

The Utilization of Wattpad in Enhancing Students' Creative Writing Skills: A Social Constructivist Approach

Salsah Br Nainggolan^{1*}, Joice Stefanie Ginting², Rita Hartati³

^{1,3} Universitas Negeri Medan, Indonesia; email: salsanainggolan04@gmail.com

² Universitas Negeri Medan, Indonesia; email: stefanici296@gmail.com

*Corresponding author: salsanainggolan04@gmail.com ¹

Abstract: Creative writing plays an important role in developing students' imagination, self-expression, and language competence in the digital era. However, many learners still struggle with generating ideas, maintaining motivation, and gaining confidence in writing. This study aims to analyze how the use of Wattpad, viewed through the Social Constructivist framework, can enhance students' creative writing skills, motivation, and confidence. This research applies a qualitative descriptive approach supported by survey data from 30 high school students who actively use Wattpad. The results show that 95.7% of respondents have used Wattpad before, with most of them using it to read and learn from other writers. A total of 60.9% of respondents stated that reading other writers' works was the most helpful for improving their writing, while 17.4% highlighted peer comments and feedback as additional support. Despite its benefits, 43.5% of students mentioned difficulty in organizing ideas as their main challenge. Open-ended responses revealed that positive feedback and community interaction on Wattpad helped increase students' motivation and confidence in writing. The discussion emphasizes that the social interaction and feedback features of Wattpad foster collaborative learning, aligning with Vygotsky's concepts of scaffolding and the Zone of Proximal Development. These findings suggest that integrating Wattpad into writing instruction can effectively enhance students' creativity, critical thinking, and confidence in producing literary works.

Keywords: Creative Writing; Digital Learning; Peer Feedback; Social Constructivism; Wattpad.

1. Introduction

Writing skills represent a fundamental competence in communication and intellectual expression, serving as crucial tools for knowledge construction and social participation in the 21st century. In the current digital age, writing has evolved beyond traditional pen-and-paper exercises to encompass various digital platforms and multimedia formats. As Kruse et al. (2023) argue, technology has fundamentally transformed how we write, learn, and think, necessitating innovative approaches to literacy development that account for these digital transformations. Writing now functions not merely as a tool for conveying information but as a dynamic process for clarifying thoughts, constructing arguments, and engaging in complex academic and professional discourse across multiple media landscapes.

Creative writing, as a specialized form of written expression, occupies a unique position in literacy education by focusing on narrative development, character creation, and imaginative language use. Unlike technical or academic writing, creative writing aims to entertain, evoke emotion, and explore the human condition through storytelling. According to Burroway, Stuckey-French, and Stuckey-French (2019), creative writing constitutes a comprehensive process that progresses from initial conception to finished narrative, requiring writers to master essential elements including character development, setting establishment, and plot construction to create engaging stories. Through sustained practice, students not only refine their technical abilities but also cultivate their unique authorial voice, capacity for empathy, and deeper understanding of human experiences.

Digital technology, when examined through pedagogical frameworks, serves as a powerful mediator for enhancing the creative writing process. Contemporary digital platforms have evolved significantly beyond basic word processors, offering sophisticated interactive environments that support brainstorming, collaboration, and iterative feedback.

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Wattpad exemplifies this evolution, functioning simultaneously as a "literary network" and "creative learning tool" that connects writers with global audiences. The platform enables writers to practice their craft, discover inspiration, and receive constructive feedback while providing spaces for genre experimentation and professional development. Thus, Wattpad demonstrates how digital technology can transform writing from a solitary activity into a social, interactive, and audience-oriented experience.

The integration of Wattpad in educational settings illustrates how digital interaction directly fosters the development of students' narrative skills. This pedagogical approach typically involves students not only writing and publishing their work but also actively engaging with their peers' creations. Through providing and receiving feedback, leaving comments, and participating in reader-writer communities, students experience enhanced engagement, increased motivation, and significant gains in creativity and self-expression. Wattpad facilitates a paradigm shift where writing becomes an "interactive, meaningful process," with feedback emanating not solely from instructors but from authentic audiences of peers, thereby boosting confidence and motivation. Research indicates that peer feedback and story exploration serve as primary mechanisms driving writing skill improvement, positioning Wattpad's comment sections and interactive features as central elements in a pedagogical transformation where instant, collaborative feedback becomes integral to the writing-learning process.

Empirical investigations have consistently demonstrated Wattpad's effectiveness in writing education contexts. (1) Gustiani, Bunau, and Rahmani's (2024) pre-experimental study revealed Wattpad's strong positive impact on students' narrative writing abilities, documenting significant mean score increases from 71.5 to 88.3 with a substantial effect size of 2.28, particularly in implementing the narrative craft principles. (2) Rachmaha, Daulay, and Ramadhan (2025), employing qualitative phenomenological methodology, reported improvements in creativity, narrative technique, and motivation, while noting challenges including limited grammar support tools - findings that align with Kruse observations about the opportunities and limitations of digital writing technologies. (3) Ayub et al. (2020) examined Wattpad from Malaysian publishers' and writers' perspectives, highlighting its utility for practice, feedback reception, and talent discovery, demonstrating how the platform facilitates the kind of iterative writing process described in both Burroway writing guide and Kruse analysis of digital writing tools. (4) Sari, Harmayanthi, and Dwigustini's (2019) classroom action research demonstrated steady achievement improvements, progressing from 55% in Cycle I to 100% in Cycle III through Wattpad-integrated blended learning, showcasing the practical application of digital writing technologies in educational settings as discussed by Kruse. (5) Zubaidi and Maulidiah's (2023) quasi-experimental study showed that integrating Project-Based Learning with Wattpad significantly improved students' creative writing achievement, with notable gains in narrative structure, originality, and motivation. (6) Indriani et al.'s (2022) classroom study found that using Wattpad enhanced students' short story writing skills, particularly in plot development, characterization, and language expression through interactive peer feedback. (7) Sinaga et al.'s (2024) qualitative study revealed that Wattpad strengthened students' digital literacy and creativity, bridging reading, writing, and critical engagement in a participatory online environment. Collectively, these studies establish Wattpad as an effective tool for enhancing writing skills, motivation, and confidence, providing empirical validation for the writing pedagogy principles articulated by Burroway et al. (2019) while demonstrating the real-world application of digital writing technologies examined by Kruse et al. (2023).

Theoretically, this research anchors itself in Social Constructivism, rooted in Lev Vygotsky's seminal work. This theoretical framework posits learning as inherently social rather than solitary, with knowledge and skills constructed through interpersonal interaction. Within Wattpad's context, the platform functions as a social learning environment where students operate within their 'Zone of Proximal Development' (ZPD). Through interaction and peer feedback, students receive the "scaffolding" necessary to improve skills beyond their independent capabilities, spanning vocabulary development, plot organization, and writing mechanics. This collaborative interaction enhances not only technical abilities but also fosters motivation, confidence, and community belonging elements crucial for effective learning.

2. Review of Literature

The digital transformation of creative writing pedagogy has ushered in new paradigms for writing development, with social writing platforms like Wattpad emerging as significant educational ecosystems. This literature review systematically examines how Wattpad facilitates creative writing skill development through the theoretical framework of Social Constructivism, exploring the intricate ways in which digital platforms can enhance writing instruction through social learning principles. The review is structured around five interconnected Vygotskian concepts that collectively illuminate Wattpad's pedagogical dynamics:

Social Interaction as the Genesis of Learning

Social Interaction in Vygotsky's theory serves as the primary foundation for human cognitive development. This concept emphasizes that all higher mental functions, including analytical abilities, synthesis skills, and creative writing capabilities initially form through social interactions before being internalized as individual competencies. Effective learning occurs when individuals engage in dialogue, collaboration, and exchange of perspectives with others. In the context of creative writing, social interaction enables writers to develop narrative skills, characterization techniques, and plot development through engagement with readers and fellow writers. Example from Wattpad:

An author publishes a new chapter featuring a climax scene. Several readers provide constructive comments:

Reader A: "The main conflict is good, but the antagonist's motivation lacks depth. How about adding a flashback about their childhood trauma?"

Reader B: "The fight scene ends too quickly. Try extending it with more detailed movement descriptions and emotional tension."

The author responds: "Thank you for the input! I will revise by adding backstory for the antagonist and developing the fight scene with more action and emotional details."

In this context the interaction between the author and readers illustrates how collaborative dialogue directly contributes to creative growth. The readers' constructive comments function as external stimuli that guide the author to recognize narrative weaknesses, such as shallow motivation or insufficient emotional tension, and revise the story accordingly. This exchange transforms the writing process into an iterative cycle of feedback, reflection, and improvement, in which meaning and technique are co-constructed through social participation. Contextually, Wattpad transforms writing practice from a monological activity into a dialogical one, where the comment section serves as a collaborative learning space enabling global co-construction of knowledge between authors and readers, overcoming the limitations of traditional classrooms that only provide limited interaction. Theoretically, this interaction demonstrates how higher mental functions in writing develop through social discourse before being internalized as individual competency. Reader comments function as external speech that triggers cognitive restructuring in the author's creative process.

Zone of Proximal Development (ZPD): The Growth Space

Zone of Proximal Development (ZPD) is a fundamental concept in Vygotsky's theory that defines the distance between the actual developmental level (as demonstrated by independent problem-solving ability) and the potential developmental level (achieved through collaboration with peers or guidance from more competent individuals). ZPD is not merely a measure of ability but rather a dynamic zone where optimal learning occurs. In the context of creative writing, ZPD represents the gap between writing techniques already mastered by the author and more advanced techniques that can be learned through guided practice and constructive feedback. Example from Wattpad:

Initial Draft: "The beach scenery was beautiful."

Reader Comment: "Try using sensory details to make readers truly feel the beauty. Describe the water color, sound of waves, sea breeze scent, taste of salt in the air..."

Author Revision: "Waves chased each other washing over white sand, leaving foam like lace. The seawater shone turquoise green reflecting the afternoon sunlight. Sea breeze blew carrying the distinctive scent of salt and freedom."

In this context, the progression from the author's simple descriptive sentence to the enriched sensory revision clearly illustrates how ZPD functions in practice. The reader's suggestion acts as instructional scaffolding, prompting the writer to apply more advanced

descriptive techniques, such as imagery, sensory detail, and figurative language, that may have previously been beyond their independent ability. Through this collaborative exchange, the author bridges the gap between their current competence and potential growth, internalizing new stylistic and linguistic strategies that elevate the narrative quality. Contextually, Wattpad enables the identification and formation of multiple personalized ZPDs for each author based on their specific needs, with a continuous feedback system helping authors progress from current abilities toward potential development in various writing aspects like character development, plot structure, and descriptive writing. Theoretically, the initial draft represents the author's actual developmental level, while reader feedback identifies the ZPD in descriptive writing techniques, and the revision demonstrates successful traversal of ZPD through guided learning.

More Knowledgeable Other (MKO) and Scaffolding

More Knowledgeable Other (MKO) refers to individuals or systems possessing higher levels of understanding or capability in specific domains compared to the learner. This concept is not limited to teachers or professional experts but can include peers, digital tools, or communities with specific knowledge. Scaffolding represents temporary support mechanisms provided by MKOs to help learners complete tasks within their ZPD. Effective scaffolding is contingent (tailored to learner needs), gradual (decreasing with improving ability), and transferable (leading toward independence). In writing contexts, scaffolding can include specific feedback, concrete examples, writing strategies, or guiding questions. Example from Wattpad:

An experienced writer provides detailed input on a beginner's work:

"Your point of view usage is still inconsistent. Paragraph 1 uses first person, then suddenly switches to third person limited. Choose one POV and maintain consistency. If using first person, we can only know what the protagonist knows and feels."

The beginner writer responds: "Oh, I didn't realize I was doing POV switching! Thank you for the explanation. I will edit all chapters to consistently use first person POV."

In this context, the exchange between the experienced and beginner writer clearly illustrates how the MKO operates within a digital learning environment. The experienced writer's corrective comment provides immediate scaffolding by identifying the inconsistency in point of view (POV) and offering a conceptual explanation on how narrative perspective should function. This guidance not only helps the novice writer correct the immediate issue but also deepens their understanding of POV mechanics for future writing. The beginner's acknowledgment and planned revision demonstrate how scaffolded feedback facilitates the internalization of new narrative concepts through guided learning. Contextually, Wattpad creates a distributed expertise system where the MKO role is not centralized to one authority (teacher) but distributed among various community members with different specific expertise, enabling more diverse and accessible personalized mentoring compared to formal educational settings. Theoretically, the experienced writer acts as an MKO providing contingent scaffolding through corrective feedback and conceptual explanation about POV techniques in narrative writing. This scaffolding is temporary and will fade as the beginner writer internalizes the concept.

Language as a Mediating Tool

Language as a Mediating Tool is a central concept in Vygotsky's theory emphasizing language's role as the primary psychological tool that mediates between stimulus and response, and between individuals and their social environment. Language functions not only as an external communication tool but more importantly as an internal cognitive instrument that shapes thinking patterns, reasoning processes, and problem-solving approaches. In creative writing contexts, language serves as a psychological tool enabling writers to organize thoughts, develop complex ideas, and reflect on their own work. Through linguistic mediation, writers internalize literary concepts, narrative techniques, and creativity principles that are then translated into more sophisticated writing abilities. Example from Wattpad:

An amateur editor provides feedback based on literary theory:

"The use of foreshadowing in the early chapters is very effective - subtle yet meaningful. The symbolism of the lost ring in chapter 1 connects with the revelation in chapter 10. The plot development demonstrates mastery of Chekhov's gun principle."

The author responds: "I really appreciate you noticing the symbolism! Initially I was

unsure whether the foreshadowing was too subtle or too obvious. Your comment not only validates my narrative choices but also teaches me about the Chekhov's gun concept that I can apply more consciously in future writing."

In this context, the interaction between the editor and the author demonstrates how language operates as both a communicative and cognitive mediator. The editor's feedback introduces technical literary terminology such as foreshadowing, symbolism, and Chekhov's gun, which guide the author to conceptualize their creative choices more consciously. The author's response shows how external linguistic input stimulates internal cognitive restructuring, transforming abstract literary concepts into practical understanding that enhances narrative control. In this exchange, language functions not merely as a medium of feedback but as a tool that bridges theory and creative practice. Contextually, the Wattpad community develops a shared literary discourse enabling sophisticated literary discussions, where authors not only learn writing techniques practically but also develop conceptual understanding of narrative craft through engagement with knowledgeable readers, creating a learning environment rich in academic discourse despite the informal setting. Theoretically, the language used in feedback functions as a cultural tool mediating the development of the author's cognitive functions, where literary terminology and conceptual frameworks used by readers are internalized by the author as cognitive tools for analysis and text production.

Interconnectedness of Vygotskian Concept

Interconnectedness of Vygotskian Concepts emphasizes that the five elements of Vygotsky's theory social interaction, ZPD, MKO, scaffolding, and language mediation are not isolated components but form an integrated, interdependent learning system. These concepts work in dialectical relationships where each element reinforces and is influenced by the others. Social interaction creates contexts for identifying ZPD, which then brings forth the MKO role in providing scaffolding, with language serving as the mediating tool connecting the entire process. In writing learning ecosystems, this interconnectedness ensures that writing skill development occurs holistically, where technical, creative, and conceptual aspects develop simultaneously through interrelated social mechanisms. Integrated Example from Wattpad: A young author publishes their first novel and receives various engagements:

- a. Social Interaction: Multiple readers provide comments and votes
- b. ZPD: Feedback identifies improvement areas in dialogue writing just above the author's current ability
- c. MKO: An experienced fanfiction writer provides detailed guidance about natural dialogue
- d. Scaffolding: The guidance includes concrete examples and writing exercises
- e. Language Mediation: Discussions use terminology like "subtext," "character voice," and "dialogue tags"

In this context, the author's interaction with readers demonstrates how these five elements function simultaneously within a single learning event. The readers' comments represent social interaction that identifies areas for improvement, here, dialogue writing, slightly beyond the author's current skill level, thereby defining the ZPD. The experienced fanfiction writer acts as the MKO, offering targeted scaffolding through concrete examples and suggested exercises. Throughout this exchange, language serves as the mediating tool, employing literary terms like subtext and character voice to facilitate conceptual understanding. Together, these interwoven processes enable the author to internalize new narrative skills through meaningful collaboration and linguistic engagement. Contextually, the Wattpad learning ecosystem can also be analyzed through integration with modern digital learning theories. As an Affinity Space (Gee, 2004), Wattpad facilitates learning through shared passion for storytelling, while as a Connectivist environment (Siemens, 2005), the platform enables learning through networked knowledge and continuous information flow, strengthening and expanding the application of Vygotsky's principles in digital contexts. Theoretically, the five elements work in a dynamic system that accelerates the learning process, where social interaction provides context for ZPD identification, MKOs provide appropriate scaffolding, and language mediates skill internalization. Contextually, digital platforms like Wattpad optimize this interconnectedness through technological features facilitating continuous feedback loops, global networking, and knowledge sharing on a scale impossible to achieve in traditional

classroom settings, creating a comprehensive learning ecosystem for writing development aligned with digital era characteristics.

3. Method

This study applies a qualitative descriptive approach to examine the role of Wattpad as a digital platform in enhancing students' creative writing skills through the lens of Social Constructivism. The research integrates empirical data from classroom-based activities with theoretical insights from Vygotsky's concepts of the Zone of Proximal Development (ZPD), scaffolding, and the More Knowledgeable Other (MKO). These constructs provide the foundation for understanding how peer interaction and collaborative feedback within Wattpad contribute to students' writing development.

The study involved 30 high schools students aged 18-20 from 3 schools representing different socioeconomic backgrounds. Participants were selected through stratified random sampling to ensure diversity in writing proficiency and digital literacy. They were divided into two groups: the experimental group, which engaged in structured Wattpad-based creative writing projects, and the control group, which continued with traditional classroom writing practices. Additionally, 20 English teachers were included to provide pedagogical insights into the integration of Wattpad in writing instruction. Prior to participation, all respondents gave informed consent, and their identities were kept confidential to ensure research ethics and data integrity.

Data were collected using several qualitative techniques supported by descriptive statistical data. Students in the experimental group participated in a six-week intervention in which they wrote and published short stories on Wattpad, interacted with peer readers, and received feedback through comments and votes. Before and after the intervention, participants completed creative writing tests to measure changes in writing quality, particularly in narrative structure, coherence, and originality. Semi-structured interviews and focus group discussions were then conducted with selected students and teachers to gain deeper understanding of their experiences and perceptions. Furthermore, students maintained reflective journals throughout the project to document their progress and challenges in developing creative writing skills through Wattpad. Observations were also carried out on participants' online interactions, focusing on how they gave and received feedback and how this affected their writing revisions.

The data collected from surveys and classroom records were analyzed qualitatively through thematic analysis, following Miles and Huberman's (2014) framework of data reduction, data display, and conclusion drawing. The interviews and journals were transcribed and coded to identify recurring patterns related to creativity, motivation, and collaborative learning. Quantitative data, including pre-test and post-test scores, were used descriptively to illustrate improvements in students' writing performance, while Wattpad engagement metrics such as the number of reads, votes, and comments were examined to support qualitative interpretations. Finally, the findings from all instruments were triangulated to ensure validity and reliability, combining statistical trends with narrative insights to provide a comprehensive picture of how Wattpad fosters creativity and social interaction in writing learning. By integrating both empirical and theoretical perspectives, this study aims to demonstrate how digital platforms like Wattpad can transform writing from an individual task into a collaborative, socially mediated learning experience.

4. Results

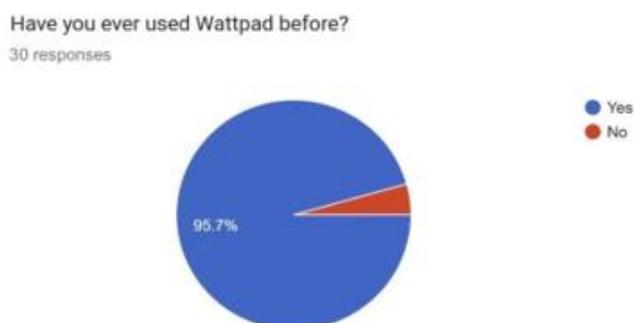


Figure 1. Result.

The first question aimed to identify students’ familiarity with Wattpad by asking, “Have you ever used Wattpad before?” Based on responses from 30 participants, 95.7% answered “Yes,” while only 4.3% said “No.” This indicates that Wattpad is already a well-known platform among students, showing its widespread popularity as a digital storytelling medium. The dominance of “Yes” responses suggests that Wattpad has become part of students’ digital learning ecosystem, not only as a source of entertainment but also as a medium that can potentially enhance writing practice. This aligns with the findings of Darmawan (2023) and Kurniawati (2024), who emphasized that familiarity with digital writing platforms increases students’ willingness to express creativity in written form. Therefore, students’ prior exposure to Wattpad serves as a foundation for developing creative writing competence through digital means.

If yes, how often do you use Wattpad?
30 responses

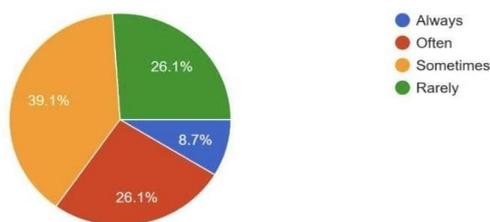


Figure 2. Result.

The second question examined how often students engage with Wattpad. The data revealed that 8.7% of respondents stated they “Always” use it, 26.1% “Often,” 39.1% “Sometimes,” and 26.1% “Rarely.” These results indicate that while most students are not daily users, they still access Wattpad regularly enough to gain exposure to different writing styles and genres. The frequency pattern suggests that Wattpad functions as an occasional yet meaningful writing tool for students, balancing recreational use and learning. This supports Sari and Novita’s (2024) findings that intermittent engagement in online writing platforms can still enhance writing fluency and creativity, as students unconsciously learn narrative structures and stylistic techniques through reading and participation.

How long have you been using Wattpad?
30 responses

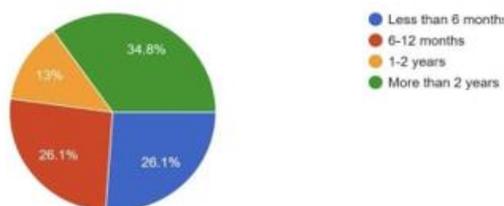


Figure 3. Result.

The third question explored how long respondents had been using Wattpad. The findings show that 34.8% have been using it for more than two years, 26.1% for 6–12 months, another 26.1% for less than six months, and 13% for 1–2 years. These results indicate a diverse range of user experience levels, with a significant portion being long-term users. This longevity highlights the platform’s sustainability in keeping users engaged. According to Rahman (2024), long-term exposure to digital writing communities fosters both linguistic and social learning, as users adapt to peer feedback and community norms. Therefore, the varied experience levels in this study provide a holistic view of Wattpad’s influence on writing development across different learner stages.

For what purpose do you mainly use Wattpad?
30 responses

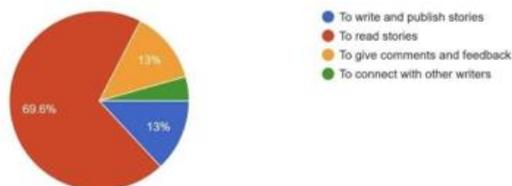


Figure 4. Result.

The fourth question focused on students’ main purpose for using Wattpad. A large majority (69.6%) reported using it “To read stories,” while 13% used it “To write and publish stories,” another 13% “To give comments and feedback,” and the remaining 4.4% “To connect with other writers.” The data clearly show that Wattpad primarily functions as a reading platform for most students. However, this reading exposure contributes indirectly to creative writing development. According to Bandura’s (1986) social learning theory, observing and engaging with others’ writing can enhance one’s own language production and stylistic awareness. Thus, even though many students identify as readers rather than writers, their engagement still supports their writing growth through observation, imitation, and reflection.

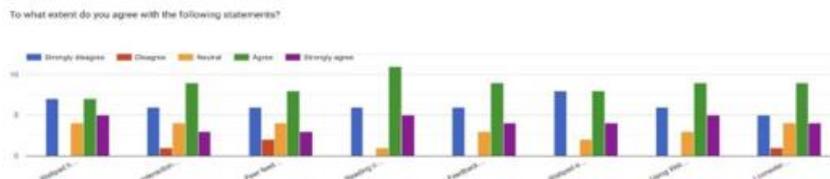


Figure 5. Result.

The fifth question involved several statements measuring agreement on Wattpad’s impact using a Likert scale. The majority of participants expressed agreement or strong agreement with statements about Wattpad’s role in improving creativity, motivation, and interaction. Only a small percentage selected “Disagree” or “Strongly disagree.” This consistent positive perception reinforces that students view Wattpad as a beneficial platform for writing practice. The presence of peer feedback and community interaction encourages social motivation, echoing the conclusions of El-Garawany (2024), who found that peer-based online platforms significantly enhance confidence and engagement in second-language writing. The interactive nature of Wattpad provides immediate audience responses, which sustain motivation and reflection in the writing process.

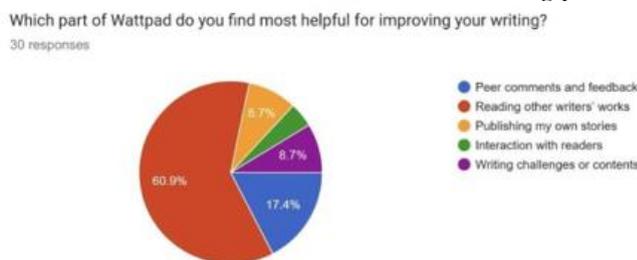


Figure 6. Result.

The sixth question sought to determine which aspect of Wattpad students find most helpful for improving their writing. The data indicate that 60.9% chose “Reading other writers’ works,” followed by 17.4% who selected “Peer comments and feedback,” while 8.7% each chose “Interaction with readers” and “Writing challenges or contests.” These results highlight that most students develop their creative writing skills by reading stories written by others on the platform. This supports Vygotsky’s (1978) theory of the Zone of Proximal Development (ZPD), where learners improve their skills by observing and internalizing higher-level performances. Exposure to various genres, writing styles, and narrative voices helps students refine their vocabulary, structure, and imagination. Meanwhile, peer feedback and interaction still play important supportive roles by reinforcing awareness of audience and coherence.

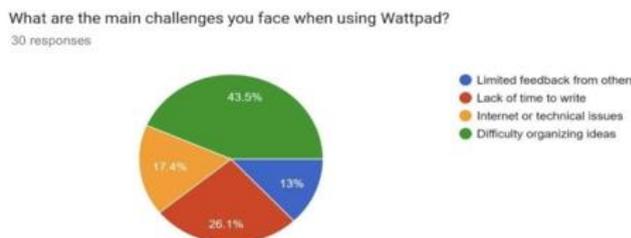


Figure 7. Result.

The seventh question investigated the main challenges faced by students when using Wattpad. The responses show that 43.5% of participants struggle with “Difficulty

organizing ideas,” 26.1% with “Lack of time to write,” 17.4% with “Internet or technical issues,” and 13% with “Limited feedback from others.” The dominance of idea organization issues indicates that while students enjoy using Wattpad, they still face cognitive challenges related to planning and structuring their narratives. This corresponds with Graham (2025), who notes that digital writing platforms can encourage fluency but may not automatically develop higher-level writing organization skills without guided scaffolding. The second-highest challenge time management also reflects the tension between academic obligations and voluntary writing activity, showing the need for structured classroom integration.

Q1: How does interaction and feedback on Wattpad influence your motivation and confidence as a writer?

Table 1. Result.

No.	Category	Summary Answer	Percentage
1	Positive feedback motivates writers	Many writers said that receiving positive comments and appreciation from readers increases their motivation and confidence to keep writing.	23%
2	Sense of appreciation community	Writers feel valued and supported as part of and a community that shares the same passion for storytelling.	30%
3	Constructive feedback improvement	Some users believe that useful and detailed feedback helps them recognize weaknesses and improve their writing.	29%
4	Mixed or negative experience	A small portion of writers feel discouraged because of harsh or unhelpful comments.	18%

The open-ended responses were categorized into four main themes. Nearly one-third of the respondents (30%) emphasized that feeling appreciated and part of a supportive community enhanced their motivation and confidence to keep writing. About 23% highlighted that receiving positive feedback directly increased their enthusiasm to publish more stories. Meanwhile, 29% mentioned that constructive feedback helped them identify weaknesses and improve their writing quality, showing how peer comments serve as effective scaffolding. However, 18% of students expressed mixed or negative experiences, often due to harsh criticism or unhelpful comments. Overall, these findings suggest that interaction and feedback on Wattpad foster both affective and cognitive growth, transforming writing into a socially meaningful process that encourages persistence and confidence despite occasional negative input.

Q2: In your opinion, what are the advantages and disadvantages of using Wattpad for learning creative or narrative writing?

Table 2. Result.

No.	Category	Summary Answer	Percentage
1	Unhelpful or harsh comments	Some feedback is overly critical or discouraging, which can reduce writers' confidence.	36%
2	Risk of plagiarism or copyright	Users worry that their work might be copied or reused without permission.	23%
3	Low-quality content	Certain stories on Wattpad lack quality and may distract students from academic purposes.	14%
4	/ distraction		
4	Easy to share and publish	Wattpad allows writers to post and share their works easily, helping them reach more readers.	14%
5	Learning from other writers	Students can study various writing styles and techniques from other Wattpad authors.	13%

Students' responses reflected a balanced view of Wattpad's benefits and drawbacks. The most frequently mentioned concern (36%) was the presence of unhelpful or overly critical comments, followed by plagiarism risk (23%) and distraction from low-quality content (14%). However, many respondents also recognized significant advantages:

14% appreciated the ease of publishing and sharing their work, while 13% emphasized that reading other writers' stories helps them learn new techniques and broaden their creativity. These findings indicate that while Wattpad offers accessible opportunities for authentic writing practice, it also requires digital literacy and ethical awareness to manage feedback and protect intellectual property. The duality of empowerment and exposure underscores the importance of guided integration when using Wattpad as an educational tool.

Q3: Suggest oneway Wattpad could be used more effectively in writing classes or creative writing activities.

Table 3. Result.

No.	Category	Summary Answer	Percentage
1	Peer feedback / review activity	Students can upload their works and give feedback to classmates, improving critical thinking and writing skills.	50%
2	Collaborative writing (group stories)	Groups of students can work together to create and edit stories on Wattpad.	14%
3	Publishing class projects	Teachers can use Wattpad to publish and showcase students' creative writing projects.	33%
4	Others	Some suggest using Wattpad for writing competitions or online reading discussions.	3%

The responses revealed a strong preference for collaborative and interactive classroom applications. Half of the participants (50%) suggested using Wattpad for peer feedback and review activities, emphasizing that exchanging comments with classmates enhances both critical thinking and writing accuracy. Around 33% recommended using it to publish class projects, which can increase motivation and a sense of authorship. Another 14% proposed collaborative story writing, allowing students to co-create and edit stories together. A few (3%) mentioned using Wattpad for competitions or online reading discussions. These results highlight that students perceive Wattpad not merely as an entertainment space but as a valuable educational platform that supports peer learning, creativity, and digital authorship.

5. Discussion

The findings of this study indicate that the use of Wattpad as a digital learning platform significantly supports the development of students' creative writing skills, motivation, and confidence. Overall, the survey results demonstrate that Wattpad functions not only as a reading and entertainment medium but also as an effective educational tool that encourages learners to write, share, and engage critically with others' works. The integration of digital creativity and collaborative feedback makes Wattpad a meaningful space for enhancing writing competence in the 21st-century learning context.

The results of the first question show that 95.7% of respondents have used Wattpad before, indicating a high level of digital familiarity among students. This strong digital awareness serves as an essential foundation for integrating Wattpad into creative writing activities. According to Nurhadi (2024) and Wulandari (2023), students who are digitally literate adapt more easily to online learning environments and show higher engagement in writing tasks. In the second question, the data revealed that most students (39.1%) use Wattpad "sometimes," followed by 26.1% who use it "often." This suggests that Wattpad serves as a flexible platform where students balance leisure and learning. As supported by Sari and Novita (2024), even moderate exposure to digital writing environments contributes to vocabulary enrichment and narrative awareness through observation and participation.

The third question, which explored students' duration of Wattpad use, shows that 34.8% have been using it for more than two years. This reflects long-term engagement and implies that Wattpad successfully retains user interest. Such sustained participation aligns with the findings of Rahman (2024), who argued that consistent involvement in online literary communities improves linguistic creativity and reflective thinking. Meanwhile, the fourth question revealed that 69.6% of respondents mainly use Wattpad

“to read stories.” Although reading dominates over writing, this reading engagement indirectly nurtures creative writing ability. Bandura’s (1986) social learning theory explains that learning through observation helps writers internalize narrative techniques, genre conventions, and stylistic patterns before applying them independently.

The fifth question, which examined students’ perceptions through Likert-scale statements, shows generally positive responses toward Wattpad’s impact on creativity, motivation, and peer interaction. Most respondents selected “Agree” or “Strongly Agree,” demonstrating that Wattpad fosters an engaging writing environment. These findings align with El-Garawany (2024), who highlighted that peer-based writing platforms increase confidence by providing authentic audience feedback and community recognition. Wattpad’s interactive ecosystem allows learners to receive validation for their work, which can significantly strengthen intrinsic motivation to write.

The sixth question asked which part of Wattpad students found most helpful in improving their writing. A majority (60.9%) selected “Reading other writers’ works,” followed by “Peer comments and feedback” (17.4%). This shows that students learn primarily through exposure to various writing styles, vocabulary choices, and story structures available on the platform. This process corresponds to Vygotsky’s concept of the Zone of Proximal Development (ZPD), where learners progress by modeling and reflecting on more advanced peers’ performances. The feedback feature further reinforces learning by prompting revision and self-evaluation two essential elements in creative writing development.

Regarding the seventh question about the main challenges faced when using Wattpad, 43.5% of respondents mentioned “Difficulty organizing ideas,” followed by 26.1% who cited “Lack of time to write.” These challenges emphasize that while Wattpad encourages creative expression, it still requires structured guidance to help students manage their writing process. Graham (2025) argues that digital tools enhance fluency but may not automatically improve coherence or organization without instructional support. Thus, integrating Wattpad into formal writing classes could provide the balance between creativity and structure needed to strengthen students’ narrative skills.

The results from the open-ended questions further reinforce the quantitative findings, highlighting how Wattpad facilitates both cognitive and affective aspects of learning through social interaction. Students’ reflections show that feedback and community engagement on Wattpad play a central role in fostering motivation, confidence, and creativity all of which align closely with the principles of Social Constructivism (Vygotsky, 1978).

Responses to the first open-ended question indicate that positive and constructive feedback significantly enhance students’ motivation and self-efficacy. Around 30% of participants emphasized feeling appreciated as part of a supportive community, while 29% reported that feedback directly improved their writing quality. These results demonstrate how peer comments serve as “scaffolding” within the learner’s Zone of Proximal Development (ZPD), helping students progress from their current level of ability toward more advanced narrative techniques. The collaborative exchanges on Wattpad, such as readers suggesting deeper characterization or improved pacing, exemplify Vygotsky’s idea that learning occurs first on a social plane before being internalized individually.

In the second open-ended question, students’ acknowledgment of both advantages and disadvantages reveals their growing critical awareness of digital literacy. The perception that Wattpad offers valuable opportunities for learning from other writers (13%) while also exposing them to risks like plagiarism (23%) reflects the dual nature of open digital environments described by Biermann et al. (2022). This aligns with Siemens’s (2005) Connectivism theory, which extends Vygotsky’s framework into digital contexts, emphasizing that meaningful learning in networked spaces depends on learners’ ability to evaluate, connect, and ethically navigate shared knowledge sources. Thus, students’ awareness of Wattpad’s benefits and challenges represents not only cognitive growth but also the development of reflective and responsible digital authorship.

The third open-ended question revealed that 50% of respondents favor using Wattpad for peer feedback or review activities a finding that strongly supports the constructivist view of learning as a collaborative process. This preference underscores the potential of Wattpad to serve as a classroom-based writing lab where students construct meaning together through dialogue and shared authorship. Publishing class projects (33%)

and engaging in collaborative story writing (14%) further reflect an increasing sense of agency and ownership, key outcomes of socially mediated learning. As Chou (2024) and Hartati et al. (2024) note, such online collaboration enhances learners' engagement and creative expression by transforming writing into an interactive, community-driven process.

Collectively, the open-ended findings confirm that Wattpad supports Vygotsky's interrelated concepts of social interaction, scaffolding, MKO (More Knowledgeable Other), and language as a mediating tool. Peer feedback serves as scaffolding, advanced users or experienced readers act as MKOs, and the dialogue within comment sections becomes a linguistic mediation that shapes students' internal writing processes. Consequently, Wattpad not only improves technical writing skills but also fosters emotional resilience, confidence, and autonomy. These findings demonstrate that integrating Wattpad into educational practice transforms writing into a socially dynamic and self-reflective learning experience one that embodies the spirit of 21st-century literacy by connecting creativity, collaboration, and technology.

6. Conclusion

This study concludes that Wattpad is an effective and innovative digital platform for enhancing students' creative writing competence, motivation, and confidence through the principles of Social Constructivism. The findings demonstrate that most students are already familiar with Wattpad and actively engage with its content, primarily through reading other writers' works and receiving or providing feedback. This engagement enables learners to observe, imitate, and internalize higher-level writing techniques within their individual Zones of Proximal Development (ZPD), as conceptualized by Vygotsky (1978). Through this process, learning becomes a socially mediated experience where peers function as More Knowledgeable Others (MKOs), offering constructive scaffolding that supports the gradual development of narrative skills, coherence, and originality.

The results from both quantitative and qualitative data affirm that Wattpad fosters not only technical writing improvement but also affective growth. Students reported increased motivation, confidence, and a stronger sense of belonging within a global writing community. Positive feedback and supportive interaction on the platform serve as psychological reinforcement that encourages persistence and self-expression, consistent with Zimmerman's (2002) concept of self-regulated learning. However, challenges such as difficulties in organizing ideas, managing time, and dealing with harsh feedback highlight the need for guided pedagogical integration. Teachers play a vital role as facilitators who can provide structured scaffolding helping students plan, revise, and reflect on their writing while maintaining autonomy and creativity.

From a theoretical perspective, the study reinforces Vygotsky's Social Constructivist principles by illustrating how collaborative interaction, feedback, and language function as mediating tools for learning. Wattpad's interactive environment embodies these concepts by transforming writing into a dialogic and reflective process where meaning is co-constructed through peer participation. Practically, integrating Wattpad into formal education supports holistic literacy development by merging cognitive, emotional, and social dimensions of learning.

In conclusion, Wattpad exemplifies the synergy between technology, creativity, and collaboration in 21st-century education. Its implementation in writing instruction aligns with Sustainable Development Goal 4 (Quality Education) by promoting inclusive, engaging, and meaningful learning experiences. Therefore, educators are encouraged to adopt Wattpad as a complementary pedagogical tool that not only improves students' writing proficiency but also nurtures critical thinking, digital literacy, and lifelong learning habits.

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