



The Effect of Padlet Application Towards Students Writing Skill in The Narrative Text at The Eleven Grade Students of SMAN 12 Pandeglang

*Nani Putpita Sari¹, Ari Fajria Novari², Tatu Munawaroh³

¹Madrasah Ibtidaiyah, ^{2,3} Universitas Mathlaul Anwar

ARTICLE INFO

Article History:

Received 11.07.2024
Received in revised form 02.10.2024
Accepted 17.10.2024
Available online 30.10.2024

ABSTRACT

The researcher used a qualitative descriptive method with a data collection technique in This research paper aims to know whether there is a significant effect of Padlet application towards students' writing skill of Recount text at the Eleven Grade of SMAN 12 Pandeglang - Banten in Academic Year 2024/2025. The research paper used the quantitative approach and quasi-experimental design. The technique in choosing the sample is cluster random sampling; the researcher used XI.3 (35 students) as class experiment and XI.6 (36 students) as class control. In the Collecting data technique, the researcher gives pre-test and post-test. In analyzing the data, From the test results with independent sample t-test obtained t-count = -18.249 with significant 2-tailed = 0.000 < α = 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 narrative text.

Keywords:

padlet applications, writing skill, narrative text

DOI 10.30653/003.2024102.339



This is an open access article distributed under the terms of the Creative Commons Attribution 4.0 International License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2024.

INTRODUCTION

In this world, language has an important meaning because everyone uses it to communicate. Each country has its own unique language. However, of the many languages in the world, English is a language that can be used to communicate in all countries. Therefore, we need to study English, especially in the field of education. Studying English means reading lots of textbooks related to English. The general function of language in people's lives: 1) Language as a means of self-expression since childhood, humans use language as a means of expressing and expressing themselves to their parents. In the early stages of development, children's language develops as a tool for self-expression; 2) Language as a communication tool, language is used to convey certain intentions so that other people can understand.

As confirmed by Supina's (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

²Corresponding author's address: Universitas Mathla'ul Anwar
e-mail: junaediajun12@gmail.com

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.

Basic Kinds of Writing

In the opinion of Brown (2018:229) there are four basic kinds of writing. These are:

- 1) Imitative
To produce a written language, learners should pass stages in basic writing skills such as learning to write letters, words, punctuation marks, and short sentences. This type includes the ability to spell correctly and understand punctuation, the placement of punctuation marks and capital letters. Students at this imitative level learn to master the mechanics of writing.
- 2) Intensive
Slightly higher than the basics of imitative writing is the skill in creating the right vocabulary in assembling a piece of writing so that each word could be continuous with each other by determining meaning, suitability and continuity.
- 3) Responsive
This kind of writing requires students to be able to connect the sentences into paragraphs and try to make several interconnected paragraphs. This writing includes short narratives and descriptions, and short reports.
- 4) Extensive
Extensive writing is a type of writing that has gone through all the previous writing processes, starting from word selection, arrangement, and form of simple sentences by determining spelling and capitalization of writing, determining grammar, meaning to the process of making several paragraphs continuously. In this type of writing, the author focuses more on achieving goals, organizing, and logically developing ideas in creating a long essay, term paper, report on a major research project, or even a thesis.

Components of Writing

According to Jacob et.al (2018:251) *"In writing, it is also important to pay attention to the components of writing in the form of content, organization, vocabulary, syntax, and mechanics..."* Based on statement above the researcher concluded that there are five components of writing. Consist of:

- 1) Content
This component contains the content of a text so that the readers understand the meaning of the text.
- 2) Organization
This component is the determination of the topic that makes sense with the sentence. It contains ideas that are organized and supported by supporting sentences.
- 3) Vocabulary
Vocabulary is a very important part of writing. To create good writing, you must have sufficient vocabulary to be able to develop writing.
- 4) Grammar
Not only vocabulary, grammar is also an important part in writing because by using grammar the writer could connect words into a good sentence. The writer must also use the right tenses in order to create good writing and have a clear meaning.
- 5) Mechanics
In writing, you must also pay attention to writing mechanisms such as the use of capital letters, punctuation, and spelling correctly. The use of good mechanics in writing would make it easier for the reader to understand the content of the text.

An Overview of Narrative Text

According to McCormick (2022:1-5) *"narrative text is a type of text that tells a story or describes a series of events."* The purpose of narrative text is to entertain or inform readers by presenting a series of events in a coherent and interesting manner. Narrative is also a form of analysis used to see certain perspectives that apply to life stories or fictional stories. Narrative writing skills are one of the language skills that are the goal of every language teaching in schools, both at the elementary school,

middle school and high school levels. In general, writing or discourse can be developed in four forms, one of which is narrative. A narrative essay is a form of writing aimed at conveying and telling stories about events experienced by humans based on developments over time.

Narrative text or narrative text contains a chronology of an event. Understanding the meaning of narrative text is of course important because narrative text appears quite often in a number of works of fiction and non-fiction. For some people, maybe they don't know more about narrative text.

Stated, Lubis (2016:9) the elements of narrative text are as follows:

- Theme
Theme is the main idea of a story. Examples of themes that are often raised in narrative stories are love, family, friendship, separation, and so on.
- Background
This setting is in the form of information on the place and time of the incident, which explains where and when the events in the story occur. Setting refers to the understanding of the place and social environment in which the events that are told take place.
- Groove
Plot is a series of patterns of behavior to solve the conflict contained in the narrative. Usually the flow of a story could be forward, backward (the story starts from the end to the beginning, aka regressive), and combined (back and forth).
- Characterization
Characterization, is the appearance of the characters listed in the narrative essay. Based on the character, there is usually a protagonist (main character), antagonist (against the main character), and tritagonist (mediator/neutral). With the presence of this character, the storyline becomes more interesting and creates conflict.
- Point of view
Point of view is the direction of view and delivery of the author when telling a story. Could be in first person, second person, and third person.

Based on experts above, it could be concluded that narrative is a story that tries to create, tell and assemble human actions in an event or human experience from time to time, and also includes characters who face a conflict. which are arranged systematically.

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).

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.

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.

The following is the appearance and method of making Padlet, quoted from Carla Sese (2023:1).

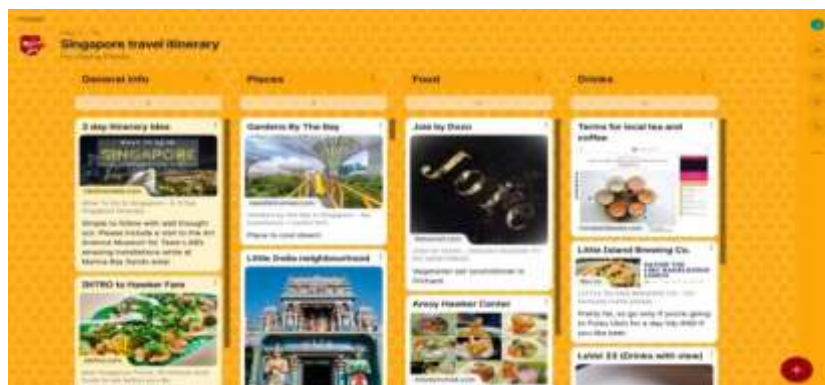


Figure 1. Dashboard Padlet

dashboard is the first screen you see after logging in. It contains:

1. Buttons to create, join and view padlets
2. List of all matches you have created, viewed, tagged and added as a contributor
3. Your profile photo and other accounts you are a member of
4. You could always return to the dashboard via the Padlet logo, top left corner.

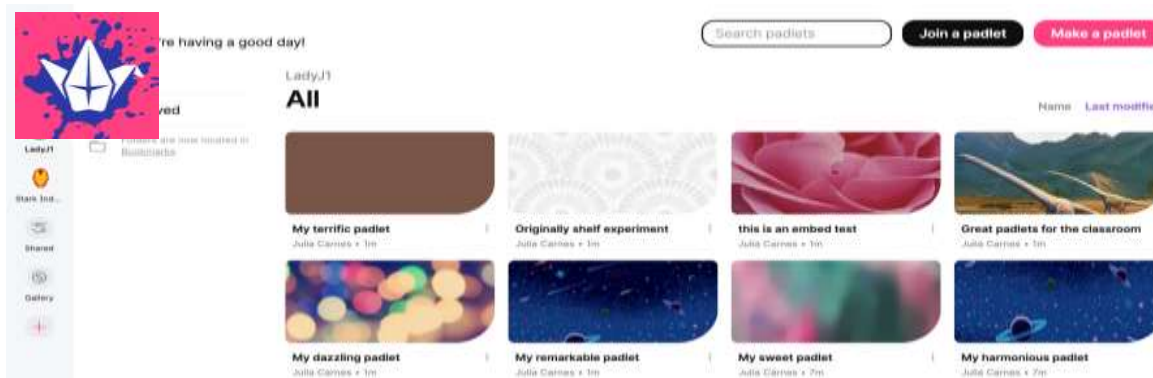


Figure 2. Logo Padlet

METODE

In this research, the researcher used a quantitative approach. Cresswell (2018: 41) stated that quantitative research is an approach to testing objective theories by examining the relationship between variables. In addition, these variables, in turn, can be measured, usually with instruments, so that numerical data can be analyzed using statistical procedures, which utilize numerical data collection to investigate the effects of Padlet used in this study. Specifically, the researcher used a quasi-experimental design that has two variables in this approach.

In quasi-experiments, there are three stages of design, namely pre-test, treatment and post-test. Where, before the researcher starts giving treatment to students, the researcher gave a pre-test (writing test) to find out the students' initial knowledge, then the researcher gave treatment conventional learning as Padlet application for the experimental class and Google Classroom for the control class. Finally, the writer will give a post-test to test the improvement of students' writing skill in narrative text. The comparison between the pre-test and post-test scores determined the success of the study.

Table 1. Quasi-Experimental Design, Pre-test and Post-test Design

Group	Pre-test	Treatment	Post-test
A	O1	X	O2
B	O1	X	O2

DISKUSI

Data were taken from the pre-test and post-test scores of the two classes selected as the research sample. Class XI.3 as an experimental class which is taught using the Padlet application as a medium for learning writing skills, while class XI.6 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 2. Description of the Data Pretest and Data Posttest

			Descriptives		
	Kelas		Statistic	Std. Error	
DATA	Kelas Kontrol	Mean	53.61	1.047	
PRETEST	XI.6	95% Confidence Interval for Mean Lower Bound	51.49		
		Upper Bound	55.74		
		5% Trimmed Mean	53.46		
		Median	52.50		
		Variance	39.444		
		Std. Deviation	6.280		
		Minimum	45		
		Maximum	65		
		Range	20		
		Interquartile Range	10		
		Skewness	.378	.393	
		Kurtosis	-.826	.768	
		Kelas Eksperimen	Mean	53.43	1.243
		XI.3		95% Confidence Interval for Mean Lower Bound	50.90
Upper Bound	55.95				
5% Trimmed Mean	52.70				
Median	50.00				
Variance	54.076				
Std. Deviation	7.354				
Minimum	45				
Maximum	75				
Range	30				
Interquartile Range	5				
Skewness	1.759			.398	

		Kurtosis	3.156	.778
Descriptives				
	Kelas		Statistic	Std. Error
DATA	Kelas Kontrol	Mean	66.53	1.158
POSTTEST	XI.6	95% Confidence Interval for Mean	Lower Bound	64.18
			Upper Bound	68.88
		5% Trimmed Mean	66.42	
		Median	65.00	
		Variance	48.313	
		Std. Deviation	6.951	
		Minimum	55	
		Maximum	80	
		Range	25	
		Interquartile Range	10	
		Skewness	.428	.393
		Kurtosis	-.674	.768
	Kelas Eksperimen	Mean	72.43	1.253
XI.3		95% Confidence Interval for Mean	Lower Bound	69.88
			Upper Bound	74.98
		5% Trimmed Mean	72.02	
		Median	70.00	
		Variance	54.958	
		Std. Deviation	7.413	
		Minimum	60	
		Maximum	90	
		Range	30	
		Interquartile Range	5	
		Skewness	.977	.398
		Kurtosis	.412	.778

Based on the pre-test results in the control class (XI.6), the number of students are 36 peoples, with the highest score is 65, the lowest score is 45, and a total score is 1930. On the pre-test result in the experimental class (XI.3), the number of students are 35 people, with the highest score is 75, the lowest score is 45, and the total score is 1870. Furthermore, from the post-test results of the control class (XI.6), the number of students are 36 peoples, with the highest score is 80, the lowest score is 55, and the total score is 2395. While the post-test results in the experimental class (XI.3), the number of students are 35 peoples, with the highest score is 90, the lowest score is 60, and the total score is 2535.

Analyze the data

To analyze the data, the researcher used SPSS 22.0 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.

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 3. Tests of Normality

Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Writing Skill	pretest kelas control (XI.6)	.217	36	.000	.901	36	.004
	posttest kelas control (XI.6)	.198	36	.001	.918	36	.011
	pretest kelas eksperimen (XI.3)	.279	35	.000	.764	35	.000
	posttest kelas eksperimen (XI.3)	.286	35	.000	.867	35	.001

a. Lilliefors Significance Correction

From the results of the data above it can be illustrated the p-values are 0.004, 0.011, 0.000, and 0.001 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.

If t-count Statistical value (Sig) > 0.05, the data is homogeneous.

Table 4. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
hasil penelitian	Based on Mean	.000	1	69	.994
	Based on Median	.111	1	69	.740
	Based on Median and with adjusted df	.111	1	64.462	.740
	Based on trimmed mean	.009	1	69	.925

Based on the results of the Levene test with SPSS, a significant value of 0.994 > 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.

To analyze the hypothesis test the researcher has used T-test. This was explained in Chapter 3 that the t-test is a statistical test used to compare the mean of 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 interpretations are:

If the value of sig two-tailed > 0.05 H_0 is accepted and H_a is rejected. Meanwhile, if the value of sig two-tailed < 0.05, H_0 is rejected and H_a is accepted. In testing this hypothesis, researcher used SPSS 22 version. Statistically, the hypotheses of this research are:

H_a : There is a Significant Effect of Padlet Application towards Students' Writing skill of Narrative text.

H_0 : There is no a Significant Effect of Padlet Application towards Students' Writing skill of Narrative text.

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

		N	Correlation	Sig.
XI.3	pretest & posttest	35	.652	.000

Table 5. Paired Samples Test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
XI.3 pretest – posttest	-19.000	6.160	1.041	-21.116	-16.884	-18.249	33	.000

The results of the t-test above show that the Paired Samples Test Sig.(2-tailed) value is 0.000 > 0.05 which means it is not significant or in other words the variance of the two groups is the same.

Therefore, what must be seen is the t value in the first line (Std. Deviation), namely: -18.249 with df 33 and a significance two-tailed is 0.000, which means that the Sig two-tailed = 0.000 < 0.05. So, H_a is accepted. In other word, there is a significant effect of Padlet Application towards Students' Writing skill of Narrative Text.

SUGGESTION

Related to the research that was established at the eleven grade of SMAN 12 Pandeglang in academic year 2024/2025, 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 narrative text. This could be seen in the results of the hypothesis test that t-count = -18.249 with significant 2-tailed = 0.000 < α = 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 narrative text.

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 eleven grade of SMAN 12 Pandeglang-Banten in academic year 2024/2025.

Sugesstion

Based on the results of the study, the researcher would like to give some suggestions. The suggestions are as follows:

For English Teachers

- a. Teachers should motivate students to be more enthusiastic in improving their writing skill.
- b. Teachers should provide interesting activities in the classroom such as giving the topic of an object that can attract students to develop their ideas because most students consider writing as an uninteresting activity.
- c. Teachers should guide students to be able in writing well and provide a good understanding of several components in writing such as content, organization, grammar selection, vocabulary and writing mechanism.
- d. Teachers can use Padlet as a medium of learning in the classroom.

Students

- a. Students are expected to be more confident in expressing their ideas in writing.
- b. With this Padlet application, students can improve their writing skills by practicing more.
- c. Students should be more active in the learning process
- d. Students are expected to be more responsible for the tasks that have been given by the teacher.

For future researchers, it is hoped that they will be able to collaborate with teachers and parents of students so that they can identify problems regarding students' writing abilities both in the school environment and outside the school environment.

REFERENCES

- Arikunto S. 2013. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka. Cipta.
- Ary, D, Suen, H. K., (2014). *Analyzing quantitative behavioral observation data*. psychology press.
- Brown, D.H. (2018). *Language assesment: Principles and classroom practices*. New York: Longman.
- Carla Sese G. Prieto U., Haram J. Kim, Trish. L. Raque-. Bogdan. (2023). *Decent work and physical health: A multi-wave investigation*. (Duffy et al .
- Cresswell, J.W. & Cresswell, D.J. (2018). *Research design qualitative, quantitative, and mixed methods approach*. 5th ed. Los Angeles: Sage.
- Dollah, Baharuddin. "Tudang Sipulung sebagai Komunikasi Kelompok dalam Berbagai Informasi," *Pokemmas1*, no. 2 (Oktober 2016): 177-188. (Diakses 06 November 2023,

- <https://media.neliti.com/media/publications/222420-tudang-sipulung-as-the-communication-gro.pdf>.
- Edmonds, W. A. & Kennedy, T. D. (2017). *An Applied Guide to Research Designs Quantitative, Qualitative, and Mixed Methods*. 2nd ed. London: Sage.
- Fisher, Alex. (2017). *Berpikir Kritis Sebuah Pengantar*. Jakarta: Erlangga
- Haris et.al. in Syahrizal and Rahayu (2020) *Metodologi Penelitian Kualitatif untuk Ilmu – Ilmu Sosial*, Salemba Humanika, Jakarta.
- Jacob, (2018). Pengaruh Daya Tarik dan Keuatan Iklan terhadap Minat Pembelian. *E-Jurnal Institut Teknologi dan Bisnis Nobel Indonesia*, Volume 18 Nomor 2 Agustus 2021 Hal. 209 - 218 e-ISSN : 2621-4377 & p-ISSN : 1829-8524.
- Lubis (2015) *The Language Elements of Narrative and Techniques in Teaching Narrative Text*. *Jurnal: Indonesian One Search*. <https://onesearch.id/Record/IOS7229.article-1176/TOC>
- McCormick, Anthony (2023). *Narrative Text Definition Characteristics, Functions, Types and Example*. IELC English Campus.
- Phakiti, A. (2014). Experimental research methods in language learning. *Experimental Research Methods in Language Learning*, 1-368.
- Supina. (2018). Four Basic Skills Proficiency Based on Students' Perception in Hospitality & Tourism Study Program, Bunda Mulia University. *Journal of English Language and Culture*, 8(2), 128–139. <https://doi.org/10.30813/jelc.v8i2.1097>.
- Taufikurohman, Ikkal. 2018. The effectiveness Of using padlet in teaching writing descriptive text. 2, no. 2 (September): 71–71. <https://doi.org/10.25157/jall.v2i2.2190>. <https://jurnal.unigal.ac.id/index.php/jall/article/view/2190>.