USING WATTPAD AS A DIGITAL MULTIMODAL COMPOSING OF NARRATIVE TEXT

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Abstrak

Penggunaan media digital untuk menulis memiliki peran penting dalam meningkatkan keterampilan menulis siswa EFL di tengah pandemi saat ini, karena media "digital" dapat digunakan di setiap saat dan di mana saja. Tujuan dari penelitian ini adalah untuk mengetahui apa yang dipikirkan siswa kelas sepuluh tentang penggunaan media digital untuk menulis dalam penulisan teks naratif. Penelitian ini dilakukan terhadap 26 siswa SMKN 10 Surabaya dengan menggunakan metode kualitatif. Rubrik penilaian dan wawancara semi terstruktur digunakan sebagai sumber data. Data penelitian dikumpulkan melalui observasi dan wawancara. Data yang dikumpulkan dari wawancara disusun, dianalisis, dikodekan, dan ditafsirkan untuk menganalisis data. Peneliti melakukan observasi, rubrik penilaian, dan wawancara semi terstruktur untuk menganalisis data. Analisis data dilakukan untuk menilai komposisi teks naratif menggunakan medial digital untuk menulis. Wattpad, sebagai media digital untuk menulis, membantu siswa memahami subjek, membuat kegiatan pembelajaran lebih menarik, meningkatkan motivasi siswa, dan meningkatkan keterampilan menulis siswa, menurut penelitian ini. Terlepas dari kenyataan bahwa banyak siswa senang membaca cerita di Wattpad, namun beberapa lebih suka membaca teks naratif di buku teks, sementara yang lain mengklaim bahwa Wattpad memerlukan banyak ruang penyimpanan di perangkat seluler. Disarankan kepada guru EFL untuk menggunakan digital multimodal composing agar proses pembelajaran lebih menarik dan menambah motivasi siswa dalam belajar menulis bahasa Inggris.

Kata Kunci: Media digital untuk menulis; teks naratif; aplikasi Wattpad; pendapat siswa kejuruan; kemampuan menulis

Abstract

Digital multimodal composing has an important role to improve EFL students' writing skills in this current situation because the "digital" media can use every time and everywhere. The goal of this study is to find out what tenth-grade students think about using digital multimodal composing in narrative writing. This study was conducted with 26 students from SMKN 10 Surabaya using a qualitative method. A grading rubric and a semi-structured interview were used as data sources. The research data is gathered through observation and interviews. The collected data from interviews were organized, analyzed, coded, and interpreted to analyzed the data. The data analysis was performed to assess the digital multimodal narrative text composition. Wattpad, as a digital multimodal composing medium, helps students understand the subject, makes the learning process more interesting, increases students' motivation, and improves their writing skills, according to this study. Although many students enjoy reading stories on Wattpad, some prefer to read narrative texts in textbooks, while others claim that Wattpad takes up a lot of storage on the device. It is recommended for EFL teachers to use digital multimodal composing to make the learning process more interesting and gain the students' motivation learning English writing.

Keywords: Digital multimodal composing; narrative writing; Wattpad application; vocational students' perception; writing skill.

INTRODUCTION

Nowadays, the development of technology has influenced human habits. Everything becomes instant, so it changed students' behavior. Some previous studies have found multimodal composition. According to Vandommele et al., argue that the use of multimodal writing in language learning improves secondary school students written

discourse (2017). Multimodality refers to the interplay between different representational modes, for instance, between images and the written/spoken word. The use of any medium that mixes text, picture, sound, and visual is referred to as multimodal composition. Jiang & Luk (2016) found that students were able to access learning opportunities that were not available in the national curriculum because of digital multimodal composing

(Jiang & Luk, 2016). Lim & Polio (2020), argued that digital multimodal composing helps both teachers and students to communicate the material using other digital media which is a collaboration of text, pictures, visuals, and others (Lim & Polio, 2020). It helps teachers to find any media to engage them in teaching the material. Also, digital multimodal composing help students to understand the material. For example, to explain the material from a textbook, teachers transform the material into other media, like posters or infographics, to engage students' understanding of the material and also attract students' attention. All children learn in different ways, and it can be difficult to establish a curriculum or plan that works for an entire school. Multimodal learning is a solution to this problem.

Therefore, in Indonesia, writing focuses solely on spelling, word formation, vocabulary, grammar, and writing theories, rather than contextual writing practices, learners' needs, and learning objectives (Abdullah et al., 2020). It means that writing in Indonesia only answers the question. In higher education, teachers work harder to make their students understand how to make a well-written text. Being able to write is an important ability for students at school. When teaching writing skills, the teacher needs to make sure that students have some writing aim. Effective writers usually have a purpose and construct their writing to achieve the purpose.

Writing Process

A good idea and the writer's thoughts might be linked to good writing. Process writing approaches, according to Brown, are usually divided into three stages. Prewriting facilitates the creation of new ideas (Brown, 2000).

1. Generating Idea

First, writers must figure out how to access the thoughts that have been locked up in their minds. Students learned how to use brainstorming, freewriting, and looping. Reading also aids in the generation of ideas. To begin, prewriting is the writing process in which writers strive to come up with something to write about, identify the topic, choose the purpose of the subject and an audience, begin gathering ideas to write about, and finally arrange information from the ideas.

2. Writing the First Draft

Put the concepts into paragraph form after the writer has explored them, keeping in mind how presenting and using facts and numbers makes writing more powerful and believable. The goal of this writing process is to figure out how a writer may present their ideas in the clearest possible way so that the readers get the same message and have the same impact as the writer intended.

3. Revising

The teacher and many classmates provided feedback on the students' compositions. This procedure is referred to as revising by writers. Therefore, they aim to make their writing the best it can be, all good writers go through multiple stages revision. They rethink what they've written at this phase, obtain feedback from others, and then make modifications.

4. Final Draft

After the authors evaluate their manuscript by double-checking it. They determine the draft's strengths and weaknesses. Finally, writers may modify their work five or more times before being satisfied with it. The final draft is a final draft after five or more revisions.

5. Evaluating

Writing an evaluation is a difficult task, especially in a process-oriented classroom. The teacher should evaluate students' compositions. Six general categories are frequently used to evaluate student writing and are considered writing components.

Components of Writing

Writing has some components. The first stage in writing is to organize and build thoughts. Starting with the introduction or opening, moving on to the body, and finally to the conclusion or close. When there are no grammar rules, the communicative form of writing cannot be constructed. It's because the section will be tough to comprehend for the reader. Then, having a large vocabulary might aid the writer in selecting diction. Additionally, it has the potential to enhance the literary and cultural value of a writing piece. The use of mechanics, such as capitalization, punctuation, and spelling are necessary for clear communication of ideas. The good content will entice people to read more. The writer's use of language like grammar, word order, prepositions, and articles are all covered.

According to brown, there are categories for evaluating students' writing such as content (thesis statement; related ideas; development of ideas through personal experience, illustration, facts, opinions; use of description, cause/effect, comparison/contrast consistent focus), organization (effectiveness of introduction; logical sequence of ideas; conclusion; appropriate length), discourse (topic sentences; paragraph unity; transitions; discourse markers; cohesion; rhetorical conventions; reference; fluency; economy; variation), syntax, vocabulary, mechanics (spelling; punctuation; citation of references (if applicable); neatness and appearance) (Brown, 2000).

1. Teaching writing use digital multimodal composing

To teach writing which used digital multimodal composing in higher education, teachers could explain the learning topic by applying some kind of digital media, like web based, LMS, social media, instant messaging, application, and software. Then, the learning process joint two or more mediums, like texts-picture, texts-graphics, texts-charts, and others. After the teachers explained about the material, they should give their students an assignment which implements digital multimodal composing. Students could choose their own media to express their ideas.

According Susanti et al., (2022), they observed students' English skills through digital video for young learner. The teacher first conducted a synchronous mode using Zoom meeting. In the Zoom meeting the teacher explained the material. The teacher also used Whatsapp Group to send the link of digital video. The students could practice reading aloud, guessing the meaning, listening and matching, also listening comprehension. After the students watched a short story, they were allowed to write a simple story based on their experience during holiday (Susanti et al., 2022). Susanti et al., used two kinds of digital media such as Zoom meeting and Whatsapp Group. Also, they were used a digital video as a learning material.

2. Teaching narrative text using wattpad application

There is an example of the use of digital media that improve students' writing skill on Wattpad. Many people especially students are familiar with this kind of digital media. Considering 75 percent of students are motivated to gain recount text writing skills, the usage of Wattpad as a media can boost students' learning motivation (Rukun, 2019). Students loved reading Wattpad, according to Anggitasari et al. and gave two responses: interpretive/reflective response and affective response. As a result, Wattpad is more accessible because it allows users to read short tales from anywhere. Wattpad can also help children learn books and improve their literacy. It can be inferred that literary works, such as short stories, assist students in focusing on the story's substance, storyline, and language elements. Wattpad can help kids learn about literature and improve their literacy skills by allowing them to read short stories (Anggitasari et al., 2020).

According to Ramadhanti et al., (2021) the teacher examined the students' understanding of narrative text reading comprehension in the first meeting. The teacher then demonstrated the Wattpad application, which can assist them in reading comprehension. The teacher explained how to use the Wattpad application to the students, guiding them through what narrative text is, the generic structure of narrative text, language aspects of narrative text, and a narrative text example. Wattpad application was employed by the teacher since it can help students improve their reading comprehension (Ramadhanti et al., 2021).

In the digital era, there are digital literacy and multiliteraces. Multiple kinds of literature constitute the combination of several literacies that link with a cultural and linguistic written and spoken language. They are created from pictures, expression, look, body pose, tone, writing, music, language, and so forth in situated setups. The picture, behavior, etc. are referred to as modes from the multimodal viewpoints as ordered collections of semi-organic sense resources. There are many models to apply multimodal. For example, in elementary school, teachers use songs to make students enjoy the learning process.

Some previous studies in other countries found that using multimodal helps to make students understand the topic. Jiang, Yu, & Zhao (2020) in their article concludes that using multimodal in China can provide young learners to enjoy the class, so students can understand the topic (Jiang, Yu, & Zhao, 2020). In Indonesia, many teachers are assigned multimodal composing. For example, improve students' reading comprehension using digital posters used online posters to combine text, photographs, videos, music, hyperlinks, and data files into one presentation (Ahmad, 2019). Students had to gain a deeper understanding of the material to recognize the text so that they realize the context in different media (text, photos, videos, music, hyperlinks, and data attachments) toward the digital poster, which is why digital posters are such a good choice for improving students' reading comprehension. Ferdiansyah has found that collaborative narrative writing and digital photography make students feel they enjoy following the learning process (Ferdiansyah, 2018).

"Narrative writing," according to Richards and Schmidt (2002:349) which quoted by Ramlah (2017), is a style of writing that "reports an event or tells a tale about what happened" (Ramlah, 2017). The purpose of a narrative text is to inform, entertain, and interest the reader. "Narrative writing recounts the events, actions, feelings, and situations that people in a culture go through." A narrative text is intended to tell a story, and inform or entertain the reader. It is characterized by the figure of a narrator who can appear through a character within the story and will be in the first or second person, or in the case of being an omnipresent narrator, the story will be in the third person. The author is the one who gives a style to the narrative text, which can be direct (when it reproduces literally and in quotation marks, what each character says), indirect (when the narrator presents or

describes what the characters say), or free (when direct and indirect styles merge).

The structure of a narrative text is composed of three parts:

The introduction: It is the presentation of the story that allows the reader to be placed in a specific context (in time and place), and in which the protagonists of the story are introduced.

The complication or knot: It is the most extensive part of the story where the details of the story, the characters, and the events that connect them are known.

The resolution: It is the closing of the story in which the questions that arose during the development of the story are revealed. It can be a tragic ending, happy or open to doubt with the possibility of continuing the story in later works.

Narrative texts are very diverse and each one has particular characteristics, but they are identified as narrative texts because they have the structure of the narrative in common. Some examples are the myth, the fable, the joke, the epic poem, the biography, the memory, the chronicle, the novel, the anecdote, the cartoon, the newspaper article, the tale, the report, and others.

Based on previous research, the use of a large sample is certainly possible for researchers because it is easy to take. On the other hand, from a previous study, using digital multimodal composing will be challenging for teachers because they need more preparation in a limited time to prepare for multimodal task performance. Due to the limitations of researchers, this paper is conducted with a focus on exploring how teaching writing narrative text using digital multimodal composing enhances language learning by vocational high school students in SMKN 10 Surabaya. Researchers only focus on implementing digital multimodal composing and students' experiences of using digital multimodal composing in writing classes for vocational high school. This research only focused on one media. The researcher used Wattpad as a digital multimodal composing to help students improve their writing skills.

However, some teachers apply multimodal composing, but many of them do not understand what kind it is. There are only a few studies of using digital multimodal composing in Indonesia for a specific material for higher education in the vocational school. Thus, more study is still needed. Therefore, teachers' understanding of the use of digital multimodal composing is also still lacking. This paper discussed the implementation of digital multimodal composing and students' perspectives when using digital multimodal composing in higher education. Furthermore, to advance our understanding of the definition of digital multimodal composing and implement digital multimodal composing in writing tasks,

therefore I aim to the following research question: However, is the implementation of digital multimodal composing in narrative text for the vocational high school students of English foreign learners?

This study supposes to:

Teachers, this study expectedly can be a valuable source of information about the improvement of EFL students writing skills using digital multimodal composing

Students, this study expectedly can be an inspiration to improve their learning achievement in writing skills using digital multimodal composing.

Based on a literature review from previous studies, the following research question was asked for the implementation of digital multimodal composing in writing the narrative text for vocational high school students of English foreign learners:

1. How are the the writing scores of students' short stories on Wattpad as a learning material?
2. How are the perspectives of students on Wattpad as a learning material?

METHOD

A qualitative analysis of the data gathered from observation and a semi-structured interview reveals that through investing in digital multimodal composing this teacher started to renegotiate herself as a composing guide, a peer mentor, and a change agent (Jiang, Yu, Zhao, et al., 2020). Research that the researcher wants to explore the implementation of digital multimodal composing in teaching narrative text for vocational high schools so that qualitative research would be conducted to find more information and definite results for the research (Smith, 2018).

This research would be conducted at vocational high schools, especially SMKN 10 Surabaya. The specific setting place for data collection was in one of the writing classes of the specific purpose. It could be implemented in any class because the use of digital multimodal composing was suitable for every major in vocational high school. However, this research only focused on teaching narrative text using digital multimodal composing for the accounting major, especially in X PKM 4 class. The reason researchers choose a vocational high school were because they had the most complicated writing that students must master in their learning curriculum.

The data was collected by observation and a semi-structured interview with EFL vocational high school students about the effectiveness of using digital multimodal composing in teaching narrative text. These data are used to answer the research questions which determine the role and the implementation of digital multimodal composing.

In this study, the researcher made observations by using digital multimodal composing in writing class at a vocational high school. The researcher observed students' writing skills when using digital multimodal composing. The teacher used Whatsapp Group to collaborate on the Wattpad application. The researcher analyzed the result of using digital multimodal composing which can improve students' writing skills or not. Then, the researcher chooses some students from each group and interviews them. The result of students' perspectives supported more information and definite results for the research. From that observation, researchers analyzed the role of digital multimodal composing to improve students' writing skills. However, observation and a semi-structured interview were conducted to find more information and definite results for the research.

The collected data from interviews were organized, analyzed, coded, and interpreted. The researcher first transcribed the interview data. Next, the data was organized and coded into same categories and codes. After that, the researcher analyzed both data to get the exact information. Last, the researcher interpreted the data in detail in explanation and description form regarding students' writing skills in narrative text throught digital multimodal composing (Wattpad) as a learning material.

RESULTS AND DISCUSSION

These are the results after the implementation of digital multimodal composing in the narrative class. The results are in the form of students' scores and perspectives after using the Wattpad application. From the results, the researcher can see how the students' narrative scores and how the students' opinions relate.

Scores of Students' Short Stories After Using Digital Multimodal Composing

After the final draft have been posted, the teacher assessed the students' short stories. There are six short stories in total, each from a different group. The teachers used a scoring rubric to evaluate the students' short stories. She adopted a scoring rubric from Humble ISD. The results of students' short stories:

Table 1. Students' Writing Rubric

SHORT STORY RUBRIC	Field in The Village of Rambutan Jatuh	Anne the haunted doll	Chasing the dream	Ray & Key	Narita's magic	Not all parents are noble
Engaging the Audience	3	2	3	3	2	3
Elements of a Short Story	4	3	4	4	3	2
Organization	3	3	4	4	2	3
Style and Fluency	3	2	4	3	3	2
Grammar, Editing, Revising, and Proofreading	4	3	1	2	2	3
Special Sentence Structures	3	2	3	3	2	2
Format	1	3	3	3	4	3
TOTAL	21	18	22	22	18	18
SCORE	86	81	88	88	81	81

From the table above, the researcher concluded that: there are four short stories in all, each with an engaging opening that helps the audience connect with the story and the author; three short stories that use careful detail and emotion to establish a situation, plot, point of view, setting, conflict, and resolution; two short stories that balance and unify all narrative elements required in an essay, as well as a very clear chronology of events; one short story has ideas that are clearly and effectively developed, writing that is fluent and polished with effective verbs, adjectives, and transitions, and a clear thesis; there is one short story that demonstrates mastery of the English language's rules, such as punctuation, spelling, and grammar; three short stories with dialogue that is partially effective and/or correctly punctuated, two different brushstrokes that are correctly written, highlighted, and labeled, and adequate 3rd person narrative; and there is one short story that meets all of the requirements, including one page, typed, Times New Roman font style, font size 12, double spacing, MLA heading, properly punctuated and capitalized title, and pages numbered (MLA format).

According to the table, students' short stories have a various of writing scores. The Field in the Village of Rambutan Jatuh short story has the 86 score. From the rubric above, The Field in the Village of Rambutan Jatuh was bad in the format of narrative text, but overall for the other aspects was good. Anne The Hauted Doll short story got the 81 score. Average the score was good including the format of narrative text, but the other aspecsts wasn't as good as The Field in The Village of Rambutan Jatuh story. The Anne the Haunted Doll's score as similar as Narita's Magic and Not All Parents are Noble. Furthermore, the best score of the format of narrative score was Narita's Magic. The best of the best score for short stories were Chasing the Dream and Ray & Key. Although their short stories have many grammar errors, so far the stories were

very interesting. Many students argued that Chasing the Dream and Ray & Key as similar as other short stories in the Wattpad application. However, all students were excited to write their own short stories and posted it in the Wattpad.

To create good writing, there are several aspects for the writer to pay close attention to. Meanwhile, if people wish to write well, they must first understand basic writing standards. First and foremost, it is considerate. It expresses the writer's desire to consider particular topics as a topic. It is also well-organized. It demonstrates the writer's ability to communicate their thoughts, select what is significant, and deliver it in the most logical order imaginable. It is efficient. It demonstrates that the author is aware of his target audience and that he respects their common expectations and demands. Finally, it's well-written. It demonstrates the author's reverence for language as well as his feeling of power, wealth, and variety. When people read it, they find it enjoyable.

From the results, it can be concluded that Wattpad which offers writers the ability to publish, advertise, and assist their work reach a large and diverse audience of over a million people was helped students' understanding through narrative text. It can be seen from the results that students were also understood about writing components and narrative components, so this study is matched with Brown (2000) as quoted by Annisa (2020), paying attention to the final result of writing based on criteria such as content, organization, vocabulary, grammar, and mechanical considerations such as spelling and punctuation is the composition to make good writing. The researcher concluded from the data that a lot of students understand how to engage an audience and how to establish a situation, plot, point of view, setting, conflict, and resolution. Most students also know how to organize the narrative elements, make the ideas clear, and use special sentence structures. However, the grammar and the format of students' narrative text still need more improvement

Students' Perspectives After Using Digital Multimodal Composing

According to the result of interview, most students enjoyed to learn writing using Wattpad, but some of them still feed difficulty in grammar and vocabularies. The questions that asked were students' difficulties in writing English, students' knowledge of the narrative text, and students' perspective on digital multimodal composing.

The first and second questions are about their opinion of learning English. there is one participant who feels that learning English is fun. She believes that studying English is a requirement, the participant considers it to be fun. Then, three of corresponds feel that learning English is

difficult, especially in the vocabulary aspect. When composing a text, the participants believe they have difficulty with a lack of vocabulary. Some of them feel that learning English is difficult because they must master grammar. The participant thinks that grammar is too complicated.

"I think learning English is a little challenging, but fun. It's fun because English is an international language. Nowadays, many teens are used English in their daily life, Nah if I can communicate using English, it means I also can understand what people are talking about when they're using English"

"It's a difficult miss if the material was confusing to me. For the written text itself, it's hard because I don't know some words in English"

"Yes miss, English is complicated because of the grammar"

The third question is about students' interest in narrative text. All students are interested in narrative text because narrative text amuses them.

"Narrative text amuses me because it can be read during my free time"

The fourth question concerns the students' perceptions of their English teacher. The majority of participants believe their English teacher is repetitive or bored, depending on their mood when studying English. Many correspondents also offered suggestions for making the learning process more pleasurable and interesting.

"Yes, it's boring. The schedule of the English class is at noon, so if there's only explain the material and there's no modification it'll make my friends get bored. It needs more modification like quizzes and others"

"honestly yes. The teacher teaches us monotonous. So to make the learning process more interesting it needs some games"

"Yes miss, it's boring because Ma'am Liliek only explains it using speaking. The way to make the learning process is not boring by explaining the material on the whiteboard and using mind mapping, it'll make the learning process more fun"

The fifth question concerns students' experiences with the Wattpad app. The majority of the students have used Wattpad before, but there are a few who haven't. Some of them prefer to read a textbook rather than a digital book, and the others said that Wattpad consumes too much storage.

"I like Wattpad and use it since I was in 6-grade elementary school. I seldom read short stories because I prefer to read long stories rather than short ones."

"I like it very much miss, but unfortunately all of the characters are just fiction, so it can't be mine and only in my imagination ☺ "

"In my opinion, the application is very helpful to fill my free time. when I have nothing to do I can read some stories in it, and I like it. Once, I read a story on Wattpad but only 2-3 parts because I borrow my friend's device because my device doesn't have enough storage ☹"

"I like reading a novel, but not on the Wattpad because I feel confused while reading it from Wattpad miss"

The sixth question is about students' understanding of narrative text after using the Wattpad application. All of the participants understand the material after using Wattpad.

"Yes miss, I understand"

"Yes miss, I quite understand about the material"

The seventh question is about students' opinions about the task. Some participants say that the quality of their short stories is determined by their groups. Then, the others found difficulties in grammar and vocabulary.

"I feel happy miss. For the assignment, making a short story, I think it's easy if the groups are cohesive. But if the groups not, it'll more challenging miss"

"Isn't difficult, only if all members of the group did the task together. But if only the captain who did the task, it'll difficult ☹"

"Quite difficult because I do not understand grammar so there're so many mistakes"

"The difficulty is when translating it into English miss. Because there are so many English which we don't know, so when we translate it using Google Translate it'll be messed up"

The last question is about students' opinions about the Wattpad application. All participants argue that Wattpad can improve students' writing skills and gain their motivation to learn English.

"I think Wattpad can improve our writing skills. Because of using Wattpad, we can try again and again to write something. And if we are interested in writing, we can learn more about it. Using Wattpad also gain my motivation to learn English, because of the assignment given, I realize that my English is still bad even though many of my friends said that my English is perfect."

From the result, it concluded that the use of Wattpad as a digital multimodal composing in narrative text made students understand the material, enjoy the class, able to acces other narrative in Wattpad, love reading short story, and gain the students' motivation, but students have difficulty in grammar and vocabularies while prodused their short stories. The finding has supported by some previous studies.

According to Jiang, Yu, & Zhao (2020), multimodal in China can provide young learners to enjoy the class, so students can understand the topic (Jiang, Yu, & Zhao, 2020). The results demonstrated that digital multimodal composition makes learning more enjoyable. This finding backed up earlier research and theory on the usage of digital multimodal composing for EFL students.

Jiang & Luk (2016) found that students were able to access learning opportunities that were not available in the national curriculum because of digital multimodal composing (Jiang & Luk, 2016). Therefore, teachers encourage students to read more stories on Wattpad to get ideas for their own short stories. Following students' opinions, their teacher's explanation of the content is boring, and they require any medium to make the learning process more enjoyable. Many students believe that their teacher requires additional media for the learning process to be more interesting.

Students loved reading Wattpad, according to Anggitasari et al., most students who have interviewed had experience in reading stories in Wattpad application. They also enjoy reading stories from Wattpad. On other hand, a few students prefer to read textbook rather than digital and the others feel that Wattpad consume much storage. After using Wattpad, all students understand the material. They can describe what narrative text is.

After explaining the content, the teacher handed the students an assignment. Students should write short stories on their own. Many students believe that the assignment is challenging but enjoyable. It should be tough if their groups do not work together to complete the task. Some students also believe grammar is tough and lack vocabulary, making the assignment difficult for them.

According to Rukun (2019) the usage of Wattpad as a media can boost students' learning motivation (Rukun, 2019). It can be seen from students answered who have been interviewed before. From the data above, all students argue that the Wattpad application can improve students' writing skills. Students can practice a lot by writing some stories and posting them on the Wattpad. Students also expand their ideas by reading some stories on Wattpad. These results also supported the previous theory that Wattpad can help students learn about literature and improve their literacy skills by allowing them to read short stories (Anggitasari et al., 2020).

According to the data above, the reason why students feel that English is difficult is that many students struggle with grammar and have a limited vocabulary. They also said that learn English writing was complicated because of the grammar.

CONCLUSION

Based on the result of the study, the students' writing scores were good and many students give positive responses after using Wattpad as digital multimodal composing. the teacher was able to explain the material better because of the Wattpad app. It is also quite beneficial to students in terms of comprehending the material. This result can be seen from students' perspectives after using the Wattpad application. According to students' perspective, many students argued their teacher's explanation of the content is boring, and they require any media to make the learning process more enjoyable. Many students believe that their teacher requires additional media for the learning process to be more interesting. Then, after using Wattpad as a digital media, they felt the learning process improved. They think that digital multimodal composition especially Wattpad made learning more enjoyable.

Despite Wattpad's ability to gain students' motivation to write, it cannot improve the students' grammar ability. Furthermore, for the students' understanding of how to write a short story, how to engage the audience, what the elements of the story are, how to organize the story, and what the format of narrative text is, many students are good at it. Wattpad, according to the research, plays a role in it. It can be concluded that many students have read some of Wattpad's stories. However, many students have gained knowledge of the narrative text as a result of the application.

Although most students who have interviewed had experience in reading stories in Wattpad application and enjoyed reading stories from Wattpad, there are a few students who prefer to read textbooks rather than digital and the others feel that Wattpad consumes much storage.

Based on the data, the researcher makes several suggestions for improving digital multimodal applications in the future. Since grammar is a vital component of writing, it cannot be ignored. The researcher suggests that teachers use other optional media to increase students' abilities to structure and express themselves in writing. It is also possible to use other media before students begin writing on Wattpad. Though, Wattpad can gain students' understanding through the material. When teachers need to use any digital multimodal composing, they should prepare it comprehensively. It'll be messed up if there is less preparation.

The teachers should find digital multimodal composing suitable for their students. Due to the variety of students, teachers need an approach before choosing any digital media, because it should suit students' needs and students' knowledge. Some students can quickly understand the material while others do not. Furthermore, it was very helpful for students to understand the material if the teacher chose a suitable media.

The researcher hopes this research could be very helpful for teachers to increase their knowledge about any digital multimodal composing or digital media to make the learning process more interesting. It also helps teachers to define what digital multimodal composing is. Then, the use of the Wattpad application as one additional digital multimodal composing can gives an option for teachers to adopt the application. Also, teachers consider using Wattpad, because it can increase students' motivation to write.

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