

STUDENTS PERSPECTIVE TOWARD THE USE OF PADLET TO WRITE ARECOUNT TEXT TO IMPROVE STUDENTS' WRITING ABILITY

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Abstract

This study aims to report the results of students' perspective using the Padlet website to improve students' writing ability in writing recount text. This study was conducted at SMPN 5 Malang. The subject was 31 students from 6F4 class, the eighth graders of SMPN 5 Malang. This study utilized a qualitative descriptive design. To collect the data, the researchers used a set of questionnaires. The questionnaires contain 10 statements and are distributed to students. The data were analyzed, put into tables and summarized in percentages and description form. The results of the analysis show that the students show a positive perspective regarding the use of Padlet application in their writing ability in writing recount text.

Keywords: Padlet, Writing Ability, Recount Text, Students' Perspective, Qualitative Descriptive

1. INTRODUCTION

English is now widely recognized as a crucial language for various purposes. It is commonly adopted as an additional or international language in numerous nations. In Indonesia, English is categorized as a foreign language and is included as a required subject from middle school to high school. In essence, the significance of English lies in its contribution to the field of education.

On the educational side, in learning English, according to Harmer & Khan (1991), Students must excel in four key language abilities: listening, speaking, reading, and writing. These skills are interconnected and cannot be isolated from each other. Out of these four, writing is often perceived as the most challenging skill to acquire and perfect. This is because learners must be able to generate ideas and effectively convey them through writing. Therefore, a strong aptitude for writing is crucial.

According to Nunan (2003), writing involves the generation of innovative concepts through thought, considering how best to articulate them in written form, and organizing these ideas coherently into sentences and paragraphs. In addition, Harmer & Khan (1991) states that Engaging in writing motivates students to pay attention to the usage of precise language. When students engage in the act of writing, it prompts language development through problem-solving as they form thoughts on paper. In essence, writing serves as a tool for students to express their ideas and helps them refine these ideas through the use of precise language.

In addition, many students do not understand writing, what they want to write, and how it is written. According to Graham & Harris (2013), most individuals rely on writing as a crucial form of communication, education, and self-expression. Those lacking

proficient writing skills may encounter challenges and a restricted scope of educational and professional possibilities. As a result, it is essential to cultivate writing abilities starting from secondary school to equip students for life beyond the classroom.

Writing has been part of the English curriculum in Indonesia. At the junior high school level, according to the Curriculum 2013, students are required to learn and understand five different types of text including descriptive, narrative, recount, procedure, and report text. Among these, recount text is specifically taught to eighth-grade students. Recount text is a form of storytelling that focuses on past events, with the aim of engaging and entertaining the reader. Despite this, many students struggle with writing recount text due to their limited abilities in this area. The writers found this problem occurred in the eighth graders at SMPN 5 Malang. Most of them find it difficult to develop their writing, when they get commands from their teacher to write.

The use of technology can be one of the means to solve those problems. In addition, the integration of ICT (Information and Communication Technology) in the field of education is now widely accepted (Indrayani & Khoiriyah, 2024). The impact of the internet and advancements in ICT on students' education, peer relationships, interactions with educators, and their approach to various facets of life is considerable. These technological tools play a pivotal role in fostering dynamic learning experiences, nurturing creativity, and enhancing problem-solving skills among students (Grégoire & Shepherd, 2012). Various digital tools and applications can enhance the engagement of students during teaching and learning sessions. Creating a positive classroom environment involving both teachers and students is crucial for effective classroom management (Korpershoek et al., 2014).

Internet-based writing instruction is seen as a way to overcome some challenges in teaching writing, like the constraint of time during writing lessons (Aliweh, 2011), media which do not support the learning activities (Bilal, 2023), and the low of motivation (Erkan & Saban, 2011). Teaching of writing uses ITC because it gives promising and also prominent effects to the writing of the students (Deore & Gavali, 2018). The writers chose Padlet as a media to develop the students' writing ability. Padlet site is a free site for social-networking that can be a tool for people to discuss some topics and use its multimedia features for vocabulary development (Algraini, 2014). The purpose of this study is to know how Padlet applications can support teaching activity and enhance the students' interest in writing recount text. Specifically, this study discusses the following questions:

- a. What is students' opinion about the use of Padlet in writing recount text?
- b. What is the students' opinion about their interest in writing recount text using Padlet?

2. RESEARCH METHODS

This research was done using descriptive qualitative research methods. According to Mack (2005), qualitative research is a scientific method that helps gather precise details about values, opinions, social environment, and actions. Best (1981) further contends that descriptive qualitative research focuses on elucidating the features of the current scenario, formulating viewpoints, evaluating ongoing advancements, identifying notable consequences, and exploring emerging trends that generate public interest. In this

research, there were 31 high school students from SMPN 5 Malang involved. They had all previously utilized Padlet for their writing exercises and had responded to the provided questions. The researcher employed a structured questionnaire containing 10 statements which were shared through Google Form. Each statement contained four possible answers. The Likert scale was used to analyse the responses in the survey, providing four options: strongly agree, agree, disagree, and strongly disagree.

Table 1. Item Statement

No	Statements	SA	A	DA	SDA
1.	Padlet is accessible and easy to use.				
2.	Using a Padlet in writing recount text is more fun than using the traditional way.				
3.	Padlet builds my creativity to write recount text through the toolsthat you use. For example: Text, photo, link, audio, video, and comment).				
4.	Padlet make me confident to write recount text.				
5.	Using Padlet can improve my writing skill in writing recount text.				
6.	Using Padlet, I can explore more to write recount text.				
7.	Using Padlet can enhance my interest in writing recount text.				
8.	I feel comfortable writing recount text when using the Padlet.				
9.	Using Padlet can increase my enthusiasm when writing recounttext.				
10	I will be using Padlet in learning English in the future.				

Annotation:

SDA = Strongly Disagree A = Agree

DA = Disagree SA = Strongly Agree

In analyzing the data, the researcher will be analyzed by tabulating the data. Tabulating the data is a process that inserts the data into tables that are in accordance with the analysis. the results of the questionnaire given and also will be presented descriptively.

3. RESULTS AND DISCUSSION

3.1. Research Results

In this part, we will discuss the outcomes linked to inquiries concerning the thoughts of students on utilizing Padlet and their attitudes towards producing recount texts using Padlet. The data was collected from responses given by students in the 6F4 class SMPN 5 Malang, who have been using Padlet for writing tasks during their online learning. Each question in the survey was analysed and converted into percentages. The findings will be presented in relation to the research inquiries. The table provided below displays

the students' thoughts on Padlet usage (table 1) and their interest in writing recount texts (table 2).

Table 2. Result of Students' perspective when using Padlet in writing recount text

No.	Statements	Alternative answer				Total (%)
		SDA	DA	A	SA	
1.	Padlet is accessible and easy to use.	6,5%	3,2%	35,5%	54,8%	100%
2.	Using Padlet in writing recount text is more fun than using the traditional way.	9,7%	3,2%	51,6%	35,5%	100%
3.	Padlet builds my creativity to write recount text through the tools that I use. For example: Text, photo, link, audio, video, and comment).	6,5%	0%	51,2%	41,9%	100%
4.	Padlet makes me confident to write recount text.	6,5%	9,7%	54,8%	29%	100%
5.	Using Padlet can improve your writing skill in writing recount text.	6,5%	3,2%	45,2%	45,2%	100%

The result of the questionnaire about the students' perception when using the Padlet application in writing recount text. In point 1 showed that the majority of students from 6F4 strongly agree that Padlet is easy to access. 54,8% of the participants strongly agree and 35,5% of the participants agree that they can access and use the Padlet easily on any kinds of devices such as phone, tablet, and computer. Meanwhile, a small part of students (3,2%) disagree, and there were 6,5% participants who strongly disagree with this statement.

Point 2 shows that 35,5% of students strongly agree that using Padlet in writing recount text is more fun than using the traditional way. More than half of the students (51.6%) agree with this statement. Whereas, a small portion of students (3.2%) disagree. And there were (9,7%) students strongly disagree with this statement. Thus, they agreed Padlet was a more fun way for learning.

In point 3, there is a group of students (6,5%) which strongly disagree if Padlet can build their creativity to write recount text through the tools that they use. For example: Text, photo, link, audio, video, and comment); and no one disagreed with this statement as well. However, more than half of the students (51,2%) agreed that Padlet can build the creativity to write recount text through the tools and 41,9% of students strongly agreed with this point.

For point 4, the students were asked to give their response if Padlet made them confident to write a recount text. There are (6,5%) students who strongly disagree with this statement, but there is a small group of students (9,7%) disagree with this statement. Meanwhile, more than half of students (54.8%) agreed that they feel confident in writing

a recount text. Then, 29% of students strongly agreed with this statement. It can be concluded that the students feel confident when they use Padlet for their writing a recount text.

In point 5, only 6,5% of students strongly disagree that using Padlet can improve writing skill in writing recount text. , while 3,2% of students also disagree with this point. Whereas majority of students (45,2%) agreed if Padlet can improve writing skill in writing recount text. 45,2% of students strongly agree with this statement. It can be indicated that the students agree that Padlet can improve writing skill in writing recount text.

Table 3. Result of Students' interest when using Padlet in writing recount text

No.	Statements	Alternative answer				Total (%)
		SDA	DA	A	SA	
1.	Using Padlet, I can explore more to write recount text	6,5%	3,2%	51,6%	38,7%	100%
2.	Padlet can enhance my interest in writing recount text.	6,5%	12,9%	41,9%	38,7%	100%
3.	I feel comfortable writing recount text when using the Padlet.	9,7%	3,2%	51,6%	35,5%	100%
4.	Padlet can increase my enthusiasm when writing recount text.	9,7%	6,5%	64,5%	19,4%	100%
5.	I will be using Padlet in learning English in the future.	6,5%	0%	64,5%	29%	100%

The outcome of the survey on students' engagement with the Padlet app when composing recount texts. At the point 1, The majority (51,6%) of the overall students agree that with using Padlet, they can explore more material using Padlet. However, only a small number of students (6,5%) strongly disagree with the rest of 6F4 students.

Point 2 shows that only 6,5% of students strongly disagree that using Padlet can enhance their interest in writing recount text. The following 12,9% of students also disagree with this statement. Whereas, the majority of students (41,9%) agreed with this statement. 38,7% of students strongly agreed that using Padlet can enhance their interest in writing recount text. It can be concluded that more than half of students agree that Padlet can enhance your interest in writing recount text.

In point 3, more than half of the students (51,6%) agree that they felt comfortable while using Padlet to write Recount text. about (35,5%) students also strongly agree in fact that Padlet is a pleasant platform for writing recount text. On the other hand, (6,5%) disagree with the first statement. Moreover, about (9,7%) students strongly disagree with the majority. It shows that almost all students feel comfortable writing Recount text using the Padlet platform.

For point 4, 64,5% of the students agree that using Padlet as a writing platform can increase their enthusiasm when writing Recount text and a decent number of students

(19,4%) strongly agree with this statement. But only a small percentage of the students (6,5%) disagree and 9,7% strongly disagree.

In the last point, only a small percentage of the students (6,5%) will not use a Padlet in learning English. There were no students who disagreed. The majority (64,5%) of the overall students agree that they will use Padlet in learning English. And 29% strongly agree.

3.2. Discussion

3.1.1. Students' perspective of using Padlet in writing recount text

According to the survey findings, over half of the respondents believe that utilising Padlet is straightforward. The simplicity of accessing Padlet lies in its lack of registration requirements and compatibility with various electronic devices that can connect to the internet, like smartphones and tablets. Students can effortlessly share their work on Padlet by simply visiting the site. Furthermore, Padlet is a cost-free social networking platform, meaning students do not have to worry about any charges. All that is needed is an internet connection, which can be accessed through the school's network.

Over 51.6% of respondents believe that utilising Padlet for writing recount text is more enjoyable than the conventional method. The appeal lies in the fact that students find technology to be trendy. Technology has the ability to transform the tedious process of writing practice into a captivating learning experience. Students are naturally drawn to technology, and Padlet offers stimulating features that enhance the teaching and learning process. Anwar & Nurhamidah (2019) also found that students have a positive reaction when using Padlet as it allows them to express their thoughts effectively while providing an engaging interface.

Meanwhile, 51.2% of participants agree and 41.9% strongly agree that Padlet can enhance their creativity in writing recount text by utilising various tools such as text, photos, links, audio, videos, and comments. The diverse range of functions offered by Padlet are seamlessly integrated, enabling users to connect with external links, images, and documents within the Padlet interface. The researcher discovered through interviews that most students were able to enhance their creativity by fully utilising Padlet's features. Students are able to explore the content provided by teachers and share their insights with their peers, facilitating a collaborative approach to writing recount text.

Furthermore, 54.8% of the respondents believe that using Padlet boosts their confidence when writing a recount text. Additionally, they feel empowered to unleash their creativity on the virtual wall. Practicing writing on Padlet regularly has increased their confidence levels. Through consistent writing practice, students can identify and learn from their own mistakes. They also mentioned that feedback from their peers and teachers is instrumental in improving their writing skills. It can be proven by Basith et.al, (2019) stated that, learning anxiety is a feeling of negative responses and pressure to learn, especially to learn a second language. However, Padlet allows the students to be more expressive in sharing their ideas and thoughts. They have also received help or assistance from their classmates to finish their writing. These activities will eventually help them to lessen their anxiety in language learning, especially in learning writing. It is supported by Zainuddin et.al, (2020) explanation where the students are less anxious as their motivation to work in a group using Padlet is enhanced. Therefore, the students' learning anxiety

in the writing classroom can also be reduced when using Padlet. By seeing these benefits, it can be seen that Padlet support the students' writing activities as it offers many benefits for them.

Most participants strongly agree that using Padlet can improve writing skill in writing recount text. The willingness of students plays a significant role in enhancing the effectiveness of writing practice. When students are willing to write, they can easily convey their thoughts and opinions. The various functions offered by Padlet help students feel at ease while practicing writing. The combination of student willingness and a comfortable environment encourages continuous practice, leading to improved writing skills.

3.1.2. The enhancement of students' interest in writing recount text

In this case, 51.6% of students find that by using Padlet, they are able to delve deeper into writing recount texts, while 38.7% of students strongly believe in this. This is due to the fact that effective writing practice requires the commitment of students. Once students are committed to writing, they are able to articulate their thoughts and opinions more easily. By leveraging the features of Padlet, students feel at ease during their writing practice sessions. This combination of student commitment and a comfortable environment encourages consistent practice, ultimately leading to an improvement in their writing skills. This is supported by the statement of Haris et al, (2017) explaining that students are encouraged to check and revise their writings before they post them on Padlet after they realize their mistakes.

In addition, 41,9% participants agree that using Padlet can enhance their interest in writing recount text. And 64,5% students agree that using Padlet can increase enthusiasm when writing recount text. It is because Padlet is a learning media that students have not tried before in learning. It can enhance their interest in writing when they use new media in their writing. When using Padlet, students get several benefits that can improve their writing skills. The use of Padlet seems to be useful as an educational tool for students to help them improve motivation, collaboration, language development. Also 51,6% of students feel comfortable writing recount text when using the Padlet. It is because they do not feel anxiety when writing, so they can feel comfortable when writing.

Further, 64,5% of students agree that they will be using Padlet in learning English in the future. The reason is because students are more interested when using a Padlet as a learning media. They feel comfortable and it is easy to get the learning process. It proves as Algraini (2014) stated that Padlet is a good media to collaborate real-time in a virtual environment. Upon examination of the findings, it can be inferred that the majority of students had positive perceptions regarding the utilization of Padlet.

4. CONCLUSION

From the students' point of view, Padlet is considered an appropriate platform as a learning media for writing recount text. The accessibility of accessing the website could enhance the students' interest in writing recount text. Overall, it can be concluded that the students show a positive perspective regarding the use of Padlet application in their writing ability in writing recount text. More than half of 6F4 Students (+60%) show great

feedback on using Padlet. Students prefer using Padlet as writing learning media rather than the traditional way of using paper writing. Students feel that with using Padlet, they also can be creative such as adding pictures, background, and video that relate to their recount text which can make them comfortable with the platform. Over 93,5% of students are satisfied with using Padlet and planning to use it again in the future. This can be concluded that students' perspective toward the use of Padlet is significantly positive to write a recount text.

Based on the conclusion above, the writers would like to give some suggestions. For teachers, it is suggested to use technology of the internet in the teaching and learning process. Teachers should vary the way of teaching writing so that students are interested in learning writing. Padlet is one of various internet technologies that can be used in the teaching and learning process, especially in teaching writing so that writing can be a pleasurable activity for the students. For students, can take this opportunity to improve their writing skill, especially writing recount text using Padlet. Because the Padlet is easy to use and can practice more with their classmates. Also, the classmates' posts can be used as references to improve their writing. For the future researcher, they can use other learning media technologies that can be developed as learning media that can improve other English language skills.

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