

# The effectiveness of using Wattpad to teach narrative text writing

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## ABSTRACT

This study aimed to examine the effectiveness of Wattpad as a medium to teach narrative text writing to the tenth-grade students of SMK Negeri 5 Pontianak. This study was carried out using a pre-experimental study with one group pre and post-test design. The sample of this research was a cluster involving 30 students from Class X Tata Kecantikan I taken from a population of 334 students. The results indicated that the t-test was 12.489. The analysis of the pre-post-test scores indicated that the pre-test was lower than the post-test (71.5<88.3). The t-test analysis showed a greater value compared with the t-table (12.489>2.045) with the degree of freedom 29 and  $\alpha = 0.05$ . The analysis revealed that the null hypothesis was rejected while the alternative hypothesis is accepted. In addition, the effect size was categorized as a strong effect with the value (2.28>1.00). Therefore, the research referred that the use of Wattpad as a medium to teach students narrative text writing was effective with a strong effect. Despite its initial purpose, Wattpad can be a recommended media to teach tenth-grade students.

Keywords: Narrative Text, Pre-Experimental, Teaching Media, Wattpad, Writing Skill.

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## INTRODUCTION

Narrative text is type of text that tells a story (Clark et al., 2018; Martina et al., 2020; Purba, 2018). Writing a narrative text is considered an important part of second or foreign language learning. It is taught at the senior high school level in Indonesia (Yusuf et al., 2018). It is in accordance with the curriculum as a required competency to be mastered. Writing allows the students to practice real activities inside or outside the classroom (Ahmadi, 2018; Graham, 2019; Trang, 2022). According to Pardede (2011) the narrative gives students more chances to express their ideas or feelings about the topics at hand while also helping them develop their basic language-learning skills. It means that by writing a narrative they can learn more English skills and also improve critical and creative thinking.

Writers use writing to express, share, or communicate their ideas, information, or feelings to readers (Astria et al., 2019). Good writing is writing that could be understood easily and in accordance with the context (Otta et al., 2022). According to (Hyland, 2003) accuracy and clear exposition are considered the main criteria of good writing. It means that good writing is writing that uses correct spelling, correct punctuation, appropriate vocabulary, correct sentence structure, and also grammatically correct. These aspects are very influential in understanding writing clearly and easily. In a narrative, there are generic structures that should be followed such as orientation, complication, resolution,

and reorientation (Koilara et al., 2020).

Based on Permendikbud No. 59 year 2014 about curriculum 2013, students in Indonesian schools particularly in tenth grade, they are required to be able to interact including spoken and written narrative text. On the basic competence, they are required to be able to analyze the social function, generic structure, and language features of spoken and written narrative text. They are also required to be able to identify the types of meaning of narrative writing. It includes the generic structure of narrative text such as orientation, complication, resolution, and reorientation.

Many students had difficulty in English writing, especially in writing narrative text in English (Falihah et al., 2022). The students had difficulty deciding to make the narrative text. The students were confused because of difficulty getting inspiration to write (Wardhani et al., 2019). Media used by teachers in the teaching and learning process can also influence them (Rerung, 2021). Students can get bored quickly if there is no innovation media and tool used are monotonous (Setiyawan, 2020). When students get bored, they were not interested in learning (Faqih, 2022).

The researcher also found similar problems in SMK Negeri 5 Pontianak. Based on the interview with the English teacher, students at SMK Negeri 5 Pontianak had difficulty writing in English, especially in their narrative text writing. They had difficulty determining the topic of content and also the generic structure of the narrative short story. Besides that, they also lack knowledge of English vocabulary and grammar. Many students did not follow the generic structure of a narrative. It should be a sequence and steps that must be considered, such as orientation, complication, resolution, and reorientation.

In this era, it was no longer surprising if various technologies accompany and facilitate any activities. Education also requires technology to support teaching and learning (Hu et al., 2021). Technology may allow the teacher to apply creative teaching and learning purposes to enhance student motivation and engage them in their activities in the classroom (Khakimova et al., 2022). Particular technologies can be used as media or teaching tools (An-Nisa et al., 2021). In writing, one of them is Wattpad. Wattpad is very popular among teenagers who like to read and write stories (Rismayani & Basikin, 2020). Wattpad is one of the website services and smartphone applications from Toronto, Canada, that allows users to read or write writings in the form of articles, short stories, novels, poems, or the like (Lubis & Nurjanah, 2020). On Wattpad, the writer could read and also write (Agustina & Hidayat, 2023). The writer should have an account to log in to if want to read and also write. The writer could post their story first. Wattpad is an application to share and inspire writers' ideas and connect with other readers or writer (Bold, 2018). Wattpad contains many short stories that could be an inspiration for writing. A short story can be an effective and inspiring writing model and material for EFL students (Pardede, 2011).

There are some previous studies in a variable of "Wattpad" conducted by other researchers. The first was conducted by (Putri, 2022) focuses finding out whether the use of Wattpad as a learning activity has a major influence on students' ability to write. This quasi-experimental design using the Scientific Approach Method revealed that there was a significant effect of using the Wattpad application on the writing abilities of semester 1 students in class X SMA Negeri 15 Bandar Lampung for the 2021/2022 academic year. The second study conducted by (Adiningtyas, 2020) with the aim of find out whether Wattpad contributed to developing students' writing skills or not. This research was confirmed that students' writing skill in recount text improved after being treated by Wattpad. Furthermore, the last study conducted by (Suhaeni, 2023) revealed that Wattpad combined with a phenomenological method had helped improve the students' writing and critical thinking ability. By exchanging experiences with other users, they learned new information and skills linked to writing.

These previous studies, the Wattpad application could be used in school to teach writing. The Wattpad application could be a medium that is preferred by students in learning English, especially in writing. The gap between this study and other studies is the focus

and short story used by the researcher. The three previous studies took recount and general writing while this research focused on narrative writing. Besides, the story used by the researcher which was MissPanda101, was different from previous studies that the stories from this writer were fable and fairy tales. Another gap was the sample of the research who were Vocational High School students of Spa and Beauty major while the previous studies were from Senior High School and one from Tourism major was different because the English vocabulary taught was related to their major. This research is expected to be useful as an additional source to enrich the study about Wattpad as a teaching medium.

## METHOD

### Research Design

In this research, the researcher used a quantitative method. According to (Creswell, 2018) quantitative research has evolved to represent a research method based on a set of assumptions aimed at applying natural science research methods to educational inquiry. Patterns, regularities, causes, and consequences are the focus, with positivist concepts applied to show that the patterns of the social world have a real existence of their own. In this research, the educational inquiry in terms of students' writing in the narrative text.

The design for this study was experimental. The experimental design seeks to determine if a specific treatment influences an outcome (Creswell, 2018). In this research, the researcher used a pre-experimental design type one-group pretest and posttest design. This design is not yet a real experiment because there is no control variable. According to (Cohen et al., 2018) pre-experimental design is a design that includes only one group or class that is given pre and post-test. This design used one group pretest and posttest design, conducted on one group without a control or comparison group. The researcher measures one group and then analyzes the effect of treatment to explain the difference between pretest and posttest scores. It aims to obtain accurate data in accordance with the objectives of the study and to find out whether the Wattpad application is effective or not to improve students' writing. The research design of one group pretest and post-test design is as follows.

<i>Pre-Test</i>	<i>Treatment</i>	<i>Post-Test</i>
$O^1$	$X$	$O^2$

Figure 1. One group pre-test and post-test design.

The paradigm of this research design is that there is a pretest before being treated so that the results of the treatment can be known more accurately because it can compare the results with the condition before being treated. A pre-test is a test that is given to the experimental group of students before the treatment that the researcher teaches using Wattpad. This pre-test gave information about the score of students' writing before the students were given treatment. Post-test is a test that is given to the experimental group of students after the treatment that the researcher teaches using Wattpad. This post-test gave information about the score of students' writing after the treatment. Both tests measure how the treatment using Wattpad affects the students' writing skills.

### Treatment Procedures

The students were given treatment after had the pre-test by the researcher. The treatment was short stories on Wattpad. The researcher explained and gave examples of a story. The researcher also guided the students in using the Wattpad application. The treatment was 3 times. The treatment used a story in Wattpad as material. The treatments were done as below. First, the researcher guided the students on how to use Wattpad. There are several steps to using Wattpad such as the students created Wattpad accounts. They should fill in their full name, email, password, and date of birth in the box

section. After that, to access and read the story as teaching material they could search for the title of the story in the search box. They also can search by genre on the genre list in the browse section. Second, the researcher presented the material. For the first treatment, the researcher used a short story by MissPanda101 titled "The Hunt". For the second treatment, the researcher used a short story titled "Wings" and for the third treatment the researcher used a short story titled "The Fox". Third, the researcher explained about the character, setting, plot, and theme. Fourth, the researcher explained language features and grammar in the short story. Fifth, the researcher asked the students to read the story one by one a sentence. Sixth, the researcher asked the students to translate it. Seventh, the researcher discussed together the character, setting, plot, and theme of the story. Eighth, the researcher discussed together language features in the story. Ninth, the researcher asked the students to write a narrative text (generic structure of narrative text). Tenth, the researcher asked students to do peer comments about other students writing.

### Population and Sample

In quantitative research, the researcher used the population and sample. According to (Creswell, 2018) the population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by the research to be studied, and then the conclusions are drawn. The detail of population of this study is presented in Table 1 was tenth-grade students in the 2022-2023 academic year at SMK Negeri 5, Jl. Jenderal Ahmad Yani in Pontianak. It consists of 11 classes. There were about 334 students in the population.

Table 1. Number of Population at SMK Negeri 5

No	Classes	Number of students
1	X AP 1	30
2	X AP 2	31
3	X AP 3	30
4	X Culinary 1	30
5	X Culinary 2	31
6	X Fashion 1	30
7	X Fashion 2	31
8	X Spa and Beauty 1	30
9	X Spa and Beauty 2	31
10	X Accountancy 1	30
11	X Accountancy 2	30
	Total	334

To take a sample, a sampling technique is needed. The sample is part of the number and characteristics possessed by the population. The use of samples taken from the population is intended due to limited funds, power, and time (Creswell, 2018). Because of that, the sample must be taken from a truly representative population. In this research, the researcher used a probability technique. It was cluster sampling. Cluster sampling is a sampling technique used to determine the sample if the object to be studied or the data source is very broad (Cohen et al., 2018). This sampling technique was used in two stages, namely the first stage to determine the sample area and the next stage to determine a sample in the sample area randomly. The researcher determined randomly a sample by withdrawing papers. So, it was the tenth-grade class of Spa and Beauty I.

### Technique of Data Collection

There are techniques to collect the data. The data collection techniques are the means

achieved and the tools used by researchers in research to collect the data. The data collection techniques are divided into several techniques. In collecting data using a questionnaire, guidelines interviews, observations, documentation studies, content analysis, and projection tests (Cohen et al., 2018). In this research, the researcher found data about students' writing skills ability. The researcher used tests to collect the data. The students were asked to write a narrative text. The researcher gave pre-test and post-tests to students. The information gathered for data collection utilizing a writing test. A test is a question that must be answered to measure a person's level of ability or reveal certain aspects of the person being tested (Scott & Morrison, 2007). In addition, the pre-experimental research consists of two tests namely pre-test and post-test. To determine whether the Wattpad as a media to teach students narrative text writing, a test was administered. The researcher used the two tests to compare the before-and-after writing improvement of the students' narrative text writing using Wattpad.

### **Tools of Data Collection**

The principle of research is to take measurements, therefore there should be a good measuring instrument. According to (Creswell, 2012), "an instrument is a tool for measuring, observing, or documenting quantitative data. The instrument may be a test, questionnaire, tally sheet, log, observational checklist, inventory, or assessment instrument". In this research, the researcher used tests consisting of pre-test and post-test. The test was given before and after teaching writing in one experimental group. A test is a question that must be answered to measure a person's level of ability or reveal certain aspects of the person being tested (Scott & Morrison, 2007). This test instrument is used to measure skills in students' writing. To assess the test, the researchers used impression method with writing scoring rubric modified from ((Heaton & Harmer, 1988). According to (Heaton & Harmer, 1988), the impression method of marking entails one or more markers awarding single mark or multiple marking based on the total impression of the composition as a whole. The guidelines that the researcher used to assess the test as follows.

1. The researcher and one of English teacher as an assessor.
2. The researcher and one of English teacher scored each paper, marks being combined and averaged out to reveal the students' score using one to four-point scaled based components in rubric for impression marking.
3. If there is a wide discrepancy in the marks allocated, the paper is assessed once again by researcher and English teacher and each mark discussed until some agreement is reached.

### **Data Analysis**

In this research, the researcher collected the data by test. The test was given a score that is according to the writing components score. In this research, the researcher calculated the data by using a t-test. In this research, the researcher used a dependent t-test. According to (Martin & Bridgmon, 2012) "a comparison is made between two sets of dependent scores when a dependent t-test (paired-sample t-test) is used". There are some formula and guidelines that the researcher used to analyze the data. The first, the researcher calculated students' individual scores of pre-test and post-test, calculated the differences score of pre-test and post-test, calculated the t-test, determined the degree of freedom, tested the hypothesis, calculated the standard deviation of pre-test and post tests and determined the effect size.

## **RESULTS AND DISCUSSION**

In finding out the effect of Wattpad on the tenth-grade students' narrative text writing, the researcher analyzed the data based on the research questions that had been formulated. To answer first question, the researcher analyzed using t-test formula. The

formula of t-test required the value of the difference between the mean score of pre-test and post-test. The value of the difference between the mean score of the pre-test and post-test was required by the t-test formula. The calculation results showed that the t-test value was 12.489. It was higher than the t-table (12.489>2.045). At a degree of freedom 29 (df=29) and at 95% confidence (p=0.05).

Table 2: The result of paired sample t-test results pre-post test

	<b>df</b>	<b>Mean</b>	<b>St. Deviation</b>	<b>t-value</b>
Pre-Test	29	71.5	8.724	12.489
Post-Test	29	88.3	5.141	

After the treatment, there was a significant difference in students' achievement. It is demonstrated by the students' pre-test and post-test score, as seen in figure 1 below:



Figure 1. Students' pre-test and post-test score

The pre-test was the first stage. The pre-test was conducted to measure students' abilities before being given the treatment using Wattpad. The pre-test was done in a meeting. The researcher scored the students' writing based on a scoring rubric. The total of the pre-test of 30 students was 2145 with the mean score 71.5. The second stage was treatment. The treatment in this research was teaching a narrative text using Wattpad. It was about 3 meetings. The purpose was to find out the effectiveness of using Wattpad as a media to teach students narrative text writing in the tenth grade. The last stage was the post-test. The post-test was conducted after the student got treatment by using Wattpad. It is purposed to determine the students' abilities after getting treatment. The total of the pre-test of 30 students was 2650 with a mean score 88.3. The obtained t-test was 12.489. It was higher than t-table (12.489>2.045). It showed that using Wattpad is effective in students' narrative text writing. It means that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. Thus, it proves that the alternative hypothesis (There was a significant difference between the result of pre-test and post-test students' narrative text writing using Wattpad) is accepted and the null hypothesis (There was no significant difference between the result of pre-test and post-test students' narrative text writing using Wattpad) is rejected.

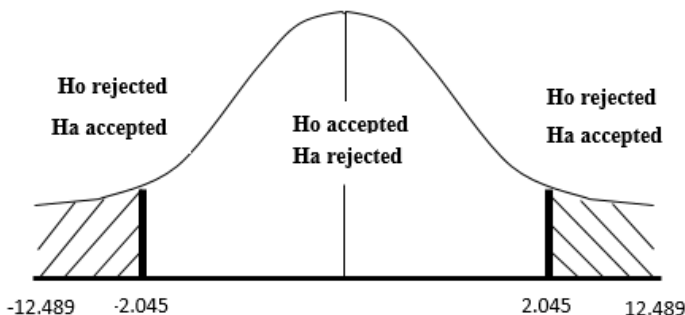


Figure 2. Hypothesis testing

After getting the t-test, the researcher calculated the effect size formula to determine the significance of the difference between the pre-test and post-test. The calculation showed that the effect size was 2.28. By referring to (Cohen et al., 2007), the category in deciding effect size ( $>1.00$ ) is considered a strong effect size. It can be concluded that Wattpad has a strong effect on students' narrative text writing. This finding indicated a similar result to a study conducted by (Adiningtyas, 2020) that showed the use of Wattpad can improve students' writing skills. Moreover, (Putri, 2022) also published about the use of Wattpad as a learning activity has a major influence on students' ability to write narrative texts. The result of this study there is a significant effect of using the Wattpad application on the writing abilities. Therefore, it can be assumed that the Wattpad was effective and preferable to be used for improve students' narrative text writing.

The students' writing improvement could be seen on their word choice or vocabulary. They used the right vocabulary in the context. It was in line with Suhaeni (2023), who stated Wattpad impacted writing abilities such as vocabulary. In addition, in this study the students' writings that improved were plot and mechanics. It could be seen in their writing, the plot was more organized which means they covered the sequence of a narrative text. In a narrative text, there are generic structures that should be followed such as orientation, complication, resolution, and reorientation (Koilara et al., 2020).

In the pre-test, the sequence of plots was unorganized. Some of the students missed the complication and many of them wrote like descriptive text. For mechanics, the improvement could be seen in the usage of capitalization and punctuation. In the pre-test, the students many did not use capitalization in the first letter at the beginning of a sentence and the first letter of the person's name. For punctuation, in the pre-test, many of them did not use a full stop at the end of the sentence and commas between the elements in details in the form of words, phrases or numbers and also before the conjunction. They also missed quotation marks (") to mark a saying, quote, phrase, or word.

The reason why the treatment was so impactful was because of a medium such as Wattpad that could generate students' inspiration and motivation to write narratives. It could be seen when the students read the various genre of narrative that inspired them to write their own. It provided many short stories that could be teaching material for writing. According to Adiningtyas (2020) using a technology as learning medium supports students to explore knowledge about the subject matter that they require. The concept of Wattpad activity also match the process approach which focus on students' writing process such as pre-writing, drafting, revising and editing. In process approach, writing emphasizing on the importance of a procedure of pre-writing, drafting, evaluating, and revising (Hyland, 2021).

In addition to the result of this study, there was a problem that the researcher faced in this study. It was the internet connection. There are some students who did not have internet quota. To overcome this, the researcher formed them into groups so they could discuss together and also the researcher presented it using a projector. Despite the problems, Wattpad was recommended to use as a medium to teach narrative text writing. It was proven by statistical data that was a significant improvement in students' narrative text writing.

## CONCLUSION

The results of the preceding chapter and the discussion that followed them in this study show that the students' performance significantly improved after the treatment was administered. The fact that the students' post-test results were better than their pre-test results serve as proof. The pre-test scores of the students were summed 2,145, with a mean score of 7.15. There was an improvement in the usage of Wattpad on students' narrative text writing higher than it was before they received treatment, as seen by the students' score on the posttest, which was 2,650 with a mean score of 88.3. The calculation of t-test with significance level  $\alpha = 0.05$  showed that was 12,489 and t-table was 2,045. It

was higher than t-table ( $12,489 > 2,045$ ). Thus, it can be said Null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) in this research was accepted that there was a significant difference in students' narrative text writing using Wattpad as a learning medium for tenth-grade students of SMK 5 Pontianak in academic year 2022/2023. The calculation of effect size showed that was 2.28. The category in deciding effect size ( $> 1,00$ ) which is considered as a strong effect size. It can be concluded that Wattpad has a strong effect on students' narrative text writing.

## CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

## AUTHOR CONTRIBUTIONS

Gustiani, R.E.: Conceptualization (lead), methodology (lead), writing – original draft (lead), review (supporting), editing (supporting), securing funding. Bunau, E. & Rahmani, E.F.: Conceptualization (supporting), methodology (supporting), writing – original draft (lead), review (lead).

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