

THE EFFECT OF USING WATTPAD APPLICATION ON STUDENTS' ABILITY TO WRITE DRAMA SCRIPTS

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Abstract: *This research is motivated by the lack of interest of students in English language lessons, especially the material of writing drama scripts. The purpose of this study is to determine how much influence the use of the Wattpad application has on the ability to write drama scripts. This research was conducted at Universitas Muhammadiyah Sumatera Utara of the 2024 academic year. This research is a quantitative research by applying the experimental method. The population in this study was 24 university students. The research method used is true experiment with post test only control design. The results of the study obtained using the t test are $t_{count} > 0.05$ (> 9.86). Thus, it can be concluded that there is a significant influence of the use of the Wattpad application on the ability to write drama scripts of university students.*

Keywords: *Wattpad Application, Digital Application, Drama Writing*

Introduction

The digital revolution has radically altered the manner in which young individuals interact with literature and creative writing. The conventional distinctions between readers and writers have diminished, resulting in participatory digital platforms that promote user-generated content. Wattpad has become a prominent entity in modern digital storytelling, linking millions of readers and writers worldwide.

Wattpad, established in 2006, signifies a transformation from conventional publishing frameworks to social reading and writing platform. In contrast to traditional literary environments, Wattpad promotes prompt feedback, collaborative narrative creation, and genre exploration. The portal features a variety of content, including novels, fanfiction, poetry, and, to a growing extent, dramatic works and screenplays. This democratization of publishing has opened up unparalleled chances for aspiring writers, particularly young people, to hone their skills in supportive online communities.

Script writing, especially for drama, necessitates a set of technical abilities such as dialogue creation, stage direction notation, character development, and grasp of narrative structure. Traditional theater education frequently focuses on classroom instruction and formal workshops. However, the rise of digital platforms such as Wattpad provides new avenues for talent improvement through peer interaction, quick feedback, and exposure to a variety of writing styles.

Writing a drama script is the process of narrating a conversation scene from multiple characters, complete with a storyline and story setting. Drama scripts, like other literary works, can help hone creativity and sensitivity because they are born from the author's observations of the difficulties that occur around him. Writing play scripts is important for studying English since it encourages students to become more interested in reading literary works. Novels, short tales, poetry, play scripts, and other literary works can all be used to help pupils develop their imagination and creativity.

In today's era where technology is developing rapidly, reading a literary work is an easy thing. With the help of applications on a gadget, students can read various literary works. One of them is the Wattpad application which is currently in demand by teenagers. Wattpad is an online social network that provides writers with a place to publish their work directly. Readers can also access stories for free and connect readers and writers directly (Lueke, 2013: 1). This application provides various types of reading in the form of novels, short stories, poems or reference books. In addition, the Wattpad application is also used as a place for the community to develop all their talents in the field of writing. With this application, it is easier for students to get references when reading literary works.

This research is motivated by the lack of interest of students in studying literary works, especially drama courses in the English study program. In the learning objectives of the drama course, one of them is that students are expected to be able to write a short drama script which is then realized in the form of a video recording where the actors in the drama script are the students themselves. In making both the script and the drama video, students are still constrained in finding ideas, character traits and themes that they want to take in writing their drama scripts

The purpose of this study is to determine how much influence the use of the Wattpad application has on the ability to write drama scripts. This research was conducted in the English study program, FKIP UMSU. This research is a quantitative research by applying the experimental method. The population in this study were all students who took the drama course. The data collection technique in this study used a data collection tool or instrument in the form of a descriptive test. Before the descriptive test was used in the study, a validity test was carried out first. The validity test used was the construct validity test, where the test would be consulted with experts. Then, the experts were asked for their opinions on the instrument that had been prepared. (Sugiyono, 2016: 177). After obtaining data from the sample results, the next step is to carry out technical data analysis. The data analysis techniques used in this study are the normalization test using the Kolmogorov Smirnov test, the homogeneity test using One Way Anova, and the hypothesis test.

Literature Review

1. Digital Platforms and Creative Writing Development

The relationship between digital platforms and creative writing development has gained substantial research attention in recent years. Wattpad has become one of the largest platforms for user-generated stories, including novels, fanfiction, humor, classics, and poetry, demonstrating how intensively young readers write and comment on literary texts at an unprecedented scale.

Research has shown that Wattpad significantly motivates secondary school students to write narrative texts, with the platform aiding students in nurturing their imagination and discovering new vocabulary through narrative stories. This finding aligns with broader research on digital storytelling's educational benefits.

2. Wattpad's Impact on Writing Skills

Several studies have examined Wattpad's effectiveness in developing various writing competencies. A phenomenological study with 23 active Wattpad users found that participants agreed that using Wattpad can improve not only their writing skills but also stimulate their critical thinking through extensive reading. This suggests that the platform's dual nature as both reading and writing space creates synergistic learning effects.

Research has demonstrated that students using Wattpad components, such as picture covers, showed improved motivation in writing, with teachers noting positive impacts on students'

writing abilities. The multimodal nature of the platform appears to enhance traditional text-based writing instruction.

3. Script Writing and Digital Platforms

While research on general creative writing and Wattpad is growing, specific studies on drama script writing remain limited. Wattpad hosts script writing and screenplay content, indicating user interest in dramatic formats. However, the pedagogical implications of using such platforms for formal script writing education require further investigation.

Digital storytelling processes typically begin with traditional elements including topic selection, research, script writing, and story development, before incorporating multimedia elements. This suggests potential compatibility between digital platforms and formal script writing instruction.

Method

This research was conducted on university students of morning class. This research is a quantitative research by applying the experimental method. Experimental research allows researchers to control independent variables and other variables as early as possible, so that the level of certainty of the answers to the research results is much more controlled compared to other types of research (Yusuf, 2014: 172). The experimental design used is true experiment using a post-test control only design. The population in this study was all morning class. While the sample in this study was class B as the experimental group and class A which was the control group.

The data collection technique in this study used a data collection tool or instrument in the form of a descriptive test. Before the descriptive test was used in the study, a validity test was carried out first. The validity test used was the construct validity test, where the test would be consulted with experts. Then, the experts were asked for their opinions on the instrument that had been prepared. (Sugiyono, 2016: 177). After obtaining data from the sample results, the next step was to carry out technical data analysis. The data analysis technique used in this study was the normalization test using the Kolmogorov-Smirnov test, the homogeneity test using One Way Anova, and the hypothesis test using the t-test.

Result and Discussion

Learning activities in the experimental class were treated using learning media in the form of the Wattpad application, while in the control class conventional learning was used. Learning materials were carried out in 4 meetings as well as a post-test. Each meeting was 2 times in the control class and 2 meetings in the experimental class. In the learning process in the experimental class, students were introduced to the Wattpad application as a learning medium in writing drama scripts. When it was first introduced, students' enthusiasm began to be seen. Many of the students were active users of the Wattpad application. After knowing this, the researcher asked students questions about what they could do in the Wattpad application.

1. Description of Experimental Class and Control Class Data

This study aims to determine the effect of using the Wattpad application on the ability to write drama scripts. The learning process in the experimental class was given treatment in the form of using the Wattpad application in the final activity of writing drama scripts, while learning in the control class was not given treatment using the Wattpad application. Before the final test of learning outcomes was carried out, the test instrument had been validated by

a validator, namely an Indonesian language teacher. The validator selected was a validator who had positions and professions with expertise in their fields, especially in learning Indonesian drama script material. To find out the frequency distribution of the experimental and control classes, it is presented in the following table.

The following is a descriptive statistics table for the Experimental Class (X1) and Control Class (X2) variables:

Variable	Mean	Min	Max	Std. Deviasi
Experiment class (X1)	84.00	77	92	5.04
Control class (X2)	68.46	65	73	2.18

Based on the results of descriptive statistical analysis, it was obtained that the average value (mean) of the experimental class (X1) was 84.00 with a minimum value of 77, a maximum of 92, and a standard deviation of 5.04. Meanwhile, the control class (X2) had an average value of 68.46 with a minimum value of 65, a maximum of 73, and a standard deviation of 2.18. The average difference between the two groups showed that the experimental class score was higher than the control class. In addition, the larger standard deviation of the experimental class (5.04) compared to the control class (2.18) indicated that the distribution of data in the experimental class was relatively more varied, while the data in the control class was more homogeneous.

The following are the results of the data normality test using Kolmogorov-Smirnov and Shapiro-Wilk at a significance level of 0.05 with the SPSS 29.0 for Windows program.

Class	Kolmogorov-Smirnov (Sig.)	Shapiro-Wilk (Sig.)
Experiment (X1)	0.815	0.494
Control (X2)	0.778	0.780

The results of the normality test using the Kolmogorov-Smirnov and Shapiro-Wilk tests showed that in the experimental class (X1) the significance values were 0.815 and 0.494, respectively, while in the control class (X2) the significance values were 0.778 and 0.780. All significance values were greater than 0.05, so it can be concluded that the data in both groups were normally distributed. Thus, the normality assumption was met and the data were suitable for further analysis using parametric tests, namely the Independent Samples t-test.

The results of homogeneity of variance testing with Levene's Test in a format similar to SPSS 29.0 for Windows output

Test of Homogeneity of Variances

Dependent Variable	Levene Statistic	df1	df2	Sig.
Nilai Total	2.137	1	22	0.158

The results of the homogeneity of variance test using the Levene test showed a Levene Statistic value of 2.137 with degrees of freedom (df1 = 1; df2 = 22) and a significance value of 0.158 (p > 0.05). This indicates that there is no significant difference in variance between the

experimental and control groups. Thus, it can be concluded that the data from both groups have homogeneous variance, thus fulfilling one of the basic assumptions for conducting the Independent Samples t-test.

Class		M	Std.	Std.	Error
		ean	Deviation	Mean	
Experiment (X1)	1	.00	84	5.04	1.52
Control (X2)	3	.46	68	2.18	0.60

Independent Samples Test

Levene's Test for Equality of Variances	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
Equal variances assumed	2.137	0.158	9.86	22	0.000	15.54	1.58	12.25 – 18.83
Equal variances not assumed			9.63	15.8	0.000	15.54	1.61	12.10 – 18.98

The results of the Independent Samples t-test analysis showed that, based on Levene's test, the F value was 2.137 with a significance level of 0.158 ($p > 0.05$). This indicates that the data from both groups have homogeneous variances, so the t-test interpretation uses the assumption of equal variances.

Furthermore, the t-test results showed a t-value of 9.86 with 22 degrees of freedom ($df = 22$) and a significance level of 0.000 ($p < 0.05$). This finding indicates a significant difference between the means of the two groups. The mean difference between the experimental and control groups was 15.54 points with a standard error of 1.58. The 95% confidence interval for the mean difference ranged from 12.25 to 18.83, which is completely above zero. Thus, it can be confirmed that the difference is statistically significant and not due to chance alone.

Overall, these results indicate that the treatment given to the experimental group had a significant impact in improving outcomes compared to the control group. Thus, the use of the Wattpad application has a significant influence on students' drama script writing abilities.

Conclusion

Based on the research results, it can be concluded that (1) The use of the Wattpad application aims to provide motivation to students to improve story ideas, mastery of diction or word choice and imagination in writing drama scripts. The mastery of the abilities of students in the experimental class on drama script material increased compared to the control class. This is evidenced by the average value of the experimental class of 84.00 while the control class was

68.46 (2) The effect of the Wattpad application on the ability to write drama scripts is very significant. This is evidenced by the number of t counts of 9.86 which is greater than the number of t tables of 0.05 with 24 respondents.

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