THE INFLUENCE OF WATTPAD APPLICATION TOWARDS STUDENTS' WRITING SKILLS ACHEVEMENT OF 10TH GRADE AT SMAN 1 SUKOMORO

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Abstract— Observations of 10th grade students at SMAN 1 Sukomoro reveal significant challenges in their writing skills, though students using the Wattpad application tend to overcome these difficulties. This research aims to (1) assess the writing skills achievement of 10th grade students at SMAN 1 Sukomoro who do not use Wattpad Application, (2) evaluate the writing skills achievement of those who use Wattpad Application, and (3) determine the significant influence of Wattpad Application on students' writing skills. A quantitative approach with a causal comparative design was used, employing Independent Sample t-Test for data analysis. Data was collected through tests and documentation from two classes: one using Wattpad and one not, with a sample of 70 students from classes 10-3 and 10-4 out of a total population of 317 students. Purposive sampling was applied. The Independent t-Test showed a $t_{count} > t_{table}$ (9,784 > 3,980) and Sig. (2-tailed) of 0.000 > 0.05. This indicates a significant influence of Wattpad on students' writing skills achievement The findings confirm that the Wattpad application significantly influence on students' writing skills.

Keywords— *wattpad application; writing skills achievement; causal comparative*

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INTRODUCTION

Language holds immense importance in human society. It serves as the foundation upon which relationships, ideas, and entire civilizations are constructed. Language is the most important component in human life. According to Apriyanto (2020: 46) "Humans will not be able to continue their survival properly and regularly without language." Language enables individuals to convey thoughts, emotions, knowledge, and experiences, fostering understanding and connection among people. It allows for the articulation of complex concepts, the expression of feelings, and the facilitation of meaningful dialogue.

Language is fundamental to human development and social interaction. Yashnar & Ogli (2020: 116) states that " Language is the wealth of society, it interacts with the members of society, gathers and informs about all the events that take place in the material and spiritual life of man. Language, in the same sense, has been formed and existed for centuries." Language serves crucial functions in all human interactions, spanning realms such as education, culture, commerce, societal dynamics, politics, national defence and security contexts (Usman et al., 2020: 260). It empowers individuals to navigate the complexities of the world and advocate for themselves and others. Moreover, language promotes cultural diversity and inclusivity by providing a platform for diverse voices and perspectives to be heard and respected. Through language, history is preserved, traditions are passed down, and collective identities are formed.

The English language assumes a paramount role in contemporary human existence, wielding significant influence across diverse socio-cultural and professional domains.. It holds the status of the most commonly utilized language across various domains such as international trade, diplomacy, mass media, telecommunications, scientific literature, and print media including newspapers and other publications (Rao, 2019: 66). Its importance transcends mere linguistic utility, encompassing multifaceted dimensions such as global communication, cultural exchange, and socioeconomic advancement. English serves as a lingua franca, facilitating intercultural dialogue and fostering connections among individuals from disparate linguistic backgrounds. This linguistic homogenization not only promotes mutual understanding but also engenders opportunities for collaboration and cooperation in various spheres, ranging from academia to business.

Mastering the English language is essential for students in today's interconnected world. Students must learn the English language due to its pivotal role as a global lingua franca and its widespread use across diverse academic, professional, and cultural contexts. Proficiency in English opens doors to a wealth of opportunities, both domestically and internationally. According to Balla (2016: 500) "Another important reason that why students would like to study the English language is also the fact that global distribution of British literature, has anticipated the distribution of English language." As a medium

of instruction in many educational institutions worldwide, English facilitates access to quality education and resources, enabling students to engage with a vast array of knowledge and perspectives. Moreover, in an increasingly interconnected world, English proficiency enhances students' competitiveness in the global job market, as it is often a prerequisite for employment in multinational corporations and international organizations. As Rini (2014: 23) says, "Job vacancies require English as one of the requirements. English is regarded important because by mastering English, people can have higher salary and have better opportunities."

Mastery of writing skills is of paramount importance in attaining proficiency in the English language. Writing serves as a fundamental component of language acquisition, allowing learners to consolidate their understanding of grammar, vocabulary, and syntax while honing their ability to articulate thoughts and ideas effectively. Through writing, individuals can express their thoughts and emotions, as well as influence and persuade others (Alfaki, 2015: 40). Moreover, writing provides a platform for self-expression and reflection, enabling learners to explore their interests, opinions, and experiences in a structured and organized manner.

Writing skills should be mastered by every student so they can succeed in various aspects of life. Writing is a crucial productive skill in English that EFL students in Indonesia should proficiently acquire for purposes of written communication and academic writing, including composing letters, essays, papers, articles, journals, project reports, theses, and more (Toba et al., 2019 : 58). Proficient writing skills enable individuals to convey complex concepts, argue persuasively, and engage with diverse audiences, thereby enhancing their academic performance and career. Furthermore, in an era dominated by digital communication, proficiency in writing is increasingly important for online engagement, content creation, and digital literacy. Whether crafting social media posts, blog articles, or business communications, strong writing skills are vital for effective communication and online presence.

The challenge of mastering writing skills poses a significant hurdle for students in their language acquisition journey. Alisha et al. (2019: 24) states that, many students faced several writing problems in English as a foreign language, including a lack of vocabulary mastery, where they struggled with limited vocabulary, leading to difficulties in choosing the right words and constructing sentences. Additionally, grammar issues were prevalent, with many students experiencing challenges such as using past tense verbs correctly and sequencing sentences within paragraphs. Spelling difficulties also posed a significant challenge, as students often felt hesitant and lacked confidence in their spelling abilities, resulting in errors in writing English words. Moreover, sentence construction was a major concern, with students feeling they lacked the ability to construct sentences effectively, which impacted their overall writing quality. Finally, genre-specific challenges were evident, as students found it difficult to express

their ideas in different genres due to the specific purposes, language features, and structures required. These identified writing problems highlight the areas where students may need additional support and guidance to enhance their English writing skills.

After observing 10th-grade students at SMAN 1 Sukomoro, it was found that many of them face significant challenges with their writing skills. The main issues include pressure during writing practice, limited feedback on students' writing, restricted access to tools and platforms for writing practice, and a lack of motivation to improve writing skills. Additionally, students struggle with understanding the generic structure of a text, such as the introduction, body, and conclusion, and with mastering the five essential components of writing: content, organization, style, grammar, and mechanics. This results in writing that lacks coherence and is difficult to comprehend. Many students also find it challenging to come up with ideas for their writing, further hindering their ability to produce quality work. However, students who are accustomed to writing using applications such as Wattpad tend to overcome these challenges more effectively. Wattpad provides a safe space to practice writing without pressure, comments and votes from readers offer immediate feedback, the app is available on various devices, and successful stories can attract publishers and motivate improvement. Using Wattpad helps them expand their vocabulary, understand proper grammar usage, and guide them in organizing well-structured texts. Wattpad also assists students in generating and developing ideas, making the writing process smoother and more efficient.

Wattpad is an online platform and mobile application that revolutionizes the way users read and write stories, enabling a unique community-driven approach to literature. Jusmaya (2020: 115) defines that, " Wattpad was a free online storytelling community where students posted written works such asarticles and stories through the website or the mobile application." Furthermore, (Simanjuntak et al., 2021: 2) explained that Wattpad is an application that can be accessed through devices, laptops, computers, and so on, which contains various kinds of stories and their types. Wattpad allows both amateur and professional writers to publish their original works, which can range from articles and short stories to novels, poems, and other literary forms. On Wattpad, there are numerous genres as well as works that fall under their own category (Al Falaq et al., 2021: 99) The platform is designed to be highly accessible, with a user-friendly interface that supports writing, editing, and publishing directly within the app or website. Wattpad provides a platform for writers around the world to bring their works, usually works of fiction, to the virtual world without certain rules that bind and inhibit their imagination to develop (Lubis, 2020: 2).

The benefits of using Wattpad extend beyond addressing immediate writing challenges; it significantly contributes to students' overall writing proficiency. By providing a platform where students can regularly practice writing and receive constructive feedback, Wattpad helps them refine

their skills continuously. The immediate feedback from readers enables students to quickly identify and correct mistakes, fostering a deeper understanding of effective writing techniques (Bal, 2018: 97). Additionally, Wattpad's diverse community of writers and readers exposes students to various writing styles and genres, broadening their perspective and inspiring creativity. This community aspect can enhance the writing experience and encourage students to express their ideas more freely (Rokha, 2019: 57). The opportunity to publish their work and engage with a global audience also motivates students to set higher standards for their writing and strive for excellence. Successful stories on Wattpad may attract the attention of publishers, providing writers with potential pathways to traditional publishing. This can be a significant incentive for writers to hone their craft (D. P. Sari, 2017: 1)

The Wattpad app's accessibility across multiple devices ensures that students can practice and improve their writing skills anytime and anywhere, making it easier to incorporate writing into their daily routines. The application can be accessed anytime and anywhere, allowing students to write and read easily. This ease of access encourages them to be more active in writing (Indriani et al., 2022: 326). Overall, Wattpad not only supports students in overcoming their current writing difficulties but also empowers them to develop into confident, skilled writers capable of producing compelling and well-structured texts. Since many students own smartphones, they can easily access Wattpad, making writing more accessible and enjoyable. This can help combat the lack of enthusiasm that often arises from traditional writing methods (Wardhani et al., 2019: 5).

Several research have examined the impact of the Wattpad Application on students' writing skills. Juliani Mustika Sari's research on SMKN 10 Surabaya students found that Wattpad enhances students' understanding, makes learning more engaging, increases motivation, and improves writing skills through its digital medium (J. N. M. Sari, 2022). Mifta Khoirani's research at SMAN 12 Pekanbaru showed that Wattpad positively affects students' ability to write short stories, with a quasi-experimental design revealing significant improvements (Khoirani, 2023). Imron Sukriyadi's research at SMK Prima Unggul Tangerang demonstrated that Wattpad is effective in developing short story reading skills, as evidenced by test results and observations (Sukriyadi, 2020). Finally, Teria Yulan Dari's research at SMAN 8 Banda Aceh indicated a significant positive influence of Wattpad on students' literacy, supported by statistical analysis showing improved literacy outcomes (Dari, 2023).

In conclusion, language is fundamental to human society, facilitating communication, cultural exchange, and societal cohesion. Within this context, mastering writing skills, particularly in English, is crucial for accessing educational and professional opportunities. However, many students struggle with writing, facing challenges such as pressure during practice, limited feedback, restricted access to tools, and lack of motivation. The integration of the Wattpad Application offers a promising solution to these issues. Wattpad provides a safe space for practice, immediate feedback, and exposure to diverse

writing styles, all accessible across various devices. By leveraging Wattpad's features, educators can help students overcome their writing difficulties, enhance their skills, and gain the confidence needed for effective communication in the modern world.

Based on the statement above, the writer conducted an ex post facto research entitled: "The Influence of Wattpad Application toward Students' Writing Skills Achievement of 10th Grade at SMA Negeri 1 Sukomoro in the Academic Year of 2023/2024" This research aims to (1) to determine the achievement of writing skills of 10th grade students of SMAN 1 Sukomoro who do not use Wattpad Application in the academic year of 2023/2024 (2) to determine the achievement of writing skills of 10th grade students of SMAN 1 Sukomoro who use Wattpad Application in the academic year of 2023/2024 (3)to determine whether there is a significant effect of the use of Wattpad Application on the achievement of students' writing skills in the tenth grade of SMAN 1 Sukomoro in the academic year of 2023/2024.

RESEARCH METHODOLOGY

The kind of this research was causal comparative with quantitative approach, causal-comparative research is a type of research design that is used to investigate cause-and-effect relationships between variables. It is a non-experimental design, meaning that the researcher does not manipulate the variables in the study. Instead, the researcher observes and compares groups of participants who have already been exposed to different levels of the independent variable. The causal-comparative research design, also known as ex post facto research, is a type of observational research that aims to explore the influence between an independent variable toward a dependent variable (Sukardi, 2019).

In the context of this research on the influence of Wattpad Application towards students' writing skills achievement at 10th grade at SMAN 1 Sukomoro, the causal-comparative design would involve comparing the writing skills achievement of two groups of students.

The causal comparative research design that will be used in this research can be described as follows :

Table 1. Causal Comparative Research Design

Case	Group	Independent Variable	Dependent Variable
A	Class A		O
	Classs B	(X)	O

Source : (Sukardi, 2019)

In this research, class A wrote without using Wattpad Application, while class B wrote using Wattpad Application. Then the researcher tested whether there was an influence of Wattpad Application on students' writing achievement.

The population of this research is all students of grade 10 of SMAN 1 Sukomoro that totaled 317 students. The sample used in this research consisted of 2 classes, class 10-3 totaling 35 as the class A and class 10-4 totaling 35 as the class B, yielding a total sample size of 70 students, with a sample selected through purposive sampling techniques. The researcher used tests as a primary method to measure students' writing skills, both for those using the Wattpad application and those who are not. These tests were conducted to assess the differences in achievement between the two groups. Additionally, the researcher collected data through relevant documentation, such as notes and reports, to support the analysis and provide additional context for the results.

The research instrument that the researcher uses is based on Heaton's theory as cited (Armawati, 2017: 15-16) in to evaluate the extent to which the Wattpad Application overcomes the challenges faced by students in developing their writing skills, especially in the five main components of writing: Content, Organization, Vocabulary, Grammar, and Mechanics. This targeted approach serves a very important purpose, which is to compare and evaluate the learning outcomes between two different groups of students. On the one hand, there is Class A and Class B. The following is a students' score classification table:

Table 2. Classification of Student's Score

Score	Categories
85 – 100	Excellent
70 – 84	Good
55 – 69	Fair
40 – 54	Poor
30 – 39	Very poor

The research focuses on analyzing students' writing achievements using two primary data analysis methods: descriptive and inferential statistics. Descriptive statistics aim to provide an overview of the data through measures such as mode, mean, minimum and maximum values, and standard deviation. This analysis is conducted using SPSS version 24, following a series of steps to input data, select variables, and generate descriptive statistics.

Inferential analysis involves hypothesis testing to determine if there are significant differences between two groups' average scores. The Independent sample t-test is used for this purpose, with the requirement that the data must be normally distributed and homogeneous. Preliminary data analysis

includes normality and homogeneity tests, using the Kolmogorov-Smirnov test and Levine's test, respectively, to ensure that the data meets these assumptions before proceeding with hypothesis testing.

The independent sample t-test compares the writing achievements of two groups (class A and class B) to assess the influence of Wattpad Application on students' writing skills of 10th grade at SMAN 1 Sukomoro. Hypotheses are tested based on whether the t-test results show significant differences between the groups. Decisions are made by comparing the calculated t-value with the t-table value or by evaluating significance levels. If the results indicate a significant difference, the null hypothesis is rejected, supporting the alternative hypothesis that the Wattpad Application influences writing achievement.

RESEARCH FINDING

After conducting the research, the researcher has collected test data from class A regarding narrative text writing without using Wattpad Application and class B regarding narrative text writing using Wattpad Application. After analysing the results of the test both classes using SPSS version 24, the following descriptive statistics were obtained:

Table 3. Descriptive Statistics of Class A Test Results

	N	Minimum	Maximum	Mean	Std. Deviation
Post Test of Class A	35	47	89	61,17	9,429
Post Test of Class B	35	63	92	80,09	6,473
Valid N (listwise)	35				

Source : SPSS 24 Version

From the mean score of the post-test in Class A, we can conclude that their writing skill achievement is fair. The valid number of observations considered in the analysis is 35, indicating that there were no missing values in the dataset for Class A. Then, from the mean score of Class B, it can be concluded that the writing skill achievement of Class B, who used Wattpad Application, is notably good. The higher average score suggests that the integration of Wattpad Application in their learning process has been influence towards their writing skills achievement.

The normality test is intended to determine whether the two samples are normally distributed or not. The results of the normality test of student post-test data were calculated using the Kolmogorov-Smirnov normality test with the help of SPSS version 24. The Normality test in this research is as follows:

Table 4. Normality Test

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Writing_Skills_Achievement	Class A	,122	35	,200*	,949	35	,109
	Class B	,093	35	,200*	,977	35	,669

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source : SPSS 24 Version

From output above, it can be concluded that the residual data obtained is declared normally distributed, based on the output results, it shows that the test score of class A data without using Wattpad Application has Significance value (Sig.) 0,200> 0,05 and the test score of class B with using Wattpad Application has Significance value (Sig.) 0,200> 0,05. Thus, the residual data is normally distributed and the regression model has fulfilled the assumption of normality.

The homogeneity test was conducted to determine whether the two samples came from a homogeneous population or not. To determine the homogeneity of the data, the calculation process is using SPSS version 24. The results of the homogeneity test calculation can be read in table below:

Table 5. Homogeinity Test

Levene Statistic	df1	df2	Sig.
3,108	1	68	,082

Source : SPSS 24 Version

From the information in table above, it is known that the Significance value (Sig.) 0,82 > 0,05, so it can be concluded that the variance or characteristics of class A post-test data and class B post-test data are the same or homogeneous.

After conducting normality and homogeneity tests, it is known that student writing achievement data in class A and class B are normally distributed and have samples with homogeneous variances, so it can be tested using the Independent Sample t Test. Hypothesis testing was conducted with the Independent Sample t Test to see whether or not there was a significant Influence of Wattpad Application towards students' writing skills achievement of 10th grade at SMAN 1 Sukomoro in the academic year of 2023/2024.

Table 6. Independent Sample t-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_Skills_Achievement	Equal variances assumed	3,108	,082	-9,784	68	,000	-18,914	1,933	-22,772	-15,056
	Equal variances not assumed			-9,784	60,224	,000	-18,914	1,933	-22,781	-15,047

Source : SPSS 24 Version

Based on the results of the "Independent Sample t Test" output in table 4.7 seen by using Equal Variences Assumed these results show that the tcount value = 9,784 and the Sig. (2-tailed) value is 0,000. To find out ttable distribution value is seen based on df = 68 with α significant level = 0,05 is 3,980 Because the tcount> ttable value (9,784 > 3,980) and Sig. (2-tailed) 0,000 < 0,05, Ho is rejected and Ha is accepted. This means that the hypothesis states "There is a Significant Influence of Wattpad Application towards Students' Writing Skills Achievement of 10th Grade at SMAN 1 Sukomoro in the Academic Year of 2023/2024"

CONCLUSION AND RECOMMENDATION

In contrast, students who used the Wattpad Application achieved a "good" rating in their writing skills. They attained an average post-test score of 80.09, reflecting substantial progress compared to their peers who did not use the application. Their scores ranged from 63 to 92, showing notable improvements across writing components and a clear difference in achievement compared to the non-Wattpad users.

There is a significant influence of using Wattpad Application towards students' writing skills achievement at the tenth grade of SMAN 1 Sukomoro in the academic year of 2023/2024. The results of the Independent t-Test indicated the tcount> ttable value (9,784 > 3,980) and Sig. (2-tailed) 0,000 < 0,05, H0 is rejected and Ha is accepted. This allows for the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (Ha), confirming that the use of Wattpad Application has a significant influence towards students' writing skills achievement.

To enhance students' writing skills at SMAN 1 Sukomoro and other schools, several suggestions are proposed based on the research findings. Firstly, teachers should encourage students to use Wattpad

for writing assignments. By having students write and publish their stories on Wattpad, they can receive feedback from the community, which can help improve their writing skills and keep them engaged through real-world practice.

Students should also be advised to actively participate in the Wattpad community. Engaging with others' stories, providing comments, and responding to feedback on their own work will help them understand different writing styles, gain constructive criticism, and develop a sense of audience—essential elements for refining their writing skills.

For future research, it is recommended to further explore the integration of Wattpad into educational settings. This includes examining its effects on students' motivation, creativity, and writing proficiency, while also identifying challenges such as accessibility, digital literacy, and maintaining academic rigor. Gaining insights into these factors will help optimize the use of Wattpad and similar platforms in education, ultimately aiming to improve students' writing achievements.

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