

## PADLET AS LEARNING MEDIA TO IMPROVE STUDENTS' WRITING SKILLS: EFL TEACHER'S AND STUDENT'S PERSPECTIVE

**Ahmad Novianto**

*English Education, FKIP, Galuh University, Ciamis, Indonesia*

[ahmadnovianto1@gmail.com](mailto:ahmadnovianto1@gmail.com)

**Dedeh Rohayati**

*English Education, FKIP, Galuh University, Ciamis, Indonesia*

[dedehrohayati2017@gmail.com](mailto:dedehrohayati2017@gmail.com)

**Didih Faridah**

*English Education, FKIP, Galuh University, Ciamis, Indonesia*

[didihfaridah@gmail.com](mailto:didihfaridah@gmail.com)

APA Citation: Novianto, A. (2022). Padlet as Learning Media to Improve Students' Writing Skills: EFL Teacher's and Students' Perspective. *Journal of English Education Program (JEEP)*, 11(1), 73-84. doi: [http://dx.doi.org/10.25157/\(jeep\).v11i1.13563](http://dx.doi.org/10.25157/(jeep).v11i1.13563)

Received: 15-5-2022

Accepted: 1-6-2022

Published: 1-7-2022

**Abstract:** This study was designed to find out if there are significant differences in writing skills between students who are taught by means of Padlet and those who are not, and to find out the teacher's and students' perceptions of the implementation of Padlet in teaching writing. This mixed method study used quantitative data completed with a quasi-experimental pre-test and post-test control group design, and with a semi-structured interview for the qualitative data. The study engaged 20 students as the experimental and control group. Based on the statistical data, after the teacher's treatment using Padlet on students' writing recount text, the t-observed value was higher than the t-table value. Thus, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. So, Padlet in the class on writing recount text reveals that there are differences in the improvement of students' abilities. Furthermore, the perceptions of teachers and students from the results of both interviews are of the notion that Padlet can improve writing skills, particularly in writing recount text. The finding showed that Padlet is effective as a media to improve students' writing skills. Some recommendations are addressed, particularly for the teacher and future research. Teachers are recommended to use the Padlet application as a media in teaching writing recount text and as one of the effective technology media. Since the present study only focus on mean differences in student improvement, the next researcher are expected to find out the significance of changes or differences in student achievement.

**Keywords:** *Padlet; Learning Media; Writing; EFL; Recount Text*

## INTRODUCTION

Writing, as one of productive skills, needs a complex skill because the writers are ignited to convey their idea in such way to result in a "readable" composition. Graham (2022) explains that writing is important even though it is complicated; so that the students must learn if they want to take more benefit from educational, occupational, and social responsibilities. English consists of four skills, i.e., listening, speaking, writing, and reading. Among those four language skills, writing is the most difficult skill. This statement is also supported by Suvin (2020) and McLean (2022) who claim that writing is a complex activity because it has very detailed components which consist

of development, syntax, grammar, vocabulary, content, and punctuation. For this reason, the selection of the right media must be immediately applied to improve students' writing skills.

ICT can be considered an important tool to improve the teaching of writing skills. Several tools which is based on the digital technology can be useful for language learning. In learning to write, using Padlet as a learning medium is a good way for those who are learning. Language learning such as learning writing skills can be assisted with Padlet media as a tool for an in-class activity. According to Puspitarini and Hanif (2019), learning is an activity carried out to acquire knowledge, master particular competencies, and establish student attitudes. Thus, Padlet as a source for learning media to write is highly recommended for students. In the same statement, Firnanda et al. (2021) agree that Padlet can help student to improve their writing skills. Students feel comfortable using Padlet in their learning process. A teaching-learning process has comprised of two critical linked components, those are a teaching method and a learning media.

Learning media is a tool that can assist students to learn by conveying messages and stimulating creative ideas. Learning media can be classified into traditional media and digital media. The former refers to media that is not supported by an electronic set and the latter is a type of media that requires the usage of a computer. Books, posters, and models are examples of traditional media. Despite not being a sophisticated media, traditional media is nevertheless widely used as a learning resource (Suryani, 2016). Learning media using old-fashion technology is altered by new technologies that assumed more suitable for today's learner characteristics (Golonka, et. al., 2014).

In today's era, at least two learning media are very loved, namely E-Learning and Learning using communication tools such as Mobile (M-Learning) which have a positive impact on the learning of languages (Gallego & Topaloglu, 2019). Mobile learning is a new language-learning strategy that uses mobile phones during the process This type of learning is also called Mobile Assisted Language Learning (MALL) which is a very popular multidisciplinary field of study that is increasingly gaining attention throughout the world (Karim et al. 2017). Mobile-assisted language learning (MALL) is the use of cellular technology in language learning, particularly when that device portability provides certain benefits. The primary advantages of MALL seem ready access to provide relevant information, more adjustable time and space, adaptation to personal habits, motivation, and preferences, continuity between learning in different occasions, and high opportunity for continuous language practice while having daily activities such as walking, waiting, or commuting.

Due to the fact that mobile-assisted language learning provide both teachers and learners a great potential in language learning, many platforms can be combined with this teaching strategy, for example, Zoom, WhatsApp, Telegram, and including Padlet (Prastya, 2019). In the modern era, using technology has become essential for every person. Humans may now complete a wide range of daily tasks, both indoor and outdoor, with the help of technology. The same is true for teachers who can use technology to simplify teaching and learning activities. Recalling Padlet as a technology media that is widely applied in education, Deni and Zainal (2018) explain that Padlet is a web 2.0 information page where either students or lecturers can create virtual walls. Padlet facilitates the expression of feelings and thoughts, this application helps anyone who wants to improve their writing skills regardless of their condition (Awaludin, Abd Karim, & Mohd Saad, 2017).

Writing skill is a certain skill that helps writers to express their thoughts in sentences to interact in an unspoken language. The principle of writing is to compose writing which based on the result of thinking, composing, and revising with special skills that is not developed naturally by every speaker (Sani, et al., 2018). Generally, all English teachers wish their students can write well. In this way, the teacher should attempt to teach writing effectively. According to Byrne (1998), there are some key approaches to teaching writing: 1) focusing on accuracy at which the student should be taught how to write and combine the narration, character, setting, and topic of essay, story, or film; 2) writing ability on argumentation which is defined as the interdisciplinary

study to enable humans draw conclusions by means of premise-based logical reasoning direct or indirectly (debate, dialogue, conversation, and persuasion); 3) the description of writing ability which is one of four rhetorical types, also popular as modes of discourse (the fiction-writing type for transferring a mental image or a certain story); and 4) writing ability on narration as a kind of retelling, usually in words which is a notion, tells events, maybe leaving some occurrences out.

Regarding the type of text, Recount text tells about a story, action, or activity. Usually, recount text retells events or experiences that happened in the past. Knapp (2005) claims that recount text is written out to make a report about an experience of a series of related events. A recount is a text to inform an event or to entertain people. Recount text is a type of text that tells about a story, action, or activity. Usually, recount text retells events or experiences that happened in the past. Recount text usually tells about personal experiences that are considered interesting and memorable. The text is told chronologically to help the reader understand the order of the story.

Recount text has six types (Derewianka and Jones, 2016): 1) personal recount at which the purpose is to give details of an incident involving personal experience; 2) factual recount which function is to report on events or incidents not experienced personally by the reporter; 3) autobiographical recount which functions to recount episodes in someone's life as told by that person; 4) biographical recount which functions to recount episodes from another person's life; 5) historical recounts and accounts which function to record, explain, and interpret important or interesting events in a society's past; and 6) and literary recount which functions to retell a serial imaginary events, usually with aesthetic features.

The selection of the right media integrated by ICT must be applied to improve students' writing skills. "ICT can be considered as an important tool to improve the teaching of writing skills" (Yunus et al., 2019). In learning to write, using Padlet as a learning tool is a good way for those who are learning to improve writing skill. According to Sharma (2018), learning is any rather permanent change in behavior that occurs as a consequence of practice and experience. Thus, Padlet as a source of media for learning to write is highly recommended for students.

Previously, there are several studies related to the topic such as Defilippi et al. (2020), Holovina (2021), and Jong (2021). The first previous study was conducted by Defilippi et al. (2020) aiming at improving writing skills through collaboration among students using Padlet. The survey was taken to confirm that students identified collaborative writing in Padlet as useful, and enriching. Second, Holovina's (2021) study was designed to investigate the digital notice board Padlet in English education. Padlet is a strong and easy-to-use device that can be used to reinforce real-time, whole-class participation and evaluation. Jong and Kim Hua (2021) reports on the use of an online learning platform for assessing students' writing skills resulting in the respondents who exhibit positive responses towards Padlet and concerns that arise during the implementation of Padlet in the classroom. The similarity of the present research with previous research is in term of the use of Padlet in improving students' English learning ability. On the other hand, the difference between the present study and previous research is in that the present study focuses on Padlet as media to improve writing recount text; and it is conducted at vocational high school. To fill this gap, this study discusses using Padlet as media to improve student writing skills. Based on the background stated previously, the researcher proposed several questions in this study such as follows:

1. Are there any significant differences in writing skills between students who are taught by implementing Padlet in teaching writing and those who are not?
2. How do the teachers perceive the implementation of using Padlet to improve students' skills in writing recount text?
3. How do the students perceive Padlet as learning media in writing recount text?

## **METHOD**

### ***Procedure***

The students are required to write an essay of recount text in 90 minutes. After getting the results of the pre-test, then a post-test was carried out for the two groups. After getting both results, the data were collected and then analyzed using SPSS 26. In this study, the data was analyzed to find out the significance of Padlet in increasing students' writing skills.

### ***Research design***

In processing to answer research questions, the researcher determines to use an Explanatory Sequential Mixed Methods Design as the primary design of this study (Creswell & Creswell, 2018). Explanatory Sequential Mixed Methods Design was chosen based on the opinion of Creswell and Creswell (2018) who state that this approach's strength of representing on both qualitative and quantitative research and decreasing the limitations of both approaches. The explanatory sequential conduct quantitative method at first, then, separately conduct qualitative method to carry on and back up the quantitative method result. In this research, the population, who were selected purposively, was all students of class X in the academic year 2021/2022 which consists of 2 classes.

In collecting the data, a pretest and posttest are conducted to figure out students' writing skill and their advancement in learning. In the quantitative data, the researcher used a set of tests (pretest-posttest). The quantitative method was used to establish relationships between variables in this study. Creswell and Creswell (2018) state that quantitative researchers seek to establish relationships between variables and look for and sometimes explain the causes of such relationships. This instrument is also to find out the use of Padlet as a learning media in improving students' skill in writing skills recount text. The pretest-posttest needs to use control and experimental groups; this technique is called a quasi-experiment design because the investigator used the control and experimental groups, but the design may have a partial or total lack of random assignment to groups (Creswell and Creswell, 2018, p. 229). Therefore, in this study, the research used the quasi-experiments as the type of quantitative paradigm, the experimental group A and the control group B are selected without random assignment. Both groups take a pretest and a posttest. Only the experimental group receives the treatment as suggested by Creswell & Creswell (2018, p. 235).

Meanwhile, in qualitative data, semi-structured interviews which was administered through a face-to-face interview was administered to determine students' perceptions about the use of Padlet in improving students writing skills on recount text. According to Silverman (2000), the interview is a face-to-face verbal exchange, in which one person, the interviewer, attempts to elicit information or expressions of opinion or belief from another person or persons." In addition, in the qualitative interviews, the researcher uses semi-structured interviews. Semi-structured interviews also gave interviewers greater opportunities to be seen as knowledge-producing participants in the process itself (Brinkmann, 2013). The researcher conducted interviews with students of class X A. Consisting of 3 students' categories and 6 students that are categorized as 2 (two) high achiever students, 2 (two) middle achiever students, and 2 (two) low achiever students.

### ***The statistics procedure***

The pre-test and post-test were analyzed by computation of statistics by using SPSS 26. In analyzing the result of pre-test and post-test, the statistics test was used. A descriptive statistics test was conducted to test a set of quantitative data in the form of a minimum score, maximum score, mean, and standard deviation obtained from pre-test and post-test data. Before examining the hypotheses of the study, it was necessary to conduct a normality test. In this study, normality test was carried out to determine the type of parametric or non-parametric statistics to be used in processing the data. In this case, the researcher tried to use the Kolmogorov-Smirnov (K-S) test and Shapiro-Wilk which were was analyzed by using SPSS 26 with  $\alpha = 0.05$ . In addition, the

homogeneity test was conducted to find out whether the two groups have the same variance or not. The next was measuring T-test which was designed to determine whether the student's ability in the classes were the same or not. It was followed by measuring N-Gain of experimental and control groups which was aimed to find out the differences in increasing the student's ability in writing recount text of both two classes.

***The analysis of qualitative data***

In the analysis of qualitative data, the researcher processed interview data. According to Creswell and Creswell (2018), the results of the interview data are processed hand in hand by collecting the data, then analyzing the data, and in the end, writing the report. Therefore, the researcher collected all participant audio recording data, then analyzed all the words contained in the audio written in the transcript.

**RESULTS**

***Is there any significant difference in writing skill between students who are taught by implementing Padlet in teaching writing and those who are not?***

The quantitative study was employed to answer the first research question "Is there any significant difference in writing skills between students who are taught by implementing Padlet in teaching writing?" The researcher obtained the quasi-experimental design for collecting quantitative data. The researcher chose a pretest-posttest control group design from the students who had not and had learned writing on recount text subject by applying Padlet application. The pre-test and post-test were conducted with 20 students in each class such as the experimental and control class. In the analysis of quantitative data, the researcher provided the results of a test after using Padlet as online learning media to improve students' writing skills in the recount text. The researcher gave the results of each group's pre-test and post-test as the first step in assessing the data based on Creswell and Creswell's (2018), quasi-experimental design namely pre and post-test group design and post-test-only group design. The results of the students' descriptive statistics of pre-test are displayed in Table 1.

Table 1. Descriptive statistic of pre-test

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
EXPERIMENTAL	20	52	70	59.60	5.335
CONTROL	20	48	71	60.20	6.933

Based on the data shown in Table 1, it can be seen that the experimental group of students showed their progress from the pre-test result. Two students got the highest scores on their tests before being thought by the teacher through the Padlet application. The highest score is 70. Two students got the smallest scores which are 52. The average value of the pre-test of the experimental group is 59. Based on data from Pre-test control group results, the students got the highest score on the test before being thought by the teacher through the Google Jamboard application. The highest score is 71, and the smallest score was 48.

After the data was obtained from the descriptive statistics of the pre-test, then the normality test data processing was conducted. The results of the data normality test using Saphiro-Wilk indicated that the data is normally distributed. Based on the result of normality test used Shapiro-Wilk, the statistic of the experimental is 0,930, the df is 20, and the sig is 0,158. The statistic of the control group is 0,957, the df is 20, and the sig is 0.481. The pre-test analysis data of the experimental group had a significance of 0,158 higher than 0.05, therefore the H<sub>0</sub> was accepted, in another meaning is pre-test data of students' skill in writing recount text for the experimental group was normally distributed. The result of the pre-test data analysis for the control group has a significance of 0,481 higher than 0,05, therefore H<sub>0</sub> was accepted, and it can be concluded that the

pre-test data on students' ability in writing recount text for the control group was normally distributed.

After the data were normally distributed, the researcher conducted a homogeneity test for testing if the variance of the two groups is homogeneous or not. Based on the result of the pre-test homogeneity test using Levene, it is obtained a significant variance of 0,119 higher than 0,05 meaning  $H_0$  was accepted. It means that the student's pre-test data in writing recount text of the two groups are homogeneous in variance.

Based on the data normality test and homogeneity test which result in a normally distributed and a homogeneous variance, the researcher conducted the t-test. The results of the t-test analysis obtained a significant 0,761 which is higher than 0,05; so  $H_0$  is accepted. Based on the data, the hypotheses showed that there is no difference in initial ability between the students in control group and experimental group. Therefore, it can be concluded that the experimental and the control group has similar initial ability to pretest students' writing skills in recount text.

After the initial ability is known, then the teacher gave a treatment of using a Padlet to experimental group and Google Jamboard application was given to control group. From the results of the treatment, the post-test score of the experimental and post-test score of the control group was obtained. The minimum, maximum and mean of the Post-Test score result of the two groups is depicted in Table 2.

Table 2. Descriptive statistic of post-test

	N	Minimum	Maximum	Mean	Std. Deviation
EXPERIMENTAL	20	74	90	82.35	5.194
CONTROL	20	68	87	75.75	5.964

In calculating the next data, the researcher was analyzing students' cognitive abilities in writing recount text through N-Gain analysis. N-gain analysis data of experimental and control groups to find out the differences in increasing the student's ability in writing recount text in both the two classes. N-gain is calculated by the Normalized Gain formula based on Hake (2022), as follows:

$$\text{N-Gain} = \frac{\text{Final Scale Score} - \text{Initial Scale Score}}{\text{Ideal Maximum Score} - \text{Initial Scale Score}}$$

As previously mentioned, the normality test aimed to find out whether or not N-gain scores of the experimental and control groups have a normal distribution or not. The basis of the decision is a significant value  $> 0,05$ , then  $H_0$  is accepted; and a significant value  $< 0,05$ , then  $H_0$  is rejected. Based on the result, the normality test using Shapiro-Wilk indicates that the N-gain analysis data of the experimental group had a significance 0,240 higher than 0.05; then  $H_0$  is accepted. Therefore, N-gain data of students' ability in writing recount text for the experimental group was normally distributed. The result of N-gain data analysis for the control group has a significance of 0,118 higher than 0,05; so that  $H_0$  was accepted. Then, N-gain data of students' ability in writing recount text for the control group was also normally distributed.

After the normality test, the next was homogeneity test was conducted to test whether the two groups are homogeneous in variance or not. Based on the result of the N-Gain homogeneity test using Levene, it obtained a significant variance of 0,451 higher than 0,05, so  $H_0$  was accepted. It means that the student's pre-test data in writing recount text of the two groups are homogeneous in variance.

The last step was T-Test that was used to determine whether the average of N-gain data in the two abilities of groups are the same or not. Based on the pre-requisite test, the data of the student's ability in writing recount text in the experimental and control group are normally distributed and have a homogeneous variance. The next is to test the hypothesis by using the hypothesis test as follows:

H<sub>0</sub>: H<sub>1</sub> = H<sub>2</sub> (There is no significant difference in students' writing skills before and after being taught by using the Padlet application)

H<sub>1</sub>: H<sub>1</sub> ≠ H<sub>2</sub> (There is a significant difference in students' writing skill before and after being taught by using the Padlet application)

The output of the T-test from the pre-test of students' ability in writing recount text is given in the Table 3.

Table 3. Result of N-gain data of students' ability in writing Recount text

		T-test for Equality of Means		
		T	Df	Sig (2-Tailed)
SCORE	Equal variances assumed	.6490	38	.000

Table 3 shows the results of the t-test N-gain data analysis obtained a significant 0,000 which is smaller than 0,05. So, H<sub>0</sub> is rejected. This showed that there is a significant difference in students' writing skills before and after being taught by the using Padlet application.

The researcher also analyzed the data to see the results of the N-Gain data scores from the experimental group and the control group as represented in Table 4. This data is used to determine the N-Gain criteria in Table 4 to determine students' ability in writing recount text.

Table 4. Descriptive statistic of N-Gain

	N	Minimum	Maximum	Mean	Std. Deviation
EXPERIMENTAL	20	0.42	0.71	0.5690	0.09039
CONTROL	20	0.30	0.58	0.3961	0.07758

After obtaining the N-Gain criteria in given Table 4, the next is to determine N-Gain data of students' ability in writing recount text from both control and experimental group. The result can be seen in Table 5.

Table 5. Determining of N-Gain data of students' ability in writing recount text

N-Gain Score	Criteria
N-Gain ≥ 0,70	High
0,30 < N-Gain < 0,70	Medium
N-Gain ≤ 0,30	Low

(Melzer, 2008)

Table 5 shows that the average of N-gain score for the experimental group (using Padlet) is 0.5690. Meanwhile, the control group (using Google Jamboard) indicates that the average N-Gain score is 0,3961. It implied that both groups are categorized in the medium category in the range of 0,30 < N-Gain < 0,70. This means that there is an increase in students' writing skills recounting text which is categorized as medium category.

The N-Gain percent value is also obtained. To follow Putri et al.(2021), the classification of the acquisition of the N-Gain score can be adjusted based on the Gain value or from the Gain value in the form of a percent (%) or multiplied by 100. From the N-gain value multiplied by 100, the N-Gain percentage result for the average of the experimental group (Padlet) got 56.90% which is interpreted in the effective enough category (see Table 6). From the N-gain value multiplied by 100, the N-Gain percentage result for the average of the control group (Google Jambored) got 39.61% which is interpreted in the not effective category.

Table 6. Determining of N-Gain Data of Students' Ability in Writing Recount in Percent

Percentage	Degree
<40	not effective
40-55	less effective
56-75	effective enough
>76	Effective

(Hake, 1999)

Based on the elaboration aforementioned, it can be concluded that Padlet application is effective enough for improving students' skill in writing recount text. This might link to what has been reported by Prastya, (2019) that MALL, such as Padlet application, is a potential tool for constructivism in EFL learning. Therefore it can be said Padlet application is effective in teaching writing.

***How does the teacher perceive the implementation of using Padlet to improve students' writing skill***

The second answer of the second research question was "How does the teacher perceive the implementation of using Padlet to improve students' writing skill?" In this case, the researcher used semi-structured interviews. Based on teacher responses, the researchers concluded that the teacher gave a positive perception of the Padlet application in that the use of Padlet is effective in writing recount text. The teacher implements it in three steps, the first is the introduction of the Padlet, the second is how to operate the Padlet, and the third is the delivery of material with the Padlet. The teacher argued that the Padlet application recommendations for technology-based applications in teaching writing can be used for teaching writing.

The teacher proved that the Padlet application can help teaching writing, and the Padlet application can also increase student participation in class and increase their interest in writing. In line with Deni and Zainal (2019), Padlet can help teachers and students activate in the classroom more efficiently. This is evidenced by the increase of the pre-test to the post-test of the control group of students who have been given treatment using the Padlet application. Thus, Padlet is effective as a learning media to improve students' writing skills.

The results of interviews which revealed that students gave several arguments with positive results against the use of Padlet. It was found that the students like learning by using Padlet for writing because they are easy to use and simple in line. The following statements figure out the teacher's perception of effectiveness of Padlet as a media to improve students' writing skills:

“..Ya..Padlet is effective as a media because it is easy to use. The implemented in the class first step is the introduction of Padlet to students. Second, tell to the student how to operate it. Third, deliver the final material through Padlet. I think this is very simple as a technology to help students in learning. Using Padlet also helps students come up with lots of ideas when writing recount text. It is the recommendation for another teacher who uses technology in teaching writing”. (Teacher's interview transcription).

Based on teacher response, it might be implied that the use of Padlet is effective in writing recount text. The teacher implements it in three steps, the first is the introduction of the Padlet, the second is how to operate the Padlet, and the third is the delivery of material with the Padlet. According to the result of interview, the teacher recommended technology-based applications for teaching writing, as Padlet does.

Another response was revealed by teacher in that students enjoy learning to write through the implementation of Padlet.

“...it helpful to implement Padlets in writing classes, they also enjoy learning with Padlet because easy to use. They are very enthusiastic in writing, they also become more creative in expressing ideas, because in the Padlet application they can freely write by inserting images based on their writing theme” (Teacher's interview transcription).

Based on teacher’s interview transcription, the Padlet application can assist the teacher in teaching writing recount text of the writing class activity. The teacher argues that the students also feel enjoy learning writing through Padlet as a media in learning process. The students are more expressive in writing and can express writing ideas more creatively because they can insert pictures in their writing based on Padlet. Besides, the Padlet application is easy to use by the student.

***Students’ Perception of Padlet as a Learning Media to Improve Student’s Writing Skills in Recount Text***

The third research question was processed using a qualitative study. The researcher used semi-structured interviews to collect the data from English teachers. The result to figure out of the third research question about the students’ perception of Padlet as a learning media to improve student’s writing skills in recount text.

Based on students’ responses, overall, the lower student, medium students, and high students give a positive statement. The students feel enjoy and like teaching and learning through Padlet in the classroom activity as described in the following students’ interview transcription: “I like writing through Padlet application as a learning media in the classroom for teaching writing.” The student gives a positive opinion, that Padlet as a media for writing in recount text is easy to use and simple application. The Padlet media also can help them create an idea to write essay recount text and motivate them in learning writing class activities. Moreover, writing recount text is difficult to write but using the Padlet media can help the student to create a recount text. This might be an indicator of students’ awareness of Padlet as a learning media in writing recount text.

Regarding the benefits of learning writing using the Padlet application, the students responded assorted statements. The lower students category state that “It is effective in teaching writing class.” Similarly, the medium students claim that it is “Good and effective as a learning tool in writing recount text”. In addition, the high students recommend that “... it gives a creative idea in writing.” Most of the students gave the opinion that the compact application was effectively used as a resource in the writing class. They also elaborated that the Padlet application can foster creative ideas in writing. This answer represents that the Padlet application is effective as a medium for learning to write recount text.

Also, student perception on the difficulties of using Padlet media in writing recount text revealed the various answers as given in Table 7.

Table 7. Students’ answers on difficulties of using Padlet

Interviewer: Based on your experience, mention the difficulties when learning to use the Padlet application!	Interviewee: “I don’t have any problem with the application, but I have a problem in writing ideas.” (lower student)
	“First time I feel difficult in operating Padlet.” (medium students)
	“I think using Padlet must have a good connection.” (high students)

The results of the interview indicates that all students have problems. However, it can be seen from the students' statements that they do not have a serious enough problem. According to the lower students, he only had difficulty in expressing ideas. Meanwhile, their medium and high students thought that they had difficulties when they first started using the Padlet and that there had to be a good internet supply to access the Padlet.

The students' perceptions of the Padlet application as a source of media for improving writing skills was from the result of interviews. The result revealed that students gave several arguments with positive results against the use of Padlet. It was found that they like learning to use Padlet for writing because it is easy to use and simple in line. In addition, the Padlet application can increase students' motivation in writing with the availability of writing features by adding in-

line photos. According to Rashid et al. (2019), in Padlet, both students and teachers can write and attach videos, photos, and audio. It was also found that Padlet was easy for students to create writing ideas, in particular, in writing essay recount text. Although writing is considered a difficult skill, as Togatorop (2021), the implementation of this Padlet enables students to make their writing skills improved. Furthermore, Ray et al. (2020) defined that learning media is adopted to facilitate teachers in conveying learning material to make students understand easily. Thus, the Padlet application is effective as a medium to improve students' writing skills.

This research is related to research by Fuchs (2018) stated that Padlet provides an easy-to-use multimedia wall for deep interaction classes and assessments in real time. In addition, the Padlet application can increase students' motivation in writing with the availability of writing features by adding in-line photos of Yunus (2019) in Padlet both students and teachers can write and attach videos, photos, and audio. The researcher also found that it was easy for students to create writing ideas with Padlet in writing essay recount text. Although writing is considered a difficult skill, as Togatorop (2018) the implementation of this Padlet can help students improve their writing skills. In addition, Ray (2020) defined that learning media is adopted to facilitate teachers in conveying learning material to make students understand easily. Thus, the Padlet application is effective as a medium to improve students' writing skills.

### ***Discussion***

It is claimed that Padlet can facilitate the expression of feelings and thoughts that helps anyone who wants to improve their writing skills regardless of their condition (Awaludin, Abd Karim, & Mohd Saad, 2017). This study is related to the research of Taufikurohman (2018) which shows that there is a significant difference in students' writing skills between those who are taught by Padlet and those who are not. In this study, it was proven by the results of the t-test obtained from quantitative data. In addition, the results of this latest study are in line with the results of previous studies from Jong and Kim Hua (2021) which participants gave a positive response to the use of Padlet. Teachers and students responded that Padlet was effective as a technology medium to improve students' writing skills. This is confirmed by Holovina's (2021) finding that Padlet as an English teacher is very powerful and easy to use. This is in line with the perceptions of students and teachers in this study that Padlet is easy to use as a learning medium. In addition, this is in line with the findings of Defilippi (2020) that students can play an active role in writing using Padlets as well as the results of this study that students can easily find ideas in writing recount text.

While in the present study focused on the results of teachers and students which, firstly, gave a positive response to Padlet as an effective medium for teaching writing. The second, Padlet is an easy-to-use tool. Third, Padlet improves students' writing skills. Fourth, Padlet is an interesting tool in writing class. The results of previous studies and current research indicate that the use of Padlet is effective in improving students' skills. However, the difference between the previous research and this research lies in the topic of writing, research participants, and research methodology. In this study, researchers focused on vocational students who used mixed methods in writing recount texts. In addition, this study found new findings, that the Padlet application can generate ideas in writing recount essay text.

### **CONCLUSION**

Related to the research findings, there are several conclusions in this section. First, there is a significant effect on students' writing skills after acquiring learning treatment by applying the Padlet application. It can be analyzed from the t-test of students pre-test and post test that Padlet improved the students' writing skills. In the second conclusion, the researcher concludes the Padlet application is effective in teaching writing as media, and the Padlet application increase student participation in class and increases their interest in writing subject. The last conclusion, based on the third research question is about students' perception of the Padlet application as a source of media for improving writing skills, the Padlet gives a positive impact on the student such as the

student feeling more easily to create ideas in writing essay recount text. In addition, this present study only focuses on recounting text in students' writing skills. Thus, it is expected that future researcher conduct similar research on Padlet application in other aspects of writing to help students improve their skills much better.

## ACKNOWLEDGEMENT

First of all, the writer would like to extend gratitude to Mrs. Dedeh Rohayati, M.Pd. as the first supervisor who has given invaluable guidance to the researcher to complete this paper, to Mrs. Did Faridah, M.Pd as the second supervisor who has provided guidance and gave corrections to complete this paper. The writer also thank to all lecturers of the English Educational Program and Galuh University. The writer would like to deliver sincere gratitude to one of vocational senior high school in Pangandaran.

## REFERENCES

- Awaludin, F. A., Abd Karim, R., & Mohd Saad, N. H. (2017). Padlet: A digital collaborative tool for academic writing. *Journal of Education and Social Sciences*, 8(1), 179-184.
- Brinkmann, S. (2013). Qualitative interviewing. *Understanding Qualitative Rese.*
- Creswell, J. W., & Creswel, J. D (2018). *Research design: qualitative, quantitative, and mixed methods approach / John W. Creswell, Ph.D., Department of Family Medicine, University of Michigan, and J. David Creswell, Ph.D., Department of Psychology, Carnegie Mellon University.*
- Defilippi, M. T. A., Miller, K. L., & Ramirez-Avila, M. R. (2020). Collaboration to improve descriptive writing facilitated by Padlet: an English as a Foreign Language (EFL) action research study. *AtoZ: novas práticas em informação e conhecimento*, 9, 176.
- Deni, A. R. M., & Zainal, Z. I. (2018). *Padlet as an educational tool: Pedagogical considerations and lessons learned. Paper presented at the Proceedings of the 10th International Conference on Education Technology and Computers*
- Derewianka, B.M., & Jones, P. (2016). *Teaching Language in Context.*
- Firnanda, A. R., Anugerahwati, M., & Suharyadi, S. (2021). The Use of Padlet Application to Improve Students' Writing Skill. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 6(11), 1679. <https://doi.org/10.17977/jptpp.v6i11.15106>
- Gallego, G., & Topaloglu, H. (2019). Online Learning. *International Series in Operations Research and Management Science*. [https://doi.org/10.1007/978-1-4939-9606-3\\_10](https://doi.org/10.1007/978-1-4939-9606-3_10).
- Golonka, E. M., Bowles, A. R., Frank, V. M., Richardson, D. L., & Freynik, S. (2014). Technologies for foreign language learning: A review of technology types and their effectiveness. *Computer-Assisted Language Learning*. <https://doi.org/10.1080/09588221.2012.700315>.
- Graham (2021) explains that writing is important even though it is complicated; so that the students must learn if they want to take more benefit from educational, occupational, and social responsibilities.
- Hake, R. R. (2002, August). Relationship of individual student normalized learning gains in mechanics with gender, high-school physics, and pretest scores on mathematics and spatial visualization. In *Physics education research conference* (Vol. 8, No. 1, pp. 1-14).
- Hake, R. R. (1999). *Analyzing Change/Gain Score*. American Educational Association's Division D, Measurement and Research Methodolog
- Holovina, S. (2021). The effectiveness of using Padlet for teaching English. *актуальні питання гуманітарних наук*, 202140.
- Jong, B., & Kim Hua, T. (2021). Using Padlet as a technological tool for assessment of students' writing skills in online classroom settings. *International Journal of Education and Practice*, 9(2), 411–423. <https://doi.org/10.18488/journal.61.2021.92.411.423>
- Karim, Rafidah Abd, Universiti Teknologi Mara, Abdul Ghani Abu, Farah Natchiar, Mohd Khaja.

- (2017). "Theoretical Perspectives and Practices of Mobile-Assisted Language Learning and Mind Mapping in The Teaching Of Writing in ESL Classrooms." 02(01):1–12. Universiti Pendidikan, and Sultan Idris. <https://doi.org/10.36456/jet.v2.n01.2017.706>
- Knapp, J. (2005). What is a co-author? *Representations*, 89(1), 1-29.
- McLean, E. (2022). Writing and writing instruction: an overview of the literature. Australian Education Research Organization.
- Melzer, I., Elbar, O., Tsedek, I., & Oddsson, L. I. (2008). A water-based training program that include perturbation exercises to improve stepping responses in older adults: study protocol for a randomized controlled cross-over trial. *BMC geriatrics*, 8, 1-13.
- Rashid, A. A., Yunus, M. M., & Wahi, W. (2019). Using Padlet for collaborative writing among ESL learners. *Creative Education*, 10(3), 610-620.
- Ray, S. A., Adisaputera, A., & Pramuniati, I. (2020). The quality of e-learning based on learning media using Moodle LMS on text of observation reports of grade 10th students of vocational school Telkom Shandy Putra Medan. *Britain International of Linguistics Arts and Education (BIO LAE) Journal*, 2(2), 688-699.
- Sani, Siti Mutiara, Nia Kurniawati, and Dahlya Indra Nurwanti. 2018. "The Use of Reflective Writing to Improve Students' Writing and Critical Thinking Skills." (105):331–35. DOI: 10.5220/0007166903310335.
- Sharma, M. (2018). Seeing deficit thinking assumptions maintain the neoliberal education agenda: Exploring three conceptual frameworks of deficit thinking in inner-city schools. *Education and Urban Society*, 50(2), 136-154.
- Silverman D. 2001. *Interpreting Qualitative Data: Methods for Analysing Talk, Text and Interaction*. Sage Publications: London
- Suryani, N. (2016). Utilization of Digital Media to Improve The Quality and Attractiveness of The Teaching of History Nunuk Suryani. The 2nd International Conference On Teacher Training and Education Sebelas Maret University, 2(1) <https://jurnal.uns.ac.id/ictte/article/view/8164>
- Suvin, S. (2020). Complexities of Writing Skill at the Secondary Level in Bangladesh Education System: A Quantitative Case Study Analysis. *English Language Teaching*, 13(12), 65-75.
- Syahfitri, A. (2022). Analisis Kemampuan Representasi Siswa Kelas X melalui Pembelajaran Daring dengan Media Mind Mapping pada Materi Jamur di Sman 01 Banjar Margo. Unpublished paper: Unila.
- Togatorop, E. (2021). Web-based writing assessment to enhance students' English writing performance. In *Proceedings of the 2nd International Conference on Applied Economics and Social Science (ICAESS 2020) Shaping a Better Future Through Sustainable Technology* (pp. 366-373).
- Prastya, I. (2019) Program, Language Education, English Education Program, and Universitas Pendidikan Ganesha. 2019. "The Effect of Mall Strategy Integrated with Padlet Towards Students' Reading Comprehension." 3(2):14147. <https://doi.org/10.23887/jppsh.v3i2.21281>
- Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, 4(2), 53-60.
- Putri, Y., Cahyono, E., & Indriyanti, D. R. (2021). Implementation of Flipped Classroom Learning Model to Increase Student's Critical Thinking Ability. *Journal of Innovative Science Education*, 10(2), 143-151.
- Yunus, M. M., Zakaria, S., & Suliman, A. (2019). The Potential Use of Social Media on Malaysian Primary Students to Improve Writing. *International Journal of Education and Practice*, 7(4), 450-458.