The Effect of Wattpad Application on Students' Writing Skills at SMAN 8 Padang

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Article History	Abstract
  Keywords: 	This research utilized a quasi-experimental research design to evaluate the effect of the Wattpad application in improving students' writing skills at SMAN 8 Padang. The research population consisted of 339 students from class X or fase E, and the researcher applied the clustered random sampling method to select the sample. Class E3 was chosen as the experimental group using the Wattpad application, while class E6 was used as the control group using conventional learning methods. For eight meetings, this research included a pre-test at the first meeting, six treatment meetings, and a post-test at the last meeting. The research instrument used recount text as the focus of analysis. The analysis data of the Independent Sample t-test show that the significance value of two tailed is 0.040, which is lower than the alpha significance of 0.05, indicating that there is a good improvement of the Wattpad application on students' writing skills.

INTRODUCTION

Mastering four key skills in English is essential for expressing feelings, thoughts, and information: speaking, reading, listening, and writing. Then, writing serves as one of the fundamental components for developing strong English language abilities. According to Imastuti et al. (2013), writing skills involve the process of producing written messages that develop from words into sentences, and finally into coherent text that is easily understood by readers. Therefore, having good writing skills is very important to support student academic achievement. Apart from that, this ability will also be a valuable asset in their future careers (Durga & Rao, 2018).

Many students still get low scores in writing skills. From the results of observations and data obtained during teaching practice at SMAN 8 Padang, the researcher found that students faced various obstacles in learning English, especially in writing. They often get low scores on daily tests or English exams. The learning process still uses traditional methods, and students tend to be passive, which causes them to feel bored.

Based on the students' problems described above, it can be considered that writing is a difficult skill for many students. Numerous students graduate with limited English proficiency, particularly in writing. It is supported by a statement from Tajik et al. (2024) who stated that high school graduates who view English as a second language often struggle with low grades and academic writing difficulties. This scenario highlights the need for teachers to offer alternative media solutions. One effective method is using the Wattpad application.

There are several studies that have used Wattpad application to improve students' skills. First is the research conducted by Adnan et al. (2023) who improved students' reading skills using the Wattpad Application. Secondly is from Lestari (2022) who conducted a research about the Wattpad application which is used as a strategy in improving students' reading skills. Thirdly, Al Falaq et al. (2021) conducted a research using the Wattpad application to analyzed out the potential of this application in literature class. Then, Herlina et al. (2023) also conducted a research about students' perceptions of using the Wattpad application on students' reading skills. The last one was conducted by Permatasari et al. (2020). This study is about students' perceptions of the use of the Wattpad application for extensive reading and the benefits of this application for students' English language skills.

Although previous research has discussed the implementation of the Wattpad application in improving English reading skills, this research aims to explore its impact on improving students' writing skills. By applying Wattpad in a learning context, this research seeks to provide a valuable contribution for educators and curriculum designers in understanding the effective and efficient potential of Wattpad in the classroom. The main focus is identifying effective strategies in using Wattpad to improve students' English.

METHOD

Research Design

Under an experimental research design, this quantitative research used a type of quasi-experimental research. There were two classes were took the role in the process, including the experimental class and the control class. A class that received treatment or the experimental class was given the Wattpad application by the researcher in their learning process, while the control class continued their learning process using conventional methods. Students in the experimental class carried out pre-test, treatment and post-test. Meanwhile, the control class only fulfilled the pre-test and post-test.

Population and Sample

The population studied was students of class X or Fase E at SMAN 8 Padang, which consisted of 10 classes. This research used the cluster random sampling method to select samples. Acharya et al. (2013) define cluster random sampling as a method in which the population is divided into several groups or clusters, and then several clusters are randomly selected to become the research sample. This method is especially useful when the population is very large or difficult to reach directly because it allows researchers to obtain a representative sample more efficiently. In this research, two classes were selected through this process: class E3 was designated as the experimental class, which would receive treatment using the Wattpad application, while class E6 was

designated as the control class, which would be taught using conventional methods. This approach helps to ensure that the research results can be more accurately depict the effects of treatment on the broader population.

Instrumentation

In order to get accurate data, a written test in the form of an essay was used as the main instrument regarding students' writing abilities. The types of written instruments were pre-test and post-test. The format and content of those test instruments were identical, allowing the researcher to make accurate and consistent comparisons between students' writing scores before and after treatment. A pre-test was done by the students in both classes at the beginning of the meeting to determine their initial abilities. Then, treatment in the shape of the Wattpad application was applied to the experimental class and the control class remained with their conventional method. At the last meeting, both classes did a post-test to compare with the pre-test later. This was done to determine whether there was an effect or not after being given the Wattpad application in the learning process.

Technique of Data Collection

At the first meeting, students from both classes took a pre-test to measure the initial quality of their writing. After that, treatment using Wattpad application as media was given to students for six meetings with the aim of improving their writing skills, especially in writing recount text. During this period, students studied and wrote a story using the Wattpad application, which was designed to improve their writing skills. Then, at the final meeting, the researcher gave a post-test, which was compared later with the pre-test to see whether there was progress in the students' writing results after the treatment was given.

Validity and Reliability
a. *Validity*

In this study, content validity testing of research instruments involved consulting the instrument to the lecturer from the English education program. The objective was to assess whether respondents could comprehend the sentences in the instrument and whether these components effectively reflected the indicators of the variables under investigation.

b. *Reliability*

Reliability is crucial in assessing a test to minimize human error, subjectivity, and bias during scoring. In this study, the researcher employed a reliability method involving an expert in writing from the English Department and the researcher herself as a rater to ensure consistency in the research outcomes. Rater one and rater two evaluated the students' tests directly from the paper assessments. Rater two assessed the tests after rater one had completed scoring them. After the students' scores were known, the researcher tested the reliability of the scores from the two raters. Inter-Rater Reliability (IRR) was utilized to assess instrument reliability in this research, employing the Cohen Kappa agreement coefficient (K).

The results indicated a strong level of agreement between the two raters based on the tests conducted.

Techniques of Data Analysis

Before giving the treatment, the researcher evaluated students' writing abilities using pre-test and post-test. Assessment was carried out based on an analytical rubric adapted from Weigle (2002) and classified students' scores based on the criteria adapted from Arikunto (2006) as cited in Humarani et al. (2023). After carrying out the assessment, the researcher continued with a normality test using the SPSS 25.0 program, choosing the Shapiro-Wilk test because the sample quantity was less than 100. This normality test is carried out with the aim of seeing whether the data obtained is normally distributed or not. Then, a homogeneity test was done after the normality test was obtained. The aim of the homogeneity test is to observe whether the data obtained is homogeneous or not. Finally, the researcher utilized an independent sample t-test to determine whether there was a influential improvement after using the Wattpad application. The independent sample t-test was chosen because the samples came from two different classes.

RESULT AND DISCUSSION

The researcher carried out this research at SMAN 8 Padang, focusing on students in class X or Fase E. From a total of 339 students spread across 10 classes, two classes were selected as research samples. Class E3 was designated as the experimental group and used the Wattpad application in their learning process. Students were introduced to Wattpad and taught how to use it to improve their writing skills. On the other hand, class E6 was chosen as the control group, where learning continued with the conventional methods that is usually used.

Research Finding

1. *Pre-test and post-test result*

After completing six English learning sessions, the experimental group that used the Wattpad application and the control group that continued to use conventional methods showed significant results. In the experimental group, students were actively involved in writing and sharing stories using Wattpad, while students in the control group followed conventional teaching methods. The data from the students' pre-test and post-test were collected for further analysis. This data was then analyzed using descriptive statistics to provide an overview of differences in students' writing scores before and after treatment. The analysis results of this statistical analysis are presented below, showing significant differences in improvement in writing scores between two classes.

Experimental Class				
Students	**Pre-test**	**Scare of Score**	**Post-test**	**Scale of Score**
1	59	Average	77	Good
2	68	Average	76	Good
3	48	Poor	65	Average
4	58	Average	70	Good

5	40	Poor	52	Poor
6	42	Poor	67	Average
7	21	Very Poor	70	Good
8	49	Poor	63	Average
9	51	Poor	71	Good
10	33	Very Poor	60	Average
11	59	Average	66	Good
12	49	Poor	53	Poor
13	33	Very Poor	66	Good
14	57	Average	73	Good
15	49	Poor	51	Poor
16	33	Very Poor	60	Average
17	42	Poor	65	Average
18	58	Average	77	Good
19	38	Very Poor	67	Good
20	50	Poor	70	Good
21	45	Poor	76	Good
22	41	Poor	61	Average
23	12	Very Poor	53	Poor
24	55	Poor	66	Good
25	76	Good	61	Average
26	28	Very Poor	70	Good
27	58	Average	78	Good

Control Class				
Students	**Pre-test**	**Scale of Score**	**Post-test**	**Scale of Score**
1	64	Good	64	Average
2	62	Average	58	Average
3	40	Poor	69	Good
4	55	Poor	65	Average
5	51	Poor	55	Poor
6	65	Average	49	Poor
7	33	Very Poor	20	Very Poor
8	42	Poor	19	Very Poor
9	45	Poor	41	Poor
10	53	Poor	61	Average
11	31	Very Poor	49	Poor
12	33	Very Poor	45	Poor
13	50	Poor	66	Good
14	36	Very Poor	20	Very Poor
15	54	Poor	42	Poor
16	57	Average	52	Poor
17	58	Average	71	Good
18	44	Poor	75	Good

19	43	Poor	56	Average
20	51	Poor	34	Very Poor
21	64	Average	58	Average
22	64	Average	59	Average
23	27	Very Poor	51	Poor
24	54	Poor	67	Good
25	54	Poor	56	Average
26	64	Average	50	Poor
27	54	Poor	48	Poor
28	44	Poor	53	Poor
29	44	Poor	54	Poor

2. Data Description

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	27	64	12	76	46,37	14,134
Post-test Experiment	27	27	51	78	66,07	7,888
Pre-test Control	29	38	27	65	49,52	10,970
Post-test Control	29	56	19	75	51,97	14,554
Valid N (listwise)	27					

According to the analysis data in the table above, it can be seen that there was increase in the average student pre-test and post-test scores. In the experimental class, the increase occurred from a value of 46.37 to 66.07. Meanwhile, in the control class, the average which was initially 49.52 increased to 51.97. However, the experimental class experienced a more significant increase than the control class. This shows that using the Wattpad application in learning English has a greater beneficial impact on students' writing skills compared to conventional methods.

3. Normality Test

Using SPSS program analysis, this normality test focuses on the Shapiro-Wilk test. This was done because the number of samples from both classes was less than 100 people. The following are the outcomes of the normality test.

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Experimen	,112	27	,200*	,978	27	,809
Post-test Experimen	,113	27	,200*	,945	27	,161
Pre-test Control	,132	29	,200*	,934	29	,086
Post-test Control Class	,097	29	,200*	,986	29	,963
*. This is a lower bound of the true significance.						

According to the table analysis above, the pre-test significance value in the experimental class was 0.809, and the post-test was 0.161, both of which were considered to have a normal distribution. The same was also proven in the control class, where the significance value in the pre-test was 0.086 and while the post-test was 0.963. Those four test values above are proven to be normally distributed because they are greater than 0.05.

4. Homogeneity Test

The following are the results of the homogeneity test.

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Writing Learning Results	Based on Mean	1,698	1	110	,195
	Based on Median	1,389	1	110	,241
	Based on Median and with adjusted df	1,389	1	108,576	,241
	Based on trimmed mean	1,544	1	110	,217

In the homogeneity test analysis, the researcher focused on the significance value 'based on the mean'. From on the table presented, the significance value found was 0.195. It can be considered that the research data was homogeneous because the value was higher than 0.05. This shows that the variance between classes were the same, which means that the two classes, both experimental and control, were similar in terms of the distribution of their data.

5. Hypothesis Test

After completing two kind of the tests above, the independent sample t-test using the SPSS program was carried out by the researcher to see whether there was an effect from using the Wattpad application in the process of learning English, especially in recount text. The following are the hypotheses in this research:
 a. Ha: There is an effect of using the Wattpad application on students' writing skill at SMAN 8 Padang.
 b. H0: There is no effect of using the Wattpad application on students' writing skill at SMAN 8 Padang.
  The value of the Independent sample t-test are presented in table form below.

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
								95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Writing Learning Results	Equal variances assumed	1,698	,195	-2,076	110	,040	-5,481	2,640	-10,713	-,249
	Equal variances not assumed			-2,064	104,422	,041	-5,481	2,655	-10,746	-,215

The analysis table above shows that the significance value of the two tailed independent sample t-test is 0.040, where this value is smaller than 0.05, proving that the Wattpad application has an influence on students' writing results, especially on recount text. So it can be concluded that (H$_a$) or the alternative hypothesis is accepted and (H$_0$) or the null hypothesis is rejected.

Discussion

Based on the collected data, several research findings emerged. Firstly, the results indicated that the Wattpad application positively influenced students' writing abilities, particularly in crafting recount texts. This conclusion is supported by the result of the independent sample t-test in the hypothesis testing, which yielded a significance value two tailed is 0.04. As a result, the alternative hypothesis is accepted.

A research from Lestari et al. (2023) is in line with this current research where they studied the influence of the Wattpad Application to upgrade junior high school students' writing skill on recount text. Most students' responses were categorized as "Effective," indicating that they discovered Wattpad engaging and beneficial for grasping the recount texts structure. It can be said that technology enables students to work more quickly and efficiently, both individually and in groups (Zubaidi et al.,2023). This allows students to express their ideas and create creative and engaging writing. Because good writing is fundamentally characterized by its ease of understanding for readers (Hammi & Rahmawati, 2023).

Then, the founding of this research is also in line with a study from Adiningtyas (2020) about the effect of the Wattpad application on students' writing skill in vocational high school. The results showed that using the Wattpad application in the learning process made students enjoy writing and feel no pressured. As stated by Riwayatiningsih & Sulistyani (2020), the Wattpad application helps students write without environmental pressure, allowing them to freely choose genres and practice

writing at any time. Jusmaya (2019) emphasized that using Wattpad allows students to transfer their thoughts without pressure and distraction. They can quickly review and correct their mistakes in a digital environment, allowing for a smoother flow of ideas and encouraging improvements in the quality of their writing over time.

Additionally, a study from Roosantie (2023) is also in line with this research. The result indicated the Wattpad application allows the students to share their thought and receive feedback, creating an environment that promotes critical thinking. Interactions among students help them critically assess their own writing and consider diverse perspectives, which enhances their analytical skills and writing quality (Yuniar et al., 2019). By applying critical thinking, students can distinguish between high-quality and poor-quality writing. As stated by Suhaeni (2022), students who adopt a critical mindset in their writing gain advantages from this approach, as it requires them to consider various factors to create well-crafted writing rather than writing superficially.

Thus, the use of the Wattpad application in the classroom learning process through an experimental class had a significant and good effect on students' ability to write recount text at SMAN 8 Padang.

CONCLUSION

Research conducted at SMAN 8 Padang with class E3 as the experimental group and class E6 as the control group revealed that the Wattpad application significantly enhanced students' writing abilities, particularly in recount texts. Data showed that students using Wattpad for learning recount texts achieved higher grades compared to those taught through conventional methods. This application helps students grasp the structure, style, and key elements of recount texts. Additionally, Wattpad allows students to publish their work, boosting their confidence and motivation to continue writing and improving their writing quality. Thus, Wattpad serves as an effective and enjoyable tool that motivates students to enhance their overall writing skills.

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