

The Effect Of Padlet Application Towards Students' Writing Skill of Recount Text At the Tenth Grade of SMAN 1 Malingping Lebak-Banten

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Abstract: This research paper aims to know whether there is a significant effect of Padlet application towards students' writing skill of Recount text at the Tenth Grade of SMAN 1 Malingping Lebak-Banten in Academic Year 2021/2022. The research paper used the quantitative approach and quasi-experimental design. The technique in choosing the sample is cluster random sampling; the researcher used 10 IPA 4 (32 students) as class control and 10 IPA 2 (32 students) as class experimental. In the Collecting data technique, the researcher gives pre-test and post-test. In analyzing the data, the researcher used SPSS 22 statistical computation and used the result of the post-test both class control and experimental to analyze the hypotheses test. The researcher has found the result t count (-3.295) and Significant two-tailed = $0.002 < \alpha 0.05$. Therefore, the researcher concluded that the Padlet application has a good effect on Students' Writing Skills

Keyword: *Padlet Application, Writing Skill, Recount Text*

INTRODUCTION

In this world, language has essential meaning because everyone uses it to communicate. Every country has its distinctive language. However, of the many languages in this world, English is the language that can be used to communicate in all countries. Therefore, we need to learn English, especially in education. In education, students must master several skills to improve their English skills. As confirmed by Supina's opinion (2018:129) that "in the world of education, listening, speaking, reading, and writing are the four basic skills that must be mastered by students". However, these four skills were not easy to be mastered, one of which is writing. Writing is one of the four skills in English that is difficult for students to master.

Writing is an activity to express or describe a thought that is poured into written form. Of course, by using proper grammar and spelling so that the reader can understand the contents of the writing that the author has written. In writing activities at school, students are trained in making essays, stories, short messages, and other types of text. Writing is not just free writing without the stages and structures of writing that must be understood and mastered because to create beautiful writing must through several processes following the rules in writing. However, some students felt that this writing lesson is boring lessons; therefore an educator must be creative in creating a class atmosphere that is not boring. Not only boring, but some students also had difficulty creating an essay.

Based on the experience of the researcher when carrying out field practice activities (PPL) at High School (SMAN) 1 Malingping Lebak-Banten, the researcher found several problems faced by students in writing. The first problem is the lack of students' motivation in learning writing. They think that writing is a boring subject. The second problem is that students had difficulty determining ideas, when they start to write, the students felt confused. The third problem is that students had difficulty in developing ideas. The next problem is the lack of students' vocabulary. The last problem is that students had difficulty compiling grammar which made students difficult for students to assemble each word into a sentence.

There are several texts in writing to be mastery of student at Tenth Grade of Senior High School consisting of a descriptive text, announcement text, and recount text. Based on several texts studied in the tenth grade of Senior High School, the researcher took recount text as the learning material in this study.

Recount text is a text that retells an event or experience that happened in the past. The same thing with narrative text recount text also aims to entertain the reader but in recount text, there is no conflict in the story. To help students improve their writing skills, the researcher found a Padlet application as a learning platform in the classroom.

Padlet was a very useful application, especially in online learning because Padlet is an online whiteboard that made it easy for teachers and students to study remotely. Each user could be write freely in expressing ideas, sending pictures, videos, documents, etc. So, this Padlet application could be used for collaboration media between students, as well as between teachers and students because they could respond to each other. We can use this Padlet application on computers, android and Ipad applications are already available. On other hand, Awaludin et.al in Mahmud (2019:30) emphasized that "Using Padlet in learning activities in the classroom is good a way, especially in learning writing".

Based on the background of the problems above, the objective of the research is to investigate a significant effect of Padlet application towards Students' Writing skill of Recount text.

An Overview of Writing

Writing is one of the English skills that must be learned by students because writing is a skill that is used both to communicate indirectly and to express an idea that is poured through writing. To get a good writing, you have to do the exercises repeatedly because without practice, it is impossible to create good and beautiful writing. (Jayanti, 2019:72). In other hand, Pratama (2020:47) emphasized that people could be used writing to communicate with others to convey what they thought or felt in written form. One thing that is pending in writing is to pay attention to the use of punctuation marks. This is done so that the written text is easy to understand by the reader. "In fact, writing in English is not an easy thing for some students because there will be difficulties in assembling the written language style"... (Fitri, 2020:41). Writing is not an easy thing to do; it takes concentration and good consideration in assembling every word into a sentence and from every sentence into a paragraph.

An Overview of Recount Text

Recount text is one of many of English text that must be learned by students. This recount text is one of the types of texts that are studied in the tenth grade where students are asked to retell about experiences, history and someone's biography in the past. According to Widiati et.al (2018:150) said that "Recount text is a text that tells about past events". This recount text contains a series of experiences and events that aim to inform the reader about what happened in the past.

In this recount text it can include who was involved, when it happened, where it happened, and what happened (Dumanauw, 2018:1). Furthermore, Laili and Muflihah (2020:350) explained that "recount text is a writing that retells about a personal experience and historical event in the past". Recount text is a text that is arranged to retell and aims to provide information related to an event, experience, imagination, or a person's life story in the past. This recount text has the same content as narrative text, which is a story about the past. However, in this recount text, there is no conflict in the story.

An Overview of Padlet Application

Many platforms could be used as media in teaching learning in the classroom especially in the online learning, once of which is Padlet. Padlet application or can be called an online bulletin board that is used by students and teachers to post notes or assignments on the wall of the Padlet page. Notes shared by teachers and students can contain links, videos, images, and document files. When the Padlet application user has registered with his google account, the user can create as many "walls" or online bulletin boards as needed (Dollah et.al 2021: 242).

Furthermore, Fisher (2017: 163) defined that Padlet is an application that provides virtual walls and collaborative study spaces between teachers and students that can be accessed from any Internet-enabled device. Each participant can view, add, and rearrange content on the Padlet, including text, images, and links to web pages, videos, or other documents. Every user could to comment and give the reaction each other in Padlet wall. In addition, Padlets can be accessed and created on a computer; Android and iPad apps available. Students can study through Padlet anytime, anywhere, with internet-enabled devices such

as smart phones, tablets, and computers with an internet connection (Haris et.al. in Syahrizal and Rahayu 2020:150).

Padlet walls could be made for public purposes such as classroom learning or personal enjoyment. Padlet App is the best tool to collaborate and express someone's thoughts and also could read others' statements. Each Individual could provide statements, comments, and questions in one place that was easily accessible to everyone to get feedback.

METHOD

This research used quantitative method. Quantitative method is a research method used as a measuring tool or data analysis that is quantitative or statistical to test the effectiveness of the hypothesis. In addition, Melissa and Goertzen (2017:12) stated *"quantitative research methods are used to collect and analyze data of the research that were presented numerically"*. The research design that was used in this research is experimental design by using quasi-experimental. According to White and Sabarwal (2014:2) *"The quasi-experimental method is a method that was used as a comparison between the two groups. Both the experimental group and control group"*...

In this research, the researcher has implemented the Padlet application in the experimental class, and google classroom in the control class as a learning medium. In the first meeting of the research, the researcher gave a pre-test to both the experimental class and the control class to measure the extent of students' writing skills. Then, gave treatment for four meetings and the last meeting of the research, the researcher gave a post-test to find out the final results and to prove the significant effectiveness after being given treatment using a Padlet application in the experimental class.

The population in this research would be conducted all students at the tenth grade of SMAN 1 Malingping Lebak-Banten. The total populations in this research are 280 students. The technique used to select the sample is cluster random sampling; According to Fraenkel et.al (2012:96) stated that the selection of groups from a number of large groups or populations and dividing them into separate groups commonly referred to as clusters is known as cluster random sampling. The sampling using this cluster random sample technique is more effective for use on a larger number of groups. From the results of sampling that has been done using cluster random sampling technique, the researcher chose two classes that have been used as research objects, namely class 10 IPA 2 (32 students) as the experimental class is using Padlet application and class 10 IPA 4 (32 students) as the control class is using Google classroom. So, the total samples in this research are 64 students.

RESULTS AND DISCUSSION

Result of the Research

The researcher presented the results of the students' writing skills test from a sample of both the experimental class and the control class. Data were taken from the pre-test and post-test scores of the two classes selected as the research sample. Class 10 IPA 2 as an experimental class which is taught using the Padlet application as a medium for learning writing skills, while class 10 IPA 4 as a control class is taught using the Google classroom application. After all the data from the pre-test and post-test results have been collected, both the control class and the experimental class, the researcher enters all the data into the table of pre-test and post-test scores below.

Table 1. Description of the data

	N	Range	Mini mum	Maxi mum	Sum	Mean	Std. Deviation	Variance
	Statis tic	Statisti c	Statis tic	Statis tic	Statis tic	Statis tic	Std. Error	Statistic
Pre-test Control	32	20	55	75	2090	65.31	1.098	6.214
								38.609

Post-test Control	32	25	65	90	2450	76.56	1.239	7.007	49.093
Pre-test Experimental	32	25	65	90	2485	77.66	1.188	6.718	45.136
Post-test Experimental	32	25	70	95	2640	82.50	1.309	7.405	54.839

Based on the Pre-test results in the Control class, the number of students are 32 people, with the highest score is 75, the lowest score is 55, and a total score is 2090. While a Pre-test result in the Experimental class, the number of students are 32 people, with the highest score is 90, the lowest score is 65, and the total score is 2485. Furthermore, from the Post-test results of the Control class, the number of students are 32 people, with the highest score is 90, the lowest score is 65, and the total score is 2450. While the Post-test results in the Experimental class, the number of students are 32 people, with the highest score is 95, the lowest score is 70, and the total score is 2640.

To analyze the data, the researcher used SPSS 22 in statistical calculations to test the normality, homogeneity of the data, and hypothesis test. For the hypothesis test in this study, the researcher used the analysis of a t-test.

a. Normality

“The normality test is carried out to determine whether the results of the data obtained from the sample are normally distributed or not” (Rahayu, 2018:30). According to Kim and Park (2019:334)

The hypothesis in normality testing is as follows:

H₀: The data follows a normal distribution.

H₁: The data does not follow a normal distribution.

In the normality test, the researcher used the Kolmogorov- Smirnov test with the SPSS 22.

The estimations are:

If p-value (Sig) > 0.05, the data is normal

If p-value (Sg) < 0.05, the data is not normal

The following is a table of the results of the pre-test and post-test normality tests for the experimental class and the control class.

Table 2. Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
The Result of Students' Writing Test	Pre-test Control Class	.179	32	.011	.912	32	.013
	Post-test Control Class	.169	32	.020	.923	32	.026
	Pre-test Experimental Class	.168	32	.023	.925	32	.029
	Post-test Experimental Class	.163	32	.030	.935	32	.055

From the results of the data above it can be illustrated the p-values are 0.011, 0.020, 0.023, and 0.030 are higher than $\alpha = 0.05$. So, it can be interpreted that the data from each group is normally distributed. This means that H₀ is accepted.

b. Homogeneity

“The homogeneity of variances ensures that the samples are drawn from the populations having equal variance with respect to some criterion”. (Verma and Abdel-Salam, 2019:79).

In the Homogeneity test, the researcher used the Levene test with the SPSS 22.

The interpretation:

If Levene Statistical value (Sig) > 0.05, the data is homogeneous.

Table 3. Test of Homogeneity of Variance

		Levene			
		Statistic	df1	df2	Sig.
The Result of Students' Writing Test	Based on Mean	.537	3	124	.658
	Based on Median	.353	3	124	.787
	Based on Median and with adjusted df	.353	3	116.571	.787
	Based on trimmed mean	.529	3	124	.663

Based on the results of the Levene test with SPSS, a significant value of $0.658 > 0.05$ means that the two classes are not significantly different so that the variance is meaningful or it can be interpreted that the data is homogeneous.

c. Hypotheses Test

In analyzing the hypothesis test, the researcher used t-test with the Independent samples t-test by using SPSS 22. According to Bevans (2020:1) the t-test is a statistical test used to compare the mean of the two groups. Then, the score is taken from the post-test between the Control class and the experimental class as the result of the research.

The hypotheses testing of this study are as follow:

If $\text{sig} > 0.05$ the null hypothesis (H_0) is accepted. It means that there is no significant effect of Padlet application towards students' writing skill of recount text

If $\text{sig} < 0.05$ the null hypothesis (H_0) is rejected. It means that there is significant effect of Padlet application towards students' writing skill of recount text

Statistically, the hypotheses of this research are:

Ha: There is a Significant Effect of Padlet Application towards Students' Writing of Recount text.

Ho: There is no a Significant Effect of Padlet Application towards Students' Writing of Recount text.

So, the result of data could be seen on the following table:

Table 4. The Result of Hypothesis Test used T-test

		t-test for Equality of Means		
		t	Df	Sig. (2-tailed)
The Result of Students' Writing Test	Equal variances assumed	-3.295	62	.002
	Equal variances not assumed	-3.295	61.811	.002

The results of the data, the t value = - 3.295 with a 2-tailed significance of 0.002, which means that the Sig 2-tailed = $0.002 < 0.05$. So, H_a is accepted. In other word, there is a significant effect of Padlet Application towards Students' Writing of Recount Text.

Discussion

In education, many skills should be learned and mastered by students, one of which is writing. According to Jayanti (2019:72) said that Writing is one of the English skills that should be learned by students because writing is a skill that is used both to communicate indirectly and to express an idea that is poured through writing. In the theory, it could be interpreted that writing is an activity to communicate and express ideas that are expressed in written form. Writing is not easy, because writing activities required concentration and thinking hard to express ideas, and develop each sentence into a paragraph. As confirmed by Fitri (2020:41) emphasized that *"In fact, writing in English is not an easy thing for some students because there will be difficulties in assembling the written language style"*

Writing is not just free writing without stages or processes that must be passed. There are several processes that must be passed by a writer to create good writing. According to Borg (2019:12) argued that *"There are several procedures in writing consisting of planning, drafting, revising and proofreading"*. The writing process is an important step that must be carried out by the author. Because, without a process that is passed, it is impossible for a writer to create good writing.

There are several types of texts in English that can be used as practice material in improving students' writing skills. One of them is recount text. According to Widiati et.al (2016:150) said *"Recount text is a text that tells about past events"*. It means that recount text is a text that retells an event such as personal experiences, history, and someone's biography that happened in the past.

However, in writing activities there are several problems faced by students. The first problem is the lack of students' motivation in learning writing. They think that writing is a boring subject. The second problem is that students had difficulty determining ideas, when they start to write, the students felt confused. The third problem is that students had difficulty in developing ideas.

The fourth problem is the lack of students' vocabulary. The next problem is that students had difficulty compiling grammar which made students difficult for students to assemble each word into a sentence. The last problem is limited media used by teachers.

Related to the problems above, the researcher applied a platform learning to improve Students' writing skill. The application is called a Padlet or online whiteboard.

According to Fisher (2017: 163) defined that Padlet is an application that provides virtual walls and collaborative study spaces between teachers and students that can be accessed from any Internet-enabled device. Each participant can view, add, and rearrange content on the Padlet, including text, images, and links to web pages, videos, or other documents. Every user could to comment and give the reaction each other in Padlet wall. In learning writing, students also could create a text that is published directly. So that it could be responded to directly by teachers and other students. On other hand, Awaludin et.al in Mahmud (2019:30) emphasized that *"Using Padlet in learning activities in the classroom is good a way, especially in learning writing"*.

From the result of the research data, the Padlet Application significantly improves students' writing skills. Therefore, the result of this study indicate that there is a significant effect of Padlet Application towards students' writing skills. This result is also corroborated by previous research which said that the use of the Padlet application on students' writing activities was very effective. According to Taufikurohman (2018) in the Effectiveness of Using Padlets in Teaching Writing Descriptive Text which found the results that the Padlet application was very effective on students' writing skills. Students taught through the Padlet Application could achieve better achievements and students also motivated and interested in the learning process. Another Expert is Rony (2021) in the Students' Perspectives of Padlet application as Educational tool in EFL Writing classroom. Based on data collected through questionnaires and interviews, the students showed a positive perspective on Padlet in their writing class. Next, Saepuloh and Salsabila (2020) in Teaching of Writing Recount Texts by Utilizing Padlets in a private university in West Java.

The data obtained in this study were based on observations, and then analyzed qualitatively to determine the results of a teacher's practice of applying Padlet in the classroom. The analysis resulted in findings vis-à-vis the integration of Padlet and the teacher's ways of integrating Padlet.

The difference between this research and previous research is in the use of research methods. If the previous research used qualitative methods and mixed methods while this research used quantitative methods.

In this research involved 64 tenth-grade students, namely 10 IPA 4 and 10 IPA 2. The two classes were classified as control and experimental classes. The two classes were given different treatments. The control class was given treatment using the google classroom application, while the experimental class was given treatment using the padlet application. Pre-test and post-test were given to both classes.

The data were taken from the pre-test and post-test scores of the two classes selected as the research sample. Class 10 IPA 2 as an experimental class which is taught using the Padlet application as a medium for learning writing skills, while class 10 IPA 4 as a control class is taught using the Google classroom application. The questions taken in this research are two questions that cover the components of writing. As explained by Brown (2018:251) the writing assessment includes: Content, Organization, Grammar, Vocabulary, and Mechanics. This assessment rubric is used as a reference in the written test assessment that the researcher gives to students through pre-test and post-test.

Based on the Pre-test results in the Control class, the number of students are 32 people, with the highest score is 75, the lowest score is 55, and a total score is 2090. While a Pre-test result in the Experimental class, the number of students are 32 people, with the highest score is 90, the lowest score is 65, and the total score is 2485. Furthermore, from the Post-test results of the Control class, the number of students are 32 people, with the highest score is 90, the lowest score is 65, and the total score is 2450.

While the Post-test results in the Experimental class, the number of students are 32 people, with the highest score is 95, the lowest score is 70, and the total score is 2640. In this section, the discussion regarding the application of Padlet in learning to write can significantly improve students' writing skills. This can be seen based on the average pre-test value for the control class is 65.31 and the pre-test value for the experimental class is 77.66. From the value of the experimental class and the control class, it means that there are differences in student achievement in the pre-test scores of the control class and the experimental class.

Meanwhile, the average post-test score in the control class was 76.56 and the post-test score in the experimental class was 82.50. This means that there is also a significant difference in scores between the control class and the experimental class in the post-test. It can be concluded that it proves that the experimental class got a higher score than the control class, which means that the use of Padlet is very effective towards students' writing skills of recount text. After being given the pre-test and post-test, the researcher analyzed the data from both groups by testing for normality and homogeneity using pre-test and post-test scores. Meanwhile, to test the hypothesis, the researcher only used the post-test scores of the two groups.

The results of normality test used Kolmogorov-smirnov with SPSS 2.2, a significant are 0.011, 0.020, 0.023, and 0.030 are higher than $\alpha = 0.05$. So, it can be interpreted that the data from each group is normally distributed. This means that H_0 is accepted. Then, the results of homogeneity test used Levene test with SPSS 2.2, a significant value is $0.658 > 0.05$ means that the two classes are not significantly different so that the variance is meaningful or it can be interpreted that the data is homogeneous.

Meanwhile, to test the hypothesis, the researcher only used the post-test scores from the two classes. This is because the researcher wanted to know whether there was a difference between the two after the treatment was given and whether there were significant results on the use of padlet in the experimental class. From the test results with independent simple t-test obtained t-count = -3.295 with significant 2-tailed = $0.002 < \alpha = 0.05$, then H_a is accepted and H_0 is rejected. In other words, there is a significant effect of using Padlet towards students' writing skills of recount text.

CONCLUSIONS

Related to the research that was established at the tenth grade of SMAN 1 Malingping Lebak-Banten in academic year 2021/2022, the researcher obtained the results of data analysis from the research that there was a significant effect of the Padlet application on students' writing skill of recount text. This could be seen in the results of the hypothesis test that t-count = -3.295 and the significance value (p-value) = $0.002 < 0.05$. Then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This means that there was a significant difference in the scores of the two groups, namely between the control class and the experimental class. Therefore, the researcher concluded that learning using the Padlet application has a good and significant effect towards students' writing skill at the tenth grade of SMAN 1 Malingping Lebak-Banten in academic year 2021/2022.

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