Volume 4 Number 2 (2026)
July-December 2026
Page: 2550-2557

EDUJAVARE: International Journal of Educational Research
ISSN: 3031-2884
https://edujavare.com/index.php/edujavare
DOI: 10.70610/edujavare.2309

Improving Drama Script Writing Skills Using The Wattpad Application Among Grade Xi Accounting Students At Smk Siti Banun

Annim Hasibuan[1], James Marudut[2], Maimunah Ritonga[3], Amron Zarkasih Ritonga[4], Ayu Andini[5], Wita Ferwati[6]

[1],[3],[4],[5] Universitas Islam Labuhan Batu, Indonesia
[2] STKIP Usman Safri Kutacane, Indonesia
[6] Universitas Al Washliyah Labuhanbatu, Indonesia
Email : annimhasibuan@gmail.com; jamesmarudut@gmail.com; Maimunahritonga89@gmail.com; amronzarkasih@gmail.com; andiniayu972@gmail.com; witaferwati@gmail.com

Article history Submitted: 2026/11/10; Revised: 2026/11/24; Accepted: 2026/11/28

Abstract

This study examines the use of the Wattpad application to support Grade XI Accounting students' drama-script writing at SMK Siti Banun. Drama-script writing requires students to develop themes, plots, characters, settings, conflicts, dialogue, and stage directions in a coherent form. The study employed a qualitative descriptive approach. The data consisted of students' drama-script texts and supporting information obtained through observation and an interview with an Indonesian language teacher. Data were collected by reading and documenting the students' texts and were analyzed through data reduction, data presentation, and conclusion drawing. The findings indicate that Wattpad can provide an accessible digital space for students to publish and share their writing, receive comments and ratings, and revise their scripts. These interactive features may support collaboration, creativity, writing practice, and wider dissemination of students' work. The study also identifies challenges, including uneven quality of reader feedback and pressure to follow popular trends. Overall, Wattpad offers potential as a supporting medium for drama-script writing, provided that its use is guided by clear learning objectives and teacher facilitation.

Keywords Drama script writing; Digital literacy; Writing skills; Wattpad

© **202x by the authors**. This is an open-access publication under the terms and conditions of the Creative Commons Attribution 4.0 International (CC BY SA) license, https://creativecommons.org/licenses/by-sa/4.0/).

INTRODUCTION

Indonesian language learning develops students' ability to understand and communicate ideas through spoken and written texts. One of the competencies addressed in this learning process is writing drama scripts. This activity requires more

than the ability to compose sentences; students must also create a meaningful theme, organize a coherent plot, develop characters, establish settings, construct conflicts, and communicate ideas through effective dialogue. The quality of a drama script can therefore be assessed through the relevance of its theme to the content, the accuracy of the setting, the coherence of the plot and conflict, the characterization, and the appropriateness of language.

Writing is a skill that develops through repeated practice rather than emerging automatically. It requires accuracy, coherence, logical organization, and connections between sentences and paragraphs. Drama writing presents additional challenges because the story is primarily conveyed through dialogue and actions intended for performance. Writers need to ensure that each character has a clear background, motivation, and purpose, while the dialogue reveals emotions, thoughts, relationships, and the development of the conflict.

The development of information and communication technology has expanded opportunities for literacy activities. Wattpad is a digital platform that enables users to write, read, publish, and share stories online. Its features allow writers to upload works in chapters, receive comments and votes, interact with readers, and revise their writing. The platform also provides access to a wider writing community in which users can exchange ideas and experiences. These characteristics make Wattpad a potential supporting medium for learning to write drama scripts.

In drama writing, a story generally develops through an introduction to the characters and setting, the emergence and escalation of conflict, and the resolution of the problem. The script also requires a recognizable format, including character names, dialogue, and stage directions describing movement or expression. These elements help actors and directors understand how the written story may be represented on stage.

An interview-based observation at SMK Siti Banun Sigambal with the Indonesian language teacher, Surmawati Sinaga, S.Pd., indicated that classroom instruction had continued to rely on lecture-based methods. This situation suggests the need for learning media that can encourage students to participate actively and practice writing. Accordingly, this study discusses the use of Wattpad in supporting drama-script writing among Grade XI Accounting students at SMK Siti Banun.

The study focuses on the potential contribution of Wattpad to students' writing activities, particularly in relation to access to writing resources, interaction and feedback, creativity, writing-skill development, and the dissemination of drama scripts. It also considers limitations that may arise when students use a public digital

platform as part of a learning process.

METHODS

This study used a qualitative approach with a descriptive method. The research focused on drama-script writing activities involving Grade XI students of the Accounting program at SMK Siti Banun. The primary data were students' drama-script texts, while secondary data consisted of books, scholarly journal articles, and other materials relevant to the topic. The source article also reports an observation-based interview with the Indonesian language teacher, Surmawati Sinaga, S.Pd., concerning the learning process.

Data collection was conducted by reading the students' written texts and recording relevant findings. The analysis followed three stages: data reduction, data presentation, and conclusion drawing. In examining the scripts, attention was directed to the elements identified in the source article, including the relationship between theme and content, setting, plot and conflict, characterization, and language use. The study is descriptive; the source article does not provide numerical pre-test and post-test scores or a statistical comparison.

RESULTS AND DISCUSSION

Results

The source article reports that students produced drama scripts through the learning activities and that the resulting work was considered encouraging. It expresses the expectation that students will continue to develop their ability to write scripts in accordance with Indonesian language and literature learning standards. However, the article does not provide individual student scores, the number of participants, or a numerical measure of improvement. The findings are therefore presented descriptively rather than as a quantified effect.

First, Wattpad increases opportunities for access and collaboration. Students and writers can share their work and receive responses from readers or other writers. Comments and ratings can help writers identify aspects of a script that may need revision. Feedback may be particularly useful when developing characters and organizing the plot, although its value depends on how specific and constructive the comments are.

Second, Wattpad can provide space for creative exploration. The variety of genres and the presence of a writing community allow users to experiment with different ideas and combine contemporary and traditional elements. The digital environment may also make students feel less restricted by conventional writing formats and encourage them to express their ideas.

Third, continued writing and interaction may support the development of writing skills. By sharing work and responding to readers, writers can practice organizing stories, developing characters, and refining dialogue. Regular publication may also encourage writing discipline and greater attention to plot structure.

Fourth, Wattpad facilitates the distribution of drama scripts to a broader audience. A work published online can be accessed by readers beyond the immediate classroom. The source article notes that readers may suggest adapting scripts into performances or other multimedia projects, although it does not provide specific documented examples or counts of such adaptations.

The findings also indicate challenges. The popularity of particular genres or styles may create pressure to follow current trends, potentially limiting a writer's original ideas. In addition, feedback quality varies: some readers provide detailed and constructive suggestions, while others leave general comments that offer little direction for revision. These limitations indicate that students need guidance in evaluating feedback and maintaining their own creative intentions.

Discussion

The use of Wattpad represents a shift from an exclusively individual writing process toward a more interactive and collaborative activity. Rather than completing a script without an audience response, writers can publish drafts and receive reactions while the work is being developed. For students, this process can make writing more purposeful because their texts are read and responded to by others. Teacher guidance remains important to ensure that comments are assessed in relation to learning objectives and the elements of drama-script writing.

Readers can function as an initial audience by responding to the clarity of the plot, the credibility of the characters, and the effectiveness of dialogue. Such responses may help writers recognize parts of a script that are confusing or less engaging. However, comments and votes should not be treated as the sole measure of literary quality. Students should distinguish between personal preferences and feedback that offers clear reasons for improving the script.

As a digital literary platform, Wattpad can broaden the circulation of student writing and provide opportunities to engage with digital literacy practices. Students learn not only to compose a text but also to publish it, communicate with readers, and make decisions about revisions in an online environment. These activities can connect language learning with technologies that are familiar to many students.

In educational practice, Wattpad may serve as a supporting medium rather than a replacement for structured instruction. Teachers can establish writing stages, provide

criteria for evaluating scripts, guide peer feedback, and ensure that students understand the conventions of drama. Such guidance can help students benefit from the platform while avoiding excessive dependence on popularity trends or uncritical acceptance of reader comments.

CONCLUSION

The study indicates that Wattpad offers potential as a digital medium for supporting drama-script writing among Grade XI Accounting students at SMK Siti Banun. Its publication, comment, voting, and community features can provide opportunities for sharing work, receiving feedback, developing creativity, practicing writing, and reaching a wider readership. These opportunities are relevant to the development of drama scripts, which require coherent plots, clear characterization, effective dialogue, and appropriate stage directions.

The use of Wattpad also presents challenges, particularly the uneven quality of reader feedback and the possibility that writers may feel pressured to follow popular trends. Therefore, the platform should be integrated with teacher guidance and clear assessment criteria. Students need to use feedback selectively while maintaining originality and the intended message of their work. Future research could employ more detailed classroom observations, student interviews, and measurable assessments of script quality to examine changes in students' writing performance more systematically.

REFERENCES

Adam, I., Walker, T. R., Bezerra, J. C., & Clayton, A. (2020). Policies to reduce single-use plastic marine pollution in West Africa. *Marine Policy*, *116*, 103928.

Agdal, R., Midtgård, I. H., & Meidell, V. (2019). Can asset-based community development with children and youth enhance the level of participation in health promotion projects? A qualitative meta-synthesis. *International Journal of Environmental Research and Public Health*, *16*(19), 3778.

Fanjoy, M., & Bragg, B. (2019). Embracing complexity: Co-creation with retired immigrant women. *Gateways: International Journal of Community Research and Engagement*, *12*(1), ID-6342.

Fitriawan, F., Rohmatulloh, D. M., Asfahani, A., & Ulfa, R. A. (2020). Pemberdayaan Ekonomi Pemuda Melalui Budidaya Jamur Tiram di Dusun Sidowayah, Kecamatan Jambon, Kabupaten Ponorogo. *Amalee: Indonesian Journal of Community Research and Engagement*, *1*(1), 47–58.

García, I. (2020). Asset-based community development (ABCD): Core principles. In *Research handbook on community development*. Edward Elgar Publishing.

Genon, J., Mabunay, J., Opsima, J., Zamora, R., Repaso, J., & Sasan, J. M. V. (2022). Solutions and Strategies to Reduce Damaging Impact of Single-Use Plastic Bag in Toledo City. *Amalee: Indonesian Journal of Community Research and Engagement*, *3*(1), 59–70.

Gislason, M. K., Kennedy, A. M., & Witham, S. M. (2021). The interplay between social and ecological determinants of mental health for children and youth in the climate crisis. *International Journal of Environmental Research and Public Health*, *18*(9), 4573.

Hanifah, U., Alawiyah, P., & Agustin, A. (2020). Pengembangan Ekonomi Masyarakat Melalui Program Diversifikasi Olahan Makanan Berbahan Dasar Jagung di Desa Mategal Kecamatan Parang Kabupaten Magetan. *Engagement: Jurnal Pengabdian Kepada Masyarakat*, *4*(2), 363–375.

Hasanudin, C., Fitrinaingsih, A., Rosyida, F., & Noeruddin, A. (2021). Pelatihan Menulis Artikel untuk Jurnal Nasional Terakreditasi dan Mengirim Melalui Open Journal System (OJS). *Indonesian Journal Of Community Service*, *1*(3), 549–555.

Marchlewska, M., Cichocka, A., Łozowski, F., Górska, P., & Winiewski, M. (2019). In search of an imaginary enemy: Catholic collective narcissism and the endorsement of gender conspiracy beliefs. *The Journal of Social Psychology*, *159*(6), 766--779.

Nawawi, M., Ali, A., Irawan, B., Ahmad, B., Mukramin, S., Marsuki, N. R., Umanailo, M. C. B., & Kaya, I. R. G. (2020). The village kalesang program as a poverty alleviation community. *International Journal of Scientific and Technology Research*, *9*(3), 3103–3107.

Nugroho, L., & Hidayah, N. (2020). E-commerce to improve homemaker productivity (women entrepreneur empowerment at Meruya Utara, Kembangan district, West Jakarta, Indonesia). *Amalee: Indonesian Journal of Community Research and Engagement*, *1*(01), 13–24.

Otto, E., & Dunens, E. (2021). Imparting the Skills Employers Seek: Community-Engaged Learning as Career Preparation. *Journal of Community Engagement and Higher Education*, *13*(1), 39–56.

Rizki, S. N., & Wahdah, N. (2022). Training of the Art Reading Al Qur'an of Sidomulyo Community at Tumbang Tahai Village. *International Journal of Community Engagement Payungi*, *2*(1), 43–50.

Solina, E., Rahmawati, N., & Igiasi, T. S. (2022). Children's Rights In Public Spaces: Study Of Laman Boenda Park In Tanjungpinang City. *Amalee: Indonesian Journal of Community Research and Engagement*, *3*(2), 467–477.

Village, U. W., Walker, S. E., Bruyere, B. L., Grady, M., McHenry, A., Frickman, C., &

Davis, W. (2020). Taking stories: The ethics of cross-cultural community conservation research in Samburu, Kenya. *Gateways: International Journal of Community Research and Engagement*, *13*(1), 1–18.

Wibowo, B. A., & Darsono, D. (2022). Community-Based Tourism Design to Develop a Historical Tourism Village in Yogyakarta. *Amalee: Indonesian Journal of Community Research and Engagement*, *3*(1), 123–138.

Mawardi, A. B. (2018). Komodifikasi sastra cyber Wattpad pada penerbit indie. Sabda, 13(1).

Sari, D. P. (2017). Pengembangan menulis kreatif melalui Wattpad. ABA BSI.

Syaharani, N., & Mahadian, A. B. (2017). Perilaku menulis fanfiction oleh penggemar KPOP di Wattpad. Jurnal Komunikasi Global, 6(2).

Wattpad. (n.d.). All about Wattpad: Sejarah Wattpad. https://www.wattpad.com/273388340-all-about-wattpad-sejarahwattpad

Arikunto, S. (2014). Prosedur penelitian: Suatu pendekatan praktik. Rineka Cipta.

Axelrod, R. B., & Cooper, C. R. (1956). Guide to writing. St. Martin's Press.

Bridges, C. W. (1984). Writing: Discovering form and meaning.

Dalman. (2013). Keterampilan membaca. Rajagrafindo Persada.

Emzir. (2017). Metodologi penelitian pendidikan: Kuantitatif dan kualitatif. Rajawali Press.

Yani, D. A., Nadya, N. L., & Amalia, F. N. (2025). Penulisan naskah drama menggunakan aplikasi Wattpad pada mahasiswa. Diksatrasia: Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia, 9(2), 264–289. https://doi.org/10.25157/diksatrasia.v9i2.18758

Handayani, A. Y., Idris, M., & Marwil, A. N. (2024). Peningkatan kemampuan menulis naskah drama menggunakan media Wattpad melalui model pembelajaran kooperatif tipe Jigsaw pada siswa kelas XI MIPA 4 di UPT SMA Negeri 12 Bone. Jurnal Ilmiah.

Humaira, P., & Syamsuyurnita, S. (2024). Pengaruh media pembelajaran berbasis aplikasi Wattpad terhadap keterampilan menulis teks naskah drama pada siswa kelas XI SMA Negeri 1 Hamparan Perak T.A. 2022/2023. Jurnal Pendidikan Tambusai, 8(1), 1841–1851. https://doi.org/10.31004/jptam.v8i1.12660

Sitio, C. E., & Sisilia, N. (2024). Pengaruh penggunaan aplikasi Wattpad terhadap kemampuan menulis naskah drama pada siswa kelas IX di SMP Riyadlul Mubtadiin. E-Jurnal Pendidikan Mutiara, 8(2).

Hevryka, H., Sirait, J., & Tambunan, M. A. (2023). Pengaruh aplikasi Wattpad terhadap kemampuan menulis naskah drama siswa kelas VIII SMP Negeri 3 Pematang Siantar. Innovative: Journal of Social Science Research, 3(2), 7376–7391.

Olang, Y., Suryadi, T., Meo, F. I., & Ignasius, I. (2023). Peningkatan kemampuan menulis naskah drama dengan menggunakan media cerita rakyat pada siswa kelas XI IPS SMA Negeri 2 Sekadau Hulu. Jurnal Kansasi: Jurnal Pendidikan Bahasa Indonesia dan Sastra Indonesia, 8(2), 151–161.

Sari, A. P. (2022). Penerapan media pembelajaran berbasis aplikasi Wattpad untuk meningkatkan keterampilan menulis naskah drama peserta didik kelas VIII SMP Negeri 2 Sembawa [Undergraduate thesis, Universitas Muhammadiyah Palembang].

Yanasari, T. L., & Sari, R. K. (2022). Kemampuan menulis naskah drama dengan menggunakan aplikasi Wattpad pada siswa kelas VIII SMP Negeri 1 Tarakan. Prosiding Seminar Nasional Salingdidik, 9.

Simbolon, H., Resmi, R., Nasution, T., & Marini, N. (2022). Model pembelajaran berbasis proyek dengan penggunaan aplikasi Noveltoon terhadap kemampuan menulis naskah drama. Jurnal Komunitas Bahasa, 10(2), 74–77.

Wulansari, N., & Sumardi, A. (2020). Pengaruh penggunaan aplikasi Wattpad terhadap kemampuan menulis naskah drama. Prosiding SAMASTA: Seminar Nasional Bahasa dan Sastra Indonesia, 103–109.

Isnaini. (2016). Peningkatan keterampilan menulis naskah drama dengan strategi buku bergambar minim kata siswa kelas XI IPA 2 SMA Negeri 1 Imogiri, Bantul [Undergraduate thesis, Universitas Negeri Yogyakarta].