)		
8	BG	70,83	79,16	8,33	69,38
9	BJ	70,83	75	4,17	17,38
10	CA	66,67	70,83	4,16	17,30
11	CKD	66,67	75	8,33	69,38
12	DA	70,83	79,16	8,33	69,38
13	DS	70,83	75	4,17	17,38
14	FT	75	75	0	0
15	JI	75	83,33	8,33	69,38
16	KA	70,83	79,16	8,33	69,38
17	KAP	70,83	75	4,17	17,38
18	LS	66,67	79,16	12,49	156,00
19	M	83,33	79,16	0	0
20	MF	70,83	75	4,17	17,38
21	MT	66,67	79,16	12,49	156,00
22	MQ	70,83	75	4,17	17,38
23	NK	75	83,33	8,33	69,38
24	RA	83,33	87,5	4,17	17,38
25	RG	70,83	75	4,17	17,38
26	RR	70,83	75	4,17	17,38
27	SA	66,67	70,83	4,16	17,30
28	SAS	75	79,16	4,16	17,30
29	SV	70,83	75	4,17	17,38
30	SY	70,83	75	4,17	17,38

No	Initial	Standard Score		Deviation (Y = Y2-Y1)	Squared Deviation (Y ²)
		Pre-Test (Y1)	Post-Test (Y2)		
31	VA	75	79,16	4,16	17,30
32	YI	75	79,16	4,16	17,30
Total		2283.29	2458.25	179,13	1.335,73
Mean Deviation					5.59

Based on the table above, the pre-test highest score in control class is 83.33, while the lowest is 62.5. The post-test highest score is 87.5 while the lowest is 75. When the result of control class compared to the experimental class, it can be seen that the control class is relatively low. It was concluded that the strategy can improve students writing skill.

The researcher then calculates the sum of squared deviation using the formula by (Arikunto, 2010) as follows:

1) Experimental Group

$$\begin{aligned}\sum X^2 &= \sum X^2 - \frac{(\sum X)^2}{N} \\ &= 6.567,21 - \frac{(422.13)^2}{32} \\ &= 6.567,21 - \frac{178.193.73}{32} \\ &= 6.567,21 - 5.568,55 \\ &= 998.66\end{aligned}$$

The sum of square deviation of the experimental group is 998.66

2) Control Group

$$\begin{aligned}\sum Y &= \sum Y^2 - \frac{(\sum Y)^2}{N} \\ &= 1.335,73 - \frac{(179.13)^2}{32} \\ &= 1.335,73 - \frac{32.087,55}{32} \\ &= 1.335,73 - 1.002,73 \\ &= 333\end{aligned}$$

The sum of square deviation of the control group is 333

Next, the researcher applied the t-count formula to show how effective the treatment is. The researcher uses a formula:

$$\begin{aligned}t &= \frac{Mx - My}{\sqrt{\frac{\sum x^2 + \sum y^2}{nx + ny - 2} \left[\frac{1}{nx} + \frac{1}{ny} \right]}} \\ &= \frac{13.19 - 5.59}{\sqrt{\frac{998.66 + 333}{32 + 32 - 2} \left[\frac{1}{32} + \frac{1}{32} \right]}} \\ &= \frac{7.6}{\sqrt{\left[\frac{1.331.66}{32} \right] [0,062]}} \\ &= \frac{7.6}{\sqrt{[21.47][0.062]}} \\ &= \frac{7.6}{\sqrt{1.33}} \\ &= \frac{7.6}{1.15} \\ &= 6.608\end{aligned}$$

Thus, by using the formula, it can be determined that the t -counted of this research is 6.608. Next, to decide whether the hypothesis is accepted or rejected, the author needs to find the critical value. The way to find out the t -table value is to calculate the degrees of freedom. The calculation is as follows:

Total number students (N)	= 64
Degree of freedom	= $N_x + N_y - 2 = 64 - 2 = 62$
Level of Significant	= 0,05
T-table	= 1.670

The result of data analysis showed that t_{counted} was 6.608. By applying 0.05 level of significant with the degree of freedom (df) $N_x + N_y - 2 = 62$ the researcher found that t_{counted} (6.608) was higher than t_{table} (1.670). It means that the research hypothesis was accepted. In other words, the use of Wattpad platform was effective to improve students' writing skill of the tenth-grade students of SMA Negeri 2 Palu.

The researcher investigated the effectiveness of using the Wattpad platform as a learning medium for writing skills. Distribution tests, treatment implementation, and data collection showed that the research hypothesis was met. Based on table 2, it shows that the learning outcomes of students in the experimental group after using the Wattpad platform obtained higher scores than students in the control group. This statement is proven by the results of the pre-test and post-test in the experimental class.

The data from the experimental class and control class data showing that students' writing skill has increased, this can be seen from the mean of pre-test score for the experimental class which is 67.18 and 69.84 for control and the mean of post-test score was 80.37 for the experimental class and 76.81 for the control class. The researcher found that the treatment worked well for students to improve their writing skill. (Adiningtyas, 2020) found that "Wattpad helps students to be more confident when sharing their work on digital platforms". By using Wattpad platform, the students gained new knowledge such as how make a good writing especially in narrative text. Wattpad as an effective platform to improve students writing skill. This is supported by (Sari, 2022) found that "After using Wattpad as a digital media, they felt the learning process improved. They think that digital multimodal composition especially Wattpad made learning more enjoyable". In other word, Wattpad has a significant influence on students' writing skills by looking at the test results before and after being given treatment.

Next researcher is from (Widiasmara, 2023), "Using Wattpad as a Media to Foster Better Literacy Skills: Extensive Reading and Creative Writing" the result showed Wattpad could be defined as a proper media to increase students' literacy skill especially in reading and writing. As the research conducted by (Rahman & Iwan, 2019) "Wattpad helps students to involve in literacy works to gain meaningful learning process with its moral and social values". Furthermore, Wattpad provides a space for those who are excited to share and stick their thoughts and feelings by writing passages such as true stories or fiction stories. The students can explore their writing skill by sharing their own stories in the writing feature provided in this platform.

Conclusion

This research was approached by using a quasi-experimental method with the aim of knowing whether or not the use of Wattpad was effective in improving the writing of narrative text for the tenth-grade students of SMA Negeri 2 Palu. After being given the treatment and the data collected was analyzed, it can be concluded that the use of Wattpad as a platform in learning to write narrative text on students has a significant impact. It is proved by the result of the experimental group research which obtained that the mean score of the pre-test of the students is 67.18 and the post-test is 80.37. Therefore, the t -counted value (6.608) was higher than the t -table value (1.670). It is proven that the hypothesis is accepted which means there is improvement in the writing skills of the students after being given the treatment. Thus, the result of the t -test is higher than the t -table (t value $>$ t table) which means that H_a (alternative hypothesis) is accepted and H_o (null hypotheses) is rejected. In short, using Wattpad platform has an effect on improving students writing skills for the tenth grade students of SMA Negeri 2 Palu.

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