



## THE EFFECTIVENESS OF USING WAKELET IN IMPROVING SENIOR HIGH STUDENTS' DESCRIPTIVE TEXT WRITING

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### Abstract

This study aims to examine the effectiveness of using Wakelet as a media to improve senior high school students' descriptive text writing skills. The research was conducted at one of senior high school in East Java, focusing on tenth-grade students. A quasi-experimental design was employed, involving two groups: an experimental group who is using Wakelet and a control group. Data collection was performed through pre-tests and post-tests to assess the students' writing performance. The results were analyzed using statistical methods, including independent sample t-tests. The findings indicated a significant improvement in the descriptive text writing skills of students who used Wakelet compared to the control class who did not. The mean score of the experimental group was notably higher (sig. value  $0.013 < 0.05$ ) than that of the control group. This research demonstrates that Wakelet is an effective tool for teaching descriptive text writing ( $\eta = 0.076$ ). It provides an interactive and engaging platform that enhances students' writing skill. The study suggests that educators consider integrating Wakelet into their teaching practices to improve writing skills.

*Keywords:* Wakelet, Descriptive Text Writing, Senior High School Students, Quasi-Experimental Design, Writing Skills Enhancement.

### INTRODUCTION

Writing is essential for academic success and effective communication, serving as a transformative tool for intellectual growth (Khazrouni, 2019; Sreena & Ilankumaran, 2018). Despite its importance, writing instruction often receives inadequate time in classrooms, resulting in students' disinterest and underperformance (Graham, 2019; Hidayat, 2021). Incorporating technology can enhance writing engagement; for instance, platforms like Wakelet offer interactive features that facilitate multimedia integration, fostering creativity and collaboration among students (Barbetta, 2023; Boss, 2020; Rukun, 2019). Previous studies have shown that web-based tools significantly improve writing skills, yet there is limited research on Wakelet's effectiveness in this area.

This study focuses on tenth-grade students in a senior high school in Nganjuk, East Java, Indonesia, examining how Wakelet can enhance descriptive text writing skills. The research aims to fill the gap in existing literature regarding the use of Wakelet as a teaching tool. Given the technological proficiency of high school students and the necessity of strong writing skills for their future education and careers, media-based learning impact is both timely and relevant (Rao & Durga, 2018; Suastra & Menggo, 2020).

The primary objective of this research is to evaluate the effectiveness of using Wakelet as a media tool in improving students' descriptive text writing skills. By exploring this integration, the study seeks to provide insights that can enhance educational practices and student learning outcomes in writing.

Writing is a crucial skill in language learning, encompassing the coordination of various cognitive processes to effectively communicate ideas (Graham & Alves, 2021). It involves mastering essential elements such as organization, content, language use, mechanics, and vocabulary (J. D. Brown & Bailey, 1980; MacArthur, C. A., Graham, S., & Fitzgerald, 2019). These components ensure clarity, coherence, and engagement in writing (Andriani et al., 2022; Harmer, 2004). The process of writing follows distinct stages: planning, drafting, revising, and finalizing, with iterative refinement playing a key role (Flower & Hayes, 1981; MacArthur, C. A., Graham, S., & Fitzgerald, 2019; Zemach & Rumisek, 2003). Effective writing instruction, which integrates these stages, enhances students' literacy and writing proficiency (Harmer, 2004).

Teaching writing, however, poses significant challenges for educators, given the time and effort required for feedback and practice (Cheung, 2016; Thai & Phuong, 2021). Writing instruction involves more than simply imparting technical knowledge; it also requires facilitating meaningful interactions between students and teachers (Hattie & Yates, 2013). Researcher has explored various methods to improve writing skills, including the use of learning media like Wakelet. Wakelet, a content curation platform, enables students to organize and present materials, fostering engagement and creativity in writing tasks, particularly in descriptive texts (Ling Jen et al., 2023; Quah, 2023).

This study aims to evaluate the effectiveness of Wakelet in enhancing high school students' writing skills, specifically in descriptive text—a key component of Indonesia's senior high school curriculum. Prior research has focused on tools such as Kahoot and VideoScribe in other educational settings (Amalia et al., 2022; Aryuntini et al., 2018). However, this study addresses a gap by targeting high school students and utilizing Wakelet as a tool for improving descriptive writing, providing new insights into its effectiveness within this context.

## METHODS

This study evaluates the effectiveness of Wakelet in enhancing descriptive text writing skills among senior high school students using a quantitative quasi-experimental design. The population comprises approximately 390 tenth-grade students from eleven classes at a senior high school in Nganjuk for the academic year 2023/2024. The sample includes two classes: Class X-9 (experimental group, 36 students using Wakelet) and Class X-11 (control group, 36 students not using Wakelet), chosen based on the English teacher's recommendation for comparable proficiency levels.

Data were collected through pretests and posttests administered to both groups. The pretest established baseline writing skills by having students write a minimum of 300 words in two paragraphs about specified topics within 50 minutes. The same format was used for the posttest after the treatment. A writing rubric adapted from Brown (2007) and Savage & Shafiei (2007) assessed five components: content, organization, grammar, vocabulary, and mechanics, ensuring comprehensive evaluation of student writing (H. D. Brown, 2007; Savage & Shafiei, 2007).



To ensure the validity and reliability of the instruments, content validity was established through feedback from an English teacher and an education lecturer, leading to necessary revisions. Reliability was assessed using Cohen's kappa to measure inter-rater reliability among trained evaluators. This systematic approach provides a robust framework for analyzing the impact of Wakelet on students' writing skills provide sufficient detail to allow your work to be reproduced.

This study employed three stages for data collection: pretest, treatment, and posttest. The pretest was conducted in both the experimental (X-9) and control (X-11) groups, where students were instructed to write descriptive paragraphs. The experimental group used Wakelet, while the control group used traditional textbook methods. The treatment phase involved planning, drafting, revising, and finalizing descriptive texts, with students in the experimental group using Wakelet's multimedia features to enhance their writing. Both groups followed similar stages, but the control group used textbooks and PowerPoint.

Data analysis involved descriptive statistics and independent-samples t-tests. Descriptive statistics were used to present maximum, minimum, and mean scores, as well as standard deviations for both pretest and posttest data. An independent-samples t-test compared the pretest scores to ensure the groups were equivalent, and posttest scores to assess the effect of Wakelet on students' writing. Cohen's criteria were applied, with a significance value ( $p < 0.05$ ) indicating a notable difference between the groups (Cohen, 1988).

Additionally, normality was checked using the Kolmogorov-Smirnov and Shapiro-Wilk tests, and Levene's test was applied to verify the homogeneity of variances. An effect size calculation (Eta squared) was also performed to measure the practical significance of the treatment's impact on writing improvements, following Cohen's guidelines (Cohen, 1988). These tests ensured the reliability of the study's findings.

## RESULTS AND DISCUSSION

This study examined the effectiveness of using the Wakelet platform to enhance students' descriptive writing skills. Data were collected through pretest and posttest assessments, where students were asked to write descriptive paragraphs on topics like favorite places and animals. Both the experimental group (using Wakelet) and the control group (traditional method) showed improvements. However, pretest data analysis using an independent-samples t-test indicated no significant difference between the two groups ( $p=0.183$ ), confirming that both groups started on an equal footing. After the intervention, the posttest results revealed a significant difference in the writing performance of the two groups.

The experimental group, with an average posttest score of 80.58, outperformed the control group, which had an average score of 76.25. This difference was supported by the independent-samples t-test results, with a t-value of 2.403 and an effect size (Eta squared) of 0.076, indicating a moderate impact of the Wakelet intervention on writing improvement. The highest score in the experimental group was 96, while the control group's highest score was 94, further supporting the positive influence of Wakelet on students' learning outcomes.

The discussion of these findings reveals that the use of Wakelet significantly improved key aspects of students' descriptive writing, particularly content and organization. Wakelet's interactive features,

such as access to multimedia resources, facilitated students' planning and brainstorming stages, which contributed to more cohesive and well-structured paragraphs. While grammar and mechanics also improved, the most notable gains were in the logical flow and clarity of ideas. This supports previous research by Yanti (2022) and Alsamadani (2017), which found that engaging digital tools can positively affect student performance (Alsamadani, 2017; Yanti et al., 2022)

The integration of technology in education has proven beneficial, as seen in this study. Wakelet allowed students to creatively organize and present their ideas, enhancing their ability to structure and develop descriptive texts. These findings align with earlier studies, such as those by Halaleh Ma'azi and Kamran Ma'azi & Janfeshan (2018), who demonstrated that web-based media learning improved EFL learners' writing skills (Ma'azi & Janfeshan, 2018). Additionally, some researchers found that using digital tools like significantly impacted students' writing abilities (Amalia et al., 2022; Aryuntini et al., 2018).

By using Wakelet, the writing process became more dynamic and engaging. Students were able to curate multimedia content for planning, draft richer content, and refine their drafts more effectively through the revising stage. The platform also streamlined the proofreading process, which contributed to producing well-polished final drafts. This improvement was particularly evident in the experimental group, where the structure and depth of the descriptive writing surpassed that of the control group.

In summary, the use of Wakelet as a learning media proved to be more effective in enhancing students' descriptive writing skills than traditional methods. The platform's ability to improve content and organization in writing, along with fostering student engagement, highlights its potential as a valuable tool in educational settings. The findings of this study add to the growing body of research supporting the integration of technology in the classroom and suggest that Wakelet can be an effective tool for improving writing skills, especially in contexts where its use is still relatively new, such as in Indonesia.

**Table 1**

*Pretest Descriptive Statistic of Experimental and Control Group*

Class	Group Statistics				Std.	Std.
	Min	Max	N	Mean	Deviation	Error
Experimental	58	94	36	74.14	11.262	1.544
Control	54	93	36	70.81	11.642	1.940

Table 4.1 presents the pretest results for both classes. In the experimental class, the highest score was 94 and the lowest was 58, while in the control class, the maximum score was 93 and the minimum was 58. The means of the two classes are relatively similar, with the experimental class having a mean of 74.14 and the control class a mean of 70.81. The standard deviation for the experimental

group was 9.262, while for the control group it was 11.642. With these pretest values determined, the researcher proceeded to analyze the data for equivalence using the independent-samples t-test in IBM SPSS Statistics 29.0.

**Table 2**

*Independent Sample T-test; Pre-test*

	Independent Sample T-test	
	Significance	
	One-Sided p	Two-Sided p
Pretest	.092	.183
t	.092	.183

Based on the table provided, the significance value (2-tailed) is 0.183, which is greater than 0.05. This indicates that there is no significant difference between the pretest scores of the experimental and control groups, suggesting that the two groups were statistically equivalent at the start. Having established the equivalence of the pretest scores, the next step is to analyze the results of the posttest for both groups.

**Table 3**

*Post-test Descriptive Statistic of Experimental and Control Group*

Class	Group Statistics					
	Min	Max	N	Mean	Std. Deviation	Std. Error
Post-test Experimental	70	96	36	80.58	6.438	1.073
Post-test Control	64	94	36	76.25	7.883	1.314

In the posttest implementation, student scores improved, with the highest score in the experimental class reaching 96 and the lowest being 70. In contrast, the control class had a maximum score of 94 and a minimum score of 64. This indicates that both classes saw an increase in their average learning outcomes, with the experimental group's mean posttest score being 80.58, compared to 76.25 for the control group. After establishing the pretest and posttest scores, the researcher analyzed whether there is a significant difference in student learning outcomes between those using Wakelet and those not using it, employing an independent-samples t-test on the posttest scores from both classes using IBM SPSS 29.0.

**Table 4**

*Independent Sample T-test; Post-test*

	Independent Sample T-test	
	Significance	
	One-Sided p	Two-Sided p
Post-test		
t		

	One-Sided p	Two-Sided p
Posttest	.006	.013
test	.006	.013

Based on the table, with a significance value (2-tailed) of 0.013, which is less than 0.05, it can be inferred that there is a significant difference in the average writing outcomes between students who used Wakelet and those who did not. This indicates that Wakelet is effective in enhancing students' descriptive text writing skills.

$$\begin{aligned} \text{Eta squared} &= \frac{t^2}{t^2 + (N_1 + N_2 - 2)} \\ &= \frac{2.403^2}{2.403^2 + (36 + 36 - 2)} \\ &= \frac{5.722}{75.772} \\ &= 0.076 \end{aligned}$$

The computed effect size (Eta squared) is approximately 0.076, which falls into the medium effect size category as per Cohen's (1988) guidelines (Cohen, 1988). Effect size (Eta squared): 0.076. This suggests a moderate effect. For the independent-samples t-test conducted on the post-test results of the experimental and control groups, the t-value is 2.403, with each group consisting of 36 participants. The effect size (Eta squared) of 0.076 indicates that, while there is a statistically significant difference between the groups, the practical significance or strength of this difference is moderate.

## CONCLUSION

This study concludes that the use of Wakelet significantly enhances the descriptive writing skills of Class X students in Nganjuk. The experimental group showed notable improvements in content, organization, grammar, and vocabulary, with higher post-test scores compared to the control group. Wakelet's interactive features facilitated better idea organization, leading to more structured and coherent writing. These findings suggest that integrating digital platforms like Wakelet can effectively improve student learning outcomes and enrich the learning experience.

For teachers, it is recommended to incorporate Wakelet into the writing process, as it has proven to be an effective learning tool. Schools should provide adequate resources and training for both teachers and students to ensure optimal use of this platform. Future research could expand the study's scope by including more schools and different text types to better understand Wakelet's broader impact. Additionally, conducting longitudinal studies may provide insights into the long-term benefits of using technology-based learning tools in writing instruction.

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