



Differences in the Ability to Write Narrative Texts Using the Wattpad Application Media and Without Using the Wattpad Application Media in Grade VIII Junior High School Students

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ABSTRACT

Purpose of the study: The purpose of this study was to determine the differences in the ability to write narrative texts using the Wattpad application media and without using the Wattpad application media in class VIII students of State Junior High School 01 North Bengkulu.

Methodology: This study used a quantitative experimental method with a sample of 32 students of class VIII of State Junior High School 01 North Bengkulu, selected through purposive sampling. Data were collected through a narrative text writing test assessed based on content, text structure, effective sentences, diction, and spelling. Data analysis used Paired Sample t-Test.

Main Findings: The results: (1) the ability to write narrative texts of class VIII students of SMP Negeri 01 Bengkulu Utara using the Wattpad application is in the good category with an average value of 78.8, (2) without using the Wattpad application, students' ability to write narrative texts is in the sufficient category with an average value of 55.0, and (3) there is a significant difference between the two groups. The results of the t-test show $(t_{count} = 8.048 > t_{table} = 2.039)$ ($p = 0.000 < 0.05$), so that the average writing ability with the Wattpad application is higher than without the application.

Novelty/Originality of this study: This study offers a new perspective on the effectiveness of digital application media, such as Wattpad, in improving narrative text writing skills among Junior High School students, which has not been widely explored before in the context of Indonesian education.

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1. INTRODUCTION

Learning Indonesian is very important for students. Language learning is carried out to train language aspects so that students can speak well and correctly. Language skills consist of four aspects, namely listening, reading, speaking, and writing. Writing skills are skills that are more difficult to learn compared to reading, listening and speaking skills. According to Dalman Writing is a complex activity because the writer is required to express it in a variety of written languages. Writing is not only an activity of expressing the writer's ideas, thoughts, and feelings, but it is necessary to follow the grammatical rules or regulations that have been established in Indonesian. According to Tarigan writing skills are one of the productive and expressive language skills that are used to communicate indirectly and not face to face with other parties [1], [2], [3].

In the 2013 curriculum, it is explained that one of the writing skills that must be mastered by Junior High School students in grade VII is writing narrative texts. With the basic competency "4.4 Presenting creative ideas in the form of imaginary stories orally and in writing by paying attention to structure, language use, or oral aspects." Narrative is a story based on the sequence of an event or incident. Narrative texts can contain fiction or non-fiction. Narrative text is a form of writing that attempts to create, tell, and organize human actions in an event chronologically or taking place in a single time unit [4], [5], [6].

Writing narrative text is a writing activity that involves a creative process in processing and developing ideas into a piece of writing. In this activity, students need imagination and creativity to be able to process ideas and create a good story. In addition, students must have a mastery of vocabulary in order to develop a storyline that can captivate readers. Therefore, writing narrative text requires students to increase their reading experience because limited knowledge about something will cause limited ideas in writing [7], [8], [9].

Based on the results of an interview with one of the Indonesian language teachers at State Junior High School 01 Bengkulu Utara, students' interest and motivation in writing narrative texts tend to be low. From the data from student observations, it shows that the achievement of the narrative text writing ability score of class VIII A students of State Junior High School 01 Bengkulu Utara is 55.0 or is in the sufficient category based on the qualification of narrative text writing ability. The obstacles faced by students in writing narrative texts are difficulty in using good and correct spelling, inappropriate use of capital letters, punctuation errors, and lack of vocabulary mastery. Lack of vocabulary mastery makes it difficult for students to start and develop a story. In addition, students also have difficulty developing narrative structures and determining themes and storylines. These problems are caused by a lack of motivation and interest in writing. Not only that, because the lack of motivation in writing causes students to create essays that seem careless, not a few students even copy work on Google and in textbooks. This has an impact on the lack of students' ability to write good narrative texts to get good work [6], [10], [11].

In this case, the role of learning media is very necessary to attract attention and increase student motivation in writing. To keep up with the progress of educational technology and learning technology, the learning process is required to keep up with the times by using increasingly sophisticated learning media and equipment. Therefore, teachers must also be able to adapt to the times by participating in developing their potential with the progress of technology that is currently developing in order to be able to apply interesting learning media [12], [13], [14].

Learning media is a tool that can be used in the learning process. According to Pagarra et al., learning media is all the equipment used by teachers as intermediaries to convey learning materials so that they reach people who are learning correctly and effectively. Media has a very important role in influencing a learning process in students. This is because media is a means to facilitate teachers in teaching and stimulate student motivation in learning to be more interesting and efficient. Through media, students are expected to be able to understand well the understanding obtained by students as a more meaningful learning outcome [15], [16], [17].

Based on the problems above, the author utilizes the advancement of information and communication technology today to improve students' writing skills. The form of development that is currently being felt is the many applications that have emerged according to the needs of their use. For example, applications that make it easier for students to read and write such as Wattpad. Wattpad is one of the applications that is very popular among teenagers.

According to Simanjuntak[18] the Wattpad application is a blog that allows its users to read and write stories. Wattpad is an internet-based application used to upload or download and share written works. This application provides various types of reading in the form of novels, short stories, poetry, or reference books. In addition, the Wattpad application is also used as a place to develop talents in the field of writing. In this study, the use of the Wattpad application functions to provide stimulation to students so that they can develop their imagination and vocabulary through reading experiences. Wattpad was chosen as a learning medium because Wattpad can be used in schools, this application can also be used as entertainment for students so that learning is not monotonous and not boring. This can give a special impression to students, because students get learning and entertainment at the same time so that it will make it easier for students to understand learning. In addition, students are also familiar with this application, so the use of this learning media is quite easy to apply. In line with this statement, Yuniar et al., emphasized that the opportunity to apply popular media in class will help students to use it because they are familiar with them[19], [20], [21].

The use of Wattpad has been implemented by Nur and Rosadi [22] with the title "The Influence of Wattpad Application Media on the Ability to Write a Narrative Text of Class X Students of SMA Rizki Ananda". The results of the study showed that the use of Wattpad media had a very significant effect on the ability to write narrative texts. Furthermore, research conducted by Aulia[23] with the research title "The Influence of Wattpad Application Learning Media on the Ability to Write Drama Texts of Class VIII Students of Islamic Junior High School Yaspia" showed that the application of Wattpad application media was effective in learning to write drama texts because it met the indicators of learning effectiveness. Meanwhile, research on the influence of the Wattpad application was conducted by Wulansari [24]with the research title "The Influence of Using the Wattpad

Application on the Ability to Write Drama Scripts" obtained the results of the study that the Wattpad application had a very significant effect on the ability to write drama texts.

Previous research has similarities with the research that will be conducted by the author, namely the use of the Wattpad application as a learning medium. The difference between this research and previous research is first seen from the location and subject of the research. In the research conducted by Nur and Rosadi [25] the research was conducted at Rizki Ananda Senior High School in class X, then the research conducted by Wulansari [26] was conducted at Ciputat Islamic Vocational High School in class XI AK1 and class XI AP1 semester 2 of the 2017/2018 academic year, and the research conducted by Aulia was conducted at Yaspia Islamic Junior High School in class VIII. While this research will be conducted at State Junior High School 01 North Bengkulu in class VIII. The next difference is seen from the type of writing ability. In the research conducted by Wulansari and Aulia the type of ability is writing drama texts, while this research will use narrative texts[27].

From the three studies, it shows that the use of Wattpad application media in the Indonesian language learning process can affect students' writing skills. Therefore, the author wants to see the difference in students' narrative text writing skills during the pre-test conducted without Wattpad application media with the ability to write narrative text during the post-test using Wattpad application media, to find out whether this media is able to provide better results on the narrative text writing skills of class VIII students of SMP Negeri 01 Bengkulu Utara or there is no difference at all and the impact is the same on learning in general. This is very important according to the author because if in using the Wattpad application students' narrative text writing skills have a better difference, then the use of this media can be considered by teachers in learning activities[28], [29], [30].

Based on the background above, it is important to conduct research on the Differences in the Ability to Write Narrative Texts Using the Wattpad Application Media and Without Using the Wattpad Application Media in Class VIII Students of State Junior High School 01 North Bengkulu. Based on the background of the problem, the formulation of the problem in this study is. How is the ability to write narrative texts using the Wattpad application media in class VIII students of State Junior High School 01 North Bengkulu?, How is the ability to write narrative texts without using the Wattpad application media in class VIII students of State Junior High School 01 North Bengkulu?, Is there a difference in the ability to write narrative texts using the Wattpad application media and without using the Wattpad application media in class VIII students of State Junior High School 01 North Bengkulu?.

2. RESEARCH METHOD

2.1 Research Approaches And Methods

This study uses a quantitative approach. Research with a quantitative approach is research that uses data in the form of numbers and is analyzed statistically. Quantitative research is used to research a particular population or sample, data collection using research instruments, data analysis is quantitative/statistical with the aim of testing the established hypothesis[31], [32].

The research method used is the experimental method. Sugiyono stated that the experimental method can be interpreted as a research method used to find the effect of certain treatments on others in controlled conditions. Therefore, to find out the difference in the ability to write narrative texts using the Wattpad application media and without using the Wattpad application media, the experimental method was used.

2.2 Research Design

The design used in this study is pre-experimental design. Pre-experimental is also called quasi-experimental. Quasi-experimental research is research that seeks real-life causal relationships, where controlling change is difficult or impossible, random grouping is difficult, and so on[24], [33].

This study uses the One-group pretest-posttest design. In the implementation of the One-Group Pretest-Posttest Design experiment, at first an initial test (pre-test) will be carried out to determine the initial abilities of students, in this case the researcher will use the results of the narrative text writing ability test that has been done by students in class VII semester one as the pretest results. Furthermore, students are given treatment using the Wattpad application. Then, students will be given a final test to determine students' abilities after the treatment (post-test). The design in this study can be described as follows.

$$O_1 \ X \ O_2$$

Figure 3.1 Research Design

Information :

- O₁** : Pretest scores of students' narrative text writing skills before being given the Wattpad application treatment.
- O₂** : Post-test scores of students' narrative text writing skills after being given the Wattpad application treatment.
- X** : Treatment is given using the Wattpad application.

2.3 Research Procedures

The research procedure that will be carried out by the researcher is as follows: First, the researcher will conduct a pretest to see the initial ability of students in writing narrative texts without using Wattpad or before being given treatment. In this case, the researcher takes pretest data from the data on the ability to write narrative texts that have been carried out by students in grade VII in the first semester. Then, the researcher will see the average value of the pretest results and conclude how the students' ability to write narrative texts was before being given treatment. Next, the researcher will provide treatment using Wattpad, starting by providing material on narrative texts starting from the definition, elements of narrative texts, narrative text structure, language rules of narrative texts, development steps, examples of narrative texts to analyzing narrative texts. Then the researcher began to introduce the Wattpad application media to students. Starting from explaining the definition and use of Wattpad, to asking students to read five different stories on Wattpad, namely the Running World, the Wise Longan Tree, Burning Potatoes, the Tough Ibil, and Muki the Mosquito. In this study, the Wattpad application media was used as a medium to help students develop their imagination and increase their vocabulary.

Then the researcher will conduct post-test data collection to see students' ability to write narrative texts using Wattpad or after being given treatment. Furthermore, the researcher will see the difference in students' ability to write narrative texts before and after being given treatment, by comparing the values from the pretest and post-test results. Finally, the researcher will see whether or not there is a difference in the ability to write narrative texts using the Wattpad application media and without the Wattpad application media with the Paired Sample t-Test formula. With the test rule if $t_{\text{count}} \leq t_{\text{table}}$, then H_0 is accepted and H_a is rejected, while if $t_{\text{count}} \geq t_{\text{table}}$, then H_0 is rejected and H_a is accepted.

In order to be more accurate, the researcher conducted a hypothesis test using a t-test with the help of the Microsoft Excel 2010 t-Test: Paired Two Sample for Means program with the criteria that if the value of $\rho < 0.05$, then H_0 is rejected and H_a is accepted, meaning that there is a difference in the ability to write narrative texts using the Wattpad application media and without using the Wattpad application media in class VIII students of State Junior High School 01 North Bengkulu. And if $\rho > 0.05$, then H_0 is accepted and H_a is rejected, meaning that there is no difference in the ability to write narrative texts using the Wattpad application media and without using the Wattpad application media in class VIII students of State Junior High School 01 North Bengkulu.

2.4 Population and Sample

The population in this study were students of class VIII of Junior High School 01 Bengkulu Utara in the 2022/2023 academic year, from class VIII A totaling 32 students, class VIII B totaling 32 students, class VIII C totaling 32 students, class VIII D totaling 32, class VIII E totaling 32 students, and class VIII F totaling 32 students, class VIII F totaling 32 students, class VIII G totaling 32 students, class VIII H totaling 27 students, class VIII I totaling 29 students. So the total number is 278 students.

Table 1. Number of Class VIII Students of Junior High School 01 North Bengkulu in the 2022/2023 Academic Year

No.	Class	Gender		Total
		Male	Famale	
1.	VIII A	16	16	32
2.	VIII B	15	17	32
3.	VIII C	15	17	32
4.	VIII D	13	19	32
5.	VIII E	14	18	32
6.	VIII F	14	18	32
7.	VIII G	14	18	32
8.	VIII H	10	15	25
9.	VIII I	10	15	25
	Total	121	153	274

Sample is part of the number and characteristics owned by the population . In this study, the sample was taken using purposive sampling technique. Purposive sampling is a sampling determination technique with certain considerations. By using purposive sampling technique, researchers will determine the sample intentionally based on certain criteria or considerations. The reason for using purposive sampling technique is because researchers can only use one class. This is because at the time of the study it coincided with the P5 project and UTS preparation. In addition, Junior High School 01 North Bengkulu prohibits its students from bringing smartphones to school so researchers need permission and control so that students can use smartphones as a learning medium. Therefore, researchers need one class that can represent the characteristics of the entire population, researchers took class VIII A which consists of 32 people as a sample because it is considered capable of representing the characteristics of the desired population.

2.5 Data Collection Technique

The data collection technique in this study used a test. Arikunto argued that a test is a series of questions or exercises and other tools used to measure skills, intelligence knowledge, abilities or talents possessed by individuals or groups. The type of test is a suggestive (imaginative) narrative text writing test. This form is used because it can show the ability of test participants in expressing their knowledge and skills in writing narrative texts based on the suitability of the content, narrative text structure, effective sentences, diction/word choice, and spelling. The test in this study was carried out twice, namely a test before being given treatment (pre-test) and a test after being given treatment (post-test).

2.6 Research Instruments

According to Sugiyono, a research instrument is a tool used to measure natural and social phenomena that are observed. The instrument used in this study was a test sheet. The test used was a test of the ability to write suggestive (imaginative) narrative texts with an adventure theme. According to Nurgiyantoro, the criteria for assessing essays are: 1) quality and scope of content; 2) organization and presentation of content; 3) style and form of language; 4) mechanics: grammar, spelling, punctuation, neatness of writing, and success. Based on this opinion, the researcher modified the assessment of narrative texts to suit the needs of this study. There are five aspects of assessment to measure the ability to write narrative texts, namely. First, Suitability of content, namely the content of ideas in accordance with the adventure theme and is able to attract readers. Second, the structure of the narrative text, namely assessing the completeness and accuracy in the structure of the narrative text, namely orientation, complication, resolution, and reorientation. Third, effective sentences, namely sentences that are easy for readers to understand in the narrative text. Fourth, diction/word choice, namely the selection and use of vocabulary in the narrative text created by students. Lastly, spelling is the use of good and correct spelling in narrative texts created by students.

The test sheet that will be used as a data collection tool has been designed by the researcher as follows.

NARRATIVE TEXT WRITING ABILITY TEST FOR GRADE VIII STUDENTS OF STATE JUNIOR HIGH SCHOOL 01 NORTH BENGKULU

A. Instructions For Writing Narrative Text

1. Narrative text created by class VIII students of State Middle School 01 North Bengkulu.
2. Write your identity on the top right including name, class, school and date.
3. It is forbidden to copy friends' work and copy narrative text from the internet and textbooks.

B. About Writing Narrative Text

Create an imaginative suggestive narrative text by paying attention to aspects of appropriateness of content, structure, effective sentences, diction/word choice, and correct spelling of the narrative text.

1. 1. Start by developing imagination based on the experience of reading Wattpad stories that have been read.
2. 2. Create an imaginative suggestive narrative text with an adventure theme.
3. 3. The title is made freely but still refers to the theme.
4. 4. Pay attention to aspects based on the suitability of the content, structure, effective sentences, diction/word choice, and correct spelling of the narrative text.
5. 5. Understand the instructions for writing the narrative text above properly and correctly.

The following is a grid of instruments used to collect data.

Table 2. Grid of Narrative Text Writing Skills

No.	Elements Assessed	Significance	Category
1.	Suitability of content	1-30	Low-Very Good
2.	Structure	1-25	Low-Very Good
3.	Effective sentences	1-20	Low-Very Good
4.	Diction	1-15	Low-Very Good
5.	Spelling	1-10	Low-Very Good
Total		1-100	Low-Very Good

After the above criteria are met, the next step is to conduct research on the results of students' work. The assessment is carried out by giving a score to the narrative essays made by students. The score given is based on the assessment criteria for the ability to write narrative texts of class VIII students of State Junior High School 01 Bengkulu Utara.

Table 3. Narrative Text Writing Assessment Rubric

No.	Aspect	Skor Range	Category	Indicator	Descriptor
1.	suitability of content	24-30	Very Good	If the three aspects of the assessment indicators can be achieved.	<ol style="list-style-type: none"> 1. The content of the narrative text is in accordance with the adventure theme. 2. The content of the narrative text is able to attract the attention of readers 3. There is complete information (the story provides enough information to understand the basic concepts and development of the story).
		17-23	Good	If two aspects of the assessment indicators can be achieved.	
		9-16	Enough	If one aspect of the indicator can be achieved.	
		1-8	Less	No aspect of the indicator can be achieved.	
2.	Narrative text structure	19-25	Very Good	if there are at least three aspects the assessment indicator can be achieved.	<ol style="list-style-type: none"> 1. There is orientation. 2. There are complications. 3. There is a resolution. 4. There is a re-orientation.
		13-18	Good	if two aspects of the assessment indicators can be achieved.	
		7-12	Enough	if one aspect of the assessment indicator can be achieved.	
		1-6	Less	If no aspect of the assessment indicator is achieved.	
3.	Effective sentences	16-20	Very Good	If the three aspects of the assessment indicators can be achieved.	<ol style="list-style-type: none"> 1. The clarity of the sentence content is clear and not long-winded. 2. The accuracy of the sentence provides information that is right on target. 3. The sentences written are easy to understand.
		11-15	Good	If two aspects of the assessment indicators can be achieved.	
		6-10	Enough	If one aspect of the assessment indicator can be achieved.	
		1-5	Less	If no aspect of the assessment indicator is achieved.	
4.	Diction/word choice	13-15	Very Good	if the three aspects of the assessment indicators can be achieved.	<ol style="list-style-type: none"> 1. Accuracy of word choice (clarity of meaning). 2. Accuracy in word choice (avoidance of unnecessary words). 3. Appropriateness of word choice to the text.
		10-12	Good	if two aspects of the assessment indicators can be achieved.	

		5-9	Enough	if one aspect of the assessment indicator can be achieved.	
		1-4	Less	if no aspect of the assessment indicator is achieved.	
5.	Spelling	9-10	Very Good	If the four aspects of the assessment indicators can be achieved.	1. Shows the correct spelling of capital letters and italics.
		6-8	Good	If the three aspects of the assessment indicators can be achieved.	2. Shows the correct spelling of words (including derived words, prepositions, particles, numerals, pronouns, and conjunctions).
		3-5	Enough	If two aspects of the assessment indicators can be achieved.	3. Shows the correct use of punctuation.
		1-2	Less	If one aspect of the assessment indicator can be achieved.	4. Correct spelling of loan elements.

In this study, after giving scores to the students' test results based on the narrative text writing ability grid table and the narrative text writing ability assessment rubric table, in order to present accurate measurement results, the researcher must look at the highest and lowest total scores, therefore the researcher will give a score based on the score processing in the narrative text writing ability qualification table which can be seen in table 4.

2.7 Material Testing

To prove that the reading materials or stories used in the study can be understood by grade VIII students and are in accordance with the story selection criteria. Then a trial of the reading materials that will be used in the study was conducted. The test used was a reading competency test by constructing answers, which requires students to express their own answers by expressing language based on information obtained from the given discourse. The form of the test used was to retell the narrative text given orally.

The trial was conducted once at the same level or grade as the research subjects, in this study the trial of reading materials was conducted on 5 students of grade VIII randomly. The stories selected were stories with a ranking of 1 in the character education category and a ranking of 1 in the lite category on Wattpad, namely the Running World, the Wise Longan Tree, Burning Potatoes, the Tough Ibil, and Muki the Mosquito. At first, students were asked to read the five stories. Then, students were asked to assess whether the story was understandable or not. Next, students were asked to retell the story that had been read orally.

From the test results, it is known that the five students think that the story used can be understood well. The five students can retell the story orally very well. Based on these results, it can be concluded that the reading material or story that was tested can be used in research.

2.8 Data Analysis Techniques

In this study, in order to answer the formulation of the problem, the researcher conducted a quantitative analysis. The collected data will be analyzed using statistical methods. The use of these statistics depends on the research model used. The research model used is an experiment with a pre-experimental design. In pre-experimental research, data collection is carried out twice, namely before and after treatment. To analyze the data obtained from the research results, the researcher uses the following steps.

1. Descriptive Analysis

Descriptive analysis is a type of analysis used to reveal or describe the condition or characteristics of each research variable individually. The purpose of this analysis is to find the average value to determine the ability to write narrative text without using the Wattpad application media and the ability to write narrative text using the Wattpad application media. The formula used is:

$$M = \frac{\sum x}{N}$$

Information:

M = Mean (Average value)

$\sum x$ = Total value

N = Number of students

The mean results (average values) that are obtained are classified according to the narrative text writing ability qualification table as in the following table.

Table 4. Qualifications of Students' Narrative Text Writing Ability

No.	Score	Classification
1.	85-100	Very Good
2.	70-84	Good
3.	55-69	Adequate
4.	0-54	Minus

Based on the value obtained from the total final score of students in the assessment of narrative text writing skills using the Wattpad application media and without using Wattpad, it is said to be very good if it gets a value range of 85-100. This qualification table will be used as a final reference to see the average value category of the total overall value for each variable which will be explained further in the discussion section of the research.

2. Prerequisite Test

a) Normality Test

Data normality test is conducted to determine whether the sample studied comes from a normally distributed population or not. Normal distribution is a symmetrical distribution with mode, mean, and media in the center. This normality test is important to do because it determines whether the hypothesis testing will be continued with parametric or nonparametric tests. If the data is normally distributed, the hypothesis is tested using a parametric test, and if the data is not normally distributed, the hypothesis is tested using a nonparametric test.

Normality test is conducted on the pretest and post-test results. In this study, the normality test of the research data results uses the Liliefors test method. The Liliefors test is used if the sample is not more than 50 and the data is single [17]. In this study, the sample used was 32 people and the data was still single data, so the Liliefors test method was used to test normality. The formula used is as follows.

$$Lh = |F(z) - S(z)|$$

Explanation:

Lh : Lcount

F(z) : Normal cumulative probability

S(z) : Empirical cumulative probability

The following testing criteria are used:

- 1) If $Lcount < Ltable$, then the data is normal.
- 2) If $Lcount > Ltable$, then the data is not normal.

Testing the normality of pretest and post-test data can be seen in the following table..

1. Normality Test *Pretest*

Table 5. Normality Test *Pretest*

No. Code	X	Z	F(z)	S(z)	F(z)-S(z)
001	0	-3.2820	0.0005	0.03125	0.0307
002	27	-1.6726	0.0472	0.0625	0.0153
003	38	-1.0170	0.1546	0.09375	0.0608
004	41	-0.8382	0.2010	0.125	0.0760
005	42	-0.7786	0.2181	0.15625	0.0619
006	42	-0.7786	0.2181	0.1875	0.0306
007	46	-0.5402	0.2945	0.21875	0.0758
008	47	-0.4806	0.3154	0.25	0.0654
009	48	-0.4210	0.3369	0.28125	0.0556
010	48	-0.4210	0.3369	0.3125	0.0244
011	48	-0.4210	0.3369	0.34375	0.0069
012	48	-0.4210	0.3369	0.375	0.0381
013	52	-0.1825	0.4276	0.40625	0.0213

014	53	-0.1229	0.4511	0.4375	0.0136
015	54	-0.0633	0.4748	0.46875	0.0060
016	55	-0.0037	0.4985	0.5	0.0015
017	55	-0.0037	0.4985	0.53125	0.0327
018	55	-0.0037	0.4985	0.5625	0.0640
019	55	-0.0037	0.4985	0.59375	0.0952
020	57	0.1155	0.5460	0.625	0.0790
021	61	0.3539	0.6383	0.65625	0.0180
022	64	0.5327	0.7029	0.6875	0.0154
023	64	0.5327	0.7029	0.71875	0.0159
024	65	0.5923	0.7232	0.75	0.0268
025	65	0.5923	0.7232	0.78125	0.0581
026	66	0.6519	0.7428	0.8125	0.0697
027	70	0.8903	0.8134	0.84375	0.0304
028	73	1.0691	0.8575	0.875	0.0175
029	79	1.4268	0.9232	0.90625	0.0169
030	80	1.4864	0.9314	0.9375	0.0061
031	80	1.4864	0.9314	0.96875	0.0373
032	84	1.7248	0.9577	1	0.0423
L count			0.0952		
L table			0.1542		

Based on the data above, the results of the pretest data normality test of class VIII students of State Junior High School 01 Bengkulu Utara show the results of L count of 0.0952 and L table of 0.1542. Because L count < L table, the data is normally distributed.

2. Normality Test *Post-test*

Tabel 6. Normality Test Post-test

No. Kode	X	Z	F(z)	s(z)	F(z)-S(z)
001	57.5	-2.9856	0.0014	0.03125	0.0298
002	67.5	-1.5949	0.0554	0.0625	0.0071
003	67.5	-1.5949	0.0554	0.09375	0.0384
004	70	-1.2472	0.1062	0.125	0.0188
005	70.5	-1.1777	0.1195	0.15625	0.0368
006	71	-1.1082	0.1339	0.1875	0.0536
007	74.5	-0.6214	0.2672	0.21875	0.0484
008	75.5	-0.4824	0.3148	0.25	0.0648
009	76.5	-0.3433	0.3657	0.28125	0.0844
010	76.5	-0.3433	0.3657	0.3125	0.0532
011	77.5	-0.2043	0.4191	0.34375	0.0753
012	78	-0.1347	0.4464	0.375	0.0714
013	78	-0.1347	0.4464	0.40625	0.0402
014	78.5	-0.0652	0.4740	0.4375	0.0365
015	79	0.0043	0.5017	0.46875	0.0330
016	80	0.1434	0.5570	0.5	0.0570
017	80	0.1434	0.5570	0.53125	0.0258
018	80	0.1434	0.5570	0.5625	0.0055
019	80.5	0.2129	0.5843	0.59375	0.0094
020	81	0.2825	0.6112	0.625	0.0138

021	82	0.4215	0.6633	0.65625	0.0071
022	84	0.6997	0.7579	0.6875	0.0704
023	84	0.6997	0.7579	0.71875	0.0392
024	84	0.6997	0.7579	0.75	0.0079
025	84.5	0.7692	0.7791	0.78125	0.0021
026	84.5	0.7692	0.7791	0.8125	0.0334
027	84.5	0.7692	0.7791	0.84375	0.0646
028	85	0.8387	0.7992	0.875	0.0758
029	85	0.8387	0.7992	0.90625	0.1071
030	87.5	1.1864	0.8823	0.9375	0.0552
031	87.5	1.1864	0.8823	0.96875	0.0865
032	91.5	1.7427	0.9593	1	0.0407
L count			0.1071		
L table			0.1542		

Based on the data above, the results of the post-test data normality test of grade VIII students of State Junior High School 01 Bengkulu Utara showed a calculated L of 0.1071 and an Ltable of 0.1542. Because Lcount < Ltable, the data is normally distributed.

b) Homogeneity Test

Homogeneity test is conducted to determine whether the samples studied have the same level of variance or not. Homogeneity test is conducted on the results of the pretest and post-test. The method used to test sample homogeneity is the F test method. The F test can be used if the samples between groups are the same. In this study, the sample data used is paired sample data (the number of samples is the same), so the F test is used to test homogeneity. The formula used is as follows.

$$F = \frac{\text{Varians biggest}}{\text{Varians smallest}}$$

These criteria can be taken based on decisions, namely:

- 1) If Fcount < Ftable, then the variance is the same/ homogeneous data.
- 2) If Fcount > Ftable, then the variance is not the same/data is not homogeneous.

The homogeneity test of pretest and post-test data can be seen in the following table..

Tabel 7. Homogeneity Test

No. Code	Without Wattpad	With Wattpad
001	57	84.5
002	42	84.5
003	80	84
004	55	71
005	73	81
006	64	84.5
007	70	79
008	48	76.5
009	0	67.5
010	48	84
011	64	78
012	52	91.5
013	42	78.5
014	47	77.5
015	65	78
016	80	80

017	55	57.5
018	55	80.5
019	54	87.5
020	48	67.5
021	53	85
022	38	76.5
023	48	87.5
024	46	82
025	66	70.5
026	84	84
027	27	74.5
028	55	75.5
029	41	85
030	79	80
031	65	70
032	61	80
	Fcount	5.443
	Ftable	1.822

Based on the data above, the results of the homogeneity test of class VIII students of State Junior High School 01 North Bengkulu show the results of F count of 5.44 and F table of 1.822. Because F count > F table, the data is not homogeneous.

Even though the data is not homogeneous, hypothesis testing can still be done because the homogeneity test is not an absolute requirement in paired sample testing. This is because paired sample data assumes that they have the same characteristics so that the data tends to be homogeneous[34].

3. Hypothesis Test

After the analysis requirements test is met, then the hypothesis test is carried out to prove the hypothesis that has been proposed. Therefore, data management is needed during the research.

In this study, the hypothesis test used was the Paired Sample t-Test to determine whether there was a difference in the ability to write narrative texts using the Wattpad application media and without using the Wattpad application media in class VIII students of SMP Negeri 01 Bengkulu Utara. Paired Sample t-Test is a comparative test or difference in two paired data. Paired samples are the same subjects, but experience different treatments. Because the data in this study are paired data, the Paired Sample t-Test formula was chosen for hypothesis testing. The formula used is:

$$t_{hitung} = \frac{\bar{d}}{sd/\sqrt{n}}$$

Information:

thit	: t_{count}
\bar{d}	: mean deviation (difference between samples before and after)
sd	: standard deviation of \bar{d} (difference between samples before and after)
n	: number of samples

The guideline for decision making in the Paired Samples t-Test is if the value results $t_{count} \leq t_{table}$, then H_0 is rejected, meaning there is no difference between the initial test data (pretest) and the final test data (post-test). On the other hand, if $t_{count} \geq t_{table}$, then H_0 is accepted, meaning there is a difference between the results of the initial test (pretest) and the final test (post-test).

To conduct a Paired Samples t-Test, the following steps are carried out:

2.1 Making a hypothesis in the form of a sentence description

H_0 : There is no difference in the ability to write narrative text using the Wattpad application media and without using the Wattpad application media in class VII students at Junior High School 01 Bengkulu Utara..

H_a : There is a difference in the ability to write narrative texts using the Wattpad application media and without using the Wattpad application media in class VII students of Junior High School 01 Bengkulu Utara.

2.2 Making statistical model hypothesis

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 > \mu_2$$

2.3 Determine the level of significance

At this stage it is used $\alpha = 5\%$ or $0,05$

2.4 Determine test rules

If : $t_{count} \leq t_{table}$, then H_0 is accepted and H_a is rejected.

If : $t_{count} \geq t_{table}$, then H_0 is rejected and H_a is accepted.

2.5 Calculate value t_{count}

a. Create helper table

This helper table contains the difference between the pretest and post-test values and the difference between the squares of the pretest and post-test values which will be used to find the standard deviation. (sd).

No. Code	Pretest	Post-test	d	d^2
1
2
...
...
N			$\sum d$	$\sum d^2$

b. Find the standard deviation value

$$sd = \sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n - 1}}$$

c. Determine value t_{count}

$$t_{hitung} = \frac{\bar{d}}{sd/\sqrt{n}}$$

2.6 Calculate value t_{table}

2.7 Make Decisions

2.8 Deduce

To be more accurate, the researcher will conduct testing using the Microsoft Excel 2010 t-Test: Paired Two Sample for Means program. If the probability < 0.05 then H_0 is rejected and H_a is accepted, meaning there is a difference between the results of the initial test data (pretest) and the final test (post-test).

2.9 Statistical Hypothesis

Statistical hypothesis is also called null hypothesis (H_0). This hypothesis states whether or not there is a difference between the results of the initial test data (pretest) and the final test (post-test), the results of this hypothesis will determine whether or not there is a difference in the ability to write narrative texts using the Wattpad application media and without using the Wattpad application media in class students. VIII State Junior High School 01 North Bengkulu. In this study, a comparative hypothesis of two samples was used with the following formula:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 > \mu_2$$

$H_0 : \mu_1 = \mu_2$ There is no difference in the ability to write narrative text using the Wattpad application media and without using the Wattpad application media..

$H_a : \mu_1 > \mu_2$ There is a difference in the ability to write narrative text using the Wattpad application media and without using the Wattpad application media.

3. RESULTS AND DISCUSSION

3.1 Research Result

Differences in the Ability to Write Narrative Text Using the Wattpad Application Media... (Yolanda Dwi Cahyani)

The data obtained in this study are in the form of test results. The test results used are in the form of pretest and post-test. Data were obtained through a narrative text writing ability test. With the pretest and post-test data, a comparison of the average tests tested can be made, this shows a comparison of students' narrative text writing abilities before and after using the Wattpad application media. Data processing and hypothesis testing will be carried out using the Microsoft Excel 2010 program.

The results of the ability to write narrative text using the Wattpad application media and without using the Wattpad application media after being qualified based on the assessment rubric and classification of the ability to write narrative text are as follows.

1. 1. Data on the Results of the Narrative Text Writing Ability of Class VIII Students of State Junior High School 01 North Bengkulu Without Wattpad (Pretest)

Data on the results of the narrative text writing ability of class VIII students at State Middle School 01 Bengkulu Utara without the Wattpad application media (pretest) were obtained from the writing ability test scores taken by students in class VII, first semester.

Table 4.1 Results of the Narrative Text Writing Ability of Class VIII Students of State Junior High School 01 North Bengkulu Without Wattpad

No.	Code	Value	Information
001		57	Enough
002		42	Less
003		80	Good
004		55	Less
005		73	Good
006		64	Enough
007		80	Good
008		48	Less
009		0	Less
010		48	Less
011		64	Enough
012		52	Less
013		42	Less
014		47	Less
015		65	Enough
016		80	Good
017		55	Less
018		55	Less
019		54	Less
020		48	Less
021		53	Less
022		38	Less
023		48	Less
024		46	Less
025		66	Enough
026		84	Good
027		27	Less
028		55	Less
029		41	Less
030		79	Good
031		65	Enough
032		61	Enough
Total		1762	Enough
Average		55,0	

Source: Excel data processing

Based on the table above, from 32 students who were used as samples, the total score for the ability to write narrative texts without using the Wattpad application media was 1762. Furthermore, if calculated with the average value, the following will be obtained::

$$M = \frac{\sum x}{N}$$

M = Mean (average value)

$\sum x$ = Total value
 N = Total student

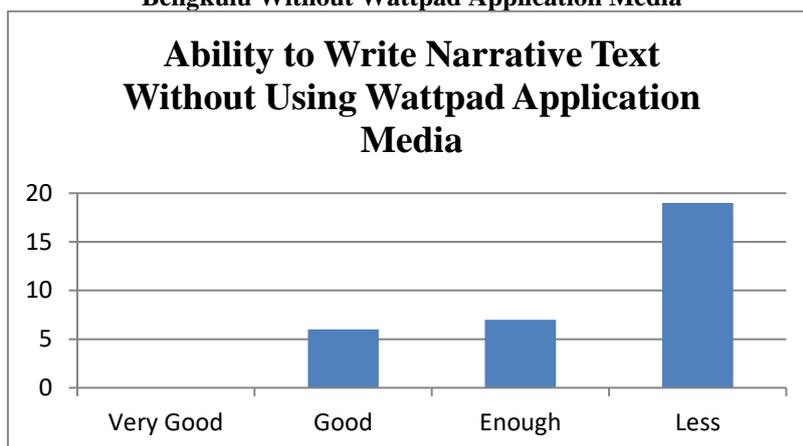
$$M = \frac{1762}{32}$$

$$M = 55,0$$

From the calculations above, the average value of the ability to write narrative text without using the Wattpad application media for class VIII students at Junior High School 01 Bengkulu Utara was 55.0 with the lowest value being 0 and the highest value being 84.

Based on table 4.1, the diagram of the ability to write narrative text without using the Wattpad application media for class VIII students at State Junior High School 01 North Bengkulu is as follows..

Diagram 4.1 Narrative Text Writing Ability of Grade VIII Students of Junior High School 01 North Bengkulu Without Wattpad Application Media



In the diagram above, the ability to write narrative text without using the Wattpad application media for class VIII students at Junior High School 01 Bengkulu Utara is divided into 6 students in the good category, 7 students in the sufficient category, and 19 students in the less category, meaning that students are not yet able to write narrative text well because there are still many students who get low scores.

2. 2. Data on the Results of the Narrative Text Writing Ability of Class VIII Students of State Junior High School 01 North Bengkulu with Wattpad (Post-test)

To see the students' narrative text writing ability, it is seen from several aspects, namely the suitability of the content, structure, effective sentences, spelling, and diction. The following table shows the results of the narrative text writing ability of class VIII students of State Junior High School 01 Bengkulu.

Table 4.2 Results of the Narrative Text Writing Ability of Class VIII Students of State Junior High School 01 North Bengkulu with Wattpad

No. Code	Value	Information
001	84,5	Good
002	84,5	Good
003	84	Good
004	71	Good
005	81	Good
006	84,5	Good
007	79	Good
008	76,5	Good
009	67,5	Enough
010	84	Good
011	78	Good
012	91.5	Very Good
013	78,5	Good
014	77,5	Good
015	78	Good
016	80	Good

017	57,5	Enough
018	80,5	Good
019	87,5	Very Good
020	67,5	Enough
021	85	Very Good
022	76,5	Good
023	87,5	Very Good
024	82	Good
025	70,5	Good
026	84	Good
027	74,5	Good
028	75,5	Good
029	85	Very Good
030	80	Good
031	70	Enough
032	80	Enough
Total	2523,5	Good
Average	78,8	

Source: Excel data processing

Based on the table above, from 32 students who were used as samples, the total score for the ability to write narrative texts using the Wattpad application media was 2527. Furthermore, if calculated with the average value, the following will be obtained:

$$M = \frac{\sum x}{N}$$

M = Mean (average value)

$\sum x$ = Total Value

N = Total Student

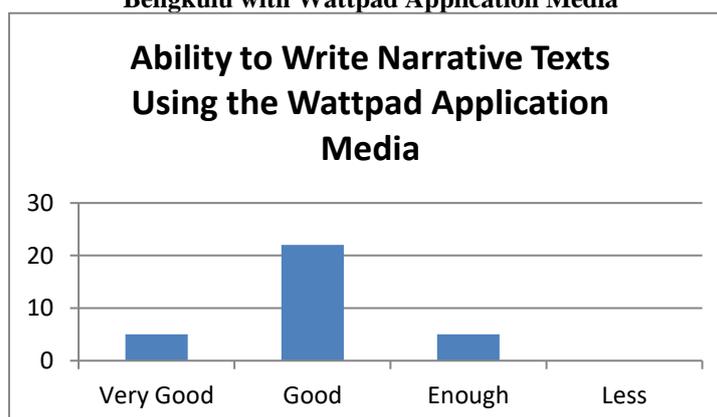
$$M = \frac{2523,5}{32}$$

$$M = 78,8$$

From the calculations above, the average value of the ability to write narrative texts using the Wattpad application media for class VIII students at State Junior High School 01 North Bengkulu was 78.8 with the lowest value being 57.5 and the highest value being 91.5..

Based on table 4.2, the diagram of the ability to write narrative text using the Wattpad application media for class VIII students at State Junior High School 01 North Bengkulu is as follows.

Diagram 4.2 Narrative Text Writing Ability of Grade VIII Students of State Junior High School 01 North Bengkulu with Wattpad Application Media



In the diagram above, the ability to write narrative texts in class VIII students at State Junior High School 01 North Bengkulu is divided into 5 students in the very good category, 22 students in the good category, and 5 students in the sufficient category, meaning that students are able to write narrative texts well, although there are still some who are not yet.

The assessment of the ability to write narrative text using the Wattpad application media based on each assessment aspect is as follows.

Table 4.3 Narrative Text Writing Ability of Grade VIII Students of State Junior High School 01 North Bengkulu Viewed from Each Assessment Aspect

No. Code	Aspect 1	Aspect 2	Aspect 3	Aspect 4	Aspect 5
001	24	19	19	15	7
002	25	25	18	13	8
003	23	25	18	12	7
004	25	15	10	12	8
005	23	25	18	13	8
006	23	25	15	12	8
007	24	19	18	12	5
008	16	25	14	12	8
009	18	17	16	11	8
010	23	25	15	12	7
011	26	25	15	12	3
012	30	23	20	15	7
013	26	18	18	15	8
014	16	25	14	15	8
015	15	25	16	13	7
016	16	25	18	13	8
017	17	8	16	12	7
018	23	24	18	10	6
019	30	24	18	13	2
020	18	17	16	10	8
021	30	24	18	13	2
022	26	25	13	13	8
023	27	25	18	12	8
024	16	25	15	12	8
025	16	16	18	12	8
026	27	25	15	13	8
027	24	18	15	12	8
028	25	25	12	15	6
029	23	25	18	12	8
030	25	25	19	15	8
031	16	16	18	12	8
032	26	25	14	12	8
Average	22,563	22,125	16,344	12,66	7,0625
Categori	Good	Very Good	Very Good	Good	Good

It can be seen from table 4.3 that aspect 1 (content suitability) is categorized as good with an average of 22.563. Aspect 2 (narrative text structure) is categorized as very good with an average of 22.125. Aspect 3 (sentence effectiveness) is categorized as very good with an average of 16.344. Aspect 4 (word choice/diction) is categorized as good with an average of 12.66. And aspect 5 (spelling) is categorized as good with an average of 7.065.

3. Hypothesis Testing

Hypothesis testing or primary data testing used in this study uses a t-test with the Paired Sample t-Test formula. The Paired Sample t-Test aims to determine whether there is a difference in the ability to write narrative texts using the Wattpad application media and without using the Wattpad application media in class VIII students of State Junior High School 01 North Bengkulu. Paired Sample t-Test is a comparative test or difference in two paired data. Paired samples are the same subjects, but experience different treatments. Because the data in this study are paired data, the Paired Sample t-Test formula was chosen for hypothesis testing.

To find out the difference in the ability to write narrative text using the Wattpad application media and without using the Wattpad application media, the following method is carried out.

a. Calculate Value t_{count}

1) Create Helper Table

This helper table contains the difference between the pretest and post-test values and the difference between the squares of the pretest and post-test values which will be used to find the standard deviation (sd).

No. Code	Pretest	Post-test	d	d^2
001	57	84.5	27.5	756.25
002	42	84.5	42.5	1806.25
003	80	84	4	16
004	55	71	16	256
005	73	81	8	64
006	64	84.5	20.5	420.25
007	70	79	9	81
008	48	76.5	28.5	812.25
009	0	67.5	67.5	4556.25
010	48	84	36	1296
011	64	78	14	196
012	52	91.5	39.5	1560.25
013	42	78.5	36.5	1332.25
014	47	77.5	30.5	930.25
015	65	78	13	169
016	80	80	0	0
017	55	57.5	2.5	6.25
018	55	80.5	25.5	650.25
019	54	87.5	33.5	1122.25
020	48	67.5	19.5	380.25
021	53	85	32	1024
022	38	76.5	38.5	1482.25
023	48	87.5	39.5	1560.25
024	46	82	36	1296
025	66	70.5	4.5	20.25
026	84	84	0	0
027	27	74.5	47.5	2256.25
028	55	75.5	20.5	420.25
029	41	85	44	1936
030	79	80	1	1
031	65	70	5	25
032	61	80	19	361
			$\Sigma d = 761.5$	$\Sigma d^2 = 26793.25$

2) Find the standard deviation value

$$3) \quad sd = \sqrt{\frac{\Sigma a^2 - \frac{[\Sigma a]^2}{n}}{n-1}}$$

$$Sd = \sqrt{\frac{26793,25 - \left[\frac{(761,5)^2}{32}\right]}{32 - 1}}$$

$$Sd = \sqrt{\frac{26793,25 - \left[\frac{579882,3}{32}\right]}{31}}$$

$$Sd = \sqrt{\frac{26793,25 - 18121,32}{31}}$$

$$Sd = \sqrt{\frac{8671,93}{31}}$$

$$Sd = \sqrt{279,7397} = 16,725$$

4) Find value t_{count}

$$\bar{d} = \frac{\sum d}{n}$$

$$= \frac{761,5}{32} = 23,796$$

$$t_{hitung} = \frac{\bar{d}}{sd/\sqrt{n}}$$

$$= \frac{23,796}{\frac{16,725}{\sqrt{32}}}$$

$$= \frac{23,796}{2,956} = 8,048$$

b. Calculate Value t_{table}

Critical test point- t table $\alpha = 0,05$

$$db = n - 1$$

$$= 32 - 1 = 31$$

By looking at the t-table, the value t_{table} are as follows.

$$t_{table} = t_{(\alpha=0,05; db=31)}$$

$$t_{table} = 2,039$$

c. Draw a conclusion

From the calculation, the t_{count} is 8.048 and the t_{table} is 2.039. Because $t_{count} \geq t_{table}$, H_0 is rejected and H_a is accepted, so it can be concluded that there is a difference in the ability to write narrative texts using the Wattpad application media and without using the Wattpad application media in class VIII students of State Junior High School 01 North Bengkulu.

To be more accurate, researchers conducted hypothesis testing using the t-test with the help of the Microsoft Excel 2010 t-Test: Paired Two Sample for Means program. The following are the results of hypothesis testing using Microsoft Excel 2010 with the t-Test: Paired Two Sample for Means.

Table 4.4 Results of the Pretest and Post-test T-test

	Without Wattpad	With Wattpad
Mean	55.0625	78.859375
Variance	281.4798387	49.98765121
Observations	32	32
Pearson Correlation	0.218041514	
Hypothesized Mean Difference	0	
Df	31	
t Stat	-8.048554542	
P(T<=t) one-tail	0.000000002	
t Critical one-tail	1.695518783	

P(T<=t) two-tail	0.000000004
t Critical two-tail	2.039513446

Source: Excel data processing

Based on the results of the hypothesis test that has been carried out, the ρ value is 0.000. Because $\rho < 0.05$, it can be concluded that H_0 is rejected and H_a is accepted, meaning that there is a difference in the ability to write narrative texts using the Wattpad application media and those not using the Wattpad application media in class VIII students of State Junior High School 01 North Bengkulu.

3.2 Discussion

Based on the qualification table of narrative text writing ability, the narrative text writing ability of class VIII students of State Junior High School 01 Bengkulu Utara with the Wattpad application media with an average value of 78.8 is included in the good category, which is in the interval 70-84. With detailed data from a total of 32 students, there are 5 students who are included in the very good category, 22 students in the good category, and 5 students in the sufficient category. This category shows that students are good at writing narrative texts. This is because students are motivated and start to be interested in writing because they use the Wattpad application media as a learning medium. In addition, students begin to be able to develop their imagination, increase their vocabulary, and can develop narrative texts through stories that have been read through Wattpad. As stated by Said et al that the use of Wattpad can provide opportunities for students to write freely, expand vocabulary, attract students' attention to be active in class, and motivate students to express their ideas or ideas into a story. And Artajaya [35] stated that Wattpad is a means to express imagination in writing.

The benefits of Wattpad learning media in the student learning process, namely learning will attract more students' attention, so that it can foster student motivation as stated by khoerunnisa et al., [36] that the application of Wattpad can provide motivation for students to create more works. With the Wattpad application media, the meaning of learning materials will be clearer so that they can be better understood by students and enable them to master and achieve learning objectives. Thus, it is hoped that the Wattpad application media can be used by teachers in the learning process, especially writing narrative texts, and encouraging teachers and students to be able to maximize the media in the learning process. Because in essence learning media is anything that can be used to channel messages from sender to recipient so that it can stimulate students' thoughts, feelings, interests, and attention in such a way that the learning process occurs.

The ability to write using the Wattpad application media when viewed from the aspect of assessing the ability to write narrative texts, such as aspects of structure and effective sentences, is included in the very good category. However, in terms of content suitability, diction/word choice, and spelling, it is in the good category. The results of the study of the ability to write narrative texts of class VIII students at State Junior High School 01 North Bengkulu are specifically described as follows: In terms of content suitability, it is included in the good category with an average value of 22.56. In the results of the analysis of writing narrative texts from the aspect of content suitability, there are 15 people in the very good category, 10 people in the good category, and 7 people in the sufficient category. This is because the results of writing narrative texts as a whole are good in terms of the suitability of the story content to the theme and have also been able to attract the attention of readers. However, there are still 7 students who have difficulty creating stories that are in accordance with the theme that has been given, namely adventure. It can be seen in one example sample (031) with a narrative text entitled "Going to the Market" but in the story that is made does not reflect the adventures of the characters in the story but rather tells the activities of the characters going to the market. The story should be able to be developed further by adding events experienced by the characters in the story, so that the story forms a storyline that is in accordance with the theme and makes readers more interested in reading the story that is created..

In terms of narrative text structure, it is included in the very good category with an average of 22.13 which is in the interval of 17-23. In the results of the analysis of writing narrative texts from the structural aspect, there are 24 people in the very good category, 7 people in the good category, and 1 person in the sufficient category. The writing of the structure already includes orientation, complication, and resolution. Even some students have been able to make a re-orientation. This statement is in accordance with the opinion of the Ministry of Education and Culture that narrative texts consist of orientation, complication, resolution, and re-orientation. However, there is still 1 student who has difficulty writing narrative texts according to the structure. This happens because the student is constrained in pouring his ideas into written form. So when writing narrative texts, students feel confused and the story stops at the orientation section. Example in sample (017) "One day there was someone on an adventure in the jungle. He met animals in the forest, the person was looking for food that could be eaten. And arriving at night, they rested to start the adventure for tomorrow again. Then arriving in the morning, he started the adventure again. "

In terms of effective sentences, it is included in the very good category with an average of 16.34 which is in the interval of 16-20. In the results of the analysis of writing narrative texts from the aspect of effective

sentences, there are 20 people in the very good category, 11 people in the good category, and 1 person in the sufficient category. This shows that students are very good at writing narrative texts from the aspect of effective sentences. Students can create stories that are clear, easy to understand, not convoluted, and right on target. This is relevant to the opinion of Sasangka who stated that effective sentences are sentences that can express an idea according to what the author wants and have characteristics, namely straightforwardness, accuracy, and clarity. However, it turns out that there is still 1 student who has difficulty in the aspect of effective sentences. This happens because the student is constrained in conveying his ideas in written form. So that the story made by the student is quite difficult to understand, convoluted, and not right on target. An example can be seen in sample (004) "one day there were two animals running with other animals, namely an elephant and an ant. The four of them played and joked around while laughing. After that the next day the elephant and the ant invited their friends to compete in a long-distance race. The elephant and the ant told the mouse deer and the turtle to compete in the race. This was carried out briefly...".

In terms of word choice or diction, it is included in the good category with an average of 12.66 which is in the interval of 10-12. In the results of the analysis of writing narrative texts from the aspect of word choice or diction, there are 14 people in the very good category, 18 people in the good category. This shows that students can already write narrative texts well because narrative texts from the good ones have the accuracy of writing word choices, accuracy in writing word choices, and appropriateness of word choices. This is in accordance with the opinion of Mustakim [36][37] who stated that in order to be able to express thoughts, opinions, or experiences appropriately. The use of language should meet the criteria in choosing the right words, accuracy, and appropriateness..

The spelling aspect is in the good category with an average of 7.06 which is located in the 6-8 interval. In the results of the analysis of writing narrative texts from the aspect of effective sentences, there were 28 people in the good category, 2 people in the sufficient category, and 2 people in the poor category. This shows that the majority of students can write narrative texts well. However, there are still many errors in writing letters, writing words, writing punctuation marks, and absorption elements that have not been mastered by students. In line with Safitri's opinion which states that spelling is the total rules or provisions for writing, regulating sound symbols, word writing, sentence writing, punctuation, absorption elements. One example of this can be seen in sample (004) "One day there was a group of pirate members led by Leo the pirate. They used a ship to explore looking for treasure on an island." The correct writing is "Once upon a time there was a group of pirates led by Leo the pirate. They used a ship to explore looking for treasure on an island. From one of the sample examples, it can be seen that there are still many errors in spelling. This happens because students are constrained in their ability to use good and correct spelling. According to the Indonesian language teacher for class VIIIA, students have difficulty using good and correct spelling because basically students have not understand the rules for good and correct spelling during previous school levels, so that when asked to create a story, many students still have difficulty in using good and correct spelling.

From the explanation above, it is known that the highest score of students is in the aspect of narrative text structure and the lowest score of students is in the aspect of spelling. However, overall, the value of students' narrative text writing ability after using Wattpad is in the good category, which means that there is an increase in the ability to write narrative texts in class VIII students of Junior High School 01 Bengkulu Utara.

Based on the qualification table of narrative text writing ability, the narrative text writing ability of class VIII students of SMP Negeri 01 Bengkulu Utara without the Wattpad application media with an average value of 55.0 is included in the sufficient category, which is in the interval 55-69. With detailed data from a total of 32 students, there are 6 students who are included in the good category, 7 students in the sufficient category, and 19 students in the less category. Overall, the implementation of narrative text writing activities without using the Wattpad application media is included in the sufficient category. However, it cannot be said to be effective because there are still many students who get low scores. Learning that only relies on textbooks (without using the Wattpad application media) has not created meaningful learning for students. Students have difficulty understanding learning materials and students are less enthusiastic during learning. This causes student learning outcomes not to reach the assessment standard limit.

There is an increase in the results of writing narrative texts that are given treatment in the form of Wattpad application media to be higher compared to the ability to write narrative texts without using Wattpad application media, which means that there is a difference in the ability to write narrative texts using Wattpad application media and those who do not use Wattpad application media. There is a difference of 23.8%. This is evidenced by the results of the t-test which shows that $t_{\text{count}} \geq t_{\text{table}}$ and $p < 0.05$, thus H_a is accepted and H_0 is rejected. This means that the average ability to write narrative texts using Wattpad application media is higher than without using Wattpad application media in class VIII students of State Junior High School 01 Bengkulu Utara.

The increase in the ability to write narrative texts occurred as a result of being given treatment in the form of Wattpad application media as a learning medium, the increase in the ability to write narrative texts in students can be seen from the results of the post-test data analysis obtained, that students' abilities increased in the good category, even some students entered the very good category. And there are no more students who fall into the less

category. Thus, the Wattpad application media can be said to be effective and better because it can improve the ability to write narrative texts of class VIII students of State Junior High School 01 North Bengkulu.

Thus, it can be stated that with the differences in the ability to write narrative texts, it means that the use of the Wattpad application as a learning medium is successful because students' ability to write narrative texts has increased, as evidenced by an increase in the average value of students' ability to write narrative texts. The fact that the Wattpad application media can influence students' writing abilities, especially writing narrative texts, is in line with the opinion put forward by Khoerunnisa et al [6] that the use of Wattpad as a medium can improve learning outcomes. In this case, it is in the form of a test of the ability to write narrative texts. This is supported by research that has been conducted by Nur dan Rosadi [39] with the title "The Influence of Wattpad Application Media on the Ability to Write a Narrative Text of Grade X Students of SMA Rizki Ananda", the results of the study showed that the use of Wattpad media had a very significant effect on the ability to write narrative texts. This is evidenced by the number of t -counts of 2.048 from the total number of t -tables of 0.05 with 16 respondents.

In this study, of course, there are still some weaknesses, one of which is using only one class as a sample. This is due to the limitations experienced by researchers, namely time constraints and limited resources. The process of implementing the research faces challenges within the specified time, as well as limited learning facilities such as smartphones used by students to learn technology..

Nevertheless, the results of the study still provide valuable insights into the phenomenon studied. This study can be considered as an initial step to further explore this complex phenomenon. The results of this study can be used as a basis for further research with more representative samples and using more sophisticated methodologies..

4. CONCLUSION

The ability to write narrative text using the Wattpad application media for class VIII students of State Junior High School 01 Bengkulu Utara is in the good category with an average of 78.8. The ability to write narrative text without using the Wattpad application media for class VIII students of State Junior High School 01 Bengkulu Utara is in the sufficient category with an average of 55.0. There is a difference in the ability to write narrative text using the Wattpad application media and without using the Wattpad application media for class VIII students of State Junior High School 01 Bengkulu Utara. This is indicated by the results of the t -test that the t -count of 8.048 is greater than the t -table of 2.039 or $0.000 < 0.05$ so that H_a is accepted and H_0 is rejected. So the hypothesis is accepted, meaning that the average ability to write narrative text using the Wattpad application media is higher than without using the Wattpad application media for class VIII students of State Junior High School 01 Bengkulu Utara.

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