

Enhancing Students' Writing Ability using Wattpad

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Abstract

Writing becomes one of the most important communications. Writing is able to share the information and express the intention. Writing also became the big role in education. The problem of writing is the students do not know how to how to arrange or create the good sentence using correct grammar and appropriate vocabulary. It became the reseacher's reason to conduct the research at SMA Cikal Harapan II using wattpad as the media and blended learning to enhance the students' writing ability. The students of this study were 20, which is used observation, test, and interview in three cycles. In this research, the researcher got the result that the percentage of writing the score in cycle one 55% were passed, in the cycle two 80% were passed and in the cycle three 100%. The enhancement of the result in every cycle is around 20%. Based on the data above, it can be concluded that using wattpad as a media to enhance the students' writing ability is success.

Keywords: wattpad, blended learning, writing ability.

Introduction

Writing is one of the way to communicate with another besides speaking. Sometimes, communicate using writing is better than speaking. Because, people have a process to discover and reformulate their ideas when they try to produce their text. But in English writing we need to consider the appropriate vocabulary and grammar. It means the students need to understand how to make a good text and also a lot of practice. Then the researcher decides to use Wattpad to ease the teacher and the student to do learning activity. Besides, it is easy to use Wattpad to conduct the learning process, it also the most popular application that the teenagers have already known.

Wattpad Tirocchi (2018) as a platform for aspiring and experienced authors, allowing them to publish their work, get feedback and connect with other writers and readers". The writer is allowed to publish their work in any genres. Before publishing their stories the writers are demanded to choose the genre. Actually, wattpad application is not only designed for publishing the stories. It designs also for reading all the stories that peoples like. It objectives for satisfying their reading habit. The readers also are able to give the comment for the stories.

According to Bansal (2018) there are 10 steps to apply Wattpad, as follow: (1) Download the app. If you are using a phone, tablet, iPad, it'll be easier to use Wattpad in its app form because firstly, you cannot write on the website unless you are using a laptop or a desktop computer and secondly, because it is more convenient to navigate through the app; (2) Sign up if it is your first time or Login if you're already an user. Set an username that is not too difficult to type or remember; (3) Setting up your account, take some time to write about yourself in your profile; (4) Go to the homepage. At the bottom of the screen you will see five icons. A home icon, a books icon which is your library-all the books you start reading will be listed there. You will then see an icon in the shape of a pencil-that is where you will click to start writing. Next is the notification icon which is basically your inbox, followed by a profile icon with which you can access your profile and activity.

1. Since this question is particularly directed towards writing, what you'll do next is to click on the pencil-shaped icon. Like I said before, this is where you'll start the process of writing your book. Click on *Create new story* and then proceed as needed. The directions are pretty simple and easily understandable.
2. Deciding upon a cover and a title, write your book's description. Add tags to make your work easily discoverable on Wattpad.
3. Select a language, a rating and then you will find yourself on the first draft of your story. Write, revise, rewrite and repeat until you're satisfied with your draft.
4. Publishing your story and put it out there for everyone to read. Go to the upper right corner of your screen. On the orange bar you will see the option of *Publish*.
5. You can access your book on your profile under the category *Works by* your username.
6. You can continue writing more chapters by going to the pencil-shaped icon again and this time clicking on the option *Continue writing*. It will show you the list of your published chapter and drafts. To start writing a new chapter, click on the + icon and you will get another empty draft to start writing.

Research Methodology

Method of the research was conducted to enhance students' writing ability. It will be implemented with Classroom Action Research. According to Arikunto (2013) CAR is one of the strategy to solve the problem that utilize real action in the form of innovative development that "trying while walking" in the form of detecting and solving the problems. The researcher used Kemmis and McTaggart model as cited in Hopkins (2018), the steps of the research are planning, action, observing and reflecting. The researcher was done in three cycles. The source of the data the student at 11th grade in second semester of SMA Cikal Harapan II Jonggol as a subject of the research that consist of 20 students. To collect the data, the researcher used the technique were observation, Interview, writing test. After collecting the data of writing skill, the researcher analyzed the problem in every cycle through triangulation method were data reduction, data description, data verification. To avoid data error that will be analyzed, so the validity of data is needed to test with a triangulation method.

Research Finding and Discussion

a. Pre-Action Description

The research was conducted in a private school SMA Islam Cikal Harapan II Jonggol Citra Indah City. Then the researcher got the information that the eleventh grade consists of 20 students. The students still lack of ability in writing such as they still felt difficult to determine the vocabulary that they want to use to arrange the sentence. According to the agreement the researcher came back to the school to ask permission to do research in 11th grade, finally the researcher got permission to do research in that month.

b. Action Description

1. Cycle I

a. Planning

Before the researcher did the cycle I, the researcher needed to make lesson plan based on syllabus, schedule, teaching material, and the way how to observed the students activity, focus and their interest during the learning process. The researcher will taught about 'cause and effect' text and applied wattpad as the media in teaching writing .

b. Acting

The researcher began the class by informing the students the material that would be learnt and the media that would be used. Then, for measuring the students' ability the researcher did question and answer about English material such as asking about grammar or asking the last material. The researcher also told to the students about what wattpad was, how to used wattpad as a reader and a writer and how to publish their story on Wattpad. Afterwards, the researcher asked the students to take their mobile phones to download wattpad and had account on wattpad to make it existed on their mobile phones. Then, the researcher explain the material about 'cause and effect' text. Then, the researcher ask the students to create the text and posted it on Wattpad.

c. Observing

In the process observation of cycle I, the researcher got the data from on task and off task obsrvation sheet. The researcher used this kind of observation beacuse it it can ease the researcher to note what happen in the class and ease the reader to understand the activity during the class. Based on the online observation there are 65% students who did not upload the text on wattpad and 35% students who did not. The researcher also collect the data for off-line observation 100% students had a responsibility to their assignment, gave the response to the learning process and active in the learning process.

d. Reflecting

Based on the result of their assignment and the observation, the researcher concluded that the students still did not understand and lack of creativity to arrange and also develop their ideas to create a good text. According to the result of the test in cycle 1 there are 11 (55%) students who passed the test and 9 (45 %) students who failed the test. The percentage of students who passed the test were (55%).

2. Cycle II

a. Planning

Next step is the researcher prepared the material. Based on the syllabus, the topic would about "causeand effect". The material would be delivered as the same way with cycle I.

b. Acting

The researcher began the class by informing the students the material that would be learnt and the media that would be used. Then, for measuring the students' ability the researcher did question and answer about previous material. Then, the researcher explain the material about 'cause and effect' text. Then, the researcher ask the students to create the text about harassment and posted it on Wattpad.

c. Observing

In the process observation of cycle II, the researcher got the data from on task and off task observation sheet. Based on the online observation there are 100% students who upload the text on wattpad. The researcher also collect the data for off-line 100% students had a responsibility to their assignment and gave the response to the learning process but only 95% students who active in the learning process.

d. Reflecting

Based on the result of their assignment and the observation. The researcher concluded that the students more understood and also enhanced their creativity to arrange and also could develop their ideas to create a good text. Some students could write the text relevant with the theme. Some students uploaded their assignment on the wattpad and the researcher gave them time for 3 days.

The students have already got better result or score than the test in the cycle I. Comparing their students previous score percentage (55%) they had a better score in the cycle II (80%). The research increased the percentage 25 %.

3. Cycle III

a. Planning

Next step is the researcher prepared the material. At this cycle, the researcher decided to change the material it is about song lyric.

b. Acting

The researcher began the class by informing the students the material that would be learnt and the media that would be used. The researcher asked the students to make a group and searched the song that they wanted to sing. The theme of the song that they searched about teenager or friendship. Then, the students sang the song in front of class and told the meaning of the song. The researcher also asked them some question related to the song such as the singer feeling when he/she sang this song and the meaning of the deepest lyric that made the song meaningful. They also had to interpret the song lyrics based on the reason why the composer composed the song.

The researcher gave them 3 songs to test them and they needed to choose the song that they wanted to interpreted. Almost all students knew the song but they did not know the meaning of the song.

Then, the students needed to interpret the lyric using his own opinion and they also needed to describes the singer feeling through the lyrics. Each song has an implicit meaning. The students needed to find the intention's singer sings this song or the reason this song created. They also needed to find the implicit meaning that exist in this song and for whom this song was created. Afterwards, they had to publish their interpretation on wattpad.

c. Observing

In the process observation of cycle III, the researcher got the data from on task and off task observation sheet. Based on the online observation there are 100% students who upload the text on wattpad. The researcher also collect the data for off-line 100% students had a responsibility to their assignment, gave the response to the learning process and active in the learning process.

d. Reflecting

Based on the result of their assignment and the observation. The researcher concluded that the students more understood and also enhanced their creativity to arrange and also could develop their ideas to create a good text. Some students uploaded their assignment on the wattpad and the researcher gave them time for 3 days. According to the result of the post-test in cycle III there are 20 (100%) students who passed the post-test and there is no student who has not passed the post-test.

Based on the research in SMA Islam Cikal Harapan II Jonggol, the researcher using wattpad as a media to enhance students' writing ability. After conducting the research, the researcher could see the enhancement of students writing ability as follow ; the first cycle was conducted by 20 students. There were 11 students (55 %) who passed the test. It proved that there was an enhancement of students' writing ability. The minimum standard (KKM) for English lesson is 70 (seventy). Seeing their score before the research was conducted is lower than their score after the research was conducted. But there were also a lot of weaknesses and deficiencies at the first cycle because several students still did not understand about the material (cause and effect). and also the application or wattpad itself. However, several students still were not familiar with wattpad the research did not need much time to introduce this application to the students. Because wattpad had already popular in teenagers.

The second cycle was showed a better enhancement and condition in learning process than the first cycle. The students were able to write with a correct grammar and appropriate vocabulary. They also better in applying wattpad than at the first cycle. At the first cycle they were only able to publish their stories using simple cover and publish them without picture, gift or sound clip, but at the second cycle several students gave picture to make their text more interesting. There are 20 students who attending the class to conducting the second cycle. The second cycle showed the enhancement such as their ability to use wattpad ad their ability to write a good text. There were 16 students (80%) who passed the test. There were 20 students (100%) who passed the post-test in cycle III.

Here is the graphic result of the first and the second cycle ;

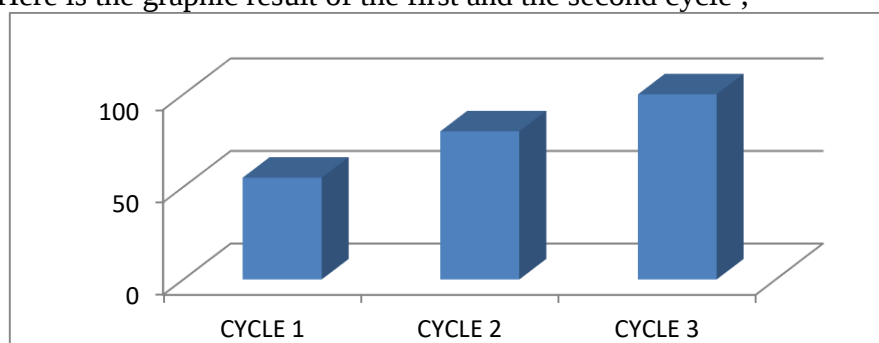


Figure 1. the graphic result of the first and the second cycle

The result observation of students' writing ability using wattpad were the students enhanced their ability in writing English. They could arrange the text using relevant sentences on each paragraph. They also could apply wattpad to publish their texts even some of them using a unique and interesting cover to make their texts eye catching by readers. A few of them also still write on wattpad to publish their own stories using their own idea, theme and genre.

The result of interview in learning process using watsapp were the students stated that they feel using watsapp is more practical because we do not need the paper and we are able to use or apply watsapp everywhere and anytime as we want as long as we have mobile phone and internet access. They also feel watsapp is suitable for them as a teenagers and it likes a new thing for them to write or type on watsapp. They also felt using watsapp is good because they could save their texts on it and they said it never lost. Using watsapp also motivated students to write because they think watsapp is able to ease them to write and share their written to public.

Based on Tirrochi (2018) "watsapp as a platform for inspiring and experienced authors, allowing them to publish their work get feedback and connect with other writers and readers". It proved that watsapp was suitable with the learning process. So, It can assist the students enhance their students writing ability.

Conclusion and Suggestions

Based on the result of research , the researcher concludes that using watsapp as the media is able to enhance the students' writing ability at eleventh grade students of SMA Cikal Harapan II Jonggol.

This researcher get the students to write discussion text which is in accordance with syllabus and Watsapp content or genre (teen fiction and random). Several students did not still achieve the standard at the first cycle. In cycle one, the students who passed the test only 11 students (55 %). At the second cycle, the students who passed the test are 16 students (80%) . At the third cycle, the students who passed the test are 20 students (100%) .

The students' writing ability before using Watsapp are the students still lack of vocabulary and lack of ability in arranging sentence using correct grammar. There are some enhancement after the students using watsapp, All of the students can reach the KKM in cycle 3. Watsapp application is able to enhance students' writing ability by giving the easiness and make the students have a motivation to write. They are interested in using watsapp as the media for conducting the learning process especially writing, Best on the interview, they stated that using watsapp is more practical because the students only need their mobile phone and internet access.

Based on the result, it can be concluded that using watsapp as a media to enhance the students' writing ability is success. It proved that watsapp could enhance their ability in writing English.

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