STUDENTS PERCEPTION ON THE USE OF WATTPAD ASSISTED BY COLLABORATIVE TECHNIQUE TO IMPROVE WRITING ABILITY

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Article Information	ABSTRACT
	The objective of the study is to improve students' writing skills by using the Wattpad application. The population for this study was the tenth grade of MAN 19, correspondingly in Jakarta. The method used in this research is descriptive quantitative method. This research sample used one experimental group in the X MIA 3 class. Interview were used as instruments for collecting data. Semi-structured interviews were conducted with ten of the thirty selected students to figure out participant responses during treatment after the pre-test. This showed that after utilizing Wattpad, students are more motivated and have an impact on their skills to generate ideas on writing text such as narrative and descriptive text. In addition, the students' feedback about the implementation of the use of Wattpad, assisted by collaborative techniques in teaching writing, was positive. The collaborative technique proved that the students are engaged in the learning process; they collaborate and teach each other to create their writing. Based on the findings, this study concludes that Wattpad is an effective medium for improving students' writing skills.

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1. INTRODUCTION

Writing is an essential part of the studies that high school students must master to learn English. In addition to speaking, reading, and listening. However, students' writing abilities in Indonesia are incredibly low compared to those in other countries. The shocking fact is revealed by the Program for International Student Assessment (PISA), which was published in 2019 by the Organization for Economic Co-operation and Development (OECD, 2019). According to the institute, the level of reading and writing in Indonesian society is quite low. Indonesia is ranked 62nd out of 70 countries. This is since for decades, the Indonesian nation has only focused on the downstream side, which has a low reading culture and literacy rate (OECD, 2012).

In specific, writing an English text such as narrative and descriptive are among the most challenging abilities for students to acquire because they face numerous challenges in mastering this skill, such as a lack of confidence in their abilities, a lack of motivation, and a lack of knowledge about how to produce a writing text (Nückles, 2020). Based on the explanation of the English teacher who teaches at MAN 19 Jakarta, the 10th graders had trouble coming up with topics for paragraphs in writing. There may be some mistakes by the teachers in teaching the English language in the old way. This happened because teachers are less creative in teaching students using interesting media; therefore, students are not motivated to study story lessons and find ideas for making sentences in paragraph form (Pu, 2021). Consequently, students cannot develop their abilities and have the motivation to learn about the narrative and descriptive text. And find ideas for making sentences that will be paragraphs.

Writing is often referred to as the first skill because when we write, we consider not only meaning and structure but also punctuation, paragraphs, spelling, and capitalization. Because writing is more complicated than other language skills, it follows that writing is a challenging language activity. Being a writer is a way of life. It is also the progression of concepts, claims, logic, and connections between cause-and-effect relations. A student is unable to pass the course without the capacity to communicate in writing. Meanwhile, (Boell & Hovorka, 2019) stated that the process of writing is very important in teaching writing. In this section, the role of teachers is crucial since they will direct the students on how to properly write about a subject during the process of learning. Writing is a process in progress. Writing is an essential part of language, even though students find it challenging. When a student writes, his experience and knowledge combine to produce a particular meaning. As a result, students identify writing skills because they are more difficult than listening and reading skills (Kosko, 2016; Temple-Smith et al., 2009).

In the twenty-first century, collaborative writing techniques have grown in importance in both writing and pedagogical research. One of the most efficient methods for improving students' writing abilities is through collaborative writing. For addressing issues or difficulties, teachers encourage students to explore their thoughts, opinions, and arguments in collaborative writing. (Indrilla, 2018) states, that collaborative writing technique is the technique by which students in pairs or triads write a formal paper together. Each student participates in all phases of the writing process, including brainstorming, information collection and organization, and writing drafts, revisions, and editing. Students can learn and complete the phases of writing more successfully by working together. To achieve the objective of cooperating to generate quality writing, this strategy assists students in maintaining their attention.

Nowadays, the internet is very popular among high school students, as are blogs and social networking sites. The influence of social media sites like Facebook, Instagram, YouTube, Twitter, and others is highly significant in the context of Indonesian social interaction. In January 2022, there were 191 million active social media users in Indonesia, an increase of 12.35% over the previous year. Social media users who are active are not completely "the stranger thing" to milenials (Singh et al., 2017; Vengadasalam, 2020).

As potential users of the internet, students should also be fluent in English in some terms related to the websites they browse because some websites provide information in English. In terms of managing English learning and mastery, it is very useful and important for students to explore information on the internet, often called the "virtual world." The relationship between education and technology is well established.

As a learning platform-based technology, Wattpad is an application that can be used in education to enhance literary works by providing story fiction poetry that provides reading and writing services such as stories, novels, poetry, and more (Mumpuni & Nurpratiwiningsih, 2018; Winarni et al., 2021). To improving students' writing skills as well as their understanding of the structure of English texts and the richness of vocabulary, writer argued for teaching strategies that stimulate students' interest in writing. Wattpad is chosen as a strategy to improve students' writing abilities. Wattpad is a potential alternative learning platform for writing classes. Writing stories on the Wattpad website can be a fun and effective way to develop writing skills. Consequently, a teacher is required to supply digital tools and media for learning activities, including writing classes. Wattpad is anticipated to be a new tool for boosting kids' self-confidence, drive, and interest as they establish good habits.

(Ardiyani et al., 2021) defines Wattpad is largest community for discovering and sharing stories. With 16.9 million visitors from all over the world each month and an average reading time of 30 minutes per visit, Wattpad continues to draw in and acquire readers. We can see that Wattpad has developed into a social platform where writers can freely experiment with any kind of narrative they choose to write, reject the dominance of the traditional publishing industry, or even become well-known to build social capital. To make our tales more engaging, the writer may also add pictures, videos, and audio on the Wattpad site. Readers can express their gratitude by voting, rating, commenting, and sharing the article. This can inspire writers and enhance their writing abilities.

Several writers have conducted a similar study on the use of Wattpad as a teaching and learning tool. (Witarsa et al., 2018) stated that in 2014, research conducted by the PEW Research Center reported that young Americans under the age of 30 read books in various formats at least once a week. This research is corroborated by Wattpad statistics, where all users access 1 billion minutes every month, with 85 users accessing the Wattpad application. Another research group interested in "Learning to Write Short Stories Using Wattpad" is conducted by (Maulida, 2013; Widya et al., 2021). The data was then qualitatively gathered through observation, documentation, and interviews with XI MIPA 1 students at SMA N 1 Mejobo. The study's findings indicate that using the Wattpad application can increase student activity in learning to write short stories. The similarity between that previous research above and this research is improving writing skill. However, there are some differences between this research and the previous research focused on the use of Wattpad and collaborative. In addition, this research uses Wattpad Application to improve students' writing skill on the other side the

previous research uses paper. Based on the background above "Does the use of Wattpad Applications assisted by collaborative techniques have a significant impact on Students' Writing abilities to produce writing text?"

2.   METHOD

In this research, the researchers used a descriptive qualitative method. The descriptive approach was adopted for collecting data on students' ability and interest in writing. in accordance with the characteristics of the data required in this study, the data collection techniques used are questionnaire and interview. In this study, researchers recorded all answers from respondents as they are. Here, researchers gave the questionnaire to 10 students at MAN 19 Jakarta based on (Cresswell, 2012) opinion about grounded theory. Creswell states in a grounded theory study, the researcher chooses participants who can contribute to the development of the theory, Creswell (2012) recommended that a grounded theory study should include 10 to 30 participants to cover wide range of breadth; a smaller sample could be used with various data collection tools. Researchers also conducted the interviews with 5 selecting students who participated in the interview.

One-Group (which is use in descriptive qualitative method) will be used in this research study's experiment by the writer. the writer interview does the use of Wattpad assisted by collaborative technique has impact in improving students' writing skill. The writer wants to increase students' interest in writing. Additionally, this teaching of writing by using the Wattpad application is expected to assist students write more effectively especially in writing. Creswell (2012) states that data collection process goes like a "circle" of interrelated activities which cover up but go beyond gathering data. The teacher gave interview to measure the effectiveness of the collaborative technique using Wattpad application. The population was selected from four classes, and of those classes, X MIA 3 (30 students) became the sample for this study. Both a pre-test and a post-test were conducted by the writer before and after the treatment.

Table 1. Sample

Class	Students
X MIA 3	30
Total	30

In this study, the variable X (using the Wattpad application assisted by collaborative techique) is used as a tool for assesing student writing. The purpose of using this media is to provide something new that can be effective and feel motivating during the process of learning aimed at improving students' writing skills (Anderson & Shattuck, 2012). the writing skills of students, or variable Y, refers to activities related to the understanding and improvement achieved by students after being taught using Wattpad. This increase will be measured by the test results before and after treatment.

3.   RESULT AND DISCUSSION

The interview took place both during treatment and after the end of the post-test. The first question is on the difficulties they encountered during the writing and production processes. It was concluded that most of the students indicated confidence, motivation, knowledge, and ideas for developing sentences into paragraphs.

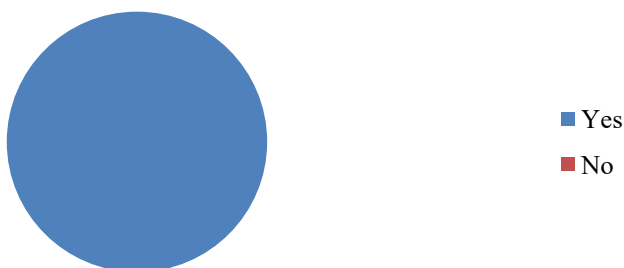**Do you think Wattpad has improve your writing skills and easy way to produce narrative text**

Figue 1. Interview Question

Another question refers to the use of Wattpad and collaborative writing methods for the making of narrative and desriptive texts. The students were enthusiastic about using Wattpad as a learning tool and were familiar with the process of writing collaborative narrative texts. They took enjoyment in writing jointly and

used Wattpad as a platform for their writing. The students felt that, using Wattpad to teach writing is very interesting, including all its features. Even though they had problems writing in English, they were enthusiastic to learn this application. Besides, students also understand so well the collaborative technique.

Based on the above figure, it is showed that 100 percent of the respondents answered 'yes' to the first question in this section, which is *'Do you think Wattpad has improved your writing skills and made it an easy way to produce narrative text?'* they said:

> S2: *It's fun because such applications for learning are rarely used in this school.*
> S3: *Wattpad is an effective application for senior high school, especially in Man 19 Jakarta, because Wattpad provides opportunities and components that students have the skills to write.*
> S4: *It was fun and exciting, and it also increased my motivation in the English learning process because we were more engaged in creating our own story.*
> S5: *It was good because it brought a new atmosphere and a unique way to learn.*
> S6: *I like learning to write using Wattpad as a platform because it really helps me publish my story.*
> S7: *I like the way we have to edit our story to make it more interesting.*

The last category is about the use of collaborative technique as treatment after the pre-test, where student in pair for making narrative text using Wattpad, the questions are followed: *'When you write, do you think the use of collaborative techniques is effective to improve your writing skills? Do you enjoy sharing with your friends about your work together?*

> S1: *Yes, because we work together, and we can share our opinions to make our work better.*
> S2: *it is exciting and enjoying.*
> S8: *Yes, the collaborative technique makes it easier to write narrative text than by yourself, and I am enjoying working with my friend because it makes me close to him.*
> S9: *Yes, because my friend helps me with writing, so he tells me what I must do to make good narrative text; he teaches me to write narrative text by the rhythm of the story, which is useful information.*
> S10: *Yes, I enjoy it. Not only do we write together, but we also must share opinions, and it is important to work together.*

The findings from the interviews reveal a highly positive response from students regarding the integration of Wattpad as a learning tool in writing narrative texts. All respondents agreed that Wattpad has significantly improved their writing skills and provided an engaging platform to express their ideas creatively (Nückles, 2020). The application introduced a novel approach to learning that diverges from traditional classroom methods, making the learning process more dynamic and enjoyable. Students expressed enthusiasm about the opportunity to use technology in a meaningful way, which contributed to their increased motivation and willingness to participate actively in writing tasks (Dukewich & Vossen, 2015).

Students' responses indicate that Wattpad not only enhanced their writing abilities but also fostered a sense of ownership over their creative work. Many participants mentioned that using Wattpad allowed them to experience the writing process more authentically, as they were able to draft, edit, and publish their stories. This experience gave them a glimpse into real-world writing practices, motivating them to improve the quality of their narratives (Aghajani & Zoghipour, 2018). The digital platform also offered a supportive environment where students could experiment with storytelling techniques, receive feedback, and revise their work accordingly. This iterative process contributed to their growth as confident writers.

Furthermore, the application of collaborative techniques alongside the use of Wattpad proved to be equally effective. Students reported that working in pairs or groups helped them generate ideas more easily, refine their writing, and engage in meaningful discussions about their stories (Bukowski et al., 2008). The collaborative aspect of writing provided a platform for peer learning, where students could exchange constructive feedback, build on each other's strengths, and collectively improve their writing skills. Several participants highlighted the emotional benefits of collaboration, such as developing closer friendships and enjoying the social aspect of learning, which in turn made the writing process more enjoyable and less intimidating. The use of collaboration was particularly beneficial in helping students navigate the challenges of structuring narrative texts. By discussing ideas with their peers, students were able to better understand the components of a well-organized story, including plot development, character creation, and pacing. Peer support encouraged students to remain engaged throughout the writing process, as they felt a shared responsibility for the outcome. Students also reported that they gained useful insights from their partners, including strategies for enhancing the rhythm and flow of their narratives. This knowledge-sharing process was instrumental in developing their critical thinking and editorial skills (Sugiarti et al., 2014).

Hence, the integration of Wattpad as a writing platform, combined with collaborative techniques, created a rich learning environment that fostered creativity, motivation, and skill development among students. The positive feedback from students illustrates how the thoughtful incorporation of technology and collaboration into English writing instruction can lead to meaningful educational outcomes. By providing a space for self-expression, peer interaction, and experiential learning, these approaches not only improved students' writing proficiency but also made the learning process more relevant and engaging. This suggests that innovative methods such as these hold promise for future educational practices, especially in promoting literacy and communication skills in a digital age.

4. CONCLUSION

It can be inferred from a study conducted in class X Mia 3 MAN 19 Jakarta that the Wattpad application assisted by collaborative technique has significantly affected students writing abilities. This is evident in the way that the students improved their narrative and descriptive writing. The interviews also conducted by the writer during the treatment. It is showed that the students were more motivated and had an impact on their skills to produce writing text using Wattpad application. Regarding the implementation of the collaborative technique, it is showed that the students are active in the learning process; they work together and teach each other to produce their writing text. Based on those positive perceptions, it can be concluded that the implementation of the use of Wattpad assisted by collaborative techniques in teaching writing, experimentally was positive. Therefore, Wattpad as the application could improve the students' writing skills in narrative text. based on investigation at Man 19 Jakarta Senior High School X Mia 3. It may be inferred that Wattpad is a successful tool for raising students' writing skills and enthusiasm, according to both students and teachers. Teachers can engage students' enthusiasm in learning English by implementing this innovative teaching strategy. Additionally, students do not find writing assignments on paper to be dull once more. They would gain new knowledge from using Wattpad for learning purposes rather than merely for connecting with one another and communicating. After completing research, it was discovered that 10 respondents had positive attitudes on using Wattpad for writing. The test result demonstrated it. Most students perform well on the writing task using wattpad application assisted by collaborative technique. Additionally, it is evident from the students' writing improvement. It suggests that this approach was successful in enhancing the students' capacity to write about their interests.

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