

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter reviews key literature on the influence of digital platforms, particularly Wattpad, on students' motivation in writing recount texts. It covers writing skills, the role of motivation in the writing process, and the integration of technology in education. The chapter also introduces the Technology Acceptance Model (TAM) as the theoretical framework, focusing on how perceived ease of use and usefulness influence students' motivation and engagement. This review provides the foundation for exploring Wattpad's impact on writing motivation.

#### **A. Writing Skills**

Writing skills encompass a broad set of abilities and competencies that enable individuals to effectively communicate ideas, emotions, and narratives through written language. Writing is an activity of giving birth and expressing ideas, feelings, experiences, and thoughts through the media in the form of writing (Zulkarnaini, 2014). Writing skills are crucial in educational activities as they enhance communication abilities, enabling students to express ideas, foster comprehension, and develop critical thinking through written language. These skills include proficiency in grammar, vocabulary, punctuation, syntax, and spelling, which ensure clarity and coherence in written expression. Additionally, writing skills involve the ability to craft compelling and engaging narratives, develop characters, create vivid descriptions, and construct well-organized and coherent arguments or explanations.

Writing skills also encompass critical thinking, creativity, and the capacity to tailor communication to different audiences and purposes. Research by Peter and Singaravelu (2020) found that students who have a desire to improve the positive side of their brain cells because it improves memory, creativity and imagination. Sinaga and Feranie (2017) also argued that writing helps students memorize and encourages critical thinking skills, self-reflection on mastery of concepts, and communication. Additionally, writing requires the ability to coordinate good language use and complex thinking. Overall, strong writing skills are essential for success in academic, professional, and personal contexts, as they facilitate effective communication and expression of ideas.

Writing is a complex task; therefore, writing skills are not acquired quickly and require regular and continuous practice (Graham et al., 2019). Theories in writing are certainly very important to teach. However, practicing those theories is equally important. One effective way to practice writing is through the use of recount texts. Recount texts, which involve retelling past events, provide a practical application for writing theories. By engaging in recount writing, students can regularly practice organizing their thoughts chronologically, detailing specific experiences, and using reflective storytelling, all of which help solidify their understanding and mastery of writing concepts. In this context, this research aims to explore how digital platforms such as Wattpad can support students' writing practice and enhance their motivation, particularly in writing recount texts a genre that is often overlooked in writing instruction.

## **B. Recount Text**

In developing robust writing skills, one effective method is through the practice of various types of writing. Among these, recount texts stand out as a particularly valuable exercise. Recount texts, which involve retelling past events, provide an excellent opportunity for students to hone their writing abilities by organizing thoughts chronologically, detailing specific experiences, and engaging in reflective storytelling. This practice not only enhances their narrative skills but also reinforces their overall proficiency in grammar, vocabulary, and coherence. By integrating recount text writing into their learning activities, students can apply their writing skills in a structured yet creative way, thereby improving their ability to communicate effectively across different contexts.

Recount text is a type of text in English that is written to retells past events. Anderson and Anderson (2003) argue that a recount text is a piece of text which retells past events, it is usually in the order which something that happened. A recount text is a form of narrative writing that recounts events or experiences, usually in chronological order. Recount text tells an experience, event, and incident that took place in the past, for example, the experience of meeting idols. vacation experiences, biographies of a person and historical events (Mawarni, 2023). Its purpose is to inform or entertain the reader by retelling past events or experiences. It often includes details such as who was

involved, what happened, where and when it took place, and how events unfolded. Recount texts commonly feature a clear introduction, body paragraphs describing the sequence of events, and a conclusion that may reflect on the significance of the experience or offer a lesson learned. They are commonly found in autobiographies, diaries, historical accounts, and personal narratives. To fully understand the concept of recount text, it is essential to examine its generic structure and the language features which provides a clear framework for organizing the narrative. The following are the structure, the language features, and the students' difficulties of writing recount text:

### **1. The Generic Structure of Recount Text**

Understanding the concept of recount text is the first step, but it's equally important to explore its structure to grasp how these texts are organized. According to Council (2008), as cited in Husna and Multazim (2009), the generic structure of a recount text comprises three key parts: Orientation, Events, and Reorientation. Firstly, the orientation serves to provide the reader with the essential background information needed to comprehend the text. This section sets the stage for the narrative by introducing the reader to the context and setting of the events that will unfold. It typically includes details about who was involved, where the events took place, and when they occurred. By offering this foundational information, the Orientation ensures that readers can fully understand and appreciate the subsequent events of the recount.

Next, the Events section presents the happenings in a sequential, chronological order. This part of the text is where the main action occurs, detailing the series of events that make up the narrative. Often, additional information is interwoven to enrich the reader's understanding and to create a vivid and engaging account. The chronological arrangement of events helps to maintain a logical flow and clarity, allowing the reader to follow the progression of the story easily.

Finally, the Reorientation concludes the recount. In this final paragraph, the writer may include their personal reflections or comments about the events described. This section serves to wrap up the narrative, often providing a sense of closure or summarizing the overall significance of the events.

Personal comments or statements in the Reorientation can offer insights into the writer's thoughts and feelings, adding depth to the recount and enabling readers to connect more personally with the narrative.

Besides understanding the structures of recount texts, it is also important to delve into the language features within them. These language features work together to create a lively and engaging narrative, ensuring clarity and coherence in recounting past events. By understanding and effectively utilizing these language features, students can enhance the quality and impact of their writing, thus mastering the art of composing recount texts.

## **2. The Language Features of Recount Text**

Having examined the structure of recount text, it's essential to delve into its language features. Pradini (2010), as cited in Wagiyo (2018), outlined several key language features that characterize recount texts, ensuring they effectively convey past events in a coherent and engaging manner. Firstly, specific participants are a hallmark of recount texts. Rather than referring to general or vague entities, the characters involved in the narrative are distinctly identified. This specificity helps to create a vivid and relatable story. Examples include particular people or groups such as "my family," "my brother," "Tyna," or notable figures like "Mr. President." By naming specific participants, the recount text becomes more concrete and personal, allowing readers to connect more deeply with the story.

Secondly, chronological connectives play a crucial role in structuring recount texts. These connectives, such as "when," "then," "next," and "after that," are employed to link the sequence of events systematically. Their use ensures that the narrative flows logically from one event to the next, making it easier for readers to follow and understand the progression of the story. These temporal markers are essential for maintaining clarity and coherence in recount writing.

Linking verbs, such as "was" and "were," are another important feature. These verbs are used to establish connections between the subject and additional information about the subject, often describing states of being

or conditions. They help to create a smooth transition between sentences and ideas, contributing to the overall cohesiveness of the text.

Additionally, action verbs are frequently used in recount texts to describe observable actions. These verbs bring dynamism to the narrative by detailing specific activities that the characters undertook. Examples of action verbs include "ran," "drove," "cut," and many others. The use of action verbs is crucial for depicting the events vividly, allowing readers to visualize the actions and scenes described.

The simple past tense is predominantly used in recount texts to narrate events that have already occurred. This tense is appropriate for recounts as it situates the actions firmly in the past, providing a clear temporal context. Sentences like "I went to Jakarta," "we did not know," and "I was very happy" exemplify the use of the simple past tense to relay past experiences accurately and effectively.

Lastly, adjectives are employed to add descriptive detail to nouns, enhancing the richness of the narrative. Adjectives help to paint a more detailed and colorful picture of the scenes and characters within the recount. For instance, phrases such as "wonderful place," "satisfying experience," and "green clothes" use adjectives to provide more information and to evoke sensory and emotional responses from readers. These descriptive elements are vital for creating an engaging and immersive recount. In writing recount texts, these language features are crucial to be considered to minimize the difficulties encountered by students. Therefore, exploring how platforms like Wattpad can facilitate students' use of these language features in recount writing may help enhance their writing motivation and performance, especially when integrated into meaningful digital learning experiences.

### **3. Students' Difficulties in Writing Recount Text**

The aspects of structure and language features of recount texts are crucial in writing recount texts. However, there are still several difficulties faced by students in writing recount texts. Sari (2017) research that writing recount texts poses several challenges for students, as evidenced by research findings highlighting recurring issues with capitalization, punctuation, explicitness,

and organization. Capitalization, as a fundamental aspect of written language, remains a persistent stumbling block. Many students struggle to apply capital letters correctly, whether at the beginning of sentences or for proper nouns like names and places. This inconsistency not only reflects a lack of attention to detail but also undermines the clarity and professionalism of their writing. Addressing this challenge requires targeted instruction emphasizing the importance of proper capitalization and providing ample opportunities for practice and reinforcement.

Similarly, punctuation presents an ongoing hurdle for students in their writing endeavors. Despite its crucial role in conveying meaning and structuring sentences, students frequently overlook or misapply punctuation marks such as periods, commas, question marks, colons, and semicolons. This neglect not only impairs readability but also disrupts the coherence and flow of their narratives. Educators must prioritize instruction on punctuation rules and conventions, offering students strategies for effectively using punctuation to enhance clarity and coherence in their recount texts.

Moreover, students often grapple with explicitness and clarity in their writing, struggling to develop ideas effectively and communicate them clearly. This deficiency results in recount texts that are vague or fuzzy, lacking the depth and precision necessary to engage readers. To address this challenge, educators can focus on scaffolding writing instruction, guiding students through the process of generating and refining ideas, and providing feedback to help clarify and strengthen their narratives.

Furthermore, poor organization and illogical sequencing present significant obstacles for students in crafting coherent recount texts. Heong et al. (2013) states that “the difficulty of students in writing is in generating their ideas”. Many students struggle to maintain a logical progression of ideas and events, leading to narratives that are disjointed or disorganized. This lack of coherence not only impedes comprehension but also diminishes the impact of their writing. To support students in overcoming this challenge, educators can teach strategies for structuring recount texts effectively, such as outlining, storyboarding, or using graphic organizers to map out key events and their relationships.

While spelling and grammatical errors may be less prevalent, they still warrant attention as they can detract from the overall professionalism and credibility of the recount text. Providing students with opportunities for spelling and grammar practice, along with feedback and guidance on error correction, can help mitigate these issues and ensure that their writing meets the standards expected in recount texts.

Addressing the challenges students face in writing recount texts requires a multifaceted approach that encompasses instruction, practice, feedback, and support. By targeting key areas such as capitalization, punctuation, explicitness, and organization, educators can empower students to develop the skills necessary to produce clear, coherent, and effective recount texts. Considering these challenges, this research investigates how the use of Wattpad as a digital writing platform may assist students in improving their recount writing skills and increasing their motivation through engaging and practical writing experiences.

### **C. Students' Motivation in Language Learning**

Motivation plays a crucial role in the language learning process as it determines the level of effort, persistence, and engagement put into acquiring and using a foreign language. Gardner (1985), as cited in Alizadeh (2016), argue that motivation in language learning is a combination of effort, desire to achieve the goal of learning the language, and a positive attitude toward the learning process. In the Socio-Educational Model of Second Language Acquisition, Gardner (1985) emphasizes that motivation is not merely a drive to achieve a specific goal but also involves an individual's attitude toward the language being learned and the willingness to exert effort to master it. Gardner (1985) classifies motivation into two primary types: integrative motivation and instrumental motivation.

#### **1. Integrative Motivation**

Integrative motivation in second language learning is characterized by a learner's desire to learn a language in order to integrate with the target language community and culture (Gardner, 1985; Gardner, 2001). Gardner (1985) explains that learners with integrative motivation typically show a deeper personal interest in the language and its associated culture, which fosters sustained effort and longterm

persistence. This form of motivation involves not only learning the linguistic system but also embracing the values, traditions, and social behaviors of native speakers (Alizadeh, 2016).

A major component of integrative motivation is integrative orientation, which describes the genuine interest learners have toward becoming part of the target community. Learners with high integrative orientation often participate in activities such as consuming media in the target language or building friendships with native speakers (Liu, 2007). Additionally, attitude toward the learning situation, which includes perceptions of teachers, teaching methods, and the classroom environment, strongly influences integrative motivation (Gardner, 1985). Positive learning experiences enhance motivation, while negative environments may hinder it. Other important aspects include interest in foreign languages and desire to learn the language, reflecting a general enthusiasm for language learning and a strong personal commitment to acquiring language skills. Motivational intensity, or the amount of effort and persistence put into learning, is also crucial (Gardner, 2001).

To operationalize students' motivation in this study, five core aspects are adopted from Gardner's socio-educational model and Attitude/Motivation Test Battery (AMTB): integrative orientation, attitude toward the learning situation, interest in foreign languages, desire to learn the language, and motivational intensity. While Gardner (1985, 2004) does not explicitly label them as "five aspects," these variables consistently appear in his model as the main components for assessing second language motivation. This categorization is further supported by empirical studies that have simplified the AMTB constructs into similar dimensions for practical research applications (e.g., Masgoret & Gardner, 2003; Dörnyei, 2005).

Recent studies have reaffirmed the importance of integrative motivation. For example, Yu and Downing (2012) found that among international students studying in China, those with higher levels of integrative motivation demonstrated better socio-cultural and academic adaptation compared to those driven mainly by instrumental goals. Moreover, integrative motivation was shown to be the only significant predictor of academic adaptation in their study, underlining its critical role beyond language proficiency alone. Additionally, MacIntyre and Gardner

(1991) showed that learners with integrative motivation were more likely to persist in language learning over time, contributing to better language proficiency outcomes. Similarly, Clément, Dörnyei, and Noels (1994) emphasized the role of integrative motivation in facilitating both linguistic and cultural integration for immigrant language learners. The aspects of integrative motivation discussed above are summarized in Table 1.

*Table 1. Aspects of Integrative Motivation*

<b>No.</b>	<b>Aspect</b>	<b>Description</b>
1	Integrative Orientation	The learner's desire to interact with and become part of the target language community.
2	Attitude toward Learning Situation	The learner's perception of the teacher, teaching method, classroom environment, and materials.
3	Interest in Foreign Languages	A general interest in learning foreign languages beyond just academic requirements.
4	Desire to Learn the Language	A strong personal interest and intrinsic desire to master the language.
5	Motivational Intensity	The amount of effort and persistence the learner demonstrates in learning the target language.

In the context of this research, understanding integrative motivation is essential to identify whether students' desire to connect with the broader Englishspeaking community contributes to their motivation in writing recount texts using Wattpad.

## **2. Instrumental Motivation**

In contrast to integrative motivation, instrumental motivation refers to learning a language for practical, utilitarian purposes such as achieving academic success, securing a job, or meeting immigration requirements (Gardner, 1985; Noels et al., 2000). Learners with instrumental motivation view the language as a tool to achieve specific goals rather than as a means for cultural integration (Kikuchi & Sakai, 2009).

Key aspects of instrumental motivation include academic achievement, where students learn a language to perform well in exams and assignments, and career advancement, where proficiency is seen as essential for professional growth. Economic and social mobility also plays a role, with students motivated by the potential for better economic opportunities through language proficiency (Dörnyei, 1994). Requirement fulfillment and examination and certification motivations further push learners to acquire language skills for tangible rewards (Noels et al., 2000).

Similar to the approach taken for integrative motivation, this study adopts Gardner’s (1985) detailed aspect-based model to classify instrumental motivation.

This is preferred over Yu and Downing’s (2012) approach, where instrumental motivation was treated as a general, unified category. By using Gardner's breakdown, this research can offer a deeper analysis of how specific practical goals drive students' motivation to write, particularly when using platforms like Wattpad.

Research by Yu and Downing (2012) revealed that Asian international students studying in China tended to show higher levels of instrumental motivation compared to their non-Asian counterparts. However, their findings also suggested that while instrumental motivation supported students’ initial engagement, it was less predictive of successful socio-cultural and academic adaptation than integrative motivation. This suggests that although instrumental goals are effective drivers, they may not sustain long-term language learning success. The key aspects of instrumental motivation are presented in Table 2.

*Table 2. Aspects of Instrumental Motivation*

<b>No.</b>	<b>Aspect</b>	<b>Description</b>
1	Academic Achievement	Learning the language to succeed in academic tasks and obtain high grades.
2	Career Advancement	Language learning is aimed at gaining professional or occupational benefits.
3	Economic and Social Mobility	Language proficiency is pursued to improve economic status or gain social opportunities.

4	Requirement Fulfillment	Learning the language due to institutional, academic, or immigration requirements.
5	Examination and Certification	Motivation is driven by the goal of passing standardized language proficiency tests.

In this research, these aspects will be examined to determine how students' practical goals shape their motivation to write recount texts using Wattpad as a digital learning tool.

#### **D. Students' Motivation in Writing**

Writing is one of the most cognitively demanding skills in language learning, requiring not only grammatical and lexical proficiency but also the ability to organize ideas, express thoughts clearly, and revise effectively. Motivation plays a significant role in students' engagement with the writing process, influencing their effort, persistence, and writing quality (Bruning & Horn, 2000; Papi & Abdollahzadeh, 2012).

Gardner (1985) classifies language learning motivation into two major types integrative and instrumental which also apply in the context of writing. These types of motivation guide how students navigate the different stages of the writing process: brainstorming, drafting, revising, and editing. To gain deeper insight, this research adopts the five-aspect model derived from Gardner's framework. To gain a clearer understanding of these motivational types, the aspects associated with integrative and instrumental motivation are presented in the following sections.

##### **1. Integrative Motivation in Writing**

Integrative motivation in writing refers to learners' internal drive to express themselves meaningfully in the target language and to connect with its cultural context. Learners with high integrative motivation are usually more enthusiastic about writing tasks because they perceive them as opportunities for self-expression and intercultural engagement (Noels et al., 2000).

In the brainstorming phase, students may draw on personal experiences or cultural stories, particularly when using interactive platforms such as Wattpad. This engagement fosters creativity and deepens emotional investment in writing. During drafting, their emphasis is on sharing meaningful messages rather than avoiding

mistakes. In the revising stage, they tend to be open to feedback, especially from online readers, as part of a broader desire to connect with an audience. Finally, in editing, they focus not only on correctness but also on stylistic features that enhance authenticity and cultural relevance. The aspects of integrative motivation discussed in this section are based on the same dimensions previously described under students' motivation in language learning, which follow Gardner's (1985) Attitude/Motivation Test Battery (AMTB). To further illustrate the dimensions of integrative motivation in writing, Table 1 presents its key aspects and descriptions.

*Table 1*  
*Aspects of Integrative Motivation in Writing*

<b>Aspect</b>	<b>Description</b>
Integrative Orientation	Desire to connect with the language's cultural and social context
Attitude Toward Learning	Feelings toward the writing class, teacher, and activities
Interest in Foreign Language	Personal enthusiasm for using English, especially in writing
Desire to Learn the Language	Internal drive to improve language skills for selfexpression
Motivational Intensity	Actual effort and persistence in writing tasks

Previous study by Murray (2019) have shown that students who are integratively motivated are more likely to take creative risks, participate in peer feedback actively, and persist longer in independent writing activities. These learners view writing as a communicative tool rather than a task to fulfill requirements.

## **2. Instrumental Motivation in Writing**

Instrumental motivation in writing, on the other hand, is based on the desire to attain a specific practical outcome, such as high grades, academic recognition, or job qualifications. Students with instrumental motivation often see writing as a means to achieve external goals rather than personal expression (Oxford & Shearin, 1994).

At the brainstorming stage, these students focus on selecting topics that are likely to meet formal expectations. During drafting, they apply structured formats and formal academic style. In revising, they respond to teacher feedback aimed at improving logic, grammar, and organization. At the editing stage, their goal is to submit error-free work that aligns with rubrics or institutional guidelines. Meanwhile, Table 2 outlines the main components of instrumental motivation in the context of writing.

*Table 2*  
*Aspects of Instrumental Motivation in Writing*

<b>Aspect</b>	<b>Description</b>
Instrumental Orientation	Writing is practiced to succeed in academic tasks and achieve high grades.
Attitude Toward Learning	Writing skills are developed to gain professional or occupational advantages.
Practical Goals	Writing proficiency is pursued to improve economic prospects or social mobility.
External Expectation	Writing is done to fulfill institutional, academic, or administrative requirements.
Performance Effort	Motivation to write is driven by the need to pass standardized writing assessments or obtain certifications.

Research by Papi and Teimouri (2014) indicates that instrumentally motivated students tend to excel in technical accuracy and organization but may lack engagement with personal or creative writing tasks. Their effort is often regulated by performance goals and assessment criteria.

This research investigates how Wattpad, as a digital platform, influences both types of motivation in writing recount texts. The research applies the

Technology Acceptance Model (TAM) to explore students' perception of Wattpad's usefulness and ease of use in relation to their writing motivation. By doing so, the research connects theoretical foundations from Gardner (1985) and empirical insights from previous studies to understand how technology supports both integrative and instrumental motivations in writing practice.

## **E. Wattpad Application in Teaching Writing**

Motivation plays a crucial role in determining students' engagement and persistence in writing. When students feel unmotivated, they often struggle to generate ideas and develop their writing effectively. Writing is an essential skill in language learning, but many students struggle with generating ideas, structuring their texts, and maintaining motivation in writing activities. Traditional teaching methods often fail to engage students, making writing feel like an overwhelming and monotonous task. To address these challenges, digital platforms like Wattpad can be integrated into writing instruction to enhance student engagement and creativity.

Bello (2012), as cited in Yulandari and Paris (2023), states that Wattpad revolutionizes digital writing by providing an interactive and engaging space for writers to share their work and receive real-time feedback from readers. Unlike conventional classroom writing tasks, which are often limited to teacher evaluations, Wattpad enables students to write for a broader audience, receive encouragement, and improve their writing skills through constructive feedback. This approach transforms writing from a passive classroom activity into an interactive learning experience.

The integration of Wattpad in writing instruction offers several advantages that align with modern pedagogical strategies. One of the key benefits is its ability to encourage active engagement in writing. Wattpad fosters a student-centered learning approach, where learners actively participate in writing, sharing, and revising their texts. Bello (2012) highlights that students are more likely to engage in writing when they perceive it as a meaningful and rewarding process. Unlike traditional writing tasks, which often feel monotonous and disconnected from realworld applications, Wattpad provides students with a sense of purpose and audience, making the writing process more dynamic and engaging.

In addition to increasing engagement, Wattpad also provides a collaborative learning environment where students can interact with their peers. Unlike conventional writing assignments that primarily involve teacher feedback, Wattpad enables peer interaction, allowing students to read, comment, and provide constructive feedback on each other's work. By participating in this interactive space, students not only enhance their writing skills but also develop critical thinking and analytical abilities as they evaluate and respond to their peers' work.

Another significant advantage of Wattpad is its role in enhancing writing motivation through digital interaction. Motivation is a crucial factor in students' willingness to engage in the writing process, and Wattpad effectively boosts motivation by providing instant validation and feedback through likes, comments, and reader engagement. Yulandari and Paris (2023) state that students who write on Wattpad tend to be more confident and motivated to improve their writing because they receive direct audience interaction, which fosters a sense of achievement and personal growth. The ability to see real-time responses from readers creates a more rewarding and encouraging writing experience compared to traditional classroom-based assessments.

Furthermore, Wattpad supports the integration of technology into writing instruction, making learning more relevant to the digital age. Wattpad as a social learning platform that promotes both reading and writing development. The platform allows teachers to implement technology-based approaches that align with 21st-century learning objectives. By engaging with Wattpad, students not only improve their writing proficiency but also develop digital literacy skills, which are essential in modern education. The exposure to an online writing community encourages students to adapt to new modes of communication and self-expression, preparing them for future academic and professional writing tasks.

By combining elements of engagement, collaboration, motivation, and digital learning, Wattpad presents itself as an effective tool for enhancing writing instruction. Through meaningful interactions, students become more actively involved in the writing process, developing stronger writing skills and a greater appreciation for creative expression. The interactive features of Wattpad make it a powerful platform for transforming traditional writing instruction into a more engaging and technology-enhanced learning experience.

The integration of Wattpad in writing instruction aligns with this research, which examines students' perceptions of how Wattpad influences their motivation in writing recount texts. As Bello (2012) highlights, Wattpad creates an interactive and engaging environment that encourages students to write with enthusiasm, providing a real audience and immediate feedback that traditional methods often lack. Writing recount texts requires students to organize past events coherently, and the peer interaction and digital storytelling features of Wattpad can help sustain their motivation throughout the writing process (Yulandari and Paris, 2023).

Additionally, this study explores how students' perceived ease of use and usefulness of Wattpad, as explained in the Technology Acceptance Model (TAM), contribute to their willingness to adopt the platform for writing tasks. By understanding these perceptions, this research aims to provide insights into how Wattpad can enhance writing motivation and engagement in recount text composition.

## **F. Technology Acceptance Model (TAM) in Wattpad Usage**

As digital platforms like Wattpad continue to shape students' writing experiences, it is important to analyze the factors that influence their acceptance and engagement with such technology. The Technology Acceptance Model (TAM) provides a theoretical framework for understanding how students perceive and adopt Wattpad as a tool for writing. Davis (1989), as cited in Harsanto et al. (2023), explains that users' acceptance of technology is influenced by two key factors: Perceived Ease of Use (PEOU) and Perceived Usefulness (PU). If students find Wattpad easy to use and beneficial for their writing activities, they are more likely to engage with the platform and integrate it into their learning process.

Perceived Ease of Use (PEOU) refers to the degree to which a student believes that Wattpad is simple and effortless to navigate. Wattpad's intuitive interface, accessibility, and interactive features allow students to write, edit, and receive feedback easily, reducing the frustration that often accompanies traditional writing tasks. Meanwhile, Perceived Usefulness (PU) refers to students' belief that using Wattpad enhances their writing skills and motivation. As Bello (2012) states, Wattpad provides an engaging platform where students can publish their work, interact with readers, and improve their writing through real-time feedback, making writing more meaningful and rewarding.

In addition to these two primary factors, TAM also includes three additional constructs that influence students' acceptance of Wattpad: Attitude Toward Using (ATU), Behavioral Intention to Use (BI), and Actual Usage (AU). Attitude Toward Using (ATU) reflects students' positive or negative perceptions of Wattpad as a writing tool, which directly affects their willingness to use it. Behavioral Intention to Use (BI) measures students' likelihood of continuing to use Wattpad as part of their writing activities, while Actual Usage (AU) represents the extent to which students actively engage with Wattpad in practice. If students recognize the benefits

of Wattpad and feel comfortable using it, they are more likely to incorporate it into their regular writing habits.

By applying the Technology Acceptance Model (TAM), this research describes students' perceptions of using Wattpad in writing recount texts based on four main constructs: perceived usefulness, perceived ease of use, attitude toward use, and behavioral intention to use. This study employs a descriptive quantitative approach to examine how students perceive Wattpad as a writing platform and how it relates to their motivation in composing recount texts. In addition, Pearson correlation analysis is used to identify the tendency of relationships between the TAM aspects and students' motivation, without aiming to determine causality. Through this framework, the research provides a comprehensive overview of how Wattpad is accepted and perceived by students in the writing context, offering valuable insights for educators on the potential role of digital platforms in supporting students' engagement and motivation in writing.

### **G. Previous Studies**

Research on the integration of digital platforms in writing instruction has grown significantly in recent years. One of the most widely explored platforms is Wattpad, a community-based application that allows users to write and share stories online. Several previous studies have highlighted Wattpad's potential to enhance students' motivation in writing, particularly in terms of creative expression and emotional engagement. For example, Indriani (2020) in her study titled "*The Effectiveness of Using Wattpad as a Digital Platform to Enhance Students' Motivation in Writing*" found that Wattpad significantly improves students' writing motivation. Interactive features such as real-time comments and authentic reader engagement encourage students to write more confidently and creatively, as they feel their work is appreciated by others.

Ball (2018) also investigated the role of digital platforms in enhancing student writing engagement and concluded that Wattpad fosters a supportive writing environment through its social features. However, Ball noted that students primarily use Wattpad for entertainment and personal writing rather than for structured academic purposes. This finding is supported by Faiza and Mayekti (2022), who revealed that while students enjoy writing fiction on Wattpad, they do not perceive it as part of their academic learning due to its informal nature and lack of classroom

integration. Similarly, Rahmawati (2021) found that Wattpad encourages students to write more actively and creatively, especially because it provides freedom in language use and a space for self-expression without the pressure of academic formats.

In the context of students' perceptions of Wattpad, Utami (2023) discovered that most students hold positive views of the platform as a learning medium for English. Students reported that Wattpad helped enrich their vocabulary, structure their writing more effectively, and maintain motivation through interaction with readers and the opportunity to publish their work. Furthermore, Yuliani and Sari (2022) emphasized the importance of interactivity, accessibility, and audience presence in creating an engaging and inclusive digital learning experience.

Nevertheless, some limitations in using Wattpad as a formal learning tool have been identified. Sari (2022) pointed out that although students are motivated to use Wattpad for creative expression, they feel disconnected from academic goals because the platform is rarely used by teachers as part of writing assessments. The lack of teacher interaction, as also mentioned in this current study, supports the findings of Indriani et al. (2022), who stressed the significance of teacher guidance and formal feedback in maximizing the benefits of Wattpad for academic writing development.

Moreover, although both integrative and instrumental motivation levels were moderate in several studies, integrative motivation tended to be slightly higher. This aligns with Ramamuthie and Aziz (2022), who reported that Wattpad effectively builds students' confidence and creative motivation, yet its contribution to academic success is limited unless supported by teachers and embedded into the curriculum. They emphasized that digital platforms like Wattpad can only reach their full educational potential when teachers adopt appropriate pedagogical approaches. Without teacher involvement, ongoing feedback, and public validation, students' integrative motivation may remain untapped or decline over time. Similarly, Indriani et al. (2022) concluded that while Wattpad serves as a helpful medium to foster creativity and writing practice, its potential remains limited without formal guidance and curriculum alignment.

While these studies offer useful insights, few have integrated the Technology Acceptance Model (TAM) with motivation theory to explore how students' perceptions of a digital writing platform like Wattpad relate to their motivation in writing, particularly in the context of recount texts. This study aims to fill that gap by combining TAM (Davis, 1989) with Gardner's (1985) concepts of integrative and instrumental motivation. Additionally, this research applies Pearson correlation not to test causality, but to observe potential tendencies among the TAM variables (perceived usefulness, perceived ease of use, attitude toward use, and behavioral intention) and students' motivation in writing recount texts. This integrative and descriptive approach offers a more nuanced understanding compared to previous studies.

In contrast to the previous studies that mainly explored the general use of Wattpad to support writing activities or to increase students' motivation without focusing on specific text types or theoretical frameworks, the present study offers a more targeted and context-specific investigation. It focuses on students' perceptions of using Wattpad specifically in writing recount texts and how these perceptions relate to their integrative and instrumental motivation, based on Gardner's (1985) motivation theory. Moreover, this study adopts the Technology Acceptance Model (TAM), incorporating four key aspects Perceived Ease of Use, Perceived Usefulness, Attitude Toward Use, and Behavioral Intention to describe how students accept Wattpad as a writing platform. Although the research employs a descriptive quantitative method, it also includes Pearson correlation analysis to explore the tendencies of relationships between TAM aspects and motivation, without aiming to test causality. This approach enables a more comprehensive understanding of students' motivation and technology acceptance within the specific context of writing recount texts in the EFL classroom.