THE EFFECTIVENESS OF USING WATTPAD TO DEVELOP STUDENTS' WRITING ABILITY

Ance Jusmaya
Putera Batam University, Batam, Indonesia
e-mail: jusmayaance@gmail.com

ABSTRACT

This study was aimed at looking for a significant influence of Wattpad usage as learning activities on students' ability to write descriptive texts. The main consideration was because an educator in this case should use an interesting instructional media, particularly to teach writing so that the potential of students could be developed optimally. Meanwhile, the development of writing of English Department Students of Putera Batam University was still relatively low in quality. Wattpad was a free online storytelling community where students posted written works such as articles and stories through the website or the mobile application. The design of the research was quasi-experimental research that found out the effect of using Wattpad towards students writing ability. To know students' writing ability, this research used writing test as an Instrument. There were three pre-tests and post-tests. The pre-tests were used to see students writing ability before having treatment and post-tests were used to see the differences on students writing ability after giving treatment. The subjects were the students of English Department of Putera Batam University who took writing class. The data found that the average score of the students on pre-test was calculated as 6.60 and the average score of the students on post-test was calculated as 10.85. Since the obtained Z score was smaller than critical value, the null hypothesis (Ho) was rejected and alternative hypothesis (Hi) was accepted. So, based on the results , it was concluded that there was statistical diffrence between the pre-test and post-test score at the 0.05 levels. It means that teaching writing by using Wattpad gave significant effect on students' writing ability

Keywords: Teaching Writing, Wattpad , Writing

1. Introduction

In this era, digital learning environment was mostly needed by the students. Right now, teaching and learning process should require students to be strong digital citizens, and a lecturer should teach their students how to do so. It was very different with classroom in decade ago. Before, the teaching was

deeply teacher-centered. It happened because the view in traditional classroom that the teachers served as one and only as the source of knowledge while students in this case just passive receivers. As the result the class would be monotonous. But now, the classroom should use technology and digital resources in teaching English for success in the long term. In fact, in the 21st century required students to work and learn differently. As Brown (2017) stated that the students in the 21st century had ready in a fast-paced digital world, and easily tuned out of the traditional lecture-based classroom. It meant that education would focus on individual student's needs. Teacher in this case must be able to promote their students in order could act independently, flexibly and think critically.

In teaching English, there were four language skills that should be mastered by the students. Writing was productive skill that mostly became the most complicated language skill to be learned in almost every level of education. Writing would be hard for students because it combined some components that was considered such as grammar, vocabulary, had a clear understandable idea, and appropriate mechanics (Kantor, 2012). Thus, in writing, students had to get the basic knowledge about schematic structure and linguistic features of writing itself, because a good writing was done from a set of rules and principles.

Based on the researcher' observation in some universities in Batam, it was found that most students thought that writing as the most difficult skill to learn. The writer in this case interviewed English Departments students related with their writing class. In fact, it was found that students often complained about writing assignments. They said that it was very difficult, even though mastering the materials about writing could be a major

consideration for measuring the success or failure of a students themselves. As a result, many students feel frustrated because they were unable to understand and do the task easily. According to Alfaki (2015) the problems of writing occurred because in writing, the writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling and mechanics. Therefore this problem should be immediately sought a solution in order not to have a negative impact to the teaching learning process. Therefore, the lecturer in this case should use interesting instructional media, particularly to teach writing. In this era, a lecturer could not only depend a lot on the printed materials and textbooks in teaching the students or just gave a topic to the students and asked them to write without considering the way the students to learn. In other words, the lecturers needed to work harder to teach writing in this digital era. One of the strategy to solve this condition was the lecturers needed to involve technology in the classroom.

In fact, in this technological era many people could not be separated from using the internet in their daily life. They seemed addicted with social media. Social media was very popular in almost all ages, children, teenagers, to adults, had at least one social media account. Most teenagers used social media as a practical and efficient communication tool. Then, social media was also considered can show their existence through posting photos, status, and seen from their many followers (Amirsheibani & Iraji, 2014). As a result, teenagers seemed to prefer their activities in cyberspace than in the real world. They prefered busy playing their own phones to reply to messages and comment one's status on social media rather than had fun talking to each other (Lenhart, 2010). Therefore, as a lecturer in this case should

be creative to take advantage of the students' madness about the internet in the classroom.

Actually, there were many facilities that had already offered by the digital world in teaching and learning process. In this case, the lecturer could use it during the teaching and learning process. Lecturers played an important role in achieving the learning objectives in the classroom. There were many creative tools that lecturers could use to motivate their students to write. They could use media used by the teachers in teaching and learning activities also affect the effectiveness of learning. According to Res (2018) 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. It was strategy that could be used to increase students' motivation to write and make the teaching writing fun and meaningful based on students desired.

Aytan (2017) stated that Wattpad was an application that provided free access to e-books and had an android application. It provided an opportunity to the story and novel writers to publish their works. Besides, it would give chance especially to the young and talented writers to explore their talents because it was easy to use and free. Thus, it could be an innovative and enjoyable way to write. Therefore, the researcher decided to find out the effectiveness of using Wattpad towards student's writing ability. In this case the writer wanted to find out whether significant difference between pre-test and post-test students in term of the usage of teaching writing prepared based on Wattpad existed toward Student's Writing ability

2. Literature Review

According to Written & Exposition (2019), Wattpad was a kind of social media for people who were looking for reading material or like to write stories. Actually Wattpad was touted as YouTube's writing. This application allowed writers to share their writings with the world. The author could upload his book, both already completed and in the process of being written. Uploading of books was done per chapter and not a single file. It was also free for all users. This meant that the authors really allowed their writing to be read for free without the option to sell it on the site. Besides, Written & Exposition (2019) added that one of interesting content of Wattpad was there a serialization. Actually, it could stimulate loyal readers and the writers themselves to release chapter by chapter content regularly to encourage readers to continue reading their book in Wattpad. Therefore the writers in Wattpad must be prepared well on their writing before he/she uploads on Wattpad because sometimes Wattpad readers obviously really wanted to get involved with the writer and provided feedback.

Lundh (2007) stated that writing was a skill that guided students to produce and to develop information and ideas for a reader. Therefore, it needed high degree of accuracy, understanding grammar point, a careful choice of vocabulary in order to create meaningful text, tone and the specific information for the readers of one's written text. As a result, in teaching writing itself must consist of activity that required systematic and well-ordered thinking that must be mastered by students and involved interesting digital media so that teaching and learning process to be enjoyable. Wattpad could be considered to be a great place where students could practice writing while also collaboration in learning because it

encouraged authentic learning environments that provided students with the opportunity of analyzing their own writing through this these tools of application.

Basically, in teaching writing by using Wattpad, the writer must still focus on the components in writing. As Kantor (2012) mentioned that the components include content, organization, vocabulary, language use and mechanics. Kantor (2012) added that content meant that every sentence in unifying thought that related each other. Then, organization in writing involves coherence and vocabulary as a tool to communicate the reader to understand and feel. Language included the correct usage of grammatical point and mechanics consisted of the punctuation, capitalization, and spelling correctly. Thus, the five components of writing itself gave influences in assessing students writing by using Wattpad.

3. Research Method

This research was classified into a quasi-experimental design. The researcher used this design because it was impossible to carry out experiment in the real setting like randomly allocate participants into groups. If the researcher changed the order it had an effect of the policy of the university Quasi experimental design existed for situation in which complete experimental control was difficult or impossible.

In this research, the researcher determined and observed the effectiveness of using Wattpad on development students' writing skills. The design of the research was as follow:
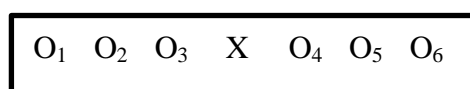
$$\boxed{O_1 \quad O_2 \quad O_3 \quad X \quad O_4 \quad O_5 \quad O_6}$$

Notes:
O_1, O_2, O_3 : Repeatedly pre-test

X :Treatment (Teaching writing by using Wattpad)
O_4, O_5, O_6 : Repeatedly post-test

The research was conducted at Putera Batam University In this research the population was   the second year English Department students of Putera Batam University registered in 2018-2019 academic year. In selecting the sample, the writer used purposive sampling, because this type of sampling was suitable with the condition of the population. The number of sample for every group was 25 students. So, the total number of sample in this research was 50 students.

The instrument of this research was writing test. There were three pre-tests and post-tests. The pre-tests were used to see students' writing skill before having treatment and post-test were used to see the differences on students' writing skill after treatments. The researcher asked the students to write based on the designed syllabus. The writing test involving some narrative topics such as the most embarrassing experience of your life, an experience that taught you real-life values, an experience that helped you overcome fear, an unpleasant personal experience, and a success story to see the students' writing skill in terms of content, organization, vocabulary, language use and mechanics based on the writing rubric of (Hiroyuki YamanishiEmail, 2019). In this research, validity testing involved content validity. Content validity was a particular importance for achievement test. Since the purpose of this research was to find out the effectiveness of using Wattpad on students writing ability, the most suitable validity was content validity

The data were obtained through students writing achievement on pre-test and post-tests. First, the researcher conducted 3 times pre-test in order to know the students' writing skill and to find

out their average score. Second, the treatments had been conducted in 4 meetings. Each meeting proceeded in 60 minutes .The procedures as follows: 1) The researchers introduced Wattpad application to the students and how to sign in to the application; 2) The researcher taught them how to sign into the application and explained the facilities of social media, and 3) The researcher introduced the material; 4) The researcher explained each topic of learning; 5) The researcher distributed the writing material to the students; 6) Asked students to observe and start writing the narrative text by using Wattpad . Third, after doing the treatments, the post-test was given to the students which were supplied the same test in the pre-test in order to find out the students' writing improvement. Fourth, the researcher analyzed the result of pre-test and post-test and compute the data statistically. Finally, the researcher drawn conclusion of the research based on the finding of the research

After collecting the data, the data was analyzed by some analysis. They are normality testing, homogeneity testing, and hypothesis testing. In testing the hypotheses of this research, the researcher used T-test for related samples and Wilcoxon t-test. The statistical analysis used in this research compared the highest pre-test mean and the highest post-test mean.

Then, hypothesis testing computed by using t-test for two related samples if the data groups of the research were distributed normally and had homogenous variance. The formula of t test for related samples was as follow:

$$t = \frac{Md}{Smd}$$

M_d : Sample mean of different score
S_{md} : Sample standard variance

From the calculation of Wilcoxon T-test, Z score was compared with critical value by using level of significant 0.05. If the Z score was smaller than critical value, then the null hypothesis (H_0) was rejected. This meant that the research hypothesis (H_1) was statistically accepted. In other words, if the Z score was bigger than critical value, then the null hypothesis (Ho) was accepted and the research hypothesis (H_1) was statistically rejected (Gravetter, 2013)

4. Result and Discussion

The data of this research were from the result of repeatedly pre-test and post-test of Writing test. The pre-test and post-test were conducted three times. The purpose of those tests were to find the effectiveness of using Wattpad towards students's writing ability. The sample of this reserach was students of English department of Putera Batam University which consist of 50 students. These students were asked to write a stories in their Wattpad aplication. They were asked to write it regularly in every meeting. Based on the reserach finding, it was proved that teaching writing by using Wattpad gave significant effect toward student's writing ability. More Information is shown in the following table:

Table 4.1 Comparison the mean scores of pretests and postests

	Pre-test 1	Pre-test 2	Pre-test 3	Post-test 1	Post-test 2	Post-test 3
Mean	6.78	5.78	7.44	11.11	10.56	10.89

From the table above, it had been clearly seen that the students' writing ability from each group on post-test was higher that on pre-test. In other words, teaching writing by using Wattpad had helped the students improved their writing ability. The summary of writing achievement on pre-test and post-test were distributed at tables as follow:

Table 4.2 The summary of teaching writing by using Wattpad achievement on pre-test and post-test

Statistic	Pre-test 1	Pre-test 2	Pre-test 3	Post-test 1	Post-test 2	Post-test 3
Max	12	10	13	15	15	15
Min	9	5	5	7	5	7
Mean	6.78	5.78	7.44	11.11	10.56	10.89
SD	2.59	1.72	2.83	2.47	3.68	2.89

As seen from the table above, the highest pre-test mean was 7.89 that was found at the second pre-test and the highest post test was 12 that was found at the third post test. The highest score on pre-test was 12 and the highest score on post test was 14. The lowest score on pre-test and post-test was the same that was 5. Thus, It meant that teaching writing by uisng Wattpad gave significant effect on students' writing ability.

Prerequisite testing of the data analysis covered the normality and homogeneity testing. In this research there were three pre-tests and post tests. The statistical analysis that was used comparing the highest pretest mean and the highest post-test mean

4.1. Normality testing

Normality testing was analyzed toward four of data domains by considering the highest pre-test mean and the highest post-test mean. Normality testing was also done for combination students' score of the four domains. The testing was analyzed by using Liliefors test and the level of significance 0.05. Normality testing was used to help the researcher use the right data analysis formula. Clearly, the normality testing was revealed as in the following:

Table 4.3 The result of normality Testing

Students	Pre-test		Post-test		Conclusion
	$L_{observed}$	L_{table}	$L_{observed}$	L_{table}	
	0.266	0.271	0.208	0.271	Normal

Based on the table above, the data was distributed normally becouse Lobserved is lower than L table. Thus, the requirement of the data normality was fulfilled. So that, T test for related samples could be used in testig the reserach hypothesis.

4.2. Homogeneity Testing

Homogeneity testing was analyzed toward four of data domains by considering the highest post-test mean and the highest post-test mean. Homogeneity testing was tested by using variance test (Ftest). Test homogeneity used 0.05 as a standard of significance. That is the comparative analysis between the big and small variances to find out equality. F testing was used to help reseracher to use the right data analysis formula. The results of the calculation and variance significance test for each group are distributed at table as follow:

Table 4.4 The result of homogeneity Testing

Students	Test	$F_{observed}$	F_{table}	Conclusion
Students	Pre test	3.28	3.44	Homogeneous
	Post test			

From the table above, the data was homogenous in which F observed was smaller than F table with the significance level 0.05. It means that the tested data had homogenous variances. The result of data normality and homogeneity showed that the data was homogenous and distributed normally. Thus, the requirement of data normality and homogeneity was fulfilled so that T test related samples can be used in testing the reserach hypothesis.

4.3. Hypothesis Testing

In order to find out the effectiveness of teaching writing by using Wattpad toward students writing ability , t-test for related samples and Wilcoxon t-test were used. These tests were used to test the hypotheses of the research. The explanation below showed the effectiveness of teaching writing by using wattpd toward students writing ability. There was a significant diffrence between pre-test and post-test score of the students in term of usage of teaching writing by using Wattpad toward students' writing ability. The criterion to accept or reject this hypothesis was formulated as follow:

H_0 : Students writing ability on post-test after having teaching by using Wattpad was as the same as on pre-test

H_1 : Students writing ability on post-test after having teaching by using Wattpad was better than on pretest.

The hypothesis was tested by using Wilcoxon test compare the highest pretest mean with the highest post-test mean. From the data analysis, it was found that there is a significant diffrences between pre-test and post-test score of the students after having teaching writing prepared by using Wattpad toward their writing ability.For futher description , it can be seen in the table below:

Table 4.5. Result of Wilcoxon t-test

Statistic	Mean	Z score	Critical Value	Note
Pre-test	6.60	4.7	1.96	Significant
Post test	10.85			

The table above showed that the average score of the students on pre-test was calculated as 6.60 and the average score of the students on post-test was calculated as 10.85. The critical value was

1.96 and standard of significant 0.05. Since the obtained Z score was smaller than critical value, the null hypothesis (Ho) was rejected and alternative hypothesis (Hi) was accepted. So, based on the results , it was concluded that there was statistically diffrence between the pre-test and post-test score at the 0.05 levels. It means that teaching writing by using Wattpad gives significant effect on students' writing ability.

Based on the statistical analysis of the hypotheses testing, it was found that teaching activities prepared based on Wattpad gave significant effect on students' writing achievement. There were some explanation for the result found in this research.

First, it was found that there was a significant diffrence between pre-test and post-test score of the students in term of the usage of teaching activities prepared based on watpadd toward their writing achievement. The students who were taught by using Wattpad became motivated to write and improve their writing achievement. In other word, teaching activities prepared based on Wattpad d had changed students' perception about writing. This finding was consistent with the theory , stated in reviwe of the related literature, proposed by Herrel and Rokha (2019) who said that encouraging students to have a choice over what they read during the learning process , as well as encouraging them to write feedback on those stories are the keys to encourage their motivation to write. Wattpad, in this case gave students the ability to easily search and find something that they may like.

Second, it was found that there was a significant used diffrence between pre-test score and post-test in writing a stories. In this reserach, Wattpad gave many advantages in terms of legibility and correction of misspellings in writing a

story toward students' achievement in writing. For example, the internet environment in Wattpad allowed the students to instantly transfer what came to their mind without interruption. It was contrast when they had to write a story in paper based writing where the rate of making punctuation and spelling mistakes is high. However in Wattpad it was possible to check their mistakes in the electronic environment directly. As a result, all the ideas that came in their mind related with the topics flow smoothly. Then, it stimulated them to write better later on. Besides, Wattpad could give students experienced in electronic writing. It happened because they being more instantly accessible to readers by online and the students also being more attractive with visual elements such as page layout, graphics and animation. As a result they could add the covers of their imagination to their stories. In fact, this finding was consistent with the theory proposed by Aydin (2013) who said that electronic environment as advantageous in terms of legibility and spelling check, reader and writer interaction and visual appeal, time saving and convenience, affordability, quick feedback and constructive criticism, encouragement, archiving possibilities and socialization. It meant that, practice writing by using Wattpad can increase students' creativity, cooperation, critical thinking and communication during the teaching writing. Electronic writing in educational activities was needed in increasing students' achievement in writing. Thus, it was proved that students who do not use Wattpad, when they were taught writing a stories, they could not improve their   writing achievement. However students who were taught by using Wattpad were easy to engage in the writing activity and more creative in express their ideas in writing.

In conclusion, the students could show their improvement in the writing actiity. The students were easy to engage in activity that worked with the areas of strength .This was proved by the studuent's writing. The result of post tests showed that the students experienced significantly higher writing scores than the result on pre test. Statistically, teaching activities prepared based on Wattpad gave significant effect on students' writing achievement.   Activities   in   Wattpad required students to search information on the internet and synthesise, summaries and evaluate the information they find.

5. Conclusion

Based on the data and the result of analysis that had been described, it could be concluded that there was a significant diffrence between pre-test and post-test score of the students in term of the usage of teaching activities prepared based on Wattpad   toward   their   writing achievement. The average score of the students on pre-test was calculated as 6.60 and the average score of the students on post-test was calculated as 10.85. The critical value was 1.96 and standard of significant 0.05. Since the obtained Z score was smaller than critical value, the null hypothesis (Ho) was rejected and alternative hypothesis (Hi) was accepted. So, based on the results , it was concluded that there was statistically diffrence between the pre-test and post-test score at the 0.05 levels. It meant that teaching writing by using Wattpad gave significant effect on students' writing ability. It meant that proving Wattpad related to students writing ability and it was one way of supporting students to be more successful in studying writng in the classroom.

References

Alfaki, I. M. (2015). University students' English writing problems: Diagnosis and remedy. *International Journal of English Langauge Teaching*, 3(3),40-52

Amirsheibani, M., & Iraji, M. (2014). CALL and teaching writing : Language teachers' attitude, an Iranian survey. *International Conference on Current Trends in ELT,98*, 258–266.

Aydin. (2013). Interaction between teachers and students in online learning. *Journal of Environmental Protection and Ecology*, *14*(14a), 1337–1352.

Aytan, T. (2017). Evaluation of electronic writing experiences of Turkish teacher candidates at Wattpad environment. *Higher Education Studies*, *7*(4), 1–8.

Brown, J. S. (2017). Smart social networking: 21 century teaching. *7*(1), 21–29.

Gravetter, F. J. and L. B. W. (2013). *Statistics for the behavioral science*. USA: Whadsworth Cengage Learning.

Hiroyuki,Yamanishi. (2019). *Language testing in Asia*. Springer International Publishing*.*

Kantor, P. T. (2012). *Development of writing : Key components of written language*. Florida State University Libraries

Lenhart, A. (2010). Social media and mobile internet use among teens and young adults. *Pew internet & American life project, 01*.

Lundh, N. (2007). *Teaching writing in theory and practice.* Stockholm Institute of Education

Res, I. J. A. (2018). Wattpad .com: Enhacing writing skill in ESL classroom. *International Jurnal of Advanced Resech*. *6*(12), 818–829.

Rokha, I. (2019). Using Wattpad application to improve the recount text writing skill of the tenth graders of sman 3 Temanggung in the school year of 2018 / 2019. *Jurnal of Research and Applied Linguistic*. 2(1),52–57.

Written, T., & Exposition, A. (2019). The comparison between Wattpad and blog in project based learning to. *Journal of English Language Teaching 8*(1), 109–119.