The Use of Padlet Application to Improve Students' Writing Skill

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INFO ARTIKEL	ABSTRAK
	Abstract: This classroom action research focused on determining how the Padlet application could improve the eleventh-grade students' ability to write narrative text during the Ilmu Budaya dan Bahasa 2020/2021 academic year at MAN 1 Pasuruan. This application was chosen by the researcher to stimulate the students' interest and motivation in learning English. The researcher discovered that 36 (90%) of the students could achieve a passing grade. It proved improvements from the minimum standard of mastery criteria to the final test. Based on the findings of this research, it is possible to conclude that using the Padlet application can improve the ability of eleventh grade students to write narrative text. **Abstrak:** Penelitian tindakan kelas ini bertujuan untuk mengetahui bagaimana penggunaan aplikasi Padlet dapat meningkatkan kemampuan menulis naratif Kelas XI Ilmu Budaya dan Bahasa di MAN 1 Pasuruan Tahun Ajaran 2020/2021 untuk mempelajari cara penggunaan aplikasi Padlet. Peneliti memilih aplikasi ini untuk siswa agar tertarik dan termotivasi belajar bahasa Inggris. Peneliti menemukan bahwa 36 (90%) siswa mampu mencapai passing grade. Hal ini merupakan peningkatan dari standar minimal kriteria ketuntasan pada ujian akhir. Berdasarkan hasil penelitian ini dapat disimpulkan bahwa penggunaan aplikasi Padlet dapat meningkatkan kemampuan menulis naratif pada siswa kelas I.
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When learning Indonesian, Indonesian students are expected to acquire four language skills listening, speaking, reading, and writing (Kemendikbud, 2014). The language skills that students acquire can be divided into oral and written. Listening and speaking are verbal skills and writing and reading are written skills. Different types of writing genres are also needed for students to teach when studying English. According to Taufikurohman (2018), the main purpose of teaching English in high school is to enable students to communicate both verbally and in writing and understand English textbooks. However, w writing, students need to create words, phrases, sentences, and paragraphs at the same time. Richard & Renandya (2002) argued that writing not only creates and organizes ideas in our minds, but also translates ideas into readable text. Therefore, the students take a lot of practice to improve their writing skill.

According to Lestari & Kurniawan (2018), teaching writing is the process of teaching students based on materials so that they can absorb it and convey it in written text. However, after preliminary research, the researcher found that most of students were afraid to write their thoughts because they have problems with paragraph placement, topic development, and grammatical order when writing. Students often do not remember the general structure of the text well. These issues will have a negative impact on their writing. Furthermore, they cannot find the right words to write. Albalawi & Younes (2015) found that grammar and structure are the main weaknesses of sentences. It was undeniable that the main reason for writing was that the students faced difficulty in using proper grammar and spelling. As a result, students were unmotivated to write and writing can be boring and stressful. Especially among foreign language learners, it seems difficult for them to write to some extent. Therefore, in order to solve students' writing problems, teachers should use the Padlet application to stimulate their interest in learning writing.

Padlet is a blank virtual wall that provides users with this rich feature that facilitates communication between people and encourages students to express themselves. Padlet is a free multimedia wall that enables real-time interaction between students and between students and teachers, allowing the entire class to participate (Fuchs, 2014). In addition, Deni & Zainal (2015) show that activities using Padlet can improve students' knowledge by allowing them to comment, access links, and view posts directly. Students can also upload images, videos, documents, PDFs, share links, comment on other people's posts, create public or private walls, and exchange information. increase. Students do not need to use their computer to participate in this site. People can use

your smartphone, iPad, tablet, or any other device connected to the internet. Moreover, Padlet's most amazing feature is that users do not have to register. To use Padlet, go to the Padlet application or padlet.com and click Create Something. Also, to specify a unique web address for the wall or change the way posts are displayed. Therefore, by using Padlet in writing, students can create and express ideas through files, links, videos and more. Mallon & Bernsten (2011) explained that Padlet's attractive background display capabilities and versatility provide a large amount of user space for simultaneous collaboration in different locations. People can write, draw, chat, or chat with other users, and enter and rate their work or send it to other users. Therefore, the Padlet can be seen as a sufficient educational tool to facilitate communication between students, allowing students to practice their writing skills.

According to some studies, Padlet functioned well with activities such as generating ideas, group discussion, and project work. Kurniawan and Lestari (2018), for example, conducted a classroom action research at UNISKA Kediri's English Department in the third semester of the academic year 2015-2016 with the goal of improving students' descriptive text writing achievement by using Padlet as a media. The class was made up of 17 students who tried and failed to master descriptive text. Padlet enhanced students' writing achievement, according to the findings. It was discovered that 11 students (64%) out of 17 students scored below 70 in Cycle 1. In addition, three students received scores lower than 70, and two students did not complete the task on time, so they did not receive scores. The criteria were met successfully in Cycle 2. The number of mistakes made by students in their writing was decreasing. As a result, the researcher was able to stop the cycle.

Furthermore, Taufikurohman (2018) conducted a study at SMA 1 in Ciamis in the academic year 2017/2018, consisting of 11 classes, to determine the efficacy of using Padlet on students' performance in writing descriptive text. His findings revealed a significant difference in descriptive text writing ability between students who were taught using the Padlet application and those who were not. It was proven by the fact that the t-observed value was 3 and the t-critical value was 2,000. It denoted that the t-observed value was higher than the t-critical value. As a result, the null hypothesis (H0) was rejected, while the alternative hypothesis (H1) was accepted. It could be concluded that there was indeed a difference in the students' descriptive text writing between those who were taught using Padlet and those who were not. Taufikurohman (2018) claimed in relation to this study that students' thinking skills were improving, particularly their descriptive text writing skills.

Mahmud (2019) conducted a similar study with 60 students at a private college in Penang, stating in his findings that students believed by using Padlet as an appropriate learning tool. They had gained knowledge and innovation because of the activities, which included sharing their ideas with friends, working collaboratively, and socializing with friends. There are advantages and disadvantages to using technology to encourage whole-class participation in classroom activities. In recent years, an increasing number of teachers have recognized Padlet as a useful tool for improving collaborative learning. Some of its benefits include (a) easy to access, (b) fast collaboration (any student could see when another student uploads anything to the wall), (c) multimedia (anything could be placed on the Padlet), and (d) mobility (it could operate on a variety of devices) (Zhi & Su, 2016). According to Fuchs (2014), the adoption and application of learning devices in the classroom could motivate the entire class to participate in learning activities.

Additionally, Algraini (2016) had proved how a Padlet application could enhance EFL writing performance. His research looked into whether or not the Padlet application could be used to improve English writing performance. He conducted experimental research to the EFL learners at Al-Muzahimyah College with 24 students from the 2014-2015 academic year. The participants were divided into two groups: the experimental group, which used the Padlet application to improve their writing skills, and the control group, which received traditional instruction. The result showed that the participants of the experimental group in which the experimental group achieved better results in the post test than the control group. This result supported the value of using Padlet which gave the students equal chances to build their knowledge, to be more self-confident, and responsible for their learning process.

All in all, the previous studies had shown the evidence that Padlet became a suitable and useful learning tool to improve the students' performance in any skill. According to the studies conducted by Kurniawan & Lestari (2018), Taufikurokhman (2018), Algraini (2016), they had put very much attention on how Padlet application could enhance the students' writing performance in descriptive text. In addition, Mahmud (2019) conducted the study focused on how Padlet could encourage and motivate the students to actively participate in teaching and learning process. Each study used different methods to know that Padlet could be an effective tool in teaching and learning English. However, few researchers focused on the students' improvement in writing descriptive text. In this research, the researcher focused on solving the students' writing problems at eleventh grade students of MAN 1 Pasuruan which never used Padlet application in teaching and learning process. This study aimed to improve students' writing abilities, particularly their ability to write narrative text. This topic was important because the eleventh-grade students should be able to write a narrative text according to curriculum.

Based on previous research, the researcher did a classroom action research using the Padlet application to improve students' writing skills, particularly in narrative text essay writing. Additionally, based on some positive contributions of Padlet application in improving students' writing skills that had been mentioned in the previous research findings, the researcher considered using the Padlet application as an appropriate learning tool to improve students' writing skills during this online teaching and learning. Previously, the researcher did preliminary study by giving a test to the students to know the students' problems. Based on the preliminary study, the researcher found that most of the students had some problems in writing English. The students' problems in writing narrative text appeared because of some factors. The main factor was lack of vocabulary so

they could not express their ideas properly in writing. The students also found some difficulties in getting ideas for the content of the story that they want to write. The researcher believed that the result in this research will contribute to the knowledge development and can be used by English teachers to improve their students' writing skills. Therefore, the research problem is formulated as follows: How can the Padlet application be used to improve the skill of writing narrative texts of the eleventh-grade students of MAN 1 Pasuruan in 2020/2021 academic year?

METHOD

According to the research problem stated in chapter one, the researcher used Classroom Action Research (CAR). The classroom action research in this research was carried out with the goal of increasing students' writing abilities in narrative text writing by using Padlet application as media. This study follows Kemmis and McTaggart (2014) in which the design of the spiral consisted of some cycles in an action. Each cycle included planning, implementing, observing, and reflecting. In this model, the cycle was repeated until the criteria of success could be reached. If the criteria of success could be reached in cycle 1, the researcher did not need to continue with cycle 2. Meanwhile, if the criteria of success could not be achieved in cycle 1, the researcher would conduct cycle 2 until the criteria of success could be achieved. The research cycles could be seen in Figure 2.1.

Setting and Subjects of the Study

The research was carried out at MAN 1 Pasuruan, which is located on Jalan Balai Desa Glanggang No. 3, Bangil, East Java. The eleventh-grade students of the *Ilmu Budaya dan Bahasa* 2020/2021 academic year were the subjects of this study. There were 40 students consisting of 4 males and 36 females. There were two reasons why the researcher chose that class as the setting and subjects of this study. First, this school did not use Padlet as the learning media. So, it was the opportunity for the researcher to conduct research by implementing Padlet. Second, after interviewing the English teacher of that class, the researcher noticed some difficulties that the students had in writing English. As a result, the researcher intends to use the Padlet application to solve the students' problem and improve their writing skills.

Research Procedures

As stated in the research design, the researcher employed Classroom Action Research (CAR), a four-step process that included planning, observing, implementing, and reflecting. Previously, the researcher conducted a preliminary study to identify the problem occurred in the class.
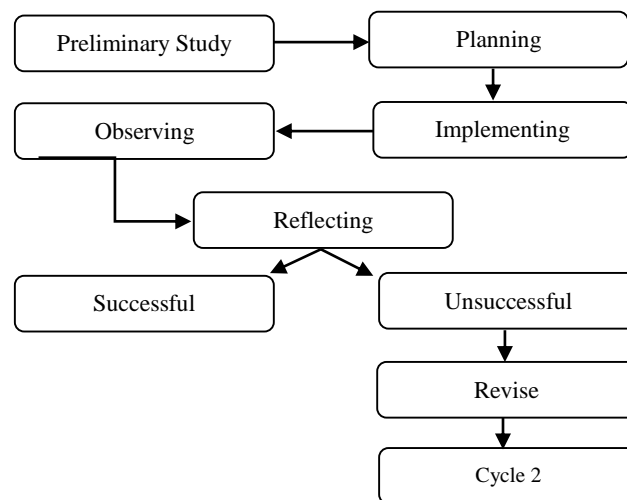

Figure 1. The Four Steps of Classroom Action Research (CAR) adapted from Kemmis and McTaggart (1998)

Preliminary Study

In the preliminary study, the researcher did an informal interview with the English teacher of XI IBB by using an interview guide to dig more information about the students' problems in the class, especially in learning English. After having an interview with the English teacher, the researcher gave a writing test which had been prepared on Padlet to know the problems faced by each student and how far the students understood how to produce and create a narrative text essay. The writing test was used to assess students' writing abilities and their comprehension of narrative text.

Planning

In this stage, the researcher prepared some examples of narrative texts taken from some sources on the internet to build the students' understanding about narrative text. Also, the researcher provided handouts about narrative text for the students. The handout was made by using understandable language so that the students could easily understand the material. The examples of narrative texts and the handouts were posted on Padlet application. The general planning of this study consisted of preparing the lesson plan, materials and media, research instruments, and the criteria of success.

Preparing a Lesson Plan

The researcher designed and developed a lesson plan for online learning and teaching based on the 2013 curriculum. The lesson plan included a competency standard, basic competence, indicators, instructional media, a teaching method, teaching and learning activities, assessment, and sources. The learning and teaching process used asynchronous learning strategy by using Padlet application as the platform. The lesson plan was constructed for four meetings. Each meeting was scheduled for 90 minutes.

Preparing Material and Media for Writing

In this study, the researcher prepared some examples and a handout of narrative texts for the students. The models of narrative texts were taken from some sources on the internet, such as storiestogrowby.org and bedtimeshortstories.com. The researcher took some models of narrative text from those sources because on those websites provided a lot of stories and adjusts it for high school students. For the handout, the researcher designed the handout by using comprehensible explanation to ease the students understand the material. The handout consisted of the definition, generic structure, and the language features of narrative text. To support the researcher in collecting data, the researcher used Padlet application as the media. The researcher had to download the Padlet application first on Play Store or AppStore. The narrative text models, writing test, and handout were posted on Padlet application. The researcher would explain how to use Padlet application after doing preliminary study because it was the first time, they write on Padlet.

Preparing the Research Instruments

There are two kinds of instruments that were used while conducting this research. All the instruments needed to be validated by the expert. The expert had experience in writing and applied linguistics. Then, the researcher revised based on the experts' comments and suggestions. The instruments used in this study were writing tests designed to assess students' progress in improving the students' writing skills after the implementation of Padlet application, and an interview guide developed to know the teacher's thoughts on the implementation of the Padlet application as the learning tool in learning and teaching narrative text. The researcher developed an open-ended questions consisted 5 questions. Each question was considered to know the English teacher's opinion after implementing Padlet in teaching and learning process.

 In developing the test, the researcher used different writing tests with the same level of difficulty in terms of the quality of writing tests. For the last meeting, the researcher also provided the students some topics that were uploaded on Padlet application and asked them to compose narrative text essay after having some exercises to develop a paragraph in the previous meetings. The topics chosen based on the life experiences, for examples: a trip they will never forget, their best friend and how you met, a life lesson they have learned. The students had to develop a narrative text essay in 150 words in minimum from the topic they had chosen. They had to pay attention to any elements that should be included in a narrative text, such as the structure and grammar things. Then, the students wrote their narrative text essay in form of Ms. Word and submit it on Padlet wall. Narrative text was chosen due to the suitability with the syllabus. In developing the test, the researcher provided the topics of the text considered the students' proficiency level and their interest.

Formulating the Criteria of Success

The criteria of success were used to determine whether the Padlet application implementation was successful. The most important thing was how Padlet application created classroom atmosphere which gave the students interesting learning experience that could motivate and encourage the students to carry on life-long self-learning. Aside from the students' achievement score, this interesting classroom learning became the goal of an effective strategy. According to Latief (2009), the more a strategy can attract other teachers who have similar problems to solve, the more effective the instructional strategy is.

According to English teacher at MAN 1 Pasuruan, the minimum standard of mastery criteria was 78. As a result, students who received a score of 78 or higher were classified as passing. Meanwhile, students who got less than 78 were classified into failed.

Implementing

After developing a lesson plan and preparing materials, the researcher implemented the Padlet application as the learning tool during teaching and learning process. In this stage, the researcher took a role as the teacher who taught the students directly. During the process of implementing the Padlet application, the researcher controlled the students' progress by having online discussion through Padlet. The students could directly put their comments after the researcher post the material. This stage

consisted of four meetings. In the first meeting, the researcher introduced the Padlet application to the students and informed them how to use it. Then, the researcher started to build the students' understanding by giving some questions about narrative text. The researcher posts the questions on the Padlet application. The students could directly leave comments on the researcher's post. Afterward, the researcher provided an example of narrative text essay and some tasks related to the narrative text essay given. After reading the text, the students were asked to answer the tasks in the form of Ms. Word. The students posted their answer on a Padlet wall that has been provided by the researcher.

In the second meeting, the researcher gave the feedback to the students' answers. Then, the researcher showed the students a video story about narrative text. The researcher focused on how to write narrative text based on language features and how to change direct speech into indirect speech during this meeting. Afterwards, the researcher instructed the students to identify some direct speech from the video and convert it to indirect speech. The students had to submit their works in the form of Ms. Word and posted their works on the Padlet wall.

In the third meeting, the researcher provided feedback to the students' works. Then, students were asked to create a narrative text based on the video shown at the previous meeting. They had to include the specifics of the narrative text's generic structure. The researcher asked the students to post their narrative text on Padlet application.

In the last meeting, the researcher provided three topics and posted them on the Padlet wall. The students were instructed to select a topic from the list provided. The researcher assigned each student to develop a narrative text individually based on the topic chosen. The researcher had prepared the topics to make it easier for the students to create and develop their narrative text. Again, the students had to post their narrative texts on the Padlet wall. They could add music or pictures to increase their creativity.

Observing

In this stage, the researcher observed the data gathered during the implementation of Padlet. The data included the test and interview guide. The researcher observed and documented the process of implementing the Padlet application in teaching and learning English. The observations were classified into two groups.

The first category contained the primary data gathered from the students' writing tests and assignments. To determine the students' writing score, the researcher created a scoring rubric based on Jacobs et al., (1981) as guidance. There were five aspects that were assessed which were content, organization, language use, vocabulary, and mechanics. Each aspect has a different proportion of score. However, the researcher modified the scoring rubric proportions into organization (35-13), elaboration (20-7), grammar (25-5), and mechanics (20-7).

The second category was the supporting data that were obtained from the result of the interview. Those data were aimed to know the teacher's opinion toward the media and the learning activity. According to Latief (2009), the emphasis of the observation was on the data related to the criteria of success that had been decided. The observation was also meant to gain the data of the teaching and learning process that included the teacher's activity, students' activity, the interaction between the students and the teacher, or students' responses to the material and the media used.

Reflecting

Reflection of the action was conducted to determine how far the information obtained indicated the success of the strategy in solving the problem. At this stage, the data from implementation of the strategy were analysed to see whether the strategy's implementation met the success criteria. The researcher assessed and analyzed the results of the students' writing test by comparing with the criteria of success. The results of the students' writing narrative text essay would be processed with the scoring rubric adapted from Jacobs et al., (1981). The calculations of the scores are based on the scoring rubric designed in the lesson plan. Then, the students' writing test scores would be compared with the criteria of success. The consideration of success is at least 80% of students obtain improvement in their writing narrative essay score compared with the standard score of each aspect in the scoring rubric.

The reflection also highlighted the advantages and disadvantages of using the Padlet application within teaching and learning process. The information was then used as a guideline to revise the cycle plan to create the plan for the next cycle. If the findings of data analysis in this cycle met the criteria of success, they will be taken as the conclusions of this research. However, if the result did not meet the criteria of success, another cycle of CAR would be conducted.

RESULTS

The purpose of this study was to improve the writing skills of eleventh grade students, specifically in writing narrative text essays, using the Padlet application. To reveal the students' writing performance, they were asked to create a narrative text essay based on the topic chosen in 150 words minimum. From 40 students, there were 4 students who did not pass the minimum mastery criteria which is 78. Two students received less than 78, and two others did not submit their work. It can be concluded that almost all students (90%) passed the minimum mastery criteria. The percentage of the students' final test scores was displayed in Figure 2.
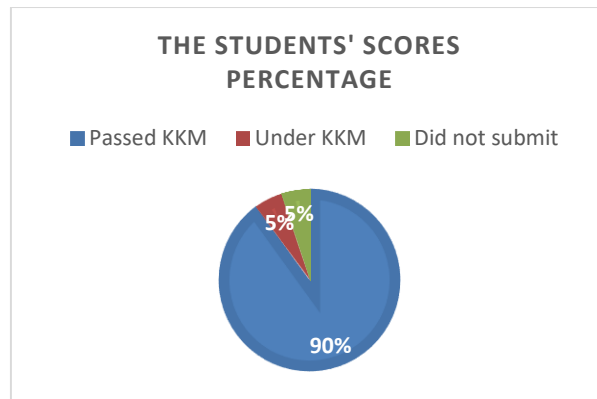
Figure 2. The Percentage of the Students' Score in Meeting 4 (Final Test)

Four meetings were used to implement Padlet application to increase students' writing performance in narrative essay and their interest towards learning English during this pandemic. The preliminary study was done on Monday, 19th April 2021 and the final test was completed on Friday, 16th July 2021. After implementing Padlet and observing the data, the researcher analysed the data to do reflection. The researcher obtained the data from the students' scores in the fourth meeting (see Appendix 3A). The students' writing scores in the final test improved compared to the criteria of success in this study. The mean score that the students should pass in this study is 78. However, the mean of the students' scores in the final test is 82,3. In addition, the mean score in each aspect which is organization, elaboration, grammar, and mechanics also improved. The comparison of the students' improvement was shown in Figure 3.
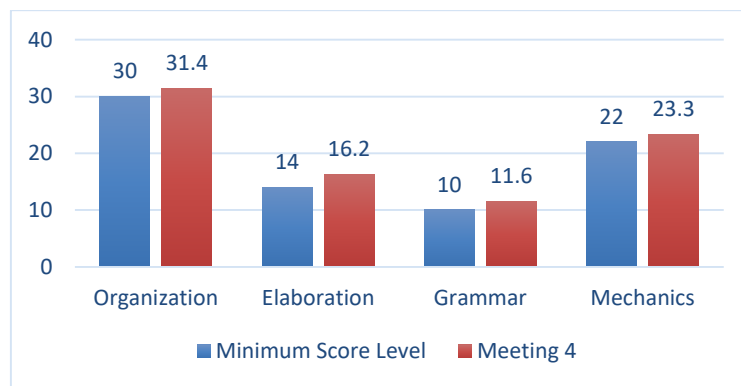

Figure 3. The Students' Writing Improvement in Meeting 4

Based on the data presented in Figure 3.2, the students' scores in the final test in each aspect were 31.4 for organization, 16.2 for elaboration, 11.6 for grammar, and 23.3 for mechanics. The final test resulted in a total mean score of 82.3 for the students' performance in writing narrative text essays. Although the mean score of the students' performance in writing narrative text essay improved, certain types of errors in the students' writings were still discovered. Some of the students got problem in using past tense and organizing the event of the story. Overall, almost of the students (90%) could achieve the passing grade. It implied that the students' achievement in writing narrative text essay by using Padlet application had met the criteria of success. Thus, the process of classroom action research could be stopped based on the state of the students' achievement.

Based on the result of the students' narrative text essay in the final writing test, it showed that almost all the students had improvement in writing. The students were able to generate, develop, and build up their ideas in a complete paragraph. In addition, the students made fewer errors in grammar, spelling, punctuation, and paragraphing. Most of the students gave responded positively toward the use of Padlet application in teaching and learning English. The students also said that they felt really interested and excited in learning English through Padlet application because there are many features they could use. They also suggested using voice note or video record feature in teaching and learning process so that they could feel the vibes of teaching and learning process in school even they were at home.

DISCUSSION

Based on the result of this study, it showed that the use of Padlet application could improve the eleventh-grade students' writing skill especially in writing narrative text. This could be proven by the percentage of the students' scores in writing narrative text essay through Padlet passed the minimum mastery criteria. In the students' writing narrative text essay, there were 36 (90%) students who reached the criteria of success. In addition, the students' score in writing narrative text increased from 78 for the minimum standard to 82.3 in the fourth meeting which is the final test.

Furthermore, the use of Padlet application was also considered effective in improving the aspects of writing which were organization, elaboration, grammar, and mechanics. This was also in line with the research finding of Algraini (2016) who stated that *students benefited from using Padlet to develop their writing skills, as they were able to effectively enrich new vocabulary, correct ungrammatical sentences, and improve their way of writing*. After the implementation of Padlet application, the average of the students' scores in organization in the final test increased to 31.4. It was categorized good to average since the minimum score level was 30. This improvement happened because they could develop and organize their narrative text well so that the story became coherent and interesting. Most of the students' writing had completed the generic structures of the narrative text which were orientation, complication, and resolution. Then, the average of the students' scores in elaboration in the final test was 16.2. It was classified good to average since the minimum score level was 14. The students wrote their story clearly by adding supporting details. In addition, most of the students wrote every sentence expressively so that the readers could get carried away. This was in line with Lestari (2017) who stated *that most of the students wrote paragraphs in good composition and complete, so the quality of their writing improved well.*

The implementation of Padlet application was also considered to enhance the students' grammar and mechanics. It was proven by the improvement of the students' average scores in grammar and mechanics in the final test were 11.6 and 23.3. It was categorized good to average compared to the minimum score level of grammar and mechanics were 10 and 22. The majority of students made fewer errors in the final test and made several errors in arrangement, tense, word formation, and pronouns, however the meaning was not really obscured. Additionally, the students made fewer errors in spelling, punctuation, capitalization, and paragraphing. It was in line with Algraini (2016) who revealed that *Padlet provides learners with equal opportunities to expand their knowledge, become more self-assured, and take responsibility for their learning process. She also stated that it was clear that the students were aware of their errors and attempted to correct one another.* All in all, based on the criteria of success in this study was 80% of the students could pass the minimum mastery criteria and there were 36 (90%) students reach above the criteria of success in the final test, it could be concluded that this research was successful and the researcher did not need to conduct Cycle 2.

There four meeting in one cycle to implement this strategy. During the first meeting, the students were asked to write a paragraph on each of the following topics: the best place they had ever visited and a funny story that had happened to them, but the students seemed confused to start their writing. The students struggled to put their ideas into a text. However, in the last meeting, the students showed the improvement of their writing. According to the findings of this study, the implementation of Padlet had successfully improved the students' ability to write narrative text. Additionally, it was proved that the use of Padlet application made the students more active and creative in writing activity. The students were able to generate, develop, and organize their ideas into a complete paragraph. This was also in line with Algraini (2016) who revealed that *the findings emphasize the value of using social networks, particularly Padlet, which has demonstrated its effectiveness in improving students' writing performance.* Most of the students considered the Padlet application was good and helpful media to arrange words and organize their ideas. Moreover, they were happy with the use of Padlet for learning writing since it was interesting and did not make them bored. The same idea was also stated by Wulandari (2018) that *there was a significant improvement in student motivation because they could interact with other students and teachers, gain motivation from positive comments, and conquer negative feelings about writing.*

CONCLUSION

After conducting the research, the researcher draws conclusion according to the result of this study which have been discussed in previous chapter. According to the result of this study, it can be concluded that the use of Padlet application as the media of teaching and learning English has successfully improved the students' writing skill especially in writing narrative essay, particularly in generating and developing their ideas, selecting more appropriate tense and vocabulary, and using correct spelling and punctuation. In other words, the use of Padlet application in teaching English during this pandemic was effective. It was proven by 90% of the students passed the minimum mastery criteria in the last meeting.

In conclusion, the finding of the students' improvement in writing during the teaching and learning process through Padlet application was good. The use of Padlet was also considered effective in enhancing the students' ability in writing narrative text in four aspects which are organization, elaboration, grammar, and mechanics. Thus, the result of this research revealed that by using Padlet application as media can improve students' writing ability in narrative text outside the classroom.

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