

The Trustworthy Medium Of Wattpad Application In Students Writing Skill

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Abstract

The objective of this research was to improve students' writing skill using Wattpad application at the tenth grade of SMA PGRI 4 Jakarta in the school year of 2021/2022. The researcher conducted classroom action research. The subject of this research is X MIPA 1 of SMA PGRI 4 Jakarta involving 15 males and 21 females. This research was divided into two-Cycles, they are: Cycle I and Cycle II with 2 meetings in each cycle. The material taught in class is recount text and the approach used is Genre Based Approach with 4 stages: Building Knowledge of the Field (BKoF), Modelling of Text (MoT), Joint Construction of Text (JCoT), and Independent Construction of Text (ICoT). In the result, the researcher found that the Wattpad application as media can improve students' writing skill in terms of writing recount text. In Cycle there were 22 students (61%) who passed the KKM score. In cycle II, there were 36 students or 100% who scored more than the KKM. From cycle I to cycle II there was an improvement of 39%. It can be concluded that the use of Wattpad application as media in teaching-learning English can improve the students' writing skill at the tenth grade of SMA PGRI 4 Jakarta in the school year of 2021/2022.

Keywords: wattpad application, writing skill, recount text, genre based approach, improving.

1 INTRODUCTION

Writing is a trustworthy medium of communication. Writing is usually directed to others for a specific purpose (Retno, 2018). By writing, we can give information or share thoughts. Writing is also an activity that requires creativity and thoroughness. Ideas which are spilled into writing may become a useful piece of writing. It can be said that writing is a language skill that is no less important than other skills which should be mastered in senior high school students besides reading, listening, and speaking. Through writing, students are able to develop their creativity to generate new ideas.

Dorothy E. Zemach (2005) says writing is an important form of communication in day to day life it is especially important in high school and college. Writing is also one of the most difficult skill to master in both a first language and a second language. Writing is difficult to master because in the writing process, beside to focus on the ideas to express, there are many other aspects that need to be considered, such as having a large vocabulary, being creative in using language, and understanding proper spelling or grammar.

Another definition of writing stated by Hyland (2004), writing is a way to share personal meanings. It means that writing is the way to express feelings and thought to other people that have a meaning. Writing can help people to communication. Therefore, the information that want to convey through writing, should be made easily understandable.

Jeremy Harmer (2004) says that writing is a way to produce language and express idea, feeling, and opinion. 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. In this case, it is very important to be able to distinguish the various types of genres so that each student can write with a clear specific purpose.

Writing is an English skill to transfer the idea, feeling and thought of the writers' mind which arranged into words, sentences and paragraph. There are several components of writing, including grammar, organization, vocabulary, language use, and also mechanics of writing which are necessary in making a good writing (Mustakim, 2008). To produce good writing, it is necessary to have an understanding of the genre and kinds of texts. In English, especially for high school students, there are different kinds of texts that students need to recognize to make it easy for them to direct their writing in accordance with its purpose. Then, the researcher chose the Wattpad application to improve students' writing skill. Wattpad can be accessible for free and easily to use, and also good application for those who likes to read.

According to Rukun (2019), Wattpad is a social networking website and service where users can post comments, share photographs and links to news or other interesting content on the Web. Wattpad is a community for readers and writers where one can discover new user-generated stories, spanning across different genres including classics, general fiction, historical fiction, nonfiction, poetry, spiritual, teen fiction among others. As said by Bold (2018), Wattpad is an experimental platform for aspiring and professional authors to publish their work, receive feedback, and connect with other writers and readers. Mawardi (2018) also stated Wattpad is a site that allows internet users to read and share literary works such as short stories, novels, and poetry. In addition, Aytan (2017) stated Wattpad was an application that provided free access to e-books and had an android application.

2 RESEARCH METHODS

The researcher conducted a Classroom Action Research method. Rapoport (1986) states that action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework practice and analyzing it in order to come to some decisions about what their future practice should be. In addition, Mills (2000) proposes action research as systematic inquiry done by the teachers or other individuals in teaching or learning environment to gather information about and subsequently improve the ways their particular school operates, how they teach, and how well the students learn. The research steps are: planning, acting, observing, and reflecting through 2 cycles. The source of data in this research is the tenth grade MIPA 1 of SMA PGRI 4 Jakarta which consists of 36 students; 15 males, and 21 females. In this research, the researcher used some instruments to collect the data, they are: observation, test, and interview. To analysis the data from the classroom action research, the researcher used data reduction, data description, and data verification. To validate the data, the researcher applied triangulation method.

3 RESULT AND DISCUSSION

3.1 Pre-Action Description

This research was administered in class X MIPA 1 SMA PGRI 4 Jakarta. SMA PGRI Jakarta is one of the educational units with a high school level in Cipayung, East Jakarta, DKI Jakarta. All classrooms at SMA PGRI 4 are equipped with LCD projectors. Internet access is also provided and can be used to facilitate teaching-learning process.

Class observation were made on April 12, 2022. Based on initial observation, there are still many students who have low learning outcomes in English, especially in writing. This is revealed from the results of the achievement of the English test which is still low. There are still many students who have low English learning outcomes when compared to the minimum criteria of passing grade (KKM). The KKM for English in SMA PGRI 4 is 75, but some students still get results below 75. To solve the problem at school, the researcher us the Wattpad application to support the teaching-learning process.

3.2 Cycle I

a. Planning

In the preparation stage, researcher prepared lesson plan for two meetings. The researcher prepared lesson plan by applying genre-based approach and Wattpad application. Then, the researcher prepared several examples of recount texts and uploaded them on Wattpad to be used as learning materials in class. The teacher also prepared student absences, and observation sheets.

b. Acting

In acting, the researcher divided into two meetings. The first meeting was held on Wednesday, May 18, 2022 at 07.45 – 08.35 A.M. The action process at the first meeting was focused on introducing the Wattpad application, and studying examples of historical recount text that had been uploaded on Wattpad. In this way, students could understand how to use Wattpad and also began to recognize the type of recount text that would be studied.

The steps of learning in the classroom are carried out according to the procedure of genre-based approach: Building Knowledge of Field (BKoF), Modelling of Text (MoT), Joint Construction of Text (JCoT), and Independent Construction of Text (ICoT). The teaching and learning process began with the researcher checking the attendance list of students and providing motivation, brainstorming. Before entering the material, the researcher conveyed the learning objectives so that students were able to take the teaching and learning process seriously. Students pay attention to the researcher's explanation and asked some questions. Before entering the lesson, students were asked about recount text, what they knew about recount text (BKoF). Then the researcher and students discussed it together. Students were given instructions by the researcher to write down important things in learning recount material. In the core activity, students were divided into several groups and asked to read some examples of historical recounts on Wattpad (MoT and JCoT). Due to limited time, writing task would be conducted at the next meeting. At the end of the first meeting, the researcher and students closed the teaching and learning process together and prayed.

The second meeting was held on Wednesday 25 May 2022 at 07.45 – 08.35 A.M. The process of implementing action I at the second meeting was a continuation of the first meeting. The activities carried out by students in the second meeting were almost the same as the first meeting. The activity begins with the researcher checking the student attendance list, then the researcher asks the material that has been taught previously. In the core activity of the meeting, students were asked to rewrite individually example of recount texts they had already studied (ICoT). Students wrote on Wattpad and collected the link in the WhatsApp group. When the students did the exercises, the researcher monitored the students' activities. Students must complete the exercise within 40 minutes. At the end, the researcher and students reflected on the activities during 2 meetings, then the researcher gave motivation and ended the lesson.

c. Observing

In the process of observing the first cycle, the researcher obtained data from collaborator. It makes observation more objective and easier. By monitoring the activity of students in this action, it can be seen that they are very enthusiastic even though in reality there are some students who are still confused about using the

Wattpad application. Even though they are confused, they are interested in writing using the Wattpad application. It showed through their efforts to ask questions when they do not know. The process of teaching and learning activities at this meeting went well even though some students did not participate actively.

d. Reflecting

The Wattpad application was applied to teaching recount text in the first cycle. However, in the first cycle, only 22 students reached the minimum criteria of passing grade, at least 75. Therefore, after the implementation of action one, researcher and collaborator analyzed the problem of implementing Wattpad application in cycle I. The problems identified in Cycle 1 are then used as a basis to plan the next action.

The results of the identification of student problems in cycle I are as follows: first, some students pay less attention to the explanation of the material, therefore there are still many writing errors, especially in the use of language, some students still use the simple present tense, even though they should use the past tense for recount text. In addition, some students also do not actively participate in the class, they are confused when writing on Wattpad, writing errors such as mechanics also often occur. Therefore, based on these conditions, there are things that need to be considered by researchers and must be improved in learning activities in cycle II. The researcher will continue the teaching and learning process to the next cycle because some student scores do not meet the target.

3.3 Cycle II

After completing the first cycle, the researcher has planned the lesson plan to carry out the second cycle. The learning process in cycle two consisted of two meetings. The first meeting was held on Tuesday, June 7, 2022 and the second meeting was held on Wednesday, June 8, 2022. The teaching and learning process in cycle II was as follows:

a. Planning

Similar to the preparations in cycle I, in the planning process, the researcher prepared lesson plans, examples of which would be discussed in class. And also prepared student absences, and observation sheets.

b. Acting

The process of implementing cycle II at the first meeting began with the researcher checking the student attendance list. The researcher mentions the role of the teaching and learning process and motivated students to take the teaching and learning process seriously. The researcher provided brainstorming related to the theme, topic or type of text that would be discussed. The researcher introduced the learning objectives (basic competencies) to be studied. The researcher asked the students about the difficulties of the recount text that had been taught previously (BKoF). Then, the researcher explained again the recount text material: definition, purpose, structure, and language features accompanied by examples. In this step, the researcher discussed one of the students' work in the previous meeting (MoT). Then, students are given a picture, the researcher asked students to guess the historical event that matches the picture. After that, the researcher asked the students to work again in a group (JCoT). The researcher asked them to discuss and look for story references. Before ending the lesson, the researcher asked again what difficulties they experienced when they wrote on the Wattpad application and explain again the features they can use on Wattpad. Then, the researcher and the students concluded the teaching and learning process together. The second meeting is a follow-up to the first meeting. At this meeting, the activity began with the aim of writing a recount text as an effort to motivate students. Due to limited time, students were immediately asked to write recount text individually (ICoT). The text is written based on pictures and stories that students discussed in groups at the previous meeting. Next, the researcher asked students to comment, and take advantage of the vote feature to support each other's writing. At the end of meeting,

the researcher reflected on the learning activities that have been carried out, provides motivation, close the lesson with greetings and prayers.

c. Observing

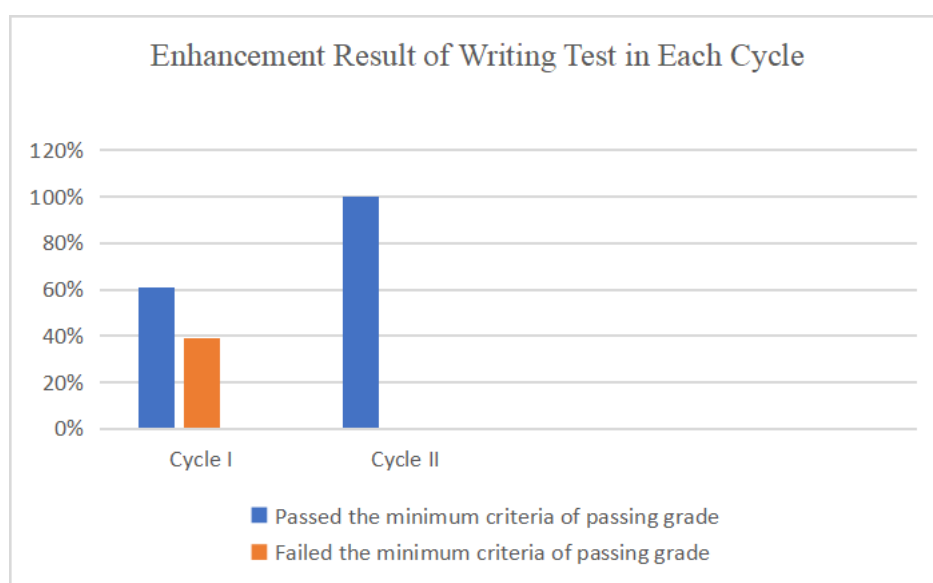
In the process of observing the second cycle, the researcher got the data from collaborator. It makes observations more objective and easier. By monitoring student activities, in cycle II the students did not look confused and looked very enthusiastic.

d. Reflecting

In this research, the researcher targeted 100% of students to get a score of more than 75. This was achieved in cycle 2. The results of the students' writing test in cycle II showed that the students had met the target score. All students have scores above the minimum criteria of passing grade.

According to the observation result, it is proven that the Wattpad application can increase students' enthusiasm in learning, in line with the study by Nurus (2021) Nurus that an interesting media like Wattpad can be used as an alternative in increasing the enthusiasm for learning English. Students' enthusiasm in learning to use Wattpad can improve students' writing skill.

Based on the research in SMA PGRI 4 Jakarta, the researcher could see the improvement of students writing skill as follow: In the first cycle there were 22 students (61%) who passed the KKM score and there were 14 students (39%) who did not pass the KKM score. In cycle 2 there were 36 students or 100% who scored more than the KKM, with a score of more than 80, although there were 2 students who scored less than 80, namely 76, 77. Researchers found an increase in students in the following diagram.



Based on the data above, there is an improvement in student learning outcomes in each cycle. From cycle I to cycle II there was an improvement of 39%. It can be concluded that the percentage of students has increased in each cycle. Because students' scores were deemed to have met the target, the researcher concluded that the implementation of the second action was successful and the researcher did not need to proceed to the third action.

4 CONCLUSION

The researcher concluded that the Wattpad application can increase student participation and interest in the teaching and learning process. The response from the students was very good, they were enthusiastic about learning English using Wattpad. In addition, the application of the Wattpad application can also improve students' writing skill. In the first cycle there were 22 students (61%) who passed the KKM score. In cycle II, there were 36 students or 100% who scored more than the KKM. There is an improvement in student learning outcomes in each cycle. From cycle I to cycle II there was an improvement of 39%. It can be concluded that the use of Wattpad application as media in teaching-learning English can improve the students' writing skill at the tenth grade of SMA PGRI 4 Jakarta in the school year of 2021/2022.

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