TRANSFORMATIONAL LANGUAGE, LITERATURE, AND TECHNOLOGY OVERVIEW IN LEARNING (TRANSTOOL)

STUDENTS' PERCEPTION TOWARD THE USE OF PADLET TO IMPROVE THEIR WRITING SKILLS

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Abstract

The use of digital technologies such as applications and websites can be seen at almost every level of education today. However, the main problem in pursuing the goal of teaching English is the imbalance between the material being taught and the time to teach the material. In the English language, there are certain skills that need to be mastered, particularly in the area of writing. One important aspect of writing skills is the ability to compose report texts, which is deemed essential for students. The primary objective of this article is to explore how students perceive the use of Padlet as a tool to enhance their report writing skills. The research methodology employed for this study is descriptive qualitative in nature. The qualitative information gathered from a survey conducted among students regarding their opinions on using Padlet for improving writing skills was analyzed. Questionnaires and interview guidelines served as the research tools. The questionnaire results were analysed in terms of percentages and then combined with insights from the interviews to create narrative summaries. The participants exhibited positive attitudes towards utilizing Padlet for writing report texts. Additionally, they highlighted the opportunities that Padlet offers for students to enhance their English skills, particularly in collaborative writing activities.

Keywords: *Writing, Report Text, Padlet, Students' Perception*

1. INTRODUCTION

As an international language, English has become the most essential language in the world. According to Lin & Maarof (2013), many students complain about the inadequacy of technology for practice and writing assignments for students in Indonesia. Therefore, to understand the flow of information and to get higher opportunities in the future, students need to learn and understand English. In order to master English, it is essential to acquire four different abilities: listening, reading, speaking, and writing. Writing, out of these four skills, plays a significant role in the process of learning English.

Writing is a skill that helps to enhance students' critical thinking abilities through the process of composing (Nasser, 2016). Writing has always been beneficial for those who master it. According to the curriculum from 2013, students should be capable of enhancing their skills in communicating in English, whether it be through writing or speaking. Miller (2006) suggests that having proficient writing abilities is crucial for achieving success in education. Nonetheless, the writing abilities of students remain at a low level due to their requirement for improvement in writing techniques using modern technology (Thanh, 2015). This problem also occurs in Indonesia which has an impact on the writing skills of students in Indonesia. Rahmatunisa (2014) states that Indonesian

students still have limited vocabulary knowledge. This is the main weakness that occurs among students that will affect their creativity in developing academic writing.

The only exposure to English can be obtained by students in English schools or courses. Unfortunately, with the implementation of the 2013 curriculum, school students are expected to be able to develop their communicative English competence in both written and spoken language creatively which is limited by time. Learners will eventually see value and opportunity for them by learning them (Nishanthi, 2018). The creativity that must be done by students requires English teachers to prioritize students' understanding so that they can write in a fun way with high motivation. Faraj (2015) stated that a unique platform for writing English can motivate students to develop their ideas. One way to increase students' writing motivation so that students are more creative, some teachers turn to the role of technology.

To enhance the effectiveness of writing instruction, educators can incorporate digital technology into the classroom. Within the current educational landscape, the use of technology is crucial for student development in writing. Oroujlou (2012) argues that people like everything about gadgets and technology. Our review of research reports shows that several teachers have utilized technology for learning English such as ThatQuiz, Power Point, Video, Blog, Facebook, Skype, and Edmodo. Thus, the teaching learning process is more enjoyable and effective by using technology applications. Among all the tools mentioned above, there is another media in the form of an application that is of interest to researchers called Padlet.

Padlet is essentially an internet-based bulletin board that facilitates collaboration between students and educators by allowing them to share ideas and information on a shared digital space. This application aims to empower teachers to help their students by combining content in the form of quality learning videos with a state-of-the-art online platform. This platform also provides practical experience for students in using technology in everyday life. Therefore, the researcher assumes that the lack of time for learning English for writing skills in Indonesian secondary schools may be overcome by adopting the advantages offered by integrating English learning with Padlet as an interesting and collaborative learning platform. Efficient collaboration in learning involves developing skills in coordination, teamwork, embracing diverse viewpoints, and engaging in meaningful discussions by actively contributing, listening attentively, and assisting fellow learners. (Greenstein, 2012). According to Ashcroft & Imrie (2014), Padlet has the potential to enhance the connection between teachers and students, boost morale and self-confidence, and offer a different avenue for educators to engage with students beyond the traditional classroom setting.

According to the curriculum of 2013, students need to learn five different types of texts, including descriptive, narrative, recount, procedure, and report texts. They should be able to grasp the objectives, overall structure, and language features of these texts. Among these, a crucial text to comprehend is the report text, which aims to explain the state of things, encompassing various natural, artificial, and social aspects in our surroundings (Christie & Derewianka, 2008). This text includes a description of objects, both physical and nonphysical, from scientific facts about these objects. However, there are still many students who still have low skills in writing report texts. Researchers found this problem occurred in class IX students at SMPN 5 Malang. Most of them find it difficult to develop their writing, when they get orders from their teachers to write. To

overcome this problem, the researcher chose Padlet as a learning tool to develop students' writing skills. This learning tool is expected to make students more motivated and easier to express their ideas especially to write report text.

One of the subjects covered in Indonesian junior high schools is the writing of report texts. Despite this, a number of students encounter difficulties when it comes to composing such texts Husna (2019) Husna (2019) discovered that students face challenges in writing report texts due to their inability to effectively transform and elaborate on their ideas in written form. Furthermore, students struggle to present well-structured writing and tend to jot down their thoughts without organising them into a coherent structure. To address this issue, the researcher implemented Padlet as a tool for teaching report text writing. While previous studies have explored Padlet's use in English teaching with a focus on various social media topics, the aspect of improving students' descriptive writing skills has been overlooked. Therefore, the aim of this research is to examine how students perceive the use of Padlet in enhancing their report text writing abilities.

Several research studies have been carried out on relevant issues. The researcher used previous studies as a benchmark for their research on the use of Padlet as an educational tool. Numerous studies have shown that Padlet can effectively enhance English writing skills, suggesting its continuous integration in language learning among EFL students. Although this research is the same in Padlet media, this research has differences in the methods and content discussed regarding Padlet media and the effect of improving writing skills for students.

Based on the studies that have been mentioned above, the writer can understand that Padlet application is important in English writing for high school learners since they are required to learn four English language skills or competencies to master the language. A research study conducted by Diah et al. (2012) showed that the integration of media and technology into the classroom can create a positive atmosphere to improve students' writing skills. According to Rashid et al. (2022), implementing the Padlet app in ESL lessons can foster a positive atmosphere for encouraging student teamwork. While Husin & Nurbayani (2017) found that blended technology made students more enthusiastic and more positive about the learning process. The primary aim of this investigation was to gather information concerning the opinions of students in the 4A4 class at SMP Negeri 5 Malang regarding the use of Padlet as a tool for enhancing their writing skills. The focus was on exploring students' views on Padlet, its features, their performance using it, and how it can help in improving their report text writing skills. Additionally, the study solely considered students' perspectives on Padlet and its impact on their writing abilities. In essence, the research seeks to portray students' attitudes towards Padlet as a learning aid for writing skills, with a specific focus on a case study conducted at SMPN 5 Malang.

2. RESEARCH METHODS

This study utilises a descriptive qualitative research design for the research methodology. According to Creswell (2013) a qualitative method involves studying specific cases in depth over a period of time, collecting detailed data from various sources. Initially, the researcher utilised a questionnaire to gather information, which was then

analysed as a percentage. Additionally, interviews were conducted as a second source of data to uncover the motivations behind the respondents' choices in the questionnaire. The participants in this research were 20 students from the 4A4 acceleration class at SMP Negeri 5 Malang. According to Husin & Nurbayani (2017), the population refers to a broad group, while the sample is a specific subset being studied. In cases where there are fewer than 100 respondents, all are included in what is known as a population study.

The researchers gathered information from participants through online surveys using Google Form questionnaires and conducting interviews. The survey questions and interview prompts were modified from a study conducted by Dube & Scott (2017) on how university students view the use of digital technologies in education. Questionnaires were distributed to students to gather their opinions on using the Padlet website for creating report texts consisting of 20 statements. The questionnaire focused on students' level of interest in using Padlet, the advantages they perceive in using Padlet for writing, and their views on enhancing writing skills. A Likert scale with four choices - strongly disagree, disagree, agree, and strongly agree - was employed in the questionnaire. A trial phase was conducted to ensure that all necessary aspects were covered in the questionnaire. The questionnaires were given to the 4A4 accelerated class at SMP Negeri 5 Malang. Following the trial phase, students were asked if they encountered any difficulties or found any sections of the questionnaire to be inappropriate. The final version of the questionnaire was then distributed via Whatsapp, and students shared their experiences using Padlet for writing report texts.

During the interview section, the researcher posed 5 probing questions aimed at uncovering the reasons behind the respondents' answers in the survey. The interviews yielded more detailed explanations and insights from participants regarding their experiences with Padlet. The respondents selected for interviews were a representative sample, with 5 individuals from each section chosen for face-to-face interviews at the school. The researcher analysed the responses gathered from the questionnaire, coding the students' answers during the interview process. The questionnaire results were analysed for frequency and percentage, and further supported by findings from the interviews through content analysis. By integrating these two sets of data, the study results can be more comprehensible to the audience.

3. RESULTS AND DISCUSSION

This section focuses on the analysis and explanation of the data presented in the study. The research utilised various factors in its investigation. These factors include students' hands-on experience with Padlet, their viewpoints, and the enhancement of writing skills post-Padlet usage. These three factors are further categorised into multiple indicators.

3.1. Students' Frequency in Using Padlet

Table 1. Results of Students' Opinion of the Frequency in Using Padlet

Item Description	Response							
I learn any kind of English writing. material on Padlet twice or more in a week.	SA	%	A	%	DA	%	SDA	%
	7	35%	10	50%	2	10%	1	5%

Table 1 above shows the percentage of the students' responses. It can be described that less than half of the students (35%) strongly agreed that they read any kind of English writing material on Padlet twice or more in a week.; more than a half of students (50%) also agree with this statement. However, 10% of students disagreed that they read any kind of English writing material on Padlet twice or more in a week and 5% of students also strongly disagreed. In conclusion, it can be said that the students read any kind of English writing material on Padlet twice or more in a week. The results from the interview confirmed his discovery, showing that the participants were using Padlet for writing at least twice a week.

"I used it twice or more times a week, especially during the class. I use it to learn the materials about English writing for report text, but at the end of the English lesson I often use it to write and submit my report text" (Students 5)

Table 2. Results of Students' Opinion of the Frequency in Using Padlet

Item Description	Response							
I spend more time learning writing skill about writing report text in Padlet than in printed material.	SA	%	A	%	DA	%	SDA	%
	3	15%	12	60%	4	20%	1	5%

Table 2 above shows the percentage of the students' responses. It can be described that less than half of the students (15%) strongly agreed that they spent more time learning writing skill about writing report text in Padlet than in printed material; more than a half of students (60%) also agree with this statement. Nevertheless, 20% of students disagreed that they spent more time learning writing skill about writing report text in Padlet than in printed material and 5% students also strongly disagreed. In conclusion, it can be said that the students spent more time learning writing skill about writing report text in Padlet than in printed material. The students' feedback during the interview session further confirmed the discovery that they devoted a significant amount of time to browsing the website.

"I can spend my time watching videos from YouTube about strategies to write report text. My main purpose of using this website is for writing report text because I have to achieve the goals that the teachers give." (Students 4)

3.2. Students' Accessibility in Using Padlet

Table 3. Results of Students' Opinion of Accessibility Using Padlet

Item Description	Response							
I can easily sign in to my own Padlet account.	SA	%	A	%	DA	%	SDA	%
	19	95%	0	0%	0	0%	1	5%

Table 3 above shows the percentage of the students' responses. It can be described that more than half of the students (95%) strongly agreed that the students can easily sign in to their Padlet account. However, 5% of students strongly disagreed. Nevertheless, it can be said that most students agreed that they can easily sign in to their Padlet account.

"I just click the shared link without using my email so it is easy for me to open Padlet." (Students 3)

Table 4. Results of Students' Opinion of Accessibility Using Padlet

Item Description	Response							
I find it convenient to use my mobile phone to visit the Padlet site.	SA	%	A	%	DA	%	SDA	%
	18	90%	1	5%	1	5%	0	0%

Table 4 above shows the percentage of the students' responses. More than 50% of students (90%) expressed a strong preference for using their phones to access the Padlet website, with only 1% in agreement. Conversely, 1% of students strongly objected to this idea. Overall, it can be deduced that students generally prefer accessing the Padlet website through their accounts.

"I often use my phone and bring it everywhere I go. I can access the Padlet anywhere and anytime I need from my phone, so it is comfortable for me." (Students 2)

Table 5. Results of Students' Opinion of Accessibility in Using Padlet

Item Description	Response							
It is easier to edit my report text in Padlet than in paper.	SA	%	A	%	DA	%	SDA	%
	19	95%	0	0%	0	0%	1	5%

Table 5 above shows the percentage of the students' responses. It can be described that half of the students (95%) strongly agreed that the students feel it is easier to edit their report text in Padlet than in paper. However, 5% of students strongly disagreed. In conclusion, it can be said that students feel it is easier to edit their report text in Padlet than in paper.

"I feel that editing my report text in Padlet is easier than in paper because just by using my keyboard, my mistakes in writing can be fixed immediately and it is tidier" (Students 1)

Table 6. Results of Students' Opinion of Accessibility in Using Padlet

Item Description	Response							
I feel it is more convenient to write my report text in Padlet than in paper.	SA	%	A	%	DA	%	SDA	%
	17	85%	2	10%	0	0%	1	5%

Table 6 above shows the percentage of the students' responses. It can be described that more than half of the students (85%) strongly agreed that they feel it is more convenient to write their report text in Padlet than in paper; 10% of students also agree with this statement. However, 5% of students strongly disagreed about the statement. Nevertheless, it can be said that the students feel it is more convenient to write their report text in Padlet than in paper.

"It is faster to write my report text in Padlet and is easier to edit and submit my report text." (Students 1)

3.3. Students' Opinion of Padlet Features

Table 7. Results of Students' Opinion of Padlet Features

Item Description	Response							
I have never encountered any issues with internet connection or programming while using the Padlet website.	SA	%	A	%	DA	%	SDA	%
	18	90%	0	0%	0	0%	2	10%

Table 7 shows the percentage of the students' responses. More than half (90%) of students strongly agree that they never find any internet or programming problems due to the use of the Padlet website. 80% of students fully agree with this statement. 10% of students strongly believe that they encounter issues as a result of using the Padlet website. To sum up, students are in agreement that they do not experience any technical difficulties while using the Padlet website.

"Padlet is easy to open as long as I have an internet connection when learning." (Students 2)

Table 8. Results of Students' Opinion of Padlet Features

Item Description	Response							
I like an online class to learn writing report text in Padlet rather than a face-to-face class.	SA	%	A	%	DA	%	SDA	%
	19	95%	0	0%	0	0%	1	5%

Table 8 shows the percentage of the students' responses. More than half (95%) of students strongly agree that they like an online class to learn writing report text in Padlet rather than a face-to-face class. Except 5% of students who strongly disagree, like an online class to learn writing report text in Padlet rather than a face-to-face class. However, students agree that they like an online class to learn writing report text in Padlet rather than a face-to-face class.

"Padlet is more interesting than face-to-face class because it is not boring and the appearance of the Padlet website is colorful. I can understand the report text like its structure and writing strategy better." (Students 3)

Table 9. Results of Students' Opinion of Padlet Features

Item Description	Response							
The picture, video, and materials function on the Padlet website assists me in gaining a deeper understanding of the writing materials.	SA	%	A	%	DA	%	SDA	%
	19	95%	0	0%	0	0%	1	5%

Table 9 shows the percentage of the students' responses. More than half (95%) of students strongly agree that the picture, video, and materials featured in the Padlet website helps them to understand the writing materials better. However, 5% of students strongly disagree about the statement. However, students concur that the images, videos, and resources on the Padlet website assist in improving their understanding of writing materials.

"Using the media uploaded in Padlet, I can find various materials and examples about report text and it helps me a lot." (Students 4)

Table 10. Results of Students' Opinion of Padlet Features

Item Description	Response							
The Learning Management System on Padlet's website enhances the effectiveness of writing skills.	SA	%	A	%	DA	%	SDA	%
	17	85%	2	10%	0	0%	1	5%

Table 10 illustrates how the students' responses are divided. A majority of students (85%) strongly believe that the LMS on the Padlet website enhances their writing skills efficiently, while 10% also agree with this assertion. However, there is a minority (5%) of students who disagree. Nonetheless, students overall agree that the LMS on the Padlet website is beneficial for improving writing skills.

"Some features in Padlet such as edit, upload, add picture, and submit help me to write my report text efficiently." (Students 5)

3.4. Students' Interest in Using Padlet for Writing

Table 11. Result of the Students' Interest in Using Padlet for Writing Report Text

Item Description	Response							
I love to make my report text more attractive by editing color in the Padlet wall.	SA	%	A	%	DA	%	SDA	%
	17	85%	2	10%	0	0%	1	5%

Table 11 shows the percentage of the students' responses. More than half (95%) of students agree that they love to make their report text more attractive by editing the color of their posts. 85% of students strongly agree with this statement. Even so, 5% of students disagree. In spite of that, students agree that they love to make their report text more attractive by changing the color on the Padlet wall.

"I can match the color of my post with my picture and topic and I like it. For example, I use a yellow background because in my report text I write and upload a picture of bees, so it is lovely to see." (Students 1)

Table 12. Result of the Students' Interest in Using Padlet for Writing Report Text

Item Description	Response							
Writing report text on Padlet in English is interesting.	SA	%	A	%	DA	%	SDA	%
	18	90%	1	5%	1	5%	0	0%

Table 12 shows the percentage of the students' responses. More than half (95%) of students agree that it is interesting to write report text in English on Padlet. 90% of students strongly agree with this statement. Even so, 5% of students disagree. However, students agree that writing reports on Padlet in English is interesting.

"I find it interesting and fun because the report text I write can be accompanied by pictures. Also, the font and background color of my report text can also be changed according to my wishes" (Students 3)

Table 13. Result of the Students' Interest in Using Padlet for Writing Report Text

Item Description	Response							
Using Padlet in writing report text is more fun than using the traditional way.	SA	%	A	%	DA	%	SDA	%
	18	90%	1	5%	0	0%	1	5%

Table 13 shows the percentage of the students' responses. More than half (95%) of students agree that they prefer to write report text in Padlet than in the traditional way or paper. 90% of students strongly agree with this statement. Even so, 5% of students strongly disagree. However, students agree that using Padlet to report text is more interesting than using the traditional method.

"Using padlets is a new thing for me and it looks attractive. So, it's quite fun when using a Padlet." (Students 5)

Table 14. Result of the Students' Interest in Using Padlet for Writing Report Text

Item Description	Response							
I like to post pictures or clips on Padlet when writing report text.	SA	%	A	%	DA	%	SDA	%
	16	80%	3	15%	0	0%	1	5%

Table 14 shows the percentage of the students' responses. More than half (95%) of students agree that they like to post pictures or clips related to their report text topic on Padlet. 80% of students strongly agree with this statement. However, 5% of students strongly disagree. Though, students agree that they like to post photos or clips on Padlet while writing the report text.

"I like to add more pictures in my report text. I think it is quite cool for me because I can add pictures that are related to my report text." (Students 2)

Table 15. Result of the Students' Interest in Using Padlet for Writing Report Text

Item Description	Response							
When it comes to the Padlet wall, I tend to be more proactive in looking up the definitions of challenging words in English.	SA	%	A	%	DA	%	SDA	%
	16	80%	3	15%	0	0%	1	5%

Table 15 displays the students' responses in terms of percentages. A majority (95%) of students acknowledge being diligent in verifying the meanings of challenging English words on Padlet. 80% of students express strong agreement with this assertion. In contrast, 5% of students hold strong disagreement. Nonetheless, the consensus among students is that they are more engaged in researching the definitions of difficult words in English on the Padlet platform.

"I am a curious person, so when I find a difficult word, I try to digest and check the meaning of the word. By using Padlet, I can digest and check the meaning of difficult words easier." (Students 4)

3.5. Students' Opinion of Their Writing Skills Improvement After Using Padlet

Table 16. Result of the students' opinion of their writing skills improvement after using Padlet

Item Description	Response							
As I read my friends' report text in Padlet, I discovered new vocabulary.	SA	%	A	%	DA	%	SDA	%
	18	90%	1	5%	0	0%	1	5%

Table 16 shows the percentage of the students' responses. More than half (90%) of students agree that they discovered new vocabulary after reading their friends' report text in Padlet. 90% of students strongly agree with this statement. Still, 5% of students strongly disagree. However, most students agree that reading their friend's report in Padlet, they discovered a new vocabulary.

"At first, I was a little confused about how to write report text. So, I read my friend's report text in Padlet. After I read my friend's report text, I discovered new vocabulary and knowledge." (Students 5)

Table 17. Result of the Students' Opinion of their Writing Skills Improvement After Using Padlet

Item Description	Response							
Padlet allows me to learn from my classmates by reading their posts and comments on our class wall.	SA	%	A	%	DA	%	SDA	%
	16	80%	3	15%	0	0%	1	5%

Table 17 indicates the proportion of student feedback. A majority of students (95%) believe that Padlet enables them to gain knowledge from their peers' contributions and remarks on the class wall. 90% of students strongly agree with this statement. Even so, 5% of students strongly disagree. However, most students agree that Padlet allows them to read posts and comments on the walls of their class and learn from their classmates.

"In the padlet I can see some of my friends' report text in the Padlet wall freely. Because of that, I can write my report text and improve my writing." (Students 4)

Table 18. Result of the Students' Opinion of their Writing Skills Improvement After Using Padlet

Item Description	Response							
Padlet builds my creativity to write report text through the tools that I use. For example: Text, photo, link, audio, video, and comment.	SA	%	A	%	DA	%	SDA	%
	17	85%	2	10%	0	0%	1	5%

Table 18 shows the percentage of the students' responses. More than half (95%) of students agree that Padlet builds their creativity to write report text through the tools they are using. 85% of students strongly agree with this statement. Even so, 5% of students strongly disagree. In conclusion, most students agree that Padlet encourages creativity in creating report text using the tools they use.

"Writing in Padlet makes me creative. I can add cute photos of my report text and I can change the wall color of my report text." (Students 3)

Table 19. Result of the Students' Opinion of their Writing Skills Improvement After Using Padlet

Item Description	Response							
When using Padlet I can explore more information about strategies to write report text.	SA	%	A	%	DA	%	SDA	%
	16	80%	2	10%	1	5%	1	5%

Table 19 shows the percentage of the students' responses. More than half (90%) of students agree that they can explore more information about report text writing strategies. 80% of students strongly agree with this statement. Even so, 10% of students disagree. However, most students agree that they can use Padlet to find detailed information about strategies for writing report text.

"I think in the padlet there is a "board" which helps me to find strategies for writing report text." (Students 2)

Table 20. Result of the Students' Opinion of their Writing Skills Improvement After Using Padlet

Item Description	Response							
After incorporating the Padlet tool into my writing process, I have noticed a significant enhancement in my ability to write reports accurately.	SA	%	A	%	DA	%	SDA	%
	9	45%	9	40%	1	5%	1	5%

Table 20 illustrates the proportion of students who provided feedback. The majority of students (90%) acknowledge that their writing skills have progressed following the implementation of the Padlet feature for writing report texts. Furthermore, 45% of students wholeheartedly support this assertion. However, 10% of students disagree. However, most students agree that using the Padlet feature when writing report text has improved their writing performance.

"I think Padlet is much easier to use than other applications that require an email address and Padlet also helps me to gain information and vocabulary, so my writing skill have improved after using features in the Padlet." (Students 1)

3.6. Students' Perception after Using Padlet

The upcoming section will focus on the analysis of the information mentioned earlier. The topics that will be covered include the opinions of students after using Padlet, the students' views on the features of Padlet, and the students' perceptions of their own improvement in English skills.

The survey distributed to the 4A4 class yielded positive results in the data analysis portion. The initial aspect under consideration is the practical application of Padlet by students. This aspect includes two key factors - frequency and ease of use. According to the data analysis, it was evident that most students engaged with English writing material on Padlet twice as often per week. Students also spend their time to learning skill about writing report in Padlet than in printed materials. There is no problem for students to log in into their account and they easily sign in their Padlet account. Most students also can access the Padlet in their handphone easily. From the perspectives of the students using padlet is easy. Most of students agree that they can edit their report text than in paper. Furthermore, they feel more convenient to write their report text in padelt than in paper.

The second variabel that will be discussed is students' interest in using Padlet to write report text. For the data analysis above it can be shown that they love to make report text more by editing color in the padlet wall. Most students also agree that writing report text on a Padlet in English is interesting. Furthermore, they like to post pictures or clips on padlet related to their topic about animals or plants. As a result, they are more engaged in verifying the definitions of challenging words in the English language on the Padlet platform.

3.7. Students' Perception of the Features in Padlet

In the use of Padlet during the class, students do not face many problems related to the internet or programming. Padlet does not require a high internet connection to access. As long as students could connect to any internet connection, Padlet can be accessed quickly. Padlet is different from other online LMS because the web is light, thus students with low internet access or low phone memories can access it as well. 90% of students strongly agree that when using Padlet during class, they do not face many problems related to the Internet and programming.

Regarding the platform, students feel that it is more convenient to use an online platform like Padlet than the conventional one. The students were also helped by the media uploaded on the website. In Padlet, students not only read or listen about strategies to write report text from a source, but also could find various media and information. Using Padlet features, teachers and students could add links, pictures, videos, PowerPoint Presentation, or other media they are convenient with to make learning more interesting and easy to understand.

Most of the students also agree that Padlet is an LMS that helps them to write report text efficiently. They could fix their mistakes immediately using the edit feature in Padlet. For students who have English auto-correct on their phone, they can minimize the typo when writing on Padlet. Students could submit their report text quickly. Usually, they have to take pictures of their written assignments then put it on a file and the uploading process takes time. By using Padlet, they could click on the post button after they type their text in the board under their own name.

3.8. Students' Perception of their English Skill Improvement

The Padlet website is being used for students to practise writing report texts, with the aim of enhancing their English abilities, particularly in writing. The focus of this study is on developing students' writing skills, specifically in composing report texts in a structured way.

The first English skill improvement that is being discussed is students' vocabulary acquisition. When writing report text using Padlet is students' understanding in developing report text outlines. The components of writing skills that want to be improved are the improvement of students in finding new vocabulary, building their creativity in writing report texts, and exploring more information about strategies for writing report texts. According to Tan et al. (2016) strategies for students by finding new vocabulary using applications are effectively used. Since students can monitor their progress through the app's powerful features, they can easily determine which parts of the writing component need improvement. Al-Qahtani (2015) suggests that vocabulary plays a crucial role in the learning process of a second language. According to him, vocabulary serves as a means of interaction and connection with others.

According to the interviews, many participants claimed that by reading their friends' reports on Padlet, they discovered new vocabulary and information. Writing the report text requires students to recall information from memory to properly structure the content. Analysis of the data showed that around 95% of participants noticed an expansion in their vocabulary through report writing on Padlet. The writing task aimed to assess the students' understanding of the reading material found on Padlet. The more time students invest in engaging with PowerPoint presentations and videos on Padlet, the more progress they will see in their writing abilities.

The next topic of conversation is how Padlet helps students enhance their English skills by engaging with their peers through reading and commenting on class discussions. According to the statistics, the majority (95%) of students acknowledge that Padlet is effective in facilitating learning from their classmates' contributions on the virtual class noticeboard. When students are not sure about their report text, they can see their friend's report text to increase their creativity in writing report text. They can add photos of animals or plants according to the topic of their report text so that it is more interesting to read.

The third improvements in English skills discussed in this study are information on report text writing strategies. More than half (90%) of the students agreed that they could dig up more information about the report text writing strategies. The students think that on the padlet there is a board that helps me find strategies for writing report texts. When the teacher provides material in the form of videos or PPT in Padlet, students will find it easier to explore because it consists of several trusted sources.

The latest enhancement in English proficiency examined in this research focused on student performance when composing report texts. As mentioned earlier, the Padlet platform offers various features such as the ability to incorporate videos, images, and resources. Students can utilise this tool not only to enhance their comprehension of reading materials but also as a means to refine their writing skills through practice. According to the findings of the survey, approximately 85% of the respondents acknowledged that their writing and listening skills had shown improvement after utilising the educational tool Padlet. Wood (2016) suggested that Padlet could serve as an interactive evaluation tool in the classroom, serving as an alternative to the conventional and sometimes tedious method of using pen and paper. By watching videos related to the text that captures their interest, students can also construct a report text with a solid grasp of the material being studied.

Moreover, based on the results gathered from the responses to the questionnaires, the author determines that students' views on the role of Padlet in creating report texts impact their writing. Consequently, students indicated that they held favourable views on using Padlet to write their report texts. As for the study findings, students appear to perceive Padlet as a valuable resource for learning. They show enthusiasm for reading and exchanging thoughts with their peers on the platform. This could be attributed to the user-friendly nature of the tool. As Jaganathan (2016) mentioned that Padlet plays a role in enhancing the writing experience for students. Padlet offers a space for students to showcase their writing to teachers and classmates. Besides that, Marzuki & Santiana (2022) states that Padlet has the potential to be utilised as an engaging educational resource within the classroom setting.

4. CONCLUSION

As per the students' perspective, Padlet is considered an effective tool for enhancing writing skills in report writing. The user-friendly interface of the website encourages students to write more report texts. The online platform for learning report writing on Padlet offers a variety of wall levels that cater to different preferences and abilities of students. Additionally, it includes a range of engaging features that prove beneficial for students in achieving desirable outcomes through extensive reading. By utilising mobile devices alongside the virtual writing system on Padlet, there is a noticeable increase in students' enthusiasm for writing, as demonstrated by the amount of words they produce. The majority of students involved in the study demonstrated proficiency in incorporating appropriate linguistic elements in their report texts. A high percentage of students in 4A4 demonstrate strong satisfaction with the use of Padlet as a learning tool. Students show a preference for Padlet over traditional paper writing methods. In conclusion, students have a highly favourable view of Padlet for enhancing their report writing skills.

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 report 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 further researchers, 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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