



## Implementing Wattpad-Based Pentigraph Writing in Indonesian Language Education: An Empirical Evidence

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### Abstract

This study aims to describe the implementation of pentigraph writing instruction using the Wattpad platform. The method employed is qualitative with a case study approach. The data sources include images, words, phrases, and Wattpad accounts of students. The data were collected from 28 students in the fourth semester of the Indonesian Language and Literature Education program during the 2024–2025 academic year (even semester). This research was conducted at PGRI University Madiun (UNIPMA). Data sources in this study were obtained through observation, interviews, and documentation. Data collection techniques in this study included observation, which involves observing a target object and recording its condition; interviews, which are conversations between the informant and the interviewer aimed at obtaining information; and documentation, which involves collecting data from documents. Documentation consists of collecting data from documents. The coding process in this study involved labeling or coding parts of the data derived from the students' pentigraf works. The results of this study indicate that the strategy of learning to write pentigraf using Wattpad media among students majoring in Indonesian Language and Literature has several benefits, including: students can create independently according to their ideas; encouraging students to think creatively and innovatively in developing a complete story within the limitation of only three paragraphs; training students to develop their creativity by describing their surroundings; increasing interest in reading and writing; enhancing appreciation for digital written works; supporting creative writing learning; and building a virtual creative writing community (pentigraf).

**Keywords:** Writing skills; Pentigraf; Wattpad media; Digital written works

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## INTRODUCTION

Writing is one of the language skills that students must master. However, writing remains a major problem in creative writing learning activities. Many fields of study are related to writing skills. Writing skills can facilitate communication without having to meet face to face (Ana, 2022). Writing skills are skills that involve cognitive abilities in the form of ideas obtained from systematic and coherent word arrangements (Huber, 2020). Therefore, students must be proficient and disseminate their knowledge through writing (Hermawan, 2023). Students are not only required to have the ability to develop and organize ideas (Guo, 2022). Furthermore, writing skills are essential for students in completing assignments and improving competitiveness (Suratni, 2025).

Students have difficulty finding ideas and literature that are relevant to the topic of their writing. Based on interviews with students at PGRI University Madiun, writing is one of the most difficult subjects in their studies. These difficulties include how to develop ideas into sentences and paragraphs, as well as low motivation due to the conventional methods used to learn writing. Widhiyanto (2024) states that theoretically, students can understand writing theory, but in practice, writing is not an easy task.

Writing skills are part of Indonesian language and literature education, and in practice, various obstacles are still encountered, including those stemming from internal and external factors. Ambarwati (2023) reveals that internal factors are caused by insufficient writing skills, such as feeling unable to write or lacking confidence, which prevents students from daring to write. External factors include conditions and situations that make writing impossible, such as limited time and a lack of writing culture. Furthermore, Wardiani (2021) reveals that writing skills are a creative activity and involve a thought process that occurs in the brain.

Writing is a creative process that is useful for conveying ideas with the aim of informing, persuading, and entertaining. Wulandari (2025) explains that writing skills are one of the basic competencies that are important in learning Indonesian. Writing is not only a means of conveying ideas in writing but also trains critical, systematic, and creative thinking skills. As Aeni (2018) argues, ideas or concepts can be manifested in the form of compositions derived from knowledge and experience. Therefore, writing skills require a development process that includes experience, opportunity, and practice. The obstacle encountered by students is the lack of media used as a platform. Furthermore, Yuhafliza (2023) explains that writing is an activity of expressing ideas and thoughts in written language with the aim of informing others.

The development of information and communication technology has had a significant impact on various aspects, including literacy. Technology can encourage the communication process during activities and encourage students to express their ideas and thoughts (Berliani, 2025). Along with technological developments, writing skills have also become a challenge in themselves. The media used in writing has changed from paper to digital writing media. Another term for this is the paperless movement or the movement to reduce paper (Meilita, 2023).

Wedani (2025) mentions that one of the most popular digital platforms today is Wattpad, which provides an alternative for literacy because it offers an interactive and participatory reading experience. Wattpad provides a space for the community, especially the younger generation, to actively participate in the process of creating and appreciating written works.

Writing in the digital age no longer requires paper, pens, or pencils. Now, writing can be done using mobile devices. In this study, the researcher focuses on the Wattpad app as a tool for digital writing. The emergence of the Wattpad app has become a medium for reading and writing stories. Wattpad allows readers and writers to access writings for free, anywhere, and anytime. Wattpad was launched in 2006 and is headquartered in Toronto, Canada. Wattpad has over 500 million users spread across various countries.

The Wattpad app is a website and app that can be used to read and write stories and can be viewed by people from all over the world. Silitonga (2023) states that the Wattpad app can increase awareness of writing in the modern era and provide solutions for those who have difficulty in word composition, determining interesting titles, composing interesting conflicts, determining plots, and using punctuation marks. Therefore, Wattpad can be effectively utilized to improve writing skills.

The skill of writing pentigraphs (three-paragraph short stories) taught in lectures often relies on conventional methods. Students are less active and tend to find the learning process boring, resulting in less engaging works. The pentigraf created still uses

monotonous language, and the development of ideas lacks variety. This can be seen from the alignment of the short story's content with the theme, the topics developed, and the vocabulary, which students have not paid attention to.

Based on the above facts, the author, as a lecturer teaching creative writing, took the initiative to introduce the Wattpad application as a means for students to publish their writing. This application can be used in learning how to write pentigraphs. Fourth-semester students in the Indonesian Language and Literature Education program at UNIPMA for the 2024–2025 academic year (even semester) already have Wattpad accounts, each submitting their writings and publishing them for others to read.

Based on the above discussion, the author believes that the theme of pentagraph with a focus on environmental literacy is very worthy of research. In addition, this theme can also provide insight for the development of writing skills among fourth-semester students of the Indonesian Language and Literature Education program at UNIPMA in the 2024–2025 academic year, through digital publication media. Therefore, the research question in this study is: How can pentigraph instruction using the Wattpad application be implemented among UNIPMA students? The primary objective of this educational innovation is to develop an innovative teaching approach that enhances students' paragraph writing skills through Wattpad. The novelty of this research lies in the use of Wattpad, an online platform, as the medium for writing pentagraphs.

## **METHOD**

### **Research Design**

This study employed a qualitative research method with a case study approach. The case study design was chosen because it enables an in-depth exploration of a specific phenomenon in its real-life context, focusing on a single case to generate rich descriptive data and nuanced interpretations (Saldana, 2011). In this research, the case under investigation is the use of Wattpad as a digital platform to enhance the writing skills of university students. Following Waruwu's (2024) explanation, qualitative research emphasizes descriptive data derived from observation, interviews, and documentation, which together form a holistic picture of the research subject. This design is particularly relevant for understanding the ways in which students engage with creative writing tasks through digital media and how this engagement shapes their skill development.

### **Participants**

The participants in this study were fourth-semester students enrolled in the Indonesian Language and Literature Education program at Universitas PGRI Madiun (UNIPMA) during the 2024–2025 academic year in the even semester. A total of 28 students participated in the research by producing written works in the form of free-themed pentagraphs. These works were submitted weekly during three scheduled lectures. Out of the total participants, eight students produced pentagraphs with a focus on environmental issues, which became the primary data for deeper analysis.

### **Instruments and Data Collection**

The instruments used in this research consisted of observation guidelines, interview protocols, and documentation records. Observation was conducted to examine the students' writing activities and outputs, specifically their pentagraphs uploaded to Wattpad. The observation process included classifying students' works by theme, with special attention given to environmental themes. Interviews were carried out to explore the students' intentions, motivations, and perspectives regarding their writing, particularly those who wrote about natural environment issues. Documentation provided additional data in the form of Wattpad links to the students' uploaded works, which served as both evidence of their writing practices and a resource for textual analysis. These combined

techniques ensured triangulation of data, allowing for greater validity and reliability in capturing the complexity of the case.

### Data Analysis

The data were analyzed using a qualitative descriptive technique, which emphasizes the interpretation of verbal, written, and behavioral data to reveal patterns and meanings. The analysis began with organizing the collected data from observations, interviews, and documentation. Students' pentagraphs were examined thematically to identify recurring motifs, particularly the representation of environmental issues. Interview transcripts were coded to highlight students' intentions and reflections on their writing process. Documentation in the form of Wattpad links was cross-checked with the observed works to ensure accuracy and completeness. The data were then synthesized to construct arguments about how Wattpad serves as a medium to support and enhance students' writing skills, with particular attention to the role of environmental themes in shaping their creativity and critical awareness.

## RESULTS AND DISCUSSION

### Results

Wattpad is a useful application in learning to write pentigraphs, including: increasing students' interest in learning to write pentigraphs, increasing students' creativity in learning to make covers that are relevant to the pentigraphs they have created, and increasing students' critical thinking skills regarding the natural environment around them. When utilizing Wattpad in pentigraph writing instruction, students are more active in expressing their ideas in the form of pentigraphs with themes related to the natural environment around their homes. Therefore, the pentigraphs created reflect the realities they encounter in their daily lives. The following data is derived from students' writings on Wattpad with themes related to the natural environment around their homes.

Table 1. Student Pentigraph Works with Themes from the Surrounding Natural Environment

No. Data	The Title of Pentigraph	Author's name
1	<i>Jingga Di Ujung Asap</i> (Orange at the End of the Smoke)	Monica A.H.
2	<i>Selimut Asap di Ufuk Senyap</i> (A Blanket of Smoke on the Silent Horizon)	Felina I.
3	<i>Jejak di Hutan Hijau</i> (Footprints in the Green Forest)	Widyasari
4	<i>Suara Hutan Yang Hilang</i> (The Lost Voice of the Forest)	Nailum M.
5	<i>Antara Banjir Dan Kail</i> (Between Floods and Fishing Hooks)	Dinar S.
6	<i>Tak Bisakah Persawahan itu Jadi Perumahan?</i> (Can't the rice fields be turned into housing?)	Khoironi
7	<i>Jembatan roboh, Harapan bangkit</i> (Bridge collapsed, Hope rises)	Erlita
8	<i>Thai Tea Topping Sampah</i> (Thai Tea Topping Trash)	Abela P.B



**Data 1**

Link : <https://www.wattpad.com/1543523497-jingga-di-ujung-asap-jingga>

The data above is a pentigraph that tells a story about nature. In the story, there is a character named Jingga whose father often burns trash, causing air pollution. Not only that, but burning trash also causes an unpleasant smell. At the end of the story, the pentigraph presents an alternative solution offered by Jingga and her father, which is to turn trash into compost and plant it in the ground.

**Data 2**

Link: <https://www.wattpad.com/1543540409-selimut-asap-di-ufuk-senyap>

The data above is a pentigraph that tells the story of Cika, a little girl who lives with her mother in a small village but is affected by haze caused by palm oil forest fires. As a result, her mother experiences shortness of breath but does not want to be treated at the hospital because she cannot afford it.

**Data 3**

Link: <https://www.wattpad.com/1542109861-jejak-di-hutan-hijau>

The above data is a pentigraph that tells the story of an adventure exploring the forest. In this adventure, the forest is described as lush, filled with the sounds of birds chirping. In addition, there is also a description of a beautiful small river, still clean, with clear water and wild flowers blooming around it.

**Data 4**

Link: <https://www.wattpad.com/1543623405-suara-hutan-yang-hilang-melodi-dan-hutan>

The data above is a pentigraph containing information about the flood that hit the residential area (Ponorogo). Danar recounts how heavy rain flooded the area, submerging the city. In the midst of the flood that submerged his city, Pak Bondan, Danar's neighbor, was fishing in the ditch while keeping watch because many residents were littering in the ditch.

**Data 5**

Link: <https://www.wattpad.com/1542189546-antara-banjir-dan-kail>

The data above is a pentigraph that shows how the forest, which was originally lush and cool, has now become hot and arid. This is due to illegal logging. The loss of forest has disrupted the water cycle, causing a drastic decline in water sources. Illegal logging has also resulted in a reduction in biodiversity and increased the risk of flooding and landslides.

**Data 6**

Link: <https://www.wattpad.com/1543523045-tak-bisa-kah-sawah-itu-jadi-perumahan-tak-bisakah>

The data above is a pentigraph that tells the story of the decline in rice fields due to their conversion into housing projects. The character Qodir in this pentigraf is portrayed as a wealthy individual who wants to buy all the rice fields in the village to develop them into residential plots. On the other hand, the rice fields that serve as the villagers' livelihood

are increasingly under threat of being purchased, including the rice field owned by a character named Hartono, who firmly refuses and dares to mock Qodir for always feeling inadequate.

### Data 7

Link: <https://www.wattpad.com/1543521447-jembatan-robok-harapan-bangkit-roboknya-jembatan>

The above data is a pentigraph containing information about a small village that was paralyzed because the main bridge collapsed due to heavy rain. There was a figure named Mrs. Rina, a trader who took the initiative to invite residents to rebuild the bridge themselves because government assistance never arrived, and instead there was mutual blame leading to chaos between residents and village officials.

### Data 8

Link: <https://www.wattpad.com/1543184698-thai-tea-tumpah-thai-tea-toping-sampah>

The data above is a pentigraph that tells the story of Kirana, who suffered misfortune due to flooding and trash being washed away into the river. This pentigraph highlights the low level of awareness among the community regarding proper waste disposal, leading to unavoidable flooding during heavy rains. Additionally, the community's awareness of maintaining cleanliness in their surroundings remains very low. Everyone is preoccupied with their own affairs and forgets that the habit of disposing of waste improperly and other bad habits will ultimately harm themselves and everyone around them.

### Discussion

The implementation of pentigraph writing through Wattpad among fourth-semester students of Indonesian Language and Literature Education at Universitas PGRI Madiun demonstrates significant potential for improving creative writing skills. The pentigraph, which limits expression to three concise paragraphs, forces students to engage in structured storytelling by presenting characters, conflicts, and resolutions in a compressed format. This constraint cultivates creativity because it demands both precision and cohesion, pushing learners to select only the most essential details. As noted by Agustina and Hidayat (2023) as well as Widiasmara (2023), mastering narrative frameworks requires practice in balancing clarity with creativity, and pentigraph writing provides a productive arena for such training. In this way, the practice not only enhances students' technical writing skills but also strengthens their ability to think critically about narrative form.

Wattpad as a digital platform adds another dimension to this learning activity. Its interactive features enable students to upload, share, and receive immediate feedback on their works. According to Helda and Thohirah (2024) and Sinaga et al. (2024), such digital platforms challenge learners to refine vocabulary choices and experiment with sentence structures in ways that traditional classroom exercises often fail to achieve. At the same time, Wattpad's real-time feedback and wide audience base motivate students to pay attention to accuracy and creativity simultaneously. Harisuddin (2019) underscores that motivation plays a pivotal role in creative learning outcomes, and this has been confirmed in studies by Zubaidi et al. (2023), who found that digital platforms increase learners' engagement and confidence. Permatasari et al. (2020) and Rachmah et al. (2025) further note that online writing communities stimulate persistence by providing social reinforcement, which in turn enhances students' willingness to revise and improve. These findings reinforce the idea that Wattpad does not merely function as a repository of texts

but as a dynamic space that nurtures motivation, which is essential for cultivating creativity.

An additional strength of Wattpad lies in its ability to improve students' summarizing and comprehension skills. The requirement to condense narratives into pentigraph form compels learners to distill broader ideas into compact but meaningful expressions. As Jusmaya (2020) and Haj and Kurniasih (2024) explain, this process develops the cognitive ability to prioritize key information while maintaining narrative coherence. Compared with traditional essay assignments, pentigraph writing offers a unique challenge because it relies on brevity as much as clarity. The interactivity of Wattpad enhances this skill-building process by providing a dialogic space in which students can gauge how readers interpret their concise messages. Ayub et al. (2023) and Göçen (2019) emphasize that such dialogic engagement enriches learning by fostering a feedback loop where students reflect on audience responses and refine their writing accordingly. This resonates with Bold (2016) and Kurt et al. (2025), who highlight feedback mechanisms as a central factor in developing writing proficiency in digital platforms. In this sense, Wattpad operates not only as a learning tool but also as an experimental ground for cultivating brevity, coherence, and audience awareness simultaneously.

The integration of Wattpad into classroom practice also highlights the link between digital engagement and creative literacy. Zubaidi et al. (2023) argue that technology-supported learning environments are particularly effective in encouraging motivation-driven literacy practices. In this study, students who uploaded pentigraphs to Wattpad not only became more active in creative writing but also developed a greater appreciation for narrative construction. These findings align with earlier research by Widiasmara (2023), who noted that interactive storytelling platforms encourage deeper involvement in literacy activities than conventional paper-based assignments. The collaborative and motivational aspects of Wattpad thus become essential in enhancing students' creativity, showing that digital literacy tools can be successfully adapted for academic purposes without losing their engaging qualities.

Beyond enhancing writing skills, Wattpad significantly contributes to increasing students' overall literacy engagement. Its wide collection of stories in diverse genres allows learners to encounter a range of literary forms, which stimulates both reading and writing interests. Anggitasari et al. (2020) emphasize that exposure to varied narrative structures strengthens students' literacy foundations by expanding their stylistic repertoire. When students consume contemporary works on Wattpad, they develop an appreciation for diverse writing styles and cultural perspectives. This exposure complements their creative exercises by broadening their understanding of genre conventions and audience expectations. Compared with earlier classroom-centered methods, Wattpad provides a living archive of narratives where students learn through immersion as much as through production. Sinaga et al. (2024) note that this dual function of Wattpad—as both a reading source and a writing platform—creates a holistic literacy experience.

The platform also nurtures creativity by offering a space for experimentation. Unlike formal assignments that may impose rigid evaluation criteria, Wattpad provides a relatively open environment in which students can test different narrative voices, character developments, and stylistic choices. According to Widiasmara (2023), this flexibility is essential for cultivating originality because it reduces fear of failure and encourages risk-taking in writing. When compared to traditional classroom methods, Wattpad better accommodates the trial-and-error process crucial for artistic development. Students learn to explore unconventional plots or creative ideas that might otherwise be stifled in more formal settings. In doing so, they build self-efficacy as writers, which strengthens their long-term confidence in creative expression.

Another distinctive feature of Wattpad is the sense of community it fosters. Unlike isolated assignments, Wattpad connects learners with peers and readers through comments and direct interactions. Chen et al. (2021) emphasize that social learning environments significantly shape literacy outcomes by enabling collaboration, critique, and mutual encouragement. In this study, students experienced how peer responses to their pentigraphs enhanced their writing identity and confidence. This mirrors findings in collaborative writing research, where community-based evaluation strengthens students' ability to assess their own work critically. The participatory culture of Wattpad therefore provides not only individual motivation but also a collective literacy ecosystem where knowledge is co-constructed. This community element, often absent in traditional classrooms, plays a crucial role in motivating sustained engagement and growth.

Comparing these findings with earlier studies reveals important implications. While previous research on digital writing platforms has highlighted their motivational and collaborative potential, the focus on pentigraph writing adds a novel perspective. Unlike longer narrative tasks examined in studies such as those by Bold (2016) and Permatasari et al. (2020), pentigraph writing emphasizes conciseness, forcing learners to develop summarization and synthesis skills alongside creativity. This shows that Wattpad can serve different pedagogical purposes depending on how tasks are designed. Furthermore, while studies by Harisuddin (2019) and Zubaidi et al. (2023) emphasize motivation as a determinant of creativity, this research demonstrates how motivation intersects with structural constraints of the pentigraph format to yield unique outcomes. In other words, the study contributes new insights by showing that creativity is not only supported by motivation and community but also shaped by the textual form students are asked to master.

Taken together, the integration of pentigraph writing with Wattpad creates a multidimensional learning environment that enhances creative writing, fosters literacy engagement, and builds supportive communities of practice. The results support earlier claims about the importance of motivation and collaboration in literacy development but extend them by emphasizing the role of narrative brevity and digital interactivity. By combining the creative challenge of pentigraphs with the participatory features of Wattpad, students acquire not only technical proficiency in writing but also confidence, critical awareness, and a deeper appreciation of literature. These findings illustrate the potential of digital platforms to reshape creative writing pedagogy in higher education, offering an adaptable model for integrating technology into literacy learning.

## CONCLUSION

The findings of this study demonstrate that implementing pentigraph writing through Wattpad provides substantial pedagogical benefits for students of Indonesian Language and Literature Education. The structured three-paragraph format trains students to focus on conciseness, clarity, and narrative cohesion while encouraging creativity in developing characters, conflicts, and resolutions. Integrating this format with Wattpad's digital features further motivates students to write by offering an engaging platform that supports immediate publication and audience feedback. This synergy of creative constraints and digital interactivity fosters critical thinking, enhances writing skills, and strengthens literacy engagement. In addition, the use of environmental themes in student works reflects not only the growth of creative writing skills but also a heightened awareness of social and ecological issues, thus broadening the educational impact of this approach.

The study concludes that Wattpad-based pentigraph writing represents an effective innovation in higher education writing pedagogy. Beyond improving technical writing skills, the practice nurtures student motivation, builds confidence, and develops a sense of



community through peer interaction and shared feedback. These outcomes align with prior studies on digital platforms and literacy development but also contribute new insights by emphasizing the role of concise writing formats in shaping creativity. Consequently, Wattpad can be positioned not only as a literacy tool but also as a medium for cultivating collaboration, reflective thinking, and digital authorship skills that are relevant in contemporary education. Future studies may expand this research by comparing digital and non-digital approaches, thereby refining strategies for integrating technology into creative writing instruction.

## RECOMMENDATION

For future research, it is recommended to conduct comparative research with non-digital media. This can be used to compare which method is more appropriate in teaching pentigraph writing.

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