

The Efficacy of using Wattpad to Advance Students' Writing Skills

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Abstract

The purpose of the study is to assess the effectiveness of implementation Wattpad as a media on students writing skill at Tenth graders of SMKN 1 Pungging. This study applied Quasi Experimental with one-group pre-test and post-tests design. The participants of the study were 36 students. The data was served by numerical and tested by statistical formula t-test. The data was aimed by writing test score for both pre-test and post-test. The test was scored by two scorers using the same instrument. The results of this study show that the mean score of students has increased from 69.958 to 82.466 or 0,152% after the implementation of Wattpad as media in teaching and learning writing. It merely concludes that the implementation of Wattpad is effective to enhance students' writing skills. Moreover, the value of the t-test is 11.211 while the value of t-table significance degree of 0.05 is 1.630. It indicates that t-test is higher than t-table consequently the null hypothesis is rejected and the alternative hypothesis is accepted. Based on the consideration, it concludes that Wattpad most significantly suggestion an effective media of improving teaching to enhance student's writing skill.

Keywords: writing skill, teaching media, Wattpad

INTRODUCTION

Language is a system or technique for conveying thoughts, feelings, and recommendations. Language is a kind of communication or connection that is unique to humans. According to (Brown, 2001) language is a system of arbitrary, conventionalized spoken, written, or gestural symbols that permit people of a certain community to transfer intelligibly with one another.

Writing as a productive skill is one of language skills should be mastered by the students besides listening, speaking, and reading. Students must be able to compose letters, create written reports, respond to ads, and, increasingly, write using electronic media. They must understand some of the remarkable conventions of writing (punctuation, paragraph construction, etc.) as well as how to pronounce spoken English correctly. Consequently, it is a teacher consideration that it is important to teach writing.

Writing, according to (Harmer, 2007) is frequently effective as preparation for another activity, particularly when students create sentences as a prior to discussion activities. This allows students to think about concepts rather than having to come up with

quick fluent views, which many students, especially at the lower levels, find difficult and unpleasant. This means that writing is an activity that encourages students to be creative and to generate ideas that may be used in writing. Then writing can improve students' writing with a thinking process that involves getting ideas and organizing them, and writing that involves expressing ideas, feelings, and thoughts in words, sentences, and paragraphs using the eyes, hand, and brain.

The writing process systematically teaches students how to write a paragraph, text, essay, or speech, allowing them to effortlessly originate and produce their own writing. (Harmer, 2007) claim for the writing stages such as pre-writing, drafting, rewriting, editing, and publication. Additionally, (Richard, C. Jack and Renandya, A. Willy, 2002) states that the process of writing consists of planning, drafting, revising, and editing. The writing process in the classroom is extremely organized, and teachers frequently create suitable classroom activities to facilitate the acquisition of specific writing skills at each level.

On the other hand, as a productive skill, learning to write in a Foreign Language does not simply compose and revise, writing instruction needs to include all knowledge about writing. Students should devote awareness to the aspects of writing during the writing process in order to write successfully. The five-aspects of writing may be noticed by students are content, organization, vocabulary, language use, and mechanics (Weigle, 2002). (G.Gebhard, 2000) Writing is usually accompanied by word choice, grammar (such as subject-verb agreement, tense, and article usage), syntax (word order), mechanics (such as punctuation, spelling, and handwriting), and the organization of ideas into a form that is comprehensible and cohesive. Writing, on the other hand, also entails a recursive process of finding meaning and focusing on audience and goal.

Additionally, (Hyland, 2003) classifies writing knowledge into five categories: process, system, content, genre, and context knowledge. Process (meta-cognitive) knowledge is critical in activating students' meta-cognition, which becomes the major focus of writing activities. Students' understanding of process writing assists them in preparing for and completing a writing assignment. During the writing process, students employ meta-cognitive knowledge to think about the topic and text type, the planning and writing phases, and the techniques used to complete the writing activities.

Simply stated that writing skills are precise abilities to communicate ideas, thoughts, and feelings to others in written symbols so that readers can understand the

ideas conveyed. Additionally, *Kurikulum Merdeka* stated that the goal of teaching English of Phase E especially for Writing-Presenting element is by the end of phase E, through guided exercises, students compose a range of fiction and nonfiction writings, demonstrating an understanding of purpose and. They layout, develop, review, and redraft a variety of text types, demonstrating self-correction skills such as punctuation and capitalization. In their writing, they communicate concepts and employ common/daily words and verbs. They deliver information in print and digital formats using various techniques of presentation to suit diverse audiences and goals.

Wattpad

Social networking has become a way of life in this digital era. Almost everyone has social media such as Facebook, Instagram, Wattpad and uses it to share their daily activity, connecting to each other, expressing their thought, and so forth. The development of social media has altered how we live, work, and, most importantly, learn. Social media now assists an even larger variety of functions, as well as education.

Wattpad is a smart phone application performed as social networking website that allows the users to write and read. It is simply like an eBook that provide a lot of works that can be read. Additionally, Wattpad also permit users shared and published their stories. Wattpad was started in 2006 as an online community of authors and readers by two Canadian engineers and co-workers Allen Lau and Ivan Yuen (Tirocchi, 2018). Moreover, he defines that Wattpad as a website where aspiring and established authors may publish their work, receive feedback, and engage with other writers and readers.

The purpose of this study was to proof the effectiveness of students' writing skill using Wattpad. Additionally, to confirm three major significances of this study. Firstly, this study is design to familiarize students with technology on learning and using English Technologies like smartphone positively then, they expected enjoy in learning writing of any kinds of text in English. The second, expectantly, this study will help teacher understand how far the students' writing skill have progressed as well as how to use smart phones in the classroom joyfully. The last, this study can give beneficial information about Wattpad as a apps for writing any kind of text in English.

The previous study conducted by (Suhaeni, 2022) claimed that Wattpad may assist students in developing more than just their writing abilities. They also realize that through reading various kinds of stories, they may improve their critical thinking skills.

Furthermore, by sharing their experience with another user, they may gain information and new writing expertise. Finally, Wattpad app is designed for more than simply story publication. It is also meant for reading all the popular stories. Readers can also provide feedback on the works. Additionally, (Al Falaq, J. S., Suprayogi, S., Susanto, F. N., & Husna, A. U., 2021) state Wattpad's quality of service is appropriate and friendly to its users. (Putri, 2019) stated that the use of Wattpad can motivate the students to write and read stories.

METHOD

The method of this study is Quasi Experimental with one-group pre-test and post-tests design. It is conducted to investigate the effectiveness of using Wattpad in teaching writing skills.

Design and Sample

The current study investigated whether the use of Wattpad can improve the students' writing skill significantly or not. Furthermore, this study is a kind of quantitative that applied quasi experimental with one - group pre-test - post-test design. It intended to measure before and again following treatment by comparing between pre-test and post-test scores to investigate the effectiveness of applying Wattpad as a media to write. Researcher asked colleagues to act as collaborator during the study to avoid subjective bias. Since, inter-rater reliability is essential when making decisions in study, the data were scored by two rates to evaluate the extent to which different judges agree in their assessment decisions. The participants were the tenth graders of SMKN 1 Pungging; It is a Vocational Senior High School that consist of 36 students of Business Digital and Marketing expertise.

Instrument and Procedure

The instrument of this study is a writing test. Researcher administered pre-tests and post-tests to this study. The pre-test measures the student's writing achievement before treatment and the post-test measures students' writing achievement after treatment. The test in this study is a prompt descriptive writing test with certain criteria clearly explained in the student assignment. In order to administer a valid and appropriate writing test, it is required to consider the criteria of the writing that count on the content of the

text must be relevant, organization, grammar, vocabulary, and mechanics. The researcher also uses a scoring rubric to assess the student's writing achievement.

This study used data collection techniques in the form of a test consisting of a pre-test and a post-test administered to the group. Initially, the researcher conducts a pre-test to measure students' writing achievement in writing before teaching writing on Wattpad. In the writing pre-test, the researcher asked students to write a description of something, specifically about their family or friends. The time of the test is 45 minutes. The researcher then gives the student an experimental treatment while teaching them how to write on Wattpad. Finally, a researcher who administers a post-test to measure students' writing achievement. In the post-test, the researcher asked the students to write a description of their idol. The time of the test is 45 minutes.

Data Analysis

Tests must also meet certain requirements in order to provide certain criteria. The validity and reliability of the tests are examined here. It was anticipated that by employing a valid and trustworthy data collection technique, the data and study results would be valid and reliable as well. This study is considered content validity as content validity of the test; it consulted to the English syllabus used in this school.

The reliability coefficient can be used to calculate the dependability of a test. Before using the instrument in the group, the researcher needs to know how reliable the test is. Therefore, the researcher applied the instrument trial to another class. The researcher examines the instrument's dependability in terms of the student's score. The instrument is regarded to be dependable if the first and second scorers have similar scoring or are not too dissimilar when delivering the student test score. In this example, the students' scores from the first and second scorers are employed in statistical coefficients to examine the reliability using SPSS Statistics. In this study, the researcher used inter-rater reliability, in which the researcher invites a colleague as a participant.

The five traits namely: content, organization, vocabulary, language use, and mechanics were used to measure writing skill, and each component gets a score or level. The categorization of the students writing abilities are graded using the rubric. The acquired data were then calculated and evaluated using descriptive statistical analysis. The Validity and Reliability Test on the instrument was utilized in this study, as well as

the analytical precondition test, namely the Normality Test, which is used for further statistical analysis, and ultimately the Hypothesis Test utilizing the T Test.

RESULT AND DISCUSSION

This study, titled the effectiveness of using Wattpad to enhance students' writing non-fiction text at SMKN 1 Pungging, lasted about two month and involved 36 students of Business Digital and Marketing expertise as a sample. The writing test as an instrument consider to five indicators, namely; content, organization, grammar, vocabulary, and mechanic. Based on the research findings and data analysis, the increasing of writing indicators shown as follow;

Table 1. Increasing of Writing Indicators

Writing Indicators	Pre-Test	Post- Test	Cumulative
Content	67,5	81,3	13,8
Organization	72,5	82,5	10
Grammar	69,5	81,3	11,8
Vocabulary	72,3	83,3	11
Mechanic	67,8	83,8	16

The data confirms that there is a progress on the student's writing skills in terms of the aspects of writing after implementation of Wattpad in writing activity in the classroom.

Table 2. Descriptive Analysis of the Students' Writing test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre test	36	62.00	82.00	69.9583	7.70749
Post test	36	76.50	87.50	82.4667	2.31121
Variance	36	.00	24.50	12.5083	6.69424
Valid N (listwise)	36				

This research involved one group that consists of 36 students. The data shows that the mean of pre-test is 69.9583. The result of this test is taken before the students writing using Wattpad. Then, the mean score after writing using Wattpad is 82.4667. It indicates that the students' score in writing skills test was 23% increased.

The data of pre-test and post-test above was compared by using independent t-test to know that there is significant different or not after applying writing using Wattpad. The null hypothesis (H0) and alternative hypothesis (Ha) were proposed. The null hypothesis (H0) states that there is no significant difference in writing skills between the students who were taught using Wattpad and the students which not uses Wattpad. While the alternative hypothesis (Ha) states that there is significant difference in students' writing skills between the students who were taught using Wattpad and the students who were taught without using Wattpad.

Table 3. Paired Samples Statistics of Pre-test and Post test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test	69.9583	36	7.70749	1.28458
	Post test	82.4667	36	2.31121	.38520

Based on the table above the mean score increase from 69.9583 to 82.4667.

Table 4. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	36	.560	.000

The correlation for pre-test and post-test paired sample is described at table 4 above. It defines about student's achievement before and after treatment is .560. It advocates relation between student's writing skills before and after treatment.

Inferential statistics were used to evaluate the hypothesis. For a paired sample t-test, the research used a t-test or testing of significance. Which is a test to see whether the outcome of students and scores in the pre-test and post-test are significantly different. If we assume that the only thing needed is a level of significance of 5% (0.05), the degree of freedom (df) = N-1. The t-test is shown in the following table,

Table 5. Pair Sample Test

		Mean	Std. Deviation	Std. Error Mean	95% Internal Difference	Confidence of the	t	df	Sig.(2-tailed)
Pair 1	Pre-test- Post test	-12.50833	6.69424	1.11571	-14.77334	-10.24333	-11.211	35	.000

Discussion

The Pre-test-Post-test difference is 12.50833, with a standard deviation of 6.69424 and a standard error of 1.11571. Within the 95% confidence interval, the difference ranges from -14.77334 to -10.24333. The calculated t value is 11,211 at a degree of freedom of 35, therefore the p value is $0.000 < 0.05$, indicating that the alternative hypothesis is accepted or that there is significant difference between the Pre-test and Post-test.

CONCLUSION

The research conclusion based on the finding and discussion in the previous, the Wattpad can improve students' writing skills in terms of the content, organization, vocabulary, language use, and mechanics. Briefly stated that, writing using Wattpad boosted effectively for students of SMKN 1 Pungging in writing skills. Wattpad is a great way to help advance your students' writing skills. It allows them to share their ideas with other people, and it provides feedback on their work.

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