



**UTILIZING WATTPAD APPLICATION TO IMPROVE THE STUDENTS' SKILL
IN WRITING NARRATIVE TEXT AT THE EIGHT GRADE OF SMP YAYASAN
PERGURUAN KELUARGA PEMATANGSIANTAR 2020/2021 ACADEMIC YEAR**

A THESIS

Submitted to the Faculty of Tarbiyah and Teachers Training of State Islamic
University of North Sumatra (UIN SU) Medan as Partial Fulfillment of the
Requirements for the Degree of *Sarjana Pendidikan* (S-1) in the
English Education Department

By:

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA**

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Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

Demikian kami sampaikan, atas perhatian Bapak/Ibu kami ucapkan terima kasih.

Wassalamualaykum

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan, Januari 2021

Yang Membuat Pernyataan

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Dhara Amalia Tanjung
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ABSTRACT

The objective of this research is to improve students' skill in writing in Narrative Text by utilizing the Wattpad Application at the eight grade students of Junior High School. In conducting the study, the researcher involved the English teacher, the school principal, and the students at the second grade of Senior High School especially VIII-1 class. This research conduct at SMP Yayasan Perguruan Keluarga Pematangsiantar as the subject of researcher. The subject of this research were consisted of 25 students. The research conduct with classroom action research. In conducting this action research, the researcher divided the action into two cycles. The researcher collaborated with English teacher in implementing the actions. The data of this study were mostly qualitative although there were some quantitative data. The qualitative data were from observation sheet, interview transcripts, and documentation,. While the quantitative data were from Pre-Test, Post-Test I and Post-Test II, The result of students' score shows that the students' average score keep improving in every test. The students' average score in pre-test was 57.7, There were 2 students (8 %) who passed the Minimum Mastery criterion (75). In the Post-tTst in cycle I, there was 10 students (40%) who passed the score 75. In the Post-Test in cycle II there was 22 students (81.8%) who passed the Minimum Mastery criterion (75). Based on the quantitative data above, it can be seen that the students' score showed the improvement from the first to the last test. Furthermore, the qualitative data showed that all the learning activities gave contributions not only improved the students' skills in writing Narrative Text but also the students' confidence, interest, enthusiasm, and motivation.

Keywords : *Writing Skill, action research, Narrative Text, Wattpad Application*

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is considered to be a system of communicating with other people using sounds, symbols and words in expressing a meaning, idea or thought.¹ Since language is a means of communication, it is not enough for students to learn words, phrases and grammatical features if they want to produce language in their daily communication or to interact with others in English.

English has become an important means to take an important role in the development of the world². Science, technology, and cultures are the examples of any development cannot be separate from the use of English. People around the world, as the agents of the development, use English as the international language to communicate, share, take and give information and knowledge to others³. Therefore, to be able to follow those developments, every nation should equip their citizens with the ability of using English.

In Indonesia, the government ways to equip their citizen to use English is by formal education. The first foreign language status makes English mandatory for all types of secondary education⁴. The current state of English as an

¹ D Hamidah Sholihatul, (2019), *Language and Society*, Medan: LPPI, p.9

² Parupalli Srinivas Roa, (2019), The role of English as a global language, *Research Journal of English (RJOE)*, King Faisal University, p. 65, Vol-4, Issue-1, 2019, ISSN: 2456-2696

³ Crystal David, (2003), *English as a Global Language Second Edition*, Cambridge University Press, p.3

⁴ Dardjowidjojo, S. (2003), The role of English in Indonesia: A dilemma, In Sukanto, K.E. (Ed), *Rampaibahasa, pendidikan dan budaya: Kumpulan esai Soenjono Dardjowidjojo*. Jakarta: Obor Indonesia. p. 57.

international or global language is underpinned by its wide use in a range of fields such as a politics, diplomacy, international trade and industry, commerce, science and technology, education, the media, information technology, and popular culture.

For the junior high school level, based on the Curriculum 2013, the goal from teaching English is to provide students with knowledge and skills that make them able to communicate in English either in spoken or writing language at the information level⁵. It means students should be able to use the language to access and share information as product of their learning either in the spoken or written form.

The government already provides for the teacher about what the teacher should conduct in front of the class. It comes from syllabus and the textbooks. According Hammond there are 13 text genre in learning writing that is should be mastered by the students, there are: narrative, report, procedure, recount, descriptive, news item, review, explanation, analytical, exposition, hortatory, discussion, spoof, and anecdote⁶. Based on syllabus for tenth grade the students should be mastered a genre descriptive, recount, and narrative.

Narrative is a type of text whichs can amuse the reader or the listener and has a moral value inside the story. The goal of narrative that must students get is an introduction that engages the readers' attention and interest, the body

⁵ NurAndariyani, (2016), The implementation of teaching english based on curriculum 2013 applied by an English teacher of junior high school, *Jornal of english Teaching And Reasearch*, ISSN: 2503-4405, p.80.

⁶Hammond, J. A. Burn. H. Joice, D. Brosnan, and L., Gerot. 1992. *English for Social Purpose: A Handbook for teaching if Adult Literacy*. Sydney: National Centre for English Language Teaching and Research, Macquaries University. p.57.

paragraphs that gives detail about the main event or action in the story, and conclusion that describes the outcome⁷.

However, in reality writing is considered one of the difficult skill that should be mastered by the students, because they must balance the multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and capitalization⁸. The condition of EFL writing instruction in Indonesia is students' perception of English writing as one of the most difficult skills to master⁹. Thus, writing is the skill that important to mastere by the students.

In fact, most of the students hardly ever follow the writing stages in their writings. They often lack of ideas all sometime and once they have an idea they have no media that can use freely at that moment. Thus, make they feel no longer interested in continuing their writing.

The facts above frequently happen in many schools. Based on the preliminary research, the researcher has observation and the researcher alsofound that most of the students' especially the eight grade are still have low ability and interest in writing narrative text. Some students were extremely unconfident and reluctant to write due to some reason. The main reason was that they thought they has nothing to write and when they had already got ideas of what to write about they don't know the place to share it. Therefore, most of the students seemed to

⁷ Savage, Alive, et.al. (2006), *Effective Academic Writing 2: The Short Essay*. New York: Oxford University ress. p.58

⁸Rawaida Abu Rass, (2005), *Integrating reading and writing for effective language teaching*, *English Teaching Forum*, Vol. 39 (1), p.30

⁹Fithriani, R., Dewi, U., Daulay, S., Salmiah, M., Fransiska, W. (2019), *Using Facebook in EFL Writing Class: Its Effectiveness from Students' Perspective*, p.636

be frustrating when they have to write about something.

To overcome this problem the integrating technology in language learning can be use. One of the the current technology is by using Wattpad application. Wattpad is a social networking website and service where users can post comments, share photographs and links to news or other interesting content on the web. Wattpad not only works for amateur writers, but for established writers as well.¹⁰

From the previous research, Rokha's research in using wattpad application as media can improve the students' learning of narrative text writing skill of tenth grades because 75% of the students have good motivation in learning narrative writing skill. It can see from the result of the students' observation score in Cycle I that is 61.38 and in Cycle II, 76.38.¹¹ It can conclude that the students had better motivation in joining the teaching learning process. They are enthusiastic and had better participation in writing class. There is a great improvement of the students' writing skill of the tenth grades whos taught using watpad application as media.

Thus, the researcher believes that Wattpad Application is useful to improve the students' writing narrative text. Wattpad Application facilitates students to share their ideas anytimes and feel confidence to write. Hance, the researcher takes the title of this thesis **“Utilizing Wattpad Application to Improve the Students' Skill in Writing Narrative Text at the Eight Grade of SMP Yayasan Perguruan Keluarga 2020/2021 Academic Year.”**

¹⁰ Lau, A., (2006). *Definition of Wattpad*. Toronto. p.18

¹¹Rokha, I. (2019). *Using Wattpad Application to Improve the Recount Text Writing Skill of the Tenth Gardersof SMA N 3 Temanggung in the School Year 018/2019*. Magelang: Universitas TIDAR.

B. Identification of Problem

Based on the background of the study above, the researcher identifies some problem faced by the tenth grade students, they are:

- a. Many students have low ability in writing narrative text is still low.
- b. Many students have lack of self-confidence and interest in writing.
- c. Many students have limited time and space to explore their imagination.

C. Formulation of Problem

Based on the identification of study above, the researcher can make formulation of the problem into research question, as follow:

- a. How is the students' ability at writing Narrative text before utilizing Wattpad Application in language teaching in their class?
- b. How is the implementation of utilizing Wattpad Application in writing narrative text?
- c. How is the students' ability at writing Narrative text after utilizing Wattpad Application in language teaching in their class?

D. Objectives of the Study

- a. This research aimed to see the students' ability at writing Narrative Text before using Wattpad Application.
- b. To find out the teaching and learning situation when using Wattpad Application in the class.
- c. To find out the students' ability at writing Narrative text adter using Wattpad Application in language in their class.

E. Significance of the Study

There are two significant of the study that the researcher expect the

results of this study will give a contribution to it, they are:

1. Theoretically

Theoretically, this study perhaps can support the theory of teaching writing which effective, appropriate and innovative in improving the students writing skill. Then, this study will give more empirical evidenced about the effective of using Wattpad Application in learning writing narrative text.

2. Practically

- a. The Students

The students are more motivated and interested in studying English especially in writing narrative text because they are taught by using Wattpad Application that help them to learn better.

- b. The English Teachers

The teachers learn and gets new alternative way for teaching writing which is more enjoyable to improve the students' writing skills and can be one of the reference for teachers in teaching writing especially for writing narrative with applying Wattpad application.

- c. For the Other Researchers

The other researchers hopefully able to give inputs for them who want to conduct a similar research especially on the same topic and as resourceful information how to write narrative text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

To conduct a research, theories needed to explain some concept and terms applied in research concerned. The term must classify to avoid confusion. Therefore, the clarification of the concepts will minimize possible misunderstanding between the writer and the reader. In other words, they are very important to explain. Thus, the readers will get the points clearly.

A1. Writing as a Language Skill

Writing is complex process and such contains element of mystery and surprise. When students want to write something, they should have a lot of information, ideas and thought in their mind so that they will be able to express them into sentences, paragraphs and essay¹². Mayers states that writing is a way to produce language you do naturally when you speak.

Fithriani also stated that writing is one of the skills that is considered to have an essential significance in second language (L2) learning because it serves as both a tool for communication and a means of learning, thinking, and organizing knowledge or ideas¹³. Palmer states that writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or a change our minds altogether.¹⁴

Based on the definition above, it concludes that writing is a process of making sentence or even text by a good organization, vocabulary, grammatical

¹²Axelrod, R. B., and Cooper, C. R. (2009). *The Guide to Writing*. New York: St. Martin's Press, Inc. p.14

¹³Fithriani, (2018), Cultural influences on students; perceptions of written feedback in L2 writing, *Journal of Foreign Language Teaching and Learning*, p.1

¹⁴Palmer, Barbara. C. (1994). *Developing Culture Literacy through the Writing Process*. USA: Longwood Professional Book. p.5

structure, and mechanism to produce a language in order to reach the goal of a good writing.

In the holy Al Qur'an, writing also one of the important skills that should learn. There is verse that states the existence of writing that stated in Al-Qur'an that is:

Surah Al-'Alaq: 4-5:

لَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning:

“Who has taught (the writing) by the pen the first person to write was prophet ideas (Enoch) has taught man that which he know not”¹⁵.

Li Yaddabbaru Ayatih based on Syaikh Prof. Dr. Umar bin Abdullah al-Muqbil Professor of Syari'ah Department of Qashim University, Saudi Arabia stated that the explanation about these sentences reveals the essence that teaches human to write by using a pen and that is a great pleasure from Allaah Subhanahu wa Ta'ala. God teaches humans with pens that they have never known before.¹⁶ Based on the statement we can conclude that people should study to knowledge. Pen is not a creature but what can written by pen are many things that can be understood by human. From the statement above, it also can be known that writing is very important to learn, moreover the statement also come from Allaah Subhanahu wa Ta'ala in the Holy Al-Qur'an.

¹⁵ M. HabibShakir, *The Only Quran*, Accessed 15 February 2020. Retrieved from (http://www.theonlyalquran.com/quran/Al-Alaq/English_M_Habib_Shakir/)

¹⁶ <https://tasfirweb.com/12870-quran-surah-al-alaq-ayat-4-.html>

Writing has a unique position in language teaching since its acquisition involves a practice and knowledge of other three language skills, such as listening, reading, and speaking. Moreover, it requires mastering of other skills, such as metacognitive skills. Learners need to set an objective for their writing, plan it carefully, think over its layout and logical structure, and revise it. One of the best ways to attract students to writing is to let them write at the beginning of the learning process as freely as possible and evoke in them feeling of creativity. Creative writing obviously can play a crucial role in the development of writing skill.¹⁷

Based on that statements above, writing is the process of giving information by text that involved in generating the letters, words, symbols for example punctuation and sentence. In process of writing, students would be concerned with the subject content of what they write and the language in whichs expressed.

A2. Genre in Writing

Hyland defines genre is a group of texts that is used to represent the meaning of the situation that has been caught by the writer.¹⁸ It means genre is related to the purpose and meaning of the text. Martin interprets genre from *Systematic Functional Linguistics* (SFL) view. As a staged, goal-orientated, and

¹⁷ Klimova, Blanka. (2012). *The Importance of Writing*. University of Hradec Kralove. p.9

¹⁸ Hyland, Ken, (2007). *Genre Pedagogy: Language Literacy and Language Writing Instruction*. Journal Second Language Writing. http://www2.caes.hku.hk/krnhyland/files/2012/08/Genre_pedagogy_language-literacy-and-L2-writing-instruction.pdf.html (Accessed 6/18/2020)

purposeful social activity that people engage in as members of their culture¹⁹. It means genre is communication activity having and orienting goal.

The genre perspective covers two distinctive dimensions in teaching and learning writing. First, genre is a kind of text or writing work itself. It views that the language must relate to social function. Second, genre as a process or strategy of how the writing is developed, taught, and learned. In this case, there is a certain process of production and reproduction.²⁰

By using genre, the students will be clear in writing text especially narrative text. They will know the social function, generic structure, and language feature of narrative text.²¹

To understand about genre, firstly is should knows about the kinds of genre. Gerot and Macken cited in Hartono states there are two kinds of genres they are story and factual genre. The genre consist of narrative, recount, exemplum, anecdote, news story/items and spoof whereas the factual genre consist of procedure, description, explanation, report, exposition, discussion, review, and commentary.²²

Based on the explanation above, the writer decided to choose narrative text as a genre to observe in this research. It because narrative text is one of genre in writing that students in eight grade should mastered.

¹⁹Martin, J. R. (1984), *Types of Writing in Infants and Primary School*. In L. Unsworth (Ed.), *Reading, Writing, Spelling: Proceedings of the Fifth Macarthur Reading/Language Symposium*, Sydney: MacarthusInstitute of Higher Eduaction

²⁰Dirgeyasa. I. 2016. *Genre-Based-Approach: What and How to Teach and to Learn Writing*. Canadian Centre of Science and Education. p.45

²¹Haryanti.,Farnia Sari. (2019). *The Use of Genre-Based Approach to Improve Writing Skill in Narrative Text at the Eleventh Grade Students of SMA Ethika Palembang*.English Community Journal.p.281-288

²²Hartono, Rudi, (2005), *Genre-Based Writing*. Semarang States University: English Department. p. 3-4

A3.Narrative Text

a. Definition of Narrative Text

Narrative is telling story.²³ It sets out to entertain and amuse listeners and readers. Thus, the purpose of narration is story telling. It means, that in writing a narrative text, the writer writes the action or the events that happened in chronological order which has a definite beginning and a definite ending. Grace and Sudarwati says narrative text has a social function to amused, entertain and to deal with actual or vicarious experience in different ways.²⁴

Anderson and Anderson say that narrative text is a piece of text whichs tells a story and in doing so entertains and informsthe reader or listener²⁵. From these statements it can be inferred that narrative text is concerning with a story. The story includes some events whichs presented to amuse the readers or listeners. Thus, writing narrative text aimed to entertain the readers.

In a narrative text, the writer should take attention in the event and the problem. A writer should present events in a true order. It will make a story clearer to the reader. The important things in the narrative are chronological of events and problem. The problem is characteristics of narrative text. It makes the narrative text different in other text. For example, in descriptive text, the writers just describe people or things, but in narrative text, the writer should rising a problem that the main character should face it and solve²⁶. Keraf also stated that

²³ R.K. Sadler and T. A. S. Hayllar, (2000), *Text in Action I, an English Workbook*, Australia: Macmillan. p.12

²⁴ Sudarwati T. M. and Grace, (2007), *Look Ahead: An English Course Book for Senior High School Students Year XII*, Jakarta: Erlangga, p.20.

²⁵ Anderson, Mark and Anderson, Kathy, (1997), *Text Types in English 2*, South Yarra: Macmillan Education Australia IY LTD, p.54.

²⁶ Keraf Gorys, (2001). *Argumentasi dan Narasi*, Jakarta: PT. Gramedia, p.33.

narrative text has special characteristics.²⁷

From the statement above, it can be seen that a narrative text is text that contains a story ordered chronologically. In order that the text can be enjoyed by the readers, the writer should arrange the text interestingly with following the structure in the narrative text.

b. Kinds of Narrative Text

There are many kinds of narrative text. They can be imaginary, factual or a combination of both. They may be fairy stories, mysteries, science fiction, romances, horror stories, fables, myths and legends, historical narrative, ballads, slice of life, and personal experience.

Common forms of narrative text which are studied in high school are:

- 1) Legend; is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some experts define legend as a folktale.
- 2) Fable; is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human beings.
- 3) Myth; is folk prose stories characterized by Gods or Demigods that occurred in other worlds in the past and considered to have really happened by the masters of stories or their adherents and related to the occurrence of places, the universe, the Gods, customs and Holy tales.
- 4) Fiction. According to Abrams that the notion of fiction is a fictional story or a narrative work that does not rely on historical truth.

From the description above, the researchers choose the legend as the type of narrative text that will be researched. It is because legend is a type that is learned and contained in eighth grade syllabus.

c. Generic Structure

Generic structure is structure in text which is usually used by learners in target language. It is full, regular, more precise and nice to be heard and pronounced if the language has rules. With the rules, the language's usage can be controlled in communication. Thus, in writing narrative text there are rules that have been set to make the text result into a good text.

According to Derewianka states that the steps for a narrative text are:²⁸

- 1) Orientation, in which the writer tells the audience about who the characters in the stories are, where the story is taking place, and when the action is happening.
- 2) Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporarily) hinder them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.
- 3) Resolution, in a "satisfying" narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course

²⁸ Beverly, Derewianka. (1990). *Exploring How Texts Work*. Australia: Primary English Teaching Association. p.32

possible in certain types of narrative, which leave us wondering how is the end?).

In addition, Koffman and Reed state that narratives have been described as having several common components including a setting, plot (series of episodes based on goals, attempts and outcomes), resolution or story ending.

Based on the statement above, it can be concluded that the generic structures of narrative text are: (1) Orientation, which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. (2) Complication where the writer tells how the problem arises, sometimes the unexpected events will happen. (3) Resolution is an optional closure of events. The complication may be resolved for better or for worse, but is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

d. Language Features in Narrative Text

Grammatical features of the genre in writing seem to have specific features. It can occur because of different purposes, contexts when or how it happens, how it or why it happens. It also occurs in narrative text. According to Anderson in *Teaching Narrative Text in Improving Writing to the Tenth Grade*, the grammatical features that narrative texts use are:²⁹

1. Nouns that identify the specific characters and places in the story (example: The Prince).
2. Adjectives that provide accurate descriptions of the characters and setting (example: the most beautiful flower).

²⁹ Anderson, John M. (2004). *On the Grammatical Status of Names*. Oxford: Oxford University Press. p. 460

3. Verbs that show the occurrence in the story (example: lived, treated, etc).
4. Time words that connect events to tell when they occur; the use of simple past tense (example:a few days later, then, etc).

It seems that narrative text has many language features. The use of language features in narrative text certainly greatly influences the result of the good writing. We have to identify the specific characters, places, and time in order to make the reader easy to understand the way of the story and given the information about what characters will do.

The examples of narrative text are following:

Malin Kundang

Table 2.1 Example of Narrative Text

Orientation	Long time ago in one village in Sumatra, there was a mother with a son named MalinKundang.They lived in poor condition after the death of Malin’s Father.
Complication	<p>Day by day, Malin Kundang grew up and he’s became a young and strong man, brave and had a big dream to be a successful rich man.He thought if he lived in the village then he would never be a rich man.</p> <p>One day, Malin Kundang asked for her mother’s blessing to get some job outside his village.Malin Kundang said, “Mother, we can’t live in this way forever. I want to be a rich man and I want to help you. I do not want you live in this poorness. Thus, would</p>

you let me go to get money at another place? I promise I will be here soon after I get a lot of money.”

Mother said, “If you want to go then you have to go, my son. You are no more a child. You are a young man and you should reach your dream. Forgive your mother who cannot give you everything that you need. I pray for you every day and do not forget your mother here. You have to go home someday.”

After that, Malin Kundang started his journey to get rich.

At first, he joined a ship to be a sailor. The captain was a good man and he trained Malin Kundang well to be a good sailor. MalinKundang was smart and he could easier learn everything. Malin Kundang assisted the captain to hold his business.

Years by years, the captain became older. He asked Malin Kundang to run his business. Malin Kundang was also lucky because the captain asked him to marry his daughter.

After that, Malin Kundang became the captain and he was very rich. The business was always good. After Malin Kundang was success, he forgot his promise to

	<p>go back to his mother. He did not want to remember that he had a poor mother who was waiting for him for a long time.</p> <p>One day, Malin Kundang anchored his ship at his hometown. While running his business, he met his neighbor who remembered him. After that, his neighbor told Malin Kundang's mother about the coming of his son.</p>
Resolution	<p>The mother was very happy. She went to the harbor quickly to see his son. Unfortunately, Malin Kundang was too shy having mother liked her who looked ugly and poor. Thus, he rejected his mother.</p> <p>The mother was so sad and her heart was broken because her lovely son did not want to recognize her as his mother. She was so disappointed and she said a curse for her son, all people belonged to her son.</p> <p>The mother said, "Oh my dear son, how dare you to be like this to your mother. If you really do not want to hear me, then you are really a stone. You and your belonging are stones."</p> <p>After the mother was saying that, Malin Kundang, his wife, and all of his belongings became stones which</p>

	<p>stayed forever at that harbor silently and irremovable forever as well as stone statues.</p>
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From the example above, the used of language features are nouns (Malin Kundang, mother, and stones), adjectives (young man, brave, and sad), verbs (to get, go, want), and time words (long time ago, day by day, after). And the story above is complete of the narrative language features.

A4.Wattpad Application

a. Definition of Wattpad



Figure 2.1: Wattpad Application Logo

Starting in this era, the one of application that can be use for teaching especially in teaching writing is Wattpad. Wattpad founded in 2006 by Allen Lau and Ivan Yuen. Wattpadis an online community of writers and readers has blossomed into multiplatform entertainment venture that attracts millions of visitors to the site each month. Wattpad helps aspiring writers find readers, but it also traditional book publishers, advertiser, and film and TV producer with

original content, in addition to offering them real-time data on which stories and topic consumers find exciting.³⁰

Allen Lau said that Wattpad is a social networking website and service where users can post, share photographs and link to news or other interesting content on the Web. Wattpad is the place for everyone who wants to share a story and for everyone who wants to read a story. The readers and writers in Wattpad can discover new user-generated stories, spanning across different genres including classics, general fiction, historical fiction, non-fiction, poetry, spiritual, teen fiction among others. It aims at removing the traditional barriers between readers and writers by building social communities around stories. Its model not only works for amateur writers, but for established writers as well.³¹

Furthermore, Rebora & Pianzola stated Wattpad is a very important resource for everybody interested in literature. It is a platform available via web and as a mobile application, on which people can add comments in the margins of books in the public domain, writing their response to what they are reading and engaging in discussion with other users that commented before them.³²

In conclusion, the Wattpad can provide the writers with an opportunity to write, promote and help their work reach across a wide and varied audience of more than a million users. Thus, the students can create a free account to start writing on Wattpad. The owner of Wattpad will be able to post the article, stories,

³⁰ Wardhani, N. A., Mufaridah, F., Werdiningsih, Indah., *The Effect of Using Wattpad on Students' Writing Ability*. English Education Program University Muhammadiyah Jember.

³¹ Lau, A. (2006), *Definition of Wattpad*, Toronto.

³² Rebora, S., & Pianzola, F. (2018), *A New Research Programme for Reading Research: Analysing Comments in the Margins on Wattpad*, *DigitCult-Scientific Journal on Digital Cultures*, p.19-36. <http://doi.org/10.1016/97888255181532>

or poems. Users can also provide comments and vote on each reading. Thus, using Wattpad can make students feel easy to share their ideas freely.

b. Procedure of Teaching English by Using Wattpad Application

To use Wattpad as a media for teaching learning writing is not difficult, you can follow the little instruction by the researcher. There are several steps that will take based on the researcher modifying, such as:

1. The teacher prepare the students to install Wattpad Application in their mobile phone, but the other way is can jump to website www.wattpad.com;
2. Open the application and make the wattpad account and log in;
3. After log in, complete the profil;
4. The students can click create, create a story, give a title, the description of their story and select the genre;
5. The students can start to write a narrative text with this application;
6. The students finished their story. They can add a background of their story and publish to the others.

Wattpad also have various fitur, such as comment. This fitur can make students communicate each other, like sharing their suggestion or ideas to make the writer have a new imagination and can explore more stories. Thus, we will know the students writing skill in narrative text can improve from utilizing wattpad. One of the best fitur in wattpad to improve the students writing skill is feedback's fitur. From this the writer and reader can share their ideas or critic in the text.

c. The Advantages and Disadvantages Wattpad Application for Teaching and Learning

Lau said it is not an easy decision to bring wattpad into classroom. Teachers must contened with all kind of issues including breaking the law. In this fraught world of social media propacy, the terrain is that muss less clear, but for those who are willing to thing about opening that door, here is an article by Carol Brown of Online College.

Wattpad offers many new possibilities for enriching reading and writing ability. It offers a free digital environment, feedback, and experimental environment for new and even experience writers.³³ Wattpad is one of media for teaching writing which can use smartphone in teaching where the smartphone is own by most of students and because Wattpad can make students more creative to express their ideas into writing. Thus, we can utilize smartphone use in students teaching writing by using Wattpad application that can accessed from their smartphone.

No one learns in the same way because of different style and different abilities. Wattpad provides great opportunities for making learning writing more effective for everyone with different needs. For example, students can learn at their own speed, review difficult concept skip ahead if they need to. So, Wattpad make the students used to express their idea whenever there are.

³³ RamdانشanBold,M, (2018), *The return of the social author: Negotiation authority and influence on Wattpad*. Convergence: The International Journal of Research into New Media Technologies, p.24

Wattpad also provides the writer with an opportunity to write, promote and help their work reach across a wide and varied audience of more than a million users. Thus, if a student succeeds in making a good work in writing and put it in the Wattpad application it is likely they will get the attention of millions of readers on the Wattpad. That is a proud achievement.

The disadvantages of using the Wattpad application are the teacher needed to be aware of (need to monitor student activity for any signs of bullying), teachers have to grow eyes in the back of their heads and when mobile devices are used in class, the need for continual monitoring and regulation increases. This in turn can highlight divides between students who can afford certain devices and those that cannot.

B. Related Studies

There are several related studies about Wattpad Application, thus almost all of the research discuss about using technology. Because Wattpad application is related with platform, the researcher also takes the related study explain about the platform for writing. The researchers will focus on writing. Writing is one of the skills in English that must be mastered by students at senior high school. The researcher will conduct for the tenth grade of Senior High School, and will take Narrative text for this research. In this research, the writer takes related studies that connect with this research, as follows:

1. Research titled "The Using of Facebook to Improve Students Skills and Increase their Motivation in Writing Recount Text in the School Year 2013/2014", English Department Semarang State University. The study

investigates the use of Facebook as media to improve students' skill and increase their motivation in writing recount text. Briefly, based on the data findings on tests, observations sheet, and questionnaire, it is can be concluded that the use of Facebook as media bring mnay benefits for students. Particularly, it can improve students' skill an increase their motivation to write because they liked write on Facebook, it was free and fun and challenging. They felt more enthusiastic in writing because of comments and likings on their writing. Facebook is the alternative learning media for students. It is because the use of Facebook helps students solve problem in their writing. As the result, Facebook can improve the students writing skill.

2. Research titled "Using Wattpad Application to Improve the Recount Text Writing Skill of the Tenth Grade of SMAN 3 Temanggung in School Year 2018/2019". This study was a classroom action research with two cycles. The research was conducted on class X IPA 3 with 36 students which consists 15 male and 21 female. The data was analyzing by used quantitative and qualitative data. Based on the result of the data in cycle 1 and cycle 2, the concludes 75% of the students have a good motivation in learning from the result of the students' ibservation score in cycle 1 that is 61.38 and in cycle 2 is 76.38. It can conclude that the students have better motivation in joining the teaching learning process. Thus, from the study the concluded is Wattpad Application can improve the student motivation in writing recount text in SMA N 3 Temanggung.

3. Research titled “Improving Students Writing Skill through English Web blog Among Year X Students of SMA Negeri Purwokerto in the Academic Year of 2010/2011”. This study was an action research study consisting of two cycles, involving 32 students of class X.6, one English teacher as the collaborator and the researcher himself. The data of this study were qualitative and quantitative. The result of this study shows that the use of the web blog is effective to improve students’ writing skills based on the qualitative and quantitative data analysis. The learning process became more interesting and the students enjoyed the writing process. The mean difference between the pre-test score and the posttest score in cycle 1 was significant with $t = -6,428$ ($p < 0.05$). The mean difference between the posttest score in cycle 1 and the posttest in cycle 2 was significant with $t = -4.983$ ($p < 0.05$). The result shows that students’ writing skill improves significantly through blogging activity. It can be concluded that blog is very attractive media in developing learners’ language and make the students more enthusiastic and more interested in writing English.
4. The research titled “The Use of Edmodo to Improve the Eighth Grade Students’ Writing Skill in SMPN 1 Yogyakarta”. This research addresses to find out the advantages of using Edmodo in the learning process. The result of this study shows that Edmodo improves the students’ writing skill, especially in writing a narrative text. It is shown from comparison of the result of the score in the Pre-test and Post-test, the mean score of Pre-test less than the mean score of the Post-test.

5. The research titled “The Influence of Using Facebook Profile Towards Students’ Writing in Descriptive Text at the First Semester of the Eighth Grade at SMP Negeri 8 Pesawaran in the Academic Year of 2018/2019”. In this study, the researcher found the result of the data analysis. It concluded that there is significant influence of using facebook profile towards students’ writing ability in descriptive text at the first semester of the eighth grade at SMP Negeri 8 Pasawaran in the academic year 2019/2019. It was supported by result from sig of equal variance assumed in the independent sample test table where the sig is 0.004. It was lower than $\alpha = 0.05$ and it means that H^0 is rejected and H^a accepted.

From the two previous studies above, it can be seen that the studies above are connected to this research. Both of those studies revealed about the improvement of students’ writing skill in narrative text after the researchers utilized application in teaching and learning process. Therefore, in this research, the researcher intended to apply Wattpad Application to improve the students’ writing narrative text.

From some of the related studies above, it is stated that application can improve the students’ writing narrative text with different learning media and different strategies. This research decided to use Wattpad Application to improve the students’ skill in writing narrative text at the eighth grade of SMP Yayasan Perguruan Keluarga Pematangsiantar.

C. Conceptual Framework

Writing is the act of forming symbol, making mark on a flat surface of some kinds. The symbol has to be to certain conventions, to form words have to arranged to form sentences. It is recognition of simple fact which no significantly influenced the way our best teachers teach writing today.

In writing, the students are able to express meaning in the form of written text using a written language accurately, fluently, and acceptably. To fulfill these requirements, especially in expressing a short essay of narrative text, it is very difficult for students. It is because a narrative text needs imagination and feeling to create a story. Therefore, students need some media that can stimulate their imagination to create a good narrative text. Narrative text is type of written text that tells a story of one character or more who face certain situation. Its purpose is to present a view of the world that certains or informs the reader or listener.

To help the students improve their ability in writing narrative text, the teacher should have an appropriate teaching technique. In nowadays, the use of technology can be usefull in teaching process. Technology integration is the use of technology resources such as computers, mobile devices likes smartphones and tablets, digital camera, social media platforms and networks, software, application, the internet, etc.

Wattpad Application is one of the examples of MALL. Wattpad application is the place that the students can use everytime they want. They will be active to share their ideas and can lead them in creating a narrative text by their imagination. Then students can motivate them in learning English.

Based on theoretical framework, applying *Wattpad* application can improve the students' ability in writing narrative text because this application can make students share their ideas whenever they are and will more creative in writing narrative text. The purpose of this application is to help students to they can write and arrange the information easier, so than they was help in making the narrative text.

D. Actional Hypothesis

The hypothesis can see as a research took that the function to operate working instruments and theories. Based on the hypothesis we can say that one theory is acceptable and another theory is not. The hypothesis of this research is "utilizing *Wattpad* Application can improve the students' writing skill in narrative text at the eight grade of SMP Yayasan Perguruan Keluarga Pematangsiantar."

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

The design of this research was Classroom Action Research. According to Burns action research is a part of broad movement that has been going on in education generally for some time. It related to the ideas of ‘reflecting practice’ and ‘teachers as researcher’³⁴. Futhermore, Elliot in Burns defines action research as the study of a social situation with the view to improve the quality of the action in it.

The purpose of collecting Classroom Action Research is to intervene in a deliberate way in the problem situation in order to bring out the changes and even better, improvements in practice. Besides that, classroom action research is one of strategies for solving the problem whichs use the real action and developing capabilities to deacted and solve the problem. Based on the explanation, the action research is qualified to improve the students’ writing skill through Wattpad Application. Because applying this technique, it is expect to solve students’ problems in the teaching-learning process of building up the students’ interest in writing narrative text.

In action research, there are some models from Kurt Lewin, Kemmis and McTaggart, Elliot, Mc Kernan and Ebbut. Therefore, this research will use Kemmis and McTaggart as the process of action research. Kemmis and

³⁴ Burns, Anne. (2010), *Doing Action Research in English Language Teaching*, New York: Routledge.

McTaggart state that action research is an action whichs conducted to inquire self-reflective and improve his or her instruction by evaluating his or her own practice.³⁵ According to Kemmis and McTaggart, action research typically involves four broad phases in a cycle of research. The four phases in a cycle are: (1) planning, (2) action, (3) observation, and (4) reflection.

B. Research Setting

This research was take place at SMP Yayasan Perguruan Keluarga Pematangsiantar. It was located on Jalan Seram Atas Nomor 15 Kota Pematangsiantar, Sumatra Utara on 10th November 2020 until 25th November 2020. The researcher chose this school because there are several reasons, first; this problem founded in this school. The students in this school still have low ability and confidance in writing narrative text. Second; this school have a good technology but the teacher do not know various media that can use in teaching learning. As we knows that technology as the perfect media for teaching learning in nowadays, thas's why the researcher want to share the use of technology as the media in teaching learning process. The third reason was the location of this school is accessible for the researcher.

C. Research Subject

The subject of this research was the eighth grade students of SMP Yayasan Perguruan Keluarga Pematangsiantar. The sample of the research was one class, which consists of 20 students. The study was conduct based on the action research

³⁵ Kemmis, S., & Mc. Taggart, R. (1998). *The Action Research Planner*, Victoria: Deakin University Press. p.15

design in order to know the improving the students achievement in writing narrative text by using Wattpad Application.

D. Procedure of the Research

The model of classroom action research used in this study based on the model developed by Kemmis and McTaaggart who state that action research occurs through a dynamic and complementary process which consists of four fundamental steps in a spiralling process, namely planning, action, observation and reflection. This research will begin based on the preliminary data when did PPL III. Therefore, cycle I was conducted to solve the problems found in primary study. This research intended to reveal an effort to improve the learning process by applying Wattpad application in teaching writing narrative text. Whether the cycle can be achieved minimal in first cycle or so on. If the students can not reach the score of KKM which is 70 at the first cycle, the researcher was continue to the next cycle.

Thus, if after accomplishing the first cycle, it found a new problem. Therefore, it is necessary to continue to the second cycle in line the same of the first cycle. The description of cycles can be seen from the following diagram:

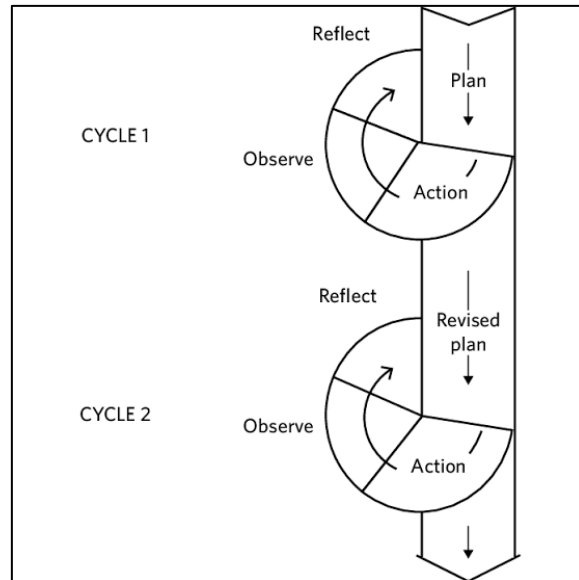


Figure 3.1: Action Research Spiral, Model from Kemmis and Mc Taggart

1. Cycle I

After doing the pre-test based on the primary study, the researcher was start the first cycle. In this cycle the researcher was conduct the topic and plan material based on basic competency. In cycle I, the researcher was conduct four steps, they are:

a. Planning

Planning is arrangement for doing something. Planning is the first step in the classroom action research. The following points are the specification of the planning at first cycle;

1. The researcher was make and arrange lesson plan, media, and tools which are used in learning process;
2. The researcher was prepared the material;
3. The researcher was give questionnaire;

4. The researcher make pre-test that was given before the researcher implementing watsapp application and post-test that was given after the researcher implementing watsapp application as a media in teaching learning writing narrative text;
5. The researcher was prepare camera and observation sheets to observe the learning process in the class and the condition when apply the watsapp application, make an interview sheet for the students and teacher about before and after implementing watsapp application.

b. Action

Action is process doing things, it is implementation of planning. In this step the researcher and the teacher was work together to implement the watsapp application. The researcher has done the preliminary study to find out the students' problem in writing narrative text. Therefore, the researcher was continue to cycle one based on the lesson plan had been prepared.

In this cycle, the researcher was do four meetings and in the first meeting, the researcher was give pre-test for the students before implamenting the watsapp application. Afterwards, some activities was conducted in this research, namely introduction acivity, core activity, and post-activity. The steps for introduction activity namely: (1) the researcher and teacher was enter the class and give greetings to the students, (2) pray together, (3) check the attendance list of students, (4) the researcher give motivation to the students about writing narrative text and explain about how important to mastered writing skill, (5) the last, researcher was explain the method.

In the core activity, there are for six meetings that will be done by the researcher, inclusive: (1) first meeting, the researcher was taking a pre-test to the students to know their basic ability in writing narrative text. Then, the researcher was introduced the material of writing narrative text and introduce the wappad application to the students. (2) At the second meeting, the researcher was give the explanation about legend as a genre of narrative text and how the process of applying Wappad Application. Next, the researcher was asked the students to join with wappad aoolication by their own and then give them an assignment about legend. (3) Fifth meeting, the researcher was checked their result and asking them to give and feedback each other on their account. (4) At the sixth meeting, the researcher was conducting a Post-test after implementing the Wappad Application.

For the Post-test activity, here are some steps that was done by the researcher, such as: (1) Researcher and the students was make a summary of the lesson. (2) The researcher was assessed and reflected on activitiy that has been carried out consistently and programmatically. (3) The researcher was checked every outcome from students one by one. (4) The researcher was asked the students to always continuing their writing to the maximum (5) Researcher was delivered a learning plan for the next meeting.

c. Observing

Observing in Classroom Action Research has the meaning of observation of the treatment given to action activities. This step, the researcher was analyzed to all process and the condition of learning

process. The researcher wants to find the overall condition during the instruction of using Wattpad Application. It include in this section the researcher was do the observation by using field notes which consist of the students behaviour, the research actions, and everything happened in the teaching learning process with format observation checklist.

d. Reflection

Reflection was implementing based on the analysis data from observation and evaluation activities. Reflection conducted to determine the extent to which media can enhance the students writing narrative text and to know the advantage and disadvantages of applying Wattpad application in teaching learning process whichs has been applying to avoid resurrence on the second cycle and overcome obstacles that may be encountered on the second cycle.

E. Technique of Collecting Data

a. Observation

This data collection technique use to describe the activity in the classroom at a particular time. Using observation sheet, the researcher was observed the English teaching and learning process in the class. The observation sheet was given to the collaborator who observed and tick the students' achievement during the teaching and learning process.

b. Interview

Interview was conducted to get the information about the students' ability in writing narrative text before giving treatment. The researcher was interviews to the English teacher and the students at SMP Yayasan Perguruan Keluarga Pematangsiantar by asking some question about the achievement in writing narrative text and Wattpad Application. The purpose of interview was to collect the data about the students' difficulties in mastering writing narrative text. Thus, interview was only conduct an analyzing situation. (see appendix VI-IX).

c. Documentation

Documentation in the form of photography was taken while the teacher taught the students in front of the classroom. It was taken when the students do the writing narrative text, and during the teaching learning process in the classroom.

d. Test

In this research, the researcher was give an essay. The test was give to the students focusing on writing narrative text about legend. The aim of this test is to measure the students' ability in writing narrative text. The test was conducted from the previous research and the students have been studied in school before.

In this research, the researcher was take a Pre-test and Post-test. Pre-test was give before implementing wattpad application to know the students competence in writing narrative text. Post-test was give after given the treatment using wattpad application in teaching writing narrative text. Pre-test and Post-test in this study is different but there are in some level. The students need to write an

essay about the legend as the topic and needs to fulfil the generic structure of the text. The time that the students need is 45 minutes and the students need to write at least two paragraphs.

Furthermore, the writer gave score to the students' writing by using scoring guide of writing according to Cohen in the following below:³⁶

³⁶ Cohen, E. G., 1994, Restructuring the Classroom: Condition for Productive Small Group, Review of Educational Research. p.328-329)

Table 3.3: Scoring guide of writing

Aspects	Scores	Indicators
Content	5 (Excellent)	Main ideas, started clearly and accurately, change of opinion very clear
	4 (Good)	Main ideas stated fairly clearly and accurately, change of opinion relatively clear
	3 (Average)	Main ideas somewhat unclear and inaccurate, change of opinion some what weak
	2 (Poor)	Main ideas not clear or accurate, change of opinion weak
	1 (very Poor)	Main ideas not all clear or accurate, change of opinion very weak
Organization	5 (Excellent)	Well organized and perfectly coherent
	4 (Good)	Fairly well organized and generally coherent
	3 (Average)	Loosely organized but main ideas clear, logical but incomplete sequencing
	2 (Poor)	Ideas disconnected, lacks logical sequencing
	1 (Very Poor)	No organization, incoherent
vocabulary	5 (Excellent)	Very effective choice of words and use of idioms and word forms
	4 (Good)	Effective choice of word and use of idioms and word forms
	3 (Average)	Adequate choice of words but some misuse of vocabulary, idioms and word forms

	2 (Poor)	Limited range, confused use of words, idioms and word forms
	1 (Very poor)	Very limited range, very poor knowledge of words, idioms and word forms
Grammar	5 (Excellent)	No errors, full control of complex structure
	4 (Good)	Almost no error, good control of structure
	3 (Average)	Some errors, fair control of structure
	2 (Poor)	Many errors, poor control of structure
	1 (Very Poor)	Dominated by errors, no control of structure
Mechanics	5 (Excellent)	Mastery of spelling and punctuation
	4 (Good)	Few errors in spelling and punctuation
	3 (Average)	Fair number of spelling and punctuation errors
	2 (Poor)	Frequent errors in spelling and punctuation
	1 (Very Poor)	No control over spelling and punctuation

Score:

The total number gotten x 100 = n

F. Technique of Analysis Data

The technique of data analysis of this study is using qualitative and quantitative data. After getting all of the data needed in the research, the research was analysed the data by using the mean formula for qualitative data and for quantitative was using formula from M. Toha Anggoro.

1. Qualitative Data

The qualitative was used to describe the situation during on the teaching process and the quantitative data was used to analyze the score of the students. By applying this data, it was assumed to get the satisfying result of to improve the students writing narrative text by applying Wattpad application. The qualitative data was analyzed from the instrument. The quantitative data was analyzed to see the improving of students writing narrative text.

According to Sugiyono, there are three activities to analyxed data in descriptive qualitative research³⁷. Based on those statements, the researcher divides the activity in analyzing data into three activities, that are data reduction, data display, and data conclusion and verification.

a. Data Reduction

Data reduction means the process of selecting, identifying, classifying and coding the data that considered important. In conducting research, the researcher was get much data. At first, the researcher must selecte data that was give valuable information in research. Thus, the researcher easier to find the data that the researcher needs. The data was collected after the researcher done. The researcher was reduced the syllabus and English score in the eight grade of SMP Yayasan Perguruan Keluarga Pematangsiantar.

³⁷Op.cit

b. Data Display

Data display means the process to simply the data form of sentence, narrative or table. Data display refers to show data that have been reduced in the form of patterns. The data was displayed in narration. For display the data, the researcher was taken the data in English score just in writing that the researcher already conducted to the students.

c. Conclusion and Verification

The last step is making a conclusion and also the verification. After the process of qualitative data, the researcher was ensured the trustworthiness of the data. The method commonly used to improve the reliability and validity in qualitative research is Triangulation and Peer Debriefing.

In triangulation in the social sciences, there continues to be a general consensus on the usefulness of the four types of triangulation originally identified by Denzin: (1) data triangulation; (2) investigator triangulation; (3) theory triangulation; (4) methodological triangulation.

In Peer Debriefing, there are at least two peers debrief that help the researcher, she is a lecturer who is an expert in analysing qualitative data and the English teacher who is an informant that knows the characteristics of the students. In the process of peer debrief, the researcher will consult to the lecturer to reflect on what the right or wrong in each stage of data analysis. The second, the researcher was re-check

the data that the researcher already got from the students and submitted to the English teacher of the school.

2. Quantitative Data

The researcher uses T test to see the different of the test successfully after using the strategy, the researcher was applied this formula by M. TohaAnggoro³⁸:

$$X = \frac{\Sigma x}{N}$$

Where:

X = Means of the students score

Σx = Total score

N = Member of the students³⁹.

In order to categories the member of students mastered, the writer used the formula following:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = Percentage of students who get the point 75

R = Number of students who get point up to 75 above

T = Total of students who do the best

³⁸TohaAnggoro, (2007), *Metodologi Penelitian*, Jakarta: Universitas Terbuka

³⁹AnasSudijono, (2014), *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Persada, p.8

CHAPTER IV DATA ANALYSIS AND RESEARCH FINDING

4.1. Data Analysis

The data was applied by qualitative and quantitative. The qualitative data were taken from interview, observation sheet, and documentation. The quantitative data were taken from the mean of students' score in taking test. The research was consisted in one class with 25 students. The research was done in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle including Pre-Test was conducted in three meetings. The second cycle was conducted in to two meeting. In the last meeting of each cycle, all the students were taken the test as the Post-Test.

4.1.1. Preliminary Study

Before describing the first cycle, the researcher must be done is doing the preliminary study. The preliminary study held on 21th August 2020 as the first meeting. In this step, the researcher gave the Pre-Test to all students in order to know their ability to write narrative text. There were 25 students who followed the Pre-Test. The researcher had involved the collaborator to evaluate the students' result on the Pre-Test. This was done in order to evaluated objectively before implementing Wattpad Application. The result of the Pre-Test indicated that the students' ability to write narrative text was low. Thus, they felt difficult to write narrative text. There

was 2 students who got minimum score which was 45. And there was 2 students who got maximum score which was 75.

The qualitative data was taken by interview. The interview was done before the learning process was applied by the researcher. When the researcher interviewed some of the students, the researcher found that the students were not interested to make paragraph. The result that researcher got in interview sheet before doing the research was the teacher's problem in making the learning process interesting. However, the students still have not understanding about narrative text and they were lack of vocabulary and found some difficulties when they were pouring their idea into a written form. Thus, they didn't know what they should write for. From the result of the interview data, it can be concluded that the students got some problems and difficulties in writing English text. Based on the result of the test, observation and interview in the preliminary study, the researcher continued to the first cycle.

Based on the qualitative and quantitative data above, the researcher concluded that the students' ability and interest to write narrative text was still low. Therefore, the researcher would like to continue to the first cycle expecting that the students will improve their skill in writing narrative text more be better.

4.1.2. The Quantitative Data

The data was taken from test that gave to the all of the students in the last meeting of each cycle. Based on the result of the tests in every cycle that have been conducted, it was found that the students' score kept improve from the first meeting until the last meeting. It can be seen from the students' score improved from the Pre-Test, Post-Test in the first cycle until the Post-Test in the second cycle. The students' score in Post-Test of cycle I was higher than the Pre-Test, and the Post-Test of cycle II higher than the Post-Test of cycle I.

4.1.2.1. The Students' Score in Pre-Test

Table 4.1
The Students' Score in Pre-test

NO	INITIAL NAME OF STUDENTS	SCORE	
		Pre-Test	Criteria of Success ≥ 75
1	AF	55	Unsuccess
2	AR	45	Unsuccess
3	CA	50	Unsuccess
4	DV	55	Unsuccess
5	DTM	48	Unsuccess
6	EDF	75	Success
7	FD	60	Unsuccess
8	FF	55	Unsuccess

9	GR	65	Unsuccess
10	HZ	50	Unsuccess
11	K	55	Unsuccess
12	KF	66	Unsuccess
13	MZHL	75	Success
14	MA	45	Unsuccess
15	MAN	49	Unsuccess
16	MAD	54	Unsuccess
17	MSN	54	Unsuccess
18	NHN	50	Unsuccess
19	OF	48	Unsuccess
20	PS	45	Unsuccess
21	RS	65	Unsuccess
22	RS	55	Unsuccess
23	RA	58	Unsuccess
24	SS	53	Unsuccess
25	TR	69	Unsuccess
	TOTAL	$\Sigma X = 1393$ $\bar{X} = 55.7$	

From the table above of pre-test, the total score of the students was 1393 and the number of the students who completed took the Pre-Test were 25 of students, to see the mean of the students in this test, the researcher applied the following formula:

$$X = \frac{\sum X}{N}$$

Where:

X: The mean of the students

\sum : The total score

N: The number of students

So, the mean of the students was: $X = \frac{1393}{25} = 55.7$

From the analysis data above researcher knew that the students' writing ability were still very low. The mean of the students was 55.7% and the student categories still in the poor level. Also the number of the students who were competent in writing in was calculated by applied the following formula:

$$P = \frac{R}{T} \times 100 \%$$

P = The percentage of students who get 75

R = The member of students who get 75 up

T = The total number of students who do the test.

$$p1 = \frac{2}{25} \times 100\% = 8\%$$

$$\overline{p}2 = \frac{23}{25} \times 100\% = 92\%$$

Table 4.2 The Percentage of The Students' Score in Pre-Test

	Criteria	Total of Students	Percentage
P₁	Success	2	8%

P₂	Unsuccess	23	92%
Total		25	100%

From the percentage above known that the students who competent in writing were very low.

4.1.2.2. The Students' Score in Post Test I

Table 4.3

The Students' Score in Post-Test I

NO	INITIAL NAME OF STUDENTS	SCORE	
		Pre-Test	Criteria of Success ≥ 75
1	AF	79	Success
2	AR	70	Unsuccess
3	CA	55	Unsuccess
4	DV	69	Unsuccess
5	DTM	73	Unsuccess
6	EDF	79	Success
7	FD	80	Success
8	FF	70	Unsuccess
9	GR	65	Unsuccess
10	HZ	70	Unsuccess
11	K	75	Success

12	KF	76	Success
13	MZHL	83	Success
14	MA	70	Unsuccess
15	MAN	70	Unsuccess
16	MAD	73	Unsuccess
17	MSN	65	Unsuccess
	NHN		
18	OF	80	Success
19	PS	75	Success
20	RS	60	Unsuccess
21	RS	65	Unsuccess
22	RA	70	Unsuccess
23	SS	70	Unsuccess
24	TR	75	Success
25	AF	78	Success
	TOTAL	$\Sigma X = 1795$ $\bar{X} = 71.8$	

From the table of post-test I, the total score of the students was 1886 and the number of the students who completed took the test were 27 of students, to see the mean of the students in this test the researcher applied the following formula:

$$X = \frac{\Sigma X}{N}$$

Where:

X: The mean of the students

Σ : The total score

N: The number of students

So, the mean of the students was: $X = \frac{1795}{25} = 71.8\%$

From the analysis data above researcher knew that the students' writing ability got improvement. The mean of the students was 69.8 and include fair level. And the number of the students who were competent in writing test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

P = The percentage of students who get 75

R = The member of students who get 75 up

T = The total number of students who do the test.

$$p1 = \frac{10}{25} \times 100\% = 40\%$$

$$p1 = \frac{15}{25} \times 100\% = 60\%$$

Table 4.4 The Percentage of The Students' Score in Post-Test I

	Criteria	Total of Students	Percentage
P₁	Success	10	40%
P₂	Unsuccess	15	60%
Total		25	100%

From the analysis above knew that the students' writing ability got increasing. The mean of the students was 71.8. From the score who got 75 up were 10 students or it was 40 % and 15 students got the score

fewer than 75 or it was 60%. It could be concluded that the students' writing ability in got higher in post-test in cycle I than Pre-Test. But, the students' achievement in the Post-Test of cycle I was categorized unsuccessful. Because the percentage of the students who pass the passing grade only 40%, the researcher wanted the percentage of students who pass the passing grade was 75%. Therefore the next action continued on the cycle II.

4.1.2.3. The Students' Score in Post Test II

Table 4.5 The Students' Score in Post Test II

NO	INITIAL NAME OF STUDENTS	SCORE	
		Post-Test 2	Criteria of Success ≥ 75
1	AF	85	Unsuccess
2	AR	82	Success
3	CA	78	Success
4	DV	84	Success
5	DTM	80	Success
6	EDF	70	Unsuccess
7	FD	85	Success
8	FF	85	Success
9	GR	87	Success
10	HZ	82	Success
11	K	80	Success

12	KF	80	Success
13	MZHL	85	Success
14	MA	80	Success
15	MAN	90	Success
16	MAD	86	Success
17	MSN	75	Success
	NHN		
18	OF	95	Success
19	PS	83	Success
20	RS	74	Unsuccess
21	RS	80	Success
22	RA	85	Success
23	SS	75	Success
24	TR	80	Success
25	AF	80	Success
	TOTAL	$\sum X = 2046$ $\bar{X} = 81.8$	

From the table of Post-Test II, the total score of the students was 2046 and the number of the students who completed took the test were 27 of students, to see the mean of the students in this test the researcher applied the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

X: The mean of the students

Σ : The total score

N: The number of students

So, the mean of the students was: $\bar{X} = \frac{2046}{25} = 81.8$

From the analysis above knew that the students' writing ability increased. The mean of the students was 82.1. And the number of the students who were competent in writing test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

P = The percentage of students who get 75

R = The member of students who get 75 up

T = The total number of students who do the test.

$$p1 = \frac{22}{25} \times 100\% = 88\%$$

$$p2 = \frac{3}{25} \times 100\% = 12\%$$

Table 4.6 The Percentage of The Students' Score in Post-Test II

	Criteria	Total of Students	Percentage
P₁	Success	22	88%
P₂	Unsuccess	3	12%
Total		25	100%

From the percentage, the students' writing ability was classified on good level when doing the action research on cycle II. The students' score showed the increasing which could be determined that they showed the progress little by little. They got the increasing score in each cycle.

Table 4.7
Students' score from Pre-Test, Post Test I, and Post-Test II

NO	Initial Name	Pre-Test	Post Test I	Post Test II
1	AF	55	79	85
2	AR	45	70	82
3	CA	50	55	78
4	DV	55	69	84
5	DTM	48	73	80
6	EDF	75	79	70
7	FD	60	80	85
8	FF	55	70	85
9	GR	65	65	87
10	HZ	50	70	82
11	K	55	75	80
12	KF	66	76	80
13	MZHL	75	83	85
14	MA	45	70	80
15	MAN	49	70	90
16	MAD	54	73	86

17	M S N	50	65	75
	NHN			
18	OF	48	80	95
19	PS	45	75	83
20	RS	65	60	74
21	RS	55	65	80
22	RA	58	70	85
23	SS	53	70	75
24	TR	69	75	80
25	AF	55	78	80
TOTAL		$\sum X = 1393$ $\bar{X} = 55.7$	$\sum X = 1795$ $\bar{X} = 71.8$	$\sum X = 2046$ $\bar{X} = 81.8$

Table 4.8

The Mean Score of Cycle I (Pre-Test and Post Test I) and Cycle II (Post-Test II)

\bar{X}	Pre-Test	Post Test I	Post Test II
Mean	55.7	71.8	81.8

The mean of the students' score in the post-test of cycle II was highest, so it could be said that the students' writing ability by using short animated stories improved from 55.7 to 81.8.

The number of competent studes calculatlculated by applying the formula:

$$\frac{R}{T} \times 100\%$$

$$P = \frac{x}{T} \times 100\%$$

- P = The percentage of students who get 75
- R = The member of students who get 75 up
- T = The total number of students who do the test.

The percentage of the increasing of students' writing ability could be seen as follows:

- a. The percentage of competent students in the

pre-test was:

b. $P_1 = \frac{2}{25} \times 100\% = 8\%$

- c. The percentage of the competent students in the post

test I was:

d. $P_1 = \frac{10}{25} \times 100\% = 40\%$

- e. The percentage of the competent students in the post

test II was: $P_1 = \frac{22}{25} \times 100\% = 88\%$

Table 4.9
The Percentage of Students' Writing Ability

Cycle		The Competent Students	Percentage
Cycle I	Pre-Test	2	8%
	Post Test I	10	40%
Cycle II	Post Test II	22	88%

From the table above, the result showed the increasing of the students' scores from the Pre-Test to the Post-Test of cycle I, Post-Test of cycle I to Post-Test cycle II. In the first test (Pre-Test) the students who got the score 75 up were 2 students of 25 students (8%). In the second test (Post-Test cycle I) the students who got the score 75 up were 10 students of 25 students (40%). In the third test (Post-Test cycle II) the students who got the score 75 up were 22 students of 25 students (88%). The increasing of the Pre-Test to the Post-Test of cycle I was about 32% and the increasing of post-test of cycle I to the post-test of cycle II was about 48%.

4.1.3. The Qualitative Data

The qualitative data were taken from the interview sheet, observation sheet also documentation. They were carried out in two cycles. There were four meetings were conducted. The researcher was conducted in two cycles and each cycle consisted of two meetings.

1) Observation Sheet

Observation sheet was used to measure the situation when teaching and learning process. Observation sheet was very useful for finding out the students and teacher activities and identifying all the condition during teaching learning process. (see Appendix X) It was shown from the result of the Observation sheet in Cycle I and II, as follows:

No	Activity	Cycle I				Cycle II			
		1	2	3	4	1	2	3	4

1	Students listen and pay attention to the teacher's explanation and, instruction about narrative text.				√				√
2	Students ask/answer the teacher's Question about narrative that taught by Wattpad Application			√					√
3	Students understand to the teacher's, explanation and instruction by using Wattpad Application		√					√	
4	Students ask some question to the Teacher about narrative that taught with Wattpad Application			√					√
5	Students create narrative text based on the teacher's explanation with Wattpad Application			√					√
6	Students do all tasks actively and cooperatively after they taught Narrative text with Wattpad Application			√					√
7	Students collect their papers on Time			√					√

From the result of observation sheet of teacher's activity in cycle I can be seen that the students listened and pay attention to the teacher's explanation and instruction about narrative text, it is categorized on point 4 that is very good. And the rest of the activities categorized on point 3 that is good, they are: students ask/answer the teacher's question about narrative, students understand to the teacher's explanation and instruction by using Wattpad Application, students create narrative text based on the teacher's explanation with Wattpad Application, students do all tasks actively and cooperatively after they taught narrative text with Wattpad Application, and

students collect their papers on time. In cycle II the students' activity got improved all of the activity categorized on point 4 that is very good.

2) Interview Sheet

The researcher would interview the students to get the data about how they feel when learning before and after utilizing Wattpad Application in writing narrative text. Also the researcher would interview the English teacher to know the teacher's responses toward after implementation of utilizing Wattpad Application in teaching process. After did the interview 1 with the students which was the first interview with students and before the Wattpad application implemented, the result are, most of the students didn't know how to make narrative text and some of them forgot what is narrative text (see Appendix XI). It was shown from the result of the Interview II with Students, as follows:

R :*"Apakah kamu tahu apa itu Narrative text?"*(Did you know about Narrative text?)

S2: *"Saya tidak tahu Miss"*. (I don't know, Miss)

S2: *"Cerita fiksi Miss"*.(The Fiction story, Miss)

S3: *"Saya lupa Miss"*. (I forgot, Miss)

R: *"Media apa yang digunakan guru bahasa Inggris ketika mengajarkan Narrative text?"* (What kind of Media that your teacher use when teaching Narrative text?)

S1: *"Tidak ada Miss, kita tidak pernah menggunakan media. Hanya mendengarkan dan menulis di buku Miss"*.(Nothing, we never use the media, Miss. Just listen to the teacher and write in the paper)

S2: *"Guru kami hanya menulis materi di papan tulis Miss, terus kita salin Miss"*.(Our teacher just write the material in the white board Miss, and we just copied Miss)

S3 : *"Kami hanya punya buku"*. *"We just have a book"*

R : “*Apakah kamu tau bagaimana cara menulis narrative?*”(Do you know how to write a narrative text?)

S1: “*Maaf Miss, saya lupa*”.(I’m sorry, I forgot Miss)

S2: “*Saya melihat buku Miss*”. (I Just copied from the book Miss)

S3: “*Saya tidak tahu Miss*”. (I don’t know Miss)

Interview transcript I

Based on the interview sheet II, it was found that most of the students gave positive comments and responses about Wattpad Application that taught by the researcher. They were really interested when the researcher taught Narrative text by using Wattpad Application. (see Appendix XII). It was shown from the result of the Interview II with Students, as follows:

R: “*Apa komentar kamu setelah belajar Naraitve text menggunakan media Aplikasi Wattpad?*” (What is your comment after you learn narrative text by using Wattpad Application that I taught?)

S1: “*Menurut Saya Wattpad Appliication menarik Miss. Saya pernah membaca di aplikasi itu*” (I think Wattpad Application is interesting Miss. I have use the application for reading)

S2: “*Wattpad applicataion sangat menyenangkan, Saya bisa membaca banyak cerita di dalamnya dan terkadang saya mencoba untuk membuat sebuah cerita lainnya di aplikasi wattpad.*” (Wattpad application is really fun, I can read many fun story there and sometimes I tried to make other story in wattpad application)

R: “*Apakah ada peningkatan yang kamu rasakan dalam menulis setelah belajar Narrative text menggunakan aplikasi Wattpad? Apa peningkatannya?*” (Is there any improvement in your writing after learn writing narrative with Wattpad application? What is your improvement?)

S1: “*Ada Miss, saya lebih mengerti tentang narrative text dan saya lebih percaya diri dalam menulis*”)Yes Miss, I understand more about Narrative Text, and more confident to write)

- S2: *“Tentu saja Miss, dari aplikasi watsapp saya jadi punya banyak kosa kata dan saya jadi bisa menulis Narrative text yang sebelumnya saya tidak bisa”* (Of course Miss, from watsapp application, I have so much vocabulary and I able to write narrative text that I can't before)
- S3: *“Iya Miss. Saya jadi lebih leluasa dalam mengeluarkan ide yang saya miliki. Dan saya juga bisa bertukar pendapat dan berinteraksi dengan orang lain melalui menu komen yang tersedia. Intinya saya lebih berkreasi Miss.”* (Yes, Miss. I have more easier to share my ideas, dan also I can sharing dan do interaction with other in comment section there.)
- R: *“Apakah kamu tertarik belajar narrative text menggunakan Watsapp Application? Kenapa?”* (Are you interested in learning writing Narrative text using Watsapp Application? Why?)
- S1: *“Saya sangat tertarik belajar narrative text menggunakan SAS Miss, karna saya sangat menikmati dan merasa rileks ketika menggunakan aplikasi watsapp.”* (I am very interested learn narrative text by using Watsapp Application, because I really enjoy and I feel relax when watch Watsapp Application)
- S2: *“Iya Miss, saya jadi lebih tau banyak tentang aplikasi yang berguna untuk membaca dan menulis cerita”* (Yes, Miss, I do more know about an application to read and write a story.)
- S3: *“Iya Miss, saya jadi suka pelajaran bahasa Inggris karna aplikasi watsapp sangat menyenangkan”.* (Yes Miss, watsapp application make me like English subject because it was really fun.)

Interview transcript II

Meanwhile, the interview sheet III indicated that the collaborator also gave positive comment and response about Watsapp Application taught by the researcher. The teacher said that Short Aninted Stories really good media to teach Narrative text also the teacher said that she will try Watsapp application in the class (see appendix XIII). It was shown from the result of the Interview III with English Teacher, as follows:

R: After you saw my explanation, what do think about the wattpad application, Ma'am?

T: I Think t was very great, bacause the students really like that and the students have a good anthusiasm and this media is the first time implemented in this school, also we can see that the students really excited to write narrative text.

R: Do you think that the implementation of wattpad application can improve the students' achievement in writing narrative text?

T: Of course yes, because the students really like the media that you taught before and I think it can improve the students' ability at writing narrative text

R: Do you expect to apply this media in teaching narrative to your student's ?

T: Of course I will try to apply the Wattpad Application becausee it's something new in this scholl and ya, I defenetly want to try that.

Interview transcript III

From the result of the interview sheet with the students, before Wattpad Application implemented, the students didn't really know about Narrative text including defenition of narrative text and generic structure of narrative text, the students just know that narrative is just a story. After Wattpad Application implemented in the class, all of the students the interviewd by the researcher know more about narrative text and the students felt really enjoy with Wattpad Application. The last interview is with the English teacher, the techer said that the students really enjoyed the writing class and the students also have a good anthusiasm while learning writing by using Wattpad Application.

3) Documentation

Photography is one of the sources as documentation or responding observation for the researcher to see what hapened in every moment that considered is important. The photography was taken when the teacher taught the students in front of the classroom. It was taken when the students did the test, and during the teaching-learning process in the classroom. From the photo will be found that the students were active and focus during the teaching-learning process. The result of documentation during the research can be seen in the appendix XV.



From the result of documentation (Photos and videos), the researcher found that all of the sttudents did their test in cycle I and cycle II, also most of the students were really focused during teaching and learning process. From the documentation, the researcher also know that most of the students felt interesting with Wattpad Application that researcher implemnted in the class.

4.1.3.1. The Activity of the First Cycle

In the first cycle, there were two meetings were conducted for the

students. First meeting was giving Pre-Test to all of the students. The test gave in the end of the teaching learning process. The steps are:

1. Planning

The plan was arranged before doing research. All of the preparation that was needed in the process of research was prepared, such as made the lesson plan, observation sheet, interview sheet, the material about narrative text, the media (short animated stories), camera to get photograph, and the test as the instrument of collecting data.

2. Action

In this stage, there were some activities have done by the researcher, and they were:

- a. The reasercherr gave the Pre-Test to the students. The researcher observed the situation while students did their Pre-Test. And researcher asaked the students when they feel cofused during did the test.
- b. The researcher explain all baout the narrative text including, defenition of narrative text, function of narrative text, also the generic structure of narrative text
- c. After that, the reasearcher showed some stories of narrative. The students payed attention. And the last the researcher asked all of the students make the narrative text about Danau Toba.

3. Observation

In the observation stage, the researcher recorded every action, comment and certain behavior of students during teaching learning

process in the class by using documentation and photos. There were many things that had been observed by researcher as follow:

- a. Some of the students were still confused how to make narrative text.
- b. All of students very excited watched the short animated stories.
- c. Some students were not active in write narrative text as the test and some of the students really active during the teaching and learning process.

Quantitatively, the result of the Post-Test in the first cycle showed that the total score of the students was 1795. The number of the students who passed the test were 10 students from 25 total of the students. From that result the researcher got the mean of the students post-test was 71.8. Based on the data, it can be seen that students' score got increased higher than the Pre-Test. The presentage of the students who got 75 were 40%. Based on the result in Post-Test I, it can be categorized successful.

From the students' response and the students' score above, the researcher decided to continue to the second cycle. The second cycle was held to achive the improvment of the students' score.

4. Reflection

In this stage, the researcher evaluated the teaching learning process in the end of the meeting in the first cycle. The researcher asked the students about their problems to understanding the lesson about narrative text. The evaluation of two meetings became the

reflection for the researcher to making cycle II. From the data that had collected, the researcher decided to continue to cycle II in order to get better improvement.

4.1.3.2. The Activity of the Second Cycle

The second cycle was done by the researcher in order to get the better improvement of students' result. The similar step to the first cycle, researcher conducted to the second cycle with the same steps as follow:

a. Planning

In this satge, the researcher as the teacher prepared the new material that was enclosed in lesson plan. (see apendix II)

b. Action

The first thing that the researcher did in the cycle was to II was asked the students about the lesson that reseacher had explained in the first cycle.

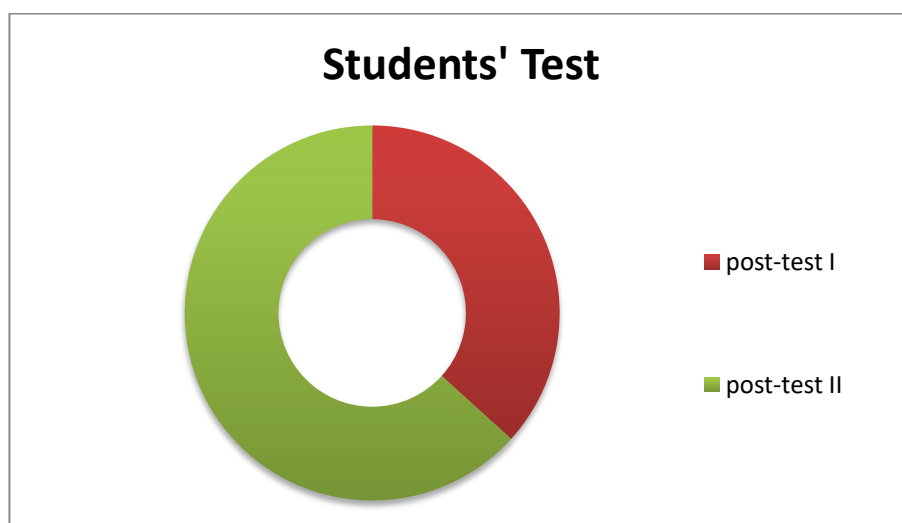
After that, the researcher taught the material about narrative text with the new exmple and explained the material deeply than before. Also the researcher showed some story of narrative text.

c. Observation

The observation was done for cycle II. From the last result it indicates that the students had able to write a narrative text by using wattpad application. Most of students got score up 75.

Quantitatively, the result of Post-Test in the second cycle, it showed that the total score of the students was 2046 and the number of

students who succeeded the test was 22 students from 25 Students, and the mean of the students' score of the test was 81.8. It could be concluded that the students' score in the Post-Test II was improved. The percentages of the students' score was 88% consist of 22 students successes and achieved score 75 or up 75. Thus, the Post-Test II was categorized successful. Based the data, the result showed the improvement of the students' score from the Pre-Test to the Post-Test of the first cycle and to the Post-Test of the second cycle. In the Pre-Test, the students who got the score 75 or more was 2 from 25 students (8%). In the Post-Test of the first cycle, the students who got the score 75 or more were 10 from 25 students (40%). In the Post-Test of second cycle, the students who got the score 75 or more were 22 from 25 students (88%). In the first test there was 8% (2 students) who got the score 75 or more. In the second test there was 40% (10 students) who got the score 75 or more. In the third test there was 88% (22 students) who got the score 75 or more. Most of the students' score improved from the first test to the third test.



The quantitative data above was also supported by the qualitative data taken through interview with English teacher and students, observation, and photographs. Interview was done when the researcher applying watsapp application to the students who got the low and high score during learning process. The result of the third interview with English teacher showed that there has been an improvement on the students' writing skill. The students was interested in learning process used watsapp application. The students' activity has improved than before. In giving attention to the students, the researcher was good, because the researcher was able to controlled the class. And the interview with the students showed that in expressing the opinion, the students can esier reading English better than before. In answering the question from the teacher, the students can answer it. In using Watsapp application, the students were excited.

Based on the data above, it showed the good improvement for the students. And in the documentation, it was found that the students were active, interested and enthusiastic while teaching learning process after the researcher applied Watsapp Application. It could be seen with the contrast of the students' score in Pre-Test, Post-Test I, and Post-Test II.

d. Reflection

In this case, the feedback of teaching learning process was taken from the result of the observation. As the observation and result test, the researcher could be concluded as follow:

- a. The researcher could be increased on the students' ability in writing especially in writing narrative text by using watsapp

application. Based on the observation sheet that showed the improvement every cycle.

- b. Students' score also had improvement. It was based on the percentage of the students' score in the Pre-Test were 8%, and Post-Test I were 40% at the first cycle. And the total of the improvement of the students score in Post-Test II were 88% at the cycle two.

Table 4.10

The Percentage of Students who got point up to 75

Competence test	Percentage
Pre –Test	8%
Post–Test I	40%
Post-Test II	88 %

In the Pre-Test, the students who got the score 75 or more was 2 from 25 students (8%). In the Post-Test of the first cycle, the students who got the score 75 or more were 10 from 25 students (40%). In the Post-Test of second cycle, the students who got the score 75 or more were 22 from 25 students (88%). In the first test there was 8% (2 student) who got the score 75 or more. In the second test there was 40% (10 students) who got the score 75 or more. In the third test there was 88% (22 students) who got the

score 75 or more. Most of students' score improved from the first test to the third test.

Based on the result of data, the implementation of classroom action research was appropriate to the writing activity. Moreover, it aimed to know the improvement of students in using Wattpad Application. It can be concluding that the planning to the reflection that the researcher and collaborator have done, it could work well and successful.

4.2. Research Finding

The result was indicated that there was an improvement on the students' skill in writing narrative text by using Wattpad Application. The mean of the first cycle was 55.7. It was still low, because the students still have difficulties. The mean of second cycle was 71.8. From the data, it could be seen that the students' score and the mean in the cycle I were better than cycle II. The percentage of the students who got point up to also grew up. In the Pre-Test, students who got up 75 were 2 students of 25 students (8%). In the Post-Test of cycle I, students who got up 75 there were 10 students of 25 students (40%). In Post-Test II, students who got up 75 there were 22 of 25 students (88%). In other words, the students' skill was become well in the first cycle to the second cycle.

The research also analyzed qualitative data to support the research finding besides the quantitative data. The qualitative data were organized from the interview sheet, observation sheet, and documentation. All of these was data indicated that the students given their attitude and response during teaching learning process. From the observation sheet, it can be seen that the

students listened and pay attention to the teacher's explanation and instruction about narrative text, It is categorized on point 4 that is very good. And the rest of the activities categorized on point 3 that is good, they are: Students ask/answer the teacher's Question about narrative, Students understand to the teacher's explanation and instruction by using Wattpad Application, students create narrative text based on the teacher's explanation with Wattpad Application, students do all tasks actively and cooperatively after they taught Narrative text with Wattpad Application, and students collect their papers on time.

From the interview sheet with the students, before Wattpad Application implemented, the students didn't really know about narrative text including definition of narrative text and generic structure of narrative text, the students just know that narrative is just a story. After Wattpad Application implemented in the class, all of the students interviewed by the researcher know more about narrative text and the students felt really enjoy with Wattpad Application. The last interview is with the English teacher, the teacher said that the students really enjoyed the writing class and the students also have a good enthusiasm while learning writing by using Wattpad Application. The last, researcher got the From the result of documentation (Photos and videos), the researcher found that all of the students did their and most of the students were really focused during teaching and learning process. Based on the result of the quantitative and qualitative data, it was indicated that the action and applying of Wattpad Application as the media was improving.

4.3. Discussion

The purpose of this study is to know whether utilizing Wattpad Application can improve the students' skill in writing narrative text at the eighth grade. Researcher has done three cycles which were Pre-Cycle, Cycle I and Cycle II.

The result of this research could be seen from quantitative and qualitative data. Based on quantitative data, that getting from test that have given for the students in every cycle after giving them the treatment in the classroom. The research found that there were significant improvement scores of students' skill in writing narrative text. It can be seen from score of Pre-Cycle to cycle I there was improvement which 55.7 to 71.8, and in cycle I to cycle II the improvement was from 71.8 to 81.8. Then, based on the result of qualitative data that gotten from observation, interview and documentation. After using Wattpad Application students' felt happy, interested and enjoy learning writing in English. It could be look of their improvement in share their ideas and confidence while writing narrative text.

Relate to the findings of this study about improving the students skill in writing narrative text by using Wattpad Application by Isti Rokha also admitted that the implementation of wattpad application is shows that the use of wattpad application can improve the students' skill in writing narrative text. Using wattpad application could make the students pay attention to the lesson properly. It also improved students' participation in learning writing narrative text. On her result research students were highly motivated to write the narrative text.

The differences between Rokha's research and this research is about the another benefits from utilizing Wattpad Application in motivate the students skills in narrative text. In this research the researcher also found that Wattpad Application can make the students feel confident to using English in the comment section. The students' more active in writing with English.

On other hand related to the findings of this study about improving students writing skill by using Web Blog by Akhid Luthfi. The result showed the students' can improve their writing skill trough web blog. And more easier to share their ideas by using web blog. There are also found that the using of mobile assisted or internet in this era make the students more interested in writing or learning English.

The difference with this research is the researcher found that the using Wattpad Application is more effective because Wattpad application not always need an internet to do write or read. Thus, the students can share their ideas anytime, although they don't have some internet to access.

And based on research titled "The Using of Facebook to Improve Students Skill and Increase their Motivation in Writing" and another titled "The Influence of Using Facebook Profile Towards Students Writing" both of the research and this research also found that using an application for teaching and learning process is effective and make the students more excited to learn. The difference with this research is using Wattpad make the students focus only in writing and make their write good, because when the students use Facebook maybe they will looking for another content there. Also by using Wattpad the writer can write with not limited word.

From the explanation above, the researcher could be concluded that the utilizing Wattpad Application can improve the students' skill in writing narrative text. It could be seen from quantitative data which the students, score got better in every test. And it could be showed by qualitative data which prove that the students confidence and interested in writing narrative text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the result and discussion of the researcher, it could be concluded that:

1. The students' ability before utilizing wappad application was still very low. It can be shown from the result of the Pre-Test which the mean score of the students were 55.7 and there was 2 student passed the test.
2. The students' responded during the teaching and learning process was very good. Most of the students was really interested to using wappad application and the students gave a great feedback, it can be shown from the observation sheet that the students asked and answered the question and instruction that given by the researcher.
3. The students' ability in writing narrative text got improvement after using wappad application. It can be shown from the result of Post-Test I which the means score of students were 71.8 and there were 10 students who passed the test. Meanwhile, in Post-Test II the mean score was 81.8 and there were 22 students who passed the test. Based on the chapter 4, it concluded that the students' skill in writing narrative text could improve by utilizing wappad application.

5.2 Suggestions

The result of research showed the implementation of wappad application in writing ability of the students. These following suggestions are offered:

1. To English teacher, it is better to use wattpad application in writing, especially narrative text, which is can improve the students' writing ability in the class and out of class.
2. The teacher should have the good time and classroom management to implementing the speaking activity.
3. For all readers, this study will inspire other researchers to conduct the similar study about the wattpad application in writing activity, especially narrative text and can make the process teaching and learning runs well than before implementation.

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Appendix I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMP YP. KELUARGA
Mata Pelajaran	: English
Kelas/ Semester	: VIII/1
Topik Pembelajaran	: Narrative Text
Alokasi Waktu	: 2 x 40 minutes / 3 meetings

A. Core Competence

1. Understand the meaning of short functional texts and essays in the form of narrative, spoof and hortatory exposition in the context of everyday life and to access knowledge.
2. Express meaning in short functional texts and essays in the form of narrative, spoof and hortatory exposition in the context of everyday life.

B. Basic Competence

1. Respond to the meaning and steps of rhetoric in essays that use a variety of written languages accurately, fluently and acceptably in the context of everyday life and to access knowledge essays in texts in the form of narrative, spoof, and historical exposition.
2. Express the meaning and rhetoric steps in essays by using a variety of written language accurately, fluently and acceptably in the context of everyday life in texts in the form of: narrative, spoof, and hortatory exposition.

C. Indicator

1. Responding to monologue discourse text: Narrative Text.
2. Identify the meaning in the narrative text that is read.
3. Identify the rhetorical steps of the text.
4. Using past sentences.

D. Learning Objectives

1. Students are able to identify various aspects of the text such as content, text structure.
2. Students can identify the meaning in the text they read.

3. Students can identify rhetorical steps from the text.

E. Learning Materials

1. Narrative Text.

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

- **The generic structure of Narrative text:**

1. Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, and where).
2. Complication: Tells the problems of the story and how the main characters solve them.
3. Resolution: The crisis is resolved, for better or worse.
4. Re-orientation: The ending of the story.

The Legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there was a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying.

“You are going to born a baby, and later you will birth too many children. But I have a requirement for you to obey, if you really want to have children”, said the voice.

“Whatever you ask, my Lord”, the couple answered, “We will do it”,

“You must sacrifice your first son for the gods”.

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more

children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

1. What does the first paragraph talk about?
 - a. The earth quakes and thunders in the sky
 - b. The voice in the sky
 - c. The couple's promise
 - d. The condition of the volcano on one daysky
 - e. The condition of Kesuma's family
2. How is Kesuma's personal characteristic?
 - a. Melancholic c.tragic e.shameful
 - b. Heroic d. fearful
3. What problem was faced by Kesuma's parents?
 - a. They had to give sacrifices for the Gods
 - b. They couldn't get a baby after getting married for a long time
 - c. They couldn't bring all of their children to the Gods to be sacrificed
 - d. The villagers would force them to sacrifice themselves

e. They couldn't save all their children from the earthquake

4. "The baby grew up into a handsome, tough man." What is the synonym of the underlined word?

a. strong b. handsome c. hard d. very firm

e. easily offended

F. Learning Methods

- 1) Approach: Scientific
- 2) Learning Model: Discovery Model
- 3) Method: Discussion and interview

G. Learning Media

1. Media

- Worksheets
- Wattpad Application

2. Tools

- Mobile phone

H. Learnings Steps

1. Introduction Activity

- Say hello in a friendly manner when entering the classroom.
- Check student attendance
- Apperception
- Motivate students
- Convey learning objectives
- Delivering material coverage and activity descriptions

2. Core activity

1) Exploration

- Students read examples of narrative text that are displayed, shared, or from books.
- Students and teachers discuss material about narrative text.

- The teacher explains the elements and steps of rhetoric and characteristics of lexico grammatica in the narrative text.

- The teacher explains the steps for making narrative text.

2) Elaboration

- The teacher makes groups and divides the narrative text into a number of groups.

- Students work in groups to discuss the generic structure and content of the text in the form of text topics, the main idea of a paragraph in the text, detailed information, certain information, and the meaning of certain words.

- Answering questions about the text discussed

a. Konfirmation

- The teacher provides positive feedback and reinforcement for the success of students in doing assignments.

- The teacher becomes the resource person and the facilitator answers the questions of students in understanding the text and the use of narrative text structures and uses the Simple Past tense in narrative text.

- The teacher asks students to make narrative text as an outside assignment.

- The teacher motivates students to be more active in subsequent learning.

3) Post Activity

- Make conclusions about the material that has been studied that day.

- The teacher asks students to make narrative text as a homework assignment.

- Reflect on the course of the learning process that day.

- The teacher conveys a future lesson plan.

G. Scoring

The activity of students' learning on written test students

Content:

27-30 (perfect) : mastering knowledge substantially

22-26 (good) : equating knowledge of the content

17-21 (enough) : limiting knowledge about the topic or content

13-16 (less) : lacking knowledge of the content

Organization :

18-20 (perfect) : expressing idea clearly

14-17 (good) : a little bit confused but ide still focus

13-10 (enough) : idea is unclearly

7-9 (less) : idea is very unclearly and misunderstanding

Word choice :

18-20 (perfect) : using word or idiom effectively

14-17 (good) : phrase, word, or idiom are not clearly but not misunderstanding

10-13 (enough) : phrase, word, or idiom are not clearly

7-9 (less) : phrase, word, or idiom are very unclearly and misunderstanding

Sentence

22-25 (perfect) : sentence is complex and effective

19-21 (good) : sentence is complex and effective enough

1-18 (enough) : sentence is not complex and effective

5-10 (less) : sentence is not coherent

Mechanic

5 (perfect) : spelling and punctuation are very good

4 (good) : spelling and punctuation are good

3 (enough) : spelling and punctuation are bad

2 (less) : spelling and punctuation are worse.

Pematangsiantar,

October 2020

Known by:

Kepala SMP Yayasan Perguruan Keluarga



Researcher

(Dhara Amalia Tanjung)

Appendix II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMP YP. KELUARGA
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2. Students can identify the meaning in the text they read.

3. Students can identify rhetorical steps from the text.

M. Learning Materials

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“You must sacrifice your first son for the gods”.

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more

children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

5. What does the first paragraph talk about?
 - f. The earth quakes and thunders in the sky
 - g. The voice in the sky
 - h. The couple's promise
 - i. The condition of the volcano on one daysky
 - j. The condition of Kesuma's family
6. How is Kesuma's personal characteristic?
 - a. Melancholic c.tragic e.shameful
 - b. Heroic d. fearful
7. What problem was faced by Kesuma's parents?
 - f. They had to give sacrifices for the Gods
 - g. They couldn't get a baby after getting married for a long time
 - h. They couldn't bring all of their children to the Gods to be sacrificed
 - i. The villagers would force them to sacrifice themselves

j. They couldn't save all their children from the earthquake

8. "The baby grew up into a handsome, tough man." What is the synonym of the underlined word?

- a. strong b. handsome c. hard d. very firm
e. easily offended

N. Learning Methods

- 1) Approach: Scientific
- 2) Learning Model: Discovery Model
- 3) Method: Discussion and interview

O. Learning Media

1. Media

- Worksheets
- Wattpad Application

2. Tools

- Mobile phone

P. Learnings Steps

3. Introduction Activity

- Say hello in a friendly manner when entering the classroom.
- Check student attendance
- Apperception
- Motivate students
- Convey learning objectives
- Delivering material coverage and activity descriptions

4. Core activity

4) Exploration

- Students read examples of narrative text that are displayed, shared, or from books.
- Students and teachers discuss material about narrative text.

- The teacher explains the elements and steps of rhetoric and characteristics of lexico grammatica in the narrative text.

- The teacher explains the steps for making narrative text.

5) Elaboration

- The teacher makes groups and divides the narrative text into a number of groups.

- Students work in groups to discuss the generic structure and content of the text in the form of text topics, the main idea of a paragraph in the text, detailed information, certain information, and the meaning of certain words.

- Answering questions about the text discussed

a. Konfirmation

- The teacher provides positive feedback and reinforcement for the success of students in doing assignments.

- The teacher becomes the resource person and the facilitator answers the questions of students in understanding the text and the use of narrative text structures and uses the Simple Past tense in narrative text.

- The teacher asks students to make narrative text as an outside assignment.

- The teacher motivates students to be more active in subsequent learning.

6) Post Activity

- Make conclusions about the material that has been studied that day.

- The teacher asks students to make narrative text as a homework assignment.

- Reflect on the course of the learning process that day.

- The teacher conveys a future lesson plan.

H. Scoring

The activity of students' learning on written test students

Content:

27-30 (perfect) : mastering knowledge substantially

22-26 (good) : equating knowledge of the content

17-21 (enough) : limiting knowledge about the topic or content

13-16 (less) : lacking knowledge of the content

Organization :

18-20 (perfect) : expressing idea clearly

14-17 (good) : a little bit confused but idea still focus

13-10 (enough) : idea is unclearly

7-9 (less) : idea is very unclearly and misunderstanding

Word choice :

18-20 (perfect) : using word or idiom effectively

14-17 (good) : phrase, word, or idiom are not clearly but not misunderstanding

10-13 (enough) : phrase, word, or idiom are not clearly

7-9 (less) : phrase, word, or idiom are very unclearly and misunderstanding

Sentence

22-25 (perfect) : sentence is complex and effective

19-21 (good) : sentence is complex and effective enough

1-18 (enough) : sentence is not complex and effective

5-10 (less) : sentence is not coherent

Mechanic

5 (perfect) : spelling and punctuation are very good

4 (good) : spelling and punctuation are good

3 (enough) : spelling and punctuation are bad

2 (less) : spelling and punctuation are worse.

Pematangsiantar,

November 2020

Known by:

Kepala SMP Yayasan Perguruan Keluarga



Researcher

(Dhara Amalia Tanjung)

Appendix III

Pre-Test

Name :

Class :

1. Think of a legend story that you know before. Write a narrative text about that story. (min. 200 words)
2. Do it individually to produce a good written narrative text.
3. The time allotment is 45 minutes.

Appendix IV

Answer Key

Pre-Test

The Story of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Appendix V

Post-Test I

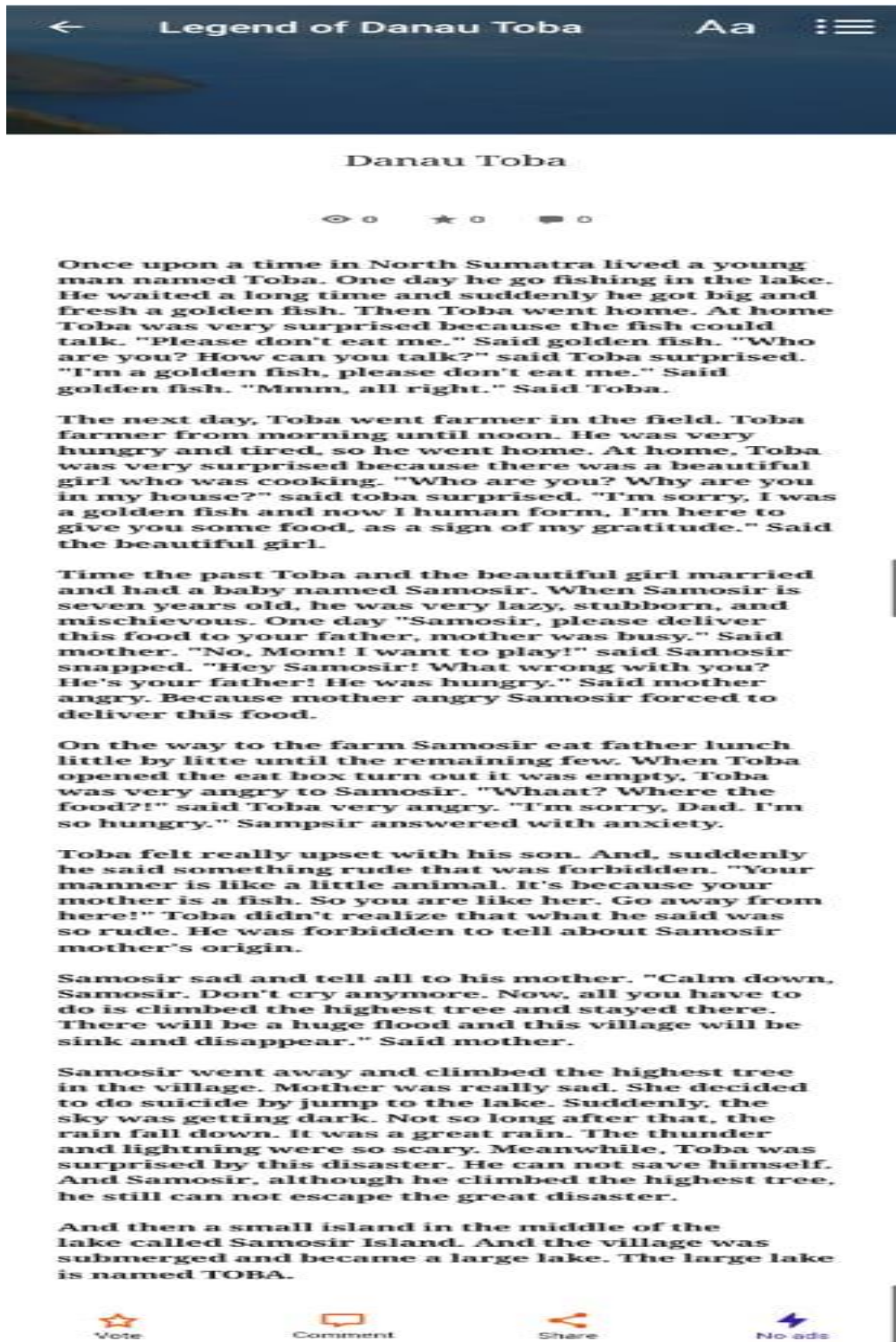
Name :

Class :

1. Think of a legend story that you know before. Write the narrative text about that legend story and re-write the story based on your ideas and put in your Wattpad account.
2. Do it individually to produce a good written narrative text.
3. The time allotment is 45 minutes.

Appendix VI

Answer Key Post-Test



The screenshot shows a mobile application interface for the story "Legend of Danau Toba". At the top, there is a navigation bar with a back arrow, the title "Legend of Danau Toba", and icons for font settings ("Aa") and a menu. Below the navigation bar is a header for the story "Danau Toba" with a star icon and a share icon. The main content area contains the text of the story, which is displayed in a clean, sans-serif font. At the bottom of the screen, there is a navigation bar with four icons: a star for "Vote", a speech bubble for "Comment", a share icon for "Share", and a lightning bolt for "No ads".

← Legend of Danau Toba Aa ☰

Danau Toba

Once upon a time in North Sumatra lived a young man named Toba. One day he go fishing in the lake. He waited a long time and suddenly he got big and fresh a golden fish. Then Toba went home. At home Toba was very surprised because the fish could talk. "Please don't eat me." Said golden fish. "Who are you? How can you talk?" said Toba surprised. "I'm a golden fish, please don't eat me." Said golden fish. "Mmm, all right." Said Toba.

The next day, Toba went farmer in the field. Toba farmer from morning until noon. He was very hungry and tired, so he went home. At home, Toba was very surprised because there was a beautiful girl who was cooking. "Who are you? Why are you in my house?" said toba surprised. "I'm sorry, I was a golden fish and now I human form, I'm here to give you some food, as a sign of my gratitude." Said the beautiful girl.

Time the past Toba and the beautiful girl married and had a baby named Samosir. When Samosir is seven years old, he was very lazy, stubborn, and mischievous. One day "Samosir, please deliver this food to your father, mother was busy." Said mother. "No, Mom! I want to play!" said Samosir snapped. "Hey Samosir! What wrong with you? He's your father! He was hungry." Said mother angry. Because mother angry Samosir forced to deliver this food.

On the way to the farm Samosir eat father lunch little by litte until the remaining few. When Toba opened the eat box turn out it was empty, Toba was very angry to Samosir. "Whaat? Where the food?!" said Toba very angry. "I'm sorry, Dad. I'm so hungry." Sampsir answered with anxiety.

Toba felt really upset with his son. And, suddenly he said something rude that was forbidden. "Your manner is like a little animal. It's because your mother is a fish. So you are like her. Go away from here!" Toba didn't realize that what he said was so rude. He was forbidden to tell about Samosir mother's origin.

Samosir sad and tell all to his mother. "Calm down, Samosir. Don't cry anymore. Now, all you have to do is climbed the highest tree and stayed there. There will be a huge flood and this village will be sink and disappear." Said mother.

Samosir went away and climbed the highest tree in the village. Mother was really sad. She decided to do suicide by jump to the lake. Suddenly, the sky was getting dark. Not so long after that, the rain fall down. It was a great rain. The thunder and lightning were so scary. Meanwhile, Toba was surprised by this disaster. He can not save himself. And Samosir, although he climbed the highest tree, he still can not escape the great disaster.

And then a small island in the middle of the lake called Samosir Island. And the village was submerged and became a large lake. The large lake is named TOBA.

Vote Comment Share No ads

Appendix VII

Post-Test II

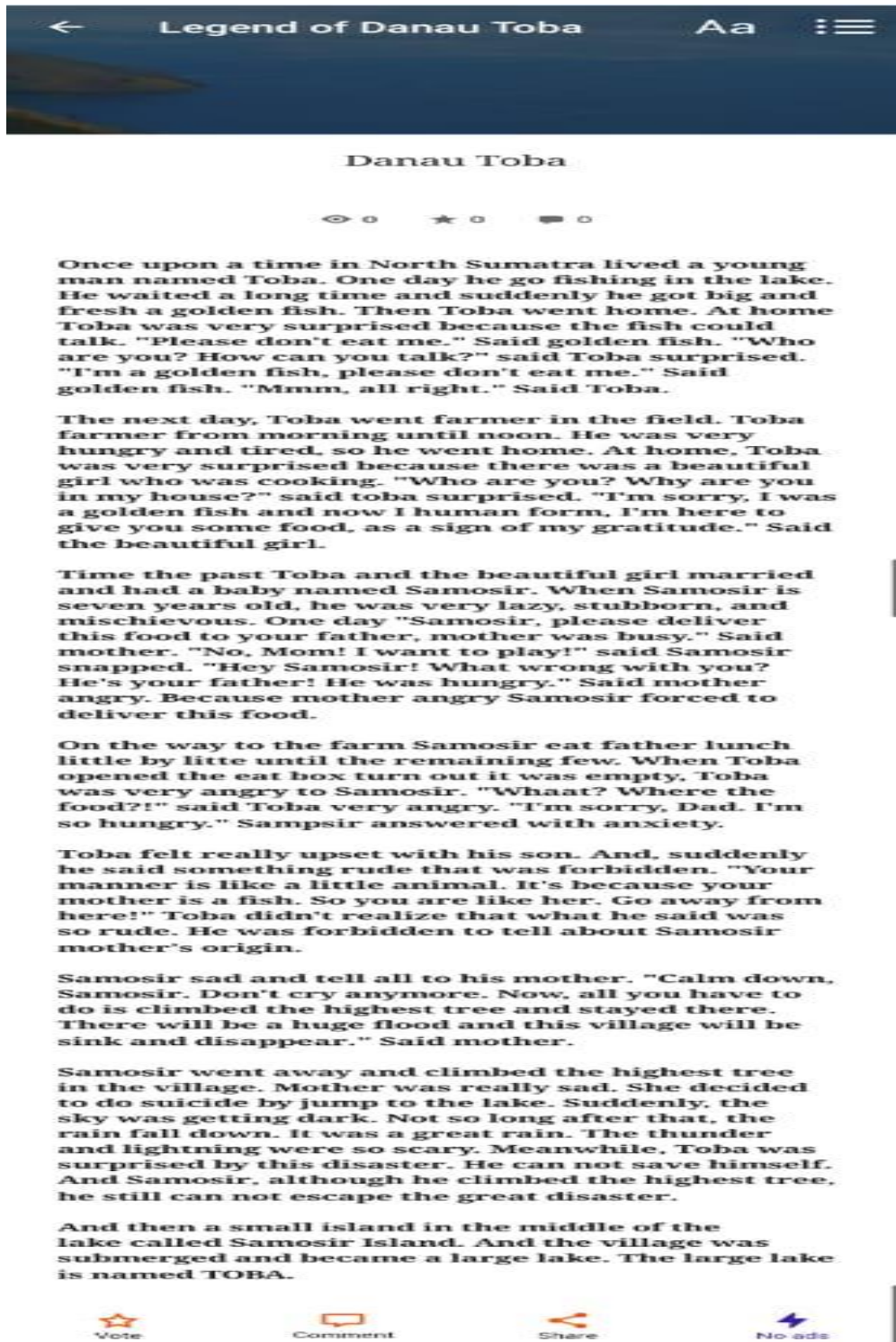
Name :

Class :

4. Think of a legend story that you know before. Write the narrative text about that legend story and re-write the story based on your ideas and put in your Wattpad account.
5. Do it individually to produce a good written narrative text.
6. The time allotment is 45 minutes.

Appendix VIII

Answer Key Post-Test II



The screenshot shows a mobile application interface for the story "Legend of Danau Toba". At the top, there is a navigation bar with a back arrow, the title "Legend of Danau Toba", and icons for font size ("Aa") and a menu. Below the navigation bar is a header for the story "Danau Toba" with a search icon, a star icon, and a share icon. The main content area contains the text of the story, which is displayed in a clean, sans-serif font. At the bottom of the screen, there is a navigation bar with four icons: a star for "Vote", a speech bubble for "Comment", a share icon for "Share", and a lightning bolt for "No ads".

← Legend of Danau Toba Aa ☰

Danau Toba

🔍 ☆ 📄

Once upon a time in North Sumatra lived a young man named Toba. One day he go fishing in the lake. He waited a long time and suddenly he got big and fresh a golden fish. Then Toba went home. At home Toba was very surprised because the fish could talk. "Please don't eat me." Said golden fish. "Who are you? How can you talk?" said Toba surprised. "I'm a golden fish, please don't eat me." Said golden fish. "Mmm, all right." Said Toba.

The next day, Toba went farmer in the field. Toba farmer from morning until noon. He was very hungry and tired, so he went home. At home, Toba was very surprised because there was a beautiful girl who was cooking. "Who are you? Why are you in my house?" said toba surprised. "I'm sorry, I was a golden fish and now I human form, I'm here to give you some food, as a sign of my gratitude." Said the beautiful girl.

Time the past Toba and the beautiful girl married and had a baby named Samosir. When Samosir is seven years old, he was very lazy, stubborn, and mischievous. One day "Samosir, please deliver this food to your father, mother was busy." Said mother. "No, Mom! I want to play!" said Samosir snapped. "Hey Samosir! What wrong with you? He's your father! He was hungry." Said mother angry. Because mother angry Samosir forced to deliver this food.

On the way to the farm Samosir eat father lunch little by litte until the remaining few. When Toba opened the eat box turn out it was empty, Toba was very angry to Samosir. "Whaat? Where the food?!" said Toba very angry. "I'm sorry, Dad. I'm so hungry." Sampsir answered with anxiety.

Toba felt really upset with his son. And, suddenly he said something rude that was forbidden. "Your manner is like a little animal. It's because your mother is a fish. So you are like her. Go away from here!" Toba didn't realize that what he said was so rude. He was forbidden to tell about Samosir mother's origin.

Samosir sad and tell all to his mother. "Calm down, Samosir. Don't cry anymore. Now, all you have to do is climbed the highest tree and stayed there. There will be a huge flood and this village will be sink and disappear." Said mother.

Samosir went away and climbed the highest tree in the village. Mother was really sad. She decided to do suicide by jump to the lake. Suddenly, the sky was getting dark. Not so long after that, the rain fall down. It was a great rain. The thunder and lightning were so scary. Meanwhile, Toba was surprised by this disaster. He can not save himself. And Samosir, although he climbed the highest tree, he still can not escape the great disaster.

And then a small island in the middle of the lake called Samosir Island. And the village was submerged and became a large lake. The large lake is named TOBA.

☆ Vote 🗨 Comment 📄 Share ⚡ No ads

Appendix IX

STUDENTS' SCORE FROM PRE-TEST, POST TEST I AND POST TEST II

NO	Initial Name	Pre-Test	Post Test I	Post Test II
1	AF	55	79	85
2	AR	45	70	82
3	CA	50	55	78
4	DV	55	69	84
5	DTM	48	73	80
6	EDF	75	79	70
7	FD	60	80	85
8	FF	55	70	85
9	GR	65	65	87
10	HZ	50	70	82
11	K	55	75	80
12	KF	66	76	80
13	MZHL	75	83	85
14	MA	45	70	80
15	MAN	49	70	90
16	MAD	54	73	86
17	MSN	50	65	75
18	OF	48	80	95
19	PS	45	75	83

20	RS	65	60	74
21	RS	55	65	80
22	RA	58	70	85
23	SS	53	70	75
24	TR	69	75	80
25	AF	55	78	80
TOTAL		$\sum X = 1393$ $\bar{X} = 55.7$	$\sum X = 1795$ $\bar{X} = 71.8$	$\sum X = 2046$ $\bar{X} = 81.8$

APPENDIX X

THE STUDENTS' SCORE IN PRE-TEST

NO	INITIAL NAME OF STUDENTS	SCORE	
		Pre-Test	Criteria of Success ≥ 75
1	AF	55	Unsuccess
2	AR	45	Unsuccess
3	CA	50	Unsuccess
4	DV	55	Unsuccess
5	DTM	48	Unsuccess
6	EDF	75	Success
7	FD	60	Unsuccess
8	FF	55	Unsuccess
9	GR	65	Unsuccess
10	HZ	50	Unsuccess
11	K	55	Unsuccess
12	KF	66	Unsuccess
13	MZHL	75	Success
14	MA	45	Unsuccess
15	MAN	49	Unsuccess
16	MAD	54	Unsuccess
17	MSN	54	Unsuccess
18	NHN	50	Unsuccess

19	OF	48	Unsuccess
20	PS	45	Unsuccess
21	RS	65	Unsuccess
22	RS	55	Unsuccess
23	RA	58	Unsuccess
24	SS	53	Unsuccess
25	TR	69	Unsuccess
	TOTAL	$\Sigma X = 1393$ $\bar{X} = 55.7$	

APPENDIX XI

Table 4.3
The Students' Score in Post-Test I

NO	INITIAL NAME OF STUDENTS	SCORE	
		Pre-Test	Criteria of Success ≥ 75
1	AF	79	Success
2	AR	70	Unsuccess
3	CA	55	Unsuccess
4	DV	69	Unsuccess
5	DTM	73	Unsuccess
6	EDF	79	Success
7	FD	80	Success
8	FF	70	Unsuccess
9	GR	65	Unsuccess
10	HZ	70	Unsuccess
11	K	75	Success
12	KF	76	Success
13	MZHL	83	Success
14	MA	70	Unsuccess
15	MAN	70	Unsuccess
16	MAD	73	Unsuccess
17	MSN	65	Unsuccess

	NHN		
18	OF	80	Success
19	PS	75	Success
20	RS	60	Unsuccess
21	RS	65	Unsuccess
22	RA	70	Unsuccess
23	SS	70	Unsuccess
24	TR	75	Success
25	AF	78	Success
	TOTAL	$\Sigma X = 1795$ $\bar{X} = 71.8$	

APPENDIX XII

Table 4.5 The Students' Score in Post Test II

NO	INITIAL NAME OF STUDENTS	SCORE	
		Post-Test 2	Criteria of Success ≥ 75
1	AF	85	Unsuccess
2	AR	82	Success
3	CA	78	Success
4	DV	84	Success
5	DTM	80	Success
6	EDF	70	Unsuccess
7	FD	85	Success
8	FF	85	Success
9	GR	87	Success
10	HZ	82	Success
11	K	80	Success
12	KF	80	Success
13	MZHL	85	Success
14	MA	80	Success
15	MAN	90	Success
16	MAD	86	Success
17	MSN	75	Success
	NHN		

18	OF	95	Success
19	PS	83	Success
20	RS	74	Unsuccess
21	RS	80	Success
22	RA	85	Success
23	SS	75	Success
24	TR	80	Success
25	AF	80	Success
	TOTAL	$\sum X = 2046$ $\bar{X} = 81.8$	

APPENDIX XIII

No	Activity	Cycle I				Cycle II			
		1	2	3	4	1	2	3	4
1	Students listen and pay attention to the teacher's explanation and, instruction about narrative text.				√				√
2	Students ask/answer the teacher's Question about narrative that taught by Wattpad Application			√					√
3	Students understand to the teacher's, explanation and instruction by using Wattpad Application		√					√	
4	Students ask some question to the Teacher about narrative that taught with Wattpad Application			√					√
5	Students create narrative text based on the teacher's explanation with Wattpad Application			√					√
6	Students do all tasks actively and cooperatively after they taught Narrative text with Wattpad Application			√					√
7	Students collect their papers on Time			√					√

APPENDIX XIV

INTERVIEW SHEET WITH STUDENTS IN FIRST MEETENG

List of the questions:

The writer : HI, Good Morning!

Student 1: Morning, Miss.

Student 2: Good Morning, Miss.

Student 3: Good Morning, Miss.

The Writer : What do you know about writing Narrative text?

Student 1: I don't know, Miss.

Student 2: The Story of Legend Miss

Student 3 : I forgot, Miss.

The Writer : What kind of Media that your teacher use when teaching Narrative text?

Student 1: Nothing, we never use the media Miss

Student 2: Our teacher just write the material in the white board sir, and we just copied, Miss.

Student 3: We just have a book, Miss.

The Writer : How do you write Narrative text?

Student 1: I'm sorry, I forgot, Miss.

Student 2: Just copied from the book, Miss.

Student 3: I don't know, Miss.

The Writer: Thank you for the answer

Student 1: Welcome, Miss.

APPENDIX XV

INTERVIEW WITH STUDENTS IN LAST MEETING

The writer : Good morning, how are you?

Student 1 : Morning Miss. We are fine.

Student 2 : I am fine, Miss.

Student 3 : Morning Miss, I'm fine.

The writer : What is your comment after you write narrative text by using
Wattpad application stories that I taught?

Student 1 : I think Wattpad Application is very good, Miss.

Student 2 : Wattpad is really fun, I can read and write during the teaching
and learning process or out of the school. I like Wattpad
Application.

Student 3 : Wattpad application is the best, Miss.

The writer : Is there any improvement in your writing after learn writing
narrative with Wattpad application? What is your improvement?

Student 1 : Yes, I understand more about Narrative Text, and I know the
generic Structure of Narrative text.

Student 2 : Ofcourse sir, from Wattpad application, I have so much
vocabulary and I able to write narrative text that I didn't before

Student 3 : Yes Miss, I can write Narrative text based on the generic structure,
before this, I just write narrative text and never consider the generic
structure.

The writer : Are you interested in learning writing Narrative text using
Wattpad application? Why?

Student 1 : I am very interested learn narrative text by using Wattpad application, because I really enjoy and I feel relax when writing in wattpad application.

Student 2 : Yes Miss, because I can use this application anywhere, it make feel excited.

Student 3 : Yes Miss, Wattpad application make me like English subject because it was really fun.

The writer : Thank you so much for your cooperation

Student 1 : You are welcome, Miss.

Student 2 : Ok, Miss.

Student 3 : You are welcome, Miss.

APPENDIX XVI

INTERVIEW SHEET FOR THE TEACHER

Interview sheet was given to the coll ing.

1. The Writer: Hello Miss, Good Morning

Teacher : Good Morning

2. The Writer: After you saw my explanation, what do think about the Wattpad application?

Teacher : I Think t was very great, bacause the students really like that and the students have a good enthusiasm and thid media is the first time implemented in this school, also we can see that the students really excited to write narrative text.

3. The Write : Do you think that the implementation of Wattpad application can improve the students' achievement in writing narrative text?

Teacher : Ofcourse yes, because the students really like the media that you taught before and I think it can improve the students' ability at writing narrative text

4. The Write : Do you expect to apply this media in teaching narrative to your student's ?

Teacher : Of course I will try to apply the Wattpad application becausee it's something new in this scholl and ya, I defenetly want to try that.

5. The Writer: Thank you so much, Ma'am.

Teacher : OK, you are welcome

APPENDIX XVII

CYCLE I



APPENDIX XVIII

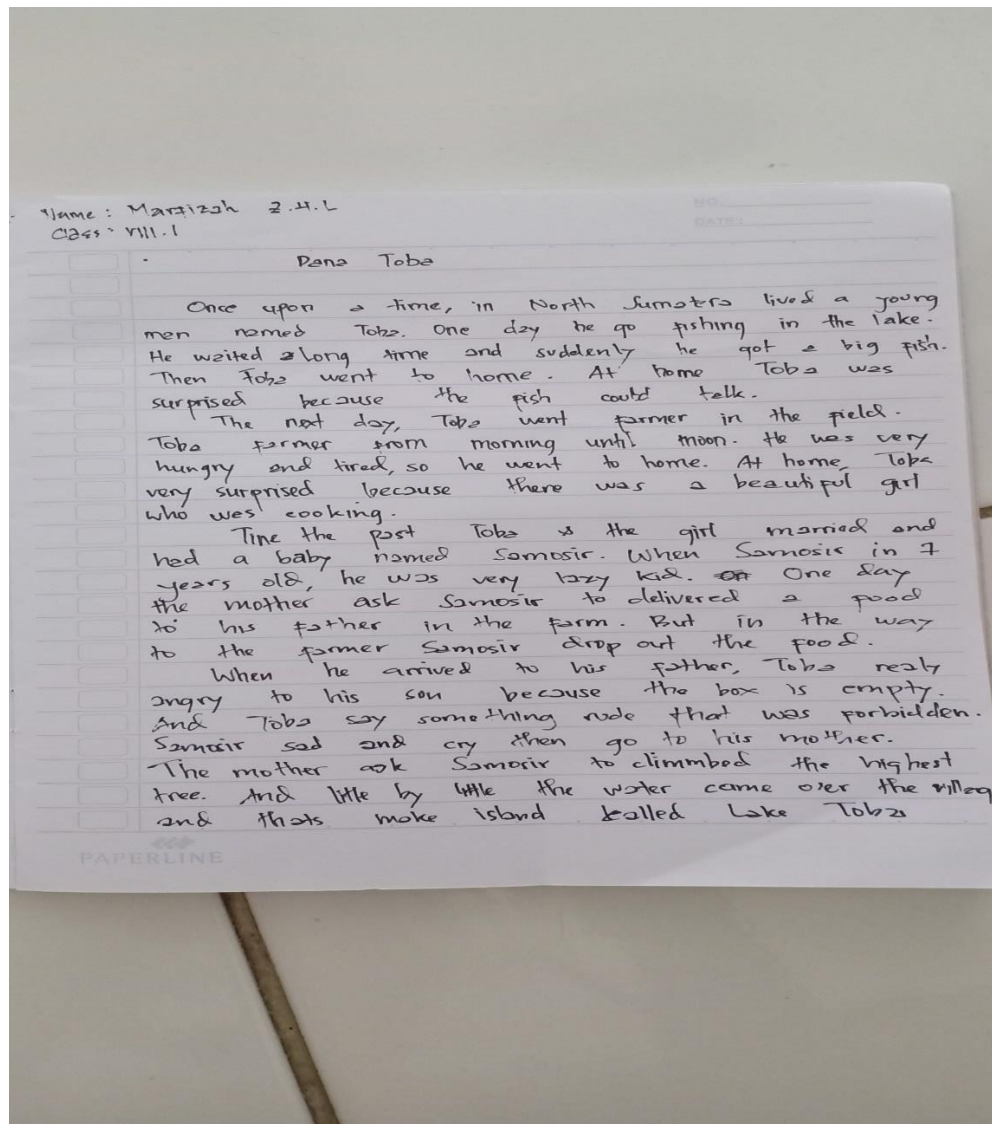
CYCLE II

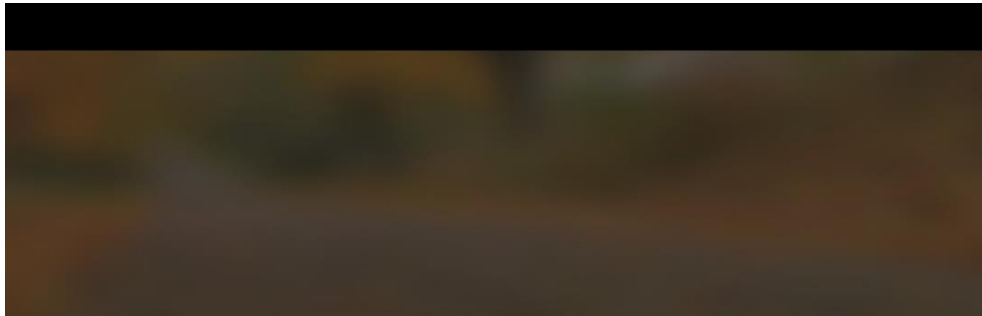


APPENDIX XIX

STUDENTS' WORK

Pre-Test



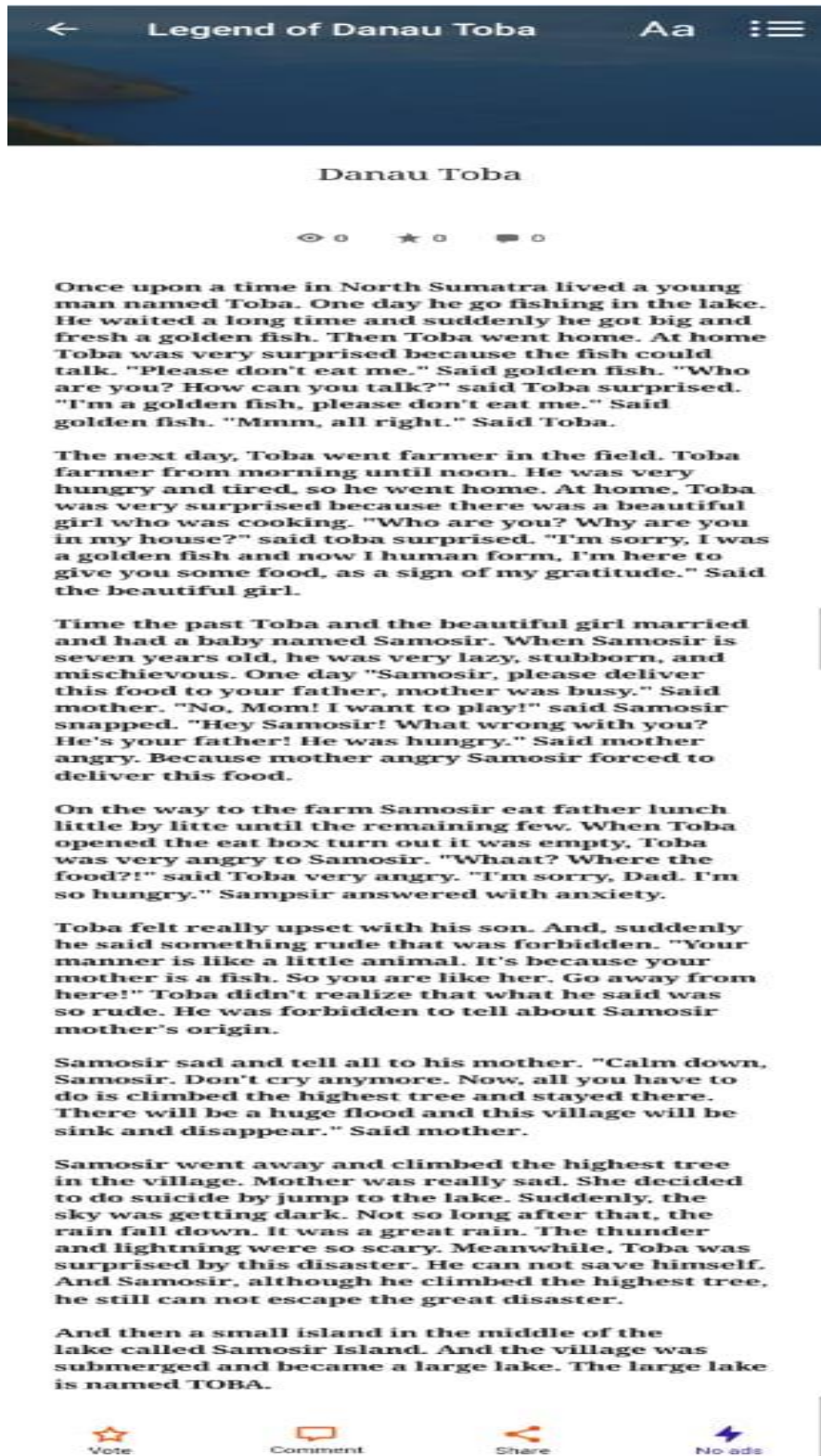


Danau Toba (Draft)

👁 0 ★ 0 💬 0

Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free. Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru agreed and promised that he would never tell anybody about it. They were married happily. They had two daughters. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talked her about it. The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba lake.





The screenshot shows a mobile application interface for the story 'Legend of Danau Toba'. At the top, there is a navigation bar with a back arrow, the title 'Legend of Danau Toba', and text formatting options 'Aa' and a menu icon. Below the navigation bar is a header image of a lake. The main content area is titled 'Danau Toba' and includes a set of icons for search, star, and share. The story text is displayed in several paragraphs, detailing the legend of the golden fish, the girl, and the formation of the lake. At the bottom, there is a row of four icons: a star for 'Vote', a speech bubble for 'Comment', a share icon for 'Share', and a lightning bolt for 'No ads'.

← Legend of Danau Toba Aa ≡

Danau Toba

🔍 ☆ 🗨️

Once upon a time in North Sumatra lived a young man named Toba. One day he go fishing in the lake. He waited a long time and suddenly he got big and fresh a golden fish. Then Toba went home. At home Toba was very surprised because the fish could talk. "Please don't eat me." Said golden fish. "Who are you? How can you talk?" said Toba surprised. "I'm a golden fish, please don't eat me." Said golden fish. "Mmm, all right." Said Toba.

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Time the past Toba and the beautiful girl married and had a baby named Samosir. When Samosir is seven years old, he was very lazy, stubborn, and mischievous. One day "Samosir, please deliver this food to your father, mother was busy." Said mother. "No, Mom! I want to play!" said Samosir snapped. "Hey Samosir! What wrong with you? He's your father! He was hungry." Said mother angry. Because mother angry Samosir forced to deliver this food.

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☆ Vote 🗨️ Comment ➦ Share ⚡ No ads

Appendix XX

DIARY NOTES

Saturday, 21 November 2020

The researcher going to the school and entered the class. The class consist of 25 students in VIII-1. The researcher introduce herself and explained the purpose of what she will do in their class. First, the reseracher asked the students to introduce their names one by one. Then, the researcher explain a little bit of a material and instruction about what they will do. After that, the researcher take a Pre-Test. It was done to know the ability of the students skill in writing narrative text.

Monday, 23 November 2020

The second meetings, it was more better than the first meeting. The teaching learning process was done based on the lesson plan. First, the researcher explain about how important to study English especially in Writing. After the reseracher gave a motivation for th students, the researcher explain about *Wattpad Application*. The researcher tell the students how to use Wattpad application for writing narrative text and tell the students that this application can improve the students skill for writing and reading.

Tuesday, 24 November 2020

In the third meeting, the researcher explain more about Wattpad application and ask the students to make their own account. And the researcher ask permission to the teacher because the students was use their phones. Then, the

researcher direct the students how to download and how to make an Wattpad account. After that, the researcher leads and ask the students to write the narrative text in their own account.

Wednesday, 26 November 2020

It was the fourth meetings. The researcher continue the teaching learning process by using Wattpad Application. Then the researcher gave the students Post-Test I. Before doing the test the researcher explained the instruction about what the students should do. The students did the test by themselves.

Saturday, 28 November 2020


It was the fifth meetings. And this is the first meeting in the cycle II. The researcher explained about the material based on the lesson plan. Next, the researcher continued teaching learning process through Wattpad Application. The researcher guided the students to mastering writing narrative text. In this meeting, the students more confident and enthusiast in learning writing narrative text.

Wednesday, 2 December 2020

This meeting was to continued the previous topic also continued the teaching learning process by using Wattpad Application. In this case, the application run as enjoy as possible. Also in this meeting the researcher gave the Post-Test II. The students were look seriously in doing the test. The students did

the test by themselves with the time tthat the researcher set. The students looks very exited and interested by using Wattpad Application. It could be seen from the score that the students had been improved in every test. After teaching learning process the researcher interviewed some students about how they thought and their response about their skill in writing narrative text after utilizing *Wattpad Application*.

PERSONAL DETAILS

Full Name : Dhara Amalia Tanjung
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RESPONSE LETTER



YAYASAN PERGURUAN KELUARGA
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Lamp : -
Hal : Izin Riset
Kepada : Yth : Bapak Ketua Program Studi Pendidikan Bahasa Inggris

Di
Medan

Dengan hormat,

Sehubungan dengan surat dari Universitas Islam Negeri Sumatera Utara Medan Nomor B-12935/ITK/ITK.V.3/PP.00.9/10/2020 tanggal 22 Oktober 2020, hal izin Riset, maka dengan ini Kami bersedia memberi ijin melaksanakan Riset Kepada:

Nama : **DHARA AMALIA TANJUNG**
NIM : 0304163167
Fakultas : Ilmu Tarbiyah dan Keguruan
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Utilizing Wattpad Application To Improve The Students' Skill In Writing Narrative Text
At The Eighth Grade Of SMP Yayasan Perguruan Keluarga Jalan Seram Atas
Kota Pematangsiantar In 2020/2021 Academic Year

Dengan syarat mahasiswa tersebut diatas selama berada di sekolah Kami harus mematuhi peraturan dan tata tertib yang berlaku.

Demikian hal ini Kami sampaikan untuk dapat dimaklumi. Terima kasih.

Pematangsiantar, 26 Oktober 2020

Kepala

SMP Sw.Y.P.Keluarga
Pematangsiantar



ERNI PURWANTI, S.Pd

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