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THE EFFECT OF PADLET APLICATION ON TEACHING WRITING DESCRIPTIVE TEXT IN TEN THE GRADE AT SMA RK SERDANG MURNI LUBUK PAKAM

Abstrak

Penelitian ini fokus untuk mengetahui Pengaruh media Point, Ilustrasi, Penjelasan Aplikasi Padlet terhadap kemampuan menulis siswa. Tujuan dari penelitian ini adalah untuk mengetahui apakah penerapan media Padlet berpengaruh sehingga mempengaruhi kemampuan menulis siswa. Penelitian ini dilakukan dengan jenis penelitian kuantitatif eksperimen terapan. Sampel penelitian ini terdiri dari siswa kelas X SMA Rk Serdang Murni Lubuk Pakam. Peneliti mengambil kelas X-1 yang berjumlah 30 siswa sebagai kelas eksperimen dengan menggunakan Aplikasi Padlet dan kelas X-2 yang terdiri dari 30 siswa sebagai kelompok kontrol dengan menggunakan metode konvensional atau tanpa menggunakan media aplikasi Padlet. Populasi penelitian ini adalah 60 siswa yang terdiri dari kelas X. Peneliti mengambil dua kelas sebagai sampel secara acak untuk melihat pengaruh penerapan media Padlet terhadap pengembangan kemampuan menulis siswa. Pengumpulan data dilakukan dengan memberikan tes tertulis berupa tes esai. Tes ini dibagi menjadi dua tes yaitu pre-test dan post-test untuk kelas eksperimen dan kontrol. Rata-rata nilai pre-test pada kelas eksperimen sebesar 43,76 dan nilai post-test sebesar 94,03. Rata-rata nilai pre-test kelompok kontrol sebesar 43,03 dan nilai post-test sebesar 61,66. Hal ini menunjukkan bahwa rata-rata skor pada kelompok eksperimen lebih tinggi dibandingkan kelompok kontrol. Hasilnya adalah $t_{hitung} > t_{tabel}$ dengan tingkat signifikansi $p = 0,05$ ($2,85 > 1,70$). Hipotesis alternatif (H_a) diterima, dan hipotesis nol (H_0) ditolak. Disarankan kepada guru mata pelajaran bahasa Inggris untuk menerapkan aplikasi Padlet sebagai media alat ajar untuk membantu keterampilan menulis siswa kelas X SMA Rk Serdang Murni Lubuk Pakam.

Kata Kunci: Aplikasi media Padlet, Keterampilan Menulis, Teks Deskriptif.

Abstract

This research focuses on finding out The Effect of Point, illustration, explanation media Padlet application on students' writing ability. The purpose of this study is to find out whether the media Padlet application is effect so that it affects students' writing ability. This research was conducted as an applied experimental quantitative research type. The sample of this study consisted of X grade students at SMA Rk Serdang Murni Lubuk Pakam. The researcher took class X-1 consisting of 30 students as an experimental class using the Padlet Application and class X-2 consisting of 30 students as a control group using conventional methods or without using the media Padlet application. the population of this study was 60 students consisting of class X. The researcher took two classes as samples randomly to see the effect of the effect of the media Padlet application to develop students' ability in writing. The data was collected by giving a writing test which is an essay test. This test was divided into two tests: pre-test and post-test for the experimental and control classes. The average pre-test score in the experimental class was 43,76 and the post-test score was 94,03. The average pre-test score in the control group was 43,03 and the post-test score was 61,66. This shows that the average score in the experimental group was higher than the control group. The result is $t_{calculated} > t_{table}$ with a significance level of $p = 0.05$ ($2,85 > 1,70$). The alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. It is suggested that English subject teachers apply the Padlet application as an media

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teaching tool to help the writing skills of class X students of SMA Rk Serdang Murni Lubuk Pakam.

Keywords: media Padlet application , Writing Skill, Descriptive Text.

INTRODUCTION

Taught was about process how to shared and transfer the knowledge for the people. Teaching wrote skills provided an important focus of studied to a significant extent. Learned activities in class was spent by the teacher in explained the lesson, while the student's paid attention and listened to the teacher Chung (2011:18). This pointed of view was usually referred to as learned used the teacher centered or approached or conventional approached. Pardjono (2002:172) said that it is cleared contrast with the opinion that learned is a constructive process, where students construct knowledge actively and did not received passively from the teacher. Therefore, teachers must chose and apply appropriate learned process. Specifically, determining what application to used in learned is important for teachers because the application is defined as a perspective on learning process. Applying the appropriate application could helped and influenced the success of taught wrote in school classes Fayeze and al – zu (2013:30). So that with the suitability of the application use the teacher understood better in teaching writing especially writing descriptive texted.

Writing was one of the most essential skills to achieve educational success. Writing was an activity that must be understood by every individual. Thus, one of the successes of wrote skills education could have achieved. Therefore, to be able to understood writing and process to made writing. Notwithstanding its importance, writing skill is complex skill to master Tillema (2012:1). Writing is very different from other skills although they were the same as production skills. Many students said that writing is the most difficult skill in English because the students had to followed instructions in writing and they should thought correctly about what they wanted to write. It is knew students often felt that that the learned system is less interested and monotonous because teachers only taught through available school booked without encouragement from other aspects such as digital media that was relevant to learned. This problem affect students to became demotivated and often results in their poor writing. This problem affect students to became demotivate and often result in their poor writing. This researched students to become demotivated and often results in their poor writing. In general, there are several obstacles that are often encountered by students when started to learn writing. First, lack of inspiration or ideas, it is often founded that students often had difficulty found adequate ideas or inspiration to included in their writing. This could happened because students lack of knew ledge or experience about certain topics, which made it difficult for them to design ideas that are relevant or interested. Second, lack of language skills, due to deficiencies in language skills, students was had difficulty conveying ideas or information clearly and effectively. Third, students are afraid of criticism or assessment, some students might Have Been afraid of received criticism or low grades, because of their feared of criticism, students was reluctant to explore creative ideas that they could actually improved. The next obstacle that students often encounter in writing is difficulty in organizing ideas. Some students may had their owned ideas or creativity in writing, but it is often founded that students often found it difficult to organize their ideas into logical ideas and developed into a good storyline because they have difficulty in organizing their ideas. The lasted common obstacle that often occurred among students in writing is a lack of self-confidence. Some students may felt less confident in their writing abilities, because they are afraid that the writing they write was not be good or received criticism from the teacher, which can affect their creativity and expression in writing. Finally, many students are unable to worked on writing projects according to the writing indicators. Nowadays, students are not only asked to produced worked of good writing. But also have to saw how the student's process is to be able to produced writing that is in accordance with the existed writing components and indicators.

Based on the results of the descriptive texted wrote tested conducted by the researcher, one student, named NA, received a score of 20 in the Content aspect. This score attributed to his struggled in developed the given topic and his notable deficiency in vocabulary, resulting in inadequate wrote. In terms of Organization, he received a score of 10 due to the confused nature

of his writing, with disjointed sections that did not flow cohesively. In the Vocabulary aspect, NA scored an 8, indicating his limited vocabulary skills that hindered effective communication of his ideas. His Grammar score was 7, reflected the pervasive errors in grammar throughout his writing, with little demonstration of proper grammatical usage. Lastly, in the Mechanics aspect, NA received a score of 3, primarily due to numerous incorrect capitalizations and instances where the intended meaning was unclear. Consequently, when considering the cumulative scores across all aspects, NA achieved a total score of 48. The purpose of this study was to find out if the Padlet application could increase the average score of students, which was initially 35.64%, to be on target, worthy of use by teachers and students in the learning process. This could also provide students with the opportunity to make the best use of the technological media found on their cellphones. So, the researcher chose the title "SMA RK SERDANG MURNI LUBUK PAKAM" by using the Padlet application to motivate students to learn English well and could make student learning more enjoyable. This research intended to depict the teaching of writing descriptive text by utilizing a digital tool called Padlet. Therefore, the reason why the researcher chose the Padlet application in learning to write, specifically for descriptive text, was because in the Padlet application there were many features that could build student motivation in learning to write, in the Padlet application students can provide ideas with text features, learning videos, images and also audio and on the Padlet application students can browse to YouTube, Spotify etc. That is the reason why she chose the Padlet application in learning to write specifically in descriptive text.

As in the last two years, teachers really needed an application that can be used even though the place of teachers and students was different. There were several applications that are used in distance learning, such as Quiz, Kahoot, Google Classroom, and etc. There are also various technologies that can be applied in language learning. Initially, teachers usually only use books in the classroom or language laboratory. However, because of technological development as seen today, teachers get easy access to use new technology and apply it in practical classes. On the other hand, by applying technology in the classroom, students can be more independent and enthusiastic in learning the target language. Sidabutar (2021:4015) stated that some online systems had several advantages when applied in the classroom. The development of this technology, students are more flexible in learning language and students were more independent in learning, and they had more flexible time and place because it can be accessed easily and anywhere. One of the free modern online media can be used by English teachers in teaching writing is Padlet as the researcher said above. Today, the Padlet application is one of the modern technologies available to teachers.

In a classroom setting, Padlet had created a better learning environment and improved the learner's language. As a result, students had more time and motivation to practice writing through this application. Padlet is a web-based online wall display that can be used to study together. On the wall, ideas can be arranged via virtual posts from users. This tool offered a variety of benefits to users without having a special account. As long as the user has a Google email they can use the Padlet application. Users can create their walls that can be used freely. However, this application also provided various features but only premium users can access them. Besides that, Padlet is also able to invite other users to collaborate on their walls. Definitely, this Padlet is one of the most useful learning media because of the various features available.

METHOD

The researcher used True-experimental with posttest-only Controlled Group Design because the researcher was given treatment in teaching and the sample was taken randomly. According to Gall and Borg in Icam Sutisna (2020) the experiment was the most powerful quantitative research method for establishing cause and effect relationship between two variables. According to Sugiyono (2021: 112) True experiment is a real experiment because in this design, the researcher could control all external variables that affect the course of the experiment. Posttest-Only Control Design is a group where two groups were each selected randomly. The first group was given treatment or called the experimental group and the second group called the control group which is not given any treatment. So, this study divided into two

different groups, namely the experimental group and the control group. The experimental group gave special treatment used a Padlet application. The control group give the conventional technique without Padlet application. In this studied, the method chosen is an experimental with a quasi experimental design, which used a pre – tested and posted – tested design. This approached made it possible to measured the direct impact of the intervention of the Padlet application method on student’s understood of wrote descriptive texted. The population in this research was Ten of grade in SMA RK SERDANG MURNI LUBUK PAKAM . It had four classes that conducted from X1, X2, X3 and X4 and consisted of 120 students from two major classes. The sample for this research was taken from the best class, that is Class Ten, that is 30 students from the Experiment Class (X1) and 30 other students from the Control Class (X2). The researcher used a tested as the instrument of collected data. The formed of the instrument was essay wrote tested. Test was gave for both groups with pre-test and post-test. The test would have been written in a formed of descriptive texted after the teacher explained how to wrote down descriptive texted by applying Padlet application. The data analysis technique used in this hypothesis was the t-tested. In this studied, the t tested used to determine differences in the achievement of wrote skills in class X students. The experimental class (X1) used the Padlet implementation strategy, while the controlled class (X2) did not.

FINDINGS AND DISCUSSION

Based on the result of calculation in this research that the mean of pre-test and post – test it is obtained the $T_{\text{count}} = 2,85$ at significant level $\alpha = 5\%$, $dk (n-1) = (30 - 1) = 29$. So, $T_{\text{table}} = 2,85$. It could be concluded that $T_{\text{count}} > T_{\text{table}} (2,85 > 1,70)$. That’s mean the T_{count} is hinger that T_{table} . The null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted, because $T_{\text{count}} > T_{\text{table}} (2,85 > 1,70)$. So, there is difference significant between students score in learning writing Descriptive text by using Media Padlet Application at the ten grade at SMA RK Serdang Murni Lubuk Pakam.

Students' ability to write descriptive text is one of the important things in language learning, including in English subjects. However, in fact, there are still many students who experience difficulties in writing descriptive texts due to many factors, including a lack of understanding of the structure of descriptive texts, limited vocabulary, and a lack of understanding of detailed depiction techniques. In an effort to overcome students' low ability to write descriptive text, there are various things that instructors or teachers can do, including using the Padlet application.

Padlet is a collaborative platform that allows users to create and share various types of content, such as text, images, videos, and links, so that this media can help students express their ideas more easily. In other words, using Padlet allows students to organize their ideas visually, making it easier for them to compose descriptive text. The interactive and intuitive features in this application can be a very useful tool for teachers in developing students' writing skills.

One of the main advantages of the Padlet application is its flexibility in customizing writing activities according to students' needs and preferences. Teachers can create digital boards containing various prompts or writing assignments that are interesting and relevant to the lesson material. Meanwhile students can easily access the board, write their responses, and share and provide feedback with classmates. In other words, Padlet can also be an effective tool in building students' collaboration and communication skills. They can also learn to appreciate the diversity of ideas and writing styles of their classmates, opening their minds to different perspectives. This can also increase students' learning motivation in writing, because they can feel success and interest when they see their writing published and get appreciation from other people.

Furthermore, one of the main aspects of the Padlet application which is able to improve students' ability to write descriptive text is also related to the Padlet application feature which allows students to enrich their vocabulary. With features to add images, videos, or audio, students can learn about new vocabulary in a more visual and engaging way. This was help students to understand the meaning of new words and to expand their vocabulary. Even the Padlet application also allows students to create their own digital portfolio. They can store and

organize all their written work in one easy-to-access place, making teaching and evaluation by teachers easier. In this way, students can see the development of their writing abilities over time, and encourage their motivation to continue to improve the quality and ability of their writing.

As found in this research, it is known that the use of the Padlet application is considered to have a significant effect on improving students' ability to write descriptive text. This is proven by the significance value of 0.000 which is smaller than 0.05 ($0.000 < 0.05$), which showed that there is a significant difference in the results of the pre-test and post-test. Apart from that, based on descriptive statistical analysis it is also known that the writing skill level of experimental class students in English lessons increased from 43,76 to 70,36. All aspects of assessing the level of students' descriptive text writing skills consisting of Content, Organization, Grammar, Vocabulary, Mechanic have increased, which showed the effect of using the Padlet application in improving students' descriptive text writing abilities. The findings of this research then showed results that are similar to various previous studies, for example research by Haris et al. (2017) which found the use of Padlet was effective in enhancing students' performance in language learning. Other research that showed similar results was research by Alabbad and Huwamel (2020) who found that the implementation of Communicative Language Teaching through Padlet was crucial to developing the participants' English vocabulary skills.

Thus, the use of the Padlet application to improve students' skill to write descriptive texts is a very valuable innovation in learning in the current digital era. With the various advantages offered by the Padlet application, it is hoped that students can improve their ability to write descriptive text. With the help of Padlet, students can learn in a more interactive and fun way, thereby increasing their interest in writing. Thus, students' low ability to write descriptive text can be overcome effectively through the use of the Padlet application, including at the research location, namely SMA RK Serdang Murni Lubuk Pakam. SMA RK Serdang Murni Lubuk Pakam needs to integrate this application in learning at school to enrich students' learning experiences and improve their writing skills.

CONCLUSION

Based on the results of the research and discussion that have been described, it can be concluded that there is an influence of using the Padlet application in improving students' ability to write descriptive text at SMA RK Serdang Murni Lubuk Pakam. This is indicated by a change in the mean from 43.767 to 70.367 which indicates that there has been an increase in the average student score in writing descriptive texts in English learning. Apart from that, the influence of using the Padlet application was also proven by testing using Paired Sample t-test analysis which showed that there was a significant difference in the results of the pre-test and post-test, because it had a sig of 0.000 which was smaller than 0.05 ($0.000 < 0.05$).

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