

**Wattpad as Digital Learning Media to Assist Accelerated Third Graders
in Writing Narrative Text**

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ABSTRACT

Students frequently react negatively when encounter writing lessons and assignments. This happens because writing is one of the most difficult productive skills in English. The lack of innovative and interesting learning media also causes students to be passive and demotivated when learning to write. In the present day, there are many digital writing platforms that can be utilized as learning media to facilitate writing activities. One of them is Wattpad. Therefore, this study aims to explore how Wattpad as digital learning media helps accelerated students in writing narrative texts and describe their narrative writing texts after using Wattpad. Wattpad is one of the biggest online writing platforms that can be used as a learning tool, with a variety of useful features. This study used the qualitative method and was addressed to 31 accelerated students in junior high school. The data collected from observation and documents were analyzed using the Miles and Huberman analysis model. The findings revealed that Wattpad was able to assist accelerated students in writing narrative text by providing them with the platform's easy access, many reading sources, versatile writing features, and user-interaction features. Furthermore, the accelerated students' narrative writing texts after using Wattpad were diverse in terms of writing levels, reflecting their creativity and narrative writing abilities.

Keywords: Wattpad, Digital learning media, Accelerated students, Writing, Narrative text

ABSTRAK

Siswa sering bereaksi negatif ketika menghadapi pelajaran dan tugas menulis. Hal ini terjadi karena menulis adalah salah satu keterampilan produktif yang paling sulit dalam bahasa Inggris. Kurangnya media pembelajaran yang inovatif dan menarik juga menyebabkan siswa menjadi pasif dan kehilangan motivasi ketika belajar menulis. Saat ini banyak sekali platform menulis digital yang dapat dimanfaatkan sebagai media pembelajaran untuk memudahkan kegiatan menulis. Salah satunya Wattpad. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi bagaimana Wattpad sebagai media pembelajaran digital membantu akselerasi siswa dalam menulis teks narasi dan mendeskripsikan teks tulisan narasi mereka setelah menggunakan Wattpad. Wattpad merupakan salah satu platform menulis online terbesar yang dapat digunakan sebagai sarana pembelajaran, dengan beragam fitur bermanfaat. Penelitian ini menggunakan metode kualitatif dan ditujukan kepada 31 siswa akselerasi SMP. Data yang dikumpulkan dari observasi dan dokumen dianalisis menggunakan model analisis Miles dan Huberman. Temuannya mengungkapkan bahwa Wattpad mampu membantu siswa akselerasi dalam menulis teks narasi dengan menyediakan akses platform yang mudah, banyak sumber bacaan, fitur menulis serbaguna, dan fitur interaksi pengguna. Selain itu, akselerasi menulis teks narasi siswa setelah menggunakan Wattpad beragam dalam hal tingkat menulis, mencerminkan kreativitas dan kemampuan menulis narasi mereka.

Kata Kunci: Wattpad, Media pembelajaran digital, Akselerasi siswa, Menulis, Teks Narasi

INTRODUCTION

Students typically show an unpleasant face when the word ‘writing task’ is given to them (Setyowati & Sukmawan, 2016). It happens because most EFL students believe that writing is hard, particularly when it is in foreign language (Asrobi & Prasetyaningrum 2017; Mantra & Widiastuti, 2019). Jusmaya (2019) claimed writing is one of the productive skills that ultimately becomes the most difficult language skill to learn at almost every level of education. Unlike reading and listening where students receive and understand the language, writing requires them to use the language actively as they need to produce the language in written form.

Moreover, in writing, there are also several components that need to be understood, those are vocabulary, grammar, organization, and mechanics. The complexity of writing eventually makes students perceive writing as a complicated and tough activity. As a matter of fact, according to Maneba (2021), the majority of students are incapable to finish their writing tasks. They struggle with generating ideas (Palupy, 2022), using appropriate words and organizing sentences (Sa’idah, 2021), and detailing objects and adjusting grammar use (Rosyida et al., 2023). Basically, the difficulties mentioned previously are the main causes why students show negative attitudes toward writing activities which resulted in them unable to complete their writing tasks.

If students’ negative attitudes persist and no solution is proposed, it can lead to greater problems, such as students’ boredom and reluctance to participate in any writing activities. This argument is in line with (Deen, 2023), who claimed in his study that writing is the most boring lesson for students right after 2 grammars. Not only because writing is a complex process, it is also time-consuming. According to Sowell (2020), writing process involves five major stages, which are prewriting, drafting, revising, editing, and publishing.

During the writing process, students are prone to negative emotions like boredom and demotivation, especially if the teacher only gives them writing tasks without giving clear guidance and implements overused learning media which are uninteresting for students like regular textbook. Many English teachers now have students write without explaining important components of writing to them (Mantra & Widiastuti, 2019). Subsequently, Maneba (2021) asserted that most teachers are unable to deliver an engaging writing task in the classroom. Therefore, teacher must be thoughtful and innovative when teaching writing and choosing learning media that can engage and help students in writing activities.

These days, the utilization of information communication technology (ICT) in education provides teacher with opportunities to access various instructional media for writing, and one of the applications that can be implemented is Wattpad. Wattpad is one of the biggest online writing and reading applications that was found by Allen Lau and Ivan Yuen in 2006. It is a platform that allows writers to publicly share their work (Faiza & Mayekti, 2022), encourages students to read and create stories (Falaq et al., 2021; Sinta, 2019), and boosts students’ motivation to write by making it entertaining and meaningful depending on their interests (Hammi & Rahmawati, 2023). Sari (2022) affirmed that many people, particularly students, are familiar with

this type of digital media. Similarly, Palupy (2022) confirmed that Wattpad is well-known among students as a platform for writing stories. In short, Wattpad is a very suitable media to be applied in writing activities due to its functionality and popularity as a writing application. 3

Further, Wattpad is also applicable for every type of writing, mainly narrative writing. Shokarimova (2021) insisted that narrative writing is about creating a story and is the most popular style of writing in creative or literary pieces. She also added in her study that students must create a story that includes an orientation, a complication or conflict, and a resolution when writing this type. With the accessible features that Wattpad offers, students can compose their narrative writing freely and decide its category. So far, there are two major story categories on Wattpad, namely fiction (short story, random, chicklit, fantasy, science fiction, fanfiction, teen fiction, historical fiction, general fiction, horror, humor, classic, action, werewolf, mystery, paranormal, poem, spiritual, vampire, romance, adventure, and so on) and nonfiction.

In addition, on Wattpad, students can provide pictures and videos inside of the story that can make their writing more interactive. Besides, Wattpad is also equipped with comments and reactions features which allow students to give or receive feedbacks. With such features, Wattpad is useful to write narrative text. There are numerous studies that have proven Wattpad is beneficial for narrative writing. A study by Sari (2022) concluded that students comprehend narrative text better after using Wattpad because the application provides them with many narrative reading materials to be read and makes the learning process more interesting. Moreover, Palupy (2022) emphasized that Wattpad is an effective learning tool to write narrative text because it increases students' interest to learn writing and builds their confidence when writing in English. Additionally, Tanjung (2020) in her study believed that students' skills in creating narrative text improved significantly because using Wattpad helped them understand the narrative text material better and made them feel joyful to learn and write it. In accordance with the findings from previous studies, Wattpad is an advantageous platform to be utilized in narrative writing. This application facilitates students with applicative and attractive writing features, which make it very suitable to carry out a narrative writing activity. Moreover, the use of technology in education is currently on the rise, requiring teachers to adapt and utilize digital learning media in the teaching and learning process. Thus, Wattpad can be a good option as digital learning media, especially in teaching and learning writing.

Based on the previous studies above, Wattpad is indeed able to help students in composing narrative text. However, previous studies mostly assessed students' narrative text using score-based rubric with no comprehensive analysis provided the accelerated students' narrative text profiles after using Wattpad. Moreover, the use of score-based rubric makes the analysis lacks of detailed information regarding their writing since it focuses on numerical score. The emphasis on the in-depth and qualitative analysis with the students' narrative texts is still overlooked and understudied.

Another thing that is worth to pay attention to is a little study has been done about the use of Wattpad to assist accelerated students in writing narrative text. Most

subjects in previous studies were regular students from junior, senior, or vocational high schools, while accelerated students still tend to be neglected. Accelerated students are students with a high level of intelligence or ability that can complete a regular educational program in a shorter period of time (Niswatin et al., 2023). Although they are considered as gifted and high achiever students, it does not mean they do not struggle in learning writing. Setyowati et al. (2020) in their study claimed that high achiever students also experience difficulties in writing, mainly in expressing thoughts, coming up with ideas, and words use.

In addition, Zahra et al. (2021) argued that students from every level of achievement (high, medium, or low) have difficulty in expressing their ideas efficiently. Acceleration class students still make numerous errors in their writing, which means they may still commit error in learning and doing tasks although they are viewed as highly smart students (Yusuf et al., 2021). Given these gaps, this study proposes to investigate how Wattpad assists accelerated students and presents the results of their narrative texts through the qualitative method. By conducting this study, it is expected that the results can provide new insight about Wattpad's role when it is implemented to accelerated students.

METHODS

Qualitative method was used in this study. Mohajan (2018) confirmed that qualitative is a form of research that stresses on the way people interpret, make sense of their experiences to understand the social reality of individuals. It also contributes to the study of implementation by helping to describe what is happening and why (Hamilton & Finley, 2019). This study was addresses to 31 third accelerated graders in a public junior high school in Sidoarjo. They were chosen because they are familiar with digital literary platform and have participated in certain project in school that required them to compose stories, so they have experience and basic knowledge in writing a story. The data were obtained from observation and documents in the form of accelerated students' narrative texts posted on Wattpad as primary data sources. In collecting the data, accelerated students were observed twice during the writing process using observation checklists and field notes to find out how Wattpad assists them in writing narrative text. Further, their narrative texts posted on Wattpad were also collected and evaluated using a narrative writing rubric to determine the results of their narrative texts after using Wattpad. After that, the data collected were analyzed using Miles and Huberman qualitative analysis model. As Miles and Huberman (1984, cited in Nasir & Sukmawati, 2023) stated, this data analysis technique has four steps, including (1) data collection; (2) data reduction; (3) data display; and (4) conclusion drawing.

In this study, data collection phase involved observing accelerated students during the writing process with observation checklists and field notes and collecting documents in the form of students' narrative texts posted on Wattpad. Second, data reduction phase involved selecting important information from the results of observation checklists and field notes regarding how Wattpad assisted accelerated students in writing narrative text. It also involved reading and analyzing accelerated

students' narrative text posted on Wattpad with narrative writing rubric. Third, data display phase involved categorizing the 31 narrative texts that have been analyzed into three different writing levels, namely high, moderate, and poor. The reduced data about how Wattpad assisted accelerated students write narrative texts and 40 the analysis of their narrative texts were also displayed in a descriptive manner. Finally, conclusion drawing phase involved concluding the findings of the study based on the data display that answered the research questions.

RESULT & DISCUSSION

Results

The data for this study were collected through observation and documents to answer the research questions that had been formulated. In generating the results, the data were analyzed and broken down into two analyses that cover each research question. The first analysis focuses on how Wattpad application assists accelerated students in writing narrative text, and the second analysis examines the results of accelerated students' narrative texts after using Wattpad.

1. How Wattpad Assists Accelerated Students in Writing Narrative Texts

To get the data needed, observation was conducted twice during the teaching process. The first observation was carried out on March 15th, and the second on March 19th. The data were obtained through observation checklists as the primary data source and field notes as the supporting data source. The observation checklists and field notes data show that there are four ways of how Wattpad helps accelerated students write narrative texts, as described below.

a. Offering User-Friendly Practicality

Based on the data gathered from the observation checklist in the first meeting, it was found that the platform's easy access and operation assisted accelerated students in writing narrative text. Accelerated students were able to access Wattpad easily from their devices, making it easier for them to begin the narrative writing activity. Further, it was discovered that Wattpad's features were exceptionally simple to use by them, as they did not face any technical difficulties and the writing process went smoothly during the first observation.

In addition, the observation checklist data in the second meeting revealed that the accelerated students could access their unfinished narrative texts stored on Wattpad with ease and continue their work without any issues. As a result, the accelerated students were able to finish their narrative texts and posted it on the platform on time.

In essence, this platform's accessibility and practicality helps the narrative text writing process done by accelerated students become easier and simpler. They can write on this platform and complete their narrative writing assignment without any obstacles.

b. Providing Numerous Reading Materials

According to the field note data from the first meeting, the accelerated students used Wattpad's wide range of reading sources to find story inspiration before creating their own narrative texts. They were able to explore and read a variety of reading materials available on the platform, which helped them gather narrative text ideas during the pre-writing or brainstorming activity.

In short, Wattpad provides numerous collections of reading materials on Wattpad that can be read and utilized by the accelerated students to generate and develop story ideas before writing their own narrative texts. By exploring and reading other stories, they can also get inspiration for their narrative texts.

c. Facilitating Adaptable and Versatile Writing Features

Based on the observation checklist data, Wattpad facilitates accelerated students with flexible writing features that help them write and manage their narrative texts as they want. They were able to fill in their story title, create their own story cover, and add short descriptions and hashtags for their narrative texts. Moreover, they had the freedom to choose their story category according to their narrative text ideas.

In addition, they could choose the type of narrative text they wanted to create, whether it was a narrative text with multiple chapters or a one-shot. Accelerated students were also able to do outlining activity by writing down their story ideas utilizing Wattpad's draft feature. This feature also allowed them to create their first draft and did some editing or revising to their narrative texts by further developing their stories within their drafts at the same time. Basically, Wattpad's writing features can carry out each stage of writing process.

Moreover, Wattpad's writing features are equipped with the ability to add images to the story draft. The observation checklist data from the second meeting revealed that some accelerated students used this feature to make their narrative texts look appealing. Not only that, Wattpad has text formatting features as well, such as bold, underline, and italic. Many accelerated students utilized this feature to emphasize or highlight important points in their narrative texts.

Furthermore, Wattpad includes a post and share option, allowing accelerated students to share their narrative texts publicly both on the platform with Wattpad's global audience and outside the platform. After finishing their narrative texts, accelerated students posted them on Wattpad and shared their story links with their peers through another social media application, such as WhatsApp.

In summary, Wattpad's writing features are highly versatile and can adapt to the texts written by accelerated students. Furthermore, the writing

features are not limited to story creation tools but also include multimedia addition and story sharing options.

d. Supporting User-Interaction Features

The observation checklist result in the second meeting showed that Wattpad has vote and comment features that allow accelerated students to give and receive appreciation as well as comments to each other's narrative texts. Many of them were able to leave votes, opinions, and constructive feedbacks using these features, thus creating an active and positive writing environment.

In conclusion, Wattpad's user-interaction features can help accelerated students write narrative texts because they allow them to receive real-time comments, feedback, and positive reinforcement in the form of votes. Additionally, it can improve their writing experience on this platform and motivate them to write more.

2. The Results of Accelerated Students' Narrative Texts after Using Wattpad

The data were gathered in the form of documents containing 31 accelerated students' narrative texts after they posted their work on Wattpad. Documents were used as a data collection technique to get the relevant data regarding accelerated students' narrative text posted on Wattpad. Accelerated students' narrative texts posted on Wattpad were analyzed using a narrative writing rubric. The rubric includes multiple criteria with scores and descriptors to determine the results of accelerated students' narrative texts after using Wattpad. The writing rubric's scores range from a minimum of 8 to a maximum of 32. Based on the analysis, the accelerated students' narrative texts are classified into three different writing levels, namely high, moderate, and poor.

a. High

The first writing level is high. This indicates that the narrative texts created by the accelerated students have excellent quality and demonstrate their strong narrative storytelling ability. Accelerated students' narrative texts can be considered high if their texts reach a minimum score of 25 to the maximum score of 32. Their narrative texts can also be classified as high if there is no aspect of their story that falls into the need improvement or poor category.

According to the analysis, there are 15 of the 31 narrative texts that belong to the high writing level. One of the examples of a high-quality narrative text is *Punda and the Origins of Zebra*. The genre of the story is general fiction, particularly fable. It is a one-shot narrative text and has gained around 26 reads and 3 votes from Wattpad users, as presented in Figure 1.



Figure 1. *Punda and the Origins of Zebra*

Source: Wattpad

After analyzing it with the writing rubric, the final score of this story is 29. Further, the analysis of *Punda and the Origins of Zebra* indicated that every aspect of the narrative text falls into the excellent and good categories in the writing rubric. The analysis of *Punda and the Origins of Zebra* is described below.

Table 1. *The result of Punda and the Origins of Zebra Writing Rubric*

No.	Category	Excellent	Good	Needs Improvement	Poor
1	Title	4			
2	Orientation		3		
3	Problem/Conflict	4			
4	Solution/Resolution	4			
5	Vocabulary	4			
6	Grammar		3		
7	Coherence	4			
8	Mechanics		3		

Source: Adapted from Brown (2007, cited in Isnaini et al., 2019)

1) Title

The writer chose a good title that relates to the entire text. The title can attract readers' curiosity, especially the younger ones, who are interested in a fable story and the origins of a certain animal.

2) Orientation

The writer presented the orientation by introducing the setting and the central characters in the story. However, the orientation feels a little bit flat because it lacks surprise or tension element, resulting in a moderate hook. Regardless, the writer wrote the orientation very well using many descriptive words to help readers imagine the setting and the characters' appearances with its traits easily.

3) Conflict

After the orientation, the writer presented new settings, situations, and characters, which lead to the story's conflict. The reasoning behind the conflict is strong and clear, making it understandable to read.

4) Resolution

As the story progresses past the conflict, the writer then finished the story by presenting the resolution. The main conflict is resolved smoothly at the end of the story.

5) Vocabulary

The writer used sufficient and varied word choices, making the narratives look rich and engaging throughout the story. The sentence structure written by the writer is also not limited to simple sentences, as shown by some narratives that appear long and lengthy. Nevertheless, the narratives are easy to understand because the writer employed the words precisely according to its context.

6) Grammar

The writer applied the correct grammatical rule in narrative text, which is using past tense. The writer consistently used past tense from the beginning until the end of the story without mentioning present words within the narratives which are not part of the character's dialogue. The sentence structure in the narratives is very well written; there is no run-on sentence or a comma splice in the story, making the story progress smoothly from one scene to another. However, there is one little error in the use of a word that does not match to the context of the sentence, but it does not greatly hinder with understanding.

7) Coherence

The writer successfully connected each scene clearly and logically, which builds strong coherence in the overall story. The transition from one scene in one paragraph to the next is also smooth, making it enjoyable to read and follow the entire story.

8) Mechanics

Then, the writing aspect analyzed is mechanics. The writer made a few errors in the story, particularly in capitalization and punctuation. Nonetheless, those errors are mainly minor and does not significantly interfere with understanding.

In short, after analyzing all aspects of the story, *Punda and the Origins of Zebra* is an excellent narrative text. The writer successfully transformed her creative ideas into a good and interesting story. Not only did she write a good

narrative text, but she also made very few minor errors throughout the story. Thus, *Punda and the Origins of Zebra* can be considered a high-quality narrative text.

b. Moderate

The second writing level is moderate. This indicates that the narrative texts produced by accelerated students have adequate quality and demonstrate decent narrative storytelling ability, although they are not as strong as those at a high level. Accelerated students' narrative texts are considered moderate if their texts reach a minimum score of 21 to the maximum score of 24. Their narrative texts can also be classified as moderate if there is no aspect of their story that falls into the poor category.

According to the analysis, there are 14 of the 31 narrative texts that belong to the moderate level. One of the examples of a moderate-quality narrative text is *The Eternity*. The genre is elemental fantasy and has four chapters in total. It has gained around 379 reads and 22 votes from Wattpad users, as seen in Figure 2.



Source: Wattpad

Figure 2.
The Eternity

After analyzing it with the writing rubric, the final score of this story is 24. Further, the analysis of *The Eternity* indicated that every aspect of the narrative text mostly falls into the good or needs improvement categories in the writing rubric. The analysis of *The Eternity* is presented below.

Table 2. *The result of The Eternity Writing Rubric*

No.	Category	Excellent	Good	Needs Improvement	Poor
1	Title	4			
2	Orientation		3		
3	Problem/Conflict	4			
4	Solution/Resolution		3		
5	Vocabulary		3		
6	Grammar			2	

7	Coherence	3	
8	Mechanics		2

Source: Adapted from Brown (2007, cited in Isnaini et al., 2019)

1) Title

The story has an intriguing title that represents the content of the story. The title choice can pique the interest of Wattpad readers who are curious about the concept of elemental magic and something eternal.

2) Orientation

The writer presented the orientation with a hook, but it falls short because the writer used a mainstream opening line, which is "once upon a time". In addition, the writer did not provide additional descriptions of the main characters and setting of the story, resulting in a lack of detail. Nevertheless, the orientation is still good and understandable.

3) Conflict

The writer unveiled the conflict after the orientation, making it easy to identify the story's main conflict. The reasoning behind the conflict is also clear and understandable.

4) Resolution

The writer successfully resolved the main issues that the characters faced in the story. Despite this, the writer did not reveal the villain's final fate in this part, leaving the ending open.

5) Vocab

The writer of *The Eternity* employed good word choices that allow the readers to understand and imagine the storyline easily although there are some words repetition. There are also some lengthy sentences in certain parts of the story, but it is fairly easy to understand because the words are still used precisely in the narrative.

6) Grammar

The writer made some grammar errors found in the story; the majority of them are related to the story's tense and sentence structures. The use of tense in *The Eternity* is inconsistent, as the writer occasionally used present tense in the narrative when it should have been past tense. Furthermore, some of the story's narratives contain comma splices and run-on sentences.

7) Coherence

The Eternity lacks clarity due to the grammar errors and several run-on sentences. Furthermore, the writer frequently switched points of view in the story within the same chapter, which disrupts the story's flow.

8) Mechanics

The writer made several mechanical errors, which are evident throughout the story. Those errors are mainly in punctuation and capitalization that can be found in the story's narrative and the dialogue formatting.

To sum up, *The Eternity* already serves as a complete narrative text because it has orientation, conflict, and resolution in terms of plots and the structure of narrative text. However, there are some writing aspects that need to be improved by the writer, such as grammar and mechanics to enhance the overall quality of the narrative text. Hence, based on the analysis, *The Eternity* can be considered as a moderate-level narrative text.

c. Poor

The last writing level is poor. This indicates that the narrative texts produced by the accelerated students have low quality and demonstrate weak narrative storytelling ability. Accelerated students' narrative texts are considered poor if their texts reach a minimum score of 8 to the maximum score of 20. Their narrative texts can also be classified as poor if there is no aspect of their story that falls into good category in the writing rubric.

According to the analysis, there are 2 of the 31 narrative texts that belong to the poor level. One of the examples of a poor-quality narrative text is *The Reality*. It is a general fiction story, containing four chapters in total. This story has received 28 reads and 8 votes from Wattpad users, as seen in Figure 3.



Source: Wattpad

Figure 3.

The Reality

After analyzing it with the writing rubric, the final score of this story is 13. Further, the analysis of *The Reality* indicated that every aspect of the narrative text mostly falls into the needs improvement or poor categories in the writing rubric. The analysis of *The Reality* is presented below.

Table 3. *The result of The Reality Writing Rubric*

No.	Category	Excellent	Good	Needs Improvement	Poor
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1	Title	2	
2	Orientation	2	
3	Problem/Conflict	2	
4	Solution/Resolution		1
5	Vocabulary	2	
6	Grammar		1
7	Coherence	2	
8	Mechanics		1

Source: Adapted from Brown (2007, cited in Isnaini et al., 2019)

1) Title

The title falls into the needs improvement category because it does not have any correlation with the content of the story. The writer of *The Reality* failed to correlate the content of the story with the title.

2) Orientation

The writer presented the orientation by introducing the main character and the setting of the story; however, it gets confusing because the writer added multiple unrelated pieces of information from one sentence to the next sentence. Moreover, the orientation lacks detail and has no additional information about what the character looks like.

3) Conflict

The conflict is difficult to understand because the writer failed to present strong reasons that justify the main characters' feelings and actions. Besides, the writer abruptly presented new information intended to be a plot twist with no clear connection.

4) Resolution

The writer of *The Reality* failed to create a sad or open ending for the story. Instead, the ending counts as unresolved because the central conflict is still unresolved in the story.

5) Vocabulary

The writer of *The Reality* used a limited variety of words in the story, making the narrative seem monotonous and lacking in imagery or detail. Moreover, the writer used very basic vocabulary and repeated some words. Besides, the sentence structure of the narratives was dominated by simple sentences although the writer occasionally employed compound or complex sentence structure.

6) Grammar

The writer made many grammatical errors throughout the text. These errors include the inconsistent use of tense, run-on sentences, and comma

splices that can be found in all chapters. As a consequence, it is hard to understand the overall story.

7) Coherence

Due to poor grammar and sentence structures, the story was difficult and challenging to follow. As a result, the story's coherence was affected and needed improvement. In some chapters, the writer added unnecessary or unrelated sentences to the chapter's topic sentence, disrupting the story's logical flow. Additionally, the writer did not use proper smooth transition words, which lead to abrupt jumps between scenes in the story.

8) Mechanics

The writer made many errors that spread in all areas of mechanics, including spelling, capitalization, and punctuation. As a result, it is difficult to understand the overall story.

Hence, according to the analysis, the writing quality of *The Reality* can be considered poor. In the context of the storyline, the writer has established the story's framework and premise. However, the writer needed to improve the text's organization. Aside from that, the writer must work on the vocabulary, grammar, and mechanics in order to create a good narrative text.

Taking everything into consideration, accelerated students' narrative texts after using Wattpad could be classified into three levels: high, moderate, and poor. High-quality narrative texts mean the story reaches a final score between 25 and 32 and has no aspect that falls into the needs improvement or poor category in the writing rubric. On the other hand, moderate-quality narrative texts mean the story reaches a final score between 21 and 24, and no story aspect falls into the poor category in the writing rubric. Last but not least, poor quality narrative texts mean the story reaches a final score between 8 and 20, and no story aspect falls into the good category in the writing rubric. Nonetheless, all of the accelerated students make the same effort and dedication when creating their narrative texts on Wattpad. This application enables them to explore their ideas and creativity in composing a narrative text, as evidenced by the various and distinctive story ideas created by each student.

Discussion

1. How Wattpad assists Accelerated Students to Write Narrative Text

Wattpad is a multifunctional digital literary application that provides a platform for writing. The first finding of this study revealed that Wattpad's accessibility and practicality assisted students in writing narrative text, making them face 78 no difficulties during the writing activity. As Lestari & Hasanudin (2022) argued, using and operating Wattpad is very easy. Additionally, Falaq et al. (2021) stated that Wattpad can be accessed and operated easily. This implies that it is not a heavy platform that will consume the storage space on a mobile device.

Moreover, Faiza & Mayekti (2022) claimed that Wattpad's ease of use makes it enjoyable for students to create their stories, encouraging them to write more. The ease of accessing and operating Wattpad allows accelerated students to create narrative texts easily and keeps them engaged enough to actively participate in their narrative writing assignment.

Furthermore, Wattpad also assisted the accelerated students in writing narrative texts by providing them with a variety of reading materials to be read. This feature offered them numerous sources of story inspiration, allowing them to generate and develop story ideas while also experimenting with their creativity. The result is in line with Agustina & Hidayat (2023), who claimed that reading Wattpad stories from their favorite genre can inspire students to create stories of their own.

This also matches with Sari (2022) who asserted that students can broaden their story ideas by reading stories on Wattpad. Besides, Zubaidi et al. (2023) argued that students could find inspiration by reading other people's stories on Wattpad. Thus, with the availability of these reading resources, accelerated students can more easily find and get story ideas before they write narrative texts.

Subsequently, Wattpad facilitated accelerated students with adaptable and versatile writing features that helped them write narrative texts. This platform's writing features let them customize and modify their stories on Wattpad, 79 including create a story title and cover, as well as add blurb and hashtags for their narrative texts according to their preference. As Faqih et al. (2022) explained, Wattpad will show users three sections that need to be filled out, namely cover, story title, and description of the story. After that, users can write anything they want, choose the story genre, fill the hashtag of the story, and then publish it on Wattpad.

Not only that, accelerated students can freely select their story category. This relates to Res (2018, in Jusmaya, 2019), who claimed that Wattpad let the users to write stories in various genres. Additionally, students are able to decide whether they want to create one-shot or multiple-chapter narrative texts. This refers to Darlis et al. (2023), who argued that writers can choose whether they want to publish it entirely (one-shot) or in different chapters when publishing their stories on Wattpad. Besides, Wattpad's writing features include draft feature that can carry out each stage of the writing process, which are outlining, drafting, revising, and editing. This aligns with Gustiani et al. (2024), who stated that Wattpad emphasizes students' writing stages, which are prewriting, drafting, revising, and editing.

On Wattpad, accelerated students were also able to add pictures inside their story chapters. Accelerated students were also facilitated with text formatting features, allowing them to emphasize important parts in their narrative texts. Lestari & Hasanudin (2022) also stated that one of the ways to utilize Wattpad's writing features is by adding photos and videos to the story. Thereby, Wattpad can help and facilitate accelerated students in writing narrative texts because of its versatility and adaptability to their writings.

Lastly, Wattpad supports user-interaction features make it possible to give appreciation, opinions, and feedback for 80 accelerated students' narrative texts. Sari et al. (2020) supported the idea that Wattpad allows users to vote, which serves as a

like button from readers to authors, and give comments in any part of a paragraph of an author's work. Additionally, Faiza & Mayekti (2022) confirmed that Wattpad's comment feature can be utilized as a medium to give opinions on students' work on this platform. It is consistent with Adiningtyas (2020), who insisted that writing on Wattpad can make students receive feedback, comments, criticism from other users. In short, these features are crucial for assisting students in writing narrative texts as they offer a platform for providing feedback and appreciation, which can enhance the quality of the students' narrative texts.

To conclude, Wattpad's practicality and versatility helped accelerated students write narrative texts. Wattpad is simple to use, has an extensive number of reading materials for inspiration, comes with a variety of writing features that allow accelerated students to explore their writing, and equipped with user-interaction features to show appreciation and give feedbacks. So, Wattpad is an innovative and beneficial digital learning medium that can be utilized not only for narrative text but also for any writing activity.

2. The Results of Accelerated Students' Narrative Texts after Using Wattpad

The second finding of the study indicated that accelerated students' narrative texts varied in text levels after using Wattpad, namely high, moderate, and poor. High means the narrative texts possess an excellent quality; poor indicates the narrative texts have adequate quality, while moderate means the narrative texts demonstrate a low quality. The majority of accelerated students understood how to write the texts according to the narrative text organization and language features and therefore created high and moderate texts in different story categories. The findings revealed that there are 15 high-level and 14 moderate-level narrative texts written by the accelerated students. However, some of them still need improvement in certain areas, such as vocabulary, grammar, punctuation, and formatting, which result in low-quality narrative texts. The analysis results indicate that there are two narrative texts classified as poor-level. This finding is similar to Sari, (2022), who declared that the students' narrative texts need more improvement in terms of grammar and story formatting. She also added that students experience difficulty in vocabulary and grammar when creating narrative texts.

Additionally, Faiza & Mayekti (2022) discovered that the areas where students made the most errors were grammar and mechanics. In short, narrative texts written by accelerated students after using Wattpad were classified into three different levels, which are high, moderate, and poor. However, all accelerated students showed good knowledge about narrative texts. They were excited to participate in the narrative writing activity on Wattpad, despite the fact that a few of them needed improvements in grammar and mechanics when it comes to writing their own stories. This is consistent with (Yusuf et al., 2021) statement provided in the background of the study, who asserted that accelerated students can still make errors in writing, although they are considered high-achieving students. However, the results indicated that a greater number of accelerated students' narrative texts are at

high and medium levels compared to those at low levels, meaning that Wattpad can indeed assist accelerated students in writing narrative texts.

CONCLUSION

Based on the findings and discussion, two conclusions can be drawn. First, Wattpad's accessibility and practicality assist accelerated students write narrative text. Operating Wattpad is very easy, and with its attractive appearance and innovative features, accelerated students can enjoy and feel motivated to participate in the narrative writing activity. Further, this platform provides a variety of reading materials in various categories that can be used by accelerated students as story inspiration before they write their own texts. Wattpad also provides them with versatile writing features, allowing them to customize and explore their writing style and creativity. Wattpad's writing features can also carry out all stages of writing, including pre-writing, drafting, editing, and publishing. In addition, this application includes vote and comment features that enable them to show appreciation, make comments, or give feedback on each other's texts.

Second, the accelerated students' narrative texts differ in terms of writing levels after using Wattpad, namely high, moderate, and poor. The majority of accelerated students have successfully created high and moderate level narrative text. It is shown by the number of texts at high and moderate levels, including 15 high-level and 14 moderate-level narrative texts. However, a few of them need more improvement in various areas such as vocabulary, grammar, mechanics, and formatting. This is due to the presence of two poor-level narrative texts. Despite this, all accelerated students have learned an essential understanding of narrative text by creating their own texts.

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