

THE EFFECT OF USING WATTPAD ON STUDENTS' WRITING ABILITY

Novia Ayu Wardhani (1510231007)¹, Fitrotul Mufaridah, M.Pd (03 12 446)², Indah Werdiningsih, M.Pd (1598508161503633)³
English Education Program Universitas Muhammadiyah Jember
Email: novia.wardhani77@gmail.com

Abstract

Writing is one of the productive language skills. Writing is an activity to communicate one's idea by using letters, words, phrases, and clauses to form a series of related sentences. This definition shows that writing is conveying a message through a written text. In other words, writing is a communication between a writer and a reader with the use of printed symbols. In fact, it is not easy for students' to write a story using English. The students find it difficult to find ideas but they need to be creative in using vocabulary in order to create narrative text. The students also felt confused to choose the topic to write. Furthermore, the impact of lacking of ideas can make the students less-enthusiastic. Many of them were afraid of making mistakes in their writing. This research aims to know the effect of using Wattpad on students' writing ability. The objective of the research is to find out whether the use of Wattpad has a significant difference on students' writing ability or not. The design of this research is quasi experimental research. The subject is the eleventh grade students', the data collected by using writing test using Wattpad on narrative text. The result of post-test in experimental class did achieve criteria of success in this research. Based on the research result, it can be concluded that Wattpad can enhance students' achievement and increase their writing ability, and also using Wattpad is more effective than without using Wattpad, because Wattpad was successful at SMAN 1 Mumbulsari in the 2019/2020 Academic Year.

Key words: Writing Ability, Wattpad

Introduction

Writing can be considered as one of the fundamental skills rather than the other skills. It is because that writing is one of the basic skills of learners who want to learn English. Meanwhile, in the learning process there are some difficulties of

students who learn English as a foreign language. They have some difficulties even though English is not their first language. However, writing already becomes an enjoyable, meaningful and essential subject in the foreign language

learning. Writing enhances the ability of the students to generate their ideas, to communicate one word to another, sentence to sentence, paragraph to paragraph and to increase the awareness of using grammar and to use words.

In studying English as a foreign language, writing is one of the productive language skills. It is like speaking. The difference between writing and speaking mainly lies on the product. In speaking, the product is a spoken text may be in the form of monologue or dialogue. On the other hand, in writing, the main product is a written text. Writing is one of the productive language skills which deals with conveying messages with the use of graphic symbols (Spratt, Pulvernes, and Williams, 2005, p.26). According to them, writing is an activity to communicate one's idea by using letters, words, phrases, and clauses to form a series of related sentences. This definition shows that writing is conveying a message through a written text. In other words, writing is a communication between a writer and a reader with the use of printed symbols. Writing

as a process of expressing ideas or thoughts in words should be done at our leisure (Sutanto, 2007, p.1)

Writing is a way to produce language and express ideas, feelings, and opinions (Harmer, 2004, p.11). Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities. From the ideas above, the researcher concludes that writing is a complex process for conveying or delivering ideas, thoughts, opinions and feelings using combination of letters in written language that other people can understand. It is complex because we have to consider the grammar, spelling accurately, punctuation meaningfully, linking ideas and information across sentences to develop a topic, etc. It means that the writer has to organize the sentences into a coherent text whole which is as possible and complete in it, so that we are able to communicate successfully with the readers through the medium of writing.

Writing skills must be practiced and learned through experience. Myles (2002, p.1) states that the ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. Writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing.

Writing is managing and integrating information into paragraphs that are cohesive and coherent into text. Nunan (1989, p.36) define writing as an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, sentences structure, vocabulary, punctuation, spelling, and letter formation.

In line with the definitions given above, there are some aspects taken into consideration in writing.

According to Jacobs (1981, p.90), there are five aspects of writing such as. the content, organization, grammar/language use, vocabulary and mechanics.

a. Content

It is defined as the substance of writing in which it can be identified from the topic sentence and main idea.

b. Organization

It refers to the coherence of the text. It deals with how the writer arranges the ideas so that those will run smoothly within the paragraphs.

c. Grammar/Language Use

It deals with the grammatical forms of the text. The use of grammatical form constructs a well formed sentence.

d. Vocabulary

It refers to the selection of appropriate words for the content. It can be identified by looking at the word choices or diction in order to deliver the ideas to the reader.

e. Mechanics

It deals with the graphic conventional of the language. The

identification can be from its spelling, punctuation, capitalization, and others within the paragraph or text. From those explanations, it could be concluded that writing is a process that occurs over a period of time. It refers to an action of delivering or expressing ideas and feeling through written forms. It is one of skills with high complexity. Different writers could produce different kinds of writing. There are some aspects of writing such as content, organization, language use, vocabulary and mechanics.

The aspect is used to assess students' writing ability. Writing must be practice written by the learners as the step to master the component of writing itself, so when the learners can apply the entire component in writing, it means that the learners ready to write the story as well as writer.

In fact, The students have not mastered in writing. This happen because they have lack of vocabulary, less motivation, less self confidence on writing because of afraid in making mistakes on grammar and they give up without

completing their task when writing a text. Though, they have difficulty to find ideas but they need to be creative in using vocabulary in order to create narrative text. The students also felt confused to choose the topic to write. Furthermore, the impact of lacking of ideas can make the students less-enthusiastic. Many of them were afraid of making mistakes in their writing.

As time goes by, in this era, the relationship between education and technology has been well established. One of technology that can be used for teaching especially writing is Wattpad. Wattpad is a blogging site and application that provides facilities for users to write their own stories, novels, essay, poem, etc. Wattpad was founded by Allen Lau and Ivan Yuen in 2006. It is an application developed for online reading and writing (Reid, 2016, p.10-11). Wattpad offers many new possibilities for enriching reading and writing ability. It offers a free digital environment, feedback, and an experimental environment for new and even experienced writers (Ramdar-shan Bold, 2018). Wattpad is one of media for teaching writing

which can using smartphone in teaching where the smartphone is owned by most of students and because Wattpad can make students more creative to express their idea into writing. So in this case, the researcher utilizes smartphone use in students teaching writing by using Wattpad application that can be accessed from their smartphone.

In other words, Wattpad is regarded effective in teaching students' writing ability. Therefore, the researcher would like to use Wattpad in teaching writing in order to know the effect in teaching writing.

Wattpad

The research method which is used in this research is experimental research. According to Ary (2010, p.265), An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). An experimenter deliberately and systematically introduces change and then observes

the consequences of that change.

Only research problems that permit a researcher to manipulate conditions are appropriate for experimental research.

The research was conducted at SMAN 1 Mumbulsari in the 2019/2020 academic year, Jember and East Java. The school consist of three grades, that is X, XI and XII. Each class consisted of 20 until 34 students.

The total population is about 92 students. Population is not based on act of ranking grades that there is no favorite class and also taught by the same teacher. the researcher took two classes to be the sample. The first class was experiment group used Wattpad and the second class was control group non-use Wattpad. The class is based on lottery that was class XI IPS 2 and XI IPA 2. The researcher researched at the school and both classes because the writing score and skill in both classes was at the same level of modesty. So, the researcher wants to examine whether there ist he effect or not in both classes if given the same method and material especially wattpad.

The technique of collecting data in this research is using quantitative data. The quantitative data is obtained from the pre-test and post-test. The test is given to both experimental and control class. After collecting data for the research, the next step that is done by the researcher to analyze the data obtained. The researcher divides the data into two groups as the sample of the research. They are experimental and control class.

The design of the research is nonrandomized control class, pretest – posttest design. This design used to compare between the experimental class that get treatment by using watsapp media in certain time and use control class that get the different treatment. The data analysis method is used to analyze statistically by employing t-test formula using SPSS program. SPSS (Statistical Package for Social Sciences) is a software package used for the analysis of statistical data. T-test formula is used to find whether there is a significant effect or not of using watsapp in teaching writing.

As a writing test, the researcher could require candidates to write down a narrative text using watsapp. There are some requirements : minimal three paragraphs, contains of (noun, adjective, adverb, time adverb, verb and action verb), there is a dialog in the text.

To administered the writing test, the writer used as analytic score in order to be more reliable in scoring students' writing.

The writing ability was scored by five qualities above and each component has score or level. Based on the table above, the classification of the students' writing ability can be rated.

Result and Discussion

The research data in this research has been collected by using test. The data was taken from the significance of the effectiveness of using watsapp on students writing ability. In this research there were two tests taken that is pre-test and post-test.

The data were obtained from the pre-test and post-test of the

students writing ability in experimental and control groups. The samples of this research were 40 students; 20 students were from XI IPS 2 class as experimental class and 20 students were from XI IPA 2 class as the control class. The range of scores was from 0-100.

The research result showed that using watsapp in teaching writing ability has significant difference on students' writing ability. The assumption has already been proved through this research.

Table 4.2 Descriptive Analysis of the Students' Writing Narrative Text

a. Experimental and Control

| Statistic | Experimental | Control |
|-----------|--------------|---------|
| Mean | 52.80 | 54.21 |
| Variance | 16.168 | 14.989 |
| Minimum | 44 | 44 |
| Maximum | 60 | 60 |
| Range | 16 | 16 |

From the table, it shows that the mean score of control group's pre-test is 54.21. Whereas, mean score of the experiment group is 52.80. The data of pre-test above was then compared by using independent

t-test to know whether both experiment and control group have significant different or not. The null hypothesis (H_0) and alternative hypothesis (H_a) were proposed. The null hypothesis (H_0) states that there is no significant difference in narrative text between the students who were taught using watsapp and the students which not uses watsapp. While the alternative hypothesis (H_a) states that "there is significant difference in students' writing narrative text between the students who were taught using watsapp and the students who were taught without using watsapp".

Table 4.4 Descriptive Analysis of Students' writing narrative text

| Statistic | Experimental | Control |
|-----------|--------------|---------|
| Mean | 71.20 | 65.61 |
| Variance | 26.274 | 22.358 |
| Minimum | 60 | 56 |
| Maximum | 80 | 72 |
| Range | 20 | 16 |

The table above shows that the mean score of post-test in experimental group is 71.20 and the mean score of post-test in control group is 65.61. The result of significance is 0.001 and less than 0.05 ($0.001 < 0.05$) it means there is

significant difference in writing comprehension between writing narrative text between the students who were taught using wappad and the students who were taught without using wappad. Therefore, it can be concluded that the hypothesis (H_0) is rejected and the hypothesis alternative (H_a) is accepted.

The research result revealed that using wappad in teaching writing ability has significant difference on the eleventh grade students' writing ability at SMAN 1 Mumbulsari.

Conclusion

The result of data analysis and the discussion, showed that there is significant effect on students' writing ability of using wappad in experimental group. It can be concluded that teaching writing of using wappad on narrative has significant effect on students' writing ability of the eleventh grade students at SMAN 1 Mumbulsari in the 2019/2020 academic year. So, this research is relevant to solve the problem of the research.

Based on the finding and discussion in the previous chapter, it could be concluded that the use of wappad in teaching writing ability was effective, because the students were able to writing in English. It means that using wappad to apply in development writing can increase students writing ability. After knowing the result of students score in experimental and control group, there are several factors that influence the results of students' scores so that it is significant, that is the application of wappad was successful, because the students can writing the narrative text using English.

From the explanation above, it can be concluded that the use of Wappad in teaching students' writing ability is successful at SMAN 1 Mumbulsari. It means that (H_0) is rejected and (H_a) is accepted. It can be said that, there is significant difference on students writing ability between those who was taught using wappad and who was taught without using wappad..

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