Utilization of wattpad media to enhance the effectiveness of poetry writing learning for high school students

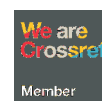Author Name(s): La Ode Adili, Irianto Ibrahim, Sri Suryana Dinar, La Ode Sahidin, La Ode Syukur, La Aso*), La Tike, Saidiman, N Nurfadillah, R Risna

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Article

Utilization of wattpad media to enhance the effectiveness of poetry writing learning for high school students

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ABSTRACT

One of the learning materials for 11th-grade high school students is writing poetry based on short stories. The characteristics of this material direct students to read short stories first to gain inspiration so that they can write poetry well. However, the learning process for this material seems less attractive to students due to the limitations of the learning media used by teachers. One digital medium that can stimulate students' imagination and creativity is the Wattpad application. This study explores the use of Wattpad media to improve the effectiveness of poetry writing learning. The research design used a one-group pretest-posttest design. The research instruments included: (1) student activity observation format, (2) learning outcomes test in the form of pretest and posttest, and (3) student response questionnaire to Wattpad media. There were 24 students who participated in this study. The results showed that student activity reached an average of 4.67 (very effective), and learning outcomes based on N-Gain analysis reached 0.76 (effective). Student responses to Wattpad media reached an average of 4.42 (very effective). This study concludes that the use of Wattpad media can improve the effectiveness of poetry writing learning. The implication is that the use of Wattpad can stimulate creativity and student engagement, leading to better learning outcomes. Indonesian language teachers can utilize Wattpad media for relevant learning materials..

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Introduction

Literacy rates in Indonesia are still relatively low compared to other countries (Tohir, 2019). This places Indonesia low in various international literacy surveys, impacting human resource competitiveness and the quality of education. Poetry plays a crucial role in addressing literacy issues (Newsome, 2008). The rich, rhythmic, and meaningful qualities of poetry make it a powerful instrument for stimulating reading interest and critical thinking, as well as providing a vehicle for creative expression of emotions and ideas. Students can use their creativity, decipher hidden meanings, and understand complex language through poetry, all of which contribute to building a more comprehensive literacy culture.

One of the Indonesian language learning materials for Grade XI high school students based on the Independent Curriculum is writing poetry based on short stories (Marwati & Waskitaningtyas, 2021). This learning material is characterized by students first reading short stories before writing poetry. Reading short stories aims to inspire students to write poetry. Observations indicate that the learning

process for this material lacks student interest. This is due to the limited learning media used by teachers. Teachers tend to direct students to read short stories in their textbooks before writing poetry. Meanwhile, the short story themes in student textbooks are very limited. This condition makes the learning process less effective. One digital media platform that provides a variety of short story themes is Wattpad. Students can choose short stories in the Wattpad app according to their desired theme, thus gaining better inspiration for writing poetry.

The gap in high school learning regarding writing poetry based on short stories is that teachers still tend to use student textbooks as a resource. Meanwhile, learning in the independent curriculum is directed at teachers developing Internet of Things (IoT)-based learning (Widdiharto, 2024; Wahyudin, 2024). In the development of digital media, Wattpad, which provides short stories with various themes, is very popular among teenagers. This potential has not been optimally utilized by Indonesian language teachers as a learning medium.

As an online reading and writing tool, Wattpad has a lot of potential to be used as a cutting-edge learning medium. Several previous studies have proven this. Wattpad is an example of how the circulation of literature has changed due to digital technology, leading to a literary landscape where story transmission occurs through complex socio-technical digital networks (Pianzola et al., 2020). The interactive nature of Wattpad encourages students to explore their creativity, making the writing process fun (Hammi, F., & Rahmawati, H., 2023). Through interaction with works from different authors, Wattpad promotes the development of literacy skills other than reading, including reading comprehension, creative writing, and critical thinking. Student interest and engagement can increase when Wattpad is used in class. Because social media users continue to increase from year to year, Wattpad can be an adequate medium to improve students' writing skills (Fatrisna Yuniar et al., 2019).

Learning effectiveness is the level of success of a teaching and learning process in achieving the expected goals. Several studies have discussed the context of this statement. Effective learning is characterized by the success of achieving learning objectives as anticipated by the teacher (Setyosari, 2014). The interaction between students and teachers plays a vital role in achieving these learning objectives, indicating that the quality of teaching directly impacts learning success (Alfisila et al., 2022). Learning effectiveness can be assessed through various metrics, such as student understanding, skill improvement, and application of knowledge in real-world contexts (Alvira, 2023). Learning effectiveness emphasizes the importance of achieving target values through methods such as remedial education for students who are active in learning (Makki, 2018). Teaching effectiveness is measured by the success of achieving learning objectives, emphasizing the importance of understanding learner needs and using a variety of strategies to increase engagement and inclusiveness, which ultimately leads to improved academic performance (Munna, 2021). Effective teaching leads to changes in both cognitive and non-cognitive outcomes, thus supporting the idea of goal achievement (Kauuman et al., 2023). The effectiveness of learning can be measured through several instruments, such as observing student activities during learning outcomes tests and student responses to the use of learning media.

Reading short stories is an imaginative activity that can transport readers to another world. As Iannaccone et al. (2019) noted, the concept of "possible worlds" in narratives supports the exploration of alternative realities, enhancing readers' ability to imagine and engage with different scenarios and outcomes. Imagination and exploration skills are fundamental to writing poetry. Poetry also requires writers to create alternative realities, construct unexpected metaphors, and present new worlds accessible only through imagination. Exposure to literary fiction, including short stories, is associated with improved social cognition because it requires readers to engage with the thoughts and emotions of characters. This engagement fosters empathy and a deeper understanding of social dynamics (Castano et al., 2020, and Eekhof et al., 2022). The emotional engagement and social cognition honed through reading fiction are essential assets for a poet. Writing poetry requires the writer to understand and convey human emotions and experiences, both from one's own perspective and that of others.

According to Semi (2020), writing is a creative activity in expressing ideas into written symbols or graphemes. Writing activities, especially expressive writing, allow individuals to articulate emotions, which can improve psychological well-being and emotional regulation (Memarian et al., 2017). Furthermore, writing poetry is a creative process that combines emotional exploration and language. This statement is in line with the opinion of Wassiliwizky et al., (2017) that poetry functions as a medium to express deep emotions, often leading to increased emotional responses in both poets and audiences. It is explained that poetry that is read can cause strong emotional reactions, such as chills and physiological responses, similar to those experienced with music. Another opinion suggests that the emotional content of poetry is not only communicated but actively shapes the perception of emotions, indicating that language plays an important role in constructing emotional experiences (Lindquist et al., 2015). Linguistic choices in poetry, including the use of emotions, facilitate the transformation of raw emotions into artistic expressions. This process is important for understanding the emotional landscape of poets and the aesthetic quality of their works (Sinelnikova, 2023). Emotions play an important role in language learning, influencing how individuals express themselves through writing. This relationship underscores the importance of emotional exploration in the creative process of poetry (Oxford, 2018).

There are several obstacles in teaching poetry writing. Students often struggle to write poetry due to a lack of diverse teaching strategies and media, which leads to disengagement (Nurhaida, 2023). One strategy teachers use to address this issue is to integrate innovative, creative, and enjoyable learning media accessible to students, such as the use of the Wattpad application as a learning medium. This study aims to explore the use of Wattpad in increasing the effectiveness of poetry writing learning.

Method

Research Design
The design used in this study was a one-group pretest-posttest design. A one-group pretest-posttest design is a quasi-experimental research design using a single group of subjects (Sugiyono, 2015). It is proposed that the subject group is given a specific treatment or intervention. Before the intervention, the subjects' abilities are measured using a pretest. After the intervention, the same abilities are measured again using a posttest. Differences in results between the pretest and posttest are then analyzed to determine the effectiveness of the treatment.

The schematic of the one-group pretest-posttest design can be illustrated as follows.

O_1 ----------------------- x ----------------------- O_2

Description:
O   = Pretest stage, which is the measurement of students' initial abilities before being given treatment.
X   = Intervention or treatment stage, which is learning to write poetry based on short stories read using Wattpad media.
O   = Posttest stage, which is re-measuring students' abilities after participating in the activities. The scheme above shows that there is one group of subjects whose abilities are measured (O   ), then the group is given treatment in the form of learning activities (X), and then re-measured (O   ) to see any changes that occur in the subjects being studied.

Research Subjects and Data Sources
The subjects of this study were all students of class XI-1 at SMA Negeri 8 Konawe Selatan. There were 24 students in class XI-1. The selection of this class was not done randomly but used a purposive sampling technique. This approach allows researchers to intentionally choose the class that is most relevant and meets the predetermined criteria. These criteria include class readiness, such as the availability of adequate facilities, and the willingness of Indonesian language teachers to actively

collaborate in the implementation of research interventions. The data sources in this study include aspects: (1) student activity in learning; (2) student learning outcomes; and (3) student responses to learning using Wattpad media.

Instruments and Data Collection Procedures

The types of instruments used in collecting data for this study include 3 parts, namely (1) observation format, (2) learning outcomes test, and (3) questionnaire. Regarding these instruments, several things can be explained. *First*, the learning activity observation format uses a Likert scale. The Likert scale is used to measure attitudes, perceptions, and opinions of someone towards actions that have been implemented (Sugiyono, 2021). The Likert scale interval uses values 1-5, with provisions as stated in Table 1.

Table 1. Likert Scale Interval Guidelines

Average Score	Classification
5	Very Good
4	Good
3	Fair
2	Poor
1	Very Poor

Indicators observed in learning activities include: (1) students have the motivation to learn, (2) pay attention to the teacher's explanation about the use of the Wattpad application or media, (3) note down important things conveyed by the teacher, (4) are enthusiastic in forming study groups, (5) are active in learning activities or group discussions, (6) use the Wattpad application or media, (7) ask questions to the teacher or peers, (8) help peers to understand more quickly in using the Wattpad application, (9) do the tasks listed in the LKPD seriously, (10) students together with the teacher conclude the learning material, (11) provide statements about their perceptions of the learning carried out, and (12) answer evaluation questions well. The procedure for collecting data on student activities in learning activities is carried out during the learning activities.

Second, learning outcome tests are given to students in the form of pretests and posttests. The learning outcome test uses an assessment rubric with aspects assessed, including: (1) theme, (2) feeling, (3) spelling, (4) punctuation, (5) figurative language, and (6) the message of the poem. *Third*, the questionnaire given to students is intended to determine students' perceptions of the Wattpad media used in learning. The questionnaire also uses a Likert scale of 1   5. The indicators contained in the questionnaire include: (1) students feel happy with learning using Wattpad media, (2) Wattpad learning media has an element of novelty, (3) Students are interested in participating in learning, (4) can clearly understand the menus available in the Wattpad application after being explained by the teacher, (5) can use the Wattpad application smoothly, (6) are interested in the appearance of the menus or images in the Wattpad application, (7) feel there is progress after learning using the Wattpad application, (8) by using Wattpad media, learning activities can run in a pleasant atmosphere, (9) by using this Wattpad media, I feel challenged to be creative in learning activities, (10) the process of finding short story themes through the Wattpad application can proceed quickly, (11) in learning using this Wattpad media, group learning will be more effective, and (12) in literary appreciation learning activities, teachers should be able to use this Wattpad media or application.

Data Analysis Techniques

Data analysis techniques for the effectiveness of Wattpad media in learning were carried out through the following steps. *First*, the analysis of Wattpad's effectiveness was based on student activity observation sheets. The processed data was then tabulated and the average score for each aspect was calculated. Next, the obtained average score data was converted into a 5-point scale conversion table to obtain a qualitative value. To determine the level of effectiveness of Wattpad media in terms of student activity in learning, the guidelines listed in Table 2 can be used.

Table 2. Guidelines for Average Wattpad Media Effectiveness Scores

Average Score	Classification
> 4,2	Very Good
> 3,4 4,2	Good
> 2,6 - 32,4	Fair
>1,8 2,6	Poor
1,8	Very Poor

Source: (Widoyoko, 2017)

Second, to determine the effectiveness of Wattpad media in terms of student learning outcomes, a normalized gain (N-Gain) value can be calculated from the pre-test and post-test results. The N-Gain formula (Hake, 1998). The criteria for determining the effectiveness of Wattpad media in terms of student learning outcomes, based on the N-Gain score calculation, are presented in Table 3.

Table 3. Criteria for the Effectiveness of Wattpad Media with N-Gain Score

Average achievement	Interpretatation
< 0,40	Not effective
0,40 0,55	Less effective
0,56 0,75	Moderately effective
>0,75	Effective

Source: (Sukarelawan, 2024)

Third, the analysis of the effectiveness of Wattpad media from the aspect of student responses to Wattpad media was also tabulated, and the average score for each aspect was calculated. Student responses were assessed using a Likert scale. The average score data obtained was also converted into a 5-point scale conversion table, as applied to the analysis of the effectiveness of observations of student activities in learning.

Results and Discussions

Research Results

The presentation of the research results consists of three parts: (1) observations of student activities during learning, (2) student test results and N-Gain Score analysis, and (3) questionnaire results regarding student responses to the Wattpad media used in learning. These three research data points will be presented below.

Observations of Student Activities

During the learning activities, members of the research team observed student activities during the learning process. The purpose of these observations was to obtain data on student activities during learning using Wattpad media. Overall, the data from observations of student activities are presented in Table 4.

Table 4. Student Activities **in Learning**

Number	Description of Assessment Aspects	Value
1	Students are motivated to learn.	5
2	Paying attention to the teacher's explanation about the use of the Wattpad application or media.	5
3	Taking notes of important things conveyed by the teacher.	4
4	Enthusiastic about forming study groups	5
5	Active in learning activities or group discussions.	5
6	Using the Wattpad application or media.	5
7	Asking questions to the teacher or peers.	4
8	Helping peers understand how to use the Wattpad application	5
9	Working on the tasks listed in the LKPD seriously	5

Number	Description of Assessment Aspects	Value
10	Students and teachers conclude the learning material.	5
11	Giving statements about their perceptions of the learning that is carried out.	4
12	Following the learning evaluation well.	4
Total of the score		56
Average value		4,67

Source: Results of Student Activity Data Analysis

Student Test Result Data and N-Gain Analysis

The student test result data consists of two parts: pretest and posttest results. Both data sets are presented below.

Pretest Data

To determine students' initial understanding, a pretest is administered before class. The student pretest results are presented in Table 5 below.

Table 5. Student Pretest Results

Data element	Assessment aspect						Total Score	Classical average
	Thema	Feeling	Spelling	Punctuation	Figurative language	Message of the poem		
Total Achievement/Aspect	24	25	32	40	23	25	169	
Average Achievement/Aspect	50,00	52,08	33,33	41,67	23,96	52,08	39,12	**39,12**

Source: Analisis Data Hasil Pretest

Posttest Results

After the learning activities were completed, students were given a posttest. This posttest was intended to obtain data on students' mastery of the learning material on writing poetry using Wattpad. The student posttest results are presented in Table 6.

Table 5. Student Posttest Results

Data element	Assessment aspect						Total score	Classical average
	Thema	Feeling	Spelling	Punctutation	Figurative language	Message of the poem		
Total Achievement/Aspect	47	48	53	91	82	47	368	
Average Achievement/Aspect	97,92	100	55,21	94,79	85,42	97,92	85,19	**85,19**

Source: Posttest Results Data Analysis

N-Gain Analysis Data

The N-Gain analysis is intended to determine the effectiveness of Wattpad media in terms of student learning outcomes. This analysis compares pretest and posttest data. The N-Gain analysis data can be seen in Table 7.

Table 7. N-Gain Analysis Data

Sequence number	Student code	Pretest data	Postest data	N-Gain	Interpretation
1	Student 01	38,89	83,33	0,73	Moderately effective
2	Student 02	38,89	77,78	0,64	Moderately effective
3	Student 03	33,33	77,78	0,67	Moderately effective

Sequence number	Student code	Pretest data	Postest data	N-Gain	Interpretation
4	Student 04	27,78	72,22	0,62	Moderately effective
5	Student 05	38,89	88,89	0,82	Effective
6	Student 06	38,89	94,44	0,91	Effective
7	Student 07	27,78	72,22	0,62	Moderately effective
8	Student 08	27,78	72,22	0,62	Moderately effective
9	Student 09	44,44	83,33	0,70	Moderately effective
10	Student 10	38,89	88,89	0,82	Effective
11	Student 11	38,89	88,89	0,82	Effective
12	Student 12	44,44	83,33	0,70	Moderately effective
13	Student 13	38,89	88,89	0,82	Effective
14	Student 14	44,44	77,78	0,60	Moderately effective
15	Student 15	44,44	77,78	0,60	Moderately effective
16	Student 16	38,89	94,44	0,91	Effective
17	Student 17	44,44	94,44	0,90	Effective
18	Student 18	38,89	94,44	0,91	Effective
19	Student 19	38,89	94,44	0,91	Effective
20	Student 20	38,89	83,33	0,73	Moderately effective
21	Student 21	50	83,33	0,67	Moderately effective
22	Student 22	33,33	94,44	0,92	Effective
23	Student 23	44,44	88,89	0,80	Effective
24	Student 24	44,44	88,89	0,80	Effective
Total of achievement		938,87	2044,41	18,20	
N-Gain		39,12	85,18	0,76	Effective

Source: Data Analysis of N-Gain Analysis Results

Student Response Questionnaire Results

This study also examined how students reacted to the learning process and resources to measure the effectiveness of the learning. The student response questionnaire was conducted to determine their perspectives, engagement, and feedback regarding the learning experience using Wattpad. After the learning session, students were given a questionnaire to answer to gather information about their participation and reactions to the learning activities. Data on student responses to the use of Wattpad can be seen in Table 8.

Table 8. Student Questionnaire Results Data

Data element	Statement number												Total Score	Average Response Value
	1	2	3	4	5	6	7	8	9	10	11	12		
Total of achievement	105	103	100	101	99	107	111	107	108	109	108	114	1272	
Achievement average	4,4	4,3	4,2	4,2	4,1	4,5	4,6	4,5	4,5	4,5	4,5	4,8	4,42	**4,42**

Source: Results of Student Questionnaire Data Analysis

Discussion of Research Findings

Based on observational data on activities during the poetry writing lesson based on the short stories read, several points can be made. Of the twelve observational indicators, eight received a score of 5. The remaining four elements received a score of 4. With an overall score of 56, the average was 4.67. The efficiency of students' activities in learning to write poetry using Wattpad was quite high, according to statistics and effectiveness criteria. This conclusion is quantitatively supported by the high average score (4.67), which is above the criterion limit (4.2). Many previous studies have undoubtedly confirmed these results. Rokha (2019) stated that using the Wattpad application

significantly increased students' motivation and writing skills, with an increase in the percentage of observations. Sari (2017) also stated that using the Wattpad application can increase student engagement and effectiveness in writing activities.

Based on the pretest results, students' initial ability in composing poetry was still quite low. The classical average of 39.12 indicates that most students have not yet mastered the basics of poetry writing. Effective learning interventions are urgently needed, as evidenced by these scores, which also fell well below the optimal completion criteria. This provides an important starting point for intervention.

Regarding the pretest findings, it is also important to note that each evaluation component revealed its own strengths and weaknesses. The figurative language aspect had the lowest mastery level, with an average of only 23.96%. Based on this figure, students still struggled to use metaphorical language. With an average score of 33.33%, spelling was also a major issue, indicating numerous technical errors in the writing. However, with an average score of 52.08% for the feeling and message components of poetry, students demonstrated a slightly higher understanding of these components. Nevertheless, this rating is still relatively low, highlighting the need for comprehensive improvement across all aspects of poetry writing.

After implementing the learning treatment using Wattpad, student learning outcomes showed significant changes. Based on the analysis of posttest data, several points can be made. First, the element of feeling in poetry writing had a very high average achievement of 100%. This indicates that students have a strong understanding of how to convey feelings in poetry. These skills provide a strong foundation for creating and appreciating literary works. Second, with an average score of 97.92%, the theme and message elements of poetry also demonstrated outstanding abilities. This reinforces the evidence that students can effectively communicate the main concepts and meanings of poetry. Furthermore, with an average score of 94.79%, the punctuation component demonstrated a strong mastery of using writing standards to explain the structure and meaning of poetry. Third, although the average score for figurative language was higher than spelling (85.42%), it still needs improvement. The emotion and beauty of poetry are enhanced when metaphorical language is understood and used. Therefore, improving students' understanding of various types of figurative language and how they are used in poetry can improve the quality of their poetry. Fourth, the spelling component had the lowest average achievement (55.21%), which is an interesting finding. This graph indicates that children have significant difficulty using correct spelling rules. The overall quality of students' learning outcomes in poetry writing improved substantially, with significant improvements in the spelling component, although the classical average generally showed good results. Addressing this deficiency requires attention and specific learning tactics. Based on the results of the pretest and posttest data analysis using the N-Gain Score, a very strong conclusion was obtained regarding the effectiveness of this media. This is evident from the overall average N-Gain Score of 0.76, which is in accordance with the interpretation guidelines (N-Gain > 0.75), placing Wattpad media in the "Effective" category. This achievement scientifically proves that learning interventions with Wattpad media have succeeded in creating significant changes in student competencies. This finding of effectiveness is certainly reinforced by the drastic increase in student learning outcomes, where the average pretest score of only 39.12 jumped sharply to 85.18 in the posttest.

Individually, the N-Gain results show that the effectiveness of this media is not only generally applicable but also evenly distributed across most students. It was recorded that 13 students (54.17%) showed a very significant increase in learning outcomes and fell into the "Effective" category. Meanwhile, the remaining 11 students (45.83%) were in the "Quite Effective" category. This indicates that the Wattpad media successfully overcomes the difficulties of students with different initial ability backgrounds. The high percentage of students in the "Effective" and "Quite Effective" categories provides empirical evidence that the Wattpad media is a valid and effective tool to facilitate the process of learning to write poetry, making it an innovative solution that is relevant to current technological developments. The findings in this study are in line with previous studies. For example, research by Hammi, F., & Rahmawati, H. (2023) that the Wattpad platform encourages

independent learning, allowing students to explore their creativity in writing poetry. Jusmaya's (2019) research also corroborates this study, showing that students showed significant improvement in their writing skills after using Wattpad, as evidenced by a comparison of pre-tests and post-tests. Furthermore, Yuniar et al.'s (2019) research also aligns with this study, showing that integrating Wattpad with a process genre approach led to improved writing achievement among students, further supporting its effectiveness.

The analysis of student questionnaire data indicates that the findings of this study have important scientific implications for how Wattpad can be used in learning environments. The assumption that this platform is a powerful tool for increasing student engagement, motivation, and understanding in the learning process is supported by student responses, which were highly supportive. It can be said that students had very positive reactions to using Wattpad for learning.

The total mean achievement score of 4.42, which is higher than 4.2, indicates that this medium is very useful for teaching students how to write poetry based on short stories they have read. Several previous research findings also corroborate this study's findings. Agustina & Hidayat's (2023) research shows that Wattpad significantly motivates students to write by nurturing their imagination and expanding their vocabulary. A study by Hammi, F., & Rahmawati, H. (2023) involving 200 students revealed that most had positive perceptions of Wattpad, noting that it encouraged independent learning and improved writing skills. Students stated that Wattpad's interactive nature increased their enthusiasm for writing, leading to more frequent practice (Suhaeni, 2022).

Conclusion

Based on the analysis of research data that has been conducted, it can be concluded that the use of Wattpad media in learning on the material of writing poetry based on short stories read shows varying levels of effectiveness in various aspects studied. First, based on the aspect of student activity, the use of Wattpad media is very successful in increasing student involvement in the learning process, with an average score of 4.67. This average is a very effective category because it is in the interval > 4.2. These results indicate that integrating Wattpad into the poetry writing process can produce a high level of student involvement, motivation, and participation. Second, from the aspect of learning outcomes in the pretest and posttest analyzed using N-Gain, it was found that the use of Wattpad media in learning to write poetry proved effective in improving students' abilities. This significant increase is shown by the average N-Gain of 0.76, which is in the interval with the effective category. This is also supported by the jump in the average score from the pretest (39.12) to the posttest (85.18). Third, based on student responses to the use of Wattpad media, the effectiveness of Wattpad media reached a very effective level, with an average score of 4.42, greater than 4.2. This indicates that students view and accept the use of Wattpad as a medium in learning to write poetry.

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